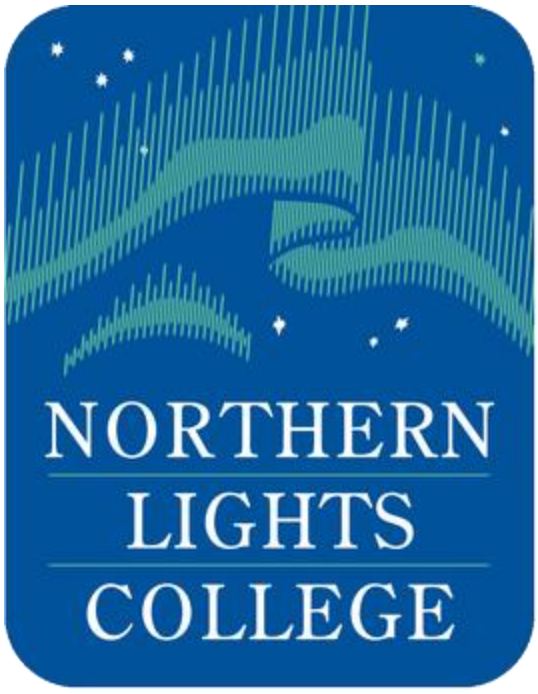

B.C.'s Energy College™

Northern Lights College

Institutional Accountability Plan and Report

2015/16 Reporting Cycle

July 15, 2016

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NORTHERN LIGHTS COLLEGE
REGIONAL ADMINISTRATION
11401 – 8th Street Dawson Creek, B.C. V1G 4G2
Telephone 250-782-5251 • Toll free 1-866-463-6652
Fax 250-782-5233
nlc.bc.ca

B.C.'s Energy College™

July 15, 2016

Honourable Andrew Wilkinson, Minister
Ministry of Advanced Education
PO Box 9870 Stn Prov Govt
Victoria BC V8W 9T5

Dear Minister:

We are pleased to provide you with the **Northern Lights College 2015-2016 Institutional Accountability Plan & Report**. This report was prepared in accordance with the *Accountability Framework Standards Manual and Guidelines: 2015/16 Reporting Cycle*.

As Board Chair and President, we hereby affirm our commitments and accountabilities for this plan and report and look forward to reporting on its success.

Yours truly,

John Kurjata
Board Chair
NORTHERN LIGHTS COLLEGE

Bryn Kulmatycki
President & CEO
NORTHERN LIGHTS COLLEGE

Accountability Statement

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Northern Lights College is pleased to provide the Minister with the Northern Lights College 2015-2016 Institutional Accountability Plan & Report. This report was prepared in accordance with the Accountability Framework Standards Manual and Guidelines: 2015/16 Reporting Cycle.

Strategic Direction and Context

The new President of Northern Lights College assumed office on April 1, 2015. After the Board Elections on May 20, 2015 when a new Board Chair was elected, discussions began on reviewing the College's Strategic Plan which is scheduled to expire in 2016.

The Senior Executive Team initiated an Executive Retreat in May of 2016 to begin to identify the strategic needs of the College and undertake the necessary risk assessments to focus on priority areas for the organization. A starting point for discussions included valuable information gleaned from the College's Employee Engagement Survey Report that had been conducted in April of 2015. The planning of a meeting to further engage College staff in strategic discussions was also initiated at that time.

In November of 2015, the College's Board of Governors participated in a "World Café" style consultation with a cross section of College staff present as a follow-up to two employee engagement surveys that had been conducted – both in 2013 and in 2015. The World Café was comprised of facilitated discussions that identified various collaborative projects to consider undertaking in order to advance the needs of the College.

On March 1, 2016, the College administrative staff met for two days to review strategic priorities for the College, to review the World Café outcomes, and develop priorities that were identified as emerging strategic needs for the organization.

The Board of Governors then initiated a comprehensive community consultation process as part of the Board O-Link Committee's responsibilities. This consultation process is ongoing and is anticipated to be completed in the late fall of 2016. Consultations were successfully held in Dawson Creek and Fort St. John with another planned for Fort Nelson that was cancelled due to extreme flooding in the Dawson Creek area resulting in the facilitators and board and college participants being unable to reach Fort Nelson. At the two consultation sessions held for the two main campus communities of the College, discussions included members of the Board of Governors, college staff, community and civic leaders, representatives of industry, trade, and commerce, and general community members. The average attendance at Dawson Creek and Fort St. John was 82 at each meeting. Community Consultation

meetings are being planned for other communities in October, 2016 and this feedback will be incorporated into a comprehensive Strategic Planning Document for the organization.

The College has identified five focus areas that will become the foundational directions for the College for approximately the next five years. Those areas are: Reinvigorate the College's Identity; Develop a Comprehensive International Student Strategy; Develop a Comprehensive Aboriginal Education Strategy; Reinforce Student Sustainability through Student Centered Initiatives; and Recruit and Retain Excellent People.

The Board of Governors held a retreat on June 4, 2016 to review its Mission Statement and is proposing "Northern Lights College: Enriching Lives and Communities," as the organization's new mega-end statement and possible future mission. This will be finalized in the fall of 2016 when a comprehensive Strategic Planning Document is created.

The following three major ends statements are also being considered and reviewed in preparation for the final Strategic Plan Document which is still under development:

1. Learners will acquire knowledge, skills and attributes to enable achievement of their personal goals.
2. Communities will benefit from an improved quality of life.
3. Individuals, businesses, industries and organizations will have access to training and education that meets their needs.

Northern Lights College is committed to building on its history in post-secondary education by developing the strengths of its staff and the people of Northern British Columbia. The College continues to focus on the preparation of a skilled workforce and plays a critical role in the enhancement of the economy and quality of life in our vast region. Programming at Northern Lights College supports primary community needs in health, education, business, social services, culture, recreation and workforce training.

Northern Lights College has been identified as B.C.'s Energy College™, which places some emphasis on programming that supports the Oil and Gas and evolving Clean Energy industries. However, the College also has a diverse range of program offering that extends beyond the dimension of the petroleum based industries. By providing these diverse program offerings and by working through partnerships and

collaborations with the communities in the region, the College works toward the goal of sustainability for communities in the North.

Strategic Direction

Institutional Overview

The Northern Lights College (NLC) geographic region comprises the northern third of British Columbia. The College region is approximately 325,000 square kilometres in area and is occupied by about 71,612[1] people. Most of the population lives along the well-known Alaska Highway which begins in Dawson Creek (Mile 0) and ends in Fairbanks, Alaska. Northern Lights College has campus locations in Chetwynd, Dawson Creek, Fort Nelson, Fort St. John, and Tumbler Ridge, along with access centres in Atlin, Dease Lake and Hudson's Hope. NLC's distance programming also allows virtual access to students from across British Columbia, Canada and beyond.

As an organization spread across large distances, the College provides services annually for over 6800 learners with approximately 80 instructional faculty members. Credentials awarded through the College are non-degree, and include certificates, diplomas, associate degrees, and post-baccalaureate diplomas.

History

In May of 1975, a new "Northeastern Community College" was created through an Order-in-Council. The legislation authorized School Districts 59, 60, 81, and 87 to participate in establishing a college that would be based in Dawson Creek and would serve the northern third geographical region of the province. Northern Lights College opened officially in September of 1975, recently celebrating its fortieth year of successful operation in the province of British Columbia.

Campuses and Programming

Dawson Creek Campus: The Dawson Creek Campus was the original location for Northern Lights College, having originally housed the B.C. Vocational School from 1966 to 1975. The City of Dawson Creek has a population of approximately 11,583[2] and is expanding services in support of current and future industrial demand. In addition to land and assets within the city limits of Dawson Creek, Northern Lights College owns 64.75 hectares of land outside the city limits, known as our Mile "0" Farm. This operation is currently leased for commercial agriculture purposes.

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[1] *Population by Age and Sex, Sub-provincial, July 1, 2015, Stats Canada, Northern Lights College Region*. Retrieved on June 13, 2016, http://www.bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationEstimates.aspx

[2] *Statistics Canada, Census, 2011*.

At the Dawson Creek Campus, priority space includes the northern Aerospace Centre of Excellence, Health Sciences, and the Centre for Excellence in Clean Energy Technology (CECET). The campus also includes a two-wing Student Residence with a capacity of 180.

A number of trades and apprenticeship programs are also available at the Dawson Creek Campus, with some programs offered at the College's South Peace Campus. In 2015-2016, Trades and Apprenticeship programs offered in Dawson Creek included Automotive Service Technician, Carpentry, Professional Cook, Heavy Mechanical Trades, Esthetics and Nail Care Technology, Millwright, Plumbing, and Welding.

University Arts and Sciences courses are available at the College leading to a University Arts and Sciences Certificate, an Associate of Arts Degree, or further post-secondary studies. Delivery models include in-class sessions, as well as videoconference delivery.

In 2015-2016, vocational programs at Northern Lights included Aircraft Maintenance Engineering, Wind Turbine Maintenance Technician, Practical Nursing, Health Care Assistant, and Applied Business Technology.

The Career and College Preparation department of the College helps students upgrade toward gaining admission into another academic or vocational program at NLC or to complete their grade 12 diploma requirements.

A wide array of Workforce Training/ Continuing Education courses are offered for short term study, upgrading and certification.

The Dawson Creek Campus includes Aboriginal Student services, a Library, computer/Internet access, access services, a gymnasium, daycare facility, bookstore, financial aid, and access to city transit.

Fort St. John Campus: Fort St. John is known as the Energetic City because of its location in the heart of the oil and gas industry in northeastern B.C. Fort St. John is located at Mile 47 of the Alaska Highway, and has a population of approximately 26,380[3]. In addition to oil and gas, forestry and agriculture are important elements of the area's economy.

The Fort St. John campus of Northern Lights College is located on the north edge of the city, adjacent to the scenic Fish Creek Park and Community Forest. The Jim Kassen Industry Training Centre on the Fort St. John campus opened in 2007. The building provides facilities for a number of successful and

[3] *Statistics Canada, Census, 2011*.

progressive Trades and Apprenticeship programs, and is also home to the BC Centre of Training Excellence in Oil & Gas.

Trades and Apprenticeship programs available in Fort St. John include Automotive Service Technician, Commercial Transport Technician, Electrician, Heavy Duty Technician, Heavy Mechanical Trades, Industrial Instrumentation Mechanic, Oil and Gas Field Operator, and Power Engineering and Gas Processing. Students in Fort St. John can also begin a university degree by completing first and second year University Arts and Sciences courses on campus. NLC has credit transfer agreements with a number of post-secondary institutions in B.C., thereby providing smooth transitions for its students to other post-secondary providers for continuous learning.

Vocational and diploma programs in Fort St. John include Business Management, Early Childhood Education and Care, Social Services Worker, Education Assistant and Applied Business Technology.

The College's Workforce Training/Continuing Education department offers a wide assortment of general interest and employment-related courses in safety, first aid, oil and gas, computer training and other relevant areas.

The Fort St. John Campus is also home to NLC's International Education department. Students from around the world enroll at Northern Lights College to learn English before moving into other programs at the College, or continuing their education at other post-secondary institutions.

Campus services in Fort St. John include on-site student residence, Financial Aid, Access Services, Student Recruitment, Admissions Officer, Aboriginal Education Coordinator, Library, Cafeteria, Daycare, Computer/Internet access, Bookstore and access to City Transit.

Fort Nelson Campus: Northern Light's College's Fort Nelson Campus has traditionally provided programming for the forestry and service industries and over the last few years has developed Workforce Training programming in response to the needs identified by Oil and Gas Producers working in the Horn River Basin.

The Town of Fort Nelson is the largest centre in the Northern Rockies Regional District, with a population of about 5,578[4]. It is important to note, however, that the oil and gas industry also houses significant numbers of workers in camps adjacent to the town and is looking for longer-term housing solutions in order to attract workers to support their projected operations. Fort Nelson is located at

[4] *Statistics Canada, Census, 2011*.

Mile 300 on the Alaska Highway, and is the major service hub in northern B.C. between Fort St. John and the Yukon Territory.

The Fort Nelson Campus began to offer programming in 1976. Currently, Fort Nelson is NLC's third-largest campus, providing a wide-range of facilities and services to students and local residents.

Programming available at the Fort Nelson Campus includes Career and College Preparation, University Arts and Sciences, Applied Business Technology, and some Trades and Apprenticeship programs offered periodically in partnership with local industry. Programming is delivered in-class and via videoconference.

Campus services on the Fort Nelson campus include Aboriginal Education services, a Library, Bookstore, computer/Internet access, and Financial Aid.

Chetwynd Campus: The Northern Lights College Chetwynd Campus is situated in a region with a diverse economy. Forestry and mining play a major role in the Chetwynd region, and the uncertainty of these industries has impacted both the community and the college. Chetwynd has a population of approximately 2,635[5] people. The College currently uses a combination of traditional face-to-face as well as alternative delivery models such as videoconferencing and teleconferencing to successfully and efficiently offer programming to the Chetwynd region.

The Northern Lights College Chetwynd Campus supports full and part-time students in programs such as Career and College Preparation, Trades and Apprenticeship, and Workforce Training/Continuing Education. Special intakes of trades and apprenticeship programs such as Oil and Gas Field Operations and Welding are offered as funding allows, with Welding a current offering being delivered.

Many of the programs at the Chetwynd campus have been designed for the regional job market or to provide residents with the foundation they need to continue their post-secondary education.

The Chetwynd Campus features a lean and efficient team of staff members committed to helping learners achieve their goals. Opportunities exist for in-class learning in a number of areas, as well as distance education for access to programs offered at other locations.

[5] *Ibid.*

Campus services available to students include Aboriginal Education services, a Bookstore, Daycare, computer/Internet access, and Financial Aid. Library services are available through the Dawson Creek Campus library.

Tumbler Ridge Campus: The Tumbler Ridge Campus is located in the northeast wing of Tumbler Ridge Secondary School, benefitting from the close proximity to the high school with this shared space. The population of Tumbler Ridge is approximately 2,710[6] people. The community is transitioning from resource-based economies such as mining to innovative approaches including tourism that can lead to sustainable development. Tumbler Ridge is home to world-recognized dinosaur, fossil finds and geopark initiatives that include UNESCO-designated world heritage sites. An attraction to visitors from the Peace Region, Tumbler Ridge offers world-class hiking trails, access to a large number of picturesque waterfalls, and groomed ski trails. The College relies on a combination of video-conferencing, teleconferencing and traditional face-to-face formats to deliver programming. Campus services include a Library and computer/internet access.

Hudson's Hope: Northern Lights College offer programming in the community of Hudson's Hope utilizing leased space within the Pearkes Centre. With a small population of approximately 970[7] people, demand does not allow NLC to provide traditional ongoing programming in this Centre. Efforts are therefore focused on the provision of relevant Workforce Training and other programming on an as-needed basis. Some limited programming is available online. NLC continues to work with BC Hydro and other industry and community partners in order to provide relevant training on-site to the community.

Dease Lake and Atlin: On the western rim of BC's northernmost region are two unique post-secondary operations in the Stikine area - Dease Lake and Atlin. In Dease Lake, Northern Lights College has two buildings housing administrative offices and programming space. The total population of the Stikine Region is approximately 629[8] people. Dease Lake is in the heart Tahltan First Nation territory and is a service area for the region. The Centre supports part-time and full-time students in programs such as Career and College Preparation, as well as various courses through on-line and video conference delivery. In Atlin, the College leases a school building from School District #87.

[6] *Ibid.*
[7] *Statistics Canada, Census, 2011*.
[8] *Ibid.*

The Dease Lake and Atlin Access Centres provide support to part-time and full-time vocational and Workforce Training and Continuing Education courses to the following communities:

- Telegraph Creek: a community of 400, located on the Stikine River 119 kilometres west of Dease Lake, on the Tahltan Reserve;
- Lower Post: a community of 80, located on the Liard River 20 kilometres east of Watson Lake on the Liard River, on the Kaska Reserve;
- Iskut: a community of 350, located on Highway 37, 83 kilometres south of Dease Lake; and
- Good Hope Lake: a community of 50, located on Highway 37, 183 kilometres north of Dease Lake.

Programming in Dease Lake and Atlin is dependent, to a large extent, on funding provided for Essential Skills Access and/or demand for workforce training courses. The large geographic distances between communities (i.e., 8 ½ hour drive from Dease Lake to Atlin), the lack of cell phone service across the region, and current bandwidth issues because of its extreme remoteness, all present particular challenges in providing relevant and consistent programming and services to the Stikine Region of the province. Northern Lights College strives to remain active in the region by providing programs and courses in collaboration with a variety of community, education and industry partners. Services available in Dease Lake and Atlin include:

- Meeting rooms
- Computers and printers available for use
- Examination Invigilation
- Tutorials for computer software
- Fax and photocopier services
- Internet access
- Career, personal and academic advising
- Fees, refunds.

Centres of Excellence

Northern Lights College is the home of three provincial Centres of Excellence for British Columbia.

Centre of Excellence for Clean Energy Technology: NLC offers the only internationally certified Wind Turbine Maintenance Technician program in British Columbia, in partnership with BZEE, the body that develops curriculum for international certification. The Centre of Excellence for Clean Energy Technology (Energy House) is located at the Dawson Creek Campus and achieved LEED® (Leadership in Energy and Environmental Design) Platinum certification in June 2013 from the Canada Green Building Council in the New Construction and Major Renovation category.

Northern Lights College has the only training tower in the province of B.C. designed to duplicate conditions wind turbine technicians face when repairing, maintaining, installing or otherwise working on wind turbine systems in British Columbia. The training tower, located adjacent to the Energy House on the Dawson Creek campus, serves as a key training element for students achieving BZEE certification. It also provides support to wind employees and contractors as well as firefighters and other emergency crews for training purposes. It is an ideal classroom environment, as students can practice the same techniques they would use up-tower while working at heights and rescue scenarios, but do so in a controlled, quieter environment, allowing for better communication. It is also more accessible than wind towers, and allows for learning without shutting down a producing turbine and interrupting energy production for customers.

In future, the tower will serve as the site for refresher training for high-angle rescue courses that energy companies conduct, many of whom recruit a high number of Northern Lights College graduates. Previous to having access to the NLC training tower, industry partners had to send employees as far as Ontario to receive wind turbine-specific rescue training. With the cooperation of the Dawson Creek campus of Northern Lights College, energy companies are now able to train new employees and conduct re-certifications within B.C's North Peace Region. With there being several new wind farms in development for the North Peace over the next few years, the tower at the College will serve as a main source to train wind turbine technicians locally. It is the considered the closest one can get to training in an operational wind turbine, offering the benefit of focusing on training without the added distractions of being in an energized turbine.

B.C. Centre of Training Excellence in Oil and Gas: The $12-million Jim Kassen Industry Training Centre, located at the Fort St. John Campus, houses a Simulated Well Site Training facility, as well as a full-sized drilling rig Nabors Canada donated to the College in 2012. The facility prepares students to enter the oil and gas industry and support the growth of B.C.'s economy.

The goal of the Centre is to coordinate oil and gas training at post-secondary institutions throughout B.C. NLC serves as a regionally-based hub for post-secondary institutions building on existing activities, expertise and industry connections to better coordinate training opportunities and curriculum development, and to further leverage industry partnerships for consultation with programming related to Oil and Gas Field Operations; Power Engineering and Gas Processing plus safety training through the Workforce Training Department.

This training makes NLC competitive as a College, meets the needs of local industry and is critical to the Peace Region so residents can access the training they need to take advantage of the opportunities provided by industry. The educational components are innovative, learner-centred and learning centred. The curriculum is geared towards hands-on learning in simulated work environments so the student can feel confident moving from a training lab to a live work site.

The Centre is designed to address the challenges of skills training and education in the oil and gas industry on a provincial scale. Significant contributions have been made in the past by the Centre such as hosting the annual Working In Natural Gas (WING) conference for educators from across the province. The facility also serves as valuable marketing tool for the College's Trades and Apprenticeships programs as it is used on a regular basis for school and industry tours. This Centre of Excellence is mandated to facilitate cross-jurisdictional collaborations aimed at building the capacity and improving the responsiveness of the post-secondary education system to address oil and gas education and training needs in the province of British Columbia.

Centre of Excellence for Aerospace: NLC has achieved national and international recognition for its Aircraft Maintenance Engineering (AME) training provided in fixed wing and rotary wing aircraft in the Aerospace hangar at the Dawson Creek Campus.

The AME program allows students to be prepared for what they may encounter in the workforce as aircraft mechanics, directors of maintenance, quality assurance managers, aircraft maintenance instructors, and trainers at aerospace companies.

The Centre of Excellence for Aerospace is home to Basic Training and Type Training AME programs. When the program began in 1981, the fleet consisted of three planes – a de Havilland Canada DHC-2 Beaver, an Alouette helicopter, and a Piper PA50 Aztec – based in a 1,497 square foot hangar.

Today the hangar has expanded to 26,000 square feet and NLC's diverse fleet consists of several helicopters – including a Robinson R44, MD500D, AS350D, Hughes 300C, Bell 205 and 206, as well as several fixed-wing airplanes, including a Cessna 180, Cessna 310, Piper Aztec 250, King Air B90, British Aerospace JetStream 31, and King Air C90. The airplanes and helicopters students work on at the College are working models of aircraft – a distinctive advantage in the field of aerospace training.

Aircraft in the hangar are used for a wide range tasks including: the 100-hour inspection, tail rotor strikes, heat muffler inspection, weight and balance, and configuration changes. Once the aircraft is

incorporated into the program curriculum, students will take it apart and reassemble it at least four or five times a year.

The 15-month Basic Training program in this area of study is designed to take a student with little or no previous experience and provide the necessary skills to seek employment as an apprentice aircraft maintenance engineer with a Category M1 or M2 licence. An M1 or M2 licence is determined by aircraft type and propulsion system. M1 classification includes gliders, small piston powered and small turboprop aircraft. M2 classification includes all turbojet aircraft.

Basic Training consists of about 45 per cent of theoretical classroom training and 55 per cent practical experience through hands-on training on the College's aircraft fleet. Some of the areas covered in the NLC Basic Training program include aviation law, theory of flight, power plants (turbine and piston), airframe structures and systems, hydraulics and electrical and avionics systems.

Type Training involves individual courses, lasting from 5-10 days in duration, on eight different helicopter airframes or turbine engines, and is designed for certified aircraft maintenance engineers to gain additional knowledge. Courses include Bell 205A-1, 206 and 206L, and Eurocopter AS350B, B/A, B1, B2 and D airframes. Engine courses include the Honeywell T53 series (Lycoming) and Lycoming LTS 101 series motors. There are also online electrical systems courses for the Bell 206 and Eurocopter AS350-series aircraft.

Being able to offer both Basic and Type Training AME courses in one centre has proven beneficial to local, provincial, national and international industry as NLC graduates are hired around the world.

Mission, Vision, and Values

NLC 4-year Strategic Plan and Framework (2012-2016) includes the following elements:

Mission

Northern Lights College provides the educational means for the continued growth and prosperity of our students, and the communities and businesses across northern British Columbia.

Vision

Northern Lights College is seen as the post-secondary education provider-of-choice by our students, staff, communities and businesses.

Guiding Principles

Northern Lights College performs within the highest ethical standards. We respect the following Guiding Principles and take responsibility for our actions:

Student-Centred: *We provide programming and services that meet the development, employment, and health and safety needs of our students.*

"Centering on Excellence": *We constantly strive to achieve and foster excellence through our actions.*

Environmental Sustainability: *We practice and promote principles that protect and sustain our natural environment.*

Innovation: *We encourage and support the development of creative initiatives that address opportunities for constructive change.*

Partnerships and Community Connections: *We believe cooperation with other institutions and organizations is a core approach to achieving desired results for students and stakeholders.*

Respect: *We treat each person fairly and equitably, acknowledging and valuing individual perspectives and diversity.*

Teamwork and Personal Leadership: *We encourage collaboration, initiative and respectful communication throughout the College.*

Learning–Centred: *Through our collaborative teamwork, we strive to achieve ongoing team growth and personal growth, and thus purposefully increase our capacity as an organization.*

Accountability: *We establish and achieve objectives that are cost effective and open to public review.*

Critical Success Factors

Students: *Our students attain the knowledge, skills, abilities and qualifications necessary for employability, transferability, career advancement, personal wellness and social development. Our programming and services promote the inclusion of Aboriginal cultures and knowledge, and provide a welcoming and inclusive atmosphere for students of all cultural backgrounds.*

Communities: *Members of the communities we serve believe we are contributing significantly toward enriching their level of education and improving their quality of life.*

Employees: *We have sufficient numbers of qualified, motivated employees. Our staff members believe the College is a fair, equitable and progressive place to work.*

Innovation: *We seek creative ways and means to meet the education and training expectations of our strategic partners. We broaden our education leadership role to include ever expanding virtual boundaries.*

Labour Market: *We are seen as the education and training provider-of-choice to meet the needs of businesses, industry and organizations.*

Stewardship and Sustainability: *We are responsible stewards of the assets under our administration. We are trusted and respected by our funding partners. We manage the College within its fiscal limits. Our employees believe they have the appropriate tools readily available for them to do the work.*

Strategic Context

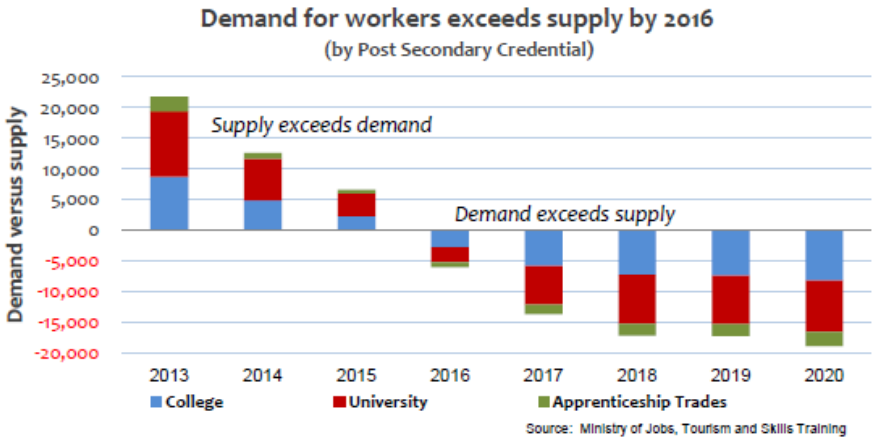
External Context

B.C. Labour Market Projections: Supply and Demand

The College continues to implement the *B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training* which reports an anticipated million job openings by 2022. Moreover, it is expected that the majority of job openings will result from major initiatives including "expanding liquefied natural gas (LNG) development in Northern B.C., increased trade with Asia, new mines and mining expansions, growing forestry exports as well as increased activity in the resource sectors, transportation, industry and business," and from retirements (p. 7)[9]. The Jobs Blueprint also underscores the critical role of post-secondary education and training in meeting the labour demand. More than 78% of job openings are expected to require some level of post-secondary education and training[10]. This is an important factor to note, since only 50% of young British Columbians currently meet this level of training[11]. Labour market research also demonstrates that even if the workforce met the training needs related to the expected job opening, the demand for workers will substantially surpass the supply[12]; most notable is that the supply shortage is forecasted to begin as early as 2016[13] (see Figure 1).

[9] *B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training, April 2014*. Retrieved June 1, 2014, http://www.bcjobsplan.ca/getskills/wp-content/uploads/BCs_Skills_for_jobs_blueprint.pdf
[10] *Ibid.*
[11] *Ibid.*
[12] http://www.workbc.ca/statistics.people-the-economy/B-C-s-economy.aspx.
[13] B.C. Labour Market Profile, Research Universities' Council of British Columbia, January 2013. Retrieved June 7, 2014, http://www.tupc.bc.ca/pdfs/2013-01-28_850_AM_LMP_Deck.pdf

Figure 1 Demand vs Supply for Workers



Northeast B.C.: Labour Market Projections

As outlined in the BC Labour Market Outlook: 2010-2020, the Northeast region is no longer slated to experience faster growth in the demand for workers at an annual average rate of 1.7 percent compared to the provincial rate of 1.4 percent[14]. Moreover, the Northeast is no longer expected to have faster growth in employment demand compared to other B.C. regions due to the downturn in the resource sector which significantly impacts this region.

There was a decrease in the demand for labour in north-eastern British Columbia in 2015-2016. The unemployment rate for Northern British Columbia in June, 2016 was 11.2% (compared to a low of 3.7% a year earlier). In the rest of British Columbia, the provincial average unemployment rate was 7.71% in June, 2016[15].

This increase in unemployment did not translate into a significant increase in student enrolment for retraining purposes at Northern Lights College. This may be partly related to the exodus of the local workforce to other parts of the country where work is available. The increase in vacancy rates demonstrates that a number of families and individuals have left the region. For instance, Dawson Creek was reported at 14.6% in December, 2015[16]. This rate exceeds the provincial vacancy rates and demonstrates that unemployed individuals may be seeking work and accommodation in parts of Canada where more work is available and the living costs are less.

[14] *BC Labour Market Outlook: 2010 – 2020*, http://www.workbc.ca/documents/Docs/BCLMOutlook.pdf
[15] *Government of Canada Statistics*, http://srv129.services.gc.ca/ei_regions/eng/rates.aspx?id=2016#data
[16] http://www.dawsoncreekmirror.ca/dawson-creek-has-highest-apartment-vacancy-rates-in-b-c-1.2133952)

In terms of predicting future recovery in the oil and gas industry in our region, the drilling in Western Canada was estimated to decrease by 36%. Although the decrease in Northern British Columbia will be most optimistic of all four western Canadian provinces, the decrease in up-stream production will result in a decrease in job opportunities related to the Oil and Gas sector in north-eastern British Columbia[17]. Work availability related to the oil and gas service is decreasing, and is significant in Fort Nelson. This trend is expected to follow the rest of the economy as the resource industry becomes less robust and starts to consolidate its assets to accommodate its declining revenue stream. The result is less investment in the resource industry in our region and fewer jobs.

The largest work-related project in the region currently is the Site-C Dam being constructed by BC Hydro on the Peace River at Fort St. John. That project is under construction now, but is still at a very preliminary stage and major construction initiatives are still many months away. The College is actively engaged in discussions related to training initiatives for that project.

In summary, compared to our previous year that started with an economic downturn in Tumbler Ridge, our region is experiencing a serious increase in unemployment throughout the entire region now. While it is continuing to have negative impacts on our College region, Dawson Creek is currently experiencing the least impact because the stable agricultural community is providing some economic support there. There has been a recent announcement from ARC Resources of Calgary that an extremely large pool of oil extending 100 kilometres long from west to east exists in a geographical area known as the Tower Region, located between Dawson Creek and Fort St. John. The estimate that ARC reports is that approximately 9.7 billion barrels of light crude is already known to exist in that field. It will be a significant economic driver in the region and the number of wells and the company indicates that oil production will be expanded as the oil price begins to recover. Production in this oil field is already on-stream producing 26,000 barrels of oil per day[18].

A significant number of Industry development projects are either underway, or in the planning stages for B.C.s Northwest region. "The Kitimat LNG terminal alone is expected to provide 1,500 jobs in construction and 125 permanent jobs. An additional 1,500 pipeline construction jobs will be required for the Kitimat to Summit Lake Pipeline project"[19]. When we consider additional projects such as B.C. Hydro's Northwest Transmission Line, and the increased mining activity in the Atlin area that are

[17] http://energeticcity.ca/article/news/2016/04/28/psac-forecasts-no-change-dire-times-canadian-oilfields
[18] http://www.huffingtonpost.ca/2016/05/26/bc-crude-oil-production_n_10147482.html).
[19] *British Columbia's Natural Gas Strategy*, Ministry of Energy and Mines (February 2012), p.8.

currently underway, it becomes clear that increased skills training in the Northwestern portion of the NLC Region (Dease Lake and Atlin) is also an important consideration. As such, Northern Lights College will therefore continue to participate actively in initiatives such as the Northeast and the Northwest Regional Workforce Tables, the Northern Postsecondary Council, Northern Opportunities™ (Dual Credit), and others. The importance of such collaborations is echoed in the following excerpt from the *2014 Final Report to the Premier and Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour Premier's LNG Working Group*:

> *"One of the biggest challenges facing major projects is finding ways to attract the workforce to where the work is actually located. Many of the training institutions and opportunities are located in southern B.C. which is away from the location of the work. However, programs like Northern Opportunities™ afford the chance to train in the north and stay in the north. Northern Opportunities™ is a partnership of three northeast B.C. school districts, Northern Lights College, First Nations, and industry that provides young people with a seamless learning pathway from secondary school to post-secondary training leading to career success."*[20]

Such innovative partnerships as the one illustrated above, hold promise for ensuring seamless educational pathways to employability and for aligning education and training to job market demands; a partnership that may serve as a model for other post-secondary institutions[21].

In order to respond to programming demands, the resourcing of our institution will be critical. To this end, Northern Lights College continues to be engaged with the Northern Postsecondary Council (NPSC) and the Ministry of Advanced Education in identifying effective solutions to resourcing issues.

Demographic and Social Trends in the Region

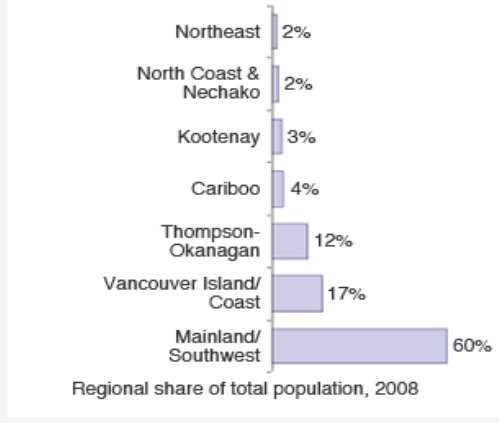
Population

Between 2006 and 2011, the population of the Northeast region grew by 1.9 percent, although this was far below the rate of the province of 7 percent[22]. When we examine the demographic profile of the Northeast region and make comparisons to the provincial profile, a very different picture emerges. For example, the majority (77 percent) of British Columbians live in the southwestern corner of the

[20] *Final Report to the Premier and Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour Premier's LNG Working Group – March 31, 2014.* Retrieved May 25, 2014.
[21] http://northernopportunities.bc.ca/wp-content/uploads/2013/03/NOP-Export-Model.FINAL_.dec20-2.pdf
[22] *2011 Census Data,* Northeast Regional Training Plan December 2012, http://tinyurl.com/lss4c8r

province, while only 2 percent live in the Northeast (See Figure 2)[23]. As far as where people live—urban versus rural— more than one-third live outside municipal boundaries in the Northeast, compared to only 12 percent for the province as a whole.

Figure 2 Percentage of B.C. Population by Region

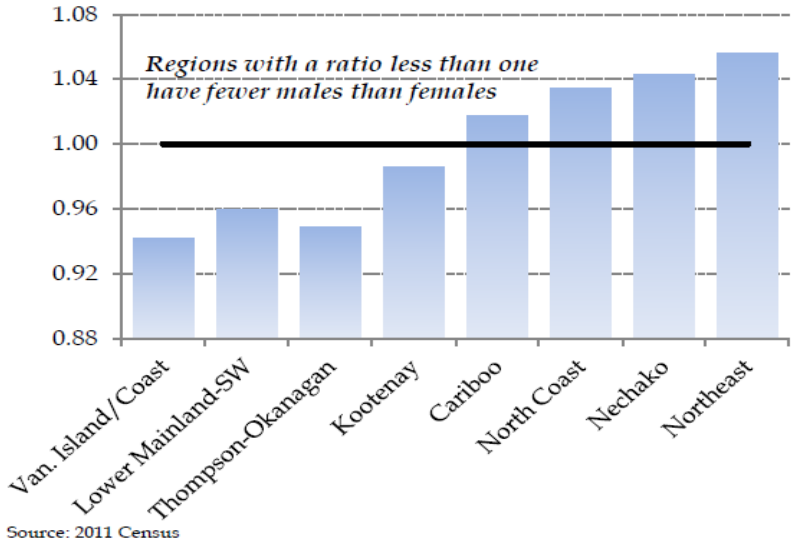


Source: BC Stats

In terms of age, the Northeast is younger (median age in 2010 was 34 years compared to the provincial median age of 40.8 years), and has significantly fewer older residents (9 percent of the population is 65 years or older compared to 15 percent for the province as a whole)[24]. With respect to gender, males outnumber females across Northern B.C. (see Figure 3)[25].

[23] *BC Stats, Regional Statistics*, http://www.workbc.ca/Statistics/Regional-Profiles/Pages/Regional-Profiles.aspx
[24] *Regional Workforce Table,* http://www.jtst.gov.bc.ca/regionalworkforcetables/docs/resourcepkg/northeast/Section%201%20Labour%20Market%20Information.pdf
[25] *2011 Census Fast Facts*, Toddlers and Teetotallers, BC Stats, http://www.bcstats.gov.bc.ca/Publications/AnalyticalReports.aspx.

Figure 3 Gender Ratio: By B.C. Region



Ethnicity

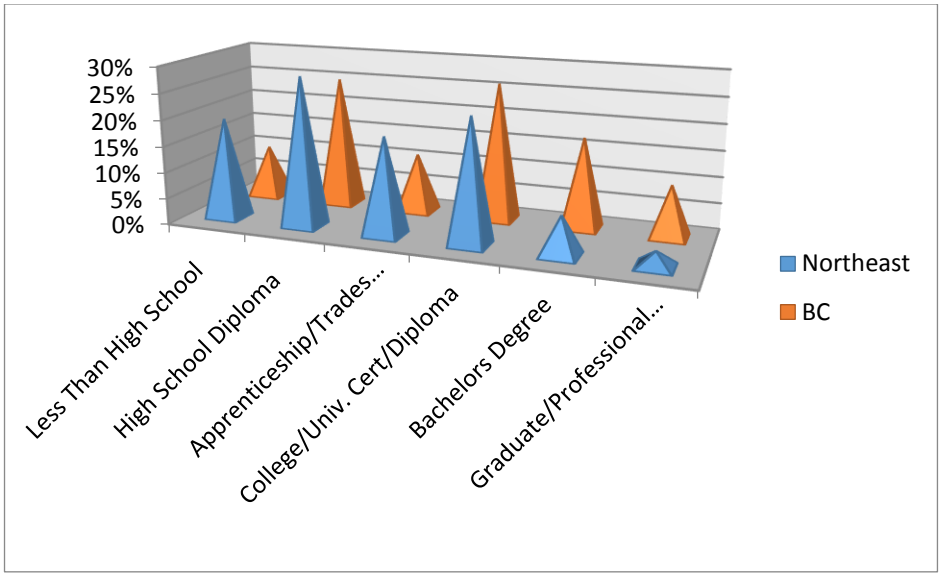
The ethnic composition of the Northeast population is also different from that of BC as a whole. In the Northeast, the total percentage of visible minorities is only 1.8 percent as opposed to the BC average of 21.6 percent. The Northeast's population of Aboriginal people is over twice that of B.C. as a whole while its percentage of immigrants is significantly less. In fact, the region received less than 0.5 percent of BC's immigrant arrivals between 2007 and 2011[26].

Education Levels

The overall educational levels of the population of northeastern BC are lower than those of the provincial average. As Figure 4 demonstrates, nearly twice the percentage (19.3%) of the Northeastern workforce (aged 25 – 64 years of age) has less than a high school diploma as compared to their provincial counterparts (10.1%)[27]. This is a worrisome trend for our region. The difference can be attributed to a number of factors, one of which is the availability of high paying unskilled jobs. One of the significant opportunities for Northern Lights College is providing pathways for students, at any level, to continue with their education, including their BC Adult Graduation Diploma.

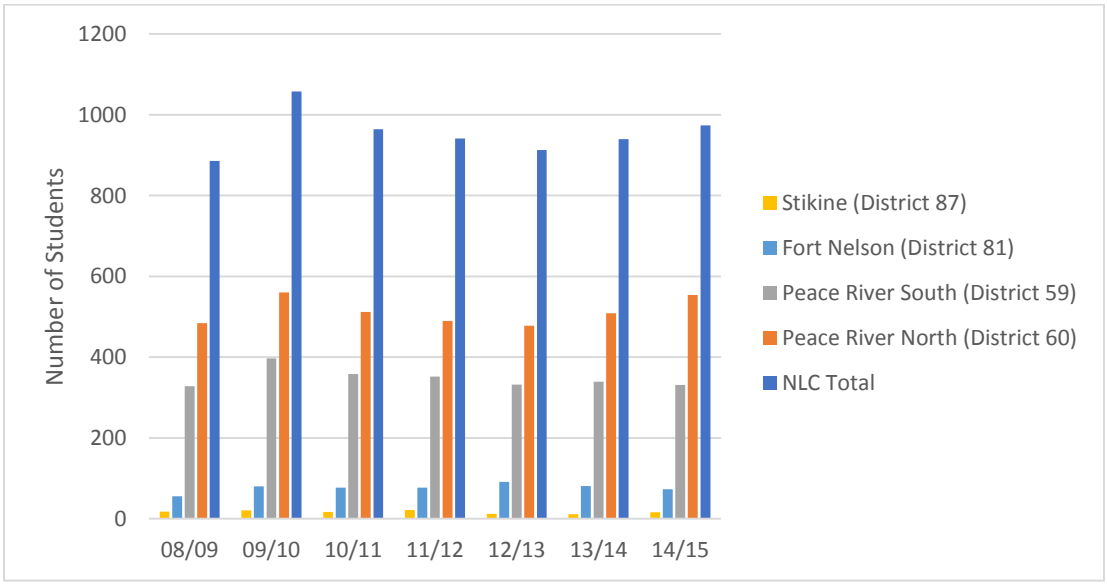
[26] *2011 Census Data,* Northeast Regional Training Plan December 2012, http://tinyurl.com/lss4c8r
[27] *Northeast Regional Training Plan December 2012*, http://tinyurl.com/lss4c8r

Figure 4 Workforce Education Attainment Comparison (25 – 64 years)



After four years of declining overall High School enrolments, Grade 12 student headcounts in NLC's regions are beginning to rebound. Figure 5 demonstrates the numbers of Grade 12 student headcounts in the period spanning 2008/09 through 2014/15[28].

Figure 5 Grade 12 Headcount: Years 2008-09 to 2014-15



[28] *BC Schools - Student Headcount by Grade*, http://catalogue.data.gov.bc.ca/dataset/bc-schools-student-headcount-by-grade

Results from the June 2015 Student Transitions Project also provides a picture of lower educational attainment among Northeastern B.C. residents. For example, the immediate entry transition rate for BC Grade 12 graduates was 53% (in 2012-13), as compared to only 35% for Grade 12 graduates living in the Northeast.

Northern Lights College will keep working collaboratively with the School districts in our region, and with Northern Opportunities™, to encourage students to enroll in our dual credit programs; and to pursue postsecondary education upon graduation prior to entering the full-time workforce.

Economic activity and labour market

General Economy

Major economic development in Northeastern British Columbia will contribute significantly to the overall economic growth in the province over the next two decades[29]. Strong demand from international markets for minerals and liquefied natural gas (LNG) is expected to continue, and sustain a prolonged period of economic growth and construction.

Geographically, the Dease Lake and Atlin campuses reflect the general economy of the Nechako region, which is also pertinent to Northern Lights College's planning activities. The Nechako region includes the districts of Bulkley-Nechako and the Stikine. The main economic activities in this area include forestry, agriculture, mining, and tourism. This region stretches from the Nechako valley in the south to the Yukon border in the north.

The majority of the residents live in the south of this region and are engaged primarily in forestry, mining and agriculture. The area has seen considerable mining exploration in recent years and several mines are in proposal stages. Forestry remains the primary income generating activity. Some lumber mills in the area have announced closures or output reductions. The region's many lumber and speciality mills also face future supply issues due to the mountain pine beetle problem in the area. Mining exploration and development continues for the area[30].

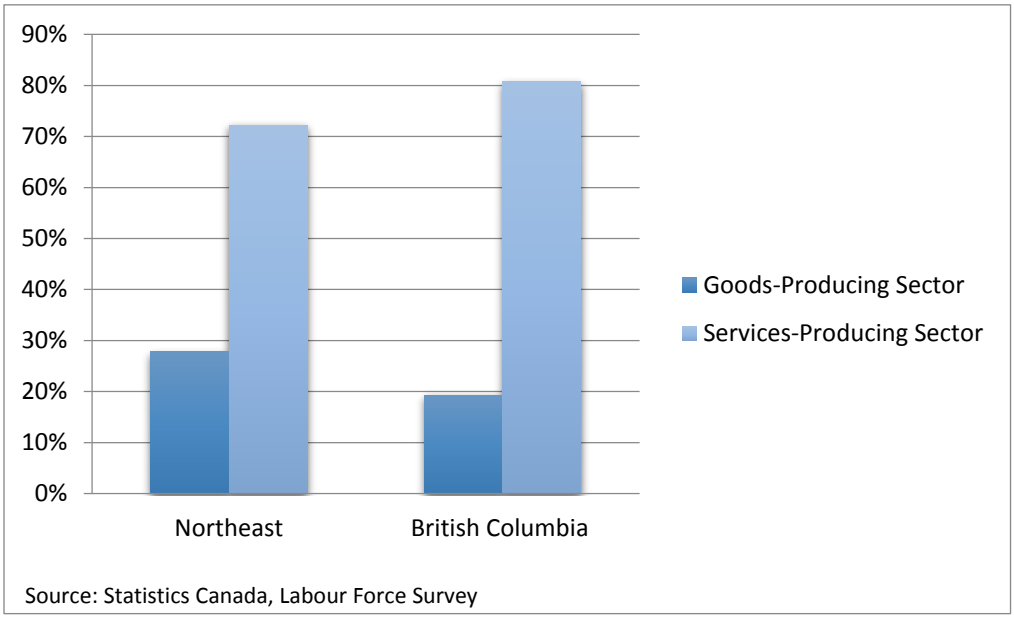
Employment by Industry

Economic structure and employment by industry are basic socio-economic factors that serve to inform the College's planning of program and services; however differential patterns exist for the Northeast

[29] *Northeast Regional Training Plan December 2012*, http://tinyurl.com/lss4c8r
[30] *Ministry of Education. December 2012.* Students Statistics, 2008/09 to 2012/13, http://www.bced.gov.bc.ca/reporting/

region compared to the province as a whole. This pattern is demonstrated in Figure 6. We do see that the services-producing sector employs the majority of workers for both the province and for the Northeast region (80.7 percent and 72.2 percent respectively)[31]. However, the Northeast's goods-producing sector represents nearly one-third (27.8 percent) of its industries, while this sector accounts for only one-fifth (19.3 percent) of the province's industries.

Figure 6 Employment by Industry (2013)



The Northeast region is characterized by the high presence of resource-based industries such as mining, as well as oil and gas extraction and services. The Northeast is the only gas producing region in the province, with the oil and gas sector accounting for the greatest percentage of workers (p.234)[32].

Figure 7 Employment by Goods-Producing Sector Annual Averages (2012) demonstrates a comparison in employment levels by industry for the Northeast and BC as a whole in 2012 for the goods-producing sector. As shown, we note that Construction industry has the greatest percentage of workers for both the province and for the Northeast (42 percent and 41.2 percent respectively). However, the Northeast has a greater proportion of workers (36.1 percent) in natural resource-based industries (i.e., forestry, fishing, mining, and oil and gas), compared to the province (10 percent). Trade, Transportation, and

[31] *Statistics Canada*, Labour Force Survey, Custom Tabulation. Prepared by BC Stats, April 2014. http://www.bcstats.gov.bc.ca/StatisticsBySubject/LabourIncome/EmploymentUnemployment/LabourForceStatisticsAnnual.aspx

[32] *BC Stats: A Guide to the BC Economy and Labour Market 2010 Edition, http://*bcstats.gov.bc.ca/Publications/BCEconomyLabourMarketGuide.aspx

Education are services-producing industries with a higher share of employment in the Northeast compared to the province (See

Figure 8).

Figure 7 Employment by Goods-Producing Sector Annual Averages (2012)

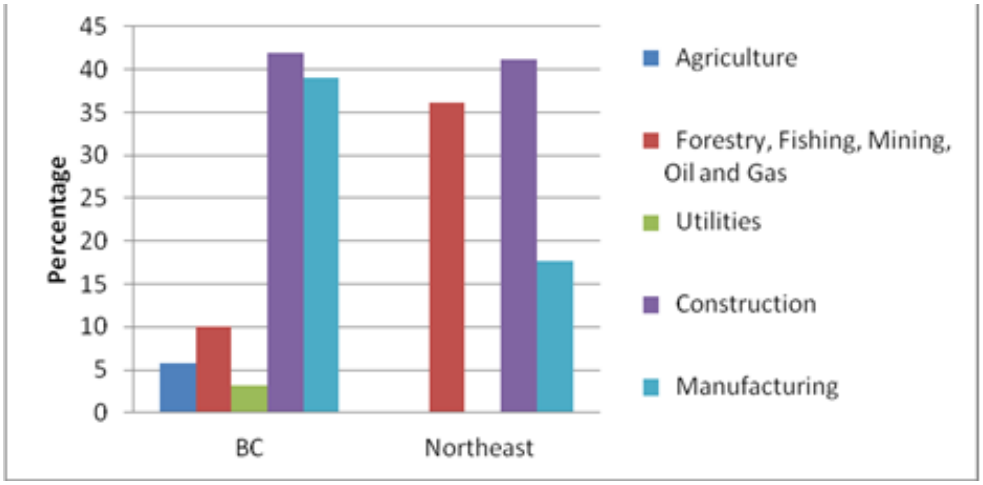
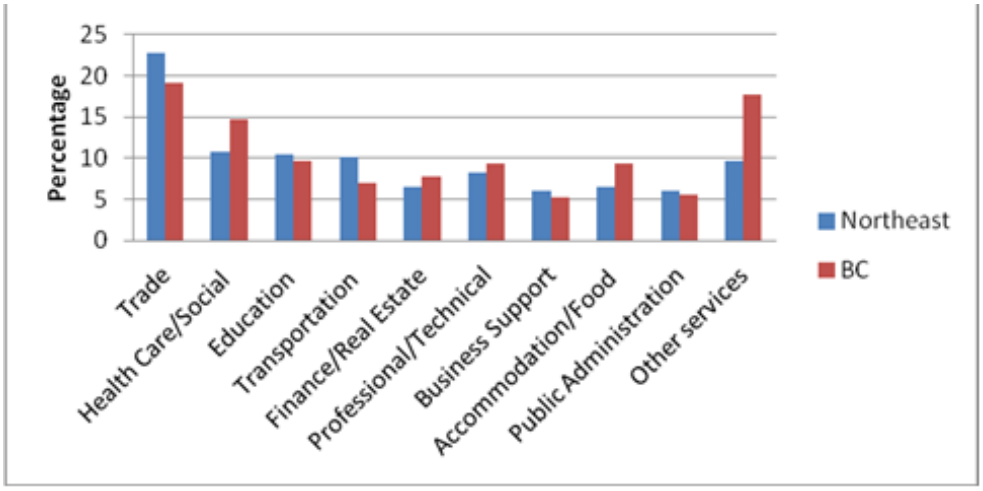


Figure 8 Employment by Services-Producing Sector Annual Averages (2012)



Internal Factors

NLC has experienced significant changes in human resources, especially at the leadership level. A new position was created at the executive level: Vice President, Community Relations and Student Services.

Additionally, we created two new positions at the director level (Director of Aboriginal Educational and Director of International Education). We also experienced movement between positions, with the Chair of Academic Programs assuming the role of Associate Dean, Academic and Vocational Programs and the Associate Dean of Vocational Programs taking the role of Dean of Workforce Training and Continuing Education.

Performance Plan

As mentioned previously, Northern Lights College engaged in a strategic planning exercise which led to the development of the NLC 4-year Strategic Plan and Framework (2012-2016). The outcomes of this exercise can be correlated to Ministry objectives as follows.

Goals and Objectives

Institutional Goals and Objectives - Alignment with Ministry Goals

Ministry Goal 1: Students are supported to achieve their education, employment and training goals

Objective 1.1: Align post-secondary education and training with labour market demand to achieve a highly skilled workforce.

Objective 1.2: Respond and adapt to the diverse and changing needs of students.

Objective 1.3: Increase participation and successful completion of all students.

As indicated in the NLC College Board developing Ends Statements:

1. Learners will acquire knowledge, skills and attributes to enable achievement of their personal goals.
2. Communities will benefit from an improved quality of life.
3. Individuals, businesses, industries and organizations will have access to training and education that meets their needs.

With respect to the College's long term Strategic Goals, the following goals are in line with this Ministry Goal:

NLC Goal 1 – Students: Students are satisfied with their NLC experience and are attaining the knowledge, skills, abilities and qualifications necessary for employability, transferability, career advancement, personal wellness and social development.

- Implemented a comprehensive "Strategic Enrolment Management Plan" which addresses the following priorities:
    - Recruitment
    - Retention
    - Graduation Rates
    - Student Services
    - "Student Life"
- Increased its models of "Flexible Delivery" of programs and services.
- Increased the number of formal Transfer Agreements, and the number of Dual Credit program offerings available to students.
- Increased the number of agreements in place with International Post-secondary partners.
- Increased the number of programs and services available by Distance Education.
- Improved access, retention and graduation rates for its Aboriginal Student population.

NLC Goal 2 – Community: We are contributing significantly toward enriching the level of education and improving the quality of life of the communities we serve.

- Ongoing 'Summer Camp' programming in place to:
    - Increase utilization in the summer months
    - Increase awareness among local youth of: potential career paths, the benefits of postsecondary education and the sense of 'community ownership' of the various college campuses
- Leased space to appropriate 'strategic partners' in order to increase access to complimentary on campus community services for NLC students – 'one stop shop' concept.
- An increased roster of Continuing Education, Professional Development and General Interest courses.

NLC Goal 3 – Stewardship and Sustainability: Our employees have the tools they need to do their work, while managing the College responsibly within its fiscal and physical limits.

- Implemented a comprehensive Academic Planning Model which includes:
    - A revised and standardized Program Costing Model
    - Comprehensive and systematic college wide Program Quality Assurance Model (KPI's, etc.)
- Developed and implemented a minimum of three new shared service agreements with appropriate strategic partners.

NLC Goal 4 – Employees: We employ sufficient numbers of qualified, motivated staff.

- A fully implemented 'Matrix Management' model of organizational operations.
- A fully implemented and functional 'Academy for Growth and Development' (Professional and Development and Succession Planning Program).

NLC Goal 5 – Innovation: We practice innovative and learner-centred approaches to meeting the education and training expectations of our strategic partners, while expanding our virtual boundaries.

- A fully operational 'Applied Research' program that is focused around the NLC Centres' of Excellence.
- Increased access and scope for its 'Centre for Innovation in Teaching and Learning'.
- Made a minimum of two additional full programs available via Distance Education.

NLC Goal 6 – Labour Market: We meet the education and training needs of businesses, industries and organizations in our region.

- Fully implemented the recommendations of the Northeast Regional Workforce Table.
- Built on existing, and developed a minimum of two new strategic partnerships, for the provision of Workforce training programming across the region.
- Ensured the establishment of the BC Centre of Training Excellence in Oil & Gas as a virtual entity with a recognizable provincial mandate that addresses issues related to Training in the Oil and Gas Industry.
- Ensured the development of the necessary Secretariat, Steering Committee and discipline specific Advisory Committee structures for the Centre, with appropriate representation from the following groups: oil and gas industry representatives, educational providers, aboriginal human resource agencies, and research agencies and institutions.

Ministry Goal 2: Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage

Objective 2.1: Increase international participation throughout our education system.

Objective 2.2: Build on current strengths to enhance the quality of the post-secondary education system.

Objective 2.3: Increase collaboration, innovation and partnerships.

With respect to the College's long term Strategic Goals, the following goals are in line with this Ministry Goal:

NLC Goal 1 – Students: Students are satisfied with their NLC experience and are attaining the knowledge, skills, abilities and qualifications necessary for employability, transferability, career advancement, personal wellness and social development.

- Increased the number of formal Transfer Agreements, and the number of Dual Credit program offerings available to students.
- Increased the number of agreements in place with International Post-secondary partners.

NLC Goal 3 – Stewardship and Sustainability: Our employees have the tools they need to do their work, while managing the College responsibly within its fiscal and physical limits.

- Developed and implemented a minimum of three new shared service agreements with appropriate strategic partners.

NLC Goal 6 – Labour Market: We meet the education and training needs of businesses, industries and organizations in our region.

- Fully implemented the recommendations of the Northeast Regional Workforce Table.
- Built on existing, and developed a minimum of two new, strategic partnerships for the provision of Workforce training programming across the region.

Ministry Goal 3: An education and training system that maximizes return on investment and supports British Columbia's diverse communities

Objective 3.1: Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value.

Objective 3.2: Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.

Objective 3.3: Use and provide quality information for decision making and better societal outcomes.

With respect to the College's long term Strategic Goals, the following goals are in line with this Ministry Goal:

NLC Goal 1 – Students: Students are satisfied with their NLC experience and are attaining the knowledge, skills, abilities and qualifications necessary for employability, transferability, career advancement, personal wellness and social development.

- Implemented a comprehensive "Strategic Enrolment Management Plan" which addresses the following priorities:
    - Recruitment
    - Retention
    - Graduation Rates
    - Student Services
    - "Student Life"
- Increased its models of "Flexible Delivery" of programs and services.
- Gather and centralize institutional data relating to the enrolment process at NLC.

NLC Goal 3 – Stewardship and Sustainability: Our employees have the tools they need to do their work, while managing the College responsibly within its fiscal and physical limits.

- Implemented a comprehensive Academic Planning Model which includes:
    - A revised and standardized Program Costing Model
    - Comprehensive and systematic college wide Program Quality Assurance Model (KPI's, etc.)
- Improved college wide asset and inventory control.
- Identified and implemented cost efficiencies which ensure respect of collective agreements and other applicable legislation and Executive Limitations, as well as the maintenance or improvement of programs and services.

NLC Goal 4 – Employees: We employ sufficient numbers of qualified, motivated staff.

- A fully implemented 'Matrix Management' model of organizational operations.
- A fully implemented and functional 'Academy for Growth and Development' (Professional and Development and Succession Planning Program).

Ministry Goal 4: Citizens are informed and engaged with government in a way that is inclusive, and builds both trust and quality of life.

Objective 4.1: Communication of government's policies and programs to the public is timely, relevant and readily accessible.

Objective 4.2: Citizens are engaged to provide input and have access to services and information.

Objective 4.3: Expand and improve access to online services.

With respect to the College's long term Strategic Goals, the following goals are in line with this Ministry Goal:

NLC Goal 1 – Students: Students are satisfied with their NLC experience and are attaining the knowledge, skills, abilities and qualifications necessary for employability, transferability, career advancement, personal wellness and social development.

- Implemented a "fully integrated" marketing and communications plan, based on the theme "Energizing Excellence", and other key elements as outlined in the 2015-16 Communications department annual plan.

Performance Measures, Targets and Results

2015-16 BC Strategic Priority Actions: Related NLC Activities and Accomplishments

1. Implement BC's Skills for Jobs Blueprint

Northern Lights College has an active committee which is responsible for reviewing the College's Skills Gap Plan on a regular basis to ensure that programming is aligned with in-demand jobs as defined by the BC Skills for Jobs Blueprint[1].

The Ministry provided Northern Lights College additional funding for critical seat training for three program areas (i.e., welding, electrical and power engineering. Additionally, the College received funding to pilot an innovative training initiative which aimed to increase retention rates and contribute to the overall success of people with disabilities in trades and high labour market demand programs.

2. Assist in Advancing the Aboriginal Post-secondary Education and Training Policy Framework and Action Plan

Northern Lights College undertook advances in various aspects of Aboriginal Education over the past year to strengthen its program and service delivery to students and communities throughout the northern region of the province. The College introduced Aboriginal cultural awareness to faculty and staff through events like cultural awareness workshops for faculty in the trades so that those teaching students in these important disciplines could further support them in culturally-appropriate ways that looked at historical underpinnings to marginalization of these populations.

The College formalized and strengthened the Aboriginal department by appointing a director to oversee this strategic and operational area of the College, as well as a Vice President to focus on this strategy, along with five other portfolios. The role of the Director of Aboriginal Education Department now oversees a team of five staff, including four Aboriginal advisors for students, and one Coordinator who does outreach and liaison to communities.

The College began to inventory curriculum and processes of the organization this year with meetings planned and conducted with faculty, staff and community members to learn what the College had already developed relating to indigenizing the organization and curriculum, how existing curriculum could be further enhanced and indigenized, and what materials still need to be developed to follow the directives set out in the truth and reconciliation recommendations for post-secondary education.

To deepen understanding of Truth and Reconciliation Commission (TRC) initiatives in post-secondary education and connect with other organizations involved in this important work, staff attended multiple conferences related to Indigenous issues such as the FNESC Conference in Vancouver, CICan TRC Conference in Whitehorse and the TRC Conference in Victoria.

Closer to home, the College built upon outreach and working relationships and partnerships with a growing number of Aboriginal organizations, industry partners and Aboriginal communities such as the School District 60 Aboriginal Education Advisory Council, NENAS and the Aboriginal Friendship Centres where NLC's Aboriginal Education Department worked as a collaborative partner in analyzing and developing training needs for the local Aboriginal population and hosting events that deepened the community capacity for resilience and change. Regional First Nation community events included such diverse areas as job/career fairs, talks within elementary and secondary schools to discuss what Northern Lights College and post-secondary education and apprenticeships have to offer, and outreach to Band Education Coordinators to offer whatever help/assistance might be needed. With the Board and College having designated Aboriginal Education as a top strategic priority at the College, support continues to be given to the initiatives involving this aspect of post-secondary education at Northern Lights College.

3. Assist in Advancing the International Education Strategy

The International Education department of Northern Lights College saw considerable growth over the past year, with a healthy student cohort arriving from countries around the globe to study in Canada on two of the College's main campuses in Northern British Columbia – Dawson Creek and Fort St.

John. Long-standing relationships with various global educational partners were renewed and new and exciting collaborations were considered and worked on, including partnerships with local high schools on joint international recruitment and collaborative initiatives.

The College hired a Director of International Education to formalize and deepen the support and effectiveness of this area of the College, and expanded upon the staffing needed to support students and faculty. Currently, the International Department of the College has a complement of five full-time staff – a Director, Coordinator, and three support staff. An additional support staff role has been approved, and additional staff members throughout the organization assist with admitting and supporting these students from the stage of initial inquiry to admissions, retention, and student life strategies and initiatives.

A separate international orientation was designed and delivered to improve the success of international students arriving to campus who are far from home. Orientation included additional workshops on the importance of academic honesty in Canada and how it may differ from some students' home countries. Enhanced student experiences were also undertaken with an increased number of cultural events on campus upon the arrival of new students and throughout the year.

International opportunities were also provided to domestic students at the College through scholarships designed to introduce them to global experiences abroad. Memoranda of Understanding continue to be created with those who wish to participate in the diverse opportunities the College offers to those who live outside of Canada and wish to study here – including language learning options, business studies, as well as health and trades-related training for students.

4. Support of the ASDT Initiative

Northern Lights College has been actively engaged in the Administrative Services Delivery Transportation initiative over the last year. The Vice President Finance and Corporate Services volunteered to be a member for the ASDT Provincial Steering Committee in October of 2015. Northern Lights College has participated in the following projects as a result of this participation: trades equipment, travel management, cylinder gas, commercial card program, rural recruitment portal, central deposit program, and the multi-function device RFP, which saw the College represented on both the working group and evaluation committee. Northern Lights College also participated in the ASDT Sector Partnership Forum in November of 2015.

1. Student Spaces

System objective: Capacity

Number of full-time equivalent student enrolments delivered overall and in the designated program areas of Health and Developmental.

	Performance			Assessment	Targets		
	2014/15 Actual	2015/16 Target	2015/16 Actual		2016/17	2017/18	2018/19
Total student spaces	697	1,481	704	Not achieved	1481	1481	TBD
Nursing and other allied health programs	32	35	19	Not achieved	35	35	TBD
Developmental	150	225	166	Not achieved	225	225	TBD

2. Credentials Awarded

System objective: Capacity

The average number of credentials awarded by public post-secondary institutions in the most recent three years.

	Performance			Assessment	Targets		
	2014/15 Actual	2015/16 Target	2015/16 Actual		2016/17	2017/18	2018/19
Number	499	447	447	Substantially achieved	TBD	TBD	TBD

3. Aboriginal Student Spaces

System objective: Access

Number of full-time equivalent enrolments of Aboriginal students delivered in all program areas.

	Performance			Assessment	Targets		
	2014/15 Actual	2015/16 Target	2015/16 Actual		2016/17	2017/18	2018/19
Total Aboriginal student spaces	298	N/A	252	Not assessed	TBD	TBD	TBD
Ministry (AVED)	200		149		TBD	TBD	TBD
Industry Training Authority (ITA)	98		103		TBD	TBD	TBD

4. Student Satisfaction with Education

System objective: Quality

Percentage of students who were very satisfied or satisfied with the education they received.

	Performance					Assessment	Targets		
	2014/15 Actual		2015/16 Target	2015/16 Actual			2016/17	2017/18	2018/19
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	90.3%	2.8%	≥ 90%	90.1%	2.4%	Achieved	≥ 90%		
Apprenticeship graduates	98.4%	1.8%		91.8%	4.7%	Achieved			

5. Student Assessment of the Quality of Instruction

System objective: Quality

Percentage of students who rated the quality of instruction in their program positively.

	Performance					Assessment	Targets		
	2014/15 Actual		2015/16 Target	2015/16 Actual			2016/17	2017/18	2018/19
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	92.5%	2.5%	≥ 90%	90.6%	2.4%	Achieved	≥ 90%		
Apprenticeship graduates	100.0%	0%		91.8%	7.5%	Achieved			

6. Student Assessment of Skill Development

System objective: Quality

Percentage of students who indicated their education helped them to develop various skills.

	Performance					Assessment	Targets		
	2014/15 Actual		2015/16 Target	2015/16 Actual			2016/17	2017/18	2018/19
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	Results not comparable		≥ 85%	87.1%	3.0%	Achieved	≥ 85%		
Apprenticeship graduates	Results not comparable			92.7%	5.4%	Exceeded			

7. Student Assessment of the Usefulness of Knowledge and Skills in Performing Job

System objective: Relevance

Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

	Performance					Assessment	Targets		
	2014/15 Actual		2015/16 Target	2015/16 Actual			2016/17	2017/18	2018/19
	%	+/-		%	+/-				
Diploma, associate degree and certificate graduates	90.5%	3.3%	≥ 90%	83.8%	3.8%	Substantially achieved	≥ 90%		
Apprenticeship graduates	93.0%	4.3%		92.5%	5.2%	Achieved			

8. Unemployment Rate

System objective: Relevance

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

	Performance					Assessment	Targets		
	2014/15 Actual		2015/16 Target	2015/16 Actual			2016/17	2017/18	2018/19
	%	+/-		%	+/-				
Diploma, associate degree and certificate graduates	9.3%	3.0%	≤ 9.5%	10.2%	2.8%	Achieved	≤ unemployment rate for individuals with high school credentials or less		
Apprenticeship graduates	8.1%	4.1%		7.0%	4.7%	Achieved			

Financial Information

For the most recent financial information, please see the Audited Financial Statements available at

http://www.nlc.bc.ca/Portals/0/documents/AboutUs/2016_Fin_State_Signed.pdf.

2015/16 Contact Hour Activity Report

Northern Lights College

Table A: Contact Hour Activity for Fiscal Year 2015/16									
	Onsite[1] CHE[2]					Offsite[3] CHE			
	Domestic Students		International Students			Domestic Students		International Students	
Campus Name	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen		Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Campus Total
Atlin	307					124				431
Chetwynd	25,659	8,373				1,390				35,422
Dawson Creek	103,319	123,843	61,192	20,584		14,633	1,664	9,762	288	335,285
Dease Lake	1,076	198								1,274
Fort Nelson	33,793	1,838				1,710				37,341
Fort St John	166,021	69,561	79,003	796		132,703	816	19,420	-	468,319
Tumbler Ridge	12,073	402				375				12,850
Total	342,247	204,215	140,195	21,380		150,935	2,480	29,182	288	890,921

Notes

[1] Onsite activity includes classroom instruction such as lectures, labs and tutorials.

[2] CHE: A contact hour equivalent (CHE) is defined as equivalent of one hour of scheduled class time. A CHE is a means of recognizing an amount of educational activity comparable to a conventional Student Contact Hour (SCH), but not specific to a mode of delivery.

[3] Offsite activity includes distributed education (DE), online, prior learning assessment (PLA), practicum or on-the-job training and other activities, as well as instruction delivered at worksites, rented or donated locations. **Please assign offsite activity to the main or regional campus that administers the activity.** Activity delivered at a offshore/foreign campus should be excluded from the report.

Comments/Description of Manual Edits

For Contact Purposes:

Completed by: Turid Giovannini **Position Title:** Associate Registrar

Telephone Number: 250 784-7518 **Email address:** tgiovannini@nlc.bc.ca

Date: 16-Jun-15

Appendices

None