

B.C.'s Energy College™

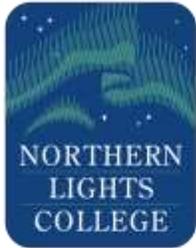
**Northern Lights College**

**Institutional Accountability Plan and Report**

**2016/17 Reporting Cycle**

June 30, 2017

(This page intentionally left blank)



B.C.'s Energy College™

**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

June 30, 2017

Minister of Advanced Education  
PO Box 9870 Stn Prov Govt  
Victoria B.C. V8W 9T5

Dear Minister:

We are pleased to provide you with the **Northern Lights College 2016-2017 Institutional Accountability Plan & Report**. This report was prepared in accordance with the *Accountability Framework Standards Manual and Guidelines: 2016/17 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

M. Bryn Kulmatycki, Ph.D.  
President & CEO  
NORTHERN LIGHTS COLLEGE

[Accountability Statement](#)

*Serving Northern British Columbia*



## Table of Contents

Accountability Statement .....	3
<b>Strategic Direction and Context</b> .....	6
Strategic Direction .....	7
Institutional Overview.....	7
Mission, Vision, and Values.....	20
Strategic Context.....	21
External Context.....	21
Demographic and Social Trends in the Region .....	26
Internal Factors .....	30
<b>Performance Plan</b> .....	31
Goals and Objectives.....	31
Institutional Goals and Objectives - Alignment with Ministry Goals .....	31
Performance Measures, Targets and Results .....	36
2016-17 B.C. Strategic Priority Actions: Related NLC Activities and Accomplishments .....	36
1. Student Spaces.....	41
2. Credentials Awarded.....	41
3. Aboriginal Student Spaces .....	42
4. Student Satisfaction with Education .....	42
5. Student Assessment of the Quality of Instruction .....	43
6. Student Assessment of Skill Development .....	43
7. Student Assessment of the Usefulness of Knowledge and Skills in Performing Job .....	44
8. Unemployment Rate.....	44
<b>Financial Information</b> .....	45
2016/17 Contact Hour Activity Report .....	46
Appendix 1 .....	47

Northern Lights College is pleased to provide the Minister with the Northern Lights College 2016-2017 Institutional Accountability Plan and Report. This report was prepared in accordance with the Accountability Framework Standards Manual and Guidelines: 2016-2017 Reporting Cycle.

## Strategic Direction and Context

Northern Lights College has continued the Strategic Plan and Framework refresh journey into fiscal year 2016-2017 with a number of initiatives designed to review and adjust the Vision, Mission and Core Values. We also determined a number of strategic priorities which will guide our college over the next five years.

Building from the Employee Engagement Survey, World Café, Community Consultations, and the Board of Governors retreat in October of 2016, the Leadership team met in early 2017 to consolidate the collective learnings and commit to the key strategic drivers for 2017-2022. Three priorities emerged from our consultation and planning process: (1) *Students*, (2) *Programming*, and (3) *People and Culture*. Three threads will be woven throughout each of the priorities and include: (1) *Technology*, (2) *Energy*, and (3) *Partnerships*. In our most recent Strategy refresh session (May 2017), the Leadership team engaged in a goal setting process based on the strategic priorities. Leadership managers are currently working with their teams to develop goals and objectives using the S.M.A.R.T goal model.

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.

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. The College has a diverse range of program offerings that extends beyond the dimension of petroleum-based industries. Programming at Northern Lights College supports primary community needs in business, health, education, social services, culture, workforce development, and continuing education. The College also provides skilled trades workers that meet the needs of industry. By providing a wide range of 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 (See Figure 1)<sup>1</sup>. The College region is approximately 325,000 square kilometres in area and is occupied by about 74,166<sup>2</sup> people. In fact, compared to all other colleges in the province, Northern Lights College has the largest geographic area as well as having the lowest population. 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.



Fig 1. NLC College

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 2,500 learners in credentialed programs as well as an additional 2,400 learners in community education and work force training. Learning needs of our student are met 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 of Northern Lights College*

Northern Lights College can trace its beginning to the time when the Canadian government built the Mid Canada Line, an electronic defence against airborne attack over the north. The line's western-most Sector Control Station was constructed in Dawson Creek, and was operational from 1956-64. When this military station closed, it was purchased by the provincial government and converted into a vocational

---

<sup>1</sup> Statistics presented in this report draw from several sources, as such, the geographic region of Northern B.C. is defined differently depending on the source. The three terms, *North*, *Northeast*, and *College region* are used in this report. The regions are defined as follows: The *North* region includes Cariboo, Northeast, North Coast and Nechako. The *Northeast* region includes Peace River and Northern Rockies, and the *College region* refers to the geographic area defined by BCStats. See Appendix 1 for maps depicting the North, Northeast, and College region.

<sup>2</sup> *BCStats Sub-provincial Population Estimates*. Retrieved on May 11, 2017 from <https://www.bcstats.gov.bc.ca/apps/PopulationEstimates.aspx>

school. The British Columbia Vocational School-Dawson Creek opened in September 1966, serving primarily the Peace River region. The curriculum for the new school was divided into two areas: pre-employment and pre-apprenticeship.

In 1974, a Regional Advisory Committee was formed by the provincial government to investigate creating a community college in the north. The college would serve the areas of Dawson Creek, Fort St. John, Fort Nelson, Chetwynd, and the Stikine/Cassiar region (this area was serviced by the Alaska Highway, and by air from Fort Nelson). In May 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 of the province. The name Northern Lights College was selected from entries in a “name the college” contest, and was announced on June 3, 1975. 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 12,115<sup>3</sup> (down 1.7% from the previous year). 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. 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 192.



*Energy House, Dawson Creek Campus*

A number of trades and apprenticeship programs are available at the Dawson Creek Campus, with some programs offered at the College’s South Peace Campus. In 2016-2017, Trades and Apprenticeship programs offered in Dawson Creek included Automotive Service Technician, Carpentry, Professional

---

<sup>3</sup> BCStats2016 Sub-Provincial Population Estimates, p.5. Reference date July 2016; Release date January 24, 2017. Retrieved on June 19, 2017 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.

Cook, Heavy Mechanical Trades, Millwright, Plumbing, Welding, and Hairstylist. 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 2016-2017, vocational programs at Northern Lights included Aircraft Maintenance Engineering, Wind Turbine Maintenance Technician, Practical Nursing, Health Care Assistant, Esthetics and Nail Care Technology, and Applied Business Technology. The Career and College Preparation (Adult Basic Education) 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 admissions/registration, student recruitment, Aboriginal education services, learning support services, a library, computer/Internet access, access services, a gymnasium, daycare facility, bookstore, financial aid, and access to city transit.

A notable addition to the Dawson Creek campus is a \$33.02-million investment to construct a new state-of-the-art learning facility for skilled trades (see Figure 2 for the architectural rendering of the new building). The joint federal-provincial investment was announced in August 2016 with \$15.06 million coming for the Province of British Columbia and \$14.57 million from the Government of Canada. Construction for the new trades building commenced March 2017.

**Figure 2. New Dawson Creek Trades Training Facility**



The Trades Training Centre will replace current outdated circa World War II-era training structures and will support domestic and Indigenous trades and apprenticeship learners as well as improve student success and completion rates. The trades programs that will be housed in the new trades centre include Wind Turbine Maintenance Technician, Piping trades, Carpentry, Millwright, and Welding.

**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 22,618<sup>4</sup>. Fort St. John experienced a growth of 1.8% from the previous year.



*Jim Kassen ITC, Fort St. John Campus*

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 (ICT) on the Fort St. John campus opened in 2007. The building provides facilities for a number of successful and progressive Trades and Apprenticeship programs, and is also home to the B.C. Centre of Training Excellence in Oil and Gas.

Trades and Apprenticeship programs available in Fort St. John include Automotive Service Technician, Commercial Transport Technician, Electrician, Heavy Duty Technician, Heavy Mechanical Trades, 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. 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 and 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 courses relevant to the community. Campus services in Fort St. John include admissions/registration, financial aid, access services, student recruitment, Aboriginal education

---

<sup>4</sup> *BCStats2016 Sub-Provincial Population Estimates, p.5.* Reference date July 2016; Release date January 24, 2017. Retrieved on June 19, 2017 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.

services, learning support services, library, cafeteria, daycare, computer/internet access, bookstore and access to City Transit. The campus also includes a Student Residence with a capacity of 102.

The Campuses of Fort St. John Campus and Dawson Creek are 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.

**Fort Nelson Campus:** The Fort Nelson Campus has traditionally provided programming for the forestry and service industries. It is important to note that Fort Nelson has experienced an economic downturn in recent years, particularly in the gas sector. As such, program offerings on campus reflect the



changing needs of the community. The town of Fort Nelson is the largest centre in the Northern Rockies Regional District, with a population of about 5,384<sup>5</sup>. Fort Nelson is located at 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. In 2016-2017, the College partnered with Fort Nelson First Nations (FNFN) and NENAS to offer Professional Cook 1 to a cohort of Aboriginal students. This one-time offering was offered at Chalo school. We also offered Health Care Assistant at the Fort Nelson campus via a blended delivery model (i.e., videoconferencing with the Fort St. John campus and face-to-face). Both programs were requested by the community, and is an example of responsiveness of NLC in meeting the needs of the community of Fort Nelson and FNFN.

Campus services on the Fort Nelson campus include admissions/registration, Aboriginal education services, a library, bookstore, computer/internet access services, and financial aid.

---

<sup>5</sup> *BCStats2016 Sub-Provincial Population Estimates*, p.5. Reference date July 2016; Release date January 24, 2017. Retrieved on June 19, 2017 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.

**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 2,877<sup>6</sup> people; an increase of 4.7% from the prior year.



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. 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.

In 2016-17, Chetwynd was the recipient of AVED funding for programming aimed to upskill unemployed or underemployed residents. Programming included upgrading (i.e., adult basic education), Applied Business Technology, and safety ticket courses.

The Chetwynd Campus features a 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. Campus services available to students include registration, Aboriginal education services, a bookstore, computer/internet access, and financial aid. Library services are available through the Dawson Creek Campus library.

---

<sup>6</sup> *BCStats2016 Sub-Provincial Population Estimates*, p.5. Reference date July 2016; Release date January 24, 2017. Retrieved on June 19, 2017 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.

**Tumbler Ridge Campus:** The District of Tumbler Ridge was established in 1981 as a coal mining community. The population of Tumbler Ridge is approximately 2,853<sup>7</sup> people; a decrease of 2.5% from the prior year. Tumbler Ridge is located 90 kilometres from Chetwynd, and 125 kilometres southwest of Dawson Creek. Tumbler Ridge amenities include a hockey arena, curling club, indoor aquatic centre, and community centre. The community of Tumbler Ridge 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, Tumbler Ridge offers world-class hiking trails, access to a large number of picturesque waterfalls, and groomed ski trails. 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 Campus relies on a combination of video-conferencing, teleconferencing and traditional face-to-face formats to deliver programming. The campus provides area residents with opportunities to upgrade their training or education through Career and College Preparation courses, or Workforce Training/Continuing Education. Campus services include a library and computer/internet access. Tumbler Ridge was also a recipient of AVED funding for the reporting period. This funding was targeted at residents 55 years and older and unemployed. Programming included adult basic education, professional office skills, and safety ticket courses.

**Hudson's Hope Access Centre:** 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 1,022<sup>8</sup> 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 industry and community partners in order to provide relevant training on-site to the community.

---

<sup>7</sup> *Ibid.*

<sup>8</sup> *BCStats2016 Sub-Provincial Population Estimates, p.5.* Reference date July 2016; Release date January 24, 2017. Retrieved on June 19, 2017 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates..>

**Dease Lake and Atlin Access Centres:**

On the western rim of B.C.'s northernmost region are two unique post-secondary operations in the Stikine area - Dease Lake and Atlin. The total population of the Stikine Region is approximately 674 people, a decrease of 1.6% from the prior year.



*Dease Lake Access Centre*

Dease Lake is located in northern B.C. on Highway 37 (Stewart-Cassiar Highway) 272 kilometres south of Watson Lake, Yukon and 600 kilometres north of Terrace, B.C. Dease Lake is in the heart Tahltan First Nation territory and is a service area for the region. NLC has two buildings which houses administrative offices and programming space.

Atlin is a small isolated community in the Northwest corner of B.C. Atlin is approximately a three hour drive from Whitehorse Yukon or Skagway Alaska. NLC leases a school building from School District #87. 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:



*Atlin Access Centre*

- *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 training 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

### *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 in 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.

The tower also serves 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 Peace River Region. With there being several new wind farms in development for the College region over the next few years, the tower at the College will serve as a main source to train wind turbine technicians locally.

**B.C. Centre of Training Excellence in Oil and Gas:** The 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 that Nabors Canada donated to the College in 2012. The facility prepares students to enter the oil and gas industry.

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, and British Aerospace JetStream 31. Our newest addition to our fleet includes a King Air C90, generously donated by Kenn Borek Air Ltd. This aircraft will relieve some of the scheduling time pressures we have for on-hands training and is a more versatile type of engine for the students to learn on. 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 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.

During the 2016-2017 reporting period the AME program underwent an extensive program review. Recommendations emerging from the review are actioned for Summer 2017.

### *Partnerships*

NLC continually builds upon its broad range of partnerships and collaborations with several regional and community-based working groups. Two examples include the *Northern Postsecondary Council (NPSC)* and the *Northern Opportunities Learning Council and Working Groups*.

*The Northern Post-Secondary Council (NPSC)* was established in 2003 with a partnership that supports collaboration between post-secondary institutions in the north (i.e., University of Northern British Columbia, College of New Caledonia, Northwest Community College, and Northern Lights College) and the Ministry of Advanced Education. The goal of the NPSC is to provide leadership and a strategic framework for collaboration in the delivery of post-secondary education and training. The unique partnership of the NPSC demonstrates the strong commitment to provide access to high quality education in the North.

An example of collaborative efforts in 2016-17 of the NPSC includes the development of a marketing and branding strategy that has a three-fold purpose: 1) promote the learning opportunities in the north for local students, 2) attract out-of-region domestic students, and 3) attract international students to northern institutions and communities. Selling features for studying in the north that have been

identified include limited waitlists, lower tuition, and cost-of-living rates (as compared to the lower mainland), plus the natural beauty of the north region (e.g., stunning geography, history, natural resources, paleontological discoveries, thousand year old forests, scenic waterfalls, majestic mountains, volcanos, pristine landscapes, outdoor recreation). A tremendous amount of preparation and planning has been undertaken this past year, with the roll-out expected to occur within fiscal year 2017-2018.

The second example of a long-term partnership that NLC has been part of is Northern Opportunities (NoOpps). *Northern Opportunities* is an innovative northeastern B.C. partnership comprised of Northern Lights College, school districts (59, 60, and 81), area Aboriginal organizations, Chalo school, and local industry and communities with a goal of providing learners a seamless learning pathway from high school to college. The dual credit model that has emerged out of this partnership has garnered the interest of other post-secondary institutions in the province. In April 2016 the NoOpps partners were asked to be part of a Dual Credit Forum, entitled *Building Our Dual Credit Future: Strengthening Transitions and Student Success* which was hosted by Camosun College. The three NLC staff (i.e., Registrar, Admissions Officer, and Dean of Academics) attended along with representatives of the partnership to share best practices and lessons learned with audience members. This event is one indicator of the success of the collaborative delivery model for dual credit that allows students to simultaneously earn a high school diploma and receive post-secondary training.

Northern Lights College maintains extensive collaborative initiatives and shared service agreements with all of the School District partners across our region. In addition, The University of Northern British Columbia Peace River Liard Campus is housed on NLC's Fort St. John Campus offering Social Work and University Transfer courses.

NLC has credit transfer agreements with a number of post-secondary institutions in B.C. (e.g., Thompson Rivers University, University of Northern British Columbia, Royal Rhodes, to name just a few), thereby providing smooth transitions for its students to other post-secondary providers for continuous learning.

An example of a unique partnership is the agreement that we have with Okanagan College (Vernon campus) for our AME program. Students begin their training at the Vernon campus where they complete 49 weeks and then finish their practical training (14 weeks) at the hanger in Dawson Creek. This partnership is a good example of post-secondary institutions partnering in order to meet the needs of the community and aerospace industry.

NLC is also a member of British Columbia Colleges (BC Colleges), a provincial group comprised of 11 colleges from throughout the Province of British Columbia. BC Colleges has a unique regional advantage and a long history of collaboration with industry, employers, communities and policy makers. This collaborative approach allows BC Colleges to graduate highly skilled workers who are equipped to support their families, build healthier communities and power the economy in the Peace Region, provincially, and nationally.

As a Regional community college we provide critical access to Academic, Vocational, Trades and Apprenticeship, Continuing Education and Workforce Training programs and courses. Without this local access many of our students would be unable to achieve post-secondary credentials and training certifications, and by extension, would be unable to access the jobs that keep our regional economy moving.

### *Mission, Vision, and Values*

During 2016/2017, NLC began transitioning from our 2012-2016 Strategic Plan to our five-year Strategic Plan and Framework (2017-2022) which includes the following elements:

#### *Mission*

Enriching lives, communities and industry in Northern British Columbia and the world through accessible, applied, and academic learning.

#### *Vision*

Northern Lights College is the college of choice for energy, technology and academic Learning.

#### *Core Values*

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

**Inclusion** – Acknowledging and valuing individual perspectives and diversity

**Sustainability** – Making decisions without compromising our ability to meet future needs (e.g., environmental, financial, etc.)

**Innovation** – Encouraging and supporting the development of creative initiatives that address opportunities for constructive change.

**Respect** – Treating each person fairly and equitably.

**Accountability** – Establishing and achieving objectives that are cost effective and open to public review.

**Learner Centered** – Providing programming, instruction and services that meet the development, employment, and health and safety needs of our students and staff.

**Collaboration** – Achieving desired results for students and stakeholders through our teamwork within Northern Lights College, and cooperation with other institutions and organizations.

**Excellence** - Constantly striving to achieve and foster excellence in everything we do.

## Strategic Context

### External Context

#### *B.C. Labour Market Projections: Supply and Demand*<sup>9</sup>

The College continues to implement the *B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training*. It is estimated that by 2025, British Columbia will have a total of 934,000 job openings across all economic sectors and provincial regions<sup>10</sup>. The Jobs Blueprint also underscores the critical role of post-secondary education and training in meeting the labour demand. Most notable, is that 75% of job openings are expected to require some level of post-secondary education and training, with 42% of positions requiring a certificate, diploma, or apprenticeship training<sup>11</sup>. This is an important factor to note, since only 50% of British Columbians (aged 25 to 54 years old) meet this criteria<sup>12</sup>.

Based on projections, nearly 70% of job openings will occur as a result of job replacements<sup>13</sup>. This statistic underscores the extent to which B.C.'s labour force is aging. In fact, B.C. has more people reaching retirement age than people entering the workforce<sup>14</sup>. As a result, any growth in B.C.'s labour market demand will be dependent upon greater labour force participation, increased migration and lower unemployment rates.

Over the next decade, nearly two-thirds of projected job openings will fall into four occupation groups; 1) Sales and Service, 2) Business, Finance, and Administration, 3) Management, and 4) Trades, Transport

---

<sup>9</sup> Forecasted BC Labour market statistics do not include the impact of potential LNG investments; rather, projections reflect projects that are in the 2016/17 BC Ministry of Finance Budget forecast.

<sup>10</sup> *BC Labour Market Outlook: 2025*. Retrieved June 12, 2017 from <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.aspx>

<sup>11</sup> *Ibid*

<sup>12</sup> *BC Stats, Socio-economic profile: Northern Lights College region*.

<sup>13</sup> *BC Labour Market Outlook: 2025*. Retrieved June 12, 2017 from <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.aspx>

<sup>14</sup> *Ibid*, p. 2.

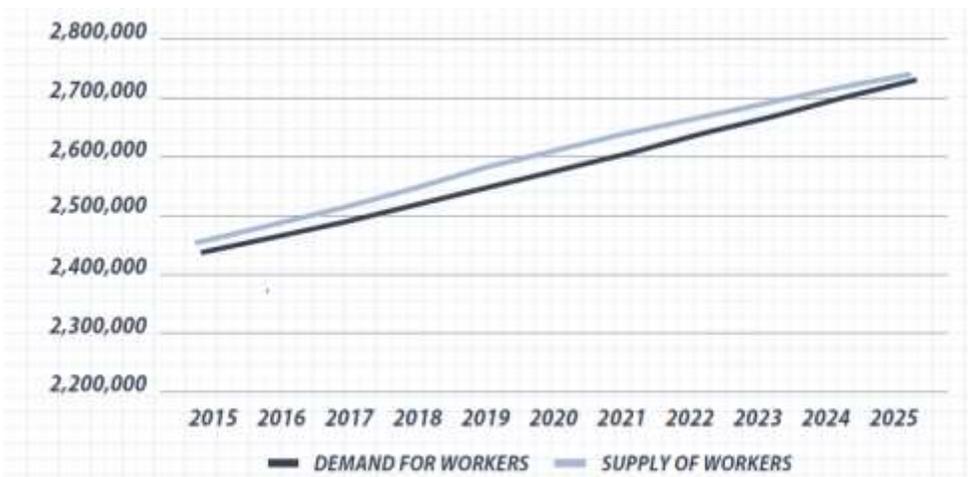
and Equipment Operators and related occupations (see Figure 3)<sup>15</sup>. If we look at growth from an industry perspective, we note that nearly one-half of projected job openings fall into four industry groups, namely, 1) Health and Social Assistance, 2) Professional Services, 3) Retail Trade, and 4) Arts, Recreation, and Hospitality<sup>16</sup>.

**Figure 3. B.C. Job Openings by Major Occupation Group**



It is projected that B.C. will experience growth in both the labour market (1.2% per year through 2025) and Real Gross Domestic Product (2.2% per year through 2025)<sup>17</sup>. As Figure 4 demonstrates, supply is expected to exceed demand in 2020, but will tighten as the decade closes.<sup>18</sup>

**Figure 4. B.C. Labour Market Supply and Demand (2015-**



<sup>15</sup> BC Labour Market Outlook: 2025. Retrieved June 12, 2017 from <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.aspx>

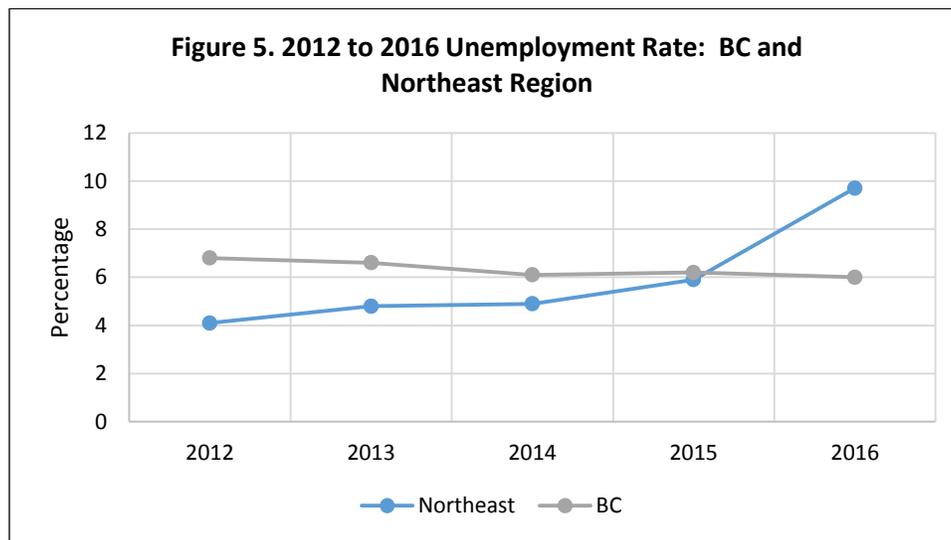
<sup>16</sup> Ibid, p. 16

<sup>17</sup> Ibid, p. 17

<sup>18</sup> Ibid, p. 12

*Northeast B.C.: Labour Market Projections*

As outlined in the B.C. Labour Market Outlook: 2025, employment demand in the North is projected to be below the provincial rate (0.5% and 1.1%, respectively)<sup>19</sup>. Moreover, the Northeast is no longer expected to experience faster growth in employment demand compared to other B.C. regions due to the downturn in the resource sector which significantly impacts this region<sup>20</sup>. In keeping with these statistics, there was a decrease in the demand for labour in northeastern British Columbia in fiscal year 2016-2017. Figure 5 below demonstrates the unemployment rates (annual) for the province and the Northeast region for a five-year period (2012-2016).



The Northeast has typically experienced lower rates compared to the provincial rates. We see evidence of this in Figure 5. What is noteworthy is that this trend begins to shift in 2015, where rates in the Northeast begin to inch closer to provincial rates. Remarkably, in 2016 the rates in the Northeast dramatically exceed provincial rates<sup>21</sup>. In looking forward, we do see unemployment rates for the Northeast decreasing. For example, the unemployment rate for the Northeast in May 2017 was 7.0% (compared to 9.6% a year earlier). While this appears to be some good news for the Northeast, the provincial rate also decreased, albeit less dramatically (i.e., from 6.1% in May 2016 to 5.5% in May

<sup>19</sup> *BC Labour Market Outlook: 2025*. Retrieved June 12, 2017 from <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.aspx>

<sup>20</sup> *Ibid*

<sup>21</sup> *Statistics Canada, Labour Force Survey, Employment and Unemployment Annual Rates by Industry and Development Region*. Retrieved on June 28, 2017 from <http://www2.gov.bc.ca/gov/content/data/statistics/employment-labour/labour-market-statistics>

2017)<sup>22</sup>. When we examine unemployment rates in shorter time frames, we see that the Northeast has experienced notable fluctuations. For instance, in January 2017 the unemployment rate was 10.5% (up from 9.6% in 2016), just four months later we note that the rate dropped by 3.5% points to 7.0%<sup>23</sup>. In comparing to all other regions in B.C., the Northeast realized the biggest rate drop. The question remains if this downward trend will continue over the next 12 months.

The 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. We do have evidence of this based on residential vacancy rates. For instance, Dawson Creek's vacancy rate increased by 4.5% points (14.6% to 19.1%) over a one year period (October 2015 to October 2016). Remarkably, Fort St. John's vacancy rate increased 2.5 times over the same time frame (12.1% to 30.7%)<sup>24</sup>. The vacancy rates of these two cities far exceed the provincial vacancy rate of 1.3%, and no other city in the province reported rates anywhere near those of Dawson Creek and Fort St. John. In fact, Fort St. John had the highest single vacancy rate (34.8%) in the province for a one-bedroom apartment<sup>25</sup>. Fort Nelson has also been hit hard with a downturn in the oil and gas sector; industrial property vacancy rates have skyrocketed to 60%<sup>26</sup>. These rates demonstrate that unemployed individuals are likely seeking work and accommodation in parts of Canada where more work is available.

The economies of many B.C. Northern communities are based on resources, thus local markets are affected by the implementation of new oil and gas projects, the closing of mines, and the commodity prices and demand. 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 British Columbia will be most optimistic of all four western Canadian provinces, the decrease in up-stream production will result in a

---

<sup>22</sup> *Statistics Canada*, Labour force characteristics, unadjusted, by economic region (3 month moving average), CANSIM, table [282-0122](#) and Catalogue no. [71-001-XIE](#). Retrieved on June 26, 2017 from <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/lfs05f-eng.htm>

<sup>23</sup> *Statistics Canada*, Labour force survey estimates, by provinces and economic regions based on 2011 Census boundaries, 3-month moving average, unadjusted for seasonality, monthly, CANSIM Table 282-0122, Retrieved on June 26, 2017 from <http://www5.statcan.gc.ca/cansim/a26?lang=eng&retrLang=eng&id=2820122&pattern=&stByVal=1&p1=1&p2=37&tabMode=dataTable&csid=>

<sup>24</sup> *CMHC*, Rental Market Report-British Columbia Highlights, 2016. Retrieved on June 19, 2017 from <https://www03.cmhc-schl.gc.ca/catalog/productDetail.cfm?lang=en&cat=59&itm=19&fr=1498665797205>

<sup>25</sup> *Ibid*

<sup>26</sup> *Business in Vancouver*, August 10, 2016. Retrieved on June 27, 2017 from <http://www.jwnenergy.com/article/2016/8/bc-has-no-plan-b-Ing/>

decrease in job opportunities related to the Oil and Gas sector in north-eastern British Columbia<sup>27</sup>. Work availability related to the oil and gas service is decreasing; particularly in Fort Nelson<sup>28</sup>. 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, which got underway in 2016. As of October 2016 1,868 workers were employed. Expected construction deliverables for 2017 include building an 800-metre concrete buttress, realignment of Highway 29 and building a substation and new transmission lines<sup>29</sup>. The College continues to actively engage in discussions related to training initiatives for that project.

Our region is experiencing a serious increase in unemployment throughout the entire region. 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<sup>30</sup>. Additionally, the Petroleum Services Association of Canada (PSAC) has revised its well-drilling forecast for 2017; increasing the number of wells from 280 to 367, which will contribute to job openings in the region<sup>31</sup>.

---

<sup>27</sup> <http://energeticcity.ca/article/news/2016/04/28/psac-forecasts-no-change-dire-times-canadian-oilfields>

<sup>28</sup> Bennett, N. *Business in Vancouver*, August 23, 2016. North's economic boom goes south, Retrieved on June 28, 2017 from <https://www.biv.com/article/2016/8/norths-economic-boom-goes-south/>

<sup>29</sup> Bennett, N. *Business in Vancouver*, January 4, 2017. 2017 could be a pivotal year for B.C.'s energy sector. Retrieved on June 28, 2017 from <http://www.jwnenergy.com/article/2017/1/2017-could-be-pivotal-year-bcs-energy-sector/>

<sup>30</sup> [http://www.huffingtonpost.ca/2016/05/26/bc-crude-oil-production\\_n\\_10147482.html](http://www.huffingtonpost.ca/2016/05/26/bc-crude-oil-production_n_10147482.html)

<sup>31</sup> Muir, S., *Resource Works*, February 06, 2017. Natural gas is back: British Columbia drilling surge is behind \$5+ billion in 2017 investment, Retrieved on June 27, 2017 from <http://www.resourceworks.com/gas-forecast>

When we consider mining projects that are planned or are currently underway such as such as Brixton Metals' Thorn project<sup>32</sup>, it becomes clear that increased skills training in the Northwestern portion of the NLC Region (Dease Lake and Atlin) is an important consideration.

As such, Northern Lights College will therefore continue to participate actively in initiatives such as 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."<sup>33</sup>*

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<sup>34</sup>.

In order to respond to programming demands, the resourcing of our institution remains 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 2011 and 2016, the population of the Northeast region grew by 4.6%, although this was lower than the provincial rate of 5.6%<sup>35</sup>. When we examine the population distribution by region we see that

---

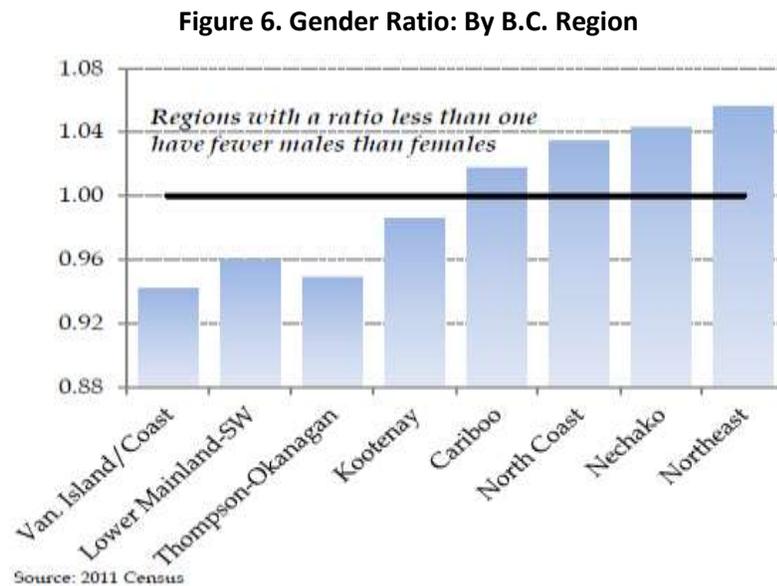
<sup>32</sup> *Northern BC Mining*, February 23, 2017, Retrieved on June 28, 2017 from <http://northernbcmining.com/2017/02/brixton-metals-provides-project-updates/>

<sup>33</sup> *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 on June 28, 2017 from [http://www2.gov.bc.ca/assets/gov/employment-business-and-economic-development/employers/additional-labour-resources/lng\\_final\\_report.pdf](http://www2.gov.bc.ca/assets/gov/employment-business-and-economic-development/employers/additional-labour-resources/lng_final_report.pdf).

<sup>34</sup> [http://northernopportunities.bc.ca/wp-content/uploads/2013/03/NOP-Export-Model.FINAL\\_dec20-2.pdf](http://northernopportunities.bc.ca/wp-content/uploads/2013/03/NOP-Export-Model.FINAL_dec20-2.pdf)

the majority (61%) of British Columbians live in the southwestern corner of the province, while only 2% live in the Northeast<sup>36</sup>. As far as where people live in the Northeast—urban versus rural— more than 40% live in rural areas, compared to only 12% for the province as a whole<sup>37</sup>.

In terms of age, the Northeast is younger (median age in 2011 was 34.2 years compared to the provincial median age of 41.9 years), and has significantly fewer older residents (9.4% of the population is 65 years or older compared to 15.7% for the province as a whole)<sup>38</sup>. With respect to gender, males outnumber females across Northern B.C. (see Figure 6)<sup>39</sup>.



### Ethnicity

The ethnic composition of the Northeast population is also different from that of B.C. as a whole. In the Northeast, the total percentage of visible minorities is only 1.8% as compared the provincial rate of

<sup>35</sup> BC Stats, 2016 Census population and dwelling counts, Issue 17-01, May 2016. Released February 8, 2017.

<sup>36</sup> BC Stats population estimates, Retrieved on June 28, 2017 from <https://www.workbc.ca/Labour-Market-Industry/B-C-s-Economy/Demographics.aspx>

<sup>37</sup> <https://www.workbc.ca/Labour-Market-Information/Regional-Profiles/1#section-population-distribution>

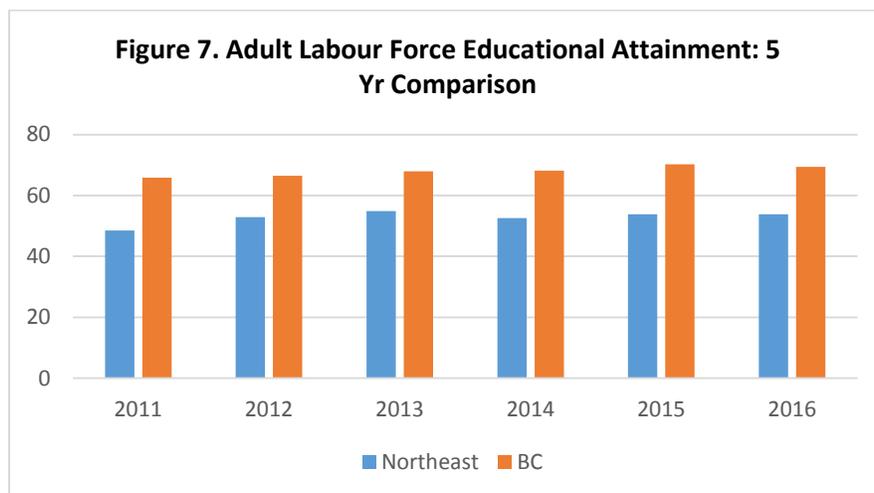
<sup>38</sup> Statistics Canada, Cumulative Profile, 2011 Census. Reproduced and distributed on an "as is" basis with the permission of Statistics Canada.

<sup>39</sup> 2011 Census Fast Facts, Toddlers and Teetotallers, BC Stats, <http://www.bcstats.gov.bc.ca/Publications/AnalyticalReports.aspx>.

21.6%. The Northeast's population of Aboriginal people nearly three times that of B.C. as a whole<sup>40</sup> while its percentage of immigrants is significantly less.

#### *Education Levels: Adult Labour Force (aged 25 to 54)*

The educational attainment of the adult labour force living in northeast B.C. remained unchanged in 2016. Namely, 53.8% have earned a post-secondary certificate, diploma or higher<sup>41</sup>. In comparison the provincial average was significant at 69.4%<sup>42</sup>. Most notable, is Northeast B.C.'s adult labour force has the lowest level of educational attainment in the province, which has been a consistent trend over time. 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 B.C. Adult Graduation Diploma. Albeit lower than provincial rates, the northeast has made gains over the past five years for this indicator, increasing 5.3 percentage points (ppt). Provincial rates have also increased, but only realizing a gain of 3.5 ppt (see Figure 7 below).



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

<sup>40</sup> *Statistics Canada*, 2006 Census Custom tabulation. <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/aboriginal-peoples-bc/census-profiles-aboriginal-peoples>

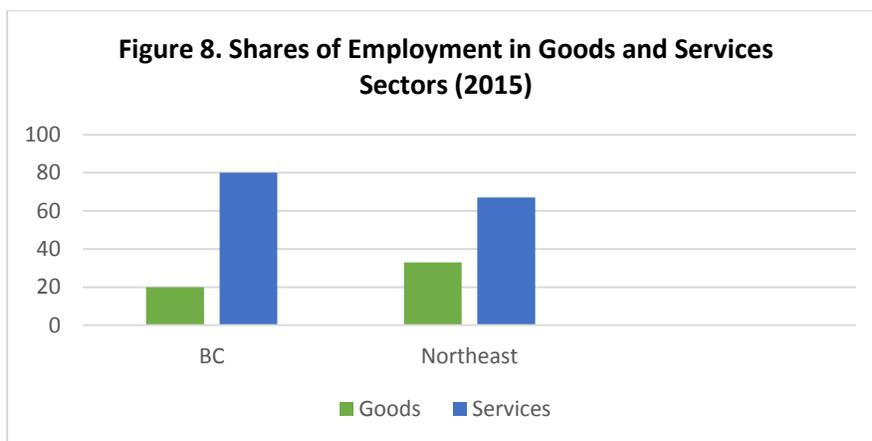
<sup>41</sup> *Statistics Canada*, *Labour Force Survey, Custom Table*, reported by CPABC, Regional Check-up 2017: Northeast Development Region. Retrieved on June 29, 2017 from [https://www.bccpa.ca/CpaBc/media/CPABC/News\\_Events\\_Publications/Govt%20Relations/2017/2017-NEDR-Report.pdf](https://www.bccpa.ca/CpaBc/media/CPABC/News_Events_Publications/Govt%20Relations/2017/2017-NEDR-Report.pdf)

<sup>42</sup> *Ibid*

B.C. 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.

### *Employment by Sector*

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 region compared to the province as a whole. This pattern is demonstrated in Figure 8. We see that the service-producing sector employs the majority of workers for both the province and for the Northeast region (80% and 67%, respectively)<sup>43</sup>. However, the Northeast's goods-producing sector employs nearly one-third of its workers, while this sector accounts for only one-fifth of the province's workers.



While the provincial trend demonstrates a gain in the number of jobs, the Northeast experience a significant drop in the number of jobs. Statistics show that 2016 was one of the worst years in the last ten years for job creation. In fact, between 2015 and 2016, the number of jobs lost totaled 1,000<sup>44</sup>, with losses realized for both sectors. Gains were made in some industries. For example, 1,300 jobs were created in fishing, mining, and oil and gas; nearly half of the jobs were in oil and gas, mainly due to investments in oil and gas processing plants in pipelines associated with the Montney Formation. Unfortunately, gains in these industries, were overshadowed by losses in construction; 1700 jobs were

<sup>43</sup> 2015 Labour Force Survey, Retrieved on June 26, 2017 from <https://www.workbc.ca/Labour-Market-Information/Regional-Profiles/6#section-employment-distribution>

<sup>44</sup> CPABC, *Regional Check-up 2017: Northeast Development Region*. Retrieved on June 29, 2017 from [https://www.bccpa.ca/CpaBc/media/CPABC/News\\_Events\\_Publications/Govt%20Relations/2017/2017-NEDR-Report.pdf](https://www.bccpa.ca/CpaBc/media/CPABC/News_Events_Publications/Govt%20Relations/2017/2017-NEDR-Report.pdf)

lost owing to slower housing starts, stagnation in the natural gas industry, and uncertainty surrounding final investment decisions with LNG<sup>45</sup>.

The service sector experienced a net loss of 400 jobs in 2016<sup>46</sup>. Losses were likely tied to weak consumer and industry demand. As found with the goods sector, some gains were realized, specifically in educational services, and professional, scientific, and technical services industry. Hardest hit, was transportation and warehousing (job loss of 800)<sup>47</sup>.

### Internal Factors

Considerable systems level work was undertaken at the College over the past year. Several departmental units (Registrar's Office, Workforce Training, and International Education to name a few) engaged internal stakeholders in a series of consultative meetings to identify gaps and inefficiencies in business practices.

In addition to addressing inefficiencies in our business practices, several initiatives were identified as priorities for the reporting year. For example, we engaged Resource Planning Group (RGP) Inc. to develop a Master Program for our Fort St John campus. The objective of the plan was to capture the current state and capacity of the Fort St John campus in meeting the College's institutional goals and to support the direction for future development and campus organization over the next 10 years. In the coming year we will continue with the second phase of this project which fall under two broad categories: 1) Create better spaces with existing footprint (e.g., co-locate Student Services in an open area for one-stop service) and 2) improve utilization (e.g., develop more on-line offerings in conjunction with face-to-face offerings and combine compatible programs in shared labs such as biology and chemistry).

Another initiative that we undertook is to start the development process toward an applied research agenda. As a first step we have submitted an application to the Natural Sciences and Engineering Research Council (NSERC). Our objective is to receive institutional eligibility so that we are able to administer grants and awards granted by NSERC. In late 2016, we were approached by University of British Columbia's Clean Energy Research Centre to partner (along with the City of Dawson Creek, PNG,

---

<sup>45</sup> CPABC, *Regional Check-up 2017: Northeast Development Region*. Retrieved on June 29, 2017 from [https://www.bccpa.ca/CpaBc/media/CPABC/News\\_Events\\_Publications/Govt%20Relations/2017/2017-NEDR-Report.pdf](https://www.bccpa.ca/CpaBc/media/CPABC/News_Events_Publications/Govt%20Relations/2017/2017-NEDR-Report.pdf)

<sup>46</sup> *Ibid*

<sup>47</sup> *Ibid*

and CleanO2) on a research project that aims to verify the GHG and efficiency benefits of CleanO2's CARBINX post combustion carbon capture and heat recovery device. Additionally, the project will examine ways to improve the technology and to ready for a wide-scale commercial rollout. While this project is in the planning stages, it holds great promise and provides a tremendous opportunity for Northern Lights College to begin engaging in applied research.

Northern Lights College will continue to assess business practices for efficiencies that may be gained. We are also enhancing our Colleague system. Based on an Action Plan developed by Ellucian in December 2016, we will implement a College wide training strategy and perform usage audits in all areas. Additionally, we will roll out the Financial Aid module this coming Fall (2017).

## Performance Plan

As mentioned previously, during 2016/2017, Northern Lights College engaged in a strategic planning exercise which led to the development of our Mission, Vision, and Value statements. We also identified three priority areas including, *Students, Programming, and People and Culture*. Over the summer and fall of 2017 we will refine and complete our 2017-2022 Strategic Plan and Framework. Since we are transitioning from our 2012-2016 to our 2017-2020 Strategic Plan, the following section, *Institutional Goals and Objectives: Alignment with Ministry Goals* reflects our 2012-2016 Strategic Plan.

### 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.

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 B.C. 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

### 2016-17 B.C. Strategic Priority Actions: Related NLC Activities and Accomplishments

#### 1. Implement B.C.’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 B.C. Skills for Jobs Blueprint.

The Ministry provided Northern Lights College additional funding to support innovative training and initiatives to increase the success of people with disabilities in trades/technical programs or programs with high labour-market demand. Northern Lights College created web-based resources, and pamphlets

to support students with disabilities who may be in distress. Training has also been provided to trades faculty and staff to recognize students in distress. With this training, students with mental health disabilities or who face poor mental health as a result of their primary disability will have increased support should they be in a crisis situation.

## **2. Support the #BCTECH Strategy**

The *BC Jobs Plan 5-Year Update* report states that “B.C.’s technology sub-sectors, which include information and communications technology, cleantech, engineering, life sciences, and digital media, are growing faster than the overall economy”.<sup>48</sup> Several new programs recently developed in order to meet the demand for jobs in this growing sector include *digital photography*, *introduction to digital film making*, *Certified Microsoft Technology Associate certificate* (courses aimed to support introductory to mid-level employment skills), and a *diploma in Interactive Technologies and Game Design*.

Two exciting clean technology-based initiatives that are currently being explored include a 12-month enclosed greenhouse and a *Renewable Energy Technology (RET)* program that provides technical training for employment in the field of manufacturing, installation and maintenance of renewable energy systems and products. Both of these initiatives hold great promise and are designed specifically to support education in clean technologies.

## **3. 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. In the future, we will be doing more of these workshops with the rest of the faculty and staff based on recommendations from our community consultation visits conducted by the Director of Aboriginal Education and the Coordinator of Aboriginal Relations.

---

<sup>48</sup> *BC Jobs Plan: 5-year Update*, p. 30. Retrieved on June 23, 2017 from [https://bcjobsplan.gov.bc.ca/app/uploads/sites/21/2017/03/3797\\_JobsPlan2016\\_Booklet\\_0303.pdf](https://bcjobsplan.gov.bc.ca/app/uploads/sites/21/2017/03/3797_JobsPlan2016_Booklet_0303.pdf)

The role of the Director of Aboriginal Education Department currently oversees a team of five staff, including four Aboriginal advisors for students, and one Aboriginal Coordinator who does outreach and liaises with communities. We are currently expanding our compliment of Aboriginal Coordinators to include one 0.5 FTE in Fort Nelson and one 0.5 FTE in Dease Lake. The increase in FTE will further our ongoing efforts in working with and providing programming for First Nation communities in our region.

The College continues to inventory curriculum and processes of the organization t 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 B.C. Post-Secondary Truth and Reconciliation Summit in October 2016 in Vancouver, the CiCAN National Conference in Ottawa in May 2017, as well as smaller gatherings such as the I-Lead Gathering of BC College and University Directors of Indigenous/Aboriginal Education.

In addition to these conferences the Director of Aboriginal Education accompanied Northern Lights College President Dr. Bryn Kulmatycki on a “Leader to Leader” tour of some of the local Treaty 8 First Nations. This was an important step in establishing strong, vibrant relationships between the Treaty 8 Nations and the college. In November 2016, Dr. Kulmatycki and the Director visited Doig River First Nation, Halfway River First Nation and Blueberry River First Nation followed by a visit to Fort Nelson First Nation in mid-December 2016. The Director is arranging a Leader to Leader meeting in Prophet River in September 2017 (the reason for the delay for PRFN was an election to fill a vacant councillor seat). These meetings were fruitful for the burgeoning relationship between the college and the Treaty 8 Nations; at each meeting a similar comment was made, “this was the first time a NLC President had come to our home to meet with us.” In short, it was unprecedented and a welcome change.

The Coordinator of Aboriginal Relations has visited each of the Treaty 8 communities on multiple occasions now and she has extended the reach of the college across the Alberta border to strengthen ties with the Horse Lake First Nation and Kelly Lake Cree Nation. In addition to these visits the college

has had the Treaty 8 First Nation Education Coordinators visit our campuses now twice in the past year; once in early-March in Fort St. John and again in May in Dawson Creek. This was the first time the Coordinators had been on a NLC campus in approximately two years and the Aboriginal Education Department is working diligently to make this a more frequent occurrence.

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 Treaty 8 Tribal Association, 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. Regionally, 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 priority at the College, support continues to be given to the initiatives involving this aspect of post-secondary education at Northern Lights College.

#### **4. 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 in early 2016 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 six full-time staff – a Director, Coordinator, and four support staff. An additional support staff role (Admissions Assistant) has been approved. 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.

An international orientation was designed and delivered to all new students 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.

#### **5. Meet the financial targets identified in the Ministry's three-year Service Plan**

Northern Lights College successfully met the financial targets as set out in the Ministry's three-year Service Plan for fiscal year 2016-2017.

#### **6. Support the Common Application System**

Over the 2016-17 year, the NLC Registrar has been an active participant in the *EducationPlannerBC* project by providing regional representation to the EPBC – Operations subcommittee as well as engagement in the *TranscriptsBC* initiative.

#### **7. Support 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 is a member for the ASDT Provincial Steering Committee representing Colleges and Northern Post-Secondary Institutions. Northern Lights College implemented in the following initiatives this year: trades equipment, travel management, cylinder gas, and the multi-function device RFP, which saw the College represented on both the working group and evaluation committee.

## 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				Targets		
	2015/16 Actual	2016/17 Target	2016/17 Actual	Assessment	2016/17	2017/18	2018/19
Total student spaces	704	1,491	625	Not achieved	1,481	1,481	TBD
Nursing and other allied health programs	19	45	38	Not achieved	35	35	TBD
Developmental programs	166	226	128	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				Targets		
	2015/16 Actual	2016/17 Target	2016/17 Actual	Assessment	2016/17	2017/18	2018/19
Number	447	427	457	Achieved	414	TBD	TBD

### 3. Aboriginal Student Spaces

#### System objective: Access

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

	Performance				Targets		
	2015/16 Actual	2016/17 Target	2016/17 Actual	Assessment	2016/17	2017/18	2018/19
Total Aboriginal student spaces	252	252	298	Exceeded	Maintain or increase over previous year		
Ministry (AVED)	149	149	168	Exceeded			
Industry Training Authority (ITA)	103	103	131	Exceeded			

### 4. Student Satisfaction with Education

#### System objective: Quality

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

	Performance						Targets		
	2015/16 Actual		2016/17 Target	2016/17 Actual		Assessment	2016/17	2017/18	2018/19
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	90.1%	2.4%	≥ 90%	93.5%	2.1%	Achieved	≥ 90%		
Former apprenticeship students	88.5%	5.5%		97.7%	3.0%	Exceeded			

## 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						Targets		
	2015/16 Actual		2016/17 Target	2016/17 Actual		Assessment	2016/17	2017/18	2018/19
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	90.6%	2.4%	≥ 90%	89.5%	2.5%	Achieved	≥ 90%		
Former apprenticeship students	91.8%	4.7%		100%	0.0%	Exceeded			

## 6. Student Assessment of Skill Development

### System objective: Quality

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

	Performance						Targets		
	2015/16 Actual		2016/17 Target	2016/17 Actual		Assessment	2016/17	2017/18	2018/19
	%	+/-		%	+/-		(average %)		
Former diploma, associate degree and certificate students	87.1%	3.0%	≥ 85%	89.4%	2.6%	Achieved	≥ 85%		
Former apprenticeship students	92.7%	5.4%		96.2%	4.8%	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						Targets		
	2015/16 Actual		2016/17 Target	2016/17 Actual		Assessment	2016/17	2017/18	2018/19
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	83.8%	3.8%	≥ 90%	87.7%	3.4%	Achieved	≥ 90%		
Former apprenticeship students	92.5%	5.2%		97.4%	3.6%	Exceeded			

## 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						Targets		
	2015/16 Actual		2016/17 Target	2016/17 Actual		Assessment	2016/17	2017/18	2018/19
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	10.2%	2.8%	≤ 9.8%	12.9%	2.9%	Achieved	≤ 9.8%	≤ unemployment rate for individuals with high school credentials or less	
Former apprenticeship students	7.0%	4.7%		9.3%	5.7%	Exceeded			

## 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/Signed\\_Audited\\_Fin\\_Stmts\\_2017.pdf](http://www.nlc.bc.ca/Portals/0/documents/AboutUs/Signed_Audited_Fin_Stmts_2017.pdf).

## 2016/17 Contact Hour Activity Report

### Northern Lights College

Table A: Contact Hour Activity for Fiscal Year 2015/16

Campus Name	Onsite <sup>1</sup> CHE <sup>2</sup>				Offsite <sup>3</sup> CHE				Campus Total
	Domestic Students		International Students		Domestic Students		International Students		
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	
Atlin	1				48				49
Chetwynd	16,798	392			1,408				18,598
Dawson Creek	110,831	120,514	72,451	14,144	15,279	1,661	18,813	-	353,694
Dease Lake	290	368							658
Fort Nelson	28,297	1,089			4,760				34,146
Fort St John	128,719	64,428	94,226	1,082	157,638	602	25,478	32	472,204
Tumbler Ridge	3,436	186	16		45				3,683
<b>Total</b>	<b>288,372</b>	<b>186,977</b>	<b>166,693</b>	<b>15,226</b>	<b>179,178</b>	<b>2,263</b>	<b>44,291</b>	<b>32</b>	<b>883,032</b>

#### Notes

<sup>1</sup> Onsite activity includes classroom instruction such as lectures, labs and tutorials.

<sup>2</sup> 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.

<sup>3</sup> 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 an 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](mailto:tgiovannini@nlc.bc.ca)  
**Date:** 12-Jun-2017

## Appendix 1

The following maps depict the geographic regions of the North, Northeast, and College Region.

**Map of Northern Lights College**



**Map of Northeast Region**



**Map of North Region**

