

INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2016/17 – 2019/20

The Home of Aboriginal Post-Secondary Education in BC

NVIT is a comprehensive public post-secondary institute, governed by the Aboriginal community, that leads by anticipating and responding to the educational needs of our learners by providing support, choices, knowledge and tools to build a better future.



Terena Hunt

NVIT BSW ALUMNI
CURRENT NVIT BOARD MEMBER

Sharing Knowledge, Preparing Leaders.

Campuses in Merritt and Vancouver • **NVIT.ca**



MAP 1 – CURRENT STUDENTS BY BAND

In 2016/17, **NVIT** served 117 BC Bands within its student population of 1352.

NVIT students represented 8 other provinces and territories including Alberta, Saskatchewan, Manitoba, Ontario, Quebec, Northwest Territories, Yukon and Nunavut.

The **NVIT** family acknowledges and thanks *our founding bands* for welcoming and hosting us in their traditional territories.

We also recognize and appreciate the traditional territories of our many community partners.

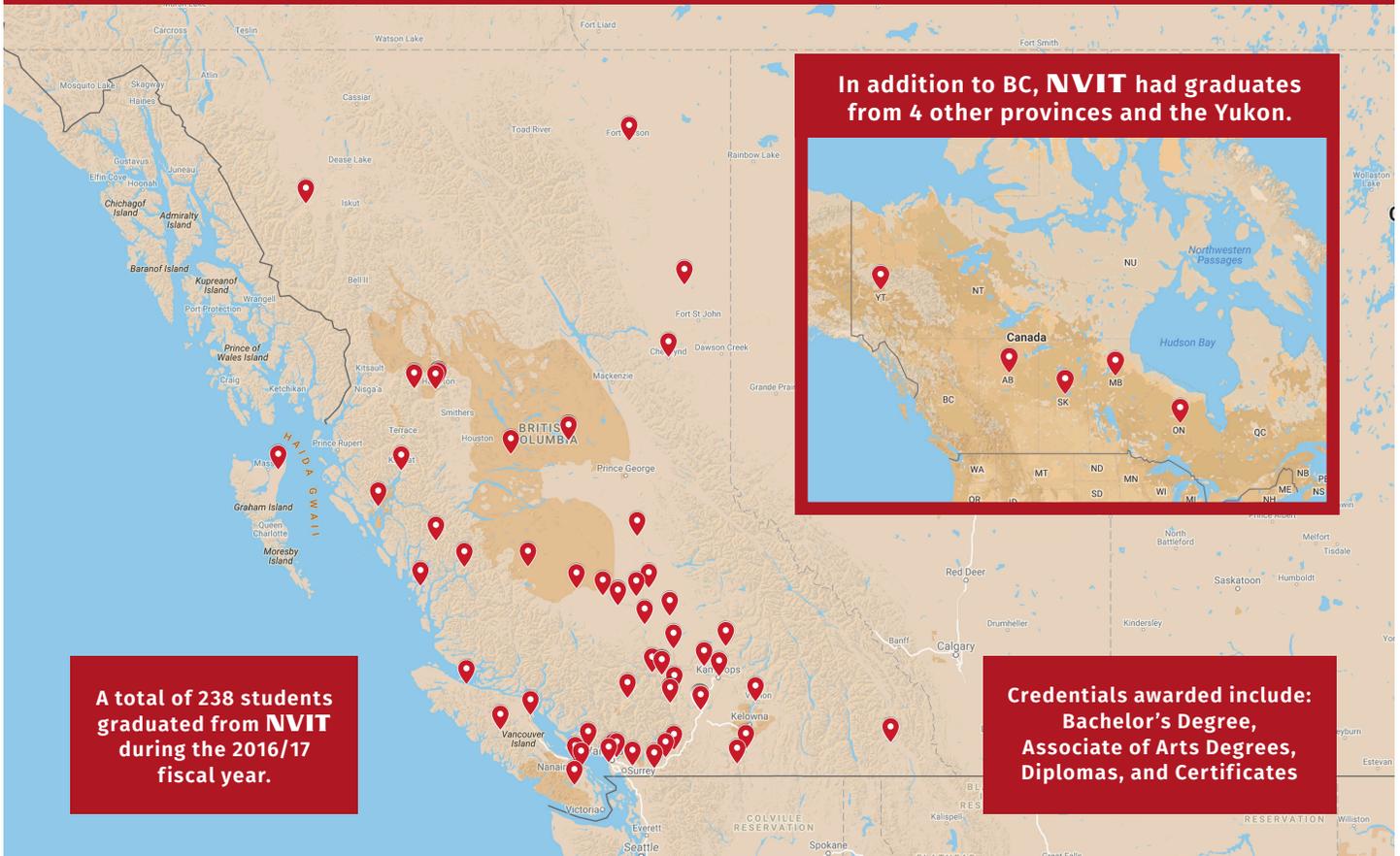


MAP 2 – NVIT GRADUATES BY BAND

In addition to BC, **NVIT** had graduates from 4 other provinces and the Yukon.

A total of 238 students graduated from **NVIT** during the 2016/17 fiscal year.

Credentials awarded include:
Bachelor's Degree,
Associate of Arts Degrees,
Diplomas, and Certificates



Contents

I. Transmittal Letter	4
II. Institutional Overview	5
A. Institutional Description	5
Purpose	5
Response	5
Results	6
Strategic Plan	7
NVIT's Vision	7
NVIT's Mission	7
NVIT's Guiding Principles	7
NVIT'S Values	7
Strategic Directions	8
III. Planning and Operational Context	9
A. External Scan: Post-Secondary Aboriginal Student Context	9
1. Statistical Attributes of Prospective and Current Aboriginal Learners	9
a) Young and Expanding	9
b) Education	10
c) Employment	12
B. External Scan: Institutional Context	13
1. Meeting the Increasing Demand	13
2. Learner and Community Relevance	15
3. Programs that Lead to Jobs	15
4. Conclusions	16
C. Internal Scan	17
1. NVIT's Strengths - People	17
2. Collaborative Partnerships	19
3. Efficiencies	20
4. Opportunities	21
IV. 2016/17 Reporting Cycle Results Summary	23
V. Performance Measure Results 2016/17	31
VI. Conclusion	34
Financial Information:	34

I. Transmittal Letter

Minister, Advanced Education
c/o Governance Branch
Ministry of Advanced Education
PO Box 9080, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister,

As required under the Accountability Framework guidelines provided by your Ministry, NVIT is pleased to provide you with a copy of our Institutional Accountability Plan & Report for the 2016/17 reporting cycle. As BC's Aboriginal public post-secondary institute, NVIT is strategically positioned to play a significant role in the education of Aboriginal students and the development of healthy communities across the province. The recognition and commitment your Ministry makes with respect to Aboriginal education has a significant impact to many Aboriginal learners.

In the development of this year's Accountability Plan, NVIT considered the Ministry of Advanced Education's (AVED) 2016/17 – 2018/19 Service Plan, the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, the B.C.'s Skills for Jobs Blueprint, the Ministry of Advanced Education Aboriginal Service Plan and Reporting Guidelines, as well as AVED's Accountability Framework Standards Manual. NVIT's Accountability Plan & Report addresses the linkages between our goals and objectives and the system-level strategic objectives that have been set according to the Ministry's mandate letter which includes the *Taxpayer Accountability Principles*. The performance measures flow from the Ministry's Accountability Framework and NVIT's Strategic Plan and its four strategic directions. Although inception was well before the Truth and Reconciliation Report, NVIT, by its very nature, is a comprehensive response to the educational calls for action identified within the report.

As Board Chair and President we accept responsibility for NVIT's Institutional Accountability Plan & Report. NVIT takes pride in being BC's leader in Aboriginal Post-Secondary Education. The direction, goals and objectives that NVIT seeks to accomplish are directly related to our mission of "empowering and inspiring learners by strengthening voice and identity through education."

Respectfully,



Jamie Sterritt, Board Chair



Ken Tourand, President

II. Institutional Overview

A. Institutional Description

Purpose

The Nicola Valley Institute of Technology was founded in 1983 by the Coldwater, Shackan, Nooaitch, Upper Nicola, and Lower Nicola Indian Bands to offer a relevant and high quality educational experience for Aboriginal learners. Designated as a Provincial Institute under the British Columbia College and Institute Act on September 1, 1995, NVIT now operates as an accredited public post-secondary institute and is an independent and equal member of BC's post-secondary education system with legislated authority to grant its own certificates, diplomas, and associate degrees. The Institute also has authority to jointly confer a Bachelor of Social Work Degree with Thompson Rivers University.

NVIT continues to focus its efforts on encompassing and honouring Indigenous philosophies, epistemologies and taxonomies. This focus includes Aboriginal traditional culture and values, and recognizes the need to balance these within the educational goals of NVIT's curriculum. NVIT believes in a holistic approach to education whereby the students' knowledge base and learning experience is grounded in Indigeneity and experiences. The programs are designed as a tool to encourage ongoing education and to prepare individuals for future challenges and opportunities both within and beyond their communities.

Response

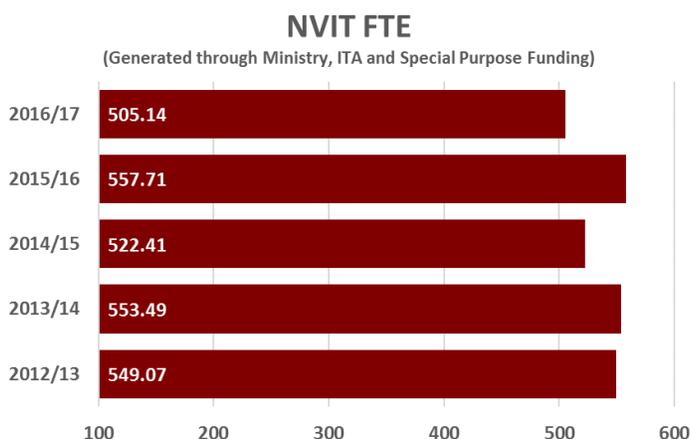
As the HOME of Aboriginal public post-secondary education for the Province of British Columbia, NVIT enjoys an award winning main campus situated in Merritt, BC, a satellite campus in Burnaby, BC, and in any given year partners with an average of 30 Aboriginal communities and agencies across BC and Canada to deliver community-based education. NVIT offers innovative, relevant credentials for future Aboriginal leaders in a comprehensive range of courses and programs from literacy to a four-year baccalaureate degree. While face-to-face instruction is the primary means for delivering on and off-campus courses, videoconference and online learning using the Moodle Learning Management System are also utilized to increase access and support to learners. The overall programming focus of the institute, regardless of a program's field and credential, is on the advancement of communities – one learner at a time.

The importance of partnerships is a key deliverable in both the Aboriginal Framework and B.C.'s Skills for Jobs Blueprint. A core focus in the day-to-day operations as well as in NVIT's vision for the future, is working in partnership with other organizations and with First Nations communities. NVIT believes this approach not only enhances services but also provides a leveraging effect in order to serve more students. NVIT has working relationships with communities throughout British Columbia and continually strives to serve them effectively, particularly in relation to meeting the communities' needs with relevant training that recognizes and respects their traditional cultures and values.

Examples of ongoing and new collaborations with institutions and organizations include: Thompson Rivers University (Bachelor of Social Work), En’owkin Centre in Penticton (ongoing affiliation agreement), Gitksan Wet’suwet’en Education Society (College Readiness, Aboriginal Early Childhood Education and Business Administration), First Nations Wellness/Addictions Counsellor Certification Board (Chemical Addictions Worker), University of the Fraser Valley (Bachelor of General Studies Degree-Chemical Addictions), Royal Canadian Mounted Police Aboriginal Cadet Development Program, College of Policing and Justice Institute (Law Enforcement Preparation Program and Justice Studies Department), Coastal Training Centre (Health Care Assistant Program), University of Northern BC (Environmental Resources Technology Program), Regional Alliance for Rural Health (Health Programs), University of British Columbia (Aboriginal Early Learning Partnership – Research Team), First Nation Education Steering Committee, Indigenous Adult and Higher Learning Association, University of Northern BC, University of British Columbia, and University of British Columbia – Okanagan (First Nations Language Fluency Program), Okanagan College (Trades Programs) and Fort Nelson First Nation, Blueberry River First Nation and Halfway River First Nation (Employment Training Skills, College Readiness, Bridging to Trades programs in partnership with the Ministry of Aboriginal Relations and Reconciliation).

Results

In fiscal year 2016/17, NVIT’s combined full and part time student body was over 1350 students. Approximately 80% of NVIT’s full-time equivalent students are Aboriginal. In 2016/17, NVIT’s student body represented 117 or 58% of British Columbia’s First Nations communities and First Nations communities in eight other provinces and territories across Canada. NVIT’s FTE production stabilized over the past three years by producing over 97% of our target during that time frame. Last year, NVIT operated at 89% of our 2016/17 AVED FTE target. This was the first year NVIT’s ITA-funded FTE did not count towards total FTE utilization which resulted in a reduction of 27 FTE.



In addition to being part of British Columbia’s public post-secondary system as a “provincial institute” within the Ministry of Advanced Education, NVIT is a member of Colleges and Institutes Canada (CICAN), the Canadian Association of College & University Student Services (CACUSS), the BC Association of Institutes and Universities (BCAIU), the BC Indigenous Adult and Higher Learning Association (IAHLA), the National Association of Indigenous Institutes of Higher Learning (NAIIHL), Higher Education Information Technology for British Columbia (HEITBC), the Administrative Systems Consortium (ASC), the Rural Community College Alliance (RCCA), the League for Innovation, and numerous program and services related organizations.

Strategic Plan

In 2011/12, the NVIT Board of Governors engaged in a strategic planning process. The result of that planning exercise was the 2012-2017 NVIT Strategic Plan that included a new mission, vision and four strategic directions for the Institute. In February 2016, the NVIT Board of Governors held their annual planning retreat and discussed engaging in a strategic planning process in 2016/17 in preparation for the 2017 – 2022 Strategic Plan. The NVIT Board of Governors are in the final stages of finalizing our new 2018 - 2023 Strategic Plan. Although not yet approved as final, the draft of the new plan includes the following:

NVIT's Vision

As an Indigenous centre for excellence, NVIT inspires learners to strengthen community.

NVIT's Mission

NVIT empowers and inspires learners by strengthening voice and identity through education.

NVIT's Guiding Principles

- We are student-centered;
- We are grounded in Aboriginal culture, tradition, and Indigenous Knowledge;
- We are committed to the advancement of our students, employees, communities and institute;
- We seek to engage all learners and members of the NVIT community;
- We will maintain a standard of academic excellence that ensures that our students have the widest range of future choices possible;
- We are committed to a high level of organizational discipline where all aspects of this Strategic Plan, governance and operations are guided by formalized policies, procedures, monitoring and review processes.

NVIT'S Values

Respect

- We have respect for the dignity, rights, cultures and beliefs of all people;
- We care and support each other and have respect for our environment.

Accountability

- We are accountable to ourselves, the Elders, our communities, our students and to the provincial government.

Integrity

- We embrace honesty and trust in all of our relationships;
- We encourage the sharing of knowledge and appreciate we are all learners.

Balance and Harmony

- We seek and encourage balance and harmony in all activities;

- We understand that no one part is greater than the other and that together we are a whole;
- We acknowledge and use systemic thinking and planning.

Growth and Development

- We promote the continual growth and development of individuals and communities;
- We encourage critical self-examination and a willingness to admit both strengths and weaknesses.

Inclusion

- We are grounded in Indigenous Knowledge;
- We honour and respect our communities and our partnerships;
- We extend education related support to government, industry, education and other organizations to improve their relevance to the Aboriginal community.

Communication

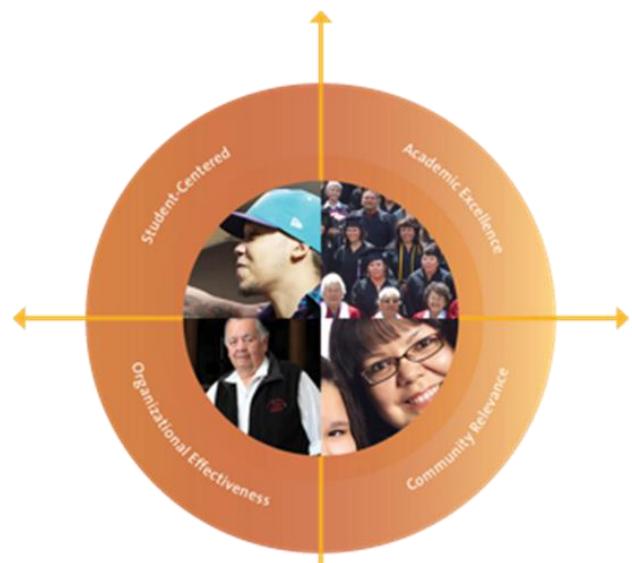
- We value communication and promote openness, respect and trust in our communication.

Strategic Directions

The following four strategic directions are fundamental for NVIT to achieve its vision and mission. NVIT strives to achieve excellence in each of the identified directions. These foundational strategic directions have been reaffirmed by the NVIT Board of Governors and will be included in the 2018-2023 NVIT Strategic Plan.

NVIT’s four strategic directions are:

- Student-Centered
- Academic Excellence
- Community Relevance
- Organizational Effectiveness



III. Planning and Operational Context

A. External Scan: Post-Secondary Aboriginal Student Context

This section provides selected Aboriginal population and student data relevant to NVIT as an Aboriginal public post-secondary institute. It describes elements of the external operating environment that influence the development of institutional direction and action. It is important to note that this provincial level, and to a degree national level, data is important to NVIT for the following reasons:

- NVIT has a provincial mandate to provide Aboriginal post-secondary education;
- NVIT has campuses in Merritt and Vancouver;
- Each year NVIT also delivers programs in an average of 30 different communities;
- Approximately 80% of NVIT's student body identified as Aboriginal and reflected 117 (58%) of BC's First Nations communities in 2016/17;
- Aboriginal children make up 62% of BC's Youth in Care;
- The 5 goals outlined in the Aboriginal Policy Framework are directly linked to the mission, vision and strategic directions of NVIT;
- B.C.'s Skills for Jobs Blueprint has identified *Engaging Aboriginal Youth* as a priority; and
- NVIT has partnerships with industry, other post-secondary institutions, the RCMP, and other Aboriginal organizations that are committed to Aboriginal Education.

1. Statistical Attributes of Prospective and Current Aboriginal Learners

a) Young and Expanding

At a national level, Indigenous and Northern Affairs (INAC) reports an estimated increase of 202,599 registered Indigenous people in Canada from 2004-2014. This 27.66% increase averages 3.07% per annum - almost three times the average 1.1% Canadian population rate increase. Changes to federal legislation, created opportunities for traditionally non-registered Indigenous people to qualify for registered status. This change created significant increases to the registered Aboriginal population across Canada.

Currently, BC has 203 (32%) of Canada's 617 First Nations communities recognized by The British Columbia Assembly of First Nations and the BC Treaty Commission. This number reflects 18.5% (129,575) of Canada's First Nations population, suggesting the average size of BC First Nations communities are approximately half that of the average for Canada (654 vs. 1135). According to the most recent census data (2011), British Columbia's Aboriginal population increased to 232,290 in 2011, a 20.1% increase over 2006 (almost four times the rate of the non-Aboriginal population which increased by only 5.2%). In 2011, BC's Aboriginal population was 5.4% of the total population compared to 4.8% in 2006 and 4.4% in 2001. First Nations people made up 2.6% of Canada's population in 2011, while Metis people comprised 1.4% and Inuit people 0.2%.

In BC, the 2011 Census data indicates the Aboriginal median age is 28 (28.1 in 2006 and 26.8 in 2001) compared to the non-Aboriginal median age of 41 (40.5 in 2006 and 38.7 in 2001). Related to this, the Aboriginal 0-14 age cohort is 28% of the Aboriginal population as compared to 15.1% of the non-Aboriginal population. Similarly, the Aboriginal 15-24 age cohort is 18.2% of the Aboriginal population as compared to 12.9% of the non-Aboriginal population.

Given the Aboriginal population is the youngest and fastest growing; it is not surprising that 2010 BC Student Outcomes data indicates Aboriginal students are much more likely to be parents (41% compared to 20% for non-Aboriginal former students). The office of BC's Independent Representative for Children and Youth reported that 62% of the youth in care in BC are Aboriginal.

b) Education

The BC Ministry of Education's 2015/16 Six-Year High School Completion rate (Dogwood) for Aboriginal students is 64% as compared to 86% for non-Aboriginal students. The percentage of Grade 12 Aboriginal students who took English 12 in 2015/16 and received a C+ grade or better was 58% as compared to 73% for non-Aboriginal students. For students who took Foundations of Math and Pre-Calculus Math 10 in 2015/16, 48% of Aboriginal students received a C+ or higher as compared to 67% of non-Aboriginal students.

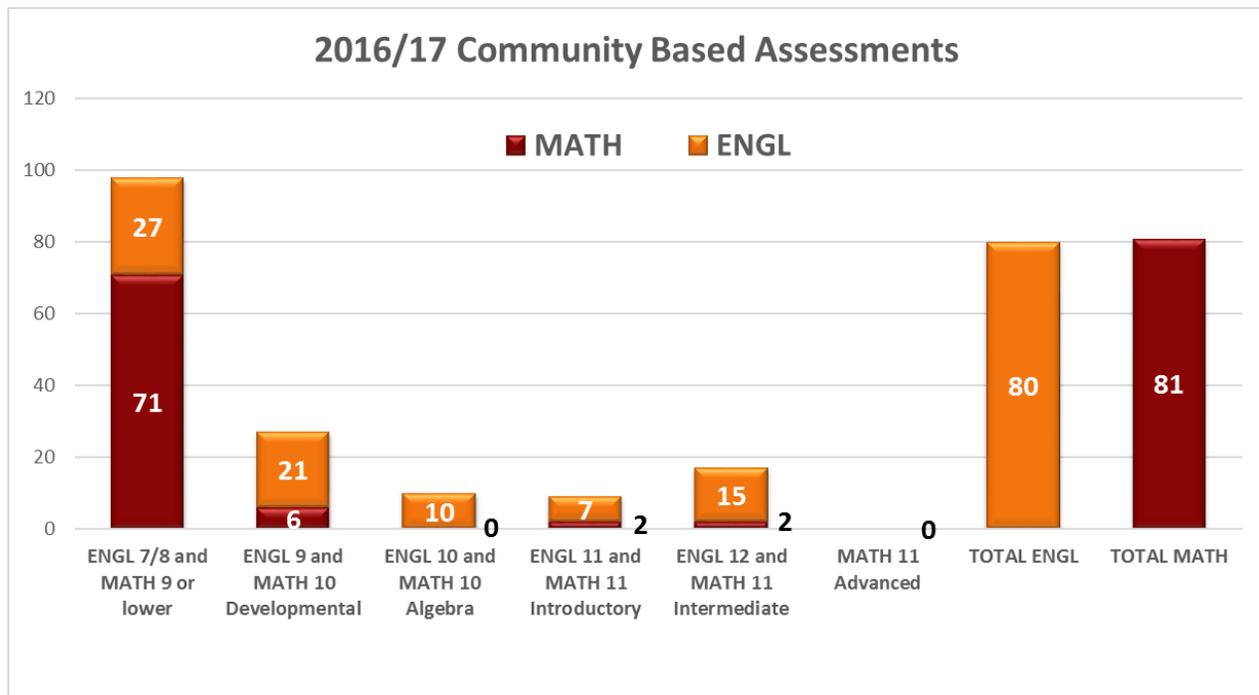
With a focus on ensuring relevance to the communities it serves, NVIT offers community-based assessment services. During the last academic year, NVIT provided assessment services in 8 communities, assessing 101 prospective learners. Of the 81 who completed math assessments, 4 assessed at an introductory Math 11 level or higher. Results of the English assessments show higher attainment levels with 28% of the 80 having a grade 11 or higher English equivalency. Results continue to show a substantial need for access to key prerequisite courses that assist in post-secondary access and success.

As BC's Aboriginal post-secondary institute, NVIT has an intimate understanding of the struggles that current and prospective Aboriginal learners experience when attempting to access and be successful at pre-requisite level studies. Family commitments, access, readiness, funding and confidence are primary considerations. Unfortunately, reductions in education funding both at the community and post-secondary level restricts the ability for NVIT to deliver developmental level programming in communities. Federal government education funding policies and reductions combined with family commitments and personal readiness severely reduce the likelihood of Aboriginal learners in rural and remote communities relocating to access and/or recognize success in developmental level studies on established campuses. The restricted ability to deliver developmental level programming and support services in communities creates the gap between the recognized demand and the developmental FTE allocated to NVIT. Through the Q² program, NVIT witnessed an increase of local community members earning the BC Adult Dogwood certificate. This tangible evidence reinforces that providing access to education results in learner achievement.

Bridging the gap for those who require developmental level (including literacy and numeracy) programming to access post-secondary level studies remains a constant priority for the institute. NVIT

estimates that there are approximately 35,000 prospective Aboriginal post-secondary learners in British Columbia without a grade 12 education.

Long before the Ministry of Advanced Education mandated tuition-free ABE, NVIT delivered all developmental level courses tuition-free and will continue to deliver developmental studies on a tuition-free basis. Through delivery of NVIT’s Employment Skills Access and College Readiness programming, in partnership with the Ministry of Aboriginal Relations and Reconciliation, Halfway River First Nation, Fort Nelson First Nation and Blueberry River First Nation, NVIT was able to increase access to training within communities. These programs, along with Q² (College Readiness) deliveries with our 5 Founding Bands, aligns with NVIT’s commitment to maintaining affordable access to literacy, numeracy and essential skills education and development.



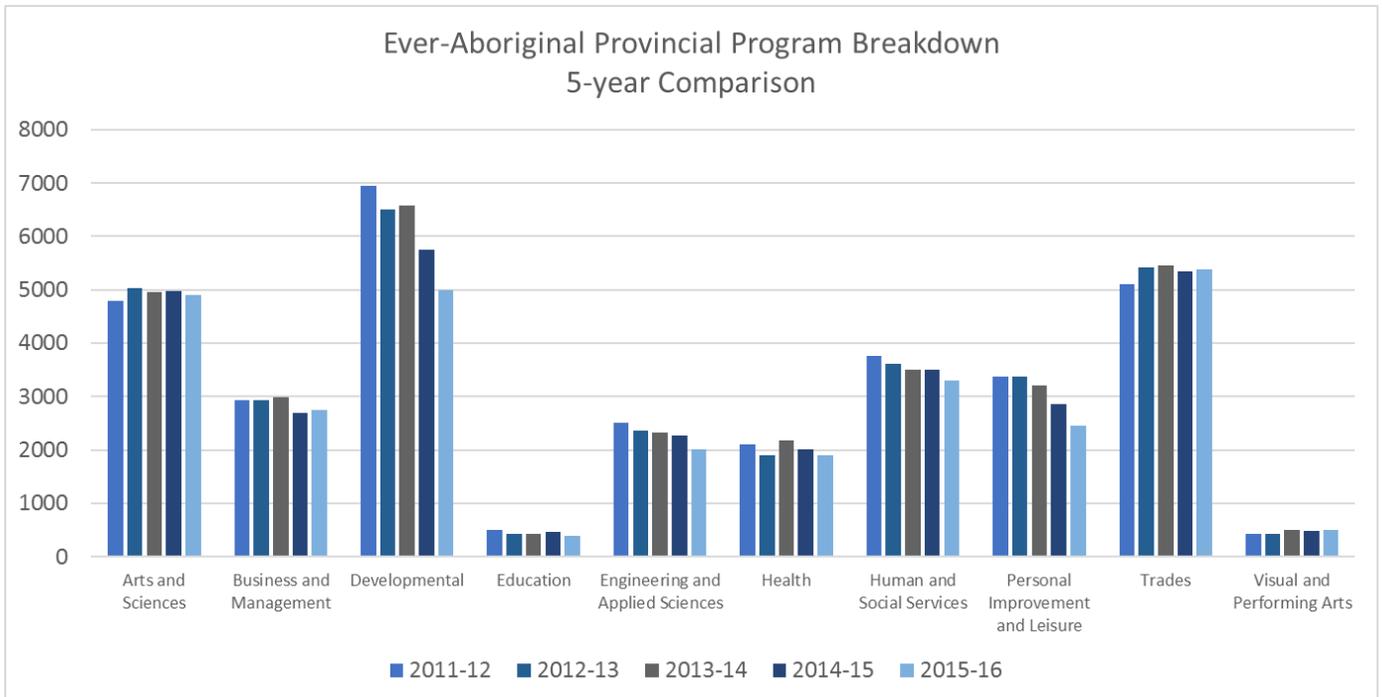
An examination of the data provided by the Student Transitions Project showing the rate of enrolment in a BC public-post-secondary education within five years of graduation indicates that for the 2015/16 year, only 63% of grade 12 Aboriginal students transitioned to post-secondary as compared to 72% non-Aboriginal students. The 2015/16 report shows that the 10-year transition rate of Grade 12 Aboriginal students to post-secondary is 74% (2074) of the Grade 12 Aboriginal students in that 10-year period as compared to 77% (32,540) of non-Aboriginal students. While these gaps may appear small, the reality is that many Aboriginal students do not make it to grade 12.

Over a 5-year period, using the Ministry’s ever-Aboriginal category which includes students who have ever been identified as Aboriginal in the BC K-12 or post-secondary system, approximately 20% of the Aboriginal FTEs accessing BC’s college, institute and teaching university system are enrolled in development programs. The other two primary programs of interest include trades and arts and

sciences programming. Overall, 2015/16 saw the lowest ever-Aboriginal enrolment in a 5-year span (32,450 in 2011/12, 28,596 in 2015/16).

NVIT continues to be cognizant of the existing demands and needs of its target population. The institute responds to current and anticipated trends by reviewing existing programs while exploring and developing new program areas and partnerships.

Ever-Aboriginal Provincial Program Breakdown



Source: Central Data Warehouse.

c) Employment

In the Aboriginal People Living Off-Reserve and the Labour Market: Estimates from the Labour Force Survey, 2007 – 2015 report, in 2015, the unemployment rate for Aboriginal youth (individuals aged 15 – 24 years) was nearly 19% as compared to 13% for non-Aboriginal youth. Further, according to the report, the Aboriginal unemployment rate for those 15 years and over (off reserve) increased 1.2% to 11% in 2015 and is nearly double that of the non-Aboriginal unemployment rate (5.7%) which was unchanged between 2014 and 2015.

A 2015 Labour Force Survey showed unemployment rates for the non-Aboriginal population age 15+ in BC was 4.8% compared to the Aboriginal population unemployment rate of 12.8%. The unemployment rate for Aboriginal people in BC is the highest in Canada. The unemployment gap between Aboriginal and non-Aboriginal population in BC has increased to 8% and is the widest disparity of all Canadian regions.

British Columbia's First Nations communities tend to be rural and economically underdeveloped. As identified above, the on-reserve population faces a much higher unemployment rate than the non-Aboriginal population. Anecdotal information from communities suggests the real unemployment rate is far greater than that formally reported.

Further insight into Aboriginal unemployment is provided by comparing educational attainment and unemployment. In general, employment rates increase with education level. Of the Aboriginal working age population, 22% have less than high-school compared to 11% for non-Aboriginals in the same age group. Unemployment rate gaps reduce significantly to only 3% for those who complete post-secondary education (7.9% vs 4.9%). In 2015, 50.8% of Aboriginal people who participated in the Labour Force Survey completed a post-secondary education compared to 69.6% of non-Aboriginal people. In spite of post-secondary education attainment, Aboriginal students continue to experience higher unemployment rates upon return to their community. Many communities do not have a sufficient economic base to provide them with employment.

Labour market indicators show some economic deterioration for Aboriginal people between 2014 and 2015. In 2015, their employment rate decreased by almost 2% to 67.5%. In comparison, the non-Aboriginal population employment rate was essentially unchanged at 81.8%, a gap of 14.3% (up from 12.3% in 2014). Statistics Canada affirms this is the second largest employment rate gap observed since the Labour Force Survey began including Aboriginal data in 2007, only 2010 was greater.

In 2016, 49.2% of Aboriginal youth were employed, 6.4% lower than their non-Aboriginal counterparts (55.6%). The participation rate for Aboriginal youth was 60.8% compared to 63.9% for non-Aboriginal people in the same age group. The overall labour force participation rate for 2016 was 63.7%. As baby boomers age out of the labour force, overall participation rates are projected to drop to between 59.7% and 62.6% by 2031, the lowest levels since the late 1970s.

Note that the unemployment rate of post-secondary graduates is one accountability measure used by the Ministry to assess institutional performance and this measure cannot be assessed for NVIT due to on-reserve unemployment rates. The on-reserve unemployment rates may also affect the ability of Aboriginal students to repay their Canada Student Loan, resulting in Aboriginal students potentially having higher default rates than non-Aboriginal students.

B. External Scan: Institutional Context

1. Meeting the Increasing Demand

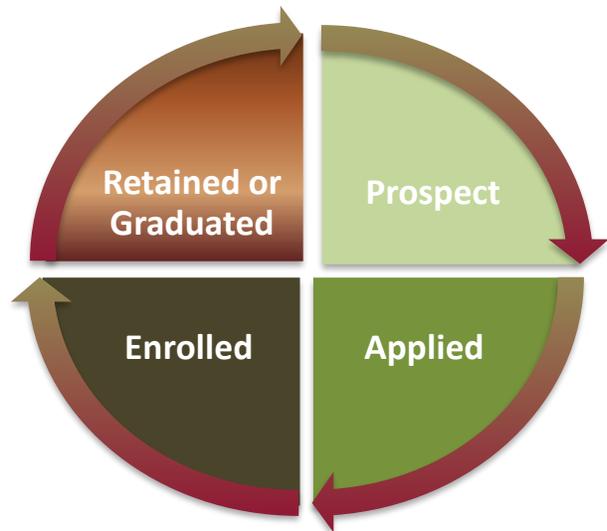
The combination of the socio-economic realities for NVIT's target population and communities, gaps in success and completion for Aboriginal learners in the K-12 system, and pressures from industry for skilled talent confirms the need for NVIT's unique mandate. The current environmental context also emphasizes the importance of NVIT's relevance to its prospective and current learners and their communities. NVIT is pleased that BC has placed significant priority on improving the quality of life

for Aboriginal people. NVIT is a key strategic partner for the Ministry toward meeting the capacity, quality, access, relevance, and efficiency performance measures related to Aboriginal education.

Ministry priorities related to Aboriginal education in the province increases the profile of Aboriginal learners. BC’s mainstream public post-secondary institutions have progressed significantly in addressing the needs of their Aboriginal students in terms of programming relevance, access and support. The focused priority on Aboriginal education system-wide also increases competition for NVIT’s Aboriginal learners, faculty and staff. Responding to the growing Aboriginal education priorities and competition necessitated the implementation of strategic enrolment management practices at NVIT.

Enrolment management at NVIT brings together all the parts of the Institute to integrate a combination of educational options and services for prospective learners with a means to effectively communicate these options and services while nurturing current learner engagement and achievement. As BC’s Aboriginal Post-Secondary Institute, NVIT has developed comprehensive processes to recruit and retain students. NVIT’s strategic enrolment management and retention initiatives are an integral component of NVIT’s operation and strategic direction in working towards provincial FTE and graduate goals and in ensuring that student experiences are relevant and positive. Overall, an effective enrolment management strategy includes short and long term institutional and program targets, educational and learner services planning and communications/marketing and recruitment priorities informed by institutional data and internal and external systemic needs. NVIT’s Enrolment Management strategy focuses on:

- the individuals (prospects, applicants, students, graduates) at each phase of the cycle;
- the transitions of individuals through the cyclical process;
- reviewing the initiatives undertaken to assess effectiveness of NVIT processes and practices;
- revising NVIT processes and practices to increase the transition rates between Prospects, Applicants, Students and Graduates.



The higher rate of increase for the Aboriginal population and its younger median age than the non-Aboriginal population and the vast provincial locale of the Aboriginal communities provide a significant opportunity for NVIT. This information suggests NVIT must focus on providing relevant on campus programs and services while expanding community-based curriculum delivery and supports. There are 203 First Nation communities with small populations – increasing the likelihood of low

student numbers. The data highlights the continuing challenges in providing in-community delivery in cost-effective ways.

2. Learner and Community Relevance

A very high percentage of the Aboriginal population has less than high school graduation as their highest education level. According to the June 2017 Student Transitions Project Fast Facts, 46% of Aboriginal students in BC's K-12 system still do not graduate from high school (six-year completion rate). This challenge is compounded when considering the rural locale and number of prospective Aboriginal learners, high school graduates or not, who lack the academic prerequisites for post-secondary.

BC Aboriginal students are more likely to have to relocate from their home community to study compared to non-Aboriginal students. Aboriginal students are also more likely to be single parents and to interrupt their studies for financial reasons. The high on-reserve annual population growth rate also points to an increasing opportunity for community-based programming. The current situation highlights the need for NVIT to address the literacy and numeracy gaps both on-campus and in communities to bridge the learners to post-secondary – a critical element to ensuring equivalent participation and completion rates in post-secondary between the Aboriginal and non-Aboriginal population. NVIT's community based assessment initiatives and recent Youth In-Care Tuition Waiver policy are examples of NVIT's ongoing efforts to remain relevant and provide access.

Feedback from Aboriginal students in BC's post-secondary system includes the desire for more Aboriginal content (e.g. Elders input, accurate Aboriginal history, aspects of traditional beliefs and values) in their curriculum. Aboriginal learners also raised the need for more student support including increased tutoring, individual attention, smaller classes and more time with instructors. NVIT's Education Plan identifies these learner priorities by ensuring all programs are based in Indigeneity, epistemology, and taxonomies. The Strategic Enrolment Management (SEM) activities include various ways of offering relevant and effective learner supports intended to increase the retention and success rates of NVIT's learners.

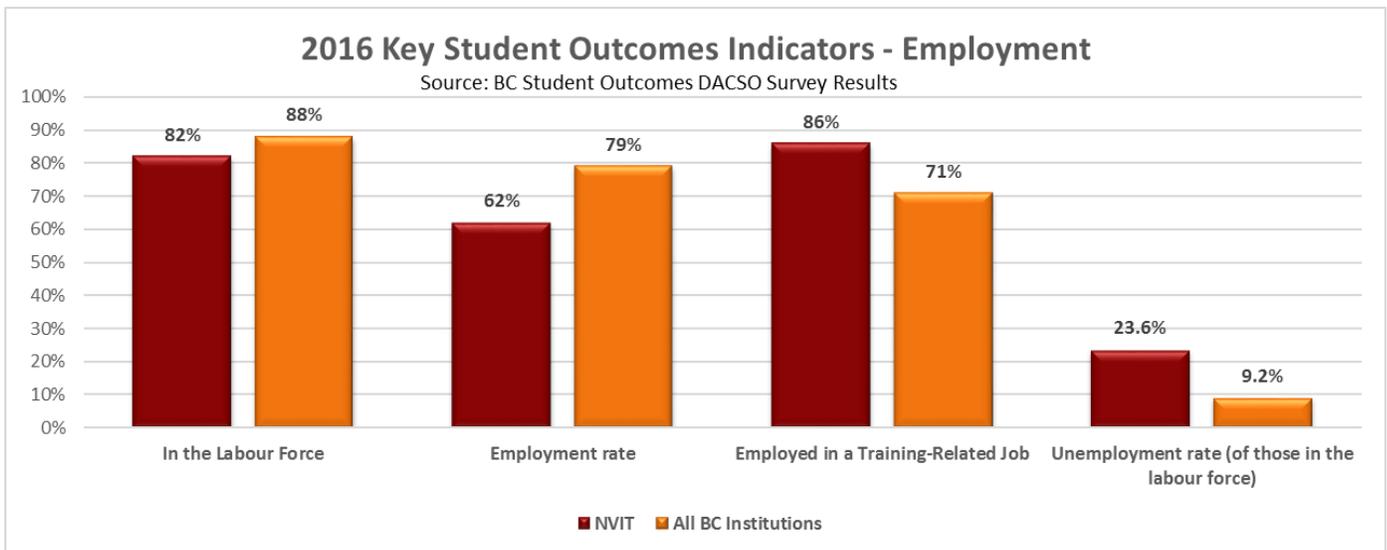
Unless routes to high school completion and completion of course and program prerequisites are facilitated, many Aboriginal students will not be able to enter post-secondary education and training. The fundamental issue is that post-secondary access for Aboriginal students is significantly addressed when NVIT is able to arrange for programs and supports to be available in Aboriginal communities. In spite of the challenges that exist in providing cost-effective delivery of such programs, the need and opportunity exists for NVIT to expand activities related to flexible, off-campus delivery of curriculum and services.

3. Programs that Lead to Jobs

The B.C.'s Skills for Jobs Blueprint projects 1,000,000 job opportunities within BC's growing economy. NVIT, as BC's Aboriginal Public Post-Secondary Institute, is well positioned to support this initiative

by maintaining and strengthening strong partnerships with many of BC’s Aboriginal communities. NVIT is flexible and innovative in its relationships with partner post-secondary schools and industry to meet the educational and training needs of Aboriginal communities to participate in the B.C.’s Skills for Jobs Blueprint goals.

NVIT is responsive to in-demand job training by offering programs such as the Bridging to Trades Program, Electrical Pre-Apprenticeship (ITA Foundation Level), Plumbing and Piping Trades Certificate (ITA Foundation Level) and Residential Construction (ITA Foundation Level). NVIT has also worked with several Aboriginal communities to deliver essential and employment skills for transition to job training programs. The Health Care Assistant Program is one example of a long standing and successful NVIT program offered in remote Aboriginal communities that leads to employment. NVIT is currently constructing a multi-million-dollar Centre of Excellence in Sustainability. The building, inclusive of a teaching kitchen and various clean energy labs, is slated for completion in April of 2018. NVIT intends to deliver Culinary Arts (ITA Cook 1) and foundational level alternative energy/green technology programming. The experiential learning opportunities offered in the energy labs are designed to equip learners with the skills needed for emerging industry employment. NVIT identifies expansion of activities related to applied research and programming as a priority.



4. Conclusions

Whereas Aboriginal demographics point to opportunities for NVIT as the province’s Aboriginal Post-Secondary Institute, the institutional operating environment nevertheless contains a number of threats and challenges. Chief among these, and possibly the longer lasting, is the competition NVIT faces for Aboriginal students and faculty. In response to increased competition, labour market demands, and multiple KPI and accountability measures, NVIT relies on its strategic enrolment management initiatives and Aboriginal institutional partnerships to ensure strategic positioning within the post-secondary system and First Nations communities. Not only does NVIT offer an

Indigenous educational experience on our campuses, we are also the most sought-after public post-secondary school to deliver programming within Aboriginal communities.

NVIT differentiates itself from other public post-secondary institutions by ensuring enhanced use of Indigenous epistemologies, philosophies and taxonomies that serve the “Indigenous identity” that is lacking in other post-secondary institutes. NVIT’s commitment to providing highly efficient, effective and relevant programs and services directly aligns with the spirit and intent of the Ministry’s Taxpayer Accountability Principles.

In short, NVIT will compete most effectively for students and faculty if the institute is true to its origins and mandate of anticipating and responding to the educational needs of our learners by providing support, choices, knowledge and tools to build a better future.

C. Internal Scan

1. NVIT’s Strengths - People

Students

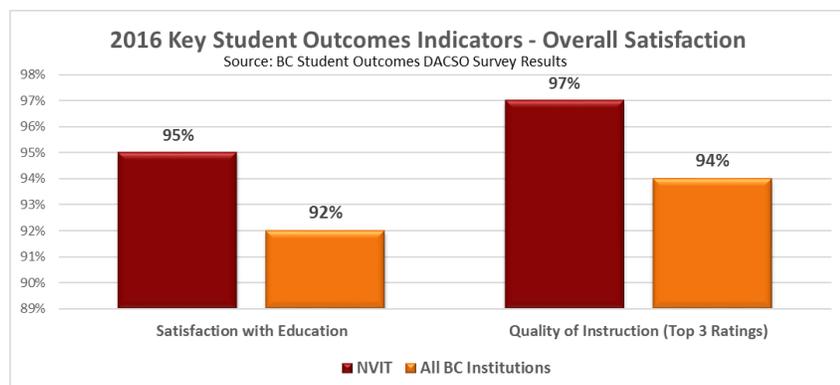
Over the past five years, more than 80% of NVIT’s student body has self-identified as having Aboriginal heritage. In the 2016/17 reporting cycle, learners from over 125 different First Nations communities across Canada

NVIT Learners: Age by Academic Year

Age Range	2011/12	2012/13	2013/14	2014/15	2015/16
17 & <	2 %	2 %	1 %	2 %	3 %
18 to 21	16 %	16 %	14 %	12 %	15 %
22 to 24	10 %	11 %	11 %	12 %	11 %
25 to 29	14 %	15 %	15 %	19 %	17 %
30 to 39	22 %	22 %	23 %	23 %	21 %
40 to 49	19 %	16 %	17 %	15 %	14 %
50 to 64	15 %	16 %	16 %	15 %	16 %
65 plus	2 %	2 %	3 %	2 %	2 %

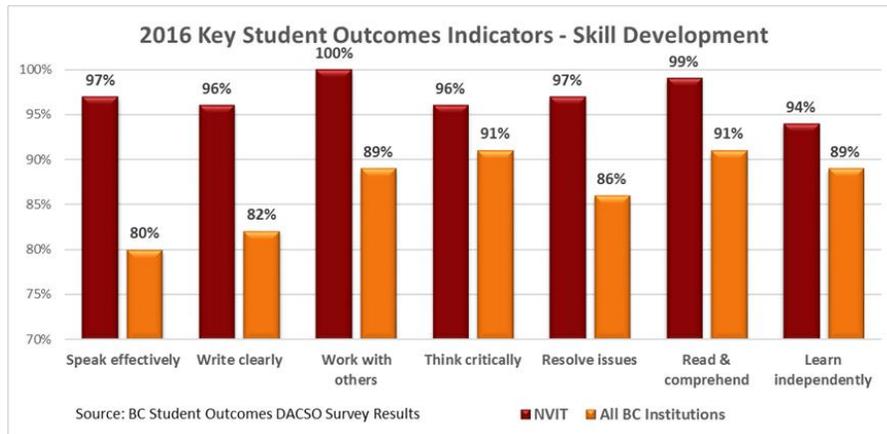
committed to the NVIT experience. NVIT’s learner population serves a vast age range with a slightly predominate 30 – 39-year old group. In the 2016/17 fiscal year, NVIT experienced an anomaly with respect to gender distribution. Typically, the average gender split of NVIT’s student population is

70/30, with the under representation attributable to the male population. However, this year the split in gender distribution is 59/41. NVIT attributes this change to higher enrolment in the Trades and ENRT programs as well as the Tolko transitions program. In total, NVIT served 1352 learners on-campus, in-communities and on-



line. NVIT’s learners achieved the Ministry credential target rate and we celebrated 238 graduates.

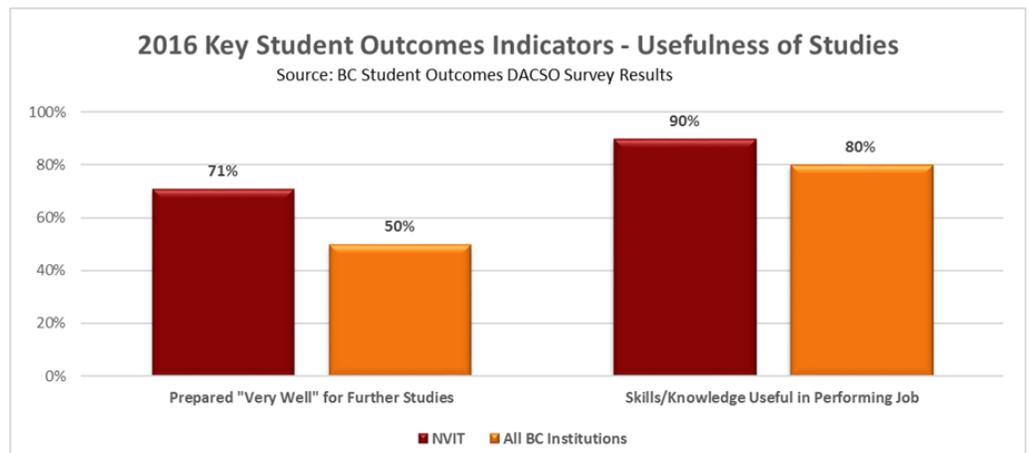
The NVIT community is strengthened by an increasingly engaged and committed student population who actively participate on NVIT’s Board of Governors, Education Council, Strategic Enrolment



Management Committee, Student Voice forums, provincial and national initiatives, and various campus-wide events. In addition to NVIT exceeding most of the outcomes targets, the 70 NVIT respondents to the Student Outcomes Survey for Diploma, Associate Degree and Certificate programs, consistently rated their NVIT

experience higher than the system norm in the areas of overall satisfaction, program experience, skill development, and usefulness of studies. Just as they are NVIT’s strength, our learners will strengthen communities – one learner at a time.

As reported above, students indicate an overall satisfaction with their NVIT experience. Student outcomes data supports that NVIT’s graduates reflect a high level of satisfaction with their education at NVIT and further rated their skill development higher than the system wide averages.



With NVIT’s vision of strengthening communities, one learner at a time, the success of our learners after their NVIT experience is critical. Employed graduates of NVIT’s diploma, associate degree and certificate programs assessed the usefulness of their education in getting a job higher than their BC counterparts and were much more inclined to indicate the skills and knowledge from their program was useful in performing in the job.

With over 2 million learners in post-secondary across Canada, NVIT student William Sandy was selected by Colleges and Institutes Canada as the GOLD recipient for Excellence in Student Leadership for 2017. Mr. Sandy’s nomination highlighted various leadership initiatives on campus as well as in local and global communities.

Staff and Faculty

NVIT prides itself on having the largest percentage of Aboriginal employees in the public post-secondary system. The large number of Aboriginal employees contributes to the fact that we are truly BC's Aboriginal Public Post-Secondary Institute and ensures that NVIT's students, that currently represent 58% of the Bands in BC, are welcomed into an educational experience that reflects commitment and inherent knowledge related to Aboriginal education.

Elders' Council

NVIT's Elders' Council is integral to NVIT's success. Elders are recommended by Council members and communities and are representative of the traditional territories of our Merritt and Vancouver campuses as well as the Metis. For in-community services, such as community-based assessments, local Elder support is planned and integrated into the service delivery. Activities of NVIT's Elders' Council members include participation in campus-wide activities, committees, governance and curriculum development. Elders support NVIT's students and staff by sharing traditional and cultural knowledge, advice and support.

Board of Governors

NVIT is fortunate to have a 100% Aboriginal appointed Board of Governors possessing a vast skill base including governance, education, finance and law. The relevant and strong collective competency of NVIT's board members is a primary strength. The Order in Council appointed Board members are drawn from across British Columbia while maintaining linkages to NVIT's five founding Bands. With a student body representing 58% of BC's First Nation communities, the Board of Governors is reflective of perspectives and communities across the province. Appointing two board members from NVIT's founding bands ensures the institute remains grounded in its founding communities and purpose.

2. Collaborative Partnerships

NVIT's ability to collaborate and create purposeful and effective relationships with other post-secondary institutes, First Nations communities and Aboriginal and non-Aboriginal organizations across BC provides access, relevance and efficiencies. NVIT strives to address community priorities through program development, and works collaboratively with community partners for the successful delivery of educational programs and services. Collaboration with other organizations is a key factor in NVIT's ability to offer an expanded range of programming. Examples include the Bachelor of General Studies - Chemical Addictions Worker with the University of the Fraser Valley and the Bachelor of Social Work Degree with Thompson Rivers University.

Through the BC Student Outcomes Project, NVIT's former students consistently report a high level of satisfaction with NVIT programs and their relevance to employment. NVIT courses and programs are recognized at public post-secondary institutions throughout British Columbia under the course transfer framework of the BC Council of Admissions and Transfer. Programs have also increasingly

formed the foundation for collaborative degree programs with partner universities. NVIT is very pleased to receive reports about some of our graduates having gone on not just to baccalaureate degrees, but also to successful completion of master's degree programs. NVIT will continue to enhance the readiness of graduates to find employment or succeed at higher levels of education through its 2014-19 Education Plan and associated Program Reviews.

In response to the Aboriginal Community Based Delivery Partnership Program, NVIT is engaged in the application of funding in partnership with First Nations communities for the delivery of academic and developmental programs. In addition to academic partnerships, NVIT also has partnerships with industry including RCMP, and Industry Training Authority. NVIT is committed to national and international partnerships that advocate for Indigenous education.

NVIT is constantly seeking opportunities to better meet the needs of Indigenous students and their communities. To this end, the Institute is exploring the potential of developing a northern BC campus. NVIT looks forward to working with the First Nation communities and the Ministry of Advanced Education to determine the feasibility of a northern expansion.

In regards to dual credit initiatives, NVIT also has partnerships with local school districts (Surrey and Nicola-Similkameen). These initiatives include the delivery of a course within NVIT's Law Enforcement Preparatory Program (LEPP) at Kwantlen Secondary School and the MOU with School District 58 (Nicola-Similkameen) that supports the District's students who wish to enrol in the Trades Foundation programs offered at NVIT through the ACE-IT program.

NVIT is a flexible, responsive institute. To achieve relevant and effective services, NVIT uses multiple and often integrated approaches in the delivery of programs. These include:

- on campus face-to-face instruction;
- in community face-to-face instruction;
- online and blended delivery courses and programs;
- technology assisted instruction using the Moodle learning management system;
- mobile computer lab for delivery in First Nations communities;
- semester, weekend, or periodic scheduling; and
- video-conference delivery.

3. Efficiencies

In recent years the Ministry's funding levels have effectively supported NVIT's growth and development. NVIT simply could not have doubled its FTEs without such support. However, our ability to grow may be constrained unless additional funding sources or system-wide efficiencies are found to support the growth momentum and to cover cost pressures - particularly annual cost increases driven by progression on salary scale and the increasing costs of employee benefits. The current state of the economy provincially and nationally increases concern about the future funding that will be available to NVIT. NVIT will not be able to sustain our growth and offer new programs without additional funding.

While NVIT remains the smallest public post-secondary institute in the province, the results being produced are impressive. In 2016/17, NVIT achieved 89% of its FTE target. The NVIT Board of Governors and Leadership Team believe that NVIT has demonstrated the capacity and is strategically positioned to increase FTEs through initiatives that are outlined in the B.C.'s Skills for Jobs Blueprint. Increasing our trades programs through the construction and opening of a trades building and the purchase of a second mobile Trades trailer allows NVIT to partner with the local school district to commence ACE-IT spaces, expand our opportunities for dual credits, continue our partnership with Okanagan College, support the ITA initiative of increasing female and Aboriginal apprentices, and lastly, meet the needs of Aboriginal youth and Aboriginal communities.

Recent approval of NVIT's new Centre for Excellence in Sustainability will allow NVIT to offer new programming in clean technology and culinary arts. The inclusion of a greenhouse will not only enhance the Environmental Resources program, but will also allow the students and our Elders to grow traditional foods. The new building includes a gymnasium and fitness center to provide much needed campus recreational opportunities for our students.

NVIT selectively uses video-conferencing of classes between campuses in order to increase student choice or to realize operational savings from running video-conference classes instead of duplicating small classes. NVIT continues to develop expertise in faculty who utilize video-conferencing in their classes. As well, NVIT is a member of BCNet and as such has access to the multi-point Blue Jeans video-conferencing service. This service allows students and employees to video-conference using Skype or web-conferencing and is used for classes, meetings and instructor support. The use of hybrid learning models is becoming more popular with students. The ability to combine online learning with some face to face instruction has proved to be very popular. NVIT is delivering a number of courses using a blended learning model.

4. Opportunities

NVIT's 2012 – 2017 Strategic Plan provides the institute with a focused mission, vision and four strategic directions to guide operations. Having a significant portion of Aboriginal employees, and continuing to grow the institute in student FTEs and headcount through on-campus, in community and online curriculum delivery has contributed to NVIT's success. NVIT is committed to a growth strategy and wishes to see both the FTE target and related funding increase substantially.

The AVED Service Plan, Aboriginal Framework and B.C.'s Skills for Jobs Blueprint identify Aboriginal youth, trades, and partnerships as priorities over the coming years. B.C.'s Aboriginal Service Plan identifies increasing access, retention, completion and transition for learners. NVIT is strategically positioned to assist the Ministry in fulfilling these mandates. NVIT's unique vision and comprehensive strategic directions and initiatives directly link to the priorities identified by government related to Aboriginal public post-secondary education. The Ministry has announced that there will be a significant increase in targeted funding. As BC's Aboriginal Public Post-Secondary Institute, NVIT supports this initiative and recommends NVIT's funding be targeted towards Aboriginal programming. With 58% of BC's First Nations Bands represented by our student body, a First Nations

Board of Governors, an Elders' Council, and 80% of our students self-identifying as Aboriginal, targeting NVIT's funding under Aboriginal programming will assist the Ministry in meeting that target.

NVIT has demonstrated the ability to deliver relevant, quality programs and services for Aboriginal learners and communities. We have used designated ASP funding to develop and implement various bridging (K-12 and stop-outs), persistence (on campus) and transition (industry, work place and further post-secondary) activities as well as provided access to relevant programming through delivery of curriculum in communities. NVIT continues to request that the Ministry support NVIT's strategic efforts through capital expansion and an increase in our FTE target and related funding levels. NVIT has been very successful at fulfilling its mandate of providing quality Aboriginal education to British Columbia's Aboriginal students while advancing the Ministry's Aboriginal education priorities. NVIT is proud to be BC's Aboriginal Public Post-Secondary Institute.

IV. 2016/17 Reporting Cycle Results Summary

The 2016/17 Reporting Cycle is based upon NVIT’s Strategic Plan and is presented in NVIT’s four strategic directions of Student-Centered, Academic Excellence, Community Relevance and Organizational Effectiveness which support Ministry objectives identified in the Ministry of Advanced Education 2016/17 – 2018/19 Service Plan; Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan; B.C.’s Skills for Jobs Blueprint; Ministry of Advanced Education Aboriginal Service Plan and Reporting Guidelines; Ministry of Advanced Education Accountability Framework Standards Manual; and Taxpayer Accountability Principles.

NVIT Strategic Direction⁵: Student Centered		
NVIT offers a welcoming, supportive, fun and comfortable space for knowledge sharing and skills development. We are a family that ignites curiosity, highlights opportunities, and encourages individual growth and development. Students who engage in the NVIT learning environment experience a support system committed to the advancement of learners’ education and employment aspirations.		
NVIT Goals ⁶	Government Priorities	NVIT Key Strategies ⁵
1.1 Satisfied and engaged students; 1.2 Designed policies and practices that are conducive to a student-centered experience; 1.3 Dedicated employees that enhance a student-centered learning environment; 1.4 Clear academic and career pathways tailored for each student; 1.5 Holistic student support services.	<p><u>AVED Service Plan¹</u> Goal 1: Students are supported to achieve their education, employment and training goals. Objectives: 1.1, 1.2, 1.3</p> <p><u>Aboriginal Framework²</u> Goal 1: Systemic change Goal 3: Financial barriers Goal 4: Aboriginal learners transition Goal 5: Continuous improvement</p> <p><u>Blueprint³</u></p> <ul style="list-style-type: none"> • Harness innovative solutions; • Invest in programs for persons with disabilities; • Encourage partnerships; • Find training spaces; • Invest in initiatives for Aboriginal people. <p><u>Accountability Framework⁴</u> Strategic Objective: Access</p> <p><u>Aboriginal Service Plan⁵</u></p> <ul style="list-style-type: none"> • Increase access, retention, completion and transition <p><u>Taxpayer Accountability Principles: Strengthening Public Sector Governance and Accountability⁷</u></p>	1. An environment where students are actively engaged in, and satisfied with learning, campus life and governance; 2. Policies and practices that are conducive to a student-centered experience; 3. Employees with a commitment to a student-centered learning environment; 4. Infrastructure that supports student academic career pathways; 5. Traditional Indigenous practices in services for students.

NOTES: ¹ Ministry of Advanced Education 2016/17 – 2018/19 Service Plan February 2016
² Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan
³ B.C.’s Skills for Jobs Blueprint April 2014
⁴ Ministry of Advanced Education Accountability Framework Standards Manual 2016/17 February 2017
⁵ Ministry of Advanced Education Aboriginal Service Plan and Reporting Guidelines
⁶ Nicola Valley Institute of Technology 2012 – 2017 Strategic Plan
⁷ Taxpayer Accountability Principles: Strengthening Public Sector Governance and Accountability

NVIT Strategic Direction⁵: Academic Excellence

At NVIT academic excellence is intimately related to education that values and embraces diversity, grounded in a pedagogical approach informed by Indigenous Knowledge and practice. We deliver accredited courses and programs that offer students a quality education and experience that meets or exceeds that of other public post-secondary institutes.

NVIT Goals ⁶	Government Priorities	NVIT Key Strategies ⁵
2.1 Reputable as a school of excellence; 2.2 Excellent academic standards; 2.3 Superior quality of instruction.	<p><u>AVED Service Plan¹</u> Goal 2: Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage. <i>Objectives: 2.1, 2.2, 2.3</i></p> <p><u>Aboriginal Framework²</u> Goal 1: Systemic change Goal 5: Continuous improvement</p> <p><u>Blueprint³</u></p> <ul style="list-style-type: none"> • Invest in programs; • Invest in programs for persons with disabilities; • Refocus the ITA; • Harness innovative solutions. <p><u>Accountability Framework⁴</u> Strategic Objective: Quality</p> <p><u>Aboriginal Service Plan⁵</u></p> <ul style="list-style-type: none"> • Increase the receptivity and relevance <p><u>Taxpayer Accountability Principles: Strengthening Public Sector Governance and Accountability⁷</u></p>	<ol style="list-style-type: none"> 1. Excellence and relevance in teaching, student support, curriculum and graduates; 2. Academic programs that are transferable and recognized and are supported by academic policies that meet or exceed industry standards; 3. Qualified and committed faculty supported by high quality, flexible and innovative approaches and instruction support.

- NOTES:**
- ¹ Ministry of Advanced Education 2016/17 – 2018/19 Service Plan February 2016
 - ² Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan
 - ³ B.C.'s Skills for Jobs Blueprint April 2014
 - ⁴ Ministry of Advanced Education Accountability Framework Standards Manual 2016/17 February 2017
 - ⁵ Ministry of Advanced Education Aboriginal Service Plan and Reporting Guidelines
 - ⁶ Nicola Valley Institute of Technology 2012 – 2017 Strategic Plan
 - ⁷ Taxpayer Accountability Principles: Strengthening Public Sector Governance and Accountability

NVIT Strategic Direction⁵: Community Relevance

NVIT provides educational and skill enhancement opportunities that are essential for Aboriginal students to champion community advancements for today and future generations.

NVIT Goals ⁶	Government Priorities	NVIT Key Strategies ⁵
<p>3.1 Certified programs and services that meet the needs of Aboriginal communities;</p> <p>3.2 Sustained relationships/partnerships among NVIT, First Nations communities, and Aboriginal organizations - provincially, nationally and internationally;</p> <p>3.3 Established relationships/partnerships with Government, Business, Industry, and other stakeholders;</p> <p>3.4 Continued advocacy for literacy, numeracy, and skill attainment in communities</p>	<p><u>AVED Service Plan¹</u> Goal 3: An education and training system that maximizes return on investment and supports British Columbia's diverse communities. <i>Objectives: 3.1, 3.2, 3.3</i></p> <p><u>Aboriginal Framework²</u> Goal 2: Community-based delivery of programs</p> <p><u>Blueprint³</u></p> <ul style="list-style-type: none"> • Encourage partnerships; • Invest in Community Employer Partnership Program; • Invest in initiatives for Aboriginal people; • Harness innovative solutions. <p><u>Accountability Framework⁴</u> Strategic Objective: Relevance</p> <p><u>Aboriginal Service Plan⁵</u></p> <ul style="list-style-type: none"> • Strengthen partnerships and collaboration <p><u>Taxpayer Accountability Principles: Strengthening Public Sector Governance and Accountability⁷</u></p>	<ol style="list-style-type: none"> 1. Understand community needs for programs and services; 2. Strategic and positive relationships with local, national and global Indigenous organizations and integrate those relationships into the NVIT community; 3. Strategic and positive relationships with government, industry and other stakeholders; 4. Advocate and support for the need of literacy, numeracy and skill attainment in Aboriginal communities.

- NOTES:**
- ¹ Ministry of Advanced Education 2016/17 – 2018/19 Service Plan February 2016
 - ² Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan
 - ³ B.C.'s Skills for Jobs Blueprint April 2014
 - ⁴ Ministry of Advanced Education Accountability Framework Standards Manual 2016/17 February 2017
 - ⁵ Ministry of Advanced Education Aboriginal Service Plan and Reporting Guidelines
 - ⁶ Nicola Valley Institute of Technology 2012 – 2017 Strategic Plan
 - ⁷ Taxpayer Accountability Principles: Strengthening Public Sector Governance and Accountability

NVIT Strategic Direction⁵: Organizational Effectiveness

NVIT, a public post-secondary institute, remains accountable to its students, Aboriginal communities, NVIT board of governors, the provincial government, and to one another. As a learner-centered organization, NVIT operates efficiently and effectively to promote the achievement of its students, employees, and organizational objectives.

NVIT Goals ⁶	Government Priorities	NVIT Key Strategies ⁵
4.1 Enhanced organizational culture that supports evidence-based planning and decision-making; 4.2 Trusted financial processes that are transparent, efficient, and financially viable; 4.3 Established and positive working environment; 4.4 Shared policies and practices that promote organizational effectiveness and student-centered learning; 4.5 Recognized strategic relationships with provincial, national and international partners who actively support NVIT.	<p><u>AVED Service Plan¹</u> Goal 3: An education and training system that maximizes return on investment and supports British Columbia’s diverse communities. <i>Objectives: 3.1, 3.2, 3.3</i></p> <p><u>Aboriginal Framework²</u> Goal 1: Systemic change Goal 5: Continuous improvement</p> <p><u>Blueprint³</u></p> <ul style="list-style-type: none"> Encourage partnerships <p><u>Accountability Framework⁴</u> Strategic Objectives: Capacity, Efficiency</p> <p><u>Aboriginal Service Plan⁵</u></p> <ul style="list-style-type: none"> Strengthen partnerships and collaboration <p><u>Taxpayer Accountability Principles: Strengthening Public Sector Governance and Accountability⁷</u></p>	<ol style="list-style-type: none"> A culture of accountability and decision-making based on evidence while respecting the Indigenous nature of the institute; Financial processes that meet provincial requirements and are transparent and support the financial accountability and viability of NVIT; A respectful and positive working environment; Organizational policies and practices that enhance organizational effectiveness and student-centered learning while creating a culture of innovation, flexibility and responsiveness; Relationships with provincial, national, and international partners.

- NOTES:**
- ¹ Ministry of Advanced Education 2016/17 – 2018/19 Service Plan February 2016
 - ² Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan
 - ³ B.C.’s Skills for Jobs Blueprint April 2014
 - ⁴ Ministry of Advanced Education Accountability Framework Standards Manual 2016/17 February 2017
 - ⁵ Ministry of Advanced Education Aboriginal Service Plan and Reporting Guidelines
 - ⁶ Nicola Valley Institute of Technology 2012 – 2017 Strategic Plan
 - ⁷ Taxpayer Accountability Principles: Strengthening Public Sector Governance and Accountability

2016/17 Indicators of Strategic Advancement

As evidenced above, NVIT’s efforts this year have been focused on expansions in partnerships, services and programs, and infrastructure. Below is a synopsis that highlights some of the key initiatives to overall strategic advancements.

NVIT Goals	Indicators of Strategic Advancement
1.1, 4.1	Coordinated and conducted the 2017 Student Engagement Survey. 159 students participated.
1.1, 4.1	Student Forums were held on Merritt campus (November 16th) and Vancouver campus (November 17th) to obtain feedback from students regarding campus services and student experience.
1.2	Newly elected Board of Governors, Education Council and NVIT Student Society student representatives invited to Student Leadership breakfasts for the Vancouver campus on November 17th and on November 23rd for the Merritt campus.

1.3, 2.3, 4.4	SEM initiative: institute-wide Retention Forum at the Merritt campus on August 31, 2016 held in conjunction with the annual “Welcome Back”. The overall theme of the forum was working collectively to discuss student retention issues such as self-sabotage, open education resources, trauma informed practice and mental health and barriers for adult learners.
1.1, 1.2, 1.4	57 prospective learners from various communities, including: Hazelton, Salmon Arm, Chase, Lytton and Abbotsford, participated in Experience NVIT. The event invites students to the Merritt campus for tours, program and planning sessions, and an overnight stay in the student residence.
4.3, 4.4	Retreat for Enrolment Services excluded staff held June 23 & 24. A draft “mission” statement for the department was developed and has now been endorsed by the entire Enrolment Services Team.
2.1	Nomination package submitted for NVIT student William Sandy for CICAN Student Award of Excellence. William was selected to receive the Gold Award and attended the CICAN conference in Ottawa to receive the award.
2.2, 4.1	Gathered and distributed data for the BSW Accreditation application and AECE Program Review.
1.4	Finalized MOU with JIBC for NVIT LEPP students with the appropriate prerequisite qualifications to ladder into the JIBC Law Enforcement Studies Diploma with 30 credits of advanced standing.
4.5	NVIT student Will Sandy selected to participate in WFCP World Congress in Vitoria, Brazil September 23-25, 2016.
1.5	Services Agreement signed with Inspiring Pathways Counselling to provide counselling services to the Vancouver campus.
4.2, 4.3	Services Agreement signed with Civeo Premium Camp Services Ltd. provide cafeteria services to the Merritt campus.
1.3, 1.5, 4.3, 4.4	Enrolment Services excluded staff completed Manulife on-line “Workplace Solutions for Mental Health” training for managers.
2.3, 4.2	Awards Ceremonies were held on Vancouver campus (Sept 21st) and Merritt campus (Sept 24th).
2.1	NVIT Dean, John Chenoweth, presented his dissertation at three different events in Chicago, Quebec, & Nanaimo.
2.1	Review of the Aboriginal Early Childhood Education program. Health department hosted the College of Licensed Practical Nurses of BC site visit for Access to Practical Nursing program accreditation.
2.2	Facilities - Capital Funding for Trades, Center for Excellence (DETAILS)
1.1, 4.1, 4.2	Received 8-year accreditation from the Canadian Association for Social Work Education for the Bachelor of Social Work program.
1.4	On-going meetings with ENRT program advisory committee in pursuance of accreditation with CTAB.
1.2, 2.1, 4.4	Academic Policy Review
2.1	Drafting applications to the Degree Quality Assessment Board for degree granting status for NVIT’s Social Work and Chemical Addictions programs.

3.2	Attended the Language Fluency Degree meeting in Vancouver.
3.2, 3.3, 3.4	MARR (Ministry of Aboriginal Relations and Reconciliation) contracts in Northeast BC have commenced in Blueberry River, Fort Nelson/Prophet River, and Halfway River First Nations.
3.1	Worked with First Nations Emergency Services Society and Nicola Tribal Association to deliver Critical Incidence Stress Management (CISM) to local community members, Indian Residential School Survivors Society, and mental health clinicians from Canadian Counselling and Psychotherapy Association. This 45-hour course “emphasizes basic crisis communication techniques, allowing for interactive and hands-on practice opportunities, and will provide the participants with valuable communication skills to be used for individuals and groups in crisis.”
3.2	NVIT invited to present to indigenous community members in the Williams Lake area on core principles for Aboriginal post-secondary education.
1.4, 3.3, 3.4	Received \$166,000 from the Ministry of Jobs, Skills, Training and Labour to offer training to displaced Tolko workers and other EI eligible candidates. In total, there are 36 seats in the program. The six-week program started February 14th and included 17 industry certifications and 2 employment skills courses that will enhance resumes for industries that are currently in high demand.
1.1, 2.3	<p>Speaker Series</p> <p><i>Merritt campus:</i></p> <p>George Leach, 3-time Aboriginal People’s Choice Award winner; Jim Rowed, Forest Stewardship; Mock Restorative Justice Forum; Dallas Hibbs, CEO of He Wakatapu (The Sacred Canoe) from New Zealand; Biosolids Information Session; and NVIT ENRT Instructor Kent Watson presented Heart Math.</p> <p><i>Vancouver campus:</i></p> <p>Lee Brown, Emotional Wellness; Cease Wyss, Plants, Herbs and Indigenous Medicines; and Phil Lane Jr. and Dr. Lee Brown, The Sacred Tree.</p>
3.2	Participated in on-going meetings with local legal advocates in support of the establishment of First Nation court in Merritt.
2.1, 3.2, 3.3	Co-hosted and participated in the B.C. Post-Secondary Truth & Reconciliation Summit October 19-20th.
3.3	Hosted ITA on campus, discussed NVIT’s trades programs and provided a tour of the trades building.
3.2	Attended a meeting with the First Nations Tech Council to discuss the Bridging to Technology program.
3.1, 3.4	Delivered 3 intakes of EMSK in the communities of Terrace, Prince Rupert and Kitkatla under the Pathways to Success program. Pathways to Success includes a pre and post TOWES assessment at the start and end of the program.
3.1, 3.4	In 2016/17 NVIT offered Community-Based Assessments in 8 communities to 101 prospective learners.
2.1, 3.1, 3.4, 4.1, 4.4, 4.5	Recruitment efforts resulted in a total of 170 visits across the Province to various communities/agencies as well as those organized through the Post-Secondary Institutes Organization and the Strengthening Connections program. (YEARLY TOTALS?)

3.1, 3.2, 3.4	The Q ² program offered again in Lower Nicola, Upper Nicola, and Coldwater Reserves. The program offers English, Math, and Indigenous Studies courses to support students' progress towards earning Dogwood diplomas.
1.2, 4.1, 4.2	Merged the Campus Manager and Associate Registrar positions at Vancouver Campus and restructured the Success Centre position at Vancouver Campus so that staffing coincides with the academic year.
4.1	Created and conducted a Strategic Plan survey for employees in preparation for the strategic planning process. Analyzed the data and prepared a report summarizing the results.
4.1, 4.4	Central Data Warehouse submission completed. All Ministry data quality management plan thresholds met or exceeded.
4.1	Sub-committee of SEM Committee has drafted an "Exit Survey" to help identify the reasons students "stop out" or "drop out". The survey was approved by the NVIT Student Society.
4.2	GST Audit and Year-end Audit complete.
4.4	Risk register for IT completed.
4.3	29 Employees took advantage of the computer purchase plan. The plan supports continuing employees by offering the opportunity to purchase a computer to encourage access and development of information technology.
4.3	Health Benefit – 8 employees utilized this plan.
4.3, 4.4	Held regular campus safety committee meetings with primary topics being parking lot speeding, overdose awareness (Naloxone), and scented products.
4.3	Encouraged all employees to review NVIT's Human Rights Policy online and to complete training on bullying and harassment. Two online courses were offered, one tailored for employees and the other for managers. This was done to reinforce a culture of respect at NVIT
1.3	Long Service Awards presented on August 31st.
1.4, 3.3, 4.4	Participated in a conference call re: Distributing Secondary School Transcripts via Provincial Electronic Transcript BC.
3.3, 4.1	Partnered with College of the Rockies to provide Informer Training sessions for NVIT Informer users.
1.2	Developed Off-site Educational Activities/ Fieldtrip policy.
1.2, 3.2, 3.3, 4.3, 4.4	Invited NVIT stakeholders and community members to participate in a Sexualized Violence Policy Advisory Group as part of the consultation process in the development of NVIT's Sexualized Violence Policy. Three consultation meetings were held. The policy received Board approval at the November Board meeting.
3.3, 4.2	Attended the ASDT Partnership Forum which provided an opportunity to network with peers and provide feedback on the effectiveness of this initiative.
1.4, 1.5, 3.3	Piloting transition for learners with disabilities from classroom to practicum placement.
1.2, 1.4, 2.3, 3.4, 4.1, 4.4	Review of assessment placements and correlation to overall student success to inform admission practices and overall tool suitability for placement. Initial discussions focused on literacy; however, evaluating numeracy assessments and placement is now being explored. Overall goal is to provide a report to SEM / Education Council to inform overall NVIT admission and retention practice and policies.

1.2, 1.5, 3.3	Participated in negotiations and facilitated implementation of the new 2016 UPASS agreement/contract.
3.3, 4.1	Coordinated & prepared the Ministry FTE Report.
3.3	Participated in Education Planner BC (EPBC) interview regarding application processes on October 24th.
3.3, 4.5	Coordinated logistics for the Ministry funding announcement regarding the Centre of Excellence and Sustainability on December 16, 2016.
3.3, 4.4	IT- Emergency Notification system –Systems: Regroup, Colleague and Alertus are fully integrated.
4.3, 4.4	Microsoft Skype for Business server up and running and Skype for Business (S4B) phone system installed. S4B is a Unified Communications system using our Exchange account for voice mail. Also included is Instant Messaging, videoconferencing, presence management, Exchange integration.
3.3	Attended the Provincial Sexualized Violence Forum in Vancouver February 15 & 16.
3.3	Attended the Provincial EdPlannerBC Meeting in Vancouver January 30, 2017.

V. Performance Measure Results 2016/17

Nicola Valley Institute of Technology 2016/17 Accountability Framework Performance Measure Results

Performance Measure ¹	Reporting Year					
	2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Assessment		
Student Spaces²						
Total Student Spaces	556	538	478	Not achieved		
Nursing and other allied health programs	51	43	34	Not achieved		
Development	80	84	64	Not Achieved		
Credentials Awarded³						
Number	238	238	243	Achieved		
Aboriginal Student Spaces⁴						
Total Aboriginal student spaces	427	75% of FTE Target	464	Exceeded		
Ministry (AVED)	357		428			
Industry Training Authority (ITA)	70		36			
Student Satisfaction with Education⁵						
	%	+/-		%	+/-	
Former Diploma, Associate Degree and Certificate students	95.1%	3%	≥ 90%	94.3%	3.2%	Achieved
Bachelor Degree graduates	N/A	N/A		N/A	N/A	Not assessed
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Former Diploma, Associate Degree and Certificate students ⁶	97.4%	2.4%	≥ 90%	94.3%	3.2%	Achieved
Bachelor Degree graduates	N/A	N/A		N/A	N/A	Not assessed
Student assessment of skill development⁵						
	%	+/-		%	+/-	
Former Diploma, Associate Degree and Certificate students	93.5%	3.5%	≥ 85%	96.9%	2.4%	Exceeded
Bachelor Degree graduates	N/A	N/A		N/A	N/A	Not assessed
Student assessment of usefulness of knowledge and skills in performing job⁵						
	%	+/-		%	+/-	
Former Diploma, Associate Degree and Certificate students	96.1%	4.2%	≥ 90%	90.2%	7.2%	Achieved
Bachelor Degree graduates	N/A	N/A		N/A	N/A	Not assessed

Unemployment Rate ^{5,6}						
	%	+/-		%	+/-	
Former Diploma, Associate Degree and Certificate students	13.6%	6.6%	N/A	23.6%	7.9%	Not Assessed
Bachelor Degree graduates	N/A	N/A		N/A	N/A	Not assessed

Notes:

TBI – Institutions are required to include their target and assessment.

N/A - Not applicable

¹ Please consult the 2016/17 Standards Manual for a current description of each measure. See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf

² Results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year; results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year. Excludes Industry Training Authority student spaces.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2016/17 reporting year are a three-year average of the 2013/14, 2014/15, and 2015/16 fiscal years.

⁴ Results from the 2015/16 reporting year are based on data from the 2014/15 fiscal year; results from the 2016/17 reporting period are based on data from the 2015/16 fiscal year.

⁵ Results from the 2015/16 reporting year are based on 2015 survey data; results from the 2016/17 reporting year are based on 2016 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

⁶ Target is the unemployment rate for those aged 18 – 29 with high school credentials or less for the province.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

APPENDIX

Nicola Valley Institute of Technology

2016/17 Accountability Framework Performance Measure Results

Performance Measure ¹	Reporting Year					2016/17 Assessment
	2015/16 Actual	2016/17 Target	2016/17 Actual	2016/17 Actual	2016/17 Assessment	
Former Diploma, Certificate, and Associate Degree Students' Assessment of Skill Development						
	%	+/-		%	+/-	
Skill development (avg. %)	93.5%	3.5%	≥ 85%	96.9%	2.4%	Exceeded
Written communication	92.3%	3.9%		95.5%	3%	
Oral communication	93.8%	3.5%		97.1%	2.4%	
Group collaboration	94.9%	3.2%		100%	0%	
Critical analysis	93.6%	3.6%		95.7%	2.8%	
Problem resolution	91.3%	4%		97.1%	2.3%	
Learn on your own	93.8%	3.5%		94.2%	3.3%	
Reading and comprehension	95%	3.1%		98.6%	1.6%	

Bachelor Degree Graduates' Assessment of Skill Development						
	%	+/-		%	+/-	
Skill development (avg. %)	N/A	N/A	Not assessed	N/A	N/A	Not assessed
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	N/A	N/A		N/A	N/A	
Critical analysis	N/A	N/A		N/A	N/A	
Problem resolution	N/A	N/A		N/A	N/A	
Learn on your own	N/A	N/A		N/A	N/A	
Reading and comprehension	N/A	N/A		N/A	N/A	

Nicola Valley Institute of Technology

Accountability Framework Performance Targets: 2017/18 to 2019/20

Performance measure	2017/18	2018/19	2019/20
Student spaces			
Total student spaces	538	523	
Nursing and other allied health programs	43		
Developmental programs	84		
Credentials awarded			
Number	TBD	TBD	TBD
Student satisfaction with education			
Baccalaureate graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Student assessment of the quality of instruction			
Baccalaureate graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Student assessment of skill development (average %)			
Baccalaureate graduates	≥ 85%		
Former diploma, associate degree and certificate students			
Student assessment of usefulness of knowledge and skills in performing job			
Baccalaureate graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Unemployment rate			
Baccalaureate graduates	Not assessed		
Former diploma, associate degree and certificate students			

VI. Conclusion

The HOME of Aboriginal Public Post-Secondary Education

Being the home of education excellence in British Columbia requires the vision and leadership of the Aboriginal community and a solid foundation based on Aboriginal culture, tradition and Indigenous Knowledge. NVIT's 2012 – 2017 Strategic Plan is designed to ensure that learners seeking an education grounded in Aboriginal experience and Indigenous Knowledge find their way **HOME** to NVIT. NVIT's new Strategic Plan will be setting a clear Vision for NVIT as we embark on the next five years.

NVIT will continue to expand on the success of its past by working toward the identified strategic directions and goals. These directions and goals are designed to support NVIT as a leading comprehensive public post-secondary institute. Our combined directions ensure that NVIT is positioned to anticipate and respond to the educational needs of our communities, one learner at a time. Our learners are our family, and through an unwavering commitment to provide the support, choices, knowledge and tools to build a better future, NVIT will welcome, embrace and celebrate the achievements of our family.

Through NVIT's Strategic Plan and the work NVIT is involved in on a day-to-day basis, we will continue to fulfill the original vision of the Five Founding Bands of the Nicola Valley while meeting government priorities and objectives. The results of our key performance measures in the preceding section reflect overall outcomes of our initiatives and activities toward achieving ministry targets. NVIT is a true success story.

Financial Information:

Audited Financial Statements can be found on the NVIT website or follow this link: [NVIT audited financial statements to March 31, 2017.](#)