

Institutional Accountability Report and Plan
2016-17 to 2019-20

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June 23, 2017

Honourable Linda Reid
Ministry of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria, BC
V8W 9E2

Dear Minister Reid,

On behalf of the Board of Governors and the employees of Northwest Community College (NWCC), we are pleased to provide you with the 2016/17 Institutional Accountability report. This report reflects upon the past year and sets the tone for the next several years at NWCC. With the senior leadership in place, the organization has been working with stakeholder groups on several key initiatives:

- We have engaged our campus and local communities to undertake a priority positioning exercise, including a proposed name change;
- Working with the Ministry we have successfully launched our international education strategy, exceeding our first year goals;
- Collaborating with our employees and building on our community connections, we have developed a new exciting strategic plan to guide the College forward; and,
- Using funding from the Ministry and financial surpluses we have completely upgraded our Information Technology platforms to better support learners of the future.

With these activities underway and completed, we expect that NWCC will be better placed to deliver increased student enrolment and by extension, workforce development in our region to support of BC's Skills for Jobs Blueprint.

We continue to work at reducing barriers and building multiple pathways to education so our learners are supported throughout their academic journeys. As Board Chair and President, we hereby affirm our commitments and accountabilities for this plan and report. We look forward to continuing the work of delivering relevant post-secondary education in British Columbia in the years ahead.

Sincerely,



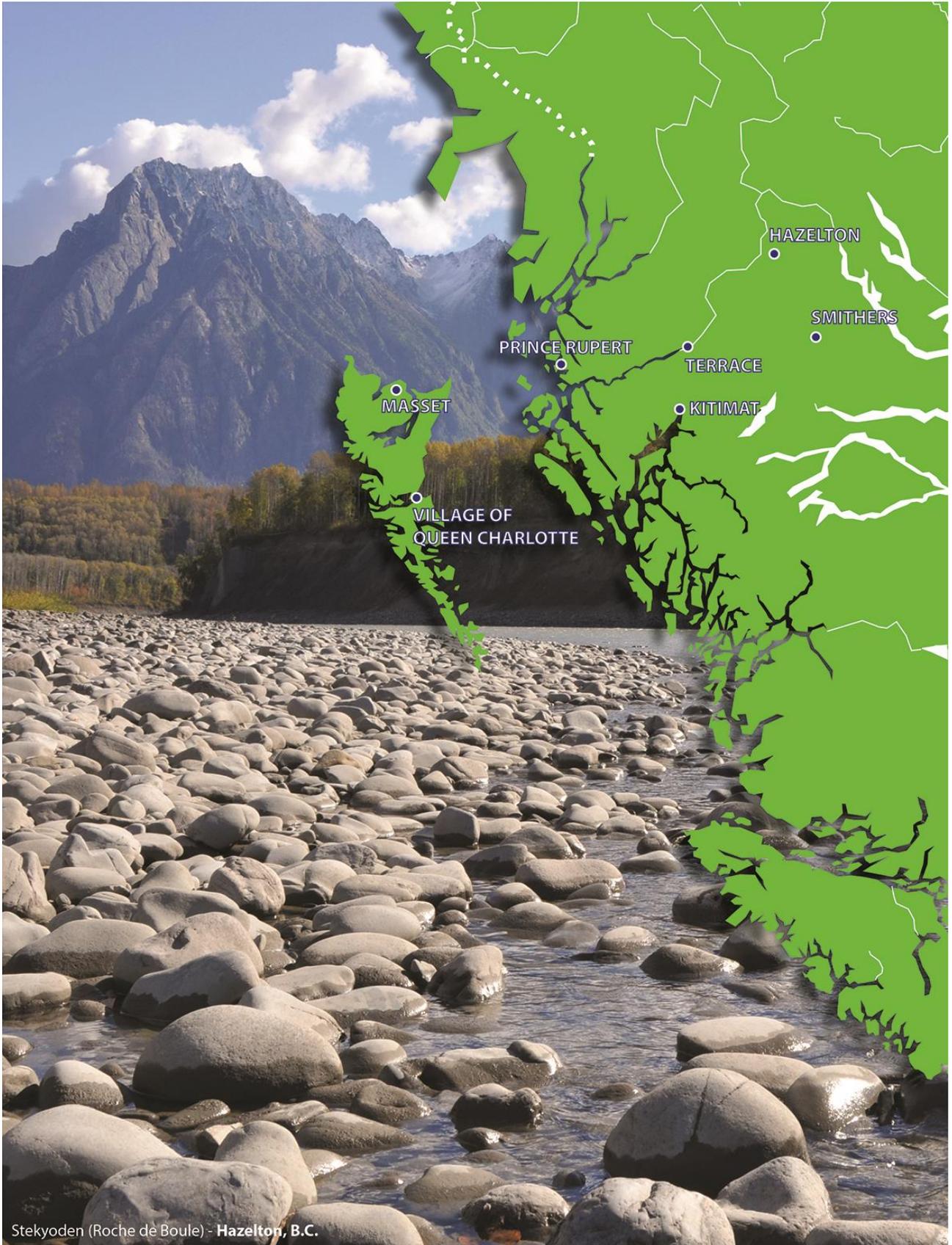
Herb Pond
Chair, Board of Governors



Ken Burt
President & CEO

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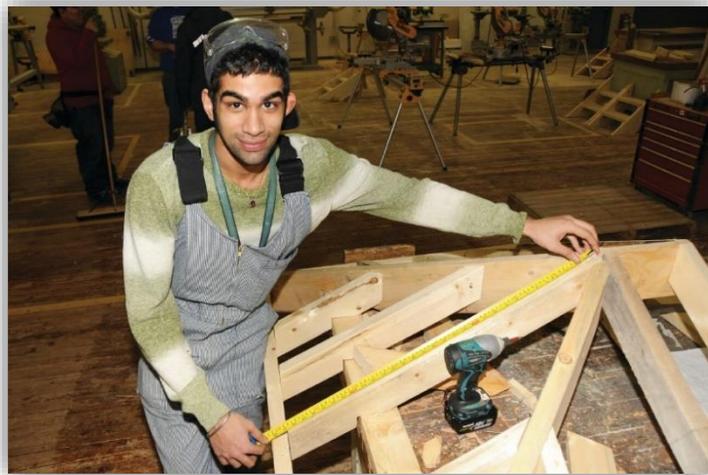


Stekyoden (Roche de Boule) - Hazelton, B.C.

Strategic Direction and Context

Institutional Overview

Northwest Community College (NWCC) serves the rich and diverse learners of BC's beautiful northwest region including Haida Gwaii and the Great Bear Rain Forest. Established in 1975 in Terrace, BC, the College now services the educational needs through regional campuses in Smithers, Prince Rupert, Hazelton, and Masset. The College also provides opportunities for education to be delivered in communities throughout the Northwest ensuring innovative



program and sustainable career paths for the citizens of the 34 communities in the North Coast and Inland region.

The College delivers quality and affordable education from Adult Basic and Special education to academic, vocational and professional Certificates, Apprenticeship, Diplomas and Associate Degrees that transfer to University Baccalaureate programs. Experiential place based learning

highlights the region's unique environmental and cultural heritages creating educational experiences that are connected to communities and provide interaction with the region's spectacular and rugged environment.

The College's innovative programs and courses continue to respond to the changing needs of learners, delivering the skills necessary for the labour market demands unique to the individual communities of the region. Through an enrolment planning exercise in 2016/17, the College has developed a three-year strategy for regional program offerings to ensure much needed training is available in communities with low populations, being mindful not to over produce graduates with specific skills. By communicating a long-term schedule of specialized training, prospective students in the communities of the northwest can prepare for upcoming educational offerings by upgrading through Career and College Preparation and Workforce Training courses to complete their training without having to relocate.

NWCC has a mandate to provide education programs and services to the Northwest region marked by the Haida on the West, Wet'suwet'en on the East, Tahltan to the North, and the Haisla to the South. Additionally, NWCC serves the Gitksan, Nisga'a and Tsimshian Nations. Many aboriginal students travel or relocate from their home communities to study at NWCC. It is the continued responsibility of NWCC to bridge the literacy and access gap between

Aboriginal communities and the College campuses to provide quality education and training opportunities. The College is committed to honouring and supporting the findings in the Truth and Reconciliation Commission's Call to Action¹ by modernizing policy and exploring opportunities to add appropriate indigenous content to courses and programs.

Over the past year, the College has undertaken a comprehensive review of the strategic direction of the College. This resulted in an update to the Vision and Values of the institution. For the purpose of this document, reporting on last year's activity were guided by the previous strategic plan (aka the Four Pillars), and the plans for the upcoming years will be guided by the new strategic plan.

Four Pillars (2015-2017)

To help guide the College toward more efficiency, organizational decisions and marketing activities will ideally align to these four key areas of focus with measurable outcomes:

1. Support student-centred learning

- a. Understand the key needs of our customers through research and align our resources to most effectively address those needs.
- b. Better support faculty in developing and delivering dynamic methods of learning, mobile learning, and First Nations knowledge.
- c. Work with employers to develop effective experiential learning and employment outcomes.
- d. Address barriers to student success including housing, financial literacy, minimum academic requirements and financial aid.
- e. First step program: focus resources on developing a quality one year (or less) program that serves as a springboard to employment or academic success.



2. Enrolment management

- a. Reform registration and timetable processes in the 2015/16 academic year to ensure processes are clear, timely and not a barrier to student enrolment.
- b. Develop and implement a domestic and international recruitment strategy with a goal of 10% growth in student head count by September 2017.

¹ Truth and Reconciliation Commission of Canada: Call to Action (2015).

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

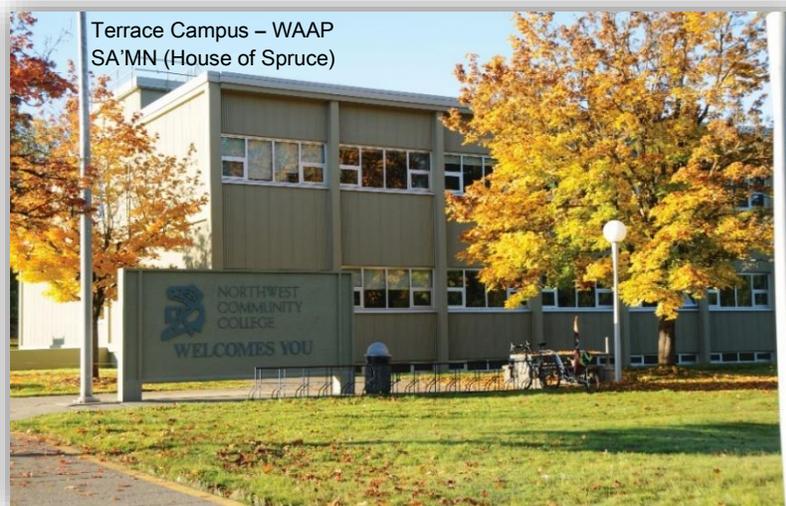
- c. Develop a strategic high school and school district liaison program across the region managed by Student Services.
 - d. Develop a three year academic plan and distribute online to the campus community.
3. **External relations, communications, and business development**
- a. Develop a senior management town hall meeting series to share updates on a regular basis and report on progress versus these objectives.
 - b. Connect with other community sectors and industry to develop partnerships that build regional economic capacity.
 - c. Consult with First Nations bands to ensure training agreements continue to meet changing social needs.
 - d. Develop our fundraising capacity as an institution.
4. **Human resources priorities**
- a. Develop a stronger Human Resources department to support people in the college community
 - b. Continue to build and strengthen internal communications.
 - c. Realign organizational chart to reflect environmental changes in our region impacting our goals and objectives
 - d. Continue to foster open, transparent decision making through appropriate consultation.

Vision (pre-2017)

NWCC builds successful futures through educational leadership in the economic, social, cultural and community development of our region.

Mission (pre-2017)

Northwest Community College creates positive futures through quality learning experiences in an inclusive and respectful environment.



Values and Operating Principles (pre-2017)

We are respectful in every interaction and in our personal and professional behaviour. We are an ethical institution that acts with integrity. We work toward growth, continual learning and collaboration with students, communities and each other. We honour the culture and tradition of First Nations communities on whose territory we operate.

We will work to resolve historical injustices and inequities and continue an ongoing dialogue free of racism.

Accountability - We establish and achieve College objectives that are cost-effective and open to public review.

A Student-centred College - We operate programs, courses, and services focused on meeting the learning, developmental and employment needs of the learners we serve.

Student Success - We commit to removing barriers to student success. We will provide services, programs, and resources to foster success.

Respect - We treat each person in a fair and equitable fashion, acknowledging and valuing his or her perspectives and diversity. We do not tolerate discrimination on the basis of race, age, colour, ancestry, place of origin, political belief, religion, marital or family status, financial status, physical, mental or learning disability, gender or sexual orientation.

Cooperation - We commit to working cooperatively and in good faith with our internal and external communities.

First Nations Heritage and Cultural Competency - We commit to reducing systemic barriers such as racism, and ensuring that our courses and programs demonstrate an integrated inclusion of First Nations culture and knowledge.

Openness to Change - We provide relevant, current and innovative programs and services and respond to changes in society and the needs of our learners.

Accessibility - We commit to addressing barriers and providing fair and equitable access to learning opportunities and services throughout the region.

Empowerment of Communities - We commit to the decentralization of learning opportunities and recognizing the role of communities we serve in determining their educational priorities.



Empowerment of Employees - We commit to have our employees actively participate in the decision making processes at the College.

Empowerment of Students - We recognize and encourage the active involvement of students in the development and improvement of College programs and services.

Innovation - We encourage and support creativity and innovation in

the development of initiatives that address opportunities for constructive change.

Sustainability - We conduct our business in an environmentally responsible manner and include sound resource practices such as waste reduction, recycling and energy conservation.

Vision and Strategy Outcomes

Over the past year, the College embarked a refresh of the strategic plan and an update to the values and vision of the institution. The previous five year strategic plan (2012-2017) was created when the College was at a historically high levels for enrolment, and discussed in the previous section the organization values numbered twelve. Although these values are noble, the power of these values was lost through the diffusion and difficulty in easily remembering all the values. In an effort to create a more focused direction for the organization, the new strategic plan has reduced the overall core values to three. This makes it easier for all members of the institution relate to and live the values of the organization.

Core Values

Adventurous – *We explore and take risks to engage in learning.*

1. Explore new ways to move courses into the field
2. Love to help potential students explore new career journeys
3. Seek to discover new ways to apply pedagogy to our teaching processes
4. Seek unique ways to engage partners and *non-traditional* partners
5. Don't let geography or climate prevent us from making education accessible



Transformative – *We enrich lives through learning.*

1. Include experiential learning in our program renewal
2. Transform learning spaces to respond to an ever changing educational landscape
3. Help others improve their lives, families and communities through education.

4. Help others in the communities we serve, to seek new career opportunities to improve their lives.
5. Award and recognize how distinguished alumni have transformed their lives
6. Use mobile training units to take education to our communities
7. Embed our schools in a cultural context.

Integrity – *We are respectful, transparent and accountable.*

1. Do the right things when at times it might not be popular
2. Communicate with clarity so everyone can understand our intent
3. Are consistent and accountable in everything we do
4. Communicate and discuss our plans through town hall meetings
5. Stick to our course decisions
6. Practise social, environmental, and financial sustainability



Core Purpose

We create adventurous pathways to transform lives.

1. Create partnerships to allow students to start at NWCC and finish almost anywhere in the world
2. Enable students to experience and learn from true work simulations
3. Transform learning through unique classroom spaces
4. Engage with stakeholders to create unique programs that develop valuable potential employees
5. Embed community projects to develop student pride and a sense of community contribution
6. Develop unique community based programming

Visionary Goal

By 2027 we will be the college of choice for experiential place-based learning.

Vivid descriptions:

1. We will be recognized by our peers as the leader in experiential place-based learning
2. NWCC will be recognized as a very desirable place in Canada to study
3. More students will enroll with us
4. More employers will want to hire our graduates
5. A significant portion of our enrollment growth will come from international students
6. We'll be experiencing substantially less turnover in our management team
7. Our completion rates will be among the highest in B.C.



NWCC Value Propositions – what it means today (2016) → what it means in 2027



Broadening Pathways

Laddering to a PSI is what we presently offer our students → The College will significantly grow the number and types of pathways our students will be able to take; provincially, nationally, and internationally. In addition internal pathways will be created within NWCC for students to move from one area of study to another. For example business to science. We'll be leaders in broadening student pathways externally and internally.

Programs Where We Live

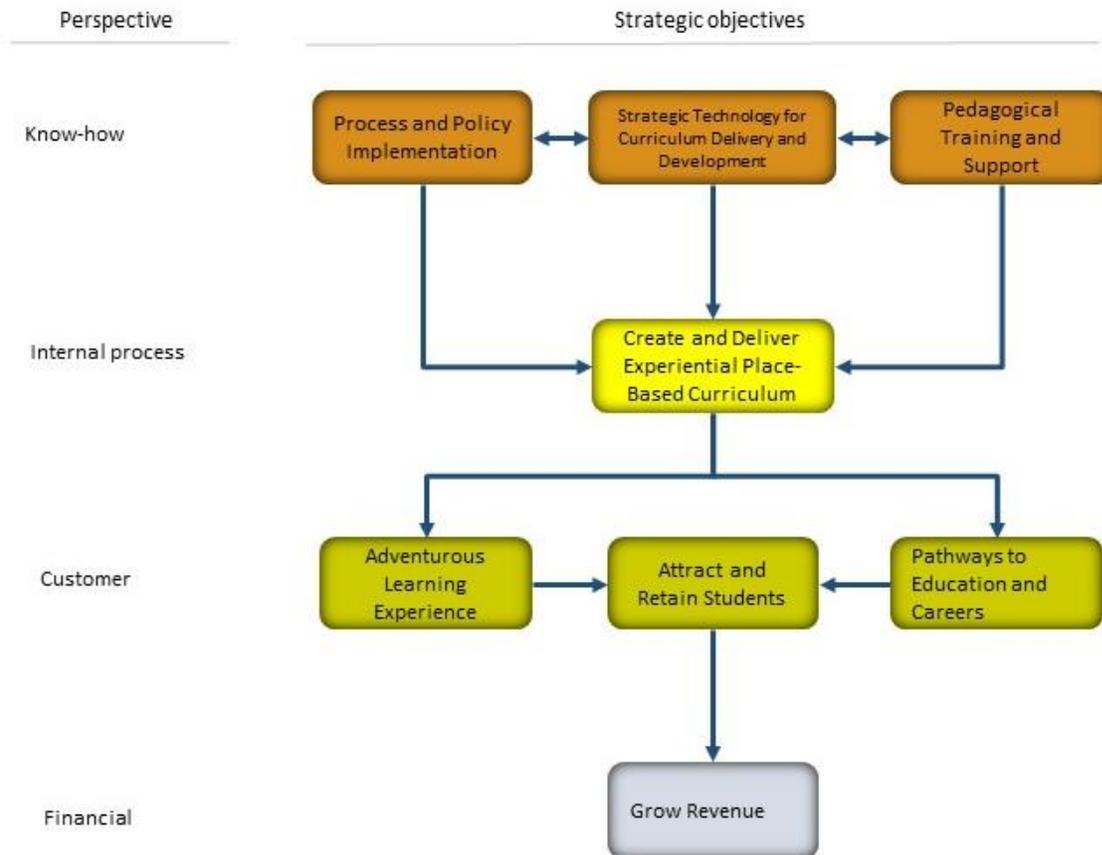
NWCC offers affordable college programs where our learners live in northwest B.C. → The College will be updating our infrastructure, student housing, and our programs to *exceed* at delivering on the needs of students (e.g., local trades training, video conferencing, and enhanced delivery through improved technology). The College strives to be leaders in offering programs where our students live in the region.

Experiential

The College offers experiential-learning in some programs → The College will expand our experiential-learning to every program with hands on experiences like community based projects, and outdoor classes/labs that will enable encounters with self, others, the world, and wildlife to engage the whole student through quality experiences to ignite their passion, expand their horizons, and grow them into great people.

Educational Tourism

The College will start, grow, and lead in educational tourism. The College will begin by developing and marketing a couple of our leading cultural and outdoor programs to students from outside of our region. The College will focus on people who wish to travel to the Coastal Mountains to experience and learn about a different culture and or environment, and the courses will help them gain new knowledge, insights, and competencies with unique experiential learning processes outside of classroom.



Provincial Government Strategic Priorities

The 2017 Institutional mandate letter has guided the College’s strategic and enrolment planning over the past year. The Ministry of Advanced Education identified the following strategic activities for the College:

- Develop and implement an updated Skills Gap Plan, in alignment with priorities of the BC Skills for Jobs Blueprint;
- Continue to deepen BC’s talent pool, in support of the #BCTECH strategy, ensuring opportunities for students in the technology sector;
- Work in partnership with the Government and Aboriginal communities, organizations and institutes to implement the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan to increase the participation and success of Aboriginal learners;
- Continue to deliver on the goals of the International Education Strategy including pursuing opportunities to advance the two-way flow of students;
- Collaborate with the Ministry on the development of a common application system for all public post-secondary institutions in the province;
- Meet or exceed the financial targets identified in the Ministry’s three-year Service Plan as tabled under Budget 2016, including maintaining balanced or surplus financial results; and
- Continue to maximize the efficient use of public post-secondary administrative resources through the Administrative Service Delivery Transformation initiative.

Performance Measures

The purpose of the performance measures is to have clear alignment with the “Ministry’s Service Plan and Institutional Mandate Letter” and institutional performance and objectives. Five specific goals have been created to address capacity, efficiency, relevance, access and quality in the post-secondary system.

For a current description of each measure consult the 2016/17 Standards Manual². The assessment scale and descriptions in the table to the right are used to measure the College’s progress on the goals. Follow each performance measure is a narrative of factors impacting the targets and College activities contributing to the attainment of the institutional goals.

| 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 |

² See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf.

Capacity

The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province

Student Spaces

| Performance measure | Reporting year | | | |
|--|----------------|----------------|----------------|--------------------|
| | 2015/16 Actual | 2016/17 Target | 2016/17 Actual | 2016/17 Assessment |
| Student spaces | | | | |
| Total student spaces | 900 | 1,676 | 959 | Not achieved |
| Nursing and other allied health programs | 59 | 109 | 73 | Not achieved |
| Developmental programs | 184 | 559 | 221 | Not achieved |

The regional demographics are showing declining populations of high school students in the three school districts located in the northwest (Figure 1). Some academic offerings such as University Credit see enrolment closely correlated to the high school populations (Figure 2). To continue to grow enrolments at the College, students must be attracted from outside the region, province or country.

The College is participating in the “Study North” marketing effort, which is a collaborative branding exercise to boost awareness of educational opportunities in BC’s northern post-secondary institutions. Figure 3 demonstrates that recruitment and enrolment efforts last year have increased registrations despite the trend of declining high school students. This increased enrolment is also reflected in the performance measure.

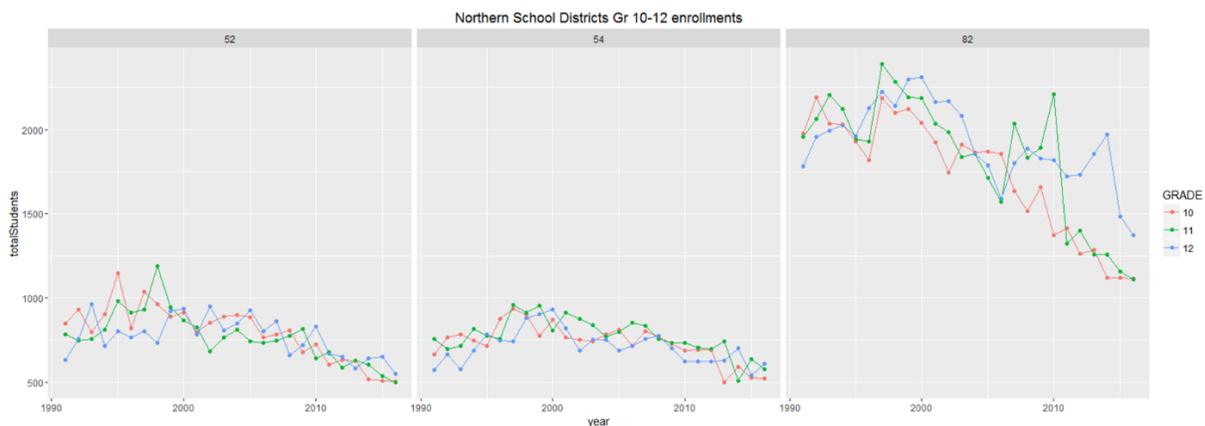


FIGURE 1: HIGH SCHOOL ENROLMENTS IN THE NORTHWEST

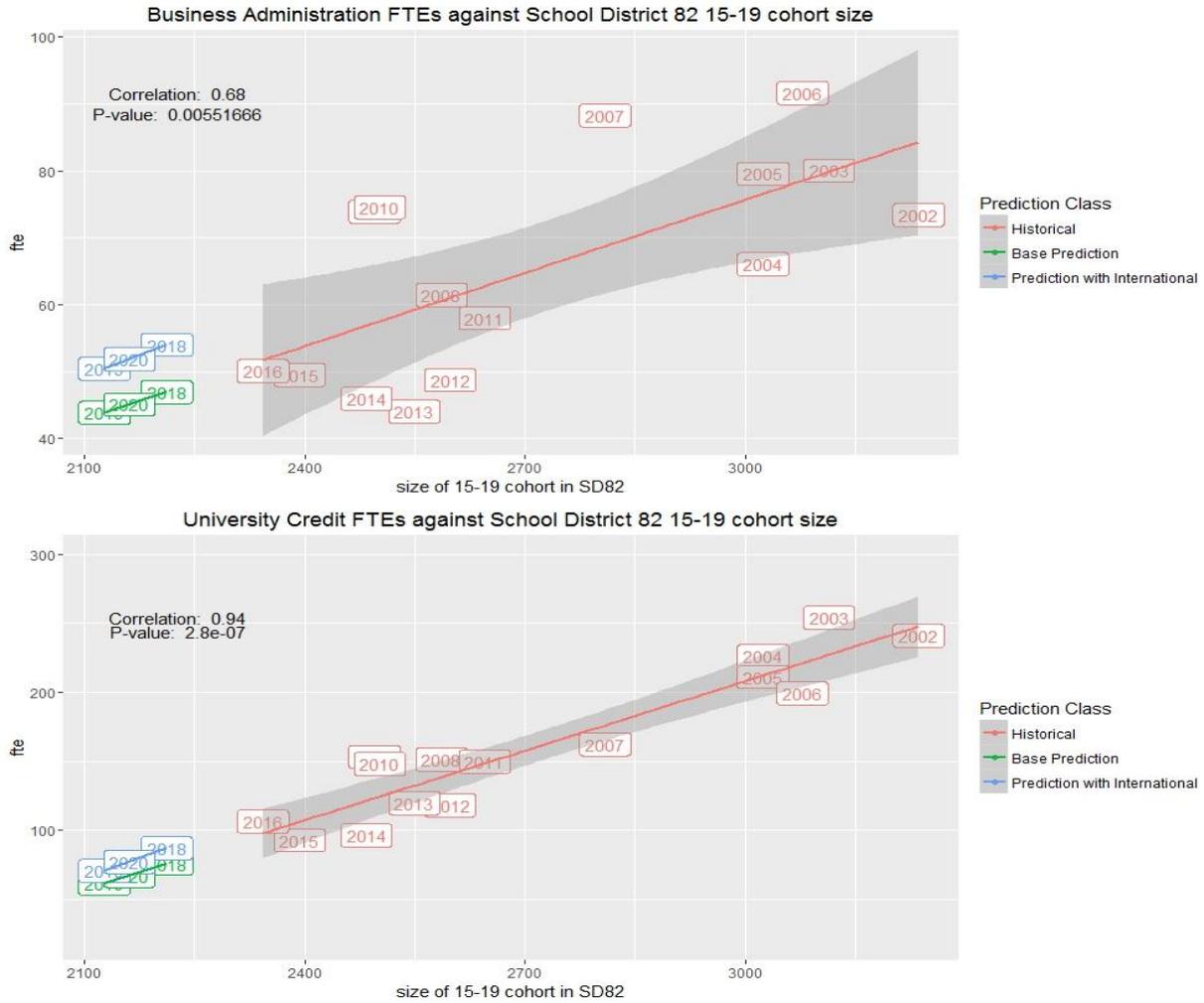


FIGURE 2: CORRELATION OF HIGH SCHOOL REGISTRATIONS TO BUSINESS AND UNIVERISTY CREDIT ENROLMENTS

Program Highlights

Social Service Worker

The Social Service Worker (SSW) program offers students full and part time opportunities to complete Certificate or Diploma level training necessary for employment in the social services field. The program integrates university credit (UC) courses with social service career courses. It provides stability to the local social service workforce that employers count on, and the SSW program is an institutional focus for the BC Skills for Jobs Blueprint.

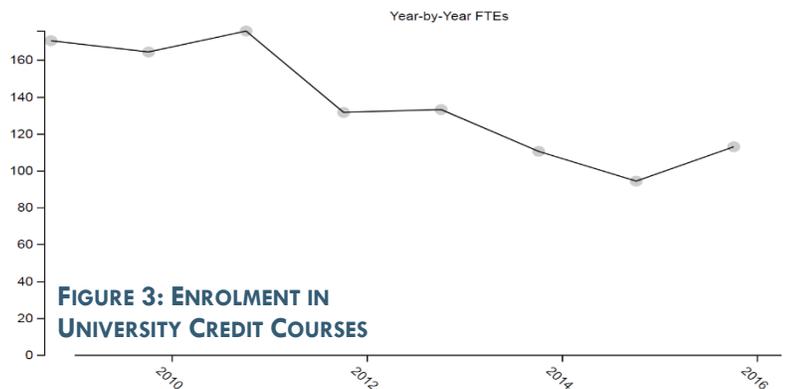


FIGURE 3: ENROLMENT IN UNIVERSITY CREDIT COURSES

Employers further report this program develops culturally appropriate service providers which enhances their agency core functions. Opportunities for graduates from this program include child and youth workers, financial assistance workers, teacher assistants, family resource workers, and support workers. Diploma graduates may wish to continue their education to the baccalaureate level in order to go on into professional careers in human and social services such as: social worker, family counsellor, community development, probation officer or any other professional position in the human service field.



A collaboration with the Early Childhood Care and Education program in the summer of 2016 led to a successful proposal to the Ministry of Advanced Education for a post-graduate certificate, Infant and Child Mental Health. This new credential has increased access to further education in a growing field and providing graduates even more opportunity for specialized employment in a sector experiencing growth.

This past year, the SSW department applied and received funding from Aboriginal Affairs and Northern Development to increase Aboriginal student access throughout the Hazelton regional campus area through a blended delivery format. The program has evolved this year so students can now take most of the program's courses closer to home. Some travel is still required for regional students; the hope remains to find ways for all students to be able to access this education at home.



Early Childhood Education

Another program in the College's Skill Gap Plan is the Early Childhood Education (ECE) program. Students from across the region have accessed the program offered face-to-face and other multimodal methods, and demand for graduates of the basic programs has been far greater than the numbers of students enrolled.

According to students and employers, the program has been under enrolled as a result of reduced distance offerings, a reduction in Band and other government sponsored funding - and the precarious regional economy. Many students have opted for no postsecondary education or trades training with its appreciably

higher earning potential rather than follow their passion for childcare while earning minimum wage, and receiving no employee benefits after graduation.

The College has been progressive in the approach to pedagogy including the Indigenization of the curriculum, place-based training, experiential learning, individualizing assessment and the inclusion of university course offerings. The curriculum has been adapted to meet BC's Early Learning and Aboriginal Early Learning frameworks.

Major changes have been made to the program to respond to student and community needs. The move to a 2 year diploma will open doors for students who wish to ladder into more advanced postsecondary studies. The delivery of at least 80% of the courses by videoconference will allow students to study closer to home, reducing costs and personal sacrifice. The process for admissions has been modified to facilitate part time studies in an effort to meet the desperate local, regional, provincial and national demand for quality Early Childhood Educators.

Business Programs

Starting in the 2017/18 academic year the College added a full summer semester of five course offerings for Business Administration. This semester was put in place to help bring in international students into the program, and has demonstrated early successes in terms of adequate registrations. This summer semester supports overall student by enabling a year-round business program at NWCC.

It is anticipated that the business programs will experience future growth due to a more focused international recruitment efforts. One of the main advantages to an increase in international students is that it allows the College to offer more second-year electives in all disciplines. Increased international enrolment will allow the College to add additional sections in Smithers growing the geographic reach of the business programs. In addition, the business program added a new credential, the post-degree diploma, which allows students with a degree from an accredited institution to take the diploma in two years with a name that recognizes it as an advanced accomplishment.

Aligned with the College's new strategic direction, entrepreneurial programs and job shadowing placement programs to allow business students to experience a day in the life of a professional in HR, Accounting, and Management will be a focus of development in the coming years.

Career and College Preparation (CCP)

One of the biggest changes in this academic year is the closing of the Houston campus. Although the FTEs were small, the mothballing of this campus has meant a loss of Adult Basic

Education (ABE)

programming in this community. FTEs were up in three of the four other campuses: Smithers, Hazelton, and Terrace (Figure 4). Smithers and Terrace were able to add evening classes to the roster and Hazelton added a new class on computer literacy.

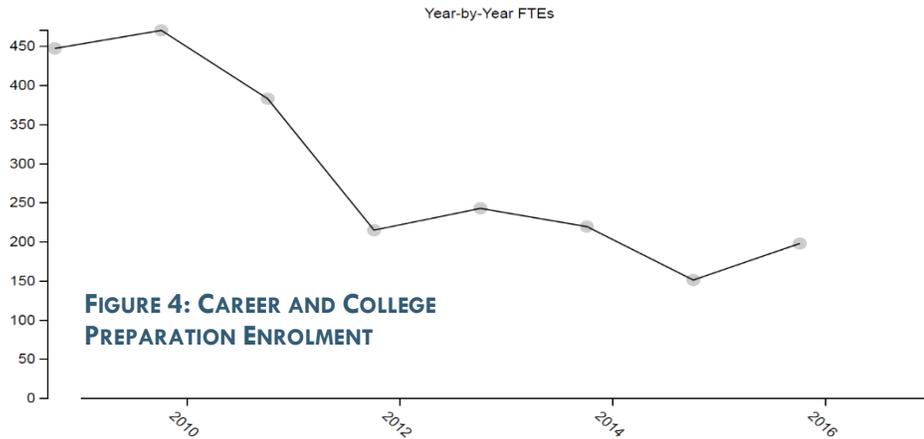


FIGURE 4: CAREER AND COLLEGE PREPARATION ENROLMENT

One of the big opportunities available to CCP is the requirement by incoming international students from India to take a grade 11 math equivalent. This requirement has led to a summer session of Math 0401/0402 for three of the four new students to the business program. The College is looking at offering this course every semester at the Terrace campus, whereas previously this course was offered once a year. An online option is being explored for incoming students have the ability to upgrade math before arrival in Canada.

Central to the new strategic plan, the College will be reviewing and revising CCP courses – including a refresh of all computer studies courses - to ensure continued articulation. The goal is to ensure that ABE at the College continues to align with the changes occurring the K-12 sector.

Adult Special Education (ASE)

Adult Special Education (ASE) and the Retail services programs continue to support the learning needs of adults with disabilities in Terrace. The College plans to develop a short course to help bridge ASE students into other, longer ASE and adult upgrading opportunities at the College while preparing them for work. Workplace Literacy and Numeracy will address learning at the 010 and 020 levels, which fills a programming gap to support adults with special needs as a first step for students into trades, adult upgrading, and other college education. The pilot offering of this course is in Smithers in fall 2017.

English as a Second Language

A long-term ESL instructor will be retiring in June. The College has one more fiscal year of Federal funding, which means our Language Instruction for Newcomers to Canada (LINC) sponsored ESL program will wrap up March 31st, 2018. Enrolment is expected to drop due to both retirement and the imminent ending of the program; however, the College is hopeful that a community group in Prince Rupert will be awarded the remaining two years of the three years

of funding, and once that recipient is announced, campus space will be offered to host ESL classes to ensure students will experience a smoother transition into classes at the same location.

While the College was offered three years of funding, the federal government agreed to accept only one year of funding as a way to wind down the program and allow for this smooth transition. Unfortunately, due to cuts to the amount of money provided to run the LINC program, the requirements that the College teach all eight levels of LINC, and the small population requiring this training in Prince Rupert, an unsustainable situation was created for ESL training at the College. At current demand levels, the College is able to offer just 10 hours per week of programming: eight hours for levels 1 – 5 and two hours for levels 5 – 8. The projection for future intakes shows a decline in demand and the College would offer even fewer programming hours. It is believed that LINC funding would go much further if awarded to a community organization.

Trades Programs

Enrolment numbers in trades programs were down this year when compared to the previous years (Figure 5). This is largely as a result of the decision to place the Heavy Equipment Operator program (Figure 6) on

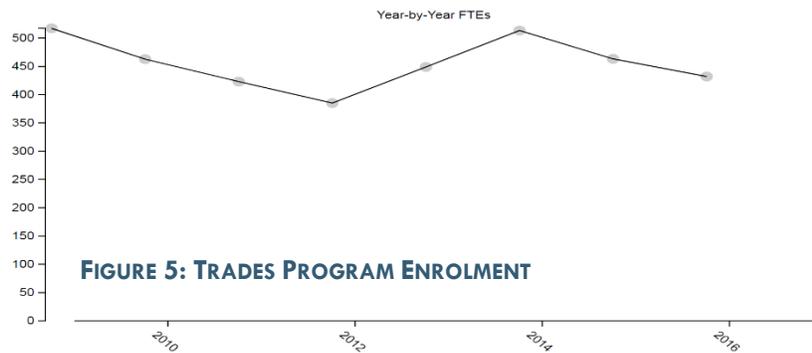


FIGURE 5: TRADES PROGRAM ENROLMENT

hiatus until the resource sector (mining, forestry, oil & gas) increase their activity in the northwest.

The Intro to Trades programs (now called Youth Explore Trades Sampler) have been successful. This initiative began about 4 years ago as a partnership with School Districts 50, 52, 82, 54, and the program is offered yearly to students in Grade 10. These young students get a sample of a variety of trades, which have helped students make decisions on trade’s career paths either in

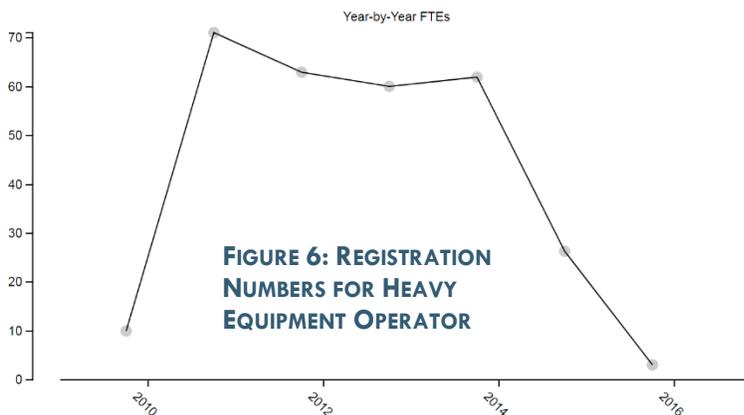


FIGURE 6: REGISTRATION NUMBERS FOR HEAVY EQUIPMENT OPERATOR

Grade 12 or after high school graduation.

The College took a critical look at Trades Foundation programs and data related to students completing these programs and continuing their apprenticeship through to Journey person. On assessing the data, the College has created an Enhanced Trades model for our

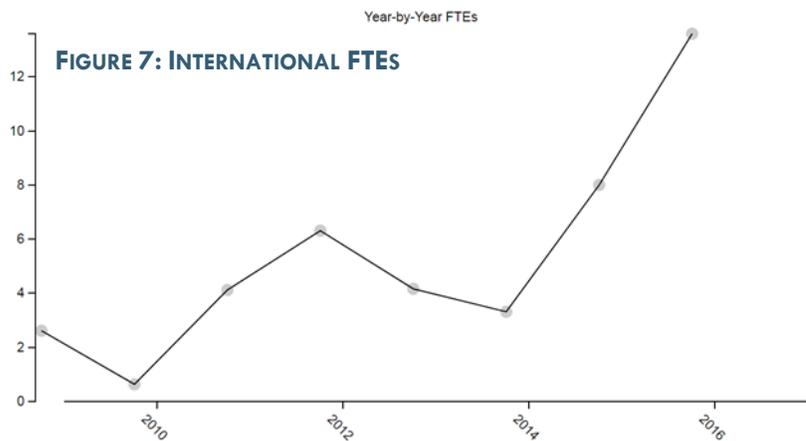


foundations programs. Essential skills related to the top 10 competencies in the 2025 Labour Market Outlook report, safety certifications, and work integrated learning (WIL) through community projects and/or work experience placement have been incorporated into Foundation programs. Fall of 2017 will see the launch Enhanced Welding, and Enhanced Metal Fabrication; Enhanced Carpentry, Electrical, and Plumbing will be rolled out in the fall of 2018.

International Recruitment

The BC Ministry of Advanced Education (AVED) under the 2012 International Education Strategy has goals of increasing the number and percentage of international students to British Columbia. Although the northern region has about 8% of BC’s population, only about 1% per cent of international students studying at a northern institute. NWCC, with only four international students in 2014-15 (Figure 7), was not attracting the level of international students needed to support the International Education Strategy or to see the significant benefits that International Students contribute in the classroom and community. NWCC’s lack of an international program was due in part to its comparatively late entry into the international marketplace coupled with depleted resources that could be used to invest in building an international portfolio. This was the result of six consecutive years of declining domestic enrolments and corresponding financing pressures that entail.

In response, AVED supported NWCC in February 2016 by engaging with the British Columbia Council of International Education (BCCIE), to undertake a review and gap analysis of the prospects of building an International Education program at the College. The review, led by BCCIE, indicated that NWCC would require a comprehensive approach over a three-year period to develop a sustainable international program at the College. At the completion of that plan, AVED provided additional funding, in addition to continued support from BCCIE for one year to help



implement that plan. The College consumed the AVED funding within the first year of the program.

| | 2016-17 (Year 1) | 2017-18 (Year 2) | 2018-19 (Year 3) | 2019-20 (Year 4) | 2020-21 (Year 5) |
|------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Increase in International Students | 10 | 40 | 50 | 60 | 70 |

FIGURE 8: INTERNATIONAL STUDENT TARGETS

International Highlights

With the support of the Ministry, NWCC has implemented several initial elements of the plan:

- Determination of key products which should be promoted by international market
- Creation of new academic programs where needed, particularly with a Post Degree Diploma in Business Administration and an English Pathway Program (EPP) program
- Completion of a tuition analysis to set competitive international student rates
- Creation of an international agent agreement and processes for commission payments.
- Selection and signing of fourteen (14) Student Recruitment Agents to refer students to NWCC programs.
- Participation in the City of Terrace visit to Qinghungdao fact finding mission
- Selection of an international health care insurance provider (GuardMe) to provide insurance for international students
- Development of a homestay program in collaboration with the local school districts and Canada Homestay International
- Development of an international articulation agreement
- Collaboration with UNBC, Northern Lights and CNC to collectively

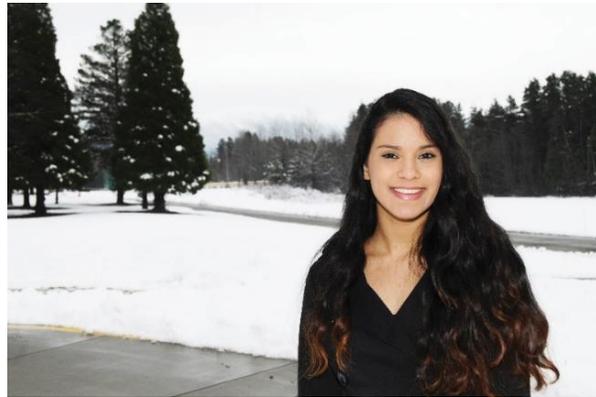


showcase the Northern Institutions for a Familiarization (FAM) Tour as part of the 2017 ICEF Vancouver Conference

- Completion of two CICAN projects (one in Bolivia and Colombia)
- Current CICAN project in Mozambique until 2020
- Creation of an enhanced international website, viewbook, and program brochure
- Training of NWCC staff and faculty for supporting International students studying in the northwest
- Creation of a new May intake for the Business Administration Diploma and Post Degree Diploma in Business Administration programs

International Agreements

- University of Northern British Columbia
 - Guaranteed Admissions
 - **Arts:** 2 years
 - **Science:** 2 years
- Monash University
 - **Arts:** 2 years
- VIA University (Denmark)
 - **Business:** 1.5 years
 - **Education:** 1.5 to 2 years
 - **Engineering** 3.5 years
 - **Engineering and Business:** 4.5 years
- Westerfield College (Nigeria)
 - Second year standing for incoming students



Recruitment

Recruitment Mangers covering:

- Spanish speaking Latin America
- India, Bangladesh, Sri Lanka
- Africa

Recruitment Trips

- India – October 2016, February 2017;
- China – October 2016
- Nigeria – January 2017, June 2017
- Philippines - June 2017

Credentials Awarded

Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.

| Credentials Awarded | Reporting year | | | |
|---------------------|-------------------|-------------------|-------------------|-----------------------|
| | 2015/16 Actual | 2016/17 Target | 2016/17 Actual | 2016/17 Assessment |
| Number | 343 | 307 | 313 | Achieved |



To continue encouraging students to complete credentials, the College is planning additional programming at regional campuses including adding a face-to-face business course in Smithers that will be video-conferenced to Prince Rupert. Face-to-face offering in Smithers will help enliven that campus and bring a universally required program to a population not well served by post-secondary. The plan is to offer additional face-

to-face courses in Smithers, which will provide opportunity for students to complete the entire credential in that community.

CCP has moved two courses into online offerings to help students achieve their adult dogwood through the College and to maximize FTEs. For example, the Geography 050 course, taught by an instructor in Smithers, provides students across the region with an opportunity to satisfy the dogwood requirement for an advanced social science course.

In addition to offering Geography 050 online, we are also prepared to start teaching EDCP 050 online in fall 2017, which means another option of a course at the grade 12 level that will satisfy dogwood requirements. We will also continue working on plans to offer the Math 11 equivalency to incoming



international students to ensure their success at the College.

Changes to convocation this year have continued to support the goal of enlivening regional campuses by bring the ceremony to Prince Rupert and Smithers. This has allowed students to celebrate success with family and local instructors.



Library

March 2017 marked a big accomplishment for the college libraries: an external review was conducted by librarians from the University of Victoria, Centennial College, and North Island College. The review team came back with a 41-page report and numerous recommendations to help the libraries align with the College's new strategic plan.

With discussions about a change of location for the Terrace library still underway, there are opportunities to implement and grow the recommendations regarding space outlined in the external review report. As well, there is greater alignment possible between the library's acquisitions and collections with the College's strategic plan.

The recommendations of the report will be implemented in a thoughtful, collaborative and future-focused manner. In addition, there will be

a better alignment of technology on campus with library collections and space usage to meet a variety of student study needs.

Access

The BC public post-secondary system provides equitable and affordable access for residents

Aboriginal Student Space

Results from the 2014/15 reporting year are based on data from the 2013/14 fiscal year; results from the 2015/16 reporting period are based on data from the 2014/15 fiscal year.

| Performance measure | Reporting year | | | |
|-----------------------------------|----------------|----------------|----------------|--------------------|
| | 2015/16 Actual | 2016/17 Target | 2016/17 Actual | 2016/17 Assessment |
| Aboriginal student spaces | | | | |
| Total Aboriginal student spaces | 700 | 600 | 602 | Achieved |
| Ministry (AVED) | 494 | | 442 | |
| Industry Training Authority (ITA) | 206 | | 160 | |

Through shared collaboration and partnerships NWCC’s goal is to enhance education outcomes for Aboriginal students by ensuring Aboriginal students can participate fully and prosper within the economy. The following features ways in which NWCC is being creative and adventurous to ensure student success.



Between, June 1, 2016 and May 30, 2017 approximately 1500 Aboriginal students enrolled in credit and non-credit programs at the College representing 600 FTEs and ~40% of the student body. During the same period, 53 Aboriginal Students were awarded credentials.

Considering the large student population of students with Aboriginal descent, NWCC

continues to acknowledge and strive to accommodate the unique needs of the seven First Nations through increased services and collaboration to respond to the varied needs of communities throughout the region.

Over and above the Aboriginal Service Plan (ASP) Community Based programming, NWCC has successfully partnered with First Nations communities to deliver 98 community based programs in Aboriginal communities in 2016/2017.

First Nations Access Coordinators (FNAC)

The ASP allows NWCC to increase FNAC hours by a 190%. Allowing for 5 full time FNACs, one at each campus and 1.5 at the Terrace campus. FNACs work directly with Aboriginal learners providing educational, financial, emotional, and cultural support. The goal of these services is to provide a welcoming environment and provide a successful transition to NWCC.

The College also uses ASP funding to offer regular cultural teachings of Aboriginal cultural practices and art forms. The teachings are offered at a variety of times during the day, evening and weekends at each campus, as well as at the Longhouse at the Terrace campus, increasing the opportunities for intercultural awareness and student life.

Since the hiring of First Nations Access Coordinators in 1995, Aboriginal Student Services team at NWCC has grown to include the Aboriginal Relations and Executive Advisor to the President's Office and the Aboriginal Student Services Manager. Both the Aboriginal Student Services Manager and the Aboriginal Relations and Executive Advisor to the President's Office work collaboratively to maintain and enhance First Nations community relations and student services.

NWCC has Aboriginal student representatives on the First Nations Council, Board of Governors and Aboriginal Course, Program, Articulation Committee (ACPAC). Student feedback is used to guide in the planning and supporting the Student Services department.

Aboriginal Emergency Assistance Funding

AVED provides grant funding to NWCC for the purpose of assisting Aboriginal students with unforeseen and urgent financial needs that may affect their ability to continue their studies. First Nations Access Coordinators are responsible for conducting student interviews to determine need and distribute the grant. The maximum amount an individual student may receive in each academic year is \$700. NWCC provides AVED with regular annual reports indicating the number of students who received funding and the total amount disbursed. For the period



All Nations Pole:
Terrace Campus

May to November 2016, 40 Aboriginal Emergency Assistance grants were distributed to support Aboriginal Students throughout the region.



Scholarships and Bursaries

The NWCC College Advancement department supports Aboriginal students with opportunities to apply for scholarships, bursaries and awards. Current bursaries and awards available for Aboriginal students at NWCC are the Freda Diesing School of Northwest Coast Art Bursary and the Freda Diesing School of Northwest Coast Art Mature Student Award. All students at NWCC have access to numerous local, provincial and national scholarships, bursaries, and awards. Aboriginal students are encouraged and supported to apply for these as well.

First Nations Council

In 1996 the Board of Governors created a First Nations Council to provide direct collaboration and feedback with First Nations communities in the College region. The First Nations Council is comprised of representatives from the 27 First Nations communities and Bands

served within the region of NWCC, Aboriginal institutes, the Metis Nation northwest region, Friendship Centres and NWCC. The Council serves as the consortium responsible for the implementation of the key intentions of the Aboriginal communities and NWCC. FNC meetings take place face-to-face every six weeks, meetings are rotated amongst the First Nations Communities and all College locations.

First Nations Council members serve as liaisons and are accountable to their Bands, the Metis Council and or First Nations organizations.

First Nations Council policy recommendations focus on student advocacy, access, program promotion, curriculum design, culture issues and content, program and education service evaluation.

Stepping Stones to Improved Relationships

NWCC First Nations Council developed the Stepping Stones to Improved Relationships Aboriginal Equity and NWCC Action Plan document (Stepping Stones) in 1996, to improve relations between NWCC, Aboriginal Communities and students. The Stepping Stones document outlines many initiatives that were believed to increase Aboriginal learner access, retention and success. It is a living document that directs and guides consultation with Aboriginal communities. NWCC continues to meet regularly, throughout the year, with First Nations Council to review Aboriginal community priorities and initiatives.

Priority initiatives identified within the Stepping Stones document are to:

1. Increase Student Services to Aboriginal students;
2. Increase Partnerships; and
3. Recognize and integrate First Nations culture into program delivery

First Nations Council has been instrumental in bringing about many changes with the College and is active in the change occurring at the College. A representative of the First Nations Council actively participates on the Education Council (EDCO), Aboriginal Course Program Articulation Committee (ACPAC) and has a non-voting seat on the Board of Governors (BOG). First Nations Council representation on these boards and committees ensures and promotes an inclusive curriculum and services which reflects and respects Aboriginal culture diversity and is inclusive of Aboriginal knowledge.



Aboriginal Service Plan

Aboriginal Service Plan (ASP) goals are to:

- Increase access, retention, completion and transition opportunities for Aboriginal learners;

- Strengthen partnerships and collaboration in Aboriginal post-secondary education; and
- Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.

First Nations Council ASP priorities:

1. Increasing First Nations Access Coordinators time on campus
2. Elders on Campus
3. Cultural competencies for both staff and students

In 2016, NWCC conducted a student survey. The results indicated that NWCC is successful at meeting the needs in the variety of cultural offerings and Aboriginal student supports. The student survey's and reports indicate that a 1100 students have attended either cultural practice teachings, events, Elders on campus and or outreach activities so far this year. Each campus hosts a minimum of five cultural gatherings and has a minimum of three elders on campus

throughout the school year. NWCC continues to strive to collaborate with students to identify the gaps and needs students require to be successful at NWCC.

NWCC continues to collaborate with First Nations students and communities to ensure NWCC is adequately responding to their expressed needs and priorities.

Aboriginal Student Supports Report 2016/2017

In an effort to evaluate and assess college-wide efforts to support Aboriginal content, services and partnerships. In 2016, NWCC conducted an Aboriginal Student Support situational analysis. The report indicated, over many years, NWCC has significantly grown the College's Aboriginal offerings, supports and partnerships. The report also indicated that, at NWCC, supporting Aboriginal students and communities has become a common practise, much of which, has been

overlooked in reporting. The common practice or the way of doing at NWCC requires continued attention, supports, and collaboration. The final report is scheduled to be public in June 2017 once FNC has conducted a review.



Quality

The BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students

Student Satisfaction with Education

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

| Student Satisfaction with Education | Reporting year | | | | | |
|---|----------------|------|----------------|----------------|------|--------------------|
| | 2015/16 Actual | | 2016/17 Target | 2016/17 Actual | | 2016/17 Assessment |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 95.1% | 2.4% | ≥ 90% | 91.7% | 3.0% | Achieved |
| Former apprenticeship students | 94.6% | 3.5% | | 95.7% | 4.1% | Exceeded |

Student Assessment of Quality of Instruction

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

| Student Assessment of the Quality of Instruction | Reporting year | | | | | |
|---|----------------|------|----------------|----------------|------|--------------------|
| | 2015/16 Actual | | 2016/17 Target | 2016/17 Actual | | 2016/17 Assessment |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 95.1% | 2.5% | ≥ 90% | 93.5% | 2.7% | Achieved |
| Former apprenticeship students | 98.7% | 1.7% | | 95.7% | 4.1% | Exceeded |

Student Assessment of Skill Development

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

| Student Assessment of Skill Development | Reporting year | | | | | |
|---|----------------|------|----------------|----------------|------|--------------------|
| | 2015/16 Actual | | 2016/17 Target | 2016/17 Actual | | 2016/17 Assessment |
| | % | +/- | | % | +/- | |
| Former diploma, associate degree and certificate students | 88.3% | 3.8% | ≥ 85% | 90.9% | 3.4% | Exceeded |
| Former apprenticeship students | 92.0% | 4.8% | | 89.5% | 7.2% | Exceeded |

Centre of Learning Transformation

When it comes to teaching and learning, an institution needs to attend to instruction, space and technology. Instruction involves designing, delivering and assessing learning. The Centre of Learning Transformation (COLT), under the new leadership (as of October 2016) of Dr. Carrie Nolan, aims to support growth in all areas of teaching and learning, particularly with the goal in mind of becoming the experiential place based College of choice. To this end, a variety of initiatives and participation have taken place.

Professional Development Courses

With an MOU in place with Vancouver Community College (VCC), NWCC is able to help its' employees move towards the achievement of the Provincial Instructor's Diploma by offering three courses that transition into VCC's program: Curriculum Development; Delivery of Instruction; and, Evaluation of Learning. This past year has seen all three courses offered. Participation has ranged from 10 to 17 instructors and staff taking part.

Workshops

Gathering faculty together who share a concern or a passion for teaching and want to learn how to do it better is one of the best avenues for growth and support. To facilitate this gathering, the Centre offered:

- a workshop in Prince Rupert on sharing classroom practices
- piloted three 'teaching circle' sessions with business faculty
- offered an orientation to new business faculty that included context, Indigenous learners, technology to support learning and where and how to find help
- brought in Dr. Nicki Rehn to present on teaching with video conferencing (for faculty), supporting video conferencing instructors (for management) and followed up with a sharing session
- led two discussion groups on the book 'Courage to Teach'

There were more than 65 people (primarily instructors) present between all these avenues of gathering.

Learning Tech Support

In terms of technology, support had two facets: Frontline support for faculty in the form of Distributed Learning Clerks (one each at the campuses in Prince Rupert, Terrace and Smithers) to help with Brightspace (Desire2Learn) – our learning management system and with Video Conference classrooms; and, gathering input from faculty regarding where technology was and could be to support learning (via a survey and faculty feedback lunch sessions) that saw over 46 instructors participate.

Enhancing Technology

To further improve quality and access to the communities serviced by NWCC, the technology infrastructure is undergoing continual improvements:

- Changed all network switches, firewalls and other obsolete and end-of-life devices to Cisco Meraki fully managed devices, including Cisco Meraki Wifi to improve roaming capacity for students
- Network speeds have been significantly improved through upgrading and replacement of the Fiber/CAT6e cables



- Lower the carbon footprint of the College by reducing the number of physical servers in favour of virtual servers
- Enhanced video conferencing quality and capacity through upgraded internet connectivity and speed
- Implemented the Remote off site Backup/DR location

- Reduced operating costs by upgrading the obsolete and end-of-life phone system to VOIP & PoE
- Reduced operating costs by switch email and identity management from Novel to Microsoft platform
- All Labs will be replaced with VDI technology

Relevance

The BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province

Student Assessment of Usefulness of Knowledge and Skills in Performing Job

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

| Student Assessment of Usefulness of Knowledge and Skills in Performing Job | Reporting year | | | | | |
|--|----------------|------|----------------|----------------|-------|------------------------|
| | 2015/16 Actual | | 2016/17 Target | 2016/17 Actual | | 2016/17 Assessment |
| | % | +/- | | % | +/- | |
| Diploma, associate degree and certificate graduates | 86.5% | 5.5% | ≥ 90% | 73.9% | 7.7% | Substantially achieved |
| Former apprenticeship students | 83.0% | 8.7% | | 82.8% | 11.3% | Achieved |

Unemployment Rate

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%.

| Unemployment Rate | Reporting year | | | | | |
|---|----------------|------|----------------|----------------|-------|--------------------|
| | 2015/16 Actual | | 2016/17 Target | 2016/17 Actual | | 2016/17 Assessment |
| | % | +/- | | % | +/- | |
| Diploma, associate degree and certificate graduates | 6.7% | 3.8% | ≤ 9.8% | 12.6% | 5.2% | Achieved |
| Former apprenticeship students | 28.8% | 7.8% | | 29.3% | 10.2% | Not assessed |

Facilities and Infrastructure

In the fall of 2016 the College received formal approval to proceed with the renewal of the Trades building. This \$18.4M project is jointly funded by the Province and the Federal Government through the Post-Secondary Institutions Strategic Investment Fund. The Trades building was constructed in 1970 and is functionally obsolete, so the project will see the

complete renewal of all mechanical systems and upgrades to the teaching shops, tool crib and the inclusion of a student gathering space.

The construction project is well underway with the Tool Crib, Automotive and Carpentry shop renovations due to be finished by September 2017. The entire project will be completed by the summer of 2018.

Residence Renewal

The College continues to work with the Ministry of Advanced Education with a view to a

complete renewal of the residences that are in poor condition and do not meet the needs of our current students. The business plan has been submitted to the Ministry for approval. As an interim measure upgrades have been completed to the kitchens in all residences including the Trades Residence. Ten rooms have also undergone significant upgrades to improve the student experience.



Other Infrastructure Updates That Support NWCC's Relevance

- New nursing lab in the Spruce building
- Infrastructure upgrades, including High efficiency air-handlers, installed in the Spruce building
- High Bay lighting upgrades to LED at the Smithers campus
- New high efficiency boilers installed at the Prince Rupert campus
- Air handling improvements in Prince Rupert
- Sidewalk replacement on the Terrace campus
- Library upgrades at the Hazelton campus

Efficiency

The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments

The College has been actively involved in the Support and Services to student initiatives as outlined in the 2016 mandate letter including the implementation of XML transcript exchange, the Open Educational Resources and the common application platform.

For the XML transcript exchange, NWCC is working with OA Solutions and the other provincial Colleague schools to create the exchange in three phases: first is the incoming transfers from post-secondary institutions, second is the incoming transfer from the high schools, and the final phase is the outgoing transfer. The College would like to thank College of the Rockies for taking the lead role in this transformation.



NWCC has committed resources to support the Policy Working Group for the Common Application Platform, also known as EducationPlannerBC, and applicant data has been provided to inform BCCAT about overall system applications.

The College supports the efforts of Student Outcomes, Adult Special Education and the Student Transitions Program through collaboration and data submissions to the Ministry and BC Stats.

The Foundation

Fundraising events started off in February 2016 with the 2nd Annual Valentines Fine Dining Bursary Fundraiser. This event took place at the Terrace Campus with approx. 80 people in attendance, and the event raised about \$9,500.00. The food was prepared and served by the Professional Cool Level 1 Students, and it was a great experience for the students and patrons alike. This event also included a silent auction, with all of the money raised going to student bursaries, scholarships and awards.

Late May saw the 3rd annual Smithers Golf Scramble, which took place at the Smithers Golf and Country Club. This event coincided with Minerals North which was also taking place in Smithers. It was great exposure for individuals who attended from all over Canada and the United States. This event hosted over 100 players and raised over \$27,000 all of which goes to student bursaries, scholarships and awards.

June hosted the 4th annual Terrace Golf Scramble, which took place at the Skeena Valley Golf and Country Club. This event raised over \$62,000 for student bursaries, scholarships and awards from corporate sponsors and players.

In November, Smithers Campus hosted the first annual Donor Recognition Dinner. This event brought 40 donors, students and staff together a semi-formal evening of thanks and sharing. Terrace campus hosted their second annual Donor Recognition Dinner later that month, which was attended by 90 donors, students and staff for an evening of speeches and thanks. The Donor Recognition Dinners are a means of appreciation for donors supporting NWCC fundraising events, and these events allow donors and students to connect. The donors see who they are supporting and the students say thanks for the support they have received. The food for these events was prepared by the Professional Cook students, and is a great opportunity for the students to show their culinary skills.

For the fiscal 15/16 year, approximately \$89,500 in bursaries, awards and scholarships was given to students from fundraising events, individuals and industry. For the fiscal 16/17 year, over \$116,000 was given to students from events, individuals and industry, and in February of 2017, the Foundation was formally incorporated as a non-profit organization.



Terrace Golf Scramble

Appendix A: 2016/17 Accountability Framework Performance Measure Results

| Performance measure | Reporting year | | | | | |
|---|----------------|------|----------------|----------------|------|--------------------|
| | 2015/16 Actual | | 2016/17 Target | 2016/17 Actual | | 2016/17 Assessment |
| Former diploma, associate degree and certificate students' assessment of skill development | | | | | | |
| | % | +/- | | % | +/- | |
| Skills development (avg. %) | 88.3% | 3.8% | ≥ 85% | 90.9% | 3.4% | Exceeded |
| Written communication | 84.9% | 4.9% | | 88.2% | 4.2% | |
| Oral communication | 79.8% | 5.4% | | 79.5% | 5.5% | |
| Group collaboration | 91.5% | 3.2% | | 93.3% | 2.8% | |
| Critical analysis | 90.3% | 3.3% | | 96.1% | 2.1% | |
| Problem resolution | 93.0% | 2.9% | | 88.1% | 3.6% | |
| Learn on your own | 88.1% | 3.7% | | 92.1% | 3.0% | |
| Reading and comprehension | 90.8% | 3.3% | | 96.7% | 2.0% | |
| Apprenticeship graduates' assessment of skill development | | | | | | |
| | % | +/- | | % | +/- | |
| Skills development (avg. %) | 92.0% | 4.8% | ≥ 85% | 89.5% | 7.2% | Exceeded |
| Written communication | 80.9% | 9.1% | | N/A | N/A | |
| Oral communication | 89.6% | 6.9% | | N/A | N/A | |
| Group collaboration | 92.6% | 4.4% | | 90.2% | 6.6% | |
| Critical analysis | 97.2% | 2.6% | | 97.7% | 3.1% | |
| Problem resolution | 93.2% | 3.8% | | 88.1% | 7.1% | |
| Learn on your own | 94.4% | 3.7% | | 93.3% | 5.1% | |
| Reading and comprehension | 95.8% | 3.2% | | 95.5% | 4.4% | |

Appendix B: 2016/17 Audited Financial Statements

At the time of submission the financial statements for 2016/17 had not been posted to the Audited Financial Statements page on the Advanced Education website. The link provided goes to the financial statements landing page.

<http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>