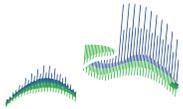


Northern Lights College
BC's Energy College

Northern Lights College
Institutional Accountability Plan and Report
2017-2018 Reporting Cycle

September 7, 2018

Northern Lights College expresses gratitude to the First Nations people of the Cree, Dene, Dunne-Za, Kaska, Sauleau, Tagish, Tahltan, Tlingit, Tse'khene, and Tutchone for sharing their territory with us. We acknowledge the enduring presence of First Nations, Inuit, and Métis people and as guests we live, we work, and we learn on their beautiful land. Together we are able to create hope and opportunity for all the people of our college region through post-secondary educational opportunities.



Northern Lights College

June 30, 2018

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

Dear Minister Mark:

We are pleased to provide you with the **Northern Lights College 2017-2018 Institutional Accountability Plan & Report**. This report was prepared in accordance with the *Accountability Framework Standards Manual and Guidelines: 2017/18 Reporting Cycle*.

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

Yours truly,

John Kurjata
Board Chair
NORTHERN LIGHTS COLLEGE

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

[Accountability Statement](#)

BC's Energy College

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Table of Contents

Accountability Statement	3
Strategic Direction and Context.....	7
Strategic Direction	7
Mission, Vision, and Values.....	7
Mission	7
Vision.....	8
Core Values	8
Institutional Overview.....	9
History of Northern Lights College.....	9
Campuses and Programming	10
Centres of Excellence	17
Partnerships	20
Strategic Context.....	22
External Context.....	22
B.C. Labour Market Projections: Supply and Demand.....	22
Northeast B.C.: Labour Market Projections	24
Demographic and Social Trends in the Region	28
Population.....	28
Ethnicity	28
Education Levels: Adult Labour Force (aged 25 to 54)	29
Employment by Sector	30
Internal Factors	31
Performance Plan: Goals, Objectives, Performance Measures and Targets	33
Commitment to true, lasting reconciliation.....	33
NLC Goals and Objectives	34
Strategic Priority Achievements.....	35

NLC Priority #1 Students	35
Goal 1: Delivery of exceptional student-centered service to our diverse student and client populations.	35
Goal 2: Providing outstanding campus communities, support services and engagement opportunities that enhance the success of our students.	36
Goal 3: Fostering a campus environment that meets students’ evolving cultural, physical and social needs.....	36
NLC Priority #2: Programming.....	37
Goal 1: Leveraging technology to enhance the education experience.	37
Goal 2: Growth and diversification of our revenue through the expansion of business enterprise, applied research and innovation.	39
Goal 3: Meeting the education and training needs of business, industries and organizations in the college region.....	41
NLC Priority #3: People and Culture.....	42
Goal 1: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.....	42
Goal 2: Improve College Wellness resulting in fewer claims, fewer lost time days and fewer Respectful Workplace complaints by developing a wellness strategy.	44
Goal 3: Improve key business processes and infrastructure to fully support all departments and NLC.....	44
Performance Measures, Targets and Results	45
2017-18 B.C. Strategic Priority Actions: Related NLC Activities and Accomplishments	45
1. Student Spaces.....	47
2. Credentials Awarded.....	47
3. Indigenous Student Spaces	48
4. Student Satisfaction with Education	48
5. Student Assessment of the Quality of Instruction	49

6. Student Assessment of Skill Development	49
7. Student Assessment of the Usefulness of Knowledge and Skills in Performing Job	50
8. Unemployment Rate	50
Financial Information	51
2017/18 Contact Hour Activity Report	52
Appendix 1	53

Northern Lights College is pleased to provide the Minister with the Northern Lights College 2017-2018 Institutional Accountability Plan and Report. This report was prepared in accordance with the Accountability Framework Standards Manual and Guidelines: 2017-2018 Reporting Cycle.

Strategic Direction and Context

Northern Lights College is committed to building on its history in post-secondary education by developing the strengths of its staff and the people of Northern British Columbia. The College continues to focus on the preparation of a skilled workforce and plays a critical role in the enhancement of the economy and quality of life in our vast region.

Northern Lights College has been identified as B.C.'s Energy College™, which places some emphasis on programming that supports the Oil and Gas and evolving Clean Energy industries. The College has a diverse range of program offerings that extends beyond the dimension of petroleum-based industries. Programming at Northern Lights College supports primary community needs in business, health, education, social services, culture, workforce development, and continuing education. The College also provides skilled trades workers that meet the needs of industry. By providing a wide range of program offerings and by working through partnerships and collaborations with the communities in the region, the College works toward the goal of sustainability for communities in the North.

Strategic Direction

Northern Lights College has now moved beyond the planning stage and into the dynamic process of executing the Strategic Plan and Framework through the fiscal year 2017-2018.

Building on the three priorities, (1) *Students*, (2) *Programming*, and (3) *People and Culture*, derived through the planning process, the Leadership team completed a goal setting process based on the strategic priorities.

Mission, Vision, and Values

The Mission, Vision and Values that will guide Northern Lights through the 2017-2022 strategic planning cycle and beyond includes the following elements:

Mission

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

Vision

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

Core Values

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

Inclusion – Acknowledging and valuing individual perspectives and diversity

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

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

Respect – Treating each person fairly and equitably.

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

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

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

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

Institutional Overview

The Northern Lights College (NLC) geographic region comprises the northern third of British Columbia (See Figure 1)¹. The College region is approximately 325,000 square kilometres in area and is occupied by about 69,798² people. In fact, compared to all other colleges in the province, Northern Lights College has the largest geographic area as well as having the lowest population. Most of the population lives along the well-known Alaska Highway which begins in Dawson Creek (Mile 0) and ends in Fairbanks, Alaska. Northern Lights College has campus locations in Chetwynd, Dawson Creek, Fort Nelson, Fort St. John, and Tumbler Ridge, along with access centres in Atlin, and Dease Lake. NLC's distance programming also allows virtual access to students from across British Columbia, Canada, and beyond.

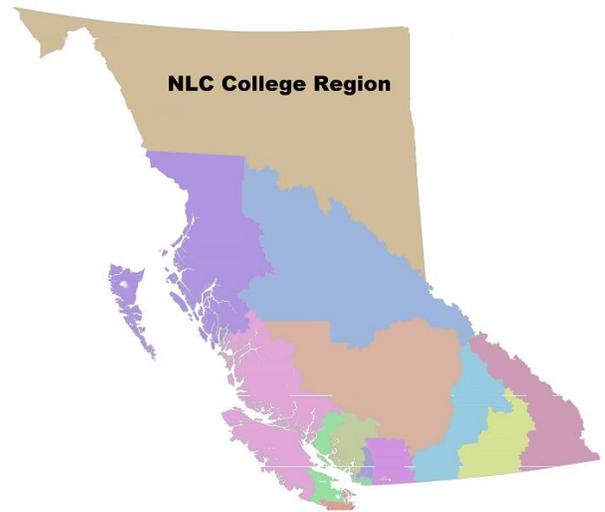


Figure 1 BC and NLC College Regions

As an organization spread across large distances, the College provides services annually for over 2,300 learners in credentialed programs as well as an additional 1,400 learners in community education and work force training. Learning needs of our student are met with approximately 80 instructional faculty members. Credentials awarded through the College are non-degree, and include certificates, diplomas, associate degrees, and post-baccalaureate diplomas.

History of Northern Lights College

Northern Lights College can trace its beginning to the time when the Canadian government built the Mid Canada Line, an electronic defense against airborne attack over the north. The line's western-most Sector Control Station was constructed in Dawson Creek, and was operational from 1956-64. When this military station closed, it was purchased by the provincial government and converted into a vocational school. The British Columbia Vocational School-Dawson Creek opened in September 1966, serving primarily the Peace

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

² *BCStats Sub-provincial Population Estimates*. Retrieved on March 8, 2018 from <https://www.bcstats.gov.bc.ca/apps/PopulationEstimates.aspx>

River region. The curriculum for the new school was divided into two areas: pre-employment and pre-apprenticeship.

In 1974, a Regional Advisory Committee was formed by the provincial government to investigate creating a community college in the north. The college would serve the areas of Dawson Creek, Fort St. John, Fort Nelson, Chetwynd, and the Stikine/Cassiar region (this area was serviced by the Alaska Highway, and by air from Fort Nelson). In May 1975, a new Northeastern Community College was created through an Order-in-Council. The legislation authorized School Districts 59, 60, 81, and 87 to participate in establishing a college that would be based in Dawson Creek and would serve the northern third of the province. The name Northern Lights College was selected from entries in a “name the college” contest, and was announced on June 3, 1975. Northern Lights College opened officially in September of 1975, recently celebrating its fortieth year of successful operation in the province of British Columbia.

Campuses and Programming

Dawson Creek Campus: The Dawson Creek Campus was the original location for Northern Lights College, having originally housed the B.C. Vocational School from 1966 to 1975. The City of Dawson Creek has a population of approximately 11,840³ (down 1.3% from the previous year). In addition to land and assets within the city limits of Dawson Creek, Northern Lights College owns 64.75 hectares of land outside the city limits, known as our Mile "0" Farm. At the Dawson Creek Campus, priority space includes the northern Aerospace Centre of Excellence, Health Sciences, and the Centre for Excellence in Clean Energy Technology (CECET). The campus also includes a two-wing Student Housing with a capacity of 192.



Figure 2 Energy House, Dawson Creek Campus

A number of trades and apprenticeship programs are available at the Dawson Creek Campus, with some programs offered at the College’s South Peace Campus. In 2017-2018, Trades and Apprenticeship programs offered in Dawson Creek included Automotive Service Technician, Carpentry, Professional Cook, Heavy Mechanical Trades, Millwright, Plumbing, Welding, and Hairstylist. University Arts and Sciences courses are available at the College leading to a University Arts and Sciences Certificate, an Associate of Arts

³ BCStats2016 Sub-Provincial Population Estimates, p.5. Reference date July 2016; Release date January 24, 2017. Retrieved on March 6, 2018 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.

Degree, or further post-secondary studies. Delivery models include in-class sessions, as well as videoconference delivery.

In 2017-2018, vocational programs at Northern Lights included Aircraft Maintenance Engineering, Wind Turbine Maintenance Technician, Practical Nursing, Health Care Assistant, Esthetics and Nail Care Technology, and Applied Business Technology. The Career and College Preparation (Adult Basic Education) department of the College helps students upgrade toward gaining admission into another academic or vocational program at NLC or to complete their grade 12 diploma requirements.

A wide array of Workforce Training / Continuing Education courses are offered for short term study, upgrading and certification. The Dawson Creek Campus includes admissions/registration, student recruitment, Indigenous education services, learning support services, a library, computer/Internet access, access services, a gymnasium, daycare facility, bookstore, financial aid, and access to city transit.

A notable addition to the Dawson Creek campus is a \$33.02-million new state-of-the-art learning facility for skilled trades (see Figure 3 for the architectural rendering of the new building). The joint federal-provincial investment was announced in August 2016 with \$15.06 million coming for the Province of British Columbia and \$14.57 million from the Government of Canada. Construction for the new trades building commenced March 2017.



Figure 3 Architectural rendering of the new Dawson Creek Trades Training Facility

Construction is 80% complete (See Figure 4 for a construction picture as at April 4, 2018). Northern Lights is actively preparing to move numerous departments and programs over the summer.



Figure 4 New Dawson Creek Trades Training Centre 80% complete

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

Fort St. John Campus: Fort St. John is known as the Energetic City because of its location in the heart of the oil and gas industry in northeastern B.C. Fort St. John is located at Mile 47 of the Alaska Highway, and has a population of approximately 20,363⁴ (down 0.9% from the previous year).

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



Figure 5 Jim Kassen ITC, Fort St. John Campus

⁴ BCStats2016 Sub-Provincial Population Estimates, p.5. Reference date July 2016; Release date January 24, 2017. Retrieved on March 6, 2018 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.

and Apprenticeship programs, and is also home to the B.C. Centre of Training Excellence in Oil and Gas.

Trades and Apprenticeship programs available in Fort St. John include Automotive Service Technician, Commercial Transport Technician, Electrician, Heavy Duty Technician, Heavy Mechanical Trades, Oil and Gas Field Operator, and Power Engineering and Gas Processing. Students in Fort St. John can also begin a university degree by completing first and second year University Arts and Sciences courses on campus. Vocational and diploma programs in Fort St. John include Business Management, Early Childhood Education and Care, Social Services Worker, Education Assistant and Applied Business Technology.

The College's Workforce Training and Continuing Education department offers a wide assortment of general interest and employment-related courses in safety, first aid, oil and gas, computer training and other courses relevant to the community. Campus services in Fort St. John include admissions/registration, financial aid, access services, student recruitment, Indigenous education services, learning support services, library, cafeteria, daycare, computer/internet access, bookstore and access to City Transit. The campus also includes Student Housing with a capacity of 102.

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

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



Figure 6 Fort Nelson campus

The town of Fort Nelson is the largest centre in the

Northern Rockies Regional District, with a population of about 5,272⁵. Fort Nelson is located at Mile 300 on the Alaska Highway, and is the major service hub in northern B.C. between Fort St. John and the Yukon

⁵ BCStats2016 Sub-Provincial Population Estimates, p.5. Reference date July 2016; Release date January 24, 2017. Retrieved on March 6, 2018 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.

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

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

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

Chetwynd Campus: The Northern Lights College Chetwynd Campus is situated in a region with a diverse economy. Forestry and mining play a major role in the Chetwynd region, and the uncertainty of these industries has impacted both the community and the college. Chetwynd has a population of approximately 2,721⁶ people; a decrease of 3.3% from the prior year.

The College currently uses a combination of traditional face-to-face as well as alternative delivery models such as videoconferencing and teleconferencing to successfully and efficiently offer programming to the Chetwynd region.



Figure 7 Chetwynd Campus

The Northern Lights College Chetwynd Campus supports full and part-time students in programs such as Career and College Preparation, Trades and Apprenticeship, and Workforce Training/Continuing Education. Special intakes of trades and apprenticeship programs such as Oil and Gas Field Operations and Welding are offered as funding allows. Many of the programs at the Chetwynd campus have been designed for the regional job market or to provide residents with the foundation they need to continue their post-secondary education.

Continuing in 2017-18, Chetwynd continued to utilize *Community Adjustment Training* funding provided by AEST for programming aimed to upskill unemployed or underemployed residents. Programming included upgrading (i.e., adult basic education) and safety ticket courses.

⁶ BCStats2016 Sub-Provincial Population Estimates, p.5. Reference date July 2016; Release date January 24, 2017. Retrieved on March 6, 2018 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.

The Chetwynd Campus features a team of staff members committed to helping learners achieve their goals. Opportunities exist for in-class learning in a number of areas, as well as distance education for access to programs offered at other locations. Campus services available to students include registration, Indigenous education services, a bookstore, computer/internet access, and financial aid. Library services are available through the Dawson Creek Campus library.

Tumbler Ridge Campus: The District of Tumbler Ridge was established in 1981 as a coal mining community. The population of Tumbler Ridge is approximately 1,976⁷ people. Tumbler Ridge is located 90 kilometres from Chetwynd, and 125 kilometres southwest of Dawson Creek. Tumbler Ridge amenities include a hockey arena, curling club, indoor aquatic centre, and community centre. The community of Tumbler Ridge is transitioning from resource-based economies such as mining to innovative approaches including tourism that can lead to sustainable



Figure 8 Tumbler Ridge Campus

development. Tumbler Ridge is home to world-recognized dinosaur, fossil finds and geopark initiatives that include UNESCO-designated world heritage sites. An attraction to visitors, Tumbler Ridge offers world-class hiking trails, access to a large number of picturesque waterfalls, and groomed ski trails. The Tumbler Ridge Campus is located in the northeast wing of Tumbler Ridge Secondary School, benefitting from the close proximity to the high school with this shared space. The Campus relies on a combination of video-conferencing, teleconferencing and traditional face-to-face formats to deliver programming. The campus provides area residents with opportunities to upgrade their training or education through Career and College Preparation courses, or Workforce Training/Continuing Education. Campus services include a library and computer/internet access. Tumbler Ridge was also a recipient of AEST funding for the reporting period. This funding was targeted at residents 55 years and older and unemployed. Programming included adult basic education, professional office skills, and safety ticket courses.

⁷ *Ibid.*

Dease Lake and Atlin Access Centres: On the western rim of B.C.'s northernmost region are two unique post-secondary operations in the Stikine area - Dease Lake and Atlin. The total population of the Stikine Region is approximately 642 people, a decrease of 1.6% from the prior year⁸. Dease Lake is located in northern B.C. on Highway 37 (Stewart-Cassiar



Figure 9 Dease Lake Access Centre

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

Atlin is a small isolated community in the Northwest corner of B.C. Atlin is approximately a three-hour drive from Whitehorse Yukon or Skagway Alaska. NLC leases a school building from School District #87. The Dease Lake and Atlin Access Centres provide support to part-time and full-time vocational and Workforce Training and Continuing Education courses to the following communities:



Figure 10 Atlin Access Centre

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

Programming in Dease Lake and Atlin is dependent, to a large extent, on funding provided for Essential Skills training and/or demand for workforce training courses. The large geographic distances between communities (i.e., 8 ½ hour drive from Dease Lake to Atlin), the lack of cell phone service across the region, and current bandwidth issues because of its extreme remoteness, all present unique challenges in

⁸ BCStats2016 Sub-Provincial Population Estimates, p.5. Reference date July 2016; Release date January 24, 2017. Retrieved on March, 6, 2018 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>

providing relevant and consistent programming and services to the Stikine Region of the province. Northern Lights College strives to remain active in the region by providing programs and courses in collaboration with a variety of community, education and industry partners. Services available in Dease Lake and Atlin include:

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

Centres of Excellence

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

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

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

The tower also serves as the site for refresher training for high-angle rescue courses that energy companies conduct, many of whom recruit a high number of Northern Lights College graduates. Previous to having access to the NLC training tower, industry partners had to send employees as far as Ontario to receive wind turbine-specific rescue training. With the cooperation of the Dawson Creek campus of Northern Lights College, energy companies are now able to train new employees and conduct re-certifications within BC's Peace River Region. With there being several new wind farms in development for the College region over the next few years, the tower at the College will serve as a main source to train wind turbine technicians locally.

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

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

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

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

secondary education system to address oil and gas education and training needs in the province of British Columbia.

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

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

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

Today the hangar has expanded to 26,000 square feet and NLC's diverse fleet consists of several helicopters – including a Robinson R44, MD500D, AS350D, Hughes 300C, Bell 205 and 206, as well as several fixed-wing airplanes, including a Cessna 180, Cessna 310, Piper Aztec 250, King Air B90, and British Aerospace JetStream 31. Our newest addition to our fleet includes a Messerschmitt-Bölkow-Blohm Bo 105, generously donated by the Canadian Coast Guard. The airplanes and helicopters students work on at the College are working models of aircraft – a distinctive advantage in the field of aerospace training.

Aircraft in the hangar are used for a wide range of tasks including: the 100-hour inspection, tail rotor strikes, heat muffler inspection, weight and balance, and configuration changes. Once the aircraft is incorporated into the program curriculum, students take it apart and reassemble it at least four or five times a year.

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

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

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

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

Partnerships

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

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

An example of collaborative efforts in 2017-18 of the NPSC includes the launch of the StudyNorthBC.ca marketing and branding strategy. This effort has a three-fold purpose: 1) promote the learning opportunities in the north for local students, 2) attract out-of-region domestic students, and 3) attract international students to northern institutions and communities. Selling features for studying in the north that have been identified include limited waitlists, lower tuition, and cost-of-living rates (as compared to the lower mainland), plus the natural beauty of the north region (e.g., stunning geography, history, natural resources, paleontological discoveries, thousand-year-old forests, scenic waterfalls, majestic mountains, volcanos, pristine landscapes, outdoor recreation).

The second example of a long-term partnership that NLC has been part of is Northern Opportunities (NorOpps). *Northern Opportunities* is an innovative northeastern B.C. partnership comprised of Northern Lights College, School Districts (59, 60, and 81), area Indigenous organizations, Chalo school, and local industry and communities with a goal of providing learners a seamless learning pathway from high school

to college. The dual credit model that has emerged out of this partnership has garnered the interest of other post-secondary institutions in the province. In April 2016 the NorOPPs partners were asked to be part of a Dual Credit Forum, entitled *Building Our Dual Credit Future: Strengthening Transitions and Student Success* which was hosted by Camosun College. The three NLC staff (i.e., Registrar, Admissions Officer, and Dean of Academics) attended along with representatives of the partnership to share best practices and lessons learned with audience members. This event is one indicator of the success of the collaborative delivery model for dual credit that allows students to simultaneously earn a high school diploma and receive post-secondary training.

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

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

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

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

As a Regional community college, we provide critical access to Academic, Vocational, Trades and Apprenticeship, Continuing Education and Workforce Training programs and courses. Without this local access many of our students would be unable to achieve post-secondary credentials and training

certifications, and by extension, would be unable to access the jobs that keep our regional economy moving.

Strategic Context

External Context

B.C. Labour Market Projections: Supply and Demand

The College continues to implement the *B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training*. It is estimated that by 2027, British Columbia will have a total of 917,000 job openings across all economic sectors and provincial regions⁹. The Jobs Blueprint also underscores the critical role of post-secondary education and training in meeting the labour demand. Most notable, is that 78% of job openings are expected to require some level of post-secondary education and training, with 42% of positions requiring a certificate, diploma, or apprenticeship training¹⁰. This is an important factor to note, since only 50% of British Columbians (aged 25 to 54 years old) meet this criterion¹¹.

Based on projections, 70% of these openings will be to replace workers leaving the labour force because of retirement, illness, or death¹². This statistic underscores the extent to which B.C.'s labour force is aging. In fact, B.C. has more people reaching retirement age than people entering the workforce¹³. As a result, any growth in B.C.'s labour market demand will be dependent upon greater labour force participation, increased migration and lower unemployment rates.

Over the next decade, nearly two-thirds of projected job openings will fall into four occupation groups; 1) Sales and Service, 2) Business, Finance, and Administration, 3) Management, and 4) Trades, Transport and Equipment Operators and related occupations (see Figure 11)¹⁴. If we look at growth from an industry perspective, we note that nearly one-half of projected job openings fall into four industry groups, namely, 1) Health and Social Assistance, 2) Professional Services, 3) Retail Trade, and 4) Arts, Recreation, and Hospitality¹⁵.

⁹ *BC Labour Market Outlook: 2027*. Retrieved March 6, 2018 from https://www.workbc.ca/getmedia/66fd0e7c-734e-4fcb-b1a6-0454862525a6/BC_Labour_Market_Outlook_2017_Edition_Nov_2017.PDF.aspx

¹⁰ *Ibid*

¹¹ *BC Stats, Socio-economic profile: Northern Lights College region*.

¹² *BC Labour Market Outlook: 2027*. Retrieved March 6, 2018 from https://www.workbc.ca/getmedia/66fd0e7c-734e-4fcb-b1a6-0454862525a6/BC_Labour_Market_Outlook_2017_Edition_Nov_2017.PDF.aspx

¹³ *Ibid*, p. 9. **No longer mentioned in Labour Outlook**

¹⁴ *BC Labour Market Outlook: 2027*. **Chart is different this year**. from <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.aspx>

¹⁵ *Ibid*, p. 16

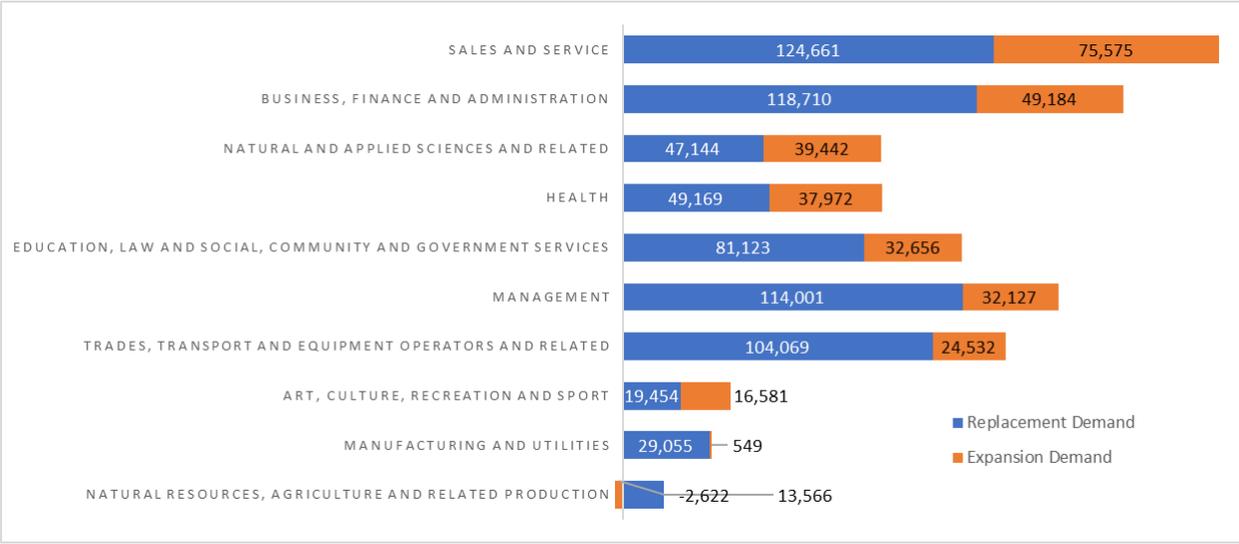


Figure 11 B.C. Job Openings by Major Occupation Group

The Job Opening outlook for North East BC presents a slightly different picture. Primary growth areas for job openings is lead by Trades, Transport and Equipment operators with growth in Management edging out Natural and Applied Science and Related for top four industry groups.

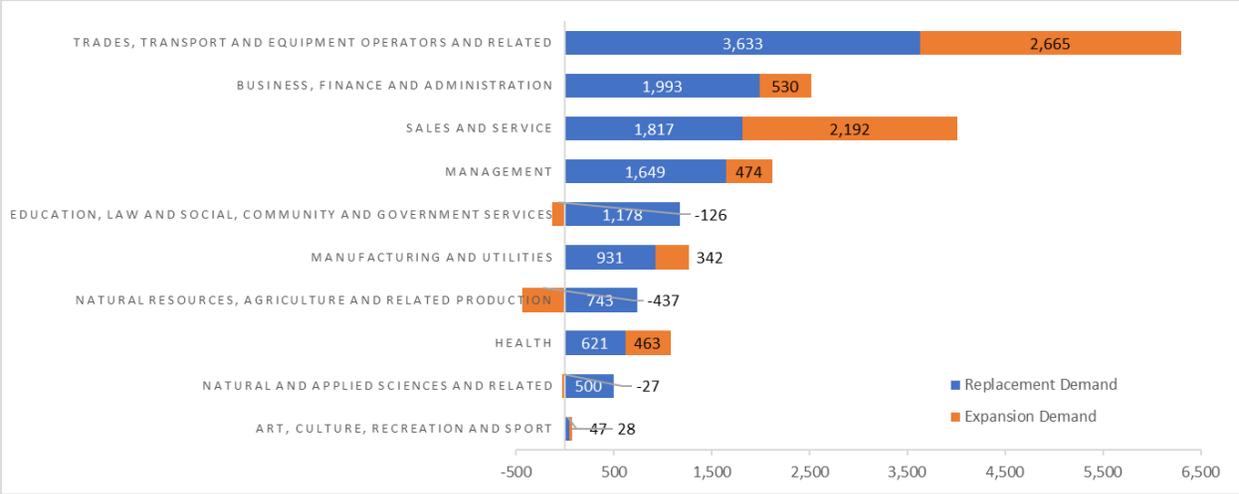


Figure 12 North east Job Openings by Major Occupation Group

It is projected that B.C. will experience growth in both the labour market (1.0% per year through 2027) and Real Gross Domestic Product (2.2% per year through 2025)¹⁶. As Figure 4 demonstrates, supply is expected to exceed demand in 2020, but will tighten as the decade closes.¹⁷

¹⁶ Ibid, p. 14

¹⁷ Ibid, p. 14

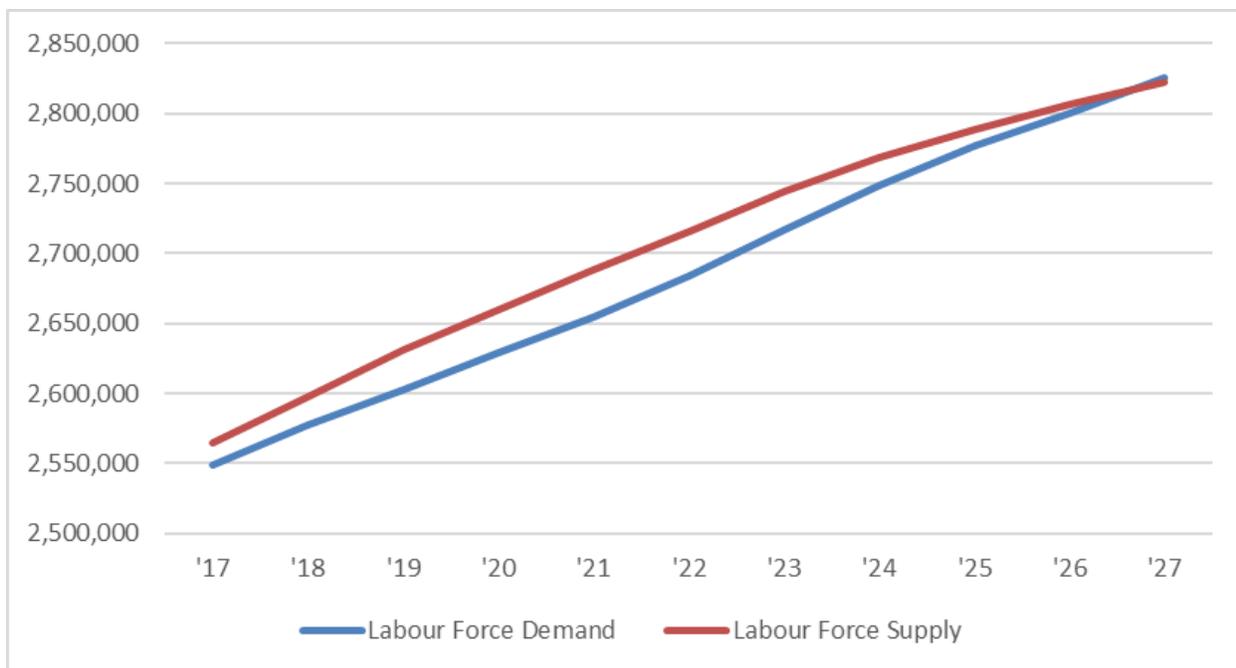


Figure 13 B.C. Labour Market Supply and Demand (2017-2027)

Northeast B.C.: Labour Market Projections

As outlined in the B.C. Labour Market Outlook: 2025, employment demand in the North is projected to be below the provincial rate (0.4% and 1.1%, respectively)¹⁸. Moreover, the Northeast is no longer expected to experience faster growth in employment demand compared to other B.C. regions due to the downturn in the resource sector which significantly impacts this region¹⁹. In keeping with these statistics, there was a decrease in the demand for labour in northeastern British Columbia in fiscal year 2016-2017. However, 2017 shows a marked improvement in unemployment in the Northeast. Figure 14 below demonstrates the unemployment rates (annual) for the province and the Northeast region for a ten-year period (2008-2017).

¹⁸ BC Labour Market Outlook: 2025. Retrieved June 12, 2017 from <https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.aspx>

¹⁹ Ibid

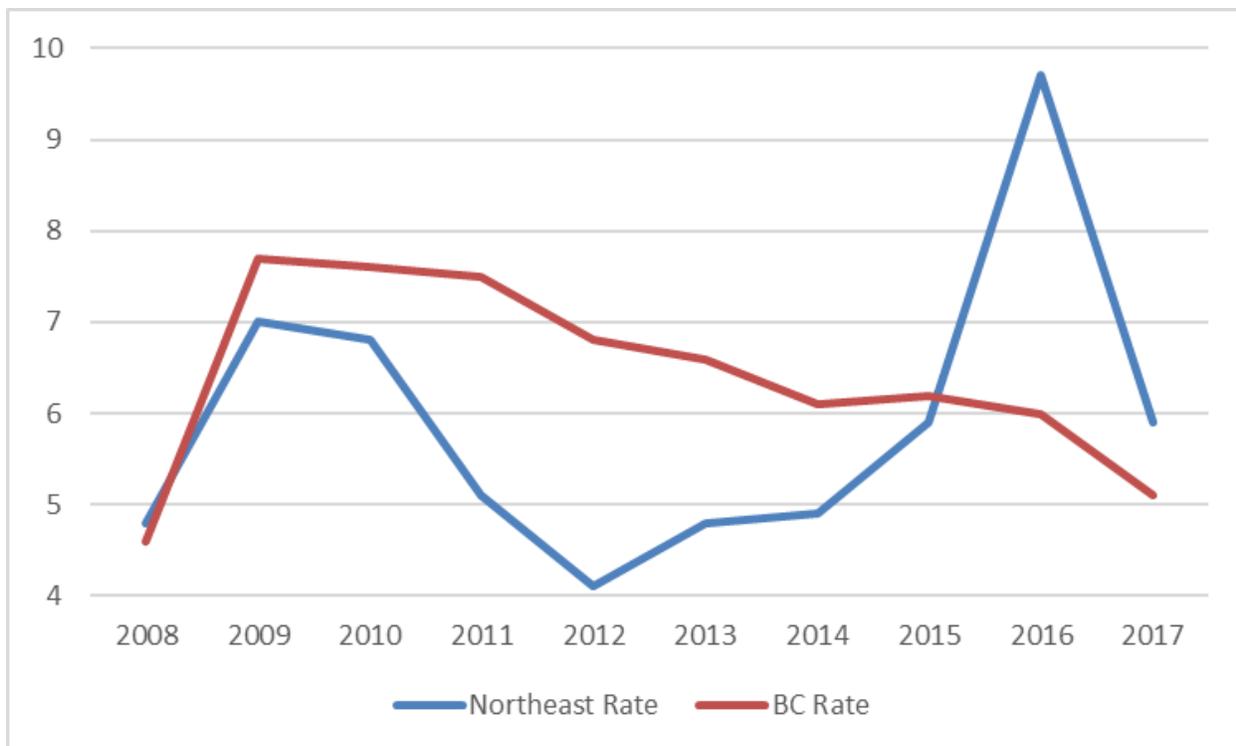


Figure 14 Unemployment rate (%) for Northeast region and BC

The Northeast has typically experienced lower rates compared to the provincial rates. We see evidence of this in Figure 14. What is noteworthy is that this trend spiked in 2016 and is beginning to return to the BC average²⁰.

There announcement from ARC Resources of Calgary that an extremely large pool of oil extending 100 kilometres long from west to east exists in a geographical area known as the Tower Region, located between Dawson Creek and Fort St. John. The estimate that ARC reports is that approximately 9.7 billion barrels of light crude is already known to exist in that field. It will be a significant economic driver in the region and the number of wells and the company indicates that oil production will be expanded as the oil price begins to recover. Production in this oil field is already on-stream producing 26,000 barrels of oil per day²¹.

²⁰ Employment and unemployment rates by industry and development region. Retrieved on April 21, 2018 from <https://www2.gov.bc.ca/gov/content/data/statistics/employment-labour/labour-market-statistics>

²¹ http://www.huffingtonpost.ca/2016/05/26/bc-crude-oil-production_n_10147482.html).

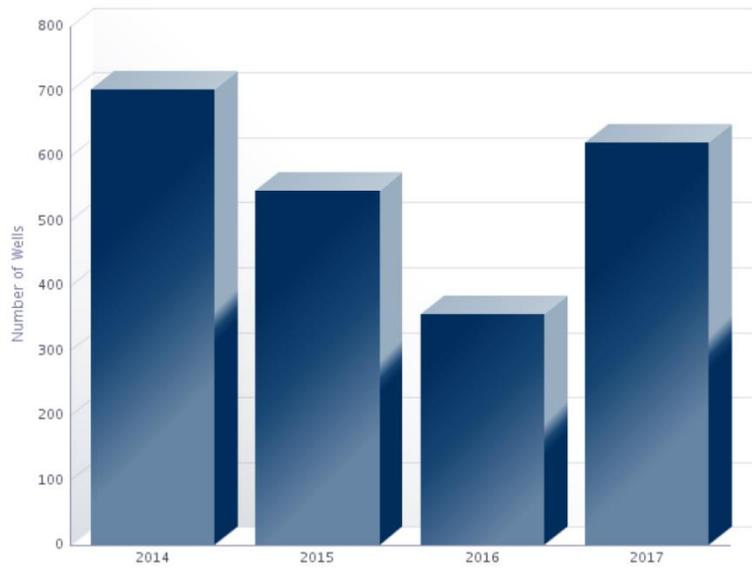


Figure 15 Number of Wells Drilled in B.C. - Annually

The economies of many B.C. Northern communities are based on resources, thus local markets are affected by the implementation of new oil and gas projects, the closing of mines, and the commodity prices and demand. In terms of predicting future recovery in the oil and gas industry in our region, after a decrease of 36% in Western Canada, well activity in BC is up for 2017²².

Although British Columbia will be the most optimistic of all four western

Canadian provinces, the decrease in up-stream production has resulted in a decrease in job opportunities related to the Oil and Gas sector in north-eastern British Columbia²³. Work availability related to the oil and gas service is decreasing; particularly in Fort Nelson²⁴. This trend is expected to follow the rest of the economy as the resource industry becomes less robust and starts to consolidate its assets to accommodate its declining revenue stream. The result is less investment in the resource industry in our region and fewer jobs.

The largest work-related project in the region currently is the Site-C Dam being constructed by BC Hydro on the Peace River at Fort St. John, which got underway in 2016. At February 2018, 2,086 workers were employed²⁵. Work in 2018 will include continue with excavation and earthworks. The College continues to actively engage in discussions related to training initiatives for that project.

²² Number Of Wells Drilled In B.C. – Annually, BC Oil & Gas Commission, retrieved on April 26, 2018 from https://iris.bcogc.ca/reports/rwservlet?prd_ogcr9960a

²³ <http://energeticcity.ca/article/news/2016/04/28/psac-forecasts-no-change-dire-times-canadian-oilfields>

²⁴ Bennett, N. *Business in Vancouver*, August 23, 2016. North's economic boom goes south, Retrieved on June 28, 2017 from <https://www.biv.com/article/2016/8/norths-economic-boom-goes-south/>

²⁵ Site C Employment Statistics, February 2018, Site C Clean Energy Project. Retrieved Apr 26, 2018 from <https://www.sitecproject.com/>

When we consider mining projects that are planned or are currently underway such as such as Brixton Metals' Thorn project²⁶ in BC's *Golden Triangle*, it becomes clear that increased skills training in the Northwestern portion of the NLC Region (Dease Lake and Atlin) is an important consideration. The outlook in 2017 became promising as spending in BC on mining and exploration grew after a five-year period of decline²⁷.

As such, Northern Lights College will therefore continue to participate actively in initiatives such as the Northern Postsecondary Council, Northern Opportunities™ (Dual Credit), and others. The importance of such collaborations is echoed in the following excerpt from the *2014 Final Report to the Premier and Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour Premier's LNG Working Group*:

*"One of the biggest challenges facing major projects is finding ways to attract the workforce to where the work is actually located. Many of the training institutions and opportunities are located in southern B.C. which is away from the location of the work. However, programs like Northern Opportunities™ afford the chance to train in the north and stay in the north. Northern Opportunities™ is a partnership of three northeast B.C. school districts, Northern Lights College, First Nations, and industry that provides young people with a seamless learning pathway from secondary school to post-secondary training leading to career success."*²⁸

Such innovative partnerships as the one illustrated above, hold promise for ensuring seamless educational pathways to employability and for aligning education and training to job market demands; a partnership that may serve as a model for other post-secondary institutions²⁹.

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

²⁶ *Northern BC Mining*, February 23, 2017, Retrieved on June 28, 2017 from <http://northernbcmining.com/2017/02/brixton-metals-provides-project-updates/>

²⁷ B.C. mining and exploration grew last year for the first time since 2012: EY. *Business in Vancouver*, Mar 8, 2018.

²⁸ *Final Report to the Premier and Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour Premier's LNG Working Group – March 31, 2014*. Retrieved on June 28, 2017 from http://www2.gov.bc.ca/assets/gov/employment-business-and-economic-development/employers/additional-labour-resources/lng_final_report.pdf.

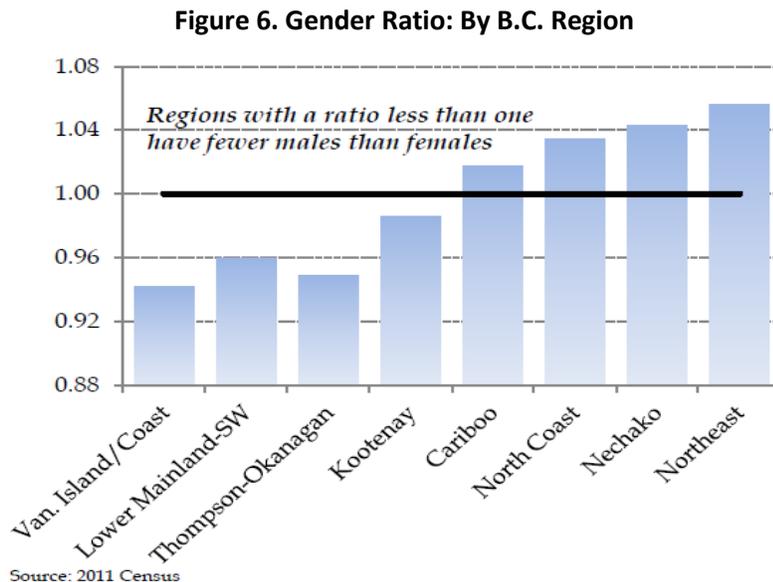
²⁹ http://northernopportunities.bc.ca/wp-content/uploads/2013/03/NOP-Export-Model.FINAL_dec20-2.pdf

Demographic and Social Trends in the Region

Population

Between 2011 and 2016, the population of the Northeast region grew by 4.6%, although this was lower than the provincial rate of 5.6%³⁰. Following two years of population decline and continued decline in the communities of Fort St John, Dawson Creek, and Chetwynd, the Northeast region saw modest net growth in 2017 due to increased population in Taylor and the unincorporated areas of the Northeast.

In terms of age, the Northeast is younger (median age in 2017 was 35.8 years compared to the provincial median age of 42.3 years), and has significantly fewer older residents (10.0% of the population is 65 years or older compared to 18.3% for the province as a whole)³¹. With respect to gender, males outnumber females across Northern B.C. (see Figure 6)³².



Ethnicity

The ethnic composition of the Northeast population is also different from that of B.C. as a whole. In the Northeast, the total percentage of visible minorities is only 1.8% as compared the provincial rate of 21.6%.

³⁰ BC Stats, 2016 Census population and dwelling counts, Issue 17-01, May 2016. Released February 8, 2017.

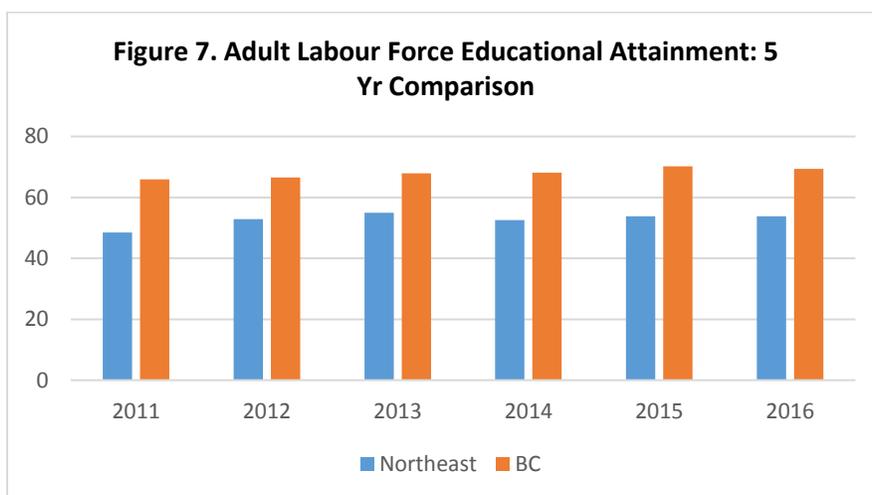
³¹ Statistics Canada, 2016 Census topic: Age and sex Data tables as retrieve April 24, 2018 from <http://www12.statcan.gc.ca/census-recensement/2016/rt-td/as-eng.cfm>.

³² 2011 Census Fast Facts, Toddlers and Teetotallers, BC Stats, <http://www.bcstats.gov.bc.ca/Publications/AnalyticalReports.aspx>.

The Northeast's population of Indigenous people nearly three times that of B.C. as a whole³³ while its percentage of immigrants is significantly less.

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

The educational attainment of the adult labour force living in northeast B.C. remained unchanged in 2016. Namely, 53.8% have earned a post-secondary certificate, diploma or higher³⁴. In comparison the provincial average was significant at 69.4%³⁵. Most notable, is Northeast B.C.'s adult labour force has the lowest level of educational attainment in the province, which has been a consistent trend over time. This is a worrisome trend for our region. The difference can be attributed to a number of factors, one of which is the availability of high paying unskilled jobs. One of the significant opportunities for Northern Lights College is providing pathways for students, at any level, to continue with their education, including their B.C. Adult Graduation Diploma. Albeit lower than provincial rates, the northeast has made gains over the past five years for this indicator, increasing 5.3 percentage points (ppt). Provincial rates have also increased, but only realizing a gain of 3.5 ppt (see Figure 7 below).



Results from the June 2015 Student Transitions Project also provides a picture of lower educational attainment among Northeastern B.C. residents. For example, the immediate entry transition rate for B.C.

³³ *Statistics Canada*, 2006 Census Custom tabulation. <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/Indigenous-peoples-bc/census-profiles-Indigenous-peoples>

³⁴ *Statistics Canada*, *Labour Force Survey, Custom Table*, reported by CPABC, Regional Check-up 2017: Northeast Development Region. Retrieved on June 29, 2017 from [https://www.bccpa.ca/CpaBc/media/CPABC/News Events Publications/Govt%20Relations/2017/2017-NEDR-Report.pdf](https://www.bccpa.ca/CpaBc/media/CPABC/News%20Events%20Publications/Govt%20Relations/2017/2017-NEDR-Report.pdf)

³⁵ *Ibid*

Grade 12 graduates was 53% (in 2012-13), as compared to only 35% for Grade 12 graduates living in the Northeast. Northern Lights College will keep working collaboratively with the School districts in our region, and with Northern Opportunities™, to encourage students to enroll in our dual credit programs; and to pursue postsecondary education upon graduation prior to entering the full-time workforce.

Employment by Sector

Economic structure and employment by industry are basic socio-economic factors that serve to inform the College’s planning of program and services; however differential patterns exist for the Northeast region compared to the province as a whole. This pattern is demonstrated in Figure 8. We see that the service-producing sector employs the majority of workers for both the province and for the Northeast region (80% and 67%, respectively)³⁶. However, the Northeast’s goods-producing sector employs nearly one-third of its workers, while this sector accounts for only one-fifth of the province’s workers.

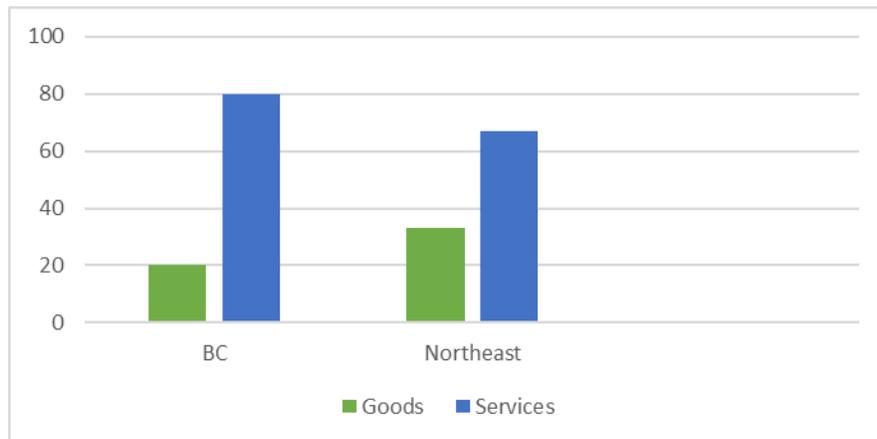


Figure 16 Shares of Employment in Goods and Services Sectors (2015)

Over the longer term, the top three industries expected to achieve the fastest growth are in Services: Nursing and Residential Care Facilities, Other Education, Ambulatory Health Care Services.

³⁶ 2015 Labour Force Survey, Retrieved on June 26, 2017 from <https://www.workbc.ca/Labour-Market-Information/Regional-Profiles/6#section-employment-distribution>

Internal Factors

Considerable systems level work was undertaken at the College over the past year.

Northern Lights College engaged with BCNET to start the move from PLNet to the BCNet network. This service is critical to our servicing model that is heavily reliant on electronic communications to bridge the considerable physical distances between campuses.

With the ever-increasing expectations of service and increasing application bandwidth requirements, the quality of video content was compromised during peak traffic times. The increased bandwidth will improve video conference classes, content quality, audio quality and connectivity. Considerable work has already been completed with the official move occurring in June 2018.

Another initiative that we undertook is to start the development process toward an applied research agenda. As a first step we submitted an application to the Natural Sciences and Engineering Research Council (NSERC). Our objective is to receive institutional eligibility so that we are able to administer grants and awards granted by NSERC. In late 2016, we were approached by University of British Columbia's Clean Energy Research Centre to partner (along with the City of Dawson Creek, PNG, and CleanO2) on a research project that aims to verify the GHG and efficiency benefits of CleanO2's CARBiNX post combustion carbon capture and heat recovery device. Additionally, the project will examine ways to improve the technology and be ready for a wide-scale commercial rollout. While this project is in the planning stages, it holds great promise and provides a tremendous opportunity for Northern Lights College to begin engaging in applied research.

Northern Lights College continues to assess business practices for efficiencies that may be gained. We are enhancing our Colleague system based on an Action Plan developed by Ellucian in December 2016. We performed several usage audits in all areas during the year. Additionally, we implemented the Financial Aid module and Synoptix Financial Reporting. Next year we will be rolling out Self Service for all users.

In addition to our Colleague System a new Student alert and Retention System was implemented. Retention can be challenged by more than a student's academic challenges. Some of these retention issues could be caused by behaviour (in or out of class), illness, stress, anxiety, finances, relationships, housing, and disability support. In most cases, a student's instructor may be the first to notice when something is affecting a student's success in their course or program. This new system provides an avenue

and a process for faculty to request help from the student services team prior to a student's academic failure.

Along with the new Retention System, Northern Lights College also implemented counselling services to all NLC student via in person, telephone, and e-services. Students now have comprehensive online and "e" resources available to them 24-7.

Performance Plan: Goals, Objectives, Performance Measures and Targets

Commitment to true, lasting reconciliation

NLC has a strong commitment to true, lasting reconciliation with our First Nations of British Columbia. This can be demonstrated throughout NLC's strategic priorities: 1) Students, 2) Programming, and 3) People and Culture.

NLC has significantly increased our investment in human resources in Aboriginal Education. Since 2016 we have added the position of Director, increased our complement of Coordinators of Aboriginal Relations by two positions located in Dease Lake and Fort Nelson, and increased hours for Aboriginal Student Advisors from 17.5 hours to 24 hours/week through BC AEST grants. This has resulted in more direct student support, delivery of and participation in many additional cultural events and learning opportunities on campuses across NLC and in First Nation communities across our Region.

We have invested in cultural training and development for our staff and faculty. First Nation Elders have been invited to teach us about classroom safety for our indigenous students, the history of trauma with indigenous communities and the effect on students.

Outcomes:

Increased community consultation and engagement with First Nation Communities.

- NLC has met with Aboriginal Education Coordinators and Managers from McLeod Lake Indian Band, Sauteau First Nation, West Moberly First Nation, Horse Lake First Nation, Blueberry River First Nation, Doig River First Nation, Halfway River First Nation, Prophet River First Nation, Fort Nelson First Nation and the Tahltan Central Government.
- Participation in community events in various First Nation communities such as the Taylor Pow Wow, Stay in School celebrations at Sauteau First Nation, West Moberly, Blueberry First Nation, Horse Lake Treaty Days, Blueberry River Culture Camp, Prophet River First Nation Pemmican Days, West Moberly Days, Blueberry River First Nation Rodeo, McLeod Lake Education Celebration, Fort Nelson First Nation Culture Camp, Fort Nelson First Nation Orange Shirt Day Celebration.
- Staff from our Aboriginal Education Department attended the Horse Lake First Nation and Fort Nelson First Nation Career Days.
- NLC's Coordinators of Aboriginal Relations are part of inter-agency planning committee for National Aboriginal Day 2018.

Indigenizing of NLC's curriculum and development of strong relationships with our First Nations Communities have resulted in the following achievements.

- First Nation consultation took place with local Treaty 8 communities for our Land and Water Resource Program, including Traditional Knowledge within the program. One requirement for completion is attendance to a local Treaty 8 cultural camp.
- In partnership with BC Hydro, NLC is offering the Essential Skills in Trades Program on the Dawson Creek campus for Indigenous students from the Treaty area.
- NLC has delivered the Professional Cook 1 (PC1) program in both Sauteau and Fort Nelson First Nation and plans are underway to continue and expand programming to include higher levels.
- NLC is currently working to indigenize our Physics curriculum.
- NLC is sending two faculty members to the BC Campus Festival of Learning, to hear many topics including Indigenizing Curriculum

NLC Goals and Objectives

Northern Lights College's strategic priorities: Students, Programming, People & Culture are aligned with the Government's commitments: Ministry Commitment #1: Make life more affordable; Ministry Commitment #2: Delivery the services that people count on; Ministry Commitment #3: Build a strong, sustainable, innovative economy that works for everyone.

PRIORITY #1 STUDENTS

NLC will prioritize the academic and career success of our students by redefining the student experience.

Goals:

1. Delivery of exceptional student-centered service to our diverse student and client populations.
2. Providing outstanding campus communities, support services and engagement opportunities that enhance the success of our students.
3. Fostering a campus environment that meets students' evolving cultural, physical and social needs.

PRIORITY #2 PROGRAMMING

NLC will ensure the highest quality of education through relevant and innovative programming.

Goals:

1. Leveraging technology to enhance the education experience.
2. Growth and diversification of our revenue through the expansion of business enterprise, applied research and innovation.
3. Meeting the education and training needs of business, industries and organizations in the college region.

PRIORITY #3 PEOPLE AND CULTURE

NLC will recruit, nurture and retain a diverse faculty who are outstanding educators and an exceptional staff who provide outstanding support to faculty and students.

Goals:

1. Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.
2. Improve College Wellness resulting in fewer claims, fewer lost time days and fewer RIWP complaints.
3. Improve key business processes and infrastructure to fully support all departments and NLC.

Strategic Priority Achievements

NLC Priority #1 Students

NLC has prioritized the academic and career success of our students by redefining the student experience in the following ways:

Goal 1: Delivery of exceptional student-centered service to our diverse student and client populations.

Objective: Expand target audience for initiatives in the Marketing, Communications and Student Recruitment teams.

Outcome: *Realigned the student recruitment department under Marketing and Communications to find synergies between the two divisions and maximize effectiveness.*

Outcome: *We conducted a student survey in April 2018 to all students enrolled in the 2017-2018 academic year to glean information about the effectiveness of NLC's marketing initiatives to better allocate our resources to reach a broader audience. What we learned was, "if it's not online don't do it". As a result, we will refocus our engagement strategy and opportunities, refresh the brand, develop a new website and social media and content marketing strategy.*

Outcome: *To gain knowledge and cultural understanding to better support indigenous learners, Student Recruiters have begun cultural training to become more informed about First Nations issues and challenges entering post-secondary education. NLC has also posted a student recruiter position specifically related to indigenous student recruitment.*

Outcome: *NLC is now working on an overall strategy to identify the network of student influencers that NLC will need to build and strengthen relationships with and keep them informed.*

Objective: Implement a tracking system to assist Student Services to connect with stakeholders to assist students.

Outcome: *November 2017 NLC launched the Early Alert Retention System (EARS). This system assists staff and faculty to connect students with the right supports when struggling with challenges in their studies, finances or mental/physical well being. EARS training is complete and since to date, NLC have seen 64 cases opened under this program, 18 closed and ongoing monitoring and support for those students whose cases have not been concluded.*

Objective: To streamline course and program information on the web and across all students' services to ensure accurate and quality information is available to support student learning needs/choices.

Outcome: *Three new micro-websites have developed specifically to meet the needs of apprentices, students seeking information about financial aid, and prospective students seeking comprehensive cost estimates to attend college.*

Goal 2: Providing outstanding campus communities, support services and engagement opportunities that enhance the success of our students.

Objective: Implement an emotional support system for students.

Outcome: *The keep.meSAFE program launched in fall 2017 offering counselling and wellness supports to complement our current suite of support services. This program provides telephone, chat, online and face- to- face modality options and a free app called MySSP. The assistance is offered in 24 languages offering counselling across our region and many parts of Canada.*

Since September 2017, 115 downloads of the app with 76% of those who downloaded have used one or more service under the program. Of the 12 counselling cases opened, 50% were for mental health reasons, 42% for cultural stress/adaptation, and 8% for assistance in relationship challenges.

Goal 3: Fostering a campus environment that meets students' evolving cultural, physical and social needs.

Objective: Develop a high-level student life plan for NLC.

Outcome: *This project seeks to identify what NLC is currently doing, evaluate and prioritize what resources are required to target new initiatives that are identified through our gathering of information. A meeting was held with numerous stakeholders including student experience, aboriginal education, international education, student services, and student housing to identify events held across all campuses and departments, and identify gaps. A number of goals emerged:*

- *promoting integration among students (trades/academic; those staying in student housing/living off campus; domestic students/international/aboriginal students)*
- *holding family friendly events*

- *promoting health and sports*
- *holding cultural educational events*
- *exposing international students to Canadian cultures*

NLC Priority #2: Programming

NLC had ensured the highest quality of education through relevant and innovative programming.

Goal 1: Leveraging technology to enhance the education experience.

Objective: Implement critical Information Technology infrastructure.

Outcome: *NLC's IT Department is currently undertaking a massive project to changing network providers from PLNet to BCNET. This is being funded by the Ministry of Advanced Education, Skills & Training. The upgrade is a significant improvement and future proofing for NLC's information network. The project timeline is to be completed by June 30th and is in line with provincial targets for completion. We are currently on target with 60% spending complete on labour and 94% on hardware infrastructure.*

Outcome: *NLC's IT Department have also moved to application integration to eliminate multiple user id and logins. With the introduction of Microsoft AZURE and Office365 we have a single sign on process for All Microsoft applications including student email, Web Advisor, TouchNet, Pharos 360, Survey Monkey. We are in process with D2L (completed but not rolled out) and also the Ellucian GO app (contracted but not completed).*

Outcome: *The final phase of upgrades to our video conference rooms to support distance learning is now complete. These key initiatives will form the platform by which all of the programming objectives that are listed below will be built upon.*

Objective: Enhance the quality and/or accessibility of existing programs in order to generate additional domestic FTE's.

Outcome: *Expansion of Alaska Highway Consortium on Teacher Education (AHCOTE) of 8 additional seats for a total of 24 seats for September 2018 intake. The additional seats were secured through funding provided by the BC Public School Employer's Association, in recognition that the AHCOTE program performs a vital role in meeting labour-market demand for teachers in*

Northeastern BC. All members of the Consortium collaborated in this initiative. Members of the consortium are NLC, SFU and SD 59, 60 and 81.

Outcome: Development of Applied Business Technology curriculum for online delivery starting September 2018. Office Assistant Certificate online curriculum development is complete and online delivery will begin on schedule. Curriculum development for online delivery of Administrative Assistant Certificate underway.

Outcome: Augmentation of NLC's Essential Skills in Trades programming as a result of additional funding from BC Hydro to extend throughout the Winter 2018 semester. Curriculum revisions are now underway to incorporate Essential Skills for Trades courses into regular CCP programming in the 2018/2019 academic year.

Objective: Implement new programs that will increase domestic FTEs, Indigenous participation, and accessibility.

Outcome: New programs beginning or open for admission in the reporting period include:

- Land and Water Diploma (beginning in September 2018)
- Indigenous Human Service Worker Certificate (contract delivery starting April 2018)
- Family Resources Advanced Certificate (beginning in September 2018)
- English-for-Academic-Purposes (beginning in September 2018)

Outcome: Transfer agreement negotiations have been finalized for delivery of new Engineering Certificates for transfer agreements with the University of Alberta and the University of Victoria. Program delivery is scheduled to start in September 2018.

Outcome: Difficulty hiring a suitable instructor for the new Interactive Technologies and Gaming Diploma has delayed development and implementation. The challenge is partly due to high industry wages in the technology sector.

Outcome: Investment of a new inventory monitoring system will allow our tool crib staff to better serve our students by maintaining the required levels of supplies required, realize cost benefits through greater purchasing power/bulk purchase pricing by properly forecasting the needs of students and avoid urgent/last minute costs.

Outcome: Approval to hire additional faculty staff to complete D2L information for all program areas.

Outcome: We have purchased eight drone units and are currently investigating curriculum and programming for a drone flight training program for industry and other potential users.

Goal 2: Growth and diversification of our revenue through the expansion of business enterprise, applied research and innovation.

Objective: Renew Workforce Training and Continuing Education

Outcome: NLC's Workforce Training and Continuing Education Department is currently moving through and extension renewal process to better meet the expectations and needs of community, industry and business. We have met with communities across our region to hear clearly, they wish NLC to be the 'hub' of their community, a place where every person can access relevant and affordable academic/vocational, trades and general interest education and training.

Outcome: To date, our Workforce Training and Continuing Education Department has created more than 20 new courses, with offerings on all campuses including Atlin. Marketing and promotion of the course offerings has been challenging and we are working with NLC's Marketing and Communications to pinpoint the most effective forms of advertising to each community.

Objective: Diversify our international student body.

Outcome: To support diversification of our student body, new recruitment efforts have taken our team to Vietnam, the Philippines, China, Turkey, Japan and Korea. The results to date are:

- 1 local representative in Vietnam is now on contract to NLC working hard to share our brand and recruit and support new agents: 21 new agent agreements have been signed in Vietnam
- 4 new agent agreements signed in the Philippines
- 1 new partnership agreement in China
- 10 new agent agreements signed in Turkey
- new online marketing presence with ISAS (International Student Application Services) generating qualified leads from around the globe, and agent contract with IDP, another global agent service
- Applications for May and September are coming in from Vietnam, Philippines, and new agents in other markets

Outcome: *India continues to provide the majority of our applications but we are seeing the results of our efforts in recent months with applications coming from a number of other countries.*

Objective: Foster intercultural learning on campus and in the community, and to share information with the College and community.

Outcome: *To foster intercultural learning on campus and in the community, the department has been very active hosting, volunteering and participating in intercultural events such as the following:*

- *FSJ International Fashion Show*
- *Partnering with SUCCESS to host workshops to support newcomers*
- *International Talent Show for Charity*
- *FSJ International World Fair and Party in the Parka*
- *Maritime Bhangra Dancers at FSJ Association for Community Living, Women's Resource Center, FSJ Senior Care, Guru Nanak Sikh Temple, Special Olympics, Literacy Society and Shaw TV to spread their message about overcoming barriers and celebrating people and diversity.*
- *Multicultural variety show and community event.*
- *Origami workshop at South Peace Seniors Access Services Society*
- *International student volunteers at Access Awareness Day, Dawson Creek Society for Community Living, and SPARC BC*
- *Staff and student volunteers at Multicultural Fusion Festival, 75th Anniversary of the Alaska Highway, Fall Fair Parade, Walk for PEACE, and the AIDS Walk.*
- *Cultural exchange dialogues with students, staff and faculty.*
- *East Meets West, showcase of Aboriginal and Indian traditional dance.*

Objective: Improve international student services and admissions, enhance student life and advising, and improve communication within the department and the college.

Outcome: *International Education support staff increased by 3 FTE.*

Outcome: *International staff each attended a conference with the Canadian Bureau for International Education or BC Centre for International Education in 2017 as part of their professional development to help NLC stay at the cutting edge for post-secondary international education in BC.*

Goal 3: Meeting the education and training needs of business, industries and organizations in the college region.

Objective: To collaborate with First Nations Communities to identify and respond to their needs.

Outcome: *NLC has worked to establish collaborative meaningful relationships with NENAS and Treaty 8.*

Outcome: *The Blueberry River, Prophet River, Fort Nelson and Sucker Creek First Nations are represented in our Oil and Gas Field Operator program.*

Outcome: *Trades and Academic/Vocational divisions have collaborated to develop and implement the Essential Skills program to allow students to upgrade the relevant and required skills to prepare for their chosen trade, through testing and selective upgrade training.*

Outcome: *Students have completed our Professional Cook level 1 and/or Building Maintenance level 1 programs at Sauleau, Moberly and Chalo First Nations. Plans are underway to run these programs in the fall of 2018, in addition to the higher levels (2 & 3).*

Outcome: *We have completed multiple intakes of the new Youth Explore Trades Program (YETS) with 2 intakes in Dawson Creek and 1 intake in Fort St. John. There are three scheduled to run in September 2018 in school districts 69, 70 and 81.*

Outcome: *Delivered ‘Mind over Metal’ summer camp program in summer 2017, and are set to run in summer 2018 for youth in partnership with Trades and Continuing Education department.*

Outcome: *Further plans are underway to work with Kelly Lake First Nations to supply training.*

Outcome: *We are working on possible Building Maintenance type programs for Fort Nelson.*

Outcome: *We are exploring a Barber program which our PAC community has indicated is an in-demand field.*

Outcome: *We are exploring a Brewmaster program, and have enlisted various NLC Business course students to work on a business case over the past semester.*

Outcome: *Steamfitter/Pipefitter programming curriculum development to begin upon receipt of harmonized curriculum information from ITA, as requested by industry and PAC members.*

Objective: Establish and maintain Program Advisory Committees (PAC).

Outcome: *NLC is committed to establishing and maintaining active Program Advisory committees. Work is underway to find new ways to engage industry members due to their schedules and restricted availability to participate.*

NLC Priority #3: People and Culture

NLC will recruit, nurture and retain a diverse faculty who are outstanding educators and an exceptional staff who provide outstanding support to faculty and students.

Goal 1: Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.

Outcome: *Increase in human resources approved in 2018-2019 budget planning cycle to improve capacity in the Human Resources Department to help build capacity to work on recruitment, employee wellness and provide additional supports to our key stakeholders, managers and staff. In 2017 Human Resources ran 173 competitions, processing more than 2300 applications.*

Outcome: *Investment in training and development of staff across all subgroups since the last employee survey results in 2015 in which training and development was one of the key drivers of engagement.*

- *NLC delivered training and development to staff and faculty in a number of areas including customer service, cultural awareness, suicide prevention, early alert response, and a number of Microsoft office applications.*
- *Faculty were supported in attaining the Provincial Instructor Diploma program with 9 graduates in 2017 and 19 currently enrolled in 2018.*
- *The leadership team received support in development of core competencies through programs such as Leading Change at NLC, Values Based Leadership, and Emotional Intelligence in Leadership.*

Objective: Brand NLC as the Employer and School of Choice in the North.

Outcome: *Launched the I Heart NLC campaign to engage with staff and faculty by asking three questions: 1. What do you love most about working at NLC? 2. Why do you choose to stay? 3. What would you tell a friend considering NLC as their Employer? This campaign resulted in an organic and powerful platform to build NLC's brand as the employer of choice. We will be using the testimonials on our new website being developed in 2018 and on social media platforms.*

Outcome: *NLC engaged in a follow up to our 2015 Employee Survey in March 2018. The results are extremely encouraging.*

- *Participation by NLC staff, faculty and administration UP from 70% - 76%*
- *Overall engagement scores are UP 14% from 52% to 72% with core beliefs up by more than 20%*
- *Strong improvement shown in NLC's scores in key driver categories: Senior leadership, Organizational Vision and Immediate Leadership and Innovation.*
- *More work to be done in continuous improvement of communication of NLC's goals and objectives to all levels of the organization, and coaching leaders who are experiencing lower engagement and satisfaction levels in their departments.*

Outcome: *Development of HR portal on website to improve access to information for staff and leadership is currently underway and will be ready for launch of new NLC website late 2018.*

Outcome: *Conducted a pilot project with the Office of the Registrar and Workforce Training and Continuing Education to test a new modality to transfer knowledge. Curriculum is being developed to launch NLC's in house Respectful Workplace Training in 2019.*

Outcome: *Performance Plan and Appraisal Program for all excluded employees is ready to launch in May 2018. This meets PSEC requirements for performance based compensation.*

Goal 2: Improve College Wellness resulting in fewer claims, fewer lost time days and fewer Respectful Workplace complaints by developing a wellness strategy.

Outcome: *Completion of the Health Risk Assessment survey in November 2017. We identified five top priorities to focus on based on level of risk. They were:*

- 1. Healthy eating*
- 2. Weight management*
- 3. Physical activity*
- 4. Coping with stress*
- 5. Depression*

NLC has partnered with a number of gyms in various communities to provide preferred rate programs to NLC's employees and family to improve access to daily exercise.

NLC participates in Mental Health Week and has been running the 'Not myself today' campaign. This workplace mental health is a Canadian Mental Health Association led initiative that helps companies build greater awareness, reduce stigma, and foster safe and supportive cultures. Through attention-getting material, turnkey activities and our tools and resources, we break down barriers and make mental health engaging and accessible to all employees.

In partnership with NLC's Nursing Program, we have launched a NLC's weight-loss challenge on the Dawson Creek campus.

Goal 3: Improve key business processes and infrastructure to fully support all departments and NLC.

Outcome: *Expanded use of NLC's ERP in human resources including error tracking and review.*

Outcome: *Completed review and update of NLC's relocation policy to more provide transparent and clear guidelines and processes that align with BC's Taxpayer Accountability Guidelines.*

Outcome: *Expanded the use of NLC's ERP in financial aid and awards management, including aid recipient tracking and development of a master award catalog.*

Performance Measures, Targets and Results

2017-18 B.C. Strategic Priority Actions: Related NLC Activities and Accomplishments

1. Develop and implement an updated Skills Gap Plan

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

The Ministry provided Northern Lights College additional funding to support innovative training and initiatives to increase the success of people with disabilities in trades/technical programs or programs with high labour-market demand. Northern Lights College created web-based resources, and pamphlets to support students with disabilities who may be in distress. Training has also been provided to trades faculty and staff to recognize students in distress. With this training, students with mental health disabilities or who face poor mental health as a result of their primary disability will have increased support should they be in a crisis situation.

2. Support the #BCTECH Strategy

The *BC Jobs Plan 5-Year Update* report states that "B.C.'s technology sub-sectors, which include information and communications technology, cleantech, engineering, life sciences, and digital media, are growing faster than the overall economy".³⁷ Several new programs recently developed in order to meet the demand for jobs in this growing sector include *digital photography*, *introduction to digital film making*, *Certified Microsoft Technology Associate certificate* (courses aimed to support introductory to mid-level employment skills), and a *diploma in Interactive Technologies and Game Design*.

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

³⁷ *BC Jobs Plan: 5-year Update*, p. 30. Retrieved on June 23, 2017 from https://bcjobsplan.gov.bc.ca/app/uploads/sites/21/2017/03/3797_JobsPlan2016_Booklet_0303.pdf

3. Implement the *Indigenous Post-secondary Education and Training Policy Framework and Action Plan*

The College has invested significantly in implementing the Indigenous Post-secondary Education and Training Policy Framework and Action plan. Details of our actions can be found in ***Commitment to true, lasting reconciliation*** (page 33).

4. Deliver on provincial priorities for international education including two-way flow of students, educators and ideas

The College has followed through on provincial priorities for international education. Details of our actions are outlined in *International Education*, Goal 2: Growth and diversification (page 39).

5. Promote the development and use of online resources and open textbooks

Budget has been committed to moving classroom materials for our Trades programs into our distance learning environment (D2L).

6. Participate in the development and implementation of a common application system

Over the 2017-18 year, the NLC Registrar has been an active participant in the *EducationPlannerBC* project by providing regional representation to the BC Registrar's Association as well as engagement in the *TranscriptsBC* initiative.

7. Promote safe campuses

The College met the Government requirement to introduce policies creating safer campuses. In May 2017, a revised policy on *Sexual Violence and Misconduct* was introduced, followed by an updated policy on *Student Non-Academic Code of Conduct*.

8. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan

Northern Lights College successfully met the financial targets as set out in the Ministry's three-year Service Plan for fiscal year 2017-2018.

9. Participate in the Administrative Service Delivery Transformation initiative

Northern Lights College has been actively engaged in the Administrative Services Delivery Transportation initiative over the last year. The Vice President Finance and Corporate Services is a member for the ASDT Provincial Steering Committee representing Colleges and Northern Post-Secondary Institutions. Northern Lights College implemented in the following initiatives this year: trades equipment, custom brokerage, office supplied, and the elevator maintenance RFP, which saw the College represented on both the working group and evaluation committee.

1. Student Spaces

System objective: Capacity

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

	Performance				Targets		
	2016/17 Actual	2017/18 Target	2017/18 Actual	Assessment	2018/19	2019/20	2020/21
Total student spaces	625	1,481	682	Not achieved	1,495	1,493	1485
Nursing and other allied health programs	38	35	43	Exceeded	35		
Developmental programs	128	226	177	Not achieved	226		

Growth in Total student spaces was challenged significantly by two competing factors in 2017: Flat population growth in the Northeast region and a decrease in the unemployment rate. This reduced the potential for residents to participate in post-secondary. Efforts to reach rural and indigenous populations are underway, but the effect on Total student spaces is yet to be substantial.

2. Credentials Awarded

System objective: Capacity

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

	Performance				Targets		
	2016/17 Actual	2017/18 Target	2017/18 Actual	Assessment	2018/19	2019/20	2020/21
Number	389	368	382	Achieved	376	TBD	TBD

3. Aboriginal Student Spaces

System objective: Access

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

	Performance				Targets		
	2016/17 Actual	2017/18 Target	2017/18 Actual	Assessment	2018/19	2019/20	2020/21
Total Aboriginal student spaces	298	298	263	Not achieved	Maintain or increase over previous year		
Ministry (AVED)	168	168	162	Substantially achieved			
Industry Training Authority (ITA)	131	131	101	Not achieved			

Significant fluctuations in the career opportunities for trades people in Northern BC substantially reduced the number of ITA-funded spaces at NLC and by extension, a proportional reduction in indigenous students. Ministry-funded Aboriginal spaces have also decreased slightly reflecting a proportional result of a year of redevelopment of continuing education programming (non-credit). Two initiatives were executed this year to off-set these changes: partnership delivery of Professional Cook training in Fort Nelson and Saulneau First Nation, and delivery of an Essential Skills in Trades Program for indigenous students. The Essential Skills program saw 18 students enter the institution through non-traditional means and do upgrading specifically geared towards a trade. Six are expected to transition to foundation trades programs.

4. Student Satisfaction with Education

System objective: Quality

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

	Performance						Targets		
	2016/17 Actual		2017/18 Target	2017/18 Actual		Assessment	2018/19	2019/20	2020/21
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	93.5%	2.1%	≥ 90%	92.7%	2.3%	Achieved	≥ 90%		
Former apprenticeship students	97.7%	3.0%		94.5%	3.6%	Achieved			

5. Student Assessment of the Quality of Instruction

System objective: Quality

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

	Performance						Targets		
	2016/17 Actual		2017/18 Target	2017/18 Actual		Assessment	2018/19	2019/20	2020/21
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	89.5%	2.5%	≥ 90%	92.2%	2.3%	Achieved	≥ 90%		
Former apprenticeship students	100.0%	0.0%		100.0%	0.0%	Exceeded			

6. Student Assessment of Skill Development

System objective: Quality

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

	Performance						Targets		
	2016/17 Actual		2017/18 Target	2017/18 Actual		Assessment	2018/19	2019/20	2020/21
	%	+/-		%	+/-		(average %)		
Former diploma, associate degree and certificate students	89.4%	2.6%	≥ 85%	91.8%	2.3%	Exceeded	≥ 85%		
Former apprenticeship students	96.6%	3.1%		93.8%	4.6%	Exceeded			

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

System objective: Relevance

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

	Performance						Targets		
	2016/17 Actual		2017/18 Target	2017/18 Actual		Assessment	2018/19	2019/20	2020/21
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	87.7%	3.4%	≥ 90%	82.9%	4.2%	Substantially achieved	≥ 90%		
Former apprenticeship students	97.4%	3.6%		98.0%	2.6%	Exceeded			

8. Unemployment Rate

System objective: Relevance

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

	Performance						Targets		
	2016/17 Actual		2017/18 Target	2017/18 Actual		Assessment	2018/19	2019/20	2020/21
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	12.9%	2.9%	12.7%	11.6%	3.1%	Exceeded	11.1%	≤ unemployment rate for individuals with high school credentials or less	
Former apprenticeship students	9.3%	5.7%		3.8%	3.3%	Exceeded			

Financial Information

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

https://www.nlc.bc.ca/Portals/0/documents/AboutUs/Administration/2018_NLC_Financial_Statements_Signed.pdf

2017/18 Contact Hour Activity Report

Northern Lights College

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

Campus Name	Onsite ¹ CHE ²				Offsite ³ CHE				Campus Total
	Domestic Students		International Students		Domestic Students		International Students		
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	
Chetwynd	13,494	142			2,173				15,810
Dawson Creek	102,575	102,967	78,381	10,352	9,390	6,819	14,814	335	325,632
Dease Lake	5								5
Fort Nelson	18,179	80			3,289	3			21,552
Fort St John	150,585	62,065	103,336		152,633	1,248	15,495		485,362
Tumbler Ridge	208				185				393
Total	285,046	165,255	181,717	10,352	167,670	8,070	30,309	335	848,753

Notes

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

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

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

Comments/Description of Manual Edits

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For Contact Purposes:

Completed by: Turid Giovannini **Position Title:** Associate Registrar
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Date: 30-May-18

Appendix 1

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

Map of Northern Lights College Region



Map of Northeast Region



Map of North Region

