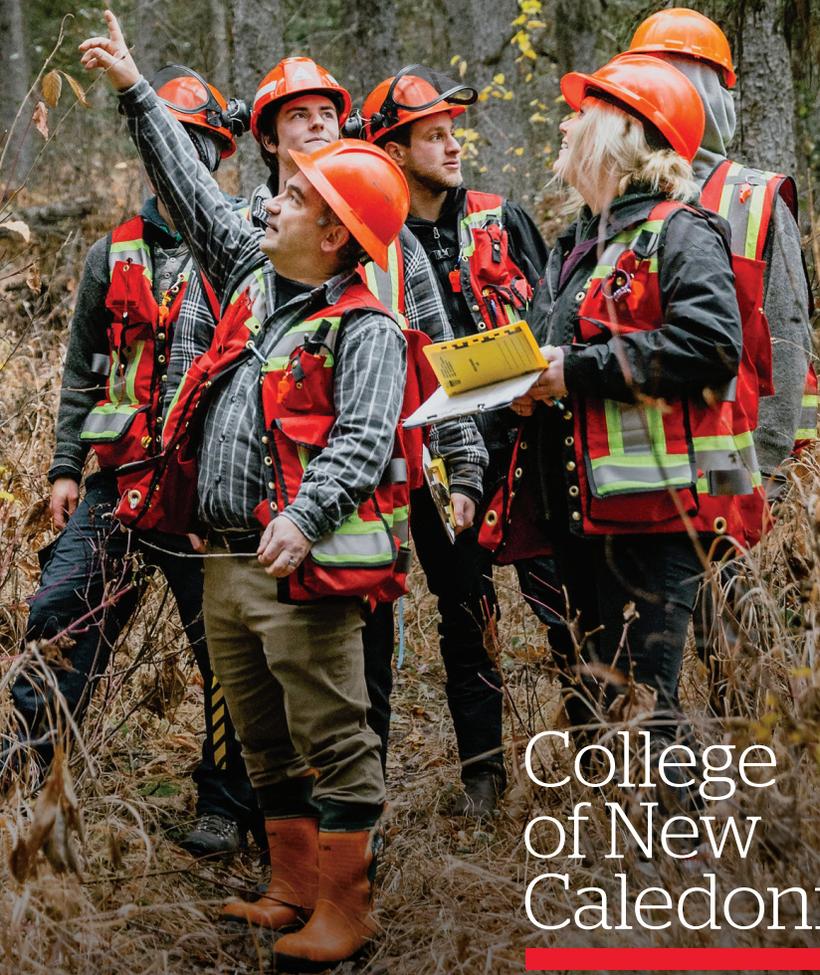


# Institutional Accountability Plan and Report

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2018 - 2019 Reporting Cycle



College  
of New  
Caledonia

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**CNC**



# Accountability Statement

July 15, 2019

Honourable Melanie Mark, Minister of Advanced Education, Skills and Training  
c/o Accountability Branch, BC Ministry of Advanced Education, Skills and Training

Dear Minister Mark,

We are pleased to provide the College of New Caledonia's 2018-19 Institutional Accountability Plan and Report. This document outlines the College's mandate, strategic goals, directions and measurable outcomes, as well as the Ministry of Advanced Education Skills and Training's service planning measures.

A report on 2018-19 outcomes is provided, as is the College's action plan for 2019-20, which marks the third year of the CNC 2016-2020 Strategic Plan. We have implemented CNC's Education Plan, which supports and complements the College's Strategic Plan and the BC public post-secondary strategic objectives and performance measures. We are nearing finalization of CNC's first Aboriginal Education Plan, which outlines the direction CNC will take to identify educational priorities relevant to the Aboriginal communities in the area the College serves.

As Board Chair and President, we accept responsibility for the CNC report and plan and look forward to reporting on its success.

Sincerely,



**Gillain (Gil) Malfair**  
Chair, Board of Governors



**Henry Reiser**  
President

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## Acknowledgments

### First Nations Traditional Territory

The College of New Caledonia is honoured to work with the Aboriginal communities in this region, inclusive of the First Nations, Métis, and Inuit peoples. We acknowledge the graciousness of the First Nations peoples in welcoming those seeking knowledge on their traditional territories. There are many First Nations communities whose traditional territories are located within the region served by the College:

**Binche Whut'en First Nation**

**Cheslatta Carrier Nation**

**?Esdilagh (Alexandria) First Nation**

**Kwadacha Nation**

**Lake Babine Nation**

**Lheidli T'enneh Nation**

**Lhoosk'uz Dene Nation**

**Lhtako Dene Nation**

**McLeod Lake Indian Band**

**Nadleh Whut'en**

**Nak'azdli Whut'en**

**Nazko First Nation**

**Nee Tahi Buhn Band**

**Saik'uz First Nation**

**Skin Tyee Nation**

**Stellat'en First Nation**

**Takla Lake First Nation**

**Tl'azt'en First Nation**

**Tsay Keh Dene Band**

**Ts'il Kaz Koh (Burns Lake Band)**

**Wet'suwet'en First Nation**

**Yekooche First Nation**

### CNC's Aboriginal Partners

It is important to acknowledge the participation of other Aboriginal groups whose support on Aboriginal advisory committees and the Yinka Dene Council contributes to the success of Aboriginal Education at CNC: Carrier Sekani Tribal Council, PG Nechako Aboriginal Employment & Training Association, Métis Nation of BC, New Caledonia Métis Association, Prince George Native Friendship Centre, North Cariboo Family Program, Cariboo Chilcotin Aboriginal Training Centre, Tillicum Friendship Centre, and Aboriginal representatives from the University of Northern British Columbia, School Districts of Nechako-Lakes (91), Prince George (57), and Quesnel (28).

# Strategic Direction and Context

## Strategic Direction

### Institutional Overview

CNC is a public community college dedicated to helping meet the adult and post-secondary educational needs of northern British Columbians since 1969. Serving an area approximately 117,500 square kilometres in size, or 12 per cent of the province, CNC plays an important role in training and educating students in health sciences, trades and technologies, social services, developmental, business, and university studies. CNC has the second lowest BC college tuition for a full-time academic arts program, and students receive practical, hands-on learning, in classes no larger than 37 students. CNC students can acquire the skills they need for a long-lasting, stable, and successful career in as little as 10 months. CNC offers students the ability to easily transfer into the third year of degree programs with universities in BC, Alberta and elsewhere.

First Nations communities are located throughout the College's vast service area, with some being rural and isolated. This makes CNC's commitment to in-community programming and education essential to meeting the social, educational, and economic needs of Aboriginal partners and learners.



**344 Faculty**

**316 Operational**

**56 Administrative**

**716 total employees**

**90+ PROGRAMS**

**6 CAMPUSES**

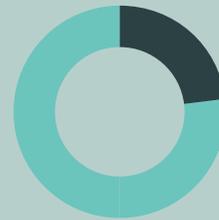
**8,438 Students**



Average age 25



**1,534**  
**Aboriginal**  
**students**  
**23% of**  
**domestic**



**1,667**  
**International**  
**students**  
**20% of total**

Aboriginal students represent **26% to 62%** of students at Fort St. James, Burns Lake, Mackenzie, and Vanderhoof regional campuses.



**From 39**  
**countries**

- 3% Africa
- 93% Asia
- 3% North America
- 1% Other

**The number of**  
**International**  
**students has**  
**increased over**  
**last year by 33%**

3,505 students in Skills (Continuing Education) Courses

5,198 students in Academic, Vocational & Trades

**Students by select program area**



📖 Art & Sciences   📁 Business Management   ⚙️ Developmental   ⚙️ Engineering & Applied Science   ❤️ Health   👤 Human & Social Services   🔨 Trades

**3,828 Full-Time Equivalents (FTE)**

**1,142 in**  
**Trades\***

**498 in**  
**Allied Health\***

**196 in**  
**Developmental\***

\*Excludes International FTE

# Mission, Vision and Institutional Values

CNC's mission statement, vision statement, and institutional values create the foundation for the College's strategic directions.



## Mission

The College of New Caledonia's mission, as a comprehensive community college, is to provide access to lifelong learning and to facilitate the achievement of educational and personal goals. We are responsive to the diverse needs of our students, our employees, and the communities in our region. In a dynamic, consultative environment, we deliver quality programs and promote the success of every student.



## Vision

The College of New Caledonia's vision is to deliver programs and services of the highest standard possible to our learners. CNC will be recognized regionally and internationally for implementing effective learning opportunities, which will increase educational access for our learners. Students, employees and communities will share "one experience" of CNC. Our programs will support the development of local, regional and global leaders.



## Values

At CNC, our values guide the work that we do and the decisions that are made.



**Respect** - We respect and value each individual by being inclusive and embracing the diversity of our learners and college communities.



**Accountability** - We are accountable to each other and to the college community for our actions and for achieving our commitments.



**Integrity** - We act with integrity, fulfilling promises and ensuring open, respectful relationships.



**Transparency** - We conduct ourselves in an open, honest, and transparent manner.



**Relationships** - We work together to advance CNC in its academic mission and in fostering respectful relationships.

## Strategic Priority Actions Report on 2018-19

This section describes progress made toward CNC's strategic priorities during the 2018-19 fiscal year, and reports on progress toward 2018-19 Mandate Letter report requirements. In this section, and throughout the document, Mandate Letter icons have been added to indicate content related to a Mandate Letter report or plan requirement. Report requirements describe progress made during the 2018-19 fiscal year while plan requirements describe the current 2019-20 fiscal. **ML REPORT #1-6** **ML PLAN #1-8**

### Investments in Education

**ML REPORT #6** **ML PLAN #7** CNC's 2019-20 budget continues to invest in students and education, and marks the fourth consecutive year CNC has not faced cuts. This is reflective of CNC's effective fiscal management and a commitment to meeting the Ministry's Service Plan financial targets.

An \$800,000 investment in new full-time faculty positions will allow CNC to maintain excellent teaching and learning environments and keep up with growing student enrolment.

CNC's Digital Delivery Instruction (*DDI*) continued to grow during the 2018-19 fiscal year. DDI technology was expanded to include new server infrastructure that allows delivery to non-college video equipment. The infrastructure upgrades also allow the ability to teach a class across all six of CNC's campuses simultaneously. Additional DDI classrooms were added in Prince George, Quesnel, and Mackenzie to keep up with growing demand. All campus locations were upgraded to allow both sending and receiving of courses.

A multi-year project to improve classroom technology and furniture is slated to begin in 2019-20. This improvement will contribute to a positive, accessible teaching and learning environment for instructors and students.



# New and Expanded Programming

## Heavy Mechanical Trades

**ML REPORT #2c** CNC officially opened its new heavy mechanical trades training facility in September 2018. The new 2,352 square-metre facility provides a modern learning space for students to gain the skills that will prepare them for long-lasting, well-paying careers in industries such as forestry, mining, and transportation. The new facility allows CNC to train 32 more heavy mechanical students by opening additional Apprentice and Foundation Level courses.

## New Vanderhoof Campus

In 2017, the Province provided CNC with \$1.7 million to purchase a new facility that would replace the outdated campus in Vanderhoof. In 2018, a further \$5.2 million in funding was announced for the renovation of two retail buildings on 2.38 acres of land. The renovation is currently underway and these buildings will soon be transformed into a modern post-secondary campus.

CNC recently hosted a public engagement session and collected feedback on a conceptual design of the first and second floor of the new campus, as well as the trades shop. CNC received great feedback at the session from a community that is passionate about the future of education in Vanderhoof. Feedback gathered from the community has been taken into consideration as the renovation project moves forward. Students are expected to begin studies in the new campus in 2020.

## Sonography

**ML REPORT #2c** The Northern Diagnostic Medical Sonography program opened at CNC's Prince George campus in January 2019. It is one of only two publicly funded sonography programs in British Columbia. This is the first time a sonography program has been available outside the Lower Mainland. Admission preference was

given to northern BC candidates to address regional demand by encouraging students who are from the north to study and continue to work in the area.

**ML PLAN #2b** In 2018, BC had approximately 740 sonographers and there will be an estimated 370 job openings between 2018 and 2028<sup>[1]</sup>. The launch of this program demonstrates the importance of partnerships and the responsiveness of CNC to the need of the community it serves. When these graduates enter the workforce, northern residents will not have to travel so far for sonography services and the wait times for these services will be reduced. The number of student spaces in the program's second cohort will increase from eight to 16 during the September 2019 intake.

## Quesnel Power Engineering Expansion

**ML PLAN #2b** The construction phase of CNC's extensive expansion to the trades wing of its Quesnel Campus is on schedule for completion in summer 2019. The \$5 million project includes a new high-pressure steam boiler, an expanded computer simulation lab, a new welding lab, shop, and additional yard space. The renovations ensure power engineering students will study with state-of-the-art equipment and in improved classroom and lab space.

## Work-integrated Learning Opportunities for Business students

**ML PLAN #2c** In January 2019, CNC launched a work integrated learning initiative as part of the business programs' curricula. CNC is using an online platform linking together courses with real-world business projects in BC and across North America. In the first semester, 153 students participated in work integrated learning placements. There are currently 15 CNC instructors participating in the initiative, and CNC is leading a joint proposal with two other colleges seeking

[1] [https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC\\_Labour\\_Market\\_Outlook\\_2018\\_English.pdf.aspx](https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC_Labour_Market_Outlook_2018_English.pdf.aspx). Accessed July 2, 2019.

to expand this initiative throughout northern BC.

## Trails Design and Maintenance

**ML REPORT #2c** CNC's Quesnel campus blazed trails in the industry of trail building with the launch of its innovated Trails Design and Maintenance program in June 2018. The program was developed to address the rising need for quality recreational trails in northern BC as communities seek cost-effective recreation infrastructure for residents and tourists.

## Diploma Trades Programs

**ML PLAN #2b, 2c** Trades training opportunities are expanding at CNC in 2019-20 with the launch of diploma programs. The two-year programs include an enhanced Foundation Level that encompasses curriculum in subsequent Apprenticeship Levels with a co-op training component. The diploma programs allow students to receive more education in the classroom before completing their work-based hours. The Automotive Service Technician, Heavy Mechanical, and Professional Cook programs will be some of the first trades diploma offerings. Students who complete a trades diploma program at CNC may qualify for their first year ITA certification.

## Bringing Trades Training Online

**ML PLAN #2b** In the fall of 2018, CNC launched an Automotive Glass Technician Apprentice certification program using a blended online and face-to-face model. The 16-week course saw students complete 15 weeks online with the last week spent in the shop at CNC applying their knowledge in a practical setting. This online model allows students to get their certification without having to leave work for long periods of time making it more accessible to students. Automotive glass technicians are in high demand in northern BC. The popularity of the program allowed CNC to offer two intakes for students from local glass shops, dealerships, and communities as far away as Terrace, BC.

CNC also partnered with a local restaurant to offer a similar blended online and face-to-face model of Professional Cook Level 1 so employees could continue to work while going to school. CNC is currently developing a blended online and face-to-face model of Professional Cook Level 2.

## Civil Engineering Technologist

**ML PLAN #2b** CNC is in the process of developing a new Civil Engineering Technologist program, which will support a total of 50 spaces by 2021-22. This is the first engineering technologist program in BC to be offered north of Kamloops. In 2019-20, CNC is focusing on finalizing the program's curriculum, development of its lab space, and marketing. The first intake of students is scheduled for September 2020, with an Access program starting in 2019.

CNC hopes to expand engineering technology offerings with Power Engineering Technology and Instrument and Control Engineering Technology program proposals, which have been submitted to the Ministry.

## Dental Hygiene

CNC's Dental Hygiene program successfully launched following a two-year hiatus. The program's new curriculum was reviewed by the accreditors during a site visit in March 2019. The program received high marks for curriculum changes and the complete digitalization of the clinic. The program's outreach was also highlighted including clinic work that helps to provide vulnerable populations, and those who cannot pay or have no dental insurance, much needed dental services.

## Women in Trades

**ML REPORT #1** **ML PLAN #2a** CNC partnered with the Prince George Nechako Aboriginal Employment and Training Association (*PGNAETA*) and the Northern Regional Construction Association to host a Women in Trades program. A cohort of 12 women explored Carpentry,

Electrical, Plumbing, and Computer/Network Electronics Technician. The program inspired women to pursue careers in the trades sector with four students now registered and accepted into Foundation Level trades programs at CNC. The successful Women in Trades program is scheduled to run another cohort in 2019-20.

## Brain Injured Group Trades Exploration

**ML PLAN #2a** The Industry Training Authority (ITA) and Prince George Brain Injured Group (PGBIG) partnered with PGNAETA and CNC to fund and deliver an innovative 12-week Trades Exploration pilot program. A first in BC, the program was developed to help underemployed and unemployed individuals with brain injuries explore trades occupations as a carpenter, automotive service technician, and professional cook as well as gain the skills needed to obtain entry into those industries. Eight individuals from the northern interior are participating in the program at CNC. The program started in March 2018 and by the end of June students will have completed 60 hours in each trade, as well as completed First Aid and Food Safe Certificates.

## Burns Lake Practical Nursing

In September 2018, CNC launched a Practical Nursing (PN) program for the first time in Burns Lake. The program was created to address the need for trained practical nurses throughout central and northern British Columbia. Getting a PN program off the ground in Burns Lake was a multi-year, multi-level process to ensure the program met the highest educational standards. CNC offered a Pathways to Nursing program, allowing students to complete PN program requisites. Through DDI, students were able to complete prerequisite courses, such as Biology 130, without having to leave their community. In the first year of the PN intake at the Burns Lake campus, 45 per cent of the students were Aboriginal.

## Supporting Students

Over the coming year, students will experience enhanced services and extended hours for a number of service-oriented departments. The Library and Resource Centres, Testing and Tutoring Services department, and the Student Services department will all be open to students for extended hours, demonstrating CNC's commitment to meeting the needs of learners.

**ML PLAN #3** CNC provided the CNC Students' Union (CNCSU) with a \$50,000 grant to support the creation of student recreation, mentorship, and ambassador programs at the College. The CNCSU committed to matching funds provided by the College for these initiatives.

**ML REPORT #3** In January 2019, CNC students gained access to 24-hour support services with the introduction of Student LifeLine. This service provides confidential legal, financial, and family consultations, as well as counselling via phone, in-person, video chat, and text chat. This service is also able to connect students to supportive resources and organizations in the community. CNC committed a grant to help fund the efforts of the CNCSU and the BC Federation of Students to bring the full-service assistance program and wellness resource to the College.

**ML REPORT #3** CNC created resource folders guiding staff on how to assist students in distress. These folders will be distributed to all employees with community specific resource information for regional campuses.

**ML REPORT #3** Professional development and training for faculty and staff is a critical step to destigmatize issues around mental health, sexual violence, and overall safety and wellbeing. In 2018-19, CNC focused on providing appropriate training and developing tools to support faculty when dealing with difficult disclosures and conversations of sexual misconduct and violence with students. CNC also rolled out its mandatory online sexual misconduct training program for all employees.

## Reintegration Industry Readiness Training

**ML PLAN #2a** In 2015 CNC Community & Continuing Education received funding from, and started working with, the Canada-British Columbia Workforce Development Agreement, the Industry Training Authority and Correction Services Canada to offer job readiness and workplace certificate training for paroled federal offenders. Students who complete the program have successfully found work in sectors such as construction, maintenance, manufacturing, forestry, social work, transportation, and logistics.

## EducationPlannerBC

**ML PLAN #5** CNC will continue to encourage the use of EducationPlannerBC for all undergraduate applicants, and has plans to improve the layout of EducationPlannerBC to increase functionality for CNC's regional campuses. Furthermore, CNC has an active transcript exchange system for receiving transcripts from high schools and other post-secondary institutions. This system is currently in the testing phase and will work in direct support of the EducationPlannerBC common application system.

CNC was the first college in BC to launch the EducationPlannerBC online application portal and the document uploads tool. The introduction of the portal in January for international students has received very positive feedback and given the College additional statistics on application and conversion rates. This data allows CNC to strategically manage our international enrollment for future semesters.

## Supporting Former Youth in Care

**ML REPORT #2b** CNC has continued to support former youth in care with 26 students currently benefitting from the Provincial Tuition Waiver Program. To help ensure student success, CNC's Financial Aid department checks in with students, and other coordinated services are

available, including tutoring, the Aboriginal Resource Centre, academic advisors, and wellness coaches. In 2019, CNC will hire a Community Navigator, who will provide additional support to former youth in care and help contribute to their success within the post-secondary system.

## Seamless Transition to Post-secondary

**ML REPORT #4** The CNC Registrar and the Vice President, Academic actively participated in forums to discuss K-12 curriculum changes. CNC's Academic Upgrading faculty are working on articulation agreements to support transparent course equivalencies. CNC also recently engaged with the Prince George School District (*SD57*) to define School of Trades and Technologies program entry requirements and course equivalencies. CNC has been in constant collaboration and communication with other post-secondary institutions on their plans for transition to the new BC curriculum. CNC continues to work with the three school districts to expand dual credit across all areas of study.

## Aboriginal Education and Reconciliation

CNC continues to work with Aboriginal communities, partners, and First Nations to ensure the needs of Aboriginal learners in the region are met in culturally appropriate, holistic ways. This section outlines progress toward true and lasting reconciliation made over the past year, and describes plans to continue implementing the Truth and Reconciliation Commission (*TRC*) Calls to Action and the United Nations (*UN*) Declaration on the Rights of Indigenous Peoples. Program specific outcomes and plans are described in Appendix B, while 2018-19 outcomes on CNC specific objectives for Aboriginal Education are described in the Performance Plan section.

## Aboriginal Student Housing

**ML PLAN #1** Many Aboriginal students attending CNC come from remote communities and finding safe and affordable housing is often a challenge. In May 2019, the Ministry of Advanced Education, Skills and Training announced \$2.6 million to construct Aboriginal student housing at CNC's Prince George campus. The housing will offer a culturally supportive space and improve access to post-secondary education and training for Aboriginal students coming from remote northern communities.

CNC will continue to work with the Lheidli T'enneh First Nation and other Indigenous peoples to ensure the housing is a welcoming and safe space for students. Construction is underway and the first intake of students in the Aboriginal student housing is expected by spring 2020.

## Partnerships with First Nations Organizations

**ML REPORT #1** The ITA Apprentice Residential Building Maintenance Worker program Levels 2 and 3 were delivered in Saik'uz First Nation as well as in Fort St. James for Nak'azdli Whut'en and Tl'azt'en First Nation members.

Carpentry Apprentice Level 2 was delivered in Tsay Keh Dene, Fort Fraser, and CNC's Fort St. James campus. These offerings followed previous CNC Trades Foundation programs and allowed students to continue their education close to home. These in-community offerings are also an example of CNC's commitment to community partnerships, as Nechako-Lakes School District (SD91) provided the classroom space in Fort Fraser and use of the trade shop in Fort St. James.

**ML PLAN #1** There are plans for Carpentry Apprentice Levels 3 and 4 to be delivered in fall 2019.

## Industry Collaboration with First Nations

CNC's Vanderhoof and Mackenzie campuses collaborated with Mount Milligan Mine, Nak'azdli Whut'en First Nation, and McLeod Lake Indian Band to deliver two offerings of Pre-Employment Training and Employment Readiness (*PETER*) program. This training program provides students with mine site-specific safety training, workplace readiness skills, and an introduction to the mining industry. One-year work placements were given to all graduates of the program, which supports students to round out their educational experience with hands-on workplace skills. This past March, the team behind the PETER Program was invited to present at the Prospectors and Developers Association of Canada Convention in Toronto – the largest mining conference in Canada. Presenting as a team, they spoke about the success of the program and the importance of collaboration in community-focused initiatives.

## First Nations In-community Course Delivery

**ML REPORT #2a** CNC offered academic upgrading at all campuses and in Saik'uz First Nation, McLeod Lake Indian Band, Cheslatta Carrier Nation, Takla First Nation, and Wet'suwet'en First Nation. This in-community course delivery increases the accessibility of education, fosters strong relationships with First Nations within the region, and empowers students to achieve their educational goals while staying close to home. DDI equipment will be operating in Cheslatta Carrier Nation in the fall of 2019, and in Takla First Nation in 2020.

## Investing in Aboriginal Education: The Right People

**ML PLAN #1** An Associate Director of Aboriginal Education position has been created, and CNC will be looking to fill the position in late 2019. This position will work closely with the Executive Director of Aboriginal

Education to challenge the systems and philosophies of the College in support of diversity and equity, while working collaboratively to improve the systems, services, and engagement for Aboriginal learners. The position will also play an important role maintaining and growing positive relationships with advisory committees, community groups, government bodies, non-government agencies, school districts, and private businesses throughout the region and province on matters related to serving the needs of Aboriginal learners. This position will be in close contact with First Nations communities to ensure CNC's operations and systems align with the needs of Aboriginal learners in the region.

**ML PLAN #1, #2a** New to CNC this year is a Community Navigator position. This position will be part of CNC's overall plan to develop a comprehensive strategy to increase the success of Aboriginal learners and support former youth in care as they enter and navigate the post-secondary education system.

## Aboriginal Recruitment Officer

**ML PLAN #1** To support the largest demographic seeking post-secondary education in the region, CNC has created an Aboriginal Recruitment Officer position. This recruiter will focus on building relationships with, and understanding the educational needs of, the First Nations communities whose traditional territories are located within the region served by the College.

## Indigenization as Consideration for New Program Proposals

**ML PLAN #1** CNC's Aboriginal Education department is working with the Education Council to amend the program proposal system and directly embed the requirement of curriculum Indigenization for all new program proposals. This process amendment would require that all proposals submitted must address the possibility of Indigenizing the curriculum.

## Aboriginal Education Plan

**ML PLAN #1** CNC is in the final stages of developing an Aboriginal Education Plan that will guide the College's activities and services in support of Aboriginal students and communities over the next five years. There were many conversations and formal consultations that took place within the region, with targeted engagement of the First Nations communities that CNC serves.

**ML REPORT #1** CNC's commitment to aligning initiatives with the TRC's Calls to Action is an Education Plan commitment, which has recently been incorporated into CNC's annual college-wide Planning and Accountability Model. During 2018-19 fiscal year, CNC amended the funding model for Aboriginal access instructors by funding these positions with base dollars to ensure the services are available to students every year.

## International Education

CNC's international student population experienced another year of growth in 2018-19. The College welcomed 1,667 individual international students representing 39 countries.

**ML REPORT #5** **ML PLAN #6** The International Education department is in the development stages of an International Education Strategy for CNC. The growing number of international students and the need for specific student and instructor supports have been key topics and are a continued focus in the International Education Strategy looking ahead. The College has been working with the Ministry and the BC Council for International Education and looks forward to continuing to collaborate and support the international education activities and priorities of BC.

## International Projects and Partnerships

In March 2019, CNC wrapped up a three-year capacity-building project in Tanzania through Colleges and



Institutes Canada's Improving Skills Training and Employment Programs (*ISTEP*). Since 2016, CNC has collaborated with the Shinyanga Vocational Training Centre to develop a heavy-duty equipment mechanics program that aligns with the mining industry requirements of Tanzania. The scope of the project also included gender equity, environmental issues as well as marketing and career development.

CNC has successfully secured funding for two additional ISTEP projects in Chile and Peru.

In July, 2018, CNC became the first post-secondary institution in Canada to form a partnership with the Zhejiang Australian International Career Centre (*AICC*) through the signing of a MOU. Starting in the tenth grade, Chinese students work with Zhejiang AICC for three years developing skills, such as English proficiency, to prepare them to study abroad at CNC. Zhejiang AICC will support students through their entire international education experience including visa applications and relocation to Canada. The first intake of students from this Chinese-Canadian education program is expected to arrive at CNC in three years.

## Balanced Approach to International Education

**ML REPORT #5** CNC continues to create opportunities for domestic students and employees to study and work abroad. CNC's study abroad program experienced a record year in 2018-19 with 38 students and 12 faculty and staff going to India, Costa Rica, Greece, Italy, Jamaica, Japan, and Korea. CNC plans to continue to grow the number of students studying abroad by supporting students to access the funding recently announced in the federal government's International Education Strategy.

**ML PLAN #6** CNC is committed to creating global citizens and will continue to expand and promote study abroad opportunities in 2019-20. CNC's Vice-

[2] <https://www.bcstats.gov.bc.ca/apps/PopulationEstimates.aspx>. Accessed June 20, 2019.

[3] <https://www.bcstats.gov.bc.ca/apps/PopulationProjections.aspx>. Accessed June 20, 2019.

[4] <https://catalogue.data.gov.bc.ca/dataset/bc-schools-six-year-completion-rate>. Accessed June 20, 2019.

President, Academic, met with senior leaders from other BC post-secondary institutions at the BCCIE Summer Conference in June 2019 to discuss strategies to engage domestic students and faculty in outbound international opportunities.

## Document Uploads for International Students

In January 2019, CNC became the first post-secondary institution in BC to launch Document Uploads for its international applicants. This development was well received by CNC's international agents and resulted in the College receiving 1,068 applications that required the submission of 3,723 documents in January and February of 2019.

## Strategic Context

### External Environment

#### Population and Demographics

The New Caledonia College Region population experienced minor growth between 2017 and 2018<sup>[2]</sup> and is projected to keep growing. Regional District population estimates from 2018 onward reflect continued stability with minimal growth within the Bulkley-Nechako, Fraser-Fort George and Cariboo regions.<sup>[3]</sup>

#### High School Completion Rates

In the three school districts within the New Caledonia College Region (*Nechako Lakes SD91, Prince George SD57, and Quesnel SD28*), an average of 78 per cent of all students graduated Grade 12 within six years of beginning Grade 8<sup>[4]</sup>. For Aboriginal students, the average across the three districts is 69 per cent and

shows an overall increasing trend for the past five years (*from an average of 53 per cent in 2013-14*).<sup>[5]</sup>

### Aboriginal Population

Aboriginal populations in the three Regional Districts are growing. From 2006 to 2016: the Cariboo Regional District grew 13 per cent, Fraser-Fort George grew 28 per cent and Bulkley-Nechako has grown three per cent.<sup>[6][7]</sup> Aboriginal populations in the regions have demonstrated a strong desire to access education, training, and jobs close to home. As reflected in the high school completion rates shown above, the number of Aboriginal students successfully completing high school and becoming post-secondary and/or employment-ready is also growing.

This will have an impact on the need for programming and the demand for education and training, especially at CNC's regional campuses, which have the highest proportion of Aboriginal learners.

### Aging Population

Due to the province's aging population, health care will be a top industry group for job openings in the North Coast/Nechako and Cariboo labour market regions throughout the next decade.<sup>[8]</sup> CNC has a proven history of educating generations of health care providers in northern British Columbia. The College's health sciences programs combine a strong knowledge base with extensive hands-on experience in health facilities across the province. Increasing CNC's existing capacity to educate more students in these programs would be a positive step toward meeting the expected labour demand.

### Downturn in the Forest Industry

The forest industry is one of BC's prominent and long-standing industries and has been a major economic

[5] <https://catalogue.data.gov.bc.ca/dataset/bc-schools-six-year-completion-rate>. Accessed June 20, 2019.

[6] 2016 Census for all regions Aboriginal Population Profiles: <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/abpopprof/index.cfm?Lang=E>. Accessed July 5, 2019.

[7] <https://www12.statcan.gc.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>. Accessed July 5, 2019.

[8] <https://www150.statcan.gc.ca/n1/daily-quotidien/170503/g-a002-eng.htm>. Accessed June 24, 2019.

[9] [https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC\\_Labour\\_Market\\_Outlook\\_2018\\_English.pdf.aspx](https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC_Labour_Market_Outlook_2018_English.pdf.aspx). Accessed July 2, 2019.

driver in the Northern Interior. Wood product manufacturing employment rates are expected to decline by 0.1 per cent over the next five years, and will further decline by 0.4 per cent during 2023 to 2028.

<sup>[9]</sup> The mountain pine-beetle epidemic, the spruce bark beetle infestation, followed by record years of forest fires have significantly decreased BC's timber supply.

Many sawmills in northern BC and across the province have scheduled downtime. Some have reduced the number of shifts while others have closed their doors indefinitely. This downturn has left hundreds out of work.<sup>[10]</sup> Many of these now unemployed or underemployed individuals have been working in the industry for years and will need training and support to make successful career shifts. CNC hopes to collaborate with government, the forestry industry, First Nations, and other training providers to support those affected by the downturn in the forest industry.

## Coastal GasLink Pipeline Project

The recently approved Coastal GasLink Project is a 670 kilometre pipeline that will deliver natural gas from northeastern BC to the Liquefied Natural Gas (LNG) Canada facility in Kitimat, BC. This project will have four pipeline contractors, requiring a total of 2,000 to 2,500 workers in roles such as supervisory and field administration staff, welders, pipe fitters, equipment operators, laborers, and drivers. This project will have a significant economic impact in the region, creating additional employment opportunities including forestry contractors, cooks and red seal chefs, equipment operators for snow removal, electricians, carpenters, heavy duty mechanics, auto mechanics and more. CNC is looking forward to continuing engagement with TC Energy and supporting their training and educational needs throughout the life of the project.

## Regional Labour Market and Training

The area CNC serves is divided amongst the Cariboo and North Coast/Nechako labour market regions in the British Columbia Labour Market Outlook: 2018 Edition. The Cariboo labour market region, which encompasses Prince George, Quesnel and Mackenzie, is expected to see 19,080 job openings between 2018 and 2028. The majority of these openings are due to retirement with only 10 per cent projected to be the result of economic growth.

The North Coast/Nechako labour market region, which includes Burns Lake, Vanderhoof and Fort St. James, is expected to have 12,990 job openings throughout the next decade with 29.3 per cent related to economic growth.<sup>[11]</sup>

Jobs requiring a diploma, certificate or apprenticeship training will account for 41 per cent of openings in British Columbia between 2018 to 2028. This makes up the largest educational component of job openings in BC throughout the next decade. As an institution providing quality, industry-relevant diplomas, certificates, and apprenticeship training, CNC will continue to play an essential role in educating workers in northern BC and beyond. Jobs requiring bachelor, graduate, or first professional degree from the second highest educational requirement for job openings at 36 per cent. CNC's University Studies programs will continue to be an affordable starting point for students as they embark on their educational path.<sup>[12]</sup>

The largest employment industries of both labour market regions are comprised of wholesale and retail trade, manufacturing, health care and social services. While employment in both regions continue to rise, growth rates are lower than the provincial rate of 1.1 per cent.<sup>[13]</sup>

CNC continually considers and integrates labour market and training needs with educational programming and direction to best serve our regional communities.

[10] <https://www.woodbusiness.ca/heres-how-many-bc-sawmills-have-taken-downtime-so-far/>. Accessed June 27, 2019.

[11] [https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC\\_Labour\\_Market\\_Outlook\\_2018\\_English.pdf.aspx](https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC_Labour_Market_Outlook_2018_English.pdf.aspx). Accessed June 20, 2019.

[12] [https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC\\_Labour\\_Market\\_Outlook\\_2018\\_English.pdf.aspx](https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC_Labour_Market_Outlook_2018_English.pdf.aspx). Accessed June 20, 2019.

[13] [https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC\\_Labour\\_Market\\_Outlook\\_2018\\_English.pdf.aspx](https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC_Labour_Market_Outlook_2018_English.pdf.aspx). Accessed June 20, 2019.

Through the work of Aboriginal liaisons at all six campuses, CNC is actively involved with Aboriginal communities to identify and deliver relevant training opportunities.

## Internal environment

### CNC's Planning and Accountability Model

CNC has entered the fourth year of its 2016-2020 Strategic Plan – Promoting Student Success. Since the plan's inception, the College established an annual department and campus planning system that aligns with its strategic priorities. This allows CNC to track progress and consistently report on institutional metrics. The establishment of this planning system is in direct alignment with CNC's institutional value "Accountability" and supports annual and transparent reporting to the CNC Board of Governors and the college community.

For the 2019-20 planning year, the College moved this planning system into an online dashboard allowing departments and campuses to populate, review, circulate, and publish plans. This dashboard simplifies the submission and approval process and allows all CNC employees to view plans from around the college, thus increasing transparency and enhancing communication.

### Administrative Performance and Development Planning

The Administrative Performance and Development Planning (PDP) system was aligned with the department and campus planning framework in the fall of 2018. This alignment ensures a seamless flow of functional unit goals during the annual planning stages through to administrator accountabilities during the performance management and review period. The PDP system will also be moved into a similar online format during 2019-20 to support accountability and efficiency throughout the college's annual planning cycle.

## Finding the Right People

CNC has faced a number of challenges finding qualified candidates to fill positions central to the College's ability to serve students. Currently, the Vice President, Student Affairs and the Director of Student Services positions are vacant and have been for some time. To address these challenges, CNC is working with a recruitment firm to find appropriate candidates. Hiring challenges are not unique to CNC as many employers, including the University of Northern British Columbia, have been unable to fill several of their vacant positions. CNC is participating in a workforce analysis study led by the City of Prince George, which will help to define the current situation, identify reasons underlying the challenges, and guide the development of strategies to address these challenges.

## Transitioning the New President

In September 2018, CNC President Henry Reiser announced he will retire at the end of his full-term and fifth year as president in June 2019. CNC established a presidential search committee with members representing different parts of the College community. CNC's Board and Executive Committee are preparing for a successful transition to a new president in the fall of 2019.

## 50th Anniversary Celebration

In 2019-20, CNC will celebrate its 50th Anniversary. Plans for a celebration event are in development, and many are looking forward to opening the CNC time capsule, sealed 25 years ago. CNC is looking forward to reconnecting with alumni for this celebration.

## Growing International Student Body

Throughout the past five years, CNC's international student population has experienced dramatic increases. This has resulted in challenges in course availability and student supports. CNC heard concerns voiced by some

of its international student population at a forum hosted by the CNC Students' Union (CNCSU) in the summer of 2018. Since then, CNC has continued to engage in positive dialogues with the CNCSU and international student population to address issues and improve services, supports, and campus life. CNC proactively maintains waitlists, and offers additional sections of popular courses to address seat availability constraints.

## Space, Infrastructure, and Information Systems

CNC's Facilities Services has worked hard to renovate existing space for programs such as Sonography and Civil Engineering Technologist, but available physical space on campus is reaching its capacity. The growing number of course offerings is also creating a shortage

of faculty office spaces. CNC was recently asked by Northern Health to invest in Pharmacy Technician, Rehabilitation Assistant and Magnetic Resonance Imaging (MRI) Technician programs to meet needs in the region. At this time, physical space is the limiting factor to pursue these program proposals.

CNC installed the current Student Information System (SIS) along with a number of ancillary systems (*Finance, Human Resources, Procurement, etc.*) over two decades ago. The original installation of the SIS does not reflect the quantity of significant changes in current business practices. The current structure limits or prohibits CNC's ability to take advantage of new technology or functionality already inherent in those systems. CNC will need to re-implement portions of the SIS and other systems in order to maximize opportunities that will directly impact service to students.



# Performance Plan

## Goals and Objectives

### INSTITUTIONAL GOAL: STUDENT SUCCESS

Support and enhance the student experience to enable the engagement and success of our learners.

Institutional Objective	Aligns with	Key Strategies
<b>1.1</b> Ensure quality, relevant, and responsive curriculum and programs.	Quality Relevance	<ul style="list-style-type: none"> <li>Continued implementation of CNC's Education Plan to ensure a common academic standard, vision, and direction is applied across all programs and campuses.</li> </ul>
<b>1.2</b> Increase access to quality educational opportunities through a variety of learning delivery methods.	Access	<ul style="list-style-type: none"> <li>Support programs and regional campuses to adhere to the newly developed Program and Community Advisory Committee policies.</li> <li>Increase access to education by establishing the entrance awards system, and continuing to grow the number of scholarships and bursaries available to students.</li> </ul>
<b>1.3</b> Increase partnerships and agreements with community organizations and educational institutions.	Relevance	<ul style="list-style-type: none"> <li><b>ML REPORT #2a</b> Expand English Language Learning offerings to meet growing demand</li> <li>Establish International Education strategy to guide CNC through the period of growth and ensure the needs of students, faculty, the college, and the community are being met.</li> </ul>
<b>1.4</b> Increase student engagement in international activities and ensure a balanced approach to International Education.	Mandate Letter: Balanced approach to International Education	<ul style="list-style-type: none"> <li>Continue to expand transfer options for students to other post-secondary institutions provincially, nationally, and internationally.</li> </ul>
<b>1.5</b> Increase the number of articulation agreements.	Access	

### INSTITUTIONAL GOAL: SERVICE AND EXPERIENCE

Ensure quality service and an excellent experience for students, employees, and all stakeholders engaging with CNC.

Institutional Objective	Aligns with	Key Strategies
<b>2.1</b> Ensure quality integrated, user-focused and efficient systems and services.	Efficiency	<ul style="list-style-type: none"> <li><b>ML PLAN #4</b> Ensure that students are able to seamlessly transition into CNC with the implementation of the new BC Graduation Program. CNC will also work with the Education Council to implement and amend internal methodology and systems to ensure transition to college is transparent and supports students.</li> </ul>
<b>2.2</b> Ensure future renovations to college campuses maximize accessibility for all users.	Access Mandate Letter: Improving access to education	<ul style="list-style-type: none"> <li>Engage front-end, service-oriented, and public-facing departments in customer service training to ensure consistent quality service.</li> <li><b>ML PLAN #8</b> The CNC Board of Governors approved the two percent tuition increase for the 2019-20 fiscal year, and required that the additional funds from the increase be dedicated specifically to enhance the support and development of students.</li> </ul>
<b>2.3</b> Develop process for receiving feedback.	Efficiency	<ul style="list-style-type: none"> <li><b>ML PLAN #5</b> Continue to actively participate in the implementation of the EducationPlannerBC common application system for undergraduate applicants.</li> <li><b>ML PLAN #5</b> Implement the exchange system for high school and post-secondary institutions transcripts, which will work in direct support of the EducationPlannerBC common application system.</li> </ul>
<b>2.4</b> Improve student and employee safety and overall wellbeing	Mandate Letter: Mental health and sexual violence supports	<ul style="list-style-type: none"> <li><b>ML PLAN #3</b> Provide student support folders and formal training to all faculty and staff. Develop consent and bystander intervention training and safe disclosure of sexual misconduct training to better support survivors of sexual violence.</li> </ul>

## INSTITUTIONAL GOAL: ABORIGINAL EDUCATION

Work in collaboration with Aboriginal communities to incorporate Aboriginal cultures throughout CNC campuses and programming.

Institutional Objective	Aligns with	Key Strategies <b>ML PLAN #1</b>
<b>3.1</b> Support Aboriginal students to participate, complete, and be successful in CNC courses and programs.	Access Mandate Letter: TRC Calls to Action and UN Declaration	<ul style="list-style-type: none"> <li>Develop and implement an Aboriginal Education Plan to guide the College in its support of Aboriginal learners with targeted and culturally relevant support services.</li> <li>Expand services targeted to Aboriginal learners to enhance their experience and probability of success.</li> </ul>
<b>3.2</b> Incorporate more Aboriginal culture, history, teachings, and knowledge in CNC courses, programs and on campus.	Relevance Mandate Letter: TRC Calls to Action and UN Declaration	<ul style="list-style-type: none"> <li>Continue to support the Centre for Teaching and Learning and the Indigenization Committee to increase inclusion of Aboriginal culture, history, teachings, and knowledge in CNC courses, programs and on campus.</li> <li>Embed the curriculum Indigenization consideration into the Education Council's course and program proposal process.</li> </ul>
<b>3.3</b> Develop a CNC Aboriginal Education Plan that supports student success and responds to the TRC Calls to Action and the UN Declaration.	Mandate Letter: TRC Calls to Action and UN Declaration	<ul style="list-style-type: none"> <li><b>ML PLAN #2a</b> Actively recruit an Associate Director of Aboriginal Education and Community Navigator to contribute to the College's Aboriginal Education goals and objectives.</li> </ul>
<b>3.4</b> Build relationships with and be accountable to Aboriginal communities for educational goals.	Access Relevance	<ul style="list-style-type: none"> <li>Provide DDI classrooms for Cheslatta Carrier Nation and Takla Lake First Nation with in-community supports to increase student access to DDI delivered courses and expand existing partnerships with the First Nations.</li> </ul>

## INSTITUTIONAL GOAL: PEOPLE AND CULTURE

Create a values-based organizational culture rooted in the established institutional values.

Institutional Objective	Aligns with	Key Strategies
<b>4.1</b> Encourage a culture of accountability.	CNC Institutional Value: Accountability	<ul style="list-style-type: none"> <li>Ensure standardization of performance management and accountability measures by aligning the administrative performance management system with the annual department and campus planning tool.</li> </ul>
<b>4.2</b> Promote team building, employee engagement, and a workplace design that supports employee success.	Efficiency Quality	<ul style="list-style-type: none"> <li>Recruit an Organizational Development Advisor to lead and grow CNC's organizational development initiatives.</li> <li>Establish an exit interview process to support an enhanced understanding of the underlying reasons for attrition.</li> </ul>
<b>4.3</b> Improve professional development opportunities and increase employee satisfaction.	Quality	<ul style="list-style-type: none"> <li>Revise and update Human Resources systems and processes to increase efficiency and quality of service.</li> </ul>
<b>4.4</b> Develop and implement initiatives to enhance team and departmental effectiveness.	Efficiency Mandate Letter: Financial Targets	

## INSTITUTIONAL GOAL: COMMUNITY ENGAGEMENT

Ensure active connections to community by ensuring those connected to the college are engaged with and informed of college activities.

Institutional Objective		Aligns with	Key Strategies
5.1	Expand community involvement by engaging a broader base of community members in college activities.	Access Relevance	<ul style="list-style-type: none"> <li>• Develop a comprehensive Communications plan to support strong relationships and timely and relevant engagement.</li> <li>• Provide more opportunities for students, Aboriginal communities, employers, partners, employees, and others to engage in CNC's direction, activities, and projects using integrated communications approach.</li> <li>• Increase community participation on CNC's Program and Community Advisory Committees to ensure courses and programs are relevant and meeting the needs of communities and employers.</li> <li>• Continue to build relationships with and be accountable to communities for educational goals through expanded visits and extension of events and activities to each campus and campus community.</li> <li>• Develop a student-centred communications approach to help students better navigate the post-secondary pathway from prospective to current student.</li> </ul>
5.2	Implement a communications and engagement plan to strengthen relationships with communities.	Relevance Access	
5.3	Increase awareness of the college educational opportunities.	Access Relevance	



# 2018-19 Accountability Framework Performance Measure Results

Performance Measure <sup>1</sup>	Reporting Year						
	2017-18 Actual	2018-19 Target	2018-19 Actual	2018-19 Assessment	2019-20	2020-21	2021-22
<b>Student spaces<sup>2</sup></b>							
Total student spaces	1,590	3,172	1,460	Not Achieved	3,167	3,167	3,202
Nursing and other allied health programs	417	490	498	Achieved	491		
Developmental programs	188	522	196	Not Achieved	151		
<b>Credentials awarded<sup>3</sup></b>							
Number	760	724	727	Achieved	688	TBD	TBD
<b>Aboriginal student spaces<sup>4</sup></b>							
Total Aboriginal student spaces	736	364	692	Exceeded			
Ministry (AEST)	451		406				
Industry Training Authority (ITA)	285		286				
<b>Student satisfaction with education<sup>5</sup></b>							
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	92.6%	1.5%	≥ 90%	91.8%	1.5%	Achieved	≥ 90%
Former apprenticeship students	95.6%	2.2%		93.7%	2.6%	Achieved	
<b>Student assessment of the quality of instruction<sup>5</sup></b>							
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	92.6%	1.5%	≥ 90%	90.9%	1.5%	Achieved	≥ 90%
Former apprenticeship students	96.9%	1.8%		93.7%	2.6%	Achieved	
<b>Student assessment of skill development<sup>5</sup></b>							
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	87.6%	1.8%	≥ 85%	86.8%	1.8%	Achieved	≥ 85%
Former apprenticeship students	88.0%	3.5%		85.3%	3.7%	Achieved	
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>							
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	81.2%	3.8%	≥ 90%	79.3%	3.3%	Substantially Achieved	≥ 90%
Former apprenticeship students	93.2%	2.8%		94.0%	2.8%	Achieved	
<b>Unemployment Rate<sup>5</sup></b>							
	%	+/-		%	+/-		
Former diploma, associate degree and certificate students	11.6%	2.9%	≤ 11.1%	11.0%	2.3%	Exceeded	8.6%
Former apprenticeship students	5.7%	2.5%		5.7%	2.5%	Exceeded	< unemployment rate for individuals with high school credentials or less
<b>Target assessment scale</b>	<b>Description</b>						
Exceeded	110% or more of the target						
Achieved	100% - 109% of the target						
Substantially achieved	90% - 99% of the target						
Not achieved	Less than 90% of the target						
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets.						

**TBD - for measures where results are still to be received, the fields have been labelled as “To Be Determined”.**

1. Please consult the 2018-19 Standards Manual for a current description of each measure. See [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)
2. Interim FTE Student Enrolment Targets as of April 2, 2019.
3. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. See 2018/19 Standards Manual for details.
4. Results from the 2017-18 reporting year are based on data from the 2016/17 fiscal year; results from the 2018-19 reporting period are based on data from the 2017-18 fiscal year.
5. Results from the 2017-18 reporting year are based on 2017 survey data; results from the 2018-19 reporting year are based on 2018 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

## Performance Measures Not Achieved

**Total student spaces** – CNC’s FTE targets have not been adjusted in over a decade and no longer align with current institutional program delivery models. CNC would welcome the exercise of revisiting the targets to ensure they are attainable and meaningful.

In an effort to continue to attract students, the College recently launched a new visual identity and new website. The website provides user-friendly navigation and gives prospective and current students better access to necessary information. The website has online application capability, which results in quicker turnaround times when communicating with students.

To make education more accessible and affordable, CNC waives application fees under select student program circumstances and eligibility, and offered \$100,000 worth of entrance scholarships for the 2019-20 year. CNC has also implemented a regional approach to marketing and recruitment, using a wide range of channels to increase awareness throughout the region it serves. The College is continuing the process of getting provincial, national and international accreditations for programs to ensure the education is relevant and appealing to prospective students.

**Student spaces in developmental programs** – These programs are an integral part of the educational offerings at the College of New Caledonia. CNC has seen a 3.8 per cent growth in developmental program FTE between 2017-18 and 2018-19 fiscal years. Developmental programs allow students to gain the skills required to enter the workforce, and provide the entry requirements for further education in program areas of their choice. The high school completion rates within the three school districts overlapping with the New Caledonia College Region have completion rates below the provincial average<sup>[14]</sup>, which makes Academic Upgrading an essential program offering in the region.

[14] <https://studentsuccess.gov.bc.ca/> Accessed July 5, 2019

# Financial Information

For the most recent financial information, please see the Audited Financial Statements available at <https://cnc.bc.ca/about/initiatives/budget>

# Contact Hour Activity Report

The Contact Hour Activity Report has been uploaded to the Ministry of Advanced Education's Accountability Framework SharePoint site.



# Appendix A:

## 2018-19 Accountability Framework Performance Measure Results

Performance measure	Reporting Year					
	2017-18 Actual		2018-19 Target	2018-19 Actual		2018-19 Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	87.6%	1.8%	≥ 85%	86.8%	1.8%	Achieved
Written communication	81.2%	2.6%		79.9%	2.5%	
Oral communication	81.2%	2.6%		79.8%	2.5%	
Group collaboration	89.8%	1.8%		87.6%	1.8%	
Critical analysis	91.6%	1.6%		91.4%	1.5%	
Problem resolution	86.4%	2.0%		85.2%	1.9%	
Learn on your own	88.8%	1.8%		88.7%	1.7%	
Reading and comprehension	92.6%	1.5%		92.0%	1.5%	
<b>Former apprenticeship students' assessment of skill development</b>						
Skills development (avg. %)	88.0%	3.5%	≥ 85%	85.3%	3.7%	Achieved
Written communication	77.5%	6.6%		67.7%	7.4%	
Oral communication	75.5%	6.7%		67.4%	7.6%	
Group collaboration	88.7%	3.8%		87.2%	3.9%	
Critical analysis	91.7%	2.9%		90.4%	3.4%	
Problem resolution	88.8%	3.5%		86.5%	4.0%	
Learn on your own	90.2%	3.3%		88.9%	3.6%	
Reading and comprehension	90.7%	3.2%		92.8%	2.9%	

# Appendix B:

## Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in BC.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress.

TRC CALL TO ACTION <sup>1</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented) <sup>2</sup>	INITIATIVE AND PARTNERSHIP DETAILS
<p><b>1: SOCIAL WORK</b> We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	Implemented	<p>The following courses are required for completion of the Social Service Worker Certificate, Social Service Worker Applied Diploma, and Social Service Worker (UT) Diploma programs:</p> <p><b>ABST-100: Yinka Dene Worldview</b> <b>ABST-101: Aboriginal Peoples of Canada</b> (Social Service Worker (UT) Diploma only)</p> <p>One year Access Program in Pre-Social Services Worker has an option to take one of two Developmental English courses, the following course contains Aboriginal content:</p> <p><b>ENGL-051: Provincial Prep English: First Peoples</b></p>
<p><b>12: EARLY CHILDHOOD EDUCATION</b> We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	Implemented	Two curriculum overhauls since 2014 have been undertaken with the specific aim of indigenizing curricula.
<p><b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b> We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	In Progress	<p>UT language courses in two dialects co-taught by an elder and linguist. The linguist worked extensively with the elders of the community to document and record the language incorporated into these language courses.</p> <p>One language circle at CNC was held with elders and students.</p> <p>CNC supports the Aboriginal Director to participate on Advisory of First Peoples’ Heritage, Language &amp; Culture Council.</p>
<p><b>23: HEALTH-CARE PROFESSIONALS</b> We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	In Progress	Select programs in the School of Health Sciences reserve up to 20% of seats for qualified Aboriginal students. A cultural awareness/safety orientation for all School of Health Science students will launch in Fall 2019.
<p><b>24: MEDICAL AND NURSING SCHOOLS</b> We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	Implemented	<p>In the Northern Collaborative Nursing Program (<i>BSc Nursing</i>), students are required to take the following course: <b>NURS-205: Introduction to First Nations Health</b></p> <p>Instructors bring in elders and community resource people to teach students about traditional health care, healing and the impacts of today’s health care system on the lives of Aboriginal Peoples, especially for those in remote communities.</p>

<p><b>28: LAW SCHOOLS</b> We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	<p>N/A</p>	
<p><b>57: PUBLIC SERVANTS</b> We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>N/A</p>	
<p><b>62: TEACHER EDUCATION</b> We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	<p>N/A</p>	
<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b> We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.</p>	<p>N/A</p>	
<p><b>92: BUSINESS SCHOOLS</b> We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>In Progress</p>	<p>Intercultural competency and conflict resolution are core components of the Business Management curricula.</p> <p>Discussion amongst faculty on incorporating Indigenous content into programs remains at a preliminary stage. A curriculum overhaul, due in 2020, will improve these deliveries.</p>
<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b> How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><b>Article 14</b> 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.</p> <p>2. Indigenous individuals, particularly children, have the right to all levels and forms of education.</p> <p><b>Article 15</b> 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</p> <p><b>Article 21</b> 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>	<p>In Progress</p>	<p><b>Article 14:</b> CNC continues to work with Aboriginal Advisory Committees at each campus to inform the education needs for Aboriginal learners and communities.</p> <p>Conversations and consultations with First Nations took place during the development stages of the Aboriginal Education Plan to ensure that priorities identified are in alignment with the needs of First Nations within the region.</p> <p>The technology for distance delivery is being installed in two First Nations communities so learners will be able to access courses being delivered from three campuses throughout the region.</p> <p><b>Article 15:</b> The Aboriginal Education department is proposing that the Education Council adopt a requirement that all program proposals address the possibility of indigenizing the curriculum.</p> <p>The Education Plan requires the alignment of CNC educational initiatives with the TRC Calls to Action.</p> <p><b>Article 21:</b> CNC regularly collaborates with the Prince George Nechako Aboriginal Employment and Training Association (PGNAETA) to deliver training and education relevant to the needs of the regional First Nations. The Residential Building Maintenance Worker program was delivered in Saik'uz First Nation, and in Ft St James for Nak'azdli Whut'en Tl'azt'en First Nation members. Carpentry Level 2 was delivered in Tsay Keh Dene, Fort Fraser, and at the CNC Ft St James location. These offerings followed Foundation program and allowed students to continue further education close to home. There are plans for several offerings of Carpentry levels 3 and 4 to be delivered in the fall of 2019.</p>

# Mandate Letter Priorities Index

Mandate Letter 2018-19 Report Requirements	Page Location(s)
1. Develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.	11,14,15
2. Work closely and in collaboration with government to:	14,21
a. Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.	
b. Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.	13
c. Expand technology-related programming and other programs that align with the growing knowledge-based economy.	10,11
3. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.	12
4. Align your institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education.	13
5. Work closely with the Ministry to develop a balanced approach to international education.	15,16
6. Comply with government's two percent cap on tuition and mandatory fee increases.	9
2019-20 Planning/Implementation Requirements	Page Location(s)
1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to increase student success and respond to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.	14,15,22
2. Work closely with government to support implementation of priority initiatives, including:	11,12,13,15,22
a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.	
b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).	10,11
c. Expanding co-op and work-integrated learning opportunities.	10,11
3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.	12,21
4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new BC Graduation Program.	21
5. Continue to actively participate in the implementation of the EducationPlannerBC common application system.	13,21,
6. Develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.	15,16
7. Meet or exceed the financial targets including maintaining balanced or surplus financial results.	9
8. Comply with the Tuition Limit Policy and mandatory fee increases for domestic students to ensure courses and programs are affordable.	21



**Institutional  
Accountability  
Plan and Report**

2018 - 2019 Reporting Cycle

