INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT
2018/19

BC'S INDIGENOUS PUBLIC POST-SECONDARY INSTITUTE

Graduation procession on the Merritt campus.

SHARING KNOWLEDGE PREPARING LEADERS
Campuses in Merritt and Vancouver • NVIT.ca
In 2018/19, NVIT served 136 BC bands within its learner population of 1501.

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

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

NVIT learners represented 10 other provinces and territories including Alberta, Saskatchewan, Manitoba, Ontario, Quebec, Northwest Territories, Yukon Territory, New Brunswick, Newfoundland and Nova Scotia.

In addition to BC, NVIT had graduates from 5 other provinces. (Alberta, Saskatchewan, Ontario, Yukon and Northwest Territories)

A total of 243 learners graduated from NVIT during the 2018/19 fiscal year.

Credentials awarded include: Bachelor’s Degrees, Associate of Arts Degrees, Diplomas, and Certificates
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I. Accountability Statement

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

Dear Honourable Minister Mark,

As required under the Accountability Framework guidelines provided by your Ministry, NVIT is pleased to provide you with a copy of our Institutional Accountability Plan & Report for the 2018/19 reporting cycle. As BC’s Indigenous public post-secondary institution, NVIT is strategically positioned to play a significant role in the education of Aboriginal students and the development of healthy communities across the province. The recognition and commitment your Ministry makes with respect to Aboriginal education has a significant impact to many Aboriginal learners.

In the development of this year’s Accountability Plan, NVIT considered the Ministry of Advanced Education, Skills and Training 2018/19 – 2020/21 Service Plan, the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, the AEST Aboriginal Service Plan and Reporting Guidelines, as well as AEST’s Accountability Framework Standards and Guidelines Manual. NVIT’s Accountability Plan & Report addresses the linkages between our goals and objectives and the system-level strategic objectives that have been set according to the Ministry’s mandate letter. NVIT’s responses to the 2018/19 and 2019/20 Mandate Letters are attached and form part of this Accountability Statement. The performance measures flow from the Ministry’s Accountability Framework and NVIT’s Strategic Plan and its four strategic directions. Although inception was well before the Truth and Reconciliation Report, NVIT, by its very nature, is a comprehensive response to the educational calls for action identified within the report.

As Board Chair and President, we accept responsibility for NVIT’s Institutional Accountability Plan & Report and confirm the report includes the institute’s major achievements and new or unique goals. NVIT takes pride in being BC’s leader in Indigenous Post-Secondary Education. The direction, goals and objectives that NVIT seeks to accomplish are directly related to our mission of “empowering learners by strengthening voice and identity through education.”

Respectfully,

Jamie Sterritt, Board Chair

Ken Tourand, President
Mandate Letter 2018/19

Required for Report

1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.

As BC’s Public Indigenous Post-Secondary Institute, NVIT has a mandate to deliver Indigenous Education to First Nations communities across British Columbia. With a provincial mandate, NVIT is regularly working with First Nations Education Steering Committee (FNESC), Indigenous Adult and Higher Learning Association (IAHLA), British Columbia Assembly of First Nations (BCAFN), Union of BC Indian Chiefs (UBCIC), and the First Nations Summit to explore how we can best meet the needs of Indigenous students and communities. The NVIT Board of Governors is comprised of First Nations leaders from across BC. The NVIT Board provides NVIT with the governance and leadership to meet the TRC Calls to Action as well as UNDRIP. NVIT exists to better the lives of Indigenous People. NVIT’s very inception, and it’s now provincial mandate, form a comprehensive component of BC’s post-secondary system in relation to the TRC Calls to Action and the UNDRIP. This included NVIT, together with the Ministry, hosting a TRC Conference in the fall 2016 for the entire Post-Secondary system.

NVIT carries out the TRC and UNDRIP through the building and strengthening of Indigenous capacity by collaborating with other post-secondary institutes to offer degrees and host graduate programs. Sustaining and creating partnerships with an average of 30 Indigenous communities per year provides access to public post-secondary education for individuals who reside in rural and/or remote regions to gain education and skills-based training. NVIT creates pathways for learners to other post-secondary institutions through partnerships that are relevant to Indigenous learners.

2. Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to:

   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.

   NVIT has ALWAYS offered tuition free ABE, for many years long before the Ministry implemented the government policy. NVIT continues to offer adult graduation diplomas and College Readiness programming on-campus and, when possible, in communities. With the significant gap in high school completion rates between Indigenous and non-Indigenous learners, tuition-free ABE since inception is a key NVIT strategy to provide access and reduce one of many barriers to post-secondary education faced by Indigenous students. NVIT plans to continue to offer tuition free ABE. In 2018, NVIT implemented the immediate entry bursary program. This offers every grade 12 student who graduates from School District 58 a bursary equal to that of first year tuition for the majority of NVIT’s programs. Student Transition Project data indicates that school district 58, which is the district for NVIT’s founding First Nations communities, has one of the lowest grade 12 immediate entry transition rates in the province. Further, this same school district region falls among the bottom school district regions in BC’s socio-economic indices. This is a three-year pilot program and NVIT anticipates a drastic increase in the immediate transition rates to post-secondary for our local school district. Given it takes Indigenous learners approximately 10 years to close the gap between Indigenous and non-Indigenous transition to post-secondary education, the IEB is also seen as a key NVIT strategy to providing access and improving the quality of life for present and future Indigenous generations.
NVIT does not offer English Language learning programs as it is not within our mandate to offer international education.

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.

Second to Vancouver Island University, NVIT offered tuition free post-secondary access to former youth in care prior to the Ministry announcement. As Indigenous people are over-represented in the youth in care system, a legacy of residential schools and the 60s scoop, NVIT continues with its own waiver policy to be inclusive of those who do not fall within the Ministry’s age requirement. The office of BC’s Independent Representative for Children and Youth reports that 63% of the Youth in Care in BC are Indigenous. With such a large proportion of Indigenous youth in foster care, NVIT has seen the benefit of this program and the impact it makes on our students. NVIT fully supports this program.

c. Expand technology-related programming and other programs that align with the growing knowledge-based economy.

NVIT and the First Nations Technology Council have a joint partnership to increase the technological literacy of Indigenous people. Through a qualified Indigenous advisory committee, FNTC and NVIT developed the Foundations in Innovation Technology Certificate program accredited by NVIT.

NVIT recently signed a Memorandum of Understanding with Royal Roads University. RRU and the FNTC also have a signed partnership. RRU has expertise in online curriculum development and delivery. With the support of RRU, NVIT and FNCT are excited to launch the online version of the FIIT program.

RRU and NVIT plan to collaborate and share knowledge related to their unique mandates. As RRU has significant expertise in hybrid model deliveries using the Moodle platform, NVIT is presently exploring learning and teaching training and methodologies with RRU to develop LMS support and expertise on campus.

NVIT is committed to offering technology related programming in courses that meet the needs of Indigenous students.

NVIT’s new culinary arts kitchen is one of the most technologically advanced teaching kitchens in the country, and our clean energy lab uses the latest green energy technologies for applied learning experience. NVIT’s Environmental Resources program has adopted the latest technology and are now using PADS and program apps to learn their course curriculum.

NVIT has been using technological learning tools in the form of video conferencing to create more access to courses and learners. In addition, the faculty have utilized the Moodle platform for distance learning, NVIT continues to develop capacity with technology and technology centric curriculum and services.

3. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports;

NVIT is committed to offering safe and healthy learning environment for our students and a safe and healthy work environment for our employees. This includes the construction of a new gymnasium and fitness center, the support for an employee led Aboriginal Run/Walk program, support for our employees and students to participate in events such as the sun run, a number of awareness campaigns on sexual violence, let’s get consensial, and sensitivity training. NVIT is excited to offer these training sessions across the institution including students, Elders, Board, leadership and faculty.

NVIT continues to create a wholistic healthy campus charter and anticipates final development and the beginning phase of implementation in the upcoming year. Initiatives within the charter focus on mental,
4. Align your institutional processes with the K–12 curriculum changes to ensure the seamless transition of students entering post-secondary education;
   NVIT has been a part of the process and has had workshops in conjunction with the SD to discuss this process. It is an ongoing process and we continue to bridge gaps as well build a positive relationship.

5. Work closely with the Ministry to develop a balanced approach to international education.
   NVIT was founded by the five First Nations Bands in the Nicola Valley with a mandate for Indigenous Education.
   Although NVIT welcomes all students, the institute does not have any resources allocated to International recruitment, admission, support services or reporting. NVIT’s resources are entirely dedicated to advancing the mission and vision of NVIT as an Indigenous Public Post-Secondary institution.
   Although NVIT does not presently recruit international students, we do have increasing interest from our students to embark upon learning experiences abroad. NVIT has recently developed a co-op program that includes an international co-op course. Further opportunities to collaborate with other public post-secondary institutes to offer opportunities for our learners to explore international experiences will be explored in the upcoming year.

6. Comply with government’s two percent cap on tuition and mandatory fee increases.
   At a recent Board meeting, the NVIT board of Governors approved a 2% increase on tuition. The Board also signed off on the mandate letter to adhere to the tuition cap imposed by the Ministry. NVIT has the lowest tuition by design. We offer every single graduate of School District 58 a bursary equivalent to the first years’ tuition. NVIT has no plans to increase tuition more than the 2% even if it was allowed.
   In terms of mandatory fees, NVIT adheres to the cap on these fees as well.
### Mandate Letter 2019/20

**Required for Planning /Implementation**

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 develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.

   *NVIT is engaged in projects that significantly addresses the TRC Calls to Action and the UN Declaration on the rights of indigenous Peoples (see Appendix B). A major project includes NVIT collaborating with Native Education College and Urban Native Youth Association to develop an Urban Indigenous Youth and Education Strategy that potentially changes the entire landscape of Indigenous youth living in Vancouver. The project involves the creation of a joint capital project over two sites that ensures each of the three partners have a presence. The project plan includes Indigenous student housing. This capital project could be one of the largest indigenous projects, and is a likely game changer for Indigenous youth residing in metro Vancouver.*

   *Together, the Ministry and NVIT play advocacy roles to further increase access to higher education for Indigenous learners and communities. NVIT in partnership with UBC, UBCO UNBC, RRU, SFU, UFV, TRU and NEC are moving community based education forward to create more access opportunities for Indigenous learners. In partnership with other PSI’s NVIT has created access through the support of the Ministry for Masters’ level cohorts. In addition, NVIT is working with a consortium of PSI’s to advance the Language Fluency Degree, where language learning is accessible to community learners. NVIT also collaborates with the First Nations Health Authority to deliver Chemical Addictions in community. The intention of this partnership is to address the health and wellness of community members. NVIT also works with Communities to offer the Governance Certificate program to increase community leadership capacity.*

   *Another mentionable NVIT project includes responding to calls from the Northern Coastal communities for NVIT to have a significant presence/campus in Northern BC. The Haisla Nation near Kitimat has passed a Band Council resolution inviting NVIT to establish a campus in Kitimat. The Kitimat community has also indicated a desire for an NVIT campus. NVIT is working closely with BCIT and the ITA to address the LNG training needs. The funding of an NVIT campus in Kitimat would be a significant development and investment in Indigenous education and skills training while also meeting the Institute’s Indigenous provincial mandate.*

2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to:

   a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.

   *Indigenous youth are our priority. In June 2018, NVIT committed to increasing the transition rate from grade 12 graduation to post-secondary by offering an Immediate Entry Bursary (tuition equal to a maximum of 30 first year arts credits) to every dogwood graduate from School District 58. We also offered 6 Immediate Entry Bursaries to Indigenous students graduating from the Burnaby School District for learners immediately transitioning to NVIT’s Burnaby Campus. For the 2019/20 year, NVIT, in meeting our unique Indigenous and Provincial-wide mandate is offering the same Immediate entry bursary for all grade 12 graduates in First Nation Schools Association (FNSA) schools across the Province of British Columbia.*

   *NVIT was one of the first to offer the Youth in Care tuition waiver, and we continue to offer this waiver to fill the gaps in the Provincial Tuition Waiver Program.*

   *NVIT continues to expand its scope of courses and programs to develop dual credit partnerships with K-12 districts across the province. Programs and courses to-date include Indigenous languages, trades, Health Resident Care Aids, College Readiness and Culinary Arts.*
b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).

Significant increase in trades programs including the inaugural offering of Welding and Culinary Arts within the last 6 months. NVIT continues to respond to requests for Health program deliveries. In the previous two fiscal years, NVIT delivered the Health Care Assistant Certificate program in 6 First Nation communities and twice at the Merritt campus. While a few of the deliveries are still in progress, more than 50 learners have already graduated. So far, the schedule for the current year includes a waitlisted program at the Merritt campus and a community delivery in Cache Creek in partnership with School District 74. NVIT is in the midst of a third cohort of the Access to Practical Nursing Diploma program. Prior cohorts, in 2014 and 2016, produced 18 graduates.

In partnership with Indigenous Services Canada, First Nations Health Authority and Ministry, programs such as Chemical Addictions, Health Care Assistant, Governance, Environmental Resources, Indigenous Human Services Diploma, and Teacher Education are all programming being developed or implemented in our communities.

c. Expanding co-op and work-integrated learning opportunities for all students.

NVIT does not have an existing co-op program. With the recent one-time funding, NVIT has hired a co-op coordinator to create a co-op program at NVIT. This program includes an opportunity for NVIT learners to seek International co-op opportunities. Should the one-time co-op funding be renewed, NVIT will implement the program this year.

Over the past 36 years, NVIT has built a reputation of providing access and opportunities for learners through strategic and collaborative partnerships. NVIT is confident in its ability to form effective and meaningful relationships within the BC public post-secondary system to ensure NVIT learners have access to the same international learning experiences (co-op and otherwise) as other learners in BC’s public post-secondary system.

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.

Ongoing efforts to ensure a wholistic approach to a healthy campus environment continues. The Healthy Campus Charter currently under development focuses on the physical, emotional, mental and spiritual wellness needs for the campus community. This plan will include the peer mentorship component currently being developed as a result of the $40k one-time funding.

NVIT has developed and implemented its policy in relation to the prevention and education of sexualized violence across campuses. Volunteers of students, staff and faculty have been formally trained to deliver the Let’s Get Consensual workshops across the institute. Participant groups have included Learners, faculty administrators and Elders. This year, both campuses launched a Sexualized Violence Awareness week. Activities promoting healthy, respectful and consensual relations will continue in the upcoming year and includes hosting the workshop at our local High School.

4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

NVIT’s Academic services department is leading this initiative with a comprehensive and integrated review of institute-wide program admission requirements and course prerequisites. NVIT’s Department Heads are working with program faculty to review and amend the pre-requisites as necessary to accommodate the changes to the K-12 graduation requirements. NVIT participated in provincial meetings on this topic hosted by the Ministry of
Education and AEST. At these meetings, other post-secondary schools shared their experiences in moving this concept forward in their respective institutions. NVIT expects to have amendments to the entrance requirements for the September 2020 fall semester.

5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.

Since the inception of the EducationPlannerBC project, NVIT has, and will continue, to fully participate in the advancement of the project’s identified system-wide goals, objectives and implementation plan.

6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

NVIT is exploring opportunities for offshore learning. In addition to the potential development of NVIT campuses with International Indigenous partners, NVIT’s learners have expressed a growing interest in embarking on International experiences. With this in mind, NVIT plans to explore opportunities for our learners to have international experiences. This includes the recent development of International co-op course and exploration of partnerships with other BC post-secondary providers with International campuses and learning experiences.

7. Meet or exceed the financial targets identified in the Ministry’s three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.

AEST recognizes and supports NVIT’s unique role in serving Indigenous learners across the Province by providing both block grants and one-time funding. In order to ensure NVIT continues to operate in a balanced or surplus position, NVIT’s operational stream is supplemented by revenue generated through Community Education and other one time funding sources. NVIT has maintained balanced or surplus financial results over the past 10 years.

8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

NVIT will comply with the 2% tuition cap. NVIT has the most affordable credentialed programs in BC. This includes existing and future Immediate Entry Bursaries that are currently self-funded.
II. Strategic Direction and Context

A. Institutional Description

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

In response to Indian Control of Indian Education (1972), NVIT was constructed over thirty years ago with the intention of improving the quality of life for Aboriginal people of the Nicola Valley. Today, this now, global vision is reinforced through the emerging landscape to Indigenize education through the adoption of the recommendations of the Truth and Reconciliation Commission (TRC), the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Royal Commission on Aboriginal Peoples (RCAP). NVIT responds to community needs throughout British Columbia and Canada by ensuring public post-secondary education remains accessible and relevant. In being committed to its vision, NVIT not only continues to support our communities and create Indigenous academic space, but also expands our Indigenous circle of belonging among those with whom we serve.

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

The importance of partnerships is a key deliverable within the Aboriginal Post-Secondary Education and Training Policy Framework. A core focus in the day-to-day operations, as well as in NVIT’s vision for the future, is working in partnership with other organizations and with Indigenous communities. NVIT believes this approach not only enhances services but also provides a leveraging effect in order to serve more students and communities. NVIT has working relationships with communities.
throughout British Columbia and continually strives to serve them effectively, particularly in relation to meeting the communities’ needs with relevant training that recognizes and respects their traditional cultures and values. Examples of ongoing and new collaborations with institutions and organizations include Thompson Rivers University (Bachelor of Social Work); Kitimat Valley Institute (Aboriginal Early Childhood Education and Environmental Resources); En’owkin Centre in Penticton (ongoing affiliation agreement); and First Nations Technology Council in partnership with Royal Roads University (Foundation in Innovation and Technology Program). NVIT also has relationships with the First Nations Wellness/Addictions Counsellor Certification Board (Chemical Addictions Worker); the University of the Fraser Valley (Bachelor of General Studies Degree - Chemical Addictions); Lake Babine Nation (Business Administration and Environmental Natural Resources); and the Royal Canadian Mounted Police Aboriginal Cadet Development Program, College of Policing and Justice Institute (Law Enforcement Preparation Program and Justice Studies Department). In addition, NVIT has educational affiliations with the Coastal Training Centre (Health Care Assistant Program and Office Administration); the University of Northern BC (Environmental Resources Technology Program); Regional Alliance for Rural Health (Health Programs); the University of British Columbia (Aboriginal Early Learning Partnership – Research Team); as well as Coast Salish Employment and Training (Health Care Assistant).

We are extremely proud of our relationship with the First Nation Education Steering Committee, Indigenous Adult and Higher Learning Association, University of Northern BC, University of British Columbia, and University of British Columbia – Okanagan in relation to an emerging Indigenous language program (First Nations Language Fluency Program). Exciting new and ongoing collaborations include progress towards a Bachelor of Education Degree with UBC; a Bachelor of General Studies in Indigenous Studies with UNBC; a Masters of Business Administration with TRU; and a second delivery of a Masters of Education with UBC. NVIT also has a strong relationship with Okanagan College (Trades Programs) and Fort Nelson First Nation, Blueberry River First Nation and Halfway River First Nation (Employment Training Skills, College Readiness, Bridging to Trades programs in partnership with the Ministry of Indigenous Relations and Reconciliation).

**Results**

In fiscal year 2018/19, NVIT’s combined full and part time student body was over 1500 students. Approximately 80% of NVIT’s full-time equivalent students identify as Aboriginal. In 2018/19, NVIT’s student body represented 136 or 67% of British Columbia’s First Nations communities and First Nations communities in 10 other provinces and territories across Canada. NVIT’s FTE production continues to produce solid results; this year, NVIT operated at 93% of our 2018/19 AEST FTE target.
In addition to being part of British Columbia’s public post-secondary system as a “provincial institute” within the Ministry of Advanced Education, Skills and Training, NVIT is a member of Colleges and Institutes Canada (CICAN), the Canadian Association of College & University Student Services (CACUSS), the British Columbia Registrars’ Association, the BC Association of Institutes and Universities (BCAIU), the BC Indigenous Adult and Higher Learning Association (IAHLA), the National Association of Indigenous Institutes of Higher Learning (NAIIHL), Higher Education Information Technology for British Columbia (HEITBC), the Administrative Systems Consortium (ASC), the Rural Community College Alliance (RCCA), the League for Innovation, and numerous program and services related organizations.

B. Strategic Direction

In February 2017, the NVIT Board of Governors held their annual planning retreat and discussed engaging in a strategic planning process in preparation for the 2018–23 Strategic Plan. The NVIT Board of Governors approved NVIT’s new 2018-23 Strategic Plan in October 2017. Continuing with the four strategic directions, NVIT’s new plan refreshed NVIT’s Vision, Mission, Goals, and Key Strategies as follows:

NVIT’s Vision

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

NVIT’s Mission

Empowering learners by strengthening voice and identity through education.

NVIT’s Guiding Principles

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

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

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

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

Balance and Harmony
- We seek and encourage balance and harmony in all activities.
- We understand that no one part is greater than the other and that together we are a whole.
- We acknowledge and use systemic thinking and planning.

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

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

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

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

NVIT’s four strategic directions are:

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

III. Strategic Context

A. External Scan: Post-Secondary Aboriginal Student Context

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

- NVIT has a provincial mandate to provide Indigenous post-secondary education;
- NVIT has campuses in Merritt and Vancouver;
- NVIT also delivers programs, on average, in 30 different communities across the province;
- In 2018/19, approximately 80% of NVIT’s student body identified as Aboriginal and reflected 136 (67%) of BC’s First Nations communities;
- In 2017/18, Indigenous children accounted for 63% of BC’s Youth in Care;
- The 5 goals outlined in the Aboriginal Policy Framework are directly linked to the mission, vision and strategic directions of NVIT; and
- NVIT has partnerships with industry, post-secondary institutions, the RCMP, and other Indigenous organizations that are committed to Indigenous education including First Nations Education Steering Committee (FNESC), Indigenous Adult and Higher Learning Association (IAHLA), Aboriginal Skills and Employment Training Strategy (ASETS), School District #58 (Nicola Similkameen) and Steps Forward.
1. Statistical Attributes of Prospective and Current Indigenous Learners

a) Young and Expanding

Changes to federal legislation has generated opportunities for traditionally non-registered Indigenous people to qualify for registered status. This change created significant increases to the registered Indigenous population across Canada. On a national level, census data indicates the Indigenous population increased 42.5% since 2006, four times faster than the rest of the population, and now comprises 4.9% of Canada’s total population. Statistics Canada predicts the Indigenous population will exceed 2.5 million in the next twenty years. The average age of the Indigenous population in Canada is 32.1 years almost a decade younger than the non-Indigenous population. The number of Indigenous youth aged 15 to 34 increased by 39% between 2006 and 2016, compared to an increase just over 6% for non-Indigenous youth.

Currently, BC has 203 (32%) of Canada’s 617 First Nations communities recognized by the British Columbia Assembly of First Nations and the BC Treaty Commission. This number reflects 17.6% (172,520) of Canada’s First Nations population, suggesting the average size of BC First Nations communities are approximately half that of the average for Canada (850 vs. 1584). According to the most recent census data (2016), British Columbia’s Aboriginal population increased to 270,585 in 2016, a 16.5% increase over 2011 (almost three and a half times the rate of the non-Aboriginal population which increased by only 4.8%). In 2016, BC’s Aboriginal population was 5.9% of the total population compared to 5.4% in 2011, 4.8% in 2006, and 4.4% in 2001. First Nations people made up 2.8% of Canada’s population in 2016, while Metis people comprised 1.7% and Inuit people 0.2%.

In BC, the 2016 Census data indicates the Aboriginal average age is 32.8 compared to the non-Aboriginal average age of 42.4. Related to this, the Aboriginal 0-14 age cohort is 25.8% of the Aboriginal population as compared to 14.5% of the non-Aboriginal population. Similarly, the Aboriginal 15-24 age cohort is 16.7% of the Aboriginal population as compared to 11.6% of the non-Aboriginal population.

While the Aboriginal population is the youngest and fastest growing, a Labour Force Survey study based on the transition from school to work indicates Aboriginal youth have a considerably higher unemployed and inactive NEET (not in employment, education or training) rate than the overall population. The study uses the NEET rate to identify the proportion of youth who are not in school or employed in the 20- to 24- year old age group. Previous fact sheets published in 2018 include NEET rates for the remaining two “youth” age groups: 15- to 19- year olds and 25- to 29- year olds. The following chart compares NEET rates between the off-reserve Aboriginal population and the total population for all three youth age groups over the last 10 years. Although the gap between Aboriginal and non-Aboriginal is slight in the youngest group, it increases significantly for the older age groups.
b) Education

The BC Ministry of Education’s 2017/18 Aboriginal Students: How Are We Doing report shows the Six-Year High School Completion rate (Dogwood) for Aboriginal students is 70%, up from 62% in 2013/14, compared to 86%, exactly the same as the previous 4 years, for non-Aboriginal students. The percentage of Grade 12 Aboriginal students who took English 12 in 2017/18 and received a C+ grade or better was 63% as compared to 75% for non-Aboriginal students. The most recent data for Math is from 2015/16 and shows 49% of Aboriginal students who took Foundations of Math and Pre-Calculus Math 10 received a C+ or higher compared to 67% of non-Aboriginal students.

With a focus on ensuring relevance to the communities it serves, NVIT offers community-based assessment services. During 2018/19, NVIT provided assessment services in eight communities, assessing 54 prospective learners. Of the 50 who completed math assessments, nine assessed at an introductory Math 11 level or higher. Results of the English assessments show higher attainment levels with 70% of the 54 having a Grade 11 or higher English equivalency. The higher attainment level in English over the past two years (63% in 2017/18) is possibly the result of fewer prospective learners being assessed and, of those participating, an increased number assessed for the purpose of admission to post-secondary level programs – rather than bridging or upgrading. Overall results continue to show a need for access to key prerequisite courses that assist in post-secondary access and success.
As BC’s Indigenous post-secondary institute, NVIT has an intimate understanding of the struggles that current and prospective Indigenous learners experience when attempting to access and be successful at pre-requisite level studies. Family commitments, access, readiness, funding, and confidence are primary considerations. Unfortunately, reductions in education funding both at the community and at post-secondary level restricts the ability for NVIT to deliver developmental level programming in communities. Federal government education funding policies and reductions combined with family commitments and personal readiness severely reduce the likelihood of Indigenous learners in rural and remote communities relocating to access and/or recognize success in developmental level studies on established campuses. The restricted ability to deliver developmental level programming and support services in communities contributes to the gap between the recognized demand and the developmental FTE allocated to NVIT.

Bridging the gap for those who require developmental level (including literacy and numeracy) programming to access post-secondary level studies remains a constant priority for the institute. NVIT estimates that there are approximately 35,000 prospective Indigenous post-secondary learners in British Columbia without a Grade 12 education.

Long before the Ministry of Advanced Education, Skills and Training mandated tuition-free ABE, NVIT delivered all developmental level courses tuition-free and will continue to deliver developmental studies on a tuition-free basis. Through delivery of NVIT’s Employment Skills Access and College Readiness programming, in partnership with the Ministry of Advanced Education, Skills and Training, Halfway River First Nation, Fort Nelson First Nation, Blueberry River First Nation, and Kelly Lake Action Group, NVIT was able to increase access to training within communities. These programs align with NVIT’s commitment to maintaining affordable access to literacy, numeracy and essential skills education and development.
An examination of 2017/18 Student Transitions Project data indicates the five-year transition rate (rate of enrolment in a BC public-post-secondary institute within five years of graduation) for Grade 12 Aboriginal students is only 62% compared to 71% for non-Aboriginal students. The 2017/18 report shows the 10-year transition rate of Grade 12 Aboriginal students to post-secondary is 74% (2188) compared to 78% (32,517) of non-Aboriginal students. While these gaps may appear small, the reality is that many Aboriginal students do not make it to Grade 12. Additionally, if one factors in the decrease in potential earnings due to a 10- or even 5-year delay in transition, promoting immediate entry becomes even more beneficial.

Reviewing Central Data Warehouse data over a 5-year period, using the Ministry’s ever-Aboriginal category which includes learners who have ever been identified as Aboriginal in the BC K-12 or post-secondary system, approximately 18% of the Aboriginal headcount accessing BC’s college, institute and teaching university system are enrolled in developmental programs. The percentage of ever-Aboriginal learners accessing developmental programs has gradually decreased from 21% in 2013/14. Rounding out the top three programs of choice are trades, arts, and sciences programming. At 28,594, the 2017/18 academic year saw the lowest ever-Aboriginal enrolment in a 5-year span.

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

c) Employment

A 2018 Labour Force Survey estimates 2017 unemployment rates for the non-Aboriginal population age 15+ in BC was 4.9% compared to the Aboriginal population unemployment rate of 11%. The
unemployment gap between Aboriginal and non-Aboriginal population in BC is 6.1% and is the second widest disparity, after Saskatchewan, of all Canadian regions.

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

Further insight into Aboriginal unemployment is provided by comparing educational attainment and unemployment. In general, employment rates increase with education level. Of the Aboriginal working age population, 22% have less than high school compared to 13% for non-Aboriginals in the same age group. Unemployment rate gaps reduce significantly to only 3.2% for those who complete post-secondary education (7.9% vs 4.7%). In 2017, 58% of Aboriginal people who participated in the Labour Force Survey completed a post-secondary education compared to 70.9% of non-Aboriginal people. In spite of post-secondary education attainment, Aboriginal students continue to experience higher unemployment rates upon return to their community. Many communities do not have a sufficient economic base to provide them with employment.

Labour market indicators show some economic improvement for Indigenous people aged 25 to 54, since 2015 when their employment rate was 67.5%, the third lowest since the inclusion of Indigenous data in the Labour Force Survey (LFS) in 2007. The Indigenous employment rate increased 1.6% in 2016 and 1.2% in 2017 to 70.3%. In comparison, the non-Aboriginal population employment rate increased 0.9% to 82.7%, an employment gap of 12.4%. It is important to note the Labour Force Survey does not include on-reserve data so the true employment rate for Indigenous people is likely significantly lower than the LFS suggests.

In 2017, 49.9% of Aboriginal youth, ages 15-24, were employed, 6.9% lower than their non-Aboriginal counterparts (56.8%). The participation rate for Aboriginal youth was 60.5% compared to 64.1% for non-Aboriginal people in the same age group. The overall labour force participation rate for 2017 was 63.9%. As baby boomers age out of the labour force, overall participation rates are projected to drop to between 59.7% and 62.6% by 2031, the lowest levels since the late 1970s.

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

B. External Scan: Institutional Context

1. Meeting the Increasing Demand

The combination of the socio-economic realities for NVIT’s target population and communities, gaps in success and completion for Aboriginal learners in the K-12 system, and pressures from industry for skilled talent confirms the need for NVIT’s unique mandate. The current environmental context also
emphasizes the importance of NVIT’s relevance to its prospective and current learners and their communities. NVIT is pleased that BC has placed significant priority on improving the quality of life for Indigenous people. NVIT is a key strategic partner for the Ministry toward meeting the capacity, quality, access, relevance, and efficiency performance measures related to Indigenous education.

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

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

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

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

2. Learner and Community Relevance

A high percentage of the Aboriginal population has less than high school graduation as their highest education level. According to the Ministry of Education’s Six-Year Dogwood Completion Rate, 31% of Aboriginal students in BC’s K-12 system still do not graduate from high school compared to 13% of non-Aboriginal students. This challenge is compounded when considering the rural locale and number of prospective Aboriginal learners, high school graduates or not, who lack the academic prerequisites for post-secondary.

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

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

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

3. Programs and Skills that Lead to Jobs

The #BCTECH Strategy anticipates tech-sector job growth to reach 120,000 by 2020 and identifies a skilled Aboriginal workforce as part of fulfilling BC’s talent potential. NVIT, as BC’s Indigenous Public Post-Secondary Institute, is well positioned to support the #BCTECH initiative by maintaining and
strengthening strong partnerships with many of BC’s Indigenous communities. NVIT is flexible and innovative in its relationships with partner post-secondary schools and industry to meet the educational and training needs of Indigenous communities to participate in the #BCTECH strategies.

As an Indigenous institute with core values connected to wholistic and systems-based theories, NVIT’s Board of Governors recently confirmed the Institutional Learning Outcomes (ILO), identifying skills and traits deemed essential for NVIT alumni. It is anticipated that through the next year the Institute will immerse these ILOs throughout its programs and services to provide a wholistic educational experience that not only results in academic attainment but also develops the skills and characteristics required for graduates to advance their communities. Over the next three years, the Institute will develop tangible ILO attainment measures and those learners with successful assessments will receive a co-curricular transcript reflective of skills and characteristics attained. The co-curricular transcript complements the academic transcript and the two combined will be evidence that students have both the classroom and experiential experiences necessary for employment.

NVIT is responsive to in-demand job training by offering programs such as the Bridging to Trades Program, Electrical Pre-Apprenticeship (ITA Foundation Level), Plumbing and Piping Trades Certificate (ITA Foundation Level), Residential Construction (ITA Foundation Level) and Culinary Arts Professional Cook 1 Certificate. Most recently, NVIT has partnered with First Nations Technology Council (FNTC) to accredit and deliver a Foundation in Innovation and Technology Certificate program. With support from Royal Roads University, NVIT and FNTC will deliver bridging to technology programs across the province. This tri-partnership provides critical accessibility to skills training for those who may not otherwise be able to participate in #BCTECH initiatives. NVIT has also worked with several Indigenous communities to deliver essential and employment skills for transition to job training programs. The Health Care Assistant Program is one example of a long-standing and successful NVIT program offered in remote Indigenous communities that leads to employment.

Last year, NVIT completed construction of its multi-million-dollar Centre of Excellence in Sustainability. The design and purpose of the building reflects NVIT’s commitment to sustainability. Learners seeking training in Culinary Arts (PC1) and alternative energy/green technology programming appreciate the space, which includes a teaching kitchen, a clean energy lab, a solar teaching lab and a functioning greenhouse. The experiential learning opportunities offered in the labs are designed to equip learners with the skills needed for emerging industry employment. NVIT identifies expansion of activities related to sustainability in the areas of applied research and programming as a priority.
4. Conclusions

Whereas Aboriginal demographics point to opportunities for NVIT as the province’s Indigenous Post-Secondary Institute, the institutional operating environment nevertheless contains a number of threats and challenges. Chief among these, and possibly the longer lasting, is the competition NVIT faces for Indigenous students and faculty. In response to increased competition, labour market demands, and multiple Key Performance Indicators and accountability measures, NVIT relies on its strategic enrolment management initiatives and Indigenous institutional partnerships to ensure strategic positioning within the post-secondary system and First Nations communities. Not only does NVIT offer an Indigenous educational experience on our campuses, we are also the most sought-after public post-secondary school to deliver programming within Indigenous communities.

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

In short, NVIT will compete most effectively for students and faculty if the institute is true to its origins and mandate. NVIT will continue to empower learners by strengthening their voice and identity by hosting an accessible and relevant educational experience.
C. Internal Scan

1. NVIT’s Strengths - People

Students

Over the past five years, more than 80% of NVIT’s student body has self-identified as having Aboriginal heritage. In the 2018/19 reporting cycle, learners from over 136 different First Nations communities across Canada committed to the NVIT experience. NVIT’s learner population serves a vast age range with a slightly predominate 30 – 39-year old group. With an average 65/35 split in gender distribution, the under representation of male learners highlights significant opportunity to attract and retain young, Indigenous male learners. In total, NVIT served 1512 learners on-campus, in-communities and on-line. NVIT’s learners substantially achieved the Ministry credential target rate and we celebrated 243 graduates.

<table>
<thead>
<tr>
<th>Age Range</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
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<tbody>
<tr>
<td>17 &amp; &lt;</td>
<td>1%</td>
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<td>3%</td>
<td>5%</td>
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<td>18 to 21</td>
<td>14%</td>
<td>12%</td>
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<tr>
<td>22 to 24</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
<td>10%</td>
<td>9%</td>
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<tr>
<td>25 to 29</td>
<td>15%</td>
<td>19%</td>
<td>17%</td>
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<tr>
<td>30 to 39</td>
<td>23%</td>
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<tr>
<td>40 to 49</td>
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<td>50 to 64</td>
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<td>65 plus</td>
<td>3%</td>
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The NVIT community is strengthened by an increasingly engaged and committed student population who actively participate on NVIT’s Board of Governors, Education Council, Strategic Enrolment Management Committee, Student Voice forums, provincial and national initiatives, and various campus-wide events. In addition to NVIT achieving most of the outcomes targets, the 33 NVIT respondents to the Student Outcomes Survey for Diploma, Associate Degree and Certificate programs, consistently rated their NVIT experience on par or higher than the system norm in the areas of overall satisfaction, and skill development. Just as they are NVIT’s strength, we are confident our learners will strengthen communities.

![NVIT Learners: Age by Academic Year](Image)

![2018 Key Student Outcomes Indicators - Overall Satisfaction](Image)
As reported above, students indicate an overall satisfaction with their NVIT experience. Student outcomes data supports that NVIT’s graduates reflect a high level of satisfaction with their education at NVIT and further rated their skill development higher than the system wide averages.

With NVIT’s vision of inspiring learners to strengthen community, the success of our learners after their NVIT experience is critical. Employed graduates of NVIT’s diploma, associate degree and certificate programs assessed the skills and knowledge from their program as very useful in performing their job on par with their BC counterparts and were slightly less inclined to indicate their program prepared them for further studies.

Staff and Faculty

NVIT prides itself on having the largest percentage of Aboriginal employees in the public post-secondary system. The large number of Aboriginal employees contributes to the fact that we are truly BC’s Indigenous Public Post-Secondary Institute and ensures that NVIT’s students, that currently represent 67% of the Bands in BC, are welcomed into an educational experience that reflects commitment and inherent knowledge related to Indigenous education.
Elders’ Council

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

Board of Governors

NVIT is fortunate to have a 100% First Nations appointed Board of Governors possessing a vast skill base including governance, education, finance, and law. The relevant and strong collective competency of NVIT’s board members is a primary strength. The Order in Council appointed Board members are drawn from across British Columbia while maintaining linkages to NVIT’s five founding bands. With a student body representing 67% of BC’s First Nation communities, the Board of Governors is reflective of perspectives and communities across the province. Appointing two board members from NVIT’s founding bands ensures the institute remains grounded in its founding communities and purpose.

2. Collaborative Partnerships

NVIT’s ability to collaborate and create purposeful and effective relationships with other post-secondary institutes, First Nations communities and Indigenous and non-Indigenous organizations across BC provides access, relevance and efficiencies. NVIT strives to address community priorities through program development, and works collaboratively with community partners for the successful delivery of educational programs and services. Collaboration with other organizations is a key factor in NVIT’s ability to offer an expanded range of programming. Examples include the Bachelor of General Studies - Chemical Addictions Worker with the University of the Fraser Valley and the Bachelor of Social Work Degree with Thompson Rivers University. NVIT is currently negotiating three additional degree partnerships: a Bachelor of Education Degree, with UBC, to be delivered at NVIT and Indigenous Adult Higher Learning Association (IAHLA) institutes; a Bachelor of General Studies in Indigenous Studies with UNBC; and the Degree in Language Fluency with a consortium of six public post-secondary institutes.

Through the BC Student Outcomes Project, NVIT’s former students consistently report a high level of satisfaction with NVIT programs and their relevance to employment. NVIT courses and programs are recognized at public post-secondary institutions throughout British Columbia under the course transfer framework of the BC Council of Admissions and Transfer. Programs have also increasingly formed the foundation for collaborative degree programs with partner universities. NVIT is very pleased to receive reports about some of our graduates having gone on not just to baccalaureate degrees, but also to successful completion of master’s degree programs. NVIT will continue to
enhance the readiness of graduates to find employment or succeed at higher levels of education through its 2018-23 Education Plan and associated program reviews.

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

NVIT continuously seeks opportunities to better meet the needs of Indigenous students and their communities. As many of NVIT’s learners are situated in rural and remote communities, exploring ways of providing access to Indigenous public post-secondary education remains a priority for NVIT. NVIT anticipates working with AEST over the upcoming year to explore an urban Indigenous education strategy. NVIT looks forward to working with the First Nation communities and the Ministry of Advanced Education, Skills and Training to further grow the Institute in a way that makes it possible to deliver upon NVIT’s Provincial mandate.

In regards to dual credit initiatives, NVIT has partnerships with local school districts (Surrey, Gold Trail, and Nicola-Similkameen). These initiatives include the delivery of a course within NVIT’s Law Enforcement Preparatory Program (LEPP) at Kwantlen Secondary School, Adult Basic Education and Health Care Assistant in Stein Valley, Nle'kepmxcin Language course at Merritt Secondary School, and the MOU with School District 58 (Nicola-Similkameen) that supports the district’s students who wish to enroll in the Trades Foundation programs offered at NVIT through the ACE-IT program.

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

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

3. Efficiencies

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

While NVIT remains the smallest public post-secondary institute in the province, the results being produced are impressive. In 2018/19, NVIT achieved 93% of its FTE target. The NVIT Board of Governors and Leadership Team believe that NVIT has demonstrated the capacity and is strategically positioned to increase FTEs through initiatives that are outlined in the #BCTECH strategy. Completion of NVIT’s Centre for Excellence in Sustainability provides space for NVIT to deliver in-demand programs related to sustainability and green technologies as well as culinary arts. The greenhouse enhances the experiential learning components of the Environmental Resources program, and provides opportunities for students and Elders to grow traditional foods. The building includes a gymnasium and fitness centre to provide recreational facilities and equipment to promote wholistic wellness across the campus community.

The addition of the culinary arts program, allows NVIT to augment the partnership with the local school district to provide ACE-IT spaces, expand our opportunities for dual credits, continue our partnership with Okanagan College, support the ITA initiative of increasing female and Indigenous apprentices, and lastly, meet the needs of Indigenous youth and Indigenous communities.

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

4. Opportunities

NVIT’s 2018 – 2023 Strategic Plan provides the institute with a focused mission, vision and four strategic directions to guide operations. Having a significant portion of Aboriginal employees, and continuing to grow the institute in student FTEs and headcount through on-campus, in community and online curriculum delivery has contributed to NVIT’s success. NVIT is committed to a growth strategy and wishes to see both the FTE target and related funding increase substantially.

The AEST Service Plan and Aboriginal Framework identify Aboriginal youth, trades, and partnerships as priorities over the coming years. B.C.’s Aboriginal Service Plan identifies increasing access, retention, completion and transition for learners. NVIT is strategically positioned to assist the Ministry in fulfilling these mandates. NVIT’s unique vision and comprehensive strategic directions and initiatives directly link to the priorities identified by government related to Indigenous public post-secondary education. As BC’s Indigenous Public Post-Secondary Institute, NVIT supports these initiatives and recommends NVIT’s funding be targeted towards Indigenous programming. With 67% of BC’s First Nations Bands represented by our student body, a First Nations Board of Governors, an
Elders’ Council, and 80% of our students self-identifying as Aboriginal, targeting NVIT’s funding under Aboriginal programming will assist the Ministry in meeting that target.

NVIT has demonstrated the ability to deliver relevant, quality programs and services for Indigenous learners and communities. We have used designated ASP funding to develop and implement various bridging (K-12 and stop-outs), persistence (on campus) and transition (industry, workplace and further post-secondary) activities as well as provided access to relevant programming through delivery of curriculum in communities. NVIT continues to request that the Ministry support NVIT’s strategic efforts through capital expansion and an increase in our FTE target and related funding levels. NVIT has been very successful at fulfilling its mandate of providing quality Indigenous education to British Columbia’s Indigenous students while advancing the Ministry’s Aboriginal education priorities. NVIT is proud to be BC’s Indigenous Public Post-Secondary Institute.
IV. 2018/19 Reporting Cycle Results Summary


<table>
<thead>
<tr>
<th>NVIT Goals⁵</th>
<th>Government Priorities</th>
<th>NVIT Key Strategies⁵</th>
</tr>
</thead>
</table>
| 1.1 Motivated and engaged students;  
1.2 Shared responsibility and accountability for a learner-centered environment;  
1.3 Opportunities for career development and training;  
1.4 Services and supports that honour an Indigenous experience. | **AEST Service Plan**¹  
Goal 1: Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training.  
Goal 2: Learners are supported to achieve their full potential with accessible, affordable and equitable education and training opportunities.  
Goal 3: Ensure a high quality and relevant post-secondary education and skills training system that provides the services people count on for good-paying jobs and opportunities to reach their full potential.  
Objectives: 1.1, 2.1, 2.2, 3.1 | 1. Create an environment where learners are motivated and actively engaged in learning, campus life and governance;  
2. Create an institute-wide environment of shared responsibility and accountability;  
3. Expand initiatives that promote learner academic and career pathways;  
4. Actualize traditional and contemporary Indigenous ways of knowing. |
|  | **Aboriginal Framework**²  
Goal 1: Systemic change  
Goal 3: Financial barriers  
Goal 4: Aboriginal learners transition  
Goal 5: Continuous improvement |  |
|  | **Accountability Framework**³  
Strategic Objective: Access  
**Aboriginal Service Plan**⁴  
• Increase access, retention, completion and transition |  |

NOTES: ¹ Ministry of Advanced Education, Skills and Training 2018/19 – 2020/21 Service Plan February 2018  
² Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan  
⁴ Ministry of Advanced Education, Skills and Training Aboriginal Service Plan and Reporting Guidelines  
⁵ Nicola Valley Institute of Technology 2018 – 2023 Strategic Plan
**NVIT Strategic Direction**: Academic Excellence

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

<table>
<thead>
<tr>
<th>NVIT Goals</th>
<th>Government Priorities</th>
<th>NVIT Key Strategies</th>
</tr>
</thead>
</table>
| 2.1 Reputable as a school of excellence; | **AEST Service Plan**<sup>1</sup>  
Goal 1: Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training.  
Goal 2: Learners are supported to achieve their full potential with accessible, affordable and equitable education and training opportunities.  
Goal 3: Ensure a high quality and relevant post-secondary education and skills training system that provides the services people count on for good-paying jobs and opportunities to reach their full potential.  
*Objectives*: 1.1, 2.1, 2.2, 3.1, 3.2 | 1. Strive for excellence and relevance in teaching, learner support, curriculum and graduates;  
2. Deliver academic and applied programs that are transferable, recognized, and supported by academic policies that meet or exceed industry standards;  
3. Ensure that NVIT has qualified and committed faculty supported by high quality, flexible and innovative approaches through Indigenous pedagogy;  
4. Resourceful, competent and qualified educators equipped with the tools to effectively facilitate learning. |
| 2.2 Rigorous academic standards; | **Aboriginal Framework**<sup>2</sup>  
Goal 1: Systemic change  
Goal 5: Continuous improvement  
**Accountability Framework**<sup>3</sup>  
Strategic Objective: Quality  
**Aboriginal Service Plan**<sup>4</sup>  
- Increase the receptivity and relevance | |
| 2.3 Faculty practicing Indigenous pedagogy; | | |
| 2.4 Exemplary quality of instruction. | | |

**NOTES:**

1 Ministry of Advanced Education, Skills and Training 2018/19 – 2020/21 Service Plan February 2018  
2 Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan  
4 Ministry of Advanced Education, Skills and Training Aboriginal Service Plan and Reporting Guidelines  
5 Nicola Valley Institute of Technology 2018 – 2023 Strategic Plan
**NVIT Strategic Direction**

**Community Relevance**

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

<table>
<thead>
<tr>
<th>NVIT Goals</th>
<th>Government Priorities</th>
<th>NVIT Key Strategies</th>
</tr>
</thead>
</table>
| 3.1 Advocate for Indigenous education; | AEST Service Plan¹  
Goal 1: Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training. | 1. Provide access and support to meet the educational and skill development needs identified by Indigenous communities; |
| 3.2 Meet the educational and training needs of Indigenous communities and organizations; | 2. Develop and sustain strategic and positive relationships with local, national and global Indigenous organizations and integrate those relationships into the NVIT community; |
| 3.3 Develop and sustain relationships/partnerships with organizations that support NVIT’s mandate; | 3. Develop and sustain strategic and positive relationships with government, industry and other stakeholders; |
| 3.4 Deliver accredited, transferable and credentialed programs and services. | 4. Maintain and enhance strategies to respond to community needs for programs and services. |

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**NOTES:**

5. Nicola Valley Institute of Technology 2018 – 2023 Strategic Plan
NVIT Strategic Direction\textsuperscript{5}: Organizational Effectiveness

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

<table>
<thead>
<tr>
<th>NVIT Goals\textsuperscript{5}</th>
<th>Government Priorities</th>
<th>NVIT Key Strategies\textsuperscript{5}</th>
</tr>
</thead>
</table>
| 4.1 Organizational culture that supports evidence-based planning and decision-making; | AEST Service Plan\textsuperscript{1}  
Goal 1: Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training. Objectives: 1.1  
Aboriginal Framework\textsuperscript{2}  
Goal 1: Systemic change  
Goal 5: Continuous improvement  
Accountability Framework\textsuperscript{3}  
Strategic Objectives: Capacity, Efficiency  
Aboriginal Service Plan\textsuperscript{4}  
• Strengthen partnerships and collaboration | 1. Create a culture of accountability and informed decision-making;  
2. Ensure that financial processes are transparent, meet provincial requirements, and support the financial accountability and viability of NVIT;  
3. Everybody, everyday, embraces and models a respectful and positive environment;  
4. Recruit and retain employees with a demonstrated commitment to an Indigenous learner-centered environment. |
| 4.2 Trusted financial processes that are transparent and efficient; |  |
| 4.3 Positive working environment through engaged employees; |  |
| 4.4 Employ individuals who embrace NVIT values and philosophy. |  |

NOTES:  
\textsuperscript{1} Ministry of Advanced Education, Skills and Training 2018/19 – 2020/21 Service Plan February 2018  
\textsuperscript{2} Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan  
\textsuperscript{3} Ministry of Advanced Education, Skills and Training 2018/19 Accountability Framework Standards Manual  
\textsuperscript{4} Ministry of Advanced Education, Skills and Training Aboriginal Service Plan and Reporting Guidelines  
\textsuperscript{5} Nicola Valley Institute of Technology 2018 – 2023 Strategic Plan
As evidenced below, NVIT’s efforts this year have been focused on expansions in partnerships, services and programs, and infrastructure. Below is a synopsis that highlights some of the key initiatives to overall strategic advancements.

<table>
<thead>
<tr>
<th>NVIT Goals</th>
<th>AEST System Objectives</th>
<th>Indicators of Strategic Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 4.1</td>
<td>Access Quality Relevance Efficiency</td>
<td>Members of NVIT’s Strategic Enrolment Management Committee formed a sub-committee to review and revise the Student Engagement Survey. The intent was to reduce the length of the survey and ensure that the information collected is useful. Coordinated and conducted the 2019 Student Engagement Survey. 132 students participated.</td>
</tr>
<tr>
<td>1.1, 4.1</td>
<td>Access Quality Relevance Efficiency</td>
<td>Student Forums were held on Merritt campus (October 30) and Vancouver campus (November 1) to obtain feedback from students regarding campus services and student experience.</td>
</tr>
<tr>
<td>1.2</td>
<td>Quality Relevance Efficiency</td>
<td>Newly elected Board of Governors, Education Council and NVIT Student Society student representatives invited to Student Leadership meetings for the Vancouver campus on March 14 and March 15 for the Merritt campus.</td>
</tr>
<tr>
<td>2.4, 4.4</td>
<td>Capacity Access Quality Relevance Efficiency</td>
<td>SEM initiative: Joint-campus Retention Forum Merritt campus on August 29, 2018 in conjunction with the annual “Welcome Back”. The forum provides the NVIT community an opportunity to work collectively to discuss student retention issues and, this year, included a lively game of lahl.</td>
</tr>
<tr>
<td>1.1, 1.4</td>
<td>Access</td>
<td>13 prospective learners from Abbotsford, Mount Currie, Ashcroft, Cache Creek, Merritt and Kelowna participated in Experience NVIT. Four participants became applicants. The event invites students to the Merritt campus for tours, program and planning sessions, and an overnight stay in the student residence.</td>
</tr>
<tr>
<td>2.1, 4.2</td>
<td>Access</td>
<td>Awards Ceremonies: Vancouver campus (Sept 26) – 14 awards, 11 students, award total: $13,350 Merritt campus (Sept 29) – 72 awards, 45 students, award total: $54,400</td>
</tr>
<tr>
<td>1.2, 2.2, 4.4</td>
<td>Quality</td>
<td>Academic Policy Review</td>
</tr>
<tr>
<td>3.2, 3.3, 3.4</td>
<td>Capacity Access Quality</td>
<td>AEST contracts in Northeast BC continued in Blueberry River, Fort Nelson, Halfway River First Nations, and Kelly Lake Action Group to deliver College Readiness (upgrading) and Essential/ Employment Skills courses.</td>
</tr>
</tbody>
</table>
| 1.1, 2.4   | Quality | Speaker Series  
**Vancouver campus:**  
- Dr. Jeanne Paul – Medicine Herbs and Plants  
- Fraser Health Presentation  
**Merritt Campus:**
<table>
<thead>
<tr>
<th>Section</th>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3.1, 3.2, 3.4 | Access | • Change of Season Ceremony  
• Tribute to families of Missing/Murdered Indigenous Women  
In 2018/19, NVIT offered Community-Based Assessments in 8 communities to 54 prospective learners. |
| 2.1, 3.1, 3.4, 4.1 | Access | 2018/19 recruitment efforts resulted in 160 visits across the Province to various communities/agencies and events organized through the Post-Secondary Institutes Organization and the Strengthening Connections program. |
| 4.1, 4.2 | Efficiency | Central Data Warehouse submission completed. All Ministry data quality management plan thresholds were met or exceeded.  
GST Audit and Year-end Audit complete. |
| 4.3 | Capacity Access Relevance | 11 Employees took advantage of the computer purchase plan. The plan supports continuing employees by offering the opportunity to purchase a computer to encourage access and development of information technology. |
| 4.3 | Access | Health Benefit – 17 employees utilized this plan. |
| 1.2, 4.3 | Relevance Access | Held regular campus safety committee meetings.  
Encouraged all employees to review NVIT’s Human Rights Policy online and to complete training on bullying and harassment to reinforce a culture of respect at NVIT. |
<p>| 4.3 | Capacity | Long Service Awards presented during Welcome Back events on August 29 and 31. Two employees were recognized for 20 years of service, two for 15 years, and three for 10 years. |
| 4.1 | Efficiency | Coordinated &amp; prepared the Ministry FTE Report. |
| 1.1 | Access | Nurse practitioner appointments scheduled on Merritt campus |
| 1.1, 1.2 | Access Relevance Quality | Disability support services extended to attested (non-documented) students to reduce barriers to student success and retention. |
| 4.4 | Relevance | Elders’ Honouring Ceremonies held on April 10 on the Merritt campus and April 11 on the Vancouver campus. Staff and students signed blankets in the days leading up to the ceremony and students presented the blankets to the Elders at a surprise ceremony. |
| 4.1, 4.4 | Quality Efficiency | HR Committee convened to review all HR policies and practices |
| 1.1 | Access Capacity | Hosted “Long Night of Procrastination” events on both campuses to support learners with end of term assignments/studying. |
| 1.3, 4.1 | Access Capacity Quality Relevance Efficiency | New marketing, communications and recruitment strategy rolled out |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Relevance</th>
<th>Access</th>
<th>Healthy Minds/Healthy Campus initiatives include: nurse practitioner on campus, planning dedicated clinician space, renewing counselling contracts, NVIT employees presented at Healthy Minds/Healthy Campus conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
<td>Efficiency</td>
<td></td>
<td>Developed Key Performance Indicators (KPIs) and a reporting process based on annual governance and operations cycles</td>
</tr>
<tr>
<td>Section</td>
<td>Relevance</td>
<td></td>
<td>NVIT sent 5 representatives to the “Let’s Get Consensual” Train the Trainer sessions to meet institutional obligations stemming from the provincial Sexualized Violence Policy legislation, provided workshops to staff, students and Elders.</td>
</tr>
<tr>
<td>Section</td>
<td>Quality</td>
<td></td>
<td>Initiated policy review on Non-academic Student Conduct</td>
</tr>
<tr>
<td>Section</td>
<td>Efficiency</td>
<td></td>
<td>Development of Institutional Learning Outcomes and related Framework, tied to the 4 R’s (respect, relevance, reciprocity, and responsibility), as the first step towards NVIT’s co-curricular transcript.</td>
</tr>
</tbody>
</table>
# V. Performance Measure Results 2018/19

## Nicola Valley Institute of Technology

2018/19 Accountability Framework Performance Measure Results

<table>
<thead>
<tr>
<th>Performance Measure¹</th>
<th>Reporting Year</th>
<th>2017/18 Actual</th>
<th>2018/19 Target</th>
<th>2018/19 Actual</th>
<th>2018/19 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student spaces²</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Student Spaces</td>
<td>513</td>
<td>579</td>
<td>538</td>
<td></td>
<td>Not Achieved</td>
</tr>
<tr>
<td>Nursing and other allied health programs</td>
<td>76</td>
<td>49</td>
<td>43</td>
<td></td>
<td>Substantially achieved</td>
</tr>
<tr>
<td>Development</td>
<td>48</td>
<td>84</td>
<td>34</td>
<td></td>
<td>Not Achieved</td>
</tr>
</tbody>
</table>

**Health program FTE often crosses multiple fiscal years. Last year, NVIT more than doubled the target and is on track to exceed the target this year.**

**Development**

The restricted ability to deliver developmental level programming and support services in communities creates contributes to the gap between the recognized demand and the developmental FTE allocated to NVIT.

<table>
<thead>
<tr>
<th>Credentials awarded³</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>254</td>
<td>244</td>
<td>243</td>
<td>Substantially achieved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aboriginal student spaces⁴</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Aboriginal student spaces</td>
<td>409</td>
<td>75% of FTE target</td>
<td>426</td>
<td>Substantially Achieved</td>
</tr>
<tr>
<td>Ministry (AEST)</td>
<td>330</td>
<td></td>
<td>416</td>
<td></td>
</tr>
<tr>
<td>Industry Training Authority (ITA)</td>
<td>79</td>
<td></td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student satisfaction with education²</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Former Diploma, Associate Degree and Certificate students</td>
<td>94.8% 3%</td>
<td>≥ 90%</td>
<td>93% 4.8%</td>
</tr>
<tr>
<td>Bachelor Degree graduates</td>
<td>90.5% 8.2%</td>
<td>N/A N/A</td>
<td>Not assessed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student assessment of the quality of instruction⁵</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Former Diploma, Associate Degree and Certificate students</td>
<td>97.4% 2.2%</td>
<td>≥ 90%</td>
<td>92.9% 5%</td>
</tr>
<tr>
<td>Bachelor Degree graduates</td>
<td>90.5% 8.2%</td>
<td>N/A N/A</td>
<td>Not assessed</td>
</tr>
</tbody>
</table>

---

¹ Performance Measure
² Student spaces
³ Credentials awarded
⁴ Aboriginal student spaces
⁵ Student satisfaction with education

---

nvit iapr 2018_19 final
**Student assessment of skill development**

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>+/-</th>
<th>≥ 85%</th>
<th>%</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former Diploma, Associate Degree and Certificate students</td>
<td>93.8%</td>
<td>3.2%</td>
<td></td>
<td>90.8%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Bachelor Degree graduates</td>
<td>90.5%</td>
<td>7.6%</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Student assessment of usefulness of knowledge and skills in performing job**

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>+/-</th>
<th>≥ 90%</th>
<th>%</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former Diploma, Associate Degree and Certificate students</td>
<td>96.8%</td>
<td>3.1%</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Bachelor Degree graduates</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Unemployment Rate**

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>+/-</th>
<th>Not assessed</th>
<th>%</th>
<th>+/-</th>
<th>Not assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former Diploma, Associate Degree and Certificate students</td>
<td>N/A</td>
<td>N/A</td>
<td>Not assessed</td>
<td>N/A</td>
<td>N/A</td>
<td>Not assessed</td>
</tr>
<tr>
<td>Bachelor Degree graduates</td>
<td>N/A</td>
<td>N/A</td>
<td>Not assessed</td>
<td>N/A</td>
<td>N/A</td>
<td>Not assessed</td>
</tr>
</tbody>
</table>

Notes:

- TBI – Institutions are required to include their target and assessment.
- N/A - Not assessed

- Results from the 2017/18 reporting year are based on data from the 2017/18 fiscal year; results from the 2018/19 reporting period are based on data from the 2018/19 fiscal year.
- Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years.
- 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.
- Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting period 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%.

**Target assessment scale**

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>110% or more of the target</td>
</tr>
<tr>
<td>Achieved</td>
<td>100% - 109% of the target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>90% - 99% of the target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>Less than 90% of the target</td>
</tr>
<tr>
<td>Not Assessed</td>
<td>Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets</td>
</tr>
</tbody>
</table>
## Appendix A

**Nicola Valley Institute of Technology**

**2018/19 Accountability Framework Performance Measure Results**

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Reporting Year</th>
<th>Actual</th>
<th>Target</th>
<th>Actual</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017/18</td>
<td>2018/19</td>
<td>2018/19</td>
<td>2018/19</td>
<td></td>
</tr>
<tr>
<td>Former Diploma, Certificate, and Associate Degree Students' Assessment of Skill Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill development (avg. %)</td>
<td>93.8%</td>
<td>3.2%</td>
<td>≥ 85%</td>
<td>90.8%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Written communication</td>
<td>90.8%</td>
<td>3.9%</td>
<td></td>
<td>82.1%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>94.7%</td>
<td>3.1%</td>
<td></td>
<td>79.5%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Group collaboration</td>
<td>97.3%</td>
<td>2.3%</td>
<td></td>
<td>95.1%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>97.3%</td>
<td>2.2%</td>
<td></td>
<td>95.2%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Problem resolution</td>
<td>91.8%</td>
<td>3.9%</td>
<td></td>
<td>92.9%</td>
<td>5%</td>
</tr>
<tr>
<td>Learn on your own</td>
<td>92.1%</td>
<td>3.7%</td>
<td></td>
<td>92.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>96.1%</td>
<td>2.6%</td>
<td></td>
<td>97.6%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

**Bachelor Degree Graduates' Assessment of Skill Development**

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Reporting Year</th>
<th>Actual</th>
<th>Target</th>
<th>Actual</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017/18</td>
<td>2018/19</td>
<td>2018/19</td>
<td>2018/19</td>
<td></td>
</tr>
<tr>
<td>Skill development (avg. %)</td>
<td>90.5%</td>
<td>7.6%</td>
<td>≥ 85%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Written communication</td>
<td>85.7%</td>
<td>9.8%</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Oral communication</td>
<td>95.2%</td>
<td>6%</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Group collaboration</td>
<td>90.5%</td>
<td>8.2%</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>100%</td>
<td>0%</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Problem resolution</td>
<td>85.7%</td>
<td>9.8%</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Learn on your own</td>
<td>85.7%</td>
<td>9.8%</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>90.5%</td>
<td>8.2%</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Performance measure</td>
<td>2019/20</td>
<td>2020/21</td>
<td>2021/22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student spaces</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>543</td>
<td>543</td>
<td>546</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing and other allied health programs</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental programs</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Domestic credentials awarded</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>258</td>
<td>TBD</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student satisfaction with education</td>
<td></td>
<td></td>
<td>≥ 90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student assessment of the quality of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student assessment of usefulness of knowledge and skills in performing job</td>
<td></td>
<td></td>
<td>≥ 85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ assessment of skill development (average %)</td>
<td>Not assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployment rate</td>
<td>Not assessed</td>
<td>&lt; unemployment rate of individuals with high school credentials or less</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
VI. Conclusion

The Centre for Excellence in Indigenous Public Post-Secondary Education

Being the Indigenous centre of excellence in education in British Columbia requires the vision and leadership of the Indigenous community and a solid foundation based on Indigenous culture, tradition and Indigenous Knowledge. NVIT’s 2018 – 2023 Strategic Plan is designed to ensure that learners seeking an education grounded in relevant experiences and Indigenous Knowledge find their way to NVIT. NVIT’s new Strategic Plan sets a clear vision for NVIT as we embark on the next five years.

NVIT will continue to expand on the success of its past by working toward the identified strategic directions and goals. These directions and goals are designed to support NVIT as a leading comprehensive Indigenous public post-secondary institute. Our combined directions ensure that NVIT is positioned to anticipate and respond to the educational needs of our communities, one learner at a time. Our learners are our family, and through an unwavering commitment to provide an educational environment that empowers learners so they can strengthen communities and champion change, NVIT welcomes, embraces and celebrates the achievements of our family.

Through NVIT’s Strategic Plan and the work NVIT is involved in on a day-to-day basis, NVIT continues to advance the original vision of the five founding bands of the Nicola Valley while meeting government priorities and objectives. The results of our key performance measures in the preceding section reflect overall outcomes of our initiatives and activities toward achieving Ministry targets. NVIT is a true success story.

Financial Information:

Audited Financial Statements can be found on the NVIT website or follow this link: NVIT audited financial statements to March 31, 2019.
Appendix B – Reporting Template for Mandate Priority #1

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 B.C.

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.

<table>
<thead>
<tr>
<th>TRC CALL TO ACTION¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE</th>
<th>PROGRESS (N/A, In Progress, Implemented)²</th>
<th>INITIATIVE AND PARTNERSHIP DETAILS (Please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)</th>
</tr>
</thead>
</table>

¹ "..." represents omitted text not related to post-secondary education from the original Call to Action.
² Use N/A if there is no relevant program on this subject offered at institution.
| 1: SOCIAL WORK | Implemented | NVIT offers an Indigenous Bachelor of Social Work Degree in partnership with Thompson Rivers University. This degree has been offered for over 25 years and is unique in Canada in that it emphasizes the knowledge and skills relevant to both Aboriginal and mainstream individuals, families, and communities. Students will increase knowledge and skills based on an Aboriginal perspective and contemporary social work practice. Elders are a valued part of our program. The NVIT BSW degree program is the only Aboriginal-centered BSW program in British Columbia. Graduates of the program will have greater knowledge, skills and abilities to practice social work with diverse populations.

NVIT has designed, developed and implemented an Indigenous Human Services diploma that ladders into the SW degree. This program is delivered on campus as well as in Indigenous communities.

Additionally, NVIT secured funding and partnered with University of the Fraser Valley to deliver an Indigenous Masters of Social Work Degree at the NVIT Merritt campus. |

| 12: EARLY CHILDHOOD EDUCATION | Implemented | NVIT offers both a one-year certificate and two-year diploma in Aboriginal Early Childhood Education. The program is unique in that it emphasizes the knowledge, skills and standards relevant to both Aboriginal and mainstream individuals, families and communities. In addition to NVIT’s regular offering at the Merritt campus, NVIT also delivers this program in First Nation communities across British Columbia. NVIT is currently offering this program in partnership with Kitimat Valley Institute and the Haisla Nation. |

1: SOCIAL WORK
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.

12: EARLY CHILDHOOD EDUCATION
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.
## 16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

| Implemented at diploma level and degree development is in progress |
| NVIT is a member of the Language Fluency Degree Framework working group. This working group is collaboratively developing a language fluency degree. NVIT’s existing two-year language program has established the framework for the degree. NVIT will be delivering the new language fluency program in 2019/20. |

## 23: HEALTH-CARE PROFESSIONALS
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.

| Implemented |
| NVIT currently offers the Health Care Assistant programs on campus in Merritt as well as in First Nation communities across British Columbia. This program includes cultural competency training for the learners. In addition, NVIT has developed a Dual Credit program with SD 74 and will deliver the program in Ashcroft in Fall 2019. |

## 24: MEDICAL AND NURSING SCHOOLS
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.

| Implemented |
| NVIT currently offers the Access to Practical Nursing program at our campus in Merritt. This program includes Indigenous health issues, 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. The program includes skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. |
### 28: LAW SCHOOLS

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.

Implemented within scope

NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Law program, students benefit from courses infused with Indigenous knowledge and immerse in an Indigenous learning experience. Rather than one course as suggested, the many courses and experiences at NVIT provides historical context and legacies relevant to Aboriginal people and the law. Graduates will have a breadth of knowledge to transfer into third year of studies at any research or teaching intensive institutes.

### 57: PUBLIC SERVANTS

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.

Implemented

NVIT offers an Aboriginal Leadership and Governance Program that is ideal for federal, provincial, territorial and municipal governments to learn about Indigenous history, rights and title and learn the necessary skills to lead and govern in an intercultural environment. NVIT will be offering this program in three different locations this year, Northern BC, Central BC and metro Vancouver.
### 62: TEACHER EDUCATION

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.

| Implemented at diploma level and degree development is in progress | NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Teacher Education program, students benefit from courses infused with Indigenous knowledge and immerse in an Indigenous learning experience. The courses and experiences at NVIT provide historical context and legacies relevant to Aboriginal people. Graduates from these programs transfer to various degrees. Further, NVIT offers the Native Adult Instructor Diploma (NAID). The NAID program Indigenizes the standardized PID.

In partnership with UBC/NITEP, NVIT is currently working on the framework and course syllabi for a Joint Degree of Bachelor of Indigenous Education. We plan to have this program up and ready for delivery in 2020.

In partnership with UBC, NVIT has completed a Masters of Indigenous Leadership in Education and has 24 graduates. The partners intend to launch a new cohort in 2019/20. |

| Completed M.Ed. Partnership | NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Teacher Education program, students benefit from courses infused with Indigenous knowledge and immerse in an Indigenous learning experience. The courses and experiences at NVIT provide historical context and legacies relevant to Aboriginal people. Graduates from these programs transfer to various degrees. Further, NVIT offers the Native Adult Instructor Diploma (NAID). The NAID program Indigenizes the standardized PID.

In partnership with UBC/NITEP, NVIT is currently working on the framework and course syllabi for a Joint Degree of Bachelor of Indigenous Education. We plan to have this program up and ready for delivery in 2020.

In partnership with UBC, NVIT has completed a Masters of Indigenous Leadership in Education and has 24 graduates. The partners intend to launch a new cohort in 2019/20. |

| Implemented within scope | NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Journalism and Media program, students benefit from courses infused with Indigenous knowledge and immerse in an Indigenous learning experience. The courses and experiences at NVIT provide historical context and legacies relevant to Aboriginal people and the law. Graduates will have a breadth of knowledge to transfer into third year of studies at any research or teaching intensive institutes. |

### 86: JOURNALISM AND MEDIA SCHOOLS

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>| Implemented within scope | NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Journalism and Media program, students benefit from courses infused with Indigenous knowledge and immerse in an Indigenous learning experience. The courses and experiences at NVIT provide historical context and legacies relevant to Aboriginal people and the law. Graduates will have a breadth of knowledge to transfer into third year of studies at any research or teaching intensive institutes. |</p>
<table>
<thead>
<tr>
<th><strong>92: BUSINESS SCHOOLS</strong></th>
<th><strong>Implemented</strong></th>
<th><strong>MBA in progress</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>NVIT offers a one-year certificate and two-year diploma in Administrative studies. We also offer a two-year diploma in Public Administration and Aboriginal Community Economic Development. In all of these programs, there is a commitment to educate on the history of indigenous people, the skills required to work in Indigenous communities and for Indigenous organizations, and the importance of working in a cross-cultural workplace.</td>
<td>NVIT intends to launch an MBA in partnership with a BC PSI in 2019/2020. NVIT is currently seeking a partner Institute that offers an MBA with a focus on Indigenous business and economics.</td>
</tr>
</tbody>
</table>
**UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION**

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:

**Article 14**

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.

**Article 15**

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.

**Article 21**

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.

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NVIT is BC’s Indigenous Public Post-Secondary Institution. With a First Nations Board of Governors, Indigenous programs, a strong connection to Indigenous communities, and a dedicated and committed staff, NVIT is Indian control of Indian Education. NVIT’s program breadth either offers or prepares learners to advance in all areas.

In addition, NVIT is a member of the Indigenous Adult Higher Learning Association (IAHLA), which is a consortium of Indigenous Education Institutions and is an advocacy and policy table. Our VP Academic is Chair of the Association.

NVIT exists to improve the lives of Indigenous people. NVIT’s vision is “As an Indigenous centre for excellence, NVIT inspires learners to strengthen community”.

NVIT’s mission is “Empowering learners by strengthening voice and identity through education.” Every program that is offered, every support that is provided, and every decision that is made is for the betterment of Indigenous students and communities.