



Institutional Accountability Plan and Report

2019 - 2020 Reporting Cycle

College
of New
Caledonia
CNC

Accountability Statement

July 17, 2020

Honourable Melanie Mark

Minister of Advanced Education, Skills and Training

c/o Accountability Branch

Ministry of Advanced Education, Skills and Training

Dear Minister Mark,

We are pleased to provide the College of New Caledonia's 2019-20 Institutional Accountability Plan and Report. This document outlines the College's mandate, strategic goals and directions, measurable outcomes, and the Ministry of Advanced Education's service planning measures.

For your review, please see the 2019-20 outcomes report and the College's action plan for 2020-21, which marks the fifth and final year of the CNC 2016-2020 Strategic Plan. This year, we will be engaging in significant consultation with our communities and partners as the 2021-2026 Strategic Plan is developed. We also have begun a Strategic Enrolment Management initiative to guide student recruitment, retention, and success in alignment with the Strategic Plan.

2019-20 was a year of celebration as the College commemorated its 50th Anniversary. CNC has played a key role in helping many people reach their educational goals and setting a path for their future. The academic year concluded with an online convocation celebration for the graduating class of 2020. CNC is very proud of how faculty and staff adapted to online delivery of programs and services during these unprecedented times.

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

Sincerely,



Dr. Dennis Johnson
President & CEO



Gillain (Gil) Malfair
Chair, Board of Governors

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Acknowledgments

First Nations Traditional Territory

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

Binche Whut'en First Nation
Cheslatta Carrier Nation
?Esdilagh First Nation
Kwadacha Nation
Lake Babine Nation
Lheidli T'enneh First Nation
Lhoosk'uz Dene Nation
Lhtako Dene Nation

McLeod Lake Indian Band
Nadleh Whut'en
Nak'azdli Whut'en
Nazko First Nation
Nee Tahi Buhn Band
Saik'uz First Nation
Skin Tyee Nation
Stellat'en First Nation

Takla Lake First Nation
Tl'azt'en Nation
Tsay Keh Dene Nation
Ts'il Kaz Koh
Wet'suwet'en First Nation
Yekooche First Nation

CNC's Aboriginal Partners

It is important to acknowledge the participation of all Indigenous groups whose support on Aboriginal advisory committees and the Yinka Dene Council contributes to the success of Aboriginal Education at CNC: Carrier Sekani Tribal Council, PG Nechako Aboriginal Employment & Training Association, Métis Nation of BC, New Caledonia Métis Association, Prince George Native Friendship Centre, North Cariboo Family Program, Cariboo Chilcotin Aboriginal Training Centre, Tillicum Friendship Centre, and Aboriginal representatives from the University of Northern British Columbia, School Districts of Nechako-Lakes (SD91), Prince George (SD57), and Quesnel (SD28).

Strategic Direction and Context

Strategic Direction

Institutional Overview

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



737 total employees

349 Faculty

326 Operational

62 Administrative



90+ Programs



6 Campuses



8,725 Students



Average age 28



50% Female



50% Male

1,613 Aboriginal Students 24% of domestic

Percentage of Aboriginal students by campus

Burns Lake 40%



Fort St. James 55%



Mackenzie 25%



Nechako 20%



Prince George 22%



Quesnel 20%



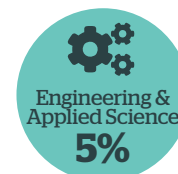
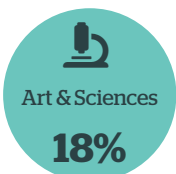
2,122 International Students 24% of total
From 38 countries



3,421 students
in Skills
(Continuing
Education) Courses

5,611 students in
Academic, Vocational
& Trades

Students by select program area



4,102 Full-Time Equivalents (FTE)

1,131 in Trades*
500 in Allied Health*
218 in Developmental*

*Excludes International FTE

Mission, Vision and Institutional Values

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



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



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



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

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

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

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

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

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

Strategic Priority Actions Report on 2019-20

This section describes progress made toward CNC's strategic priorities during the 2019-20 fiscal year, and reports on progress toward 2019-20 Mandate Letter report requirements. In this section, and throughout the document, Mandate Letter icons have been added to indicate content related to a Mandate Letter report or plan requirement. Report requirements describe progress made during the 2019-20 fiscal year, while plan requirements describe the current 2020-21 fiscal. **ML REPORT #1-8** **ML PLAN #1-4**

Investments in Education

ML PLAN #2c CNC's 2020-21 budget reflects consideration for the current COVID-19 pandemic and includes contingencies for a possible decline in enrolment. CNC's budget also makes substantial investments to ensure faculty are supported in developing online courses tailored to maximize student success. CNC anticipates it will be able to successfully deliver all programs, though capacity may need to be adjusted.

CNC continues to invest in a multi-year project to improve classroom technology and furniture. This project, which began in 2019-20, continues into 2020-21. These improvements contribute to a positive, accessible teaching and learning environment for instructors and students.



New and Expanded Programming

New Vanderhoof Campus

ML PLAN #2d #4a In 2017, the Province provided CNC with \$1.7 million to purchase a new facility to replace the current outdated campus in Vanderhoof. In 2018, the Province announced a further \$5.2 million in funding for the renovation of two buildings on 2.38 acres of land. The renovation is underway, and the doors of CNC's modern Vanderhoof campus are expected to open in 2020.

CNC's Vanderhoof campus is located in the North Coast and Nechako Labour Market Region.^[1] The region's economy is based on natural resources and its largest employers are in mining, oil and gas, and forestry. The construction industry is anticipated to have the largest job openings in the region throughout the next decade.

Currently, CNC has limited capacity to run trades programs in Vanderhoof to serve labour market needs. To offer trades programs, the College had to find an empty space or shop in the community and convert it into a temporary teaching space. This has been complicated by the lack of buildings meeting Industry Training Authority (ITA) BC standards. The 360 square metre shop in CNC's new Vanderhoof campus will allow the College to consistently deliver a variety of high demand trades training.

Sonography

ML REPORT #2b **ML PLAN #4a** In January 2019, CNC offered its first intake of the Northern Diagnostic Medical Sonography program. The first eight students are expected to complete the program in January 2021, which will help fill a growing need for sonographers in the province. It is estimated there will be 340 job openings in this field between 2019 and 2029.^[2] The program's student capacity was increased from eight to 16 for the September 2019 intake.

Burns Lake Practical Nursing Program

ML PLAN #2b In September 2018, CNC launched a Practical Nursing (PN) program for the first time in Burns Lake. Licenced practical nurses have one of the highest job opening rates amongst social occupations throughout the next decade.^[3] The program in Burns Lake was created to address the need for trained practical nurses throughout central and northern British Columbia. The cohort of eight PN students is expected to complete the program in April 2020.

Training More Health Professionals

ML REPORT #2b Health Care and Social Assistance is expected to see the largest increase in job openings across BC in the next 10 years.^[4] With a breadth of health science programs, CNC plays a crucial role in training health care workers to fill the need throughout the province. In 2019-20, CNC exceeded student targets for its Northern Collaborative Baccalaureate Nursing, Practical Nursing, and Sonography programs in Prince George. CNC's Health Care Assistant program also exceeded student targets at regional campuses with additional investment from the Province, which funded cohorts in Quesnel and Mackenzie.

Quesnel Power Engineering Expansion

ML PLAN #4a CNC completed the construction phase of an extensive expansion to the trade wing of the Quesnel campus in 2019-20. The \$5 million project includes a new high-pressure steam boiler, an expanded computer simulation lab, a new welding lab, shop, and additional yard space. The renovations ensure Power Engineering students will study with state-of-the-art equipment and provides an improved classroom and lab space. The Minister of Advanced Education, Skills and Training was scheduled to attend a grand opening of the

[1,2,3,4] https://www.workbc.ca/getmedia/18214b5d-b338-4bbd-80bf-b04e48a11386/BC_Labour_Market_Outlook_2019.pdf.aspx Accessed June 21, 2020

facility in March 2020, but due to COVID-19 the event was cancelled.

Diploma Trades Programs

ML PLAN #2d #4a CNC is in the process of developing trades diploma programs for Professional Cook, Heavy Mechanical, and Automotive Service Technician. These two-year programs include enhanced Foundation Level training that encompasses curriculum from subsequent Apprenticeship Levels along with a co-op work experience component. These diploma programs will allow students to receive more education and practical experience prior to seeking an apprenticeship.

Expanding Opportunities in Professional Cook

ML REPORT #2b **ML PLAN #2c #4a** Last year, CNC partnered with a local restaurant to offer a Professional Cook Level 1 program that blended online and face-to-face learning. This delivery method allowed students to continue working while attending school with minimized disruption for their employer. The program was a success, and in 2019-20, CNC delivered the second level of the Professional Cook program using this same blended model.

ML PLAN #1 The development of a proposal for an Indigenous Professional Cook program at CNC's Burns Lake campus began last year with work continuing into 2020-21. The pilot program will offer the first two levels of the Professional Cook program with 30 per cent Indigenous content and the incorporation of Indigenous cuisine. The program is a partnership between CNC, Prince George Nechako Aboriginal Employment and Training Association (PGNAETA), Nicola Valley Institute of Technology, Ts'il Kaz Koh, Skin Tyee Nation, and the ITA.

Civil Engineering Technologist

ML REPORT #2b **ML PLAN #2d #4a** CNC is in the process of developing a new Civil Engineering Technologist program, which will provide a total of 50 spaces by 2021-22. Launching September 2020, this will be the first engineering technologist program in BC to be offered north of Kamloops. CNC faculty continue to develop curriculum for the two-year diploma program. An impressive lab space is currently being developed that will provide students with up-to-date technology used in industry. CNC also launched a comprehensive marketing campaign to promote the Civil Engineering Technologist program throughout northern BC.

Skilled Labourer Program

ML REPORT #2b **ML PLAN #2a,d #4c,d** With funding from the Canada-British Columbia Workforce Development Agreement, CNC developed a Skilled Labourer program to address demonstrated labour market needs in local communities. The 10-week program, which ran four cohorts in Prince George, Quesnel, and Burns Lake throughout 2019-20, prepares young adults for a variety of roles in the construction and manufacturing industries. The program includes core industry certifications, occupational skills, job placement or practicum experience, an essential skills component, and job readiness training.

Funding for the program covers tuition, fees, books, and personal protective equipment, while also offering a weekly training wage and transportation support. The second cohort in Prince George and one in Quesnel were postponed halfway through due to COVID-19. Both Skilled Labourer program cohorts are scheduled to reconvene in the summer with a scheduled completion date of July 2020. In total, over 70 students participated in CNC's Skilled Labourer program.

Camp and Catering Program

ML REPORT #2b CNC's Camp and Catering program prepares students, aged 18 to 24, for work in a camp or kitchen setting while teaching valuable employment readiness career knowledge and skills. The nine-week program, which ran in Quesnel and Burns Lake throughout 2019-20, walks students through both the theory and hands-on experience required to work as an entry-level camp cook.

Students receive a working knowledge of station set up, food preparation, cooking, clean up, stocking, and maintaining industry practices. The program also provides knowledge about important camp procedures such as scheduling, ordering, customer service, emergency procedures, and Food Safe Level 1 certification. There is also a focus on developing career readiness skills such as résumé and cover letter writing, and job search techniques. Funding for CNC's Camp and Catering program was provided through the Canada-British Columbia Workforce Development Agreement.

Brain Injured Group Trades Exploration

ML REPORT #2a **ML PLAN #2a #3b #4c** In 2019-20, CNC offered the first intake of an innovative 12-week Trades Exploration pilot program, developed to help underemployed and unemployed individuals with brain injuries explore trades. A first in BC, the program saw eight students explore Carpentry, Automotive Service Technician, and Professional Cook as well as gain the essential skills needed to obtain entry into those industries. Students finished the program with 60 hours of training in each trade as well as the completion of First Aid and Food Safe certificates.

A second cohort of the Brain Injured Group Trades Exploration, scheduled to start in March 2020, was delayed due to COVID-19. CNC is working closely with its partners to reschedule the start date further into 2020-21.

Reintegration Industry Readiness Training

ML REPORT #2a **ML PLAN #2a #3b #4c** CNC's Reintegration Industry Readiness Training (*RIRT*) program offers job readiness and workplace certificate training for paroled federal offenders. Students who completed the program have successfully found work in sectors including construction, maintenance, manufacturing, forestry, social work, transportation, and logistics. In 2019-20, seven students completed the RIRT program. CNC has two additional RIRT cohorts scheduled for 2020-21.

Early Childhood Care and Learning

ML PLAN #4a Job openings for early childhood educators are among the top in-demand social occupations with 8,600 openings expected across BC from 2019 to 2029.^[5] CNC's Early Childhood Care and Learning (*ECCL*) diploma has, to date, only been available at the Prince George campus. In 2020-21, the College is expanding its ECCL diploma to all campuses using alternate delivery. This expansion will ensure the need for trained early childhood educators is met throughout the College Region.

Senior Inclusion Solution for Northern Communities

ML PLAN #2a #3b The Government of Canada's New Horizons for Seniors Program (*NHSP*) pan-Canadian stream awarded CNC \$2 million for a five-year project focused on improving the quality of life for seniors living in Mackenzie.

Through the project, CNC will work with several local and regional groups to develop and implement creative and collaborative approaches to increase social inclusion of seniors, 55 and older, in the District of Mackenzie. The project will connect seniors with CNC trades students to create shared mentorship experiences through collaborative projects. CNC's Mackenzie campus will

[5] https://www.workbc.ca/getmedia/18214b5d-b338-4bbd-80bf-b04e48a11386/BC_Labour_Market_Outlook_2019.pdf.aspx Accessed June 21, 2020

also open a training kitchen allowing seniors to learn more about cooking and share their own knowledge with other members of the community. A Lunch and Learn series for seniors will start at CNC with information sessions on an array of subjects including cell phone use, gardening, trades tools training, and business computer use. Seniors will be able to receive credit for various courses. They may also qualify for free tuition under CNC's Tuition Waiver for Seniors policy. CNC will provide opportunity to local secondary school students in programming who can earn volunteer hours required for graduation.

Supporting Students

Enhanced Service Hours

ML REPORT #3 In 2019-20, CNC enhanced services and extended hours for a number of service-oriented departments at the Prince George campus including Admissions, Student Services, the College Store, IT Services Help Desk, Food Services, and the Library and Resource Centres. This change demonstrated CNC's continued commitment to meeting the needs of learners.

24-Hour Student Support Line

ML REPORT #3 **ML PLAN #2b** In January 2019, the CNC Students' Union introduced Student LifeLine, a 24-hour support service providing students with confidential legal, financial, and family consultations, as well as counselling via phone, in-person, video chat, and text chat. CNC was in full support of the initiative and contributed to the funding of Student LifeLine. In January 2020, the Ministry of Advanced Education, Skills and Training announced the launch of Here2Talk, a free province-wide 24-7 mental health service for BC students. CNC will continue to use Student Lifeline until Here2Talk rolls out in Spring 2020.

Mental Health Resources

ML REPORT #3 **ML PLAN #2b** In 2019-20, CNC focused on the development of mental health presentations, workshops, and awareness building events for both students and employees. In total, CNC doubled the number of wellness workshops and presentations from the previous year. Workshop and presentation topics included professional boundaries, stress management and self-care, stress management and transitioning to post-secondary, suicide prevention, introduction to wellness services at CNC, mindful meditation, coping jar activities, and healthy relationships. This included four wellness seminars in the Aboriginal Resource Centre at CNC's Prince George campus. CNC also hosted booths with mental health information and resources at a variety of campus events including student orientation, student life expo, stressbusters, health and wellness fairs, Pink Shirt Day, Orange Shirt Day, and Bell Let's Talk Day.

CNC's Prince George campus hosted two mental health pop-up events coordinated by Student Services and the CNC Students' Union. The events aimed to break down the stigma surrounding mental health issues. Students were asked "What's Your Big Lie," which was defined as something immense that we hide from the world, even though it defines us. These "big lies" are often the source of anxiety, feelings of worthlessness, hopelessness, and pain that people carry around every day. Using phones and an anonymous platform, participants were able to submit their "big lies" and other insecurities. Responses were filtered immediately and projected on screens and the walls of CNC's Gathering Place.

CNC hosted a two-day Mental Health First Aid training class for students and employees in March 2020. The class was popular, filling its 25 seats with approximately 20 students on a waitlist.

Prevention of Sexual Violence and Misconduct

ML REPORT #3 **ML PLAN #2b** A key to the prevention of sexual violence and misconduct at CNC is well developed policy and procedures. CNC is currently revising and enhancing its Sexual Misconduct policy in compliance with the mandated five-year review process. Part of that process includes a closer review and rewrite, opting for plainer language where possible.

CNC's Sexual Misconduct Education Committee, which is comprised of students, staff, and faculty, attended several training workshops throughout 2019-20. Workshop topics included First Responders to Sexual Assault and Sexual Abuse, Building Capacity to Prevent and Respond to Sexual Violence on Campus, Suspected Child Abuse and Neglect Clinic Orientation, Quick Response Team Orientation, and Addressing Sexual and Domestic Violence in Northern British Columbia. The committee also undertook several initiatives in 2019-20 including a consent poster campaign, Christmas and Valentine's Day "Cookies and Consent" events, and information tables at campus events including a sexual assault myths and facts game board, healthy relationships quiz board, bystander information, and how to access supports at CNC. The College also created a pilot disclosure workshop for employees about how to support and respond supportively to a student who has disclosed experiences of sexual misconduct.

The current global COVID-19 pandemic has altered the way CNC is able to provide support services to students. In March 2020, all forms of face-to-face support services were replaced with online or alternate delivery options. Many of the scheduled training opportunities and events CNC's Sexual Misconduct Education Committee planned to offer in 2020-21 have been designed for alternate delivery. With students accessing education and support virtually, CNC is developing more content for the "Counselling" and "Sexual Misconduct" sections of its website. CNC will continue to monitor the situation and adapt its strategy to provide student services based

on the guidance of BC's Provincial Health Officer and the Ministry of Advanced Education, Skills and Training. CNC is actively participating in the Ministry-led Sexual Violence and Misconduct Student Survey later this year.

Work-Integrated Learning

ML REPORT #2c **ML PLAN #4b** In January 2018, CNC launched a work-integrated learning initiative using the online platform Riipen. Through this platform, business students were linked with real-world industry projects in BC and across North America. During intersession 2019, 26 business students participated in work-integrated learning industry projects with companies throughout Canada. In fall 2019, CNC launched a work-integrated learning awareness campaign. During this campaign, CNC hosted engagement sessions about work-integrated learning opportunities available at the College and engaged faculty regarding their concerns or barriers to adopting these opportunities into curriculum.

Heading into 2020-21, COVID-19 adds a layer of complication to the adoption of work-integrated learning as faculty focus on adapting curriculum to alternate delivery. CNC is an active member of the Association for Co-operative Education and Work-Integrated Learning BC/Yukon, which is currently focusing on addressing challenges COVID-19 poses for work-integrated learning. CNC's continued work with Riipen positions the College well to develop innovative work-integrated learning opportunities for students moving forward.

CNC has partnered with Coast Mountain College and Northern Lights College, to form the Northern Colleges Online Work-Integrated Learning Collaborative with funding from the Ministry of Advanced Education, Skills and Training. The goal of the collaboration is to work with industry partners and faculty at the three institutions to establish work-integrated learning projects during the intersession and fall 2020 semesters. A webinar for the Northern Colleges Online Work-Integrated Collaborative is scheduled for June 2020.

Career Planning Resources

ML PLAN #4d CNC continues to engage students, partners, and community members with the annual North Works Career Fair. This annual event is hosted in partnership with UNBC and continues to be a success; it provides opportunities for students to explore career options relevant to BC's current labour market. Students also have access to the following career planning and employment resources available through CNC Advising: Career Cruising, Skills Canada, Skill Plan BC, ITA Essential Skills, Government of Canada Essential Skills, and the BC Labour Market Outlook.

Open Learning Resources

ML PLAN #3c CNC's Centre for Teaching and Learning is actively engaged with the BCcampus liaison responsible for the development of open learning resources at BC post-secondary institutions. Faculty will continue adapting, adopting, and creating open learning resources. CNC created an Open Education Resource (OER) for Math (*upgrading*) and adopted three OER's, one for each Math, Sociology and Business. CNC is taking an active role provincially on how to better collaborate as a serving member of both the BC Teaching and Learning Council and the BC Post-Secondary System Collaboration on Open and Online Courses.

Education Planner BC

ML REPORT #5 **ML PLAN #2c** CNC continued to encourage the use of EducationPlannerBC for all undergraduate applicants, and has plans to improve the layout to increase functionality for CNC's regional campuses. Furthermore, CNC has implemented the transcript exchange from high schools and plans on implementing this same functionality for post-secondary institutions in 2020. This system directly supports the EducationPlannerBC common application system.

Supporting Former Youth in Care

ML REPORT #2b CNC has continued to support former youth in care with 47 students currently benefitting from the Provincial Tuition Waiver Program. This is an 81 per cent increase in participation over last year. To help ensure student success, CNC's Financial Aid department checks in with students, and other coordinated services are available, including tutoring, the Aboriginal Resource Centre, academic advisors, and wellness coaches. In 2020-21, CNC will hire a Community Navigator, who will provide additional support to former youth in care and help contribute to their success within the post-secondary system.

BC Graduation Program

ML REPORT #4 Over the past year, CNC's Office of the Registrar worked closely with the College's Education Council and program areas to amend and implement curriculum requirements and systems to reflect the changes made to the high school BC Graduation Program. Furthermore, each program area worked with its provincial colleagues at articulation meetings to ensure some consistency in how the changes to the BC Graduation Program were interpreted and applied to current program requirements across the sector.

Dual Credit Opportunities

ML PLAN #3a CNC has longstanding dual credit agreements with school districts throughout the region it serves. These agreements are essential to providing students with an applied educational experience that earns credits for both high school and post-secondary. CNC is renewing its dual credit agreement with SD57 and is continuing its agreement with SD28. CNC continues to work with school districts to run the Career Technical Centre program, which allows students to graduate from high school with their first year of trades technical training already completed.

Aboriginal Education and Reconciliation

CNC continues to work with Aboriginal communities, partners, and First Nations to ensure the needs of Indigenous learners in the region are met in culturally appropriate, holistic ways. This section outlines progress toward true and lasting reconciliation made over the past year, and describes plans to continue implementing the Truth and Reconciliation Commission (TRC) Calls to Action and the United Nations (UN) Declaration on the Rights of Indigenous Peoples. Program specific outcomes and plans are described in Appendix B, while 2019-20 outcomes on CNC specific objectives for Aboriginal Education are described in the Performance Plan section.

Aboriginal Student Housing

ML REPORT #1, 2 **ML PLAN #1, 2b** Many Aboriginal students attending CNC come from remote communities and finding safe and affordable housing is often a challenge. In May 2019, the Ministry of Advanced Education, Skills and Training announced \$2.6 million to construct Aboriginal student housing at CNC's Prince George campus. The housing will offer a culturally supportive space and improve access to post-secondary education and training for Aboriginal students coming from remote northern communities. CNC will continue to work with the host nation Lheidli T'enneh First Nation, to ensure the housing is a welcoming and safe space for students. Construction is underway with completion scheduled for August 2020.

Partnerships with First Nations Organizations

ML REPORT #2 The ITA Carpentry Apprentice Levels 3 and 4 were delivered in fall 2019 following previous CNC Trades Foundation programs and Apprenticeship offerings, allowing Aboriginal students to continue their education close to home. These in-community offerings

are also an example of CNC's commitment to community partnerships, as SD 91 provided the classroom space in Fort Fraser and use of the trade shop in Fort St. James. CNC continues its long-time partnership with the Carrier Sekani Tribal Council to provide the Cultural Advisor and Elder position at the Prince George campus.

Traditional practices added to CASS curriculum

ML REPORT #1 A teaching video of traditional child-rearing practices was recorded and incorporated into the curriculum of the Community and School Support (CASS) program. The purpose of the CASS program is to increase the professionalism of staff working with persons with development disabilities or special needs through the Education Assistant Certificate and Community Support Worker Certificate. CNC values the traditional knowledge of Aboriginal partners and contributions to improving the learning experiences of students.

Collaborative Enhancements to Student Supports

ML REPORT #1, 2 **ML PLAN #1** CNC is partnering with three northern BC post-secondary institutions to enhance supports for Indigenous students and invest in technological solutions to improve access for remote education in response to the COVID-19 pandemic. A total of \$380,000 in support from the Mastercard Foundation Recovery and Resilience Program will develop employment opportunities, develop academic mentoring and mental health counselling, and explore the possibility of deploying new last-mile connectivity technology in remote Indigenous communities to provide students with more access to distance learning.

First Nations In-Community Course Delivery

ML REPORT #1, 2a **ML PLAN #1, #2ac** CNC continues

to offer academic upgrading at all campuses and in Saik'uz First Nation, McLeod Lake Indian Band, Cheslatta Carrier Nation, Takla First Nation, and Wet'suwet'en First Nation. This in-community course delivery increases the accessibility of education, fosters strong relationships with First Nations within the region, and empowers students to achieve their educational goals while staying close to home. Digital Delivery Instruction (DDI) equipment was operational in Cheslatta Carrier Nation in the fall of 2019. The COVID-19 pandemic has paused CNC's plans for the implementation of DDI technology in Takla First Nation in 2020-21. Though this project remains a priority, CNC will not commence work until it is safe to proceed.

Investing in Aboriginal Education: The Right People

ML REPORT #1, #2b **ML PLAN #1** In 2019-20 CNC engaged in a five-year renewal of the Human Rights Tribunal Special Program that allows CNC to recognize Aboriginal ancestry as a bona fide employment qualification. This effort was a partnership between two unions and CNC administrators to develop a workforce that supports and reflects the diverse population of the region and reach a goal of employment equity at CNC. Positions hired with the Special Program will be part of CNC's overall plan to develop a comprehensive strategy to increase the success of Aboriginal learners and support former youth in care as they enter and navigate the post-secondary education system.

ML REPORT #1, #2a An Aboriginal Recruitment Officer has rounded out the CNC recruitment team in 2019-20. This position specifically supports Aboriginal student access to programming within the College region and supplies resources to prospective students that will support them with their educational goals.

Aboriginal Education Plan

ML REPORT #1, #2a **ML PLAN #1** CNC continues to develop an Aboriginal Education Plan that will guide the College's activities and services in support of

Aboriginal students and communities over the next five years. There were many conversations and formal consultations that took place within the region, with targeted engagement of the First Nations communities that CNC serves.

Aligning CNC initiatives with the TRC's Calls to Action is an Education Plan commitment, which continues to be incorporated into CNC's annual college-wide Planning and Accountability Model.

International Education

CNC's international student population has seen another increase in overall registrations in 2019-20. The College welcomed 2,122 individual international students representing 38 countries. In particular, CNC has seen continued growth from key emerging markets such as Philippines, Vietnam, and South Korea, with India continuing to be the main country sending students to CNC.

ML REPORT #6 **ML PLAN #2e** The College continues to develop strategies to ensure a balanced approach to international education. In 2019-20, International Education hired a contract in-country representative for the Philippines, in order to solidify recruitment work in this market and increase enrolment of students from the Philippines at CNC. In addition, the College conducted an environmental scan of international education across the whole institution. Staff, faculty, administrators and students participated in focus groups in November and December 2019, and the College's international operations, policies and processes were reviewed.

International Projects and Partnerships

In 2019, CNC continued to work on two Colleges and Institutes Canada projects in Chile and Peru. Following the 2018 Memorandum of Understanding signing with Zhejiang Australian International Career Centre in China, CNC continued to build this relationship in 2019-20.

This included visits by CNC's Director of International Education to the partner high schools in China in June 2019, followed by two English Language Program faculty visits in November 2019.

In addition, CNC has initiated two partnerships with institutions in Romania under the auspices of the Erasmus+ program, as well as welcomed international students on scholarships offered by the Global Affairs Canada – Emerging Leaders of the Americas, from Costa Rica, Mexico, Ecuador, and Peru.

Balanced Approach to International Education

ML REPORT #6 **ML PLAN #2e** CNC continues to create opportunities for domestic students and employees to study and work abroad. In addition to established field schools in India, Costa Rica, Greece, Ecuador, Japan, and South Korea, CNC developed a new social work field school in Romania in 2019-20. The College also initiated a collaboration on Traditional ways of teaching with Aurora College for a program focused on Aboriginal students, and created a semester-long exchange program with Junsei University in Okayama, Japan.

ML PLAN #2b A new collaborative approach between CNC's International Education department and Applied Research and Innovation department resulted in a successful application for a research project with the Canadian Institute of Health Research. This three-year, \$360,000 research project will investigate the impact temporary immigration, settling, studying, and working in Canada, has on the mental health of international students. This project compliments the work CNC is currently undertaking as a member of the BCcampus Student Mental Health and Wellness Training Committee. CNC is also collaborating with a team of researchers at Langara College on a research project investigating immigration, education, and employment pathways of international students.

Student Engagement

The College continues to provide engagement and cultural exchange opportunities for its international students. The International Student Leadership and Ambassadorship Program led many activities both on and off-campus this year, including new student orientation, International Education Week, student panels, ski trips, sports tournaments, potlucks in partnership with the Aboriginal Resource Centre, and the ever-popular Turban Up Day. CNC's small cohort of international students in Quesnel hosted Holi celebrations in February, the first time that an Indian cultural event was held at the Quesnel campus. Increased engagement with incoming students included the implementation of pre-departure seminars hosted in cities across India in August and December. In addition, CNC signed up to utilize the iCent app for international students and launched it in January 2020.

Strategic Context

External Environment

Population and Demographics

The New Caledonia College Region experienced minor population growth between 2018 and 2019 and is projected to maintain this pace of growth. Regional District population estimates from 2019 onward reflect continued stability with minimal growth within the Bulkley-Nechako, Fraser-Fort George and Cariboo regions.^[6]

High School Completion Rates

In the three school districts of the New Caledonia College Region SD91, SD57, SD28, an average of 78 per cent of all students graduate Grade 12 within six years

^[6] BC Stats, regional population estimates, direct request June 2020

of beginning Grade 8.^[7] For Aboriginal students, the average across the three districts is 65 per cent.^[8] This is an overall increasing trend from an average of 53 per cent in 2013-14.^[9]

Aboriginal Population

Aboriginal populations in the three Regional Districts are growing. From 2006 to 2016: the Cariboo Regional District grew 13 per cent, Fraser-Fort George grew 28 per cent, and Bulkley-Nechako has grown three per cent.^{[10][11]} Aboriginal populations in the regions have demonstrated a strong desire to access education, training, and jobs close to home. As reflected in the high school completion rates shown above, the number of Aboriginal students successfully completing high school and becoming post-secondary and/or employment-ready is also growing. This will have an impact on the need for programming and the demand for education and training, especially at CNC's regional campuses, which have the highest proportion of Aboriginal learners.

Aging Population

Due to the province's aging population, health care will be a top industry group for job openings in the labour market regions of North Coast and Nechako, and Cariboo throughout the next decade.^[12] CNC has a proven history of educating generations of health care providers in northern British Columbia. The College's health sciences programs combine a strong knowledge base with extensive hands-on experience in health facilities across the province. Increasing CNC's existing capacity to educate more students in these programs would be a positive step toward meeting the expected labour demand.

Regional Labour Market Training

The area CNC serves is divided amongst the Cariboo and North Coast and Nechako labour market regions in the British Columbia Labour Market Outlook: 2019

Edition. The Cariboo labour market region, which encompasses Prince George, Quesnel and Mackenzie, is expected to have 21,400 job openings between 2019 and 2029. About 76 per cent of these openings are due to retirement with the remainder the result of economic growth.^[13] The North Coast and Nechako labour market region, which includes Burns Lake, Vanderhoof, and Fort St. James, is expected to have 9,900 job openings throughout the next decade. Of those, 89 per cent will be to replace retired workers with the remaining 11 per cent the result of economic growth.^[14]

The British Columbia Labour Market Outlook: 2019 Edition anticipates 77 per cent of job openings across the province in the next decade will require some level of post-secondary education or training. Jobs requiring a diploma, certificate, or apprenticeship training will account for 41 per cent of openings in British Columbia between 2019 to 2029.^[15] This makes up the largest educational component of job openings in BC throughout the next decade. As an institution providing quality, industry-relevant diplomas, certificates, and apprenticeship training, CNC will continue to play an essential role in educating workers in northern BC and beyond. Jobs requiring bachelor, graduate, or first professional degree form the second highest educational requirement for job openings at 36 per cent. CNC's University Studies programs will continue to be an affordable starting point for students as they embark on their educational path.

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

Education in the time of COVID-19

ML PLAN #2bc The global COVID-19 pandemic has dramatically changed almost every aspect of life at CNC.

In alignment with guidance from BC's Provincial Health Officer and the Ministry of Advanced Education, Skills

[7,8,9] <https://catalogue.data.gov.bc.ca/dataset/bc-schools-six-year-completion-rate> Accessed June 5, 2020.

[10] 2016 Census for all regions Aboriginal Population Profiles: <https://www12.statcan.gc.ca/census-recensement/2006/dp-pd/abpopprof/index.cfm?Lang=E>. Accessed May 5, 2020

[11] <https://www12.statcan.gc.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>. Accessed May 5, 2020

[12,13,14,15] https://www.workbc.ca/getmedia/18214b5d-b338-4bbd-80bf-b04e48a11386/BC_Labour_Market_Outlook_2019.pdf.aspx Accessed June 2020

and Training, CNC transitioned classes to online or alternate delivery where possible on March 23, 2020. The diversity of education and training offered at CNC made a full transition to online or alternate delivery difficult. For programs and courses with a shop or lab component, CNC created safeguards including the rearrangement of space to allow physical distancing, the adoption of personal protective equipment, and running multiple, smaller classes throughout the day to reduce the number of students on campus. This change in service delivery enabled CNC to reduce density on campuses and promote physical distancing while supporting the health and safety of the College community.

ML PLAN #2c Prior to the COVID-19 pandemic, CNC was in the process of developing numerous online and alternate delivery strategies. The sudden shift to online and alternate delivery caused by this pandemic has kickstarted the implementation of many of these initiatives. The CNC community has come together to ensure the College can deliver in-demand programming through the CNC region in keeping with the requirements of the public and provincial health emergency. CNC's Centre for Teaching and Learning has been a vital resource for faculty as they both adapt curriculum and learn a new teaching philosophy and best practices for alternate delivery. CNC anticipates the tremendous learning materials post-secondary institutions are currently developing for alternate and online delivery will have a lasting impact on the future of education delivery across the world.

CNC will continue work with the Ministry of Advanced Education, Skills and Training and provincial health authorities to develop a plan for the fall 2020 semester.

to decline by 0.5 per cent over the next five years and will further decline by 1.2 per cent during 2024 to 2029.^[16]

The mountain pine-beetle epidemic and the spruce bark beetle infestation, followed by record years of forest fires have significantly decreased BC's timber supply. Many sawmills in northern BC and across the province have scheduled downtime. Some have reduced the number of shifts while others have closed their doors indefinitely. There remains high uncertainty regarding the feasibility of current sawmilling and pulp mill capacity in the CNC region and other areas of British Columbia. Further curtailments and temporary or permanent shutdowns could continue in 2020-21.

Many of these now unemployed or underemployed individuals have been working in the industry for years and will need training and support to make successful career shifts. CNC hopes to collaborate with government, the forestry industry, First Nations, and other training providers to support those affected by the downturn in the forest industry.

World-wide restrictions in response to COVID-19 caused a further downward pressure on the demand for and price of lumber, which dipped to a new multi-year low at the end of 2019-20, while United States' trade duties on softwood lumber continued. Barring a significant COVID-19 resurgence during 2020-21, demand and price for softwood lumber products should rebound within North America. At the same time, the British Columbia stumpage rates are expected to decrease during 2020-21 reflecting the slump in market prices. These factors combined with a favourable valuation of the Canadian dollar may combine to allow increased softwood lumber production and increased sales later in 2020.

Downturn in the Forest Industry

The forest industry is one of BC's prominent and longstanding industries and has been a major economic driver in the northern interior. Wood product manufacturing employment rates are expected

[16] https://www.workbc.ca/getmedia/18214b5d-b338-4bbd-80bf-b04e48a11386/BC_Labour_Market_Outlook_2019.pdf.aspx Accessed June 22, 2020

Internal environment

CNC's Planning and Accountability Model

CNC has entered the fifth and final year of its 2016-2020 Strategic Plan – Promoting Student Success. Since the plan's inception, the College established an annual department and campus planning system that aligns with its strategic priorities. This allows CNC to track progress and consistently report on institutional metrics. The establishment of this planning system is in direct alignment with CNC's institutional value "Accountability" and supports annual and transparent reporting to the CNC Board of Governors and the college community. For the 2020-21 planning year, the College will engage stakeholders to participate in the creation of the next strategic plan and have it finalized and ready to implement for the following fiscal year.

Finding the Right People

ML REPORT #1, #2a In 2019-20, CNC continued to work with a recruitment firm to fill several key positions central to the College's ability to serve students. CNC President Dennis Johnson began his first term in October 2019. The College also welcomed a new Vice President Student Affairs in January 2020. CNC continues to search to fulfill the vacant positions of Director, Student Services, Executive Director, Marketing and Communications, and Chief Information Officer.

50th Anniversary Celebration

In 2019-20, CNC celebrated its 50th anniversary. Past employees, alumni, and the community were invited to CNC for the opening of a time capsule placed at its Prince George campus 25 years ago. The College also gathered for a Golden Gala celebration in February 2020. As part of the 50-year celebration, CNC offered \$100,000 in entrance scholarships with designated awards for Aboriginal and international students.

Strategic Enrolment Management

ML PLAN #2b A focus on Strategic Enrolment Management (*SEM*) will commence in 2020-21, beginning with professional development opportunities that engages employees critical to the student's experience of transitioning in and transitioning through CNC. The development of a SEM Framework will continue into fall 2020; enrolment strategies will be developed to support recruitment, retention, engagement, and overall success of CNC students.

Traffic pattern changes

ML REPORT #3 **ML PLAN #2b** In an effort to improve safety, CNC made changes to the speed limit, signage and traffic patterns on its Prince George campus in July 2019. The speed limit in CNC parking lots and the Campus access road was reduced from 30 km/h to 15 km/h. CNC has also installed improved speed signage, added a new four-way stop, and changed the flow of traffic in the dental and daycare parking area to one-way traffic only. This change is part of a multi-phase plan to improve road safety at CNC's Prince George campus.

Improving safety at CNC

ML PLAN #2c The College is implementing a number of measures in 2020-21 to improve the overall safety of CNC students, employees, and the community. The development of incident and hazard reporting procedures for both employees and students are underway. These procedures will allow for better reporting, communication, and tracking of incidents as well as raise awareness of hazards and reduce risk on injury. In 2020-21, CNC is launching a Winter Slip and Trip Hazard campaign to engage students and employees with safety tips to help decrease the likelihood of slipping and tripping injuries due to icy conditions. CNC's emergency response procedures are receiving a revamp to ensure all campuses are better

prepared to respond in the event of an emergency. The development of safety metrics in 2020-21 will also help CNC manage safety performance and drive continuous improvement.

New Website

In May 2019, CNC launched a modern and intuitive website. This was the first full redesign since 2006 and it effectively serves the College's strategic priorities. The website is now fully responsive, providing a seamless experience on any device. It also provides user-friendly navigation that gives prospective and current student better access to programs, courses, news, and events. Visitors can now filter programs and courses based on area of study, campus, credential, delivery method, length of study, and start date.

Space, Infrastructure, and Information Systems

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

number of course offerings is also creating a shortage of faculty office spaces. CNC was recently asked by Northern Health to invest in Pharmacy Technician, Rehabilitation Assistant, and Magnetic Resonance Imaging (*MRI*) Technician programs to meet needs in the region. Currently, physical space is the limiting factor to pursue these program proposals.

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



Performance Plan

Goals and Objectives

INSTITUTIONAL GOAL: STUDENT SUCCESS

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

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

INSTITUTIONAL GOAL: SERVICE AND EXPERIENCE

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

Institutional Objective		Aligns with	Key Strategies
2.1	Ensure quality integrated, user-focused and efficient systems and services.	Efficiency	<ul style="list-style-type: none"> ML REPORT #4 Ensure that students are able to seamlessly transition into CNC with the implementation of the new BC Graduation Program. CNC will also work with the Education Council to implement and amend internal methodology and systems to ensure transition to college is transparent and supports students. Engage front-end, service-oriented, and public-facing departments in customer service training to ensure consistent quality service. ML REPORT #8 The CNC Board of Governors approved the two percent tuition increase for the 2019-20 fiscal year, and required that the additional funds from the increase be dedicated specifically to enhance the support and development of students. ML REPORT #5 Continue to actively participate in the implementation of the EducationPlannerBC common application system for undergraduate applicants. ML REPORT #5 Implement the exchange system for high school and post-secondary institutions transcripts, which will work in direct support of the EducationPlannerBC common application system. ML REPORT #3 Provide student support folders and formal training to all faculty and staff. Develop consent and bystander intervention training and safe disclosure of sexual misconduct training to better support survivors of sexual violence. ML PLAN #2b CNC will participate in the Sexual Violence and Misconduct Student Climate Survey planned for 2020-21.
2.2	Ensure future renovations to college campuses maximize accessibility for all users.	Access Mandate Letter: Improving access to education	
2.3	Develop process for receiving feedback.	Efficiency	
2.4	Improve student and employee safety and overall wellbeing	Mandate Letter: Mental health and sexual violence supports	

INSTITUTIONAL GOAL: ABORIGINAL EDUCATION

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

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

INSTITUTIONAL GOAL: PEOPLE AND CULTURE

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

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



INSTITUTIONAL GOAL: COMMUNITY ENGAGEMENT

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

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

Financial Information

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

Contact Hour Activity Report

The Contact Hour Activity Report has been uploaded to the Ministry of Advanced Education, Skills and Training Accountability Framework SharePoint site.



2019-20 Accountability Framework

Performance Measure Results

Performance Measure ¹	Reporting Year					
	2018-19 Actual		2019-20 Target	2019-20 Actual		2019-20 Assessment
Student Spaces ²						
Total student spaces	1,460		3,177	1,465		Not achieved
Nursing and other allied health programs	498		501	500		Substantially achieved
Developmental programs	196		151	175		Achieved
Credentials awarded ³						
Number	727		688	665		Substantially achieved
Aboriginal student spaces ⁴						
Total Aboriginal student spaces	692		402	657		Achieved
Ministry (AEST)	406			388		
Industry Training Authority (ITA)	286			268		
Student satisfaction with education ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.0%	1.7%	≥ 90%	91.4%	1.7%	Achieved
Trades foundation and trades-related vocational graduates	93.8%	2.7%		91.5%	3.6%	Achieved
Former apprenticeship students	93.7%	2.6%		90.5%	3.6%	Achieved
Student assessment of the quality of instruction ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.4%	1.7%	≥ 90%	93.9%	1.4%	Achieved
Trades foundation and trades-related vocational graduates	92.5%	2.9%		95.8%	2.5%	Achieved
Former apprenticeship students	93.7%	2.6%		91.3%	3.5%	Achieved
Student assessment of skill development ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	86.4%	2.1%	≥ 85%	87.8%	2.0%	Achieved
Trades foundation and trades-related vocational graduates	88.2%	3.0%		86.3%	4.2%	Achieved
Former apprenticeship students	85.3%	3.7%		86.1%	4.2%	Achieved
Student assessment of usefulness of knowledge and skills in performing job ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	81.2%	3.7%	≥ 90%	90.2%	2.8%	Achieved
Trades foundation and trades-related vocational graduates	74.8%	6.5%		80.0%	6.5%	Substantially Achieved
Former apprenticeship students	94.0%	2.8%		95.0%	2.8%	Achieved
Unemployment Rate ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	7.3%	2.3%	≤ 13.4%	7.3%	2.3%	Achieved
Trades foundation and trades-related vocational graduates	18.9%	4.8%		18.6%	5.2%	Achieved
Former apprenticeship students	5.7%	2.5%		4.0%	2.4%	Achieved

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

Notes:

N/A - Not assessed

1. Please consult the 2019/20 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf
2. Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.
3. Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.
4. Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year. The Institutional Aboriginal spaces target is to maintain actual Aboriginal spaces as a per cent of domestic student population for the same reporting year.
5. Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
6. As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

As of the 2019/20 reporting year, the “exceeded” category has been removed. Performance measure results will now be assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved.

Performance Measures Not Achieved

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

CNC will be developing a Strategic Enrolment Management initiative in 2020-21 with long-term goals of tailoring the student college experience throughout the student life cycle including recruitment, retention, graduation, and connections as alumni. Student engagement and success continues to be a priority for CNC.

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

Appendix A:

2019-20 Accountability Framework Performance Measure Results

Performance measure	Reporting Year					
	2018-19 Actual		2019/20 Target		2019 - 20 Actual	2019 - 20 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	86.4%	2.1%	≥ 85%	87.8%	2.0%	Achieved
Written communication	82.9%	2.5%		83.6%	2.5%	
Oral communication	82.2%	2.5%		82.2%	2.5%	
Group collaboration	86.6%	2.1%		90.0%	1.8%	
Critical analysis	90.2%	1.8%		90.7%	1.7%	
Problem resolution	84.1%	2.2%		86.0%	2.1%	
Learn on your own	86.7%	2.1%		89.4%	1.9%	
Reading and comprehension	91.0%	1.7%		92.1%	1.6%	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	88.2%	3.0%	≥ 85%	86.3%	4.2%	Achieved
Written communication	68.9%	6.9%		77.6%	8.5%	
Oral communication	71.2%	6.9%		82.4%	7.2%	
Group collaboration	90.6%	3.4%		91.2%	3.7%	
Critical analysis	95.0%	2.5%		92.2%	3.5%	
Problem resolution	88.6%	3.7%		86.4%	4.4%	
Learn on your own	94.4%	2.7%		85.6%	4.5%	
Reading and comprehension	95.0%	2.5%		88.8%	4.1%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	85.3%	3.7%	≥ 85%	86.1%	4.2%	Achieved
Written communication	67.7%	7.4%		65.2%	9.6%	
Oral communication	67.4%	7.6%		70.7%	8.6%	
Group collaboration	87.2%	3.9%		90.5%	3.9%	
Critical analysis	90.4%	3.4%		91.0%	3.6%	
Problem resolution	86.5%	4.0%		90.0%	3.9%	
Learn on your own	88.9%	3.6%		88.2%	4.2%	
Reading and comprehension	92.8%	2.9%		88.4%	4.1%	

Appendix B:

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

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

TRC CALL TO ACTION ¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (New or Continuing and if N/A, In Progress, ² or Implemented) ³	INITIATIVE AND PARTNERSHIP DETAILS
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.	Continuing Implemented	The following courses are required for completion of the Social Service Worker Certificate, Social Service Worker Applied Diploma, and Social Service Worker (UT) Diploma programs: ABST-100: Yinka Dene Worldview ABST-101: Aboriginal Peoples of Canada <i>(Social Service Worker (UT) Diploma only)</i> One year Access Program in Pre-Social Services Worker has an option to take one of two Developmental English courses, the following course contains Aboriginal content: ENGL-051: Provincial Prep English: First Peoples
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.	Continuing Implemented	Two curriculum overhauls since 2014 have been undertaken with the specific aim of Indigenizing curricula.
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.	Continuing In Progress	UT language courses in two dialects co-taught by an elder and linguist. The linguist worked extensively with the elders of the community to document and record the language incorporated into these language courses. One language circle at CNC was held with elders and students for the second consecutive year. CNC supports the Aboriginal Director to participate on Advisory of First Peoples' Heritage, Language & Culture Council.
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.	New Implemented	Piloted cultural competency seminars in partnership with Emily Carr University of Art + Design for health care students and professionals in Spring 2020 with second schedule for November 2020.
	Continuing In Progress	Select programs in the School of Health Sciences reserve up to 20% of seats for qualified Aboriginal students.
	Continuing Implemented	A cultural awareness/safety orientation for all School of Health Science students occurred in Fall 2019; this was conducted in partnership with the Northern Health Authority.
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.	Continuing In Progress	In the Northern Collaborative Nursing Program (<i>BSc Nursing</i>), students are required to take the following course: NURS-205: Introduction to First Nations Health Instructors bring in elders and community resource people to teach students about traditional health care, healing and the impacts of today's health care system on the lives of Aboriginal Peoples, especially for those in remote communities.

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 anti-racism.	N/A	
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.	New Implemented	The College brought First Nations Leader Leah George-Wilson to speak to employees and community about the UN Declaration on the Rights of Indigenous Peoples (<i>Prince George and Burns Lake campuses</i>).
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.	N/A	
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.	N/A	
92: BUSINESS SCHOOLS 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.	In Progress	Intercultural competency and conflict resolution are core components of the Business Management curricula. Discussion amongst faculty on incorporating Indigenous content. A curriculum overhaul, due in 2020, will improve these deliveries.
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. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education.	Continuing In Progress	CNC continues to work with Aboriginal Advisory Committees at each campus to inform the education needs for Aboriginal learners and communities. Conversations and consultations with First Nations took place during the development stages of the Aboriginal Education Plan to ensure that priorities identified are in alignment with the needs of First Nations within the region.
	Continuing In Progress	The technology for distance delivery is being installed in two First Nations communities so learners will be able to access courses being delivered from three campuses throughout the region.
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.	Continuing In Progress	The Aboriginal Education department is proposing that the Education Council adopt a requirement that all program proposals address the possibility of Indigenizing the curriculum. The Education Plan requires the alignment of CNC educational initiatives with the TRC Calls to Action.
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.	Continuing In Progress	CNC regularly collaborates with the Prince George Nechako Aboriginal Employment and Training Association (PGNAETA) to deliver training and education relevant to the needs of the regional First Nations. Several offerings of Carpentry levels 3 and 4 were delivered in the fall of 2019. An Indigenous Professional Cook program will be piloted at the Burns Lake campus. A partnership with PGNAETA and the Aboriginal Housing Society of PG will see Indigenous Trades Foundations graduates being recruited to work on a seven-year multi-phase housing construction project in Prince George. That work will support apprenticeship hours for Red Seal certification levels.

Mandate Letter Priorities Index

Mandate Letter 2019-20 Report Requirements		Page Location(s)
1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to increase student success and respond to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.		16, 17, 21, 24
2. Work closely with government to support implementation of priority initiatives, including:		12, 16, 17, 21, 24
a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.		
b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).		10, 11, 12, 15, 16, 17
c. Expanding co-op and work-integrated learning opportunities.		14, 16
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.		13, 14, 21, 23
4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new BC Graduation Program.		15, 23
5. Continue to actively participate in the implementation of the EducationPlannerBC common application system.		15, 23
6. Develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.		17, 18
7. Meet or exceed the financial targets including maintaining balanced or surplus financial results.		25
8. Comply with the Tuition Limit Policy and mandatory fee increases for domestic students to ensure courses and programs are affordable.		23
Mandate Letter 2020-21 Planning/Implementation Requirements		Page Location(s)
1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.		11, 16, 17
2. Contribute to an accessible and relevant post-secondary system by:		11, 12, 16
a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;		
b. Ensuring student safety and inclusion;		10, 13, 14, 15, 16, 18, 19, 21
c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives;		9, 11, 15, 16, 19, 20, 21
d. Providing programming that meets local, regional or provincial labour market and economic needs; and		10, 11, 17
e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.		17, 18
3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:		15
a. Actively engaging with your local school districts to expand dual credit opportunities for students;		
b. Supporting lifelong learning pathways across the public postsecondary system; and		12
c. Advancing and supporting open learning resources.		15
4. Strengthen workforce connections for student and worker transitions by:		10, 11, 12
a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);		
b. Increasing co-op and work-integrated learning opportunities;		14
c. Responding to the reskilling needs of British Columbians to support employment and career transitions; and		11, 12
d. Supporting students' awareness of career planning resources (such as the Labour Market Outlook).		11, 15



Institutional Accountability Plan and Report

2019-20 Reporting Cycle

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