



Institutional Accountability **Plan and Report**

2023 - 2024 Reporting Cycle



Accountability Statement

Honourable Lisa Beare

Minister of Post-Secondary Education and Future Skills

C/O Ministry of Post-Secondary Education and Future Skills

Dear Minister Beare,

We are pleased to provide the College of New Caledonia's 2023-24 Institutional Accountability Plan and Report. This document outlines the College's mandate, strategic goals and directions, and outcomes, in alignment with the Ministry of Post-Secondary Education and Future Skills' priorities.

Each year, we deliver instruction to approximately 7,000 learners in a full range of programs. We provide learning opportunities in the schools of Access and Continuing Education; Health Sciences; Human Services, University Transfer, and Business Studies; as well as Trades and Technologies.

No matter the area of study, CNC is constantly striving to provide exceptional student experiences. We are focused closely on students' needs throughout their journey, ensuring they are well equipped for employment or further study. Our mission includes delivering quality programs and promoting the success of every student.

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

Sincerely,



Shobha Sharma
Board Chair



Cindy Heitman
President

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Acknowledgement of First Nations Territories and Indigenous Partners

First Nations Traditional Territory

The College of New Caledonia (CNC) is honoured to work with the Indigenous 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 22 First Nations communities whose traditional territories are located within the region served by the College:

Binche Whut'en First Nation
McLeod Lake Indian Band
Takla Lake First Nation
Cheslatta Carrier Nation
Nadleh Whut'en
Tl'azt'en Nation
?Esdilagh First Nation
Nak'azdli Whut'en

Tsay Keh Dene Nation
Kwadacha Nation
Nazko First Nation
Ts'il Kaz Koh
Lake Babine Nation
Nee Tahi Buhn Band
Wet'suwet'en First Nation
Lheidli T'enneh First Nation

Saik'uz First Nation
Yekooche First Nation
Lhoosk'uz Dene Nation
Skin Tyee Nation
Lhtako Dene Nation
Stellat'en First Nation

CNC's Aboriginal Partners

Please note that both the terms 'Indigenous' and 'Aboriginal' will be used throughout this report to honour the preferences of Indigenous Peoples in our region. CNC's Executive Director, Aboriginal Education made this decision in consultation with local First Nations and Indigenous communities.

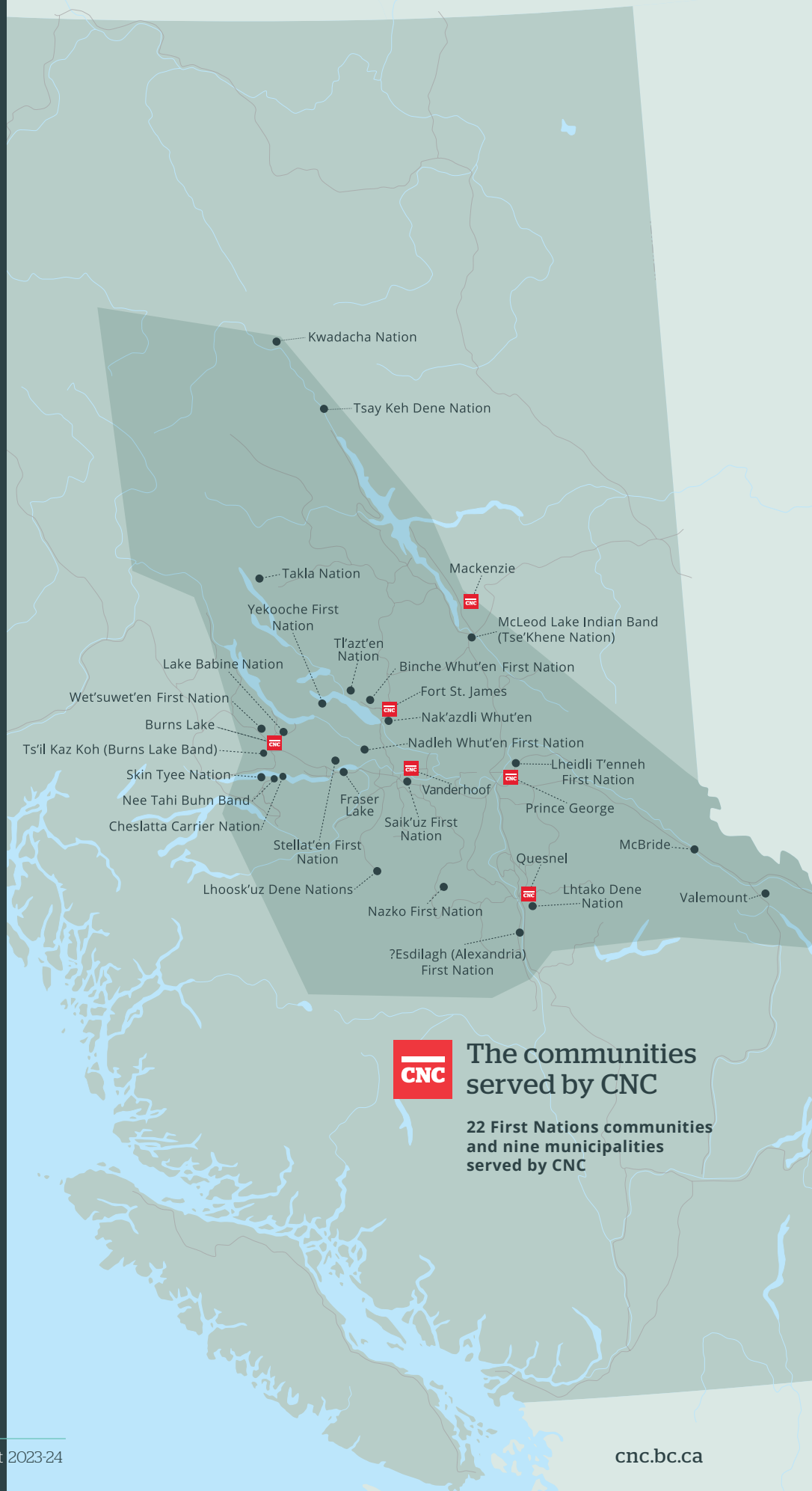
In addition to the 22 First Nations, it is important to acknowledge the participation of all Indigenous groups who support the Aboriginal Advisory Committees and the Yinka Dene Council, contributing to the success of Aboriginal Education at CNC. These groups include the Carrier Sekani Tribal Council, Carrier Sekani Family Services, Métis Nation BC, Aboriginal Business Development Centre, North Cariboo Métis Association, Cariboo Chilcotin Aboriginal Training Employment Centre, Quesnel Tillicum Friendship Centre, PG Native Friendship Centre, PG Nechako Aboriginal Employment & Training Association, Burns Lake Native Development Corporation, the Echen Healing Society, and Indigenous representatives from the University of Northern British Columbia and the School Districts of Nechako Lakes (SD 91), Prince George (SD 57), and Quesnel (SD 28).

About CNC

The College of New Caledonia is a public community college, dedicated to meeting the adult and post-secondary educational needs in northern British Columbia since 1969. Serving an area approximately 117,500 square kilometres in size, or about 12 per cent of the province, CNC plays a key role in training and educating students in business and management, health sciences, human services, technology, trades, university studies, upgrading and developmental, and community and continuing education.

CNC students participate in practical, hands-on learning and can gain skills 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 at universities in B.C., Alberta and elsewhere.

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



80+ Programs
7,533 Students

6 Campuses
28 Average age

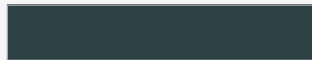
1,184 Aboriginal Students 21% of domestic

Percentage of Aboriginal students by campus

Burns Lake 31%



Fort St. James 54%



Mackenzie 19%



Nechako 21%



Prince George 21%



Quesnel 14%



1,979 International Students 26% of total
From 48 countries

2,405 students
in Skills
(Continuing Education)
Courses

5,274 students
in Academic,
Vocational & Trades

Students by select program area

Art & Sciences



22%

Business
Management



25%

Developmental



8%

Engineering &
Applied Science



5%

Health



15%

Human & Social
Services



8%

Trades



17%

**3,943 Full-Time
Equivalents (FTE)**

1033 in Trades*

503 in Nursing & Allied Health Programs*

217 in Development*

150 in tuition policy eligible developmental**

*Excludes International FTE ** Domestic tuition policy eligible FTE only

Strategic Direction and Context

Strategic Direction

In the fall of 2023, CNC saw a transition in leadership and welcomed Cindy Heitman to the role of President.

Over the coming year, CNC will continue to focus on the strategic priorities identified in its five-year Strategic Plan, *lhulh whuts`odutel`eh | Learning Together*, along with those identified in the College's Academic, Indigenous Education, International, and Strategic Enrolment plans as well as the Ministry's mandate letter priorities. CNC is developing an integrated planning framework to align strategic, operational and financial planning to ensure each department and employee is working towards a shared vision.

The current Strategic Plan continues to guide CNC's work in support of the strategic framework and vision, mission and values. CNC's strategic direction for achieving strategic priorities over the coming year are reflected as follows:

LEARNING ACROSS A LIFETIME

CNC demonstrates learning across a lifetime when we provide learning opportunities for ALL.

Learning opportunities that support student learning needs, and support professional development learning opportunities for staff.

Ongoing EDIB training will further CNC's commitment to fostering an inclusive and welcoming environment for all students and staff, promoting equity and diversity in all aspects of college life.

Fostering intentional incorporation of Indigenization into our pedagogy will ensure that Indigenous perspectives and methodologies are integral to the educational experience at CNC.

STUDENT SUCCESS FOCUSED EDUCATION AND TRAINING

CNC demonstrates student success focused education and training when we deliver responsive, reflective and experiential learning opportunities.

Ongoing program reviews to assess quality and relevance, ensuring CNC programs remain successfully accredited and increase student satisfaction and retention.

Incorporate Work Integrated Learning (WIL) framework into existing and new CNC programs.

Ensure programs are relevant, sustainable and aligned with the Labour Market Outlook and identify opportunities for new programs and courses.

CNC continues to work towards reducing barriers for students by providing more flexible times for classes. This will support student success and program completion.

ORGANIZATIONAL STRENGTH AND UNITY

CNC demonstrates organizational strength and agility when we empower and enable employees.

CNC recognizes the importance of clarifying roles and responsibilities across the organization. Clarity ensures enhanced decision-making processes and improves the leadership structure.

Focusing on strengths-based leadership, encourages leaders to identify and leverage their strengths as well as those of their teams. Equipping and training leaders with the necessary skills and knowledge will result in effective leadership across various levels of the organization.

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

CNC demonstrates community engagement and partnership when we respond to community needs.

CNC aims to re-imagine the rural education experience at smaller regional campuses by creating sustainable supports for student success and ensuring program offerings align with community and industry needs.

CNC continues to foster meaningful consultation with Indigenous communities.

STRATEGIC PRIORITIES

Priorities have been identified to guide our strategic goals and decision-making for 2024-25.

- 1.1** Provide Learning Opportunities for All
- 2.2** Deliver Responsive, Reflective and Experiential Learning Opportunities
- 3.3** Empower and Enable Employees
- 4.3** Respond to Community Needs

CNC has developed a number of plans to support these strategic priorities and looks forward to reviewing and analyzing the measurable outcomes in the year ahead.

CNC's departments and schools will develop strategies to align with the strategic priorities college-wide.

Links to Plans

[Strategic Plan](#)

[Academic Plan](#)

[Indigenous Education Plan](#)

[International Plan](#)

SEM Plan (*launches September 2024*)

Strategic Context

Over the past five years, employment in the CNC service area has been highly concentrated in three industries: agriculture, forestry, fishing and hunting (“forestry”); mining, quarrying, oil/gas extraction (“mining”); and construction. While mining and construction are expected to see growth in the coming decade, forestry has continued to be impacted by mill closures and wildfires and is expected to continue to see a decline in employment over the next 10 years (Table 1).

Forestry, Logging and Support Activities

Forestry has continued to see job losses and mill closures in communities in north-central B.C. In May 2024, Canfor announced the permanent closure of its Polar Sawmill near Bear Lake, impacting 180 jobs; the sawmill had been curtailed since January 2024.¹

Earlier in April, Canfor announced the closures of a sawmill and pellet plant in Chetwynd and one production line at Northwood Pulp Mill in Prince George. Additionally, the company announced the suspension of their planned reinvestment into a mill in Houston. This capacity reduction will affect approximately 640 jobs in the three communities.²

In 2023, there were 6,332 workers in the forestry industry in the three economic regions served by CNC. It is predicted that over the next 10 years, employment in forestry will shrink in all three regions with expected employment losses ranging from -0.8 to -1.6 per cent (Table 1).

Table 1. Employment of forestry industry by economic regions, 2023-33.			
	Employment 2023	Projected employment 2033	10-year CAGR* (2023-33)
Cariboo	3,533	3,243	-0.9%
North Coast & Nechako	2,165	1,995	-0.8%
Northeast	634	540	-1.6%

Note. Data Catalogue. (2023). Employment by Occupation for BC and Regions.

*compound annual growth rate

Mining

In 2023, there were 6,656 mining workers in the three economic regions. (Table 2).

The mining industry is predicted to grow in the three regions in the next 10 years.

In Cariboo and Northeast, the mining industry is predicted to grow moderately over the next 10 years from 0.5 to 0.8 per cent. North Coast & Nechako is expected to see a slightly higher growth rate of 3.3 per cent which is higher than the industry's employment growth rate of 0.9 per cent in the province (Table 2).

Table 2. Employment of mining industry by economic regions, 2023-33.			
	Employment 2023	Projected employment 2033	10-year CAGR* (2023-33)
Cariboo	2,014	2,107	0.5%
North Coast & Nechako	1,170	1,614	3.3%
Northeast	3,472	3,741	0.8%

Note. Data Catalogue. (2023). Employment by Occupation for BC and Regions.

*compound annual growth rate

1 (Canfor (2024, May 9). Canfor announces permanent closure of Polar Sawmill and suspension of planned reinvestment in Houston, BC.

2 (Kurjata, A. (2023, April 6). Hundreds lose jobs as northern B.C. mill closures come into effect. Prince George Citizen.

In the next 10 years, the mining industry will create 2,400 jobs in the three regions. About 1,000 jobs will be opened in the Northeast, 790 in the North Coast and Nechako, and over 500 positions in the Cariboo.³

Construction

In 2023, there were 9,697 construction workers in the three economic regions^{4 5} split between residential and non-residential construction.⁶ Across B.C., nearly 40 per cent of construction workers are employed in residential construction and over 60 per cent in non-residential construction (*Figure 1*).

Residential construction is predicted to see strong growth between 1.9 to 2.7 per cent in all three regions in the next 10 years (*Table 3*). All are higher than the projected residential construction growth rate in the province (0.8 per cent) and the overall projected economic growth rate of 1.2 per cent (*Table 3*).

Figure 1. Share of residential and non-residential construction in B.C.

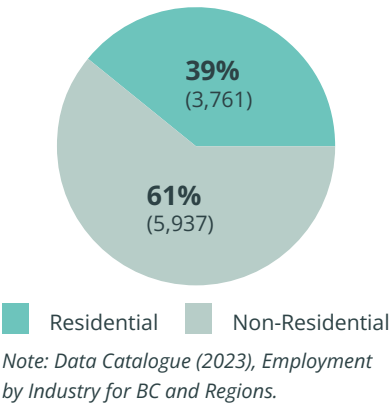


Table 3. Employment of residential building construction industry by economic regions, 2023-33.			
	Employment 2023	Projected employment 2033	10-year CAGR* (2023-33)
Cariboo	1,734	2,088	1.9%
North Coast & Nechako	1,199	1,447	1.9%
Northeast	828	1,083	2.7%

Note. Data Catalogue. (2023). Employment by Industry for BC and Regions.

*compound annual growth rate

By contrast, non-residential construction is expected to shrink in all three economic regions, ranging from -1.8 to -2.9 per cent. Job losses are forecasted over the next ten years in all three regions (*Table 4*).

Table 4. Employment of non-residential building and heavy and civil engineering construction industry by economic regions, 2023-33.			
	Employment 2023	Projected employment 2033	10-year CAGR* (2023-33)
Cariboo	1,822	1,360	-2.9%
North Coast & Nechako	1,945	1,629	-1.8%
Northeast	2,170	1,781	-2.0%

Note. Data Catalogue. (2023). Employment by Industry for BC and Regions.

*compound annual growth rate

3

Labour Market Outlook. (2023). Job openings by type and occupation for BC and regions.

4

Labour Market Outlook (2023). Employment by Occupation for BC and Regions

5

There were 3,555 construction workers in Cariboo, 3,144 in North Coast & Nechako, and 2,998 in Northeast.

6

This report groups the non-residential housing and the heavy and civil engineering construction into one category.

Prince George – Hydrogen Hub

In March 2024, the newly formed provincial Clean Energy and Major Projects Office (CEMPO) selected the City of Prince George to lead the Northern BC Hydrogen Hub. This hub is expected to play a key role in the B.C. Government’s strategy of becoming a world-leading hydrogen economy by 2050.

Tidewater Renewables completed the construction of a hydrogen plant and refinery in Prince George in June, 2023. This is the first hydrogen plant and refinery in Canada.⁷ First Truck Centre provides local installation of hydrogen-diesel co-combustion engine retrofits to allow for local trucking companies to take advantage of this technology.⁸

Further proposed projects for the Prince George area include:

- Hydra Energy is building the world’s largest hydrogen refuelling station and green hydrogen production facility.⁹
- Teralta Hydrogen Solutions has proposed a clean hydrogen system with its partners of Chemtrade Logistics and Canfor’s pulp mill.¹⁰
- Fortescue Future Industries, an Australian mining giant, has proposed the Coyote Hydrogen Project, a hydrogen export plant at the Willow Cate Industrial Park.¹¹
- The McLeod Lake Indian Band has proposed a \$5 billion green and blue hydrogen production project.¹²

Challenges faced by small northern B.C. communities

CNC serves many small, rural communities across the region. These communities often face barriers to accessing education. Some are remote, taking up to 10 hours or more to drive in or out of the nearest municipality. Others are closer to a larger community, but prospective learners may not have a driver’s license. Public transportation is either unavailable or limited.

While the government has worked to enhance high-speed internet in rural areas, some households have financial constraints that prevent access to the internet. This limits their ability to attend online classes. Other potential learners lack a high school diploma and many families are dealing with generational trauma from residential schools. Many learners face multiple barriers and need special in-person support.

CNC’s regional campuses are well situated to serve these smaller communities and to support students’ growth and education, particularly through community and continuing education.

7 The Canadian Press. (2023, June 16). Canada's first renewable diesel refinery has been built in Prince George, B.C., province says. CBC News.
8 Northern BC Hydrogen Hub. (n.d.). Sector Profile.
9 Northern BC Hydrogen Hub. (n.d.).
10 BC Gov News. (2024). B.C. paves the way for new clean-economy opportunities in Prince George.
11 Clarke, T. (2024, January 20). Prince George perfectly positioned as site of hydrogen plant, Fortescue exec says. Prince George Citizen.
12 Northern BC Hydrogen Hub. (n.d.).



Student housing issues among CNC students

As in other Canadian cities, many CNC students find it challenging to find safe and affordable off-campus housing.¹³ A CNC survey found that the average monthly rent paid by CNC students in Prince George was \$766 for a single student and \$1,673 for students with families.¹⁴ The 2022 University and College Application Study surveyed 405 CNC applicants and found the majority of respondents (77 *per cent*) planned to live off campus.

Another CNC study, based on Fall 2023 enrolment, forecasted that student housing demand would range between 143 and 168 units for single students and 94 to 103 units for students with families.

CNC strives to address the student housing shortage by exploring how other institutions are navigating the issue and discussing solutions with local rental agencies to enhance student access to the rental market.



13
14

Based on an internal survey that has not been released.
Based on an internal survey that has not been released

Mandate Priority Reporting

CNC's progress on each mandate letter priority for the 2023-2024 reporting year is outlined below.

Delivering educational and training programming as described in the Stronger BC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

Future Skills Grant

The Future Skills Grant was well received with 115 students accessing the grant to receive training in CNC courses and programs. CNC issued 251 Letters of Completion (*credentials*) in the following categories:

Management Skills for Supervisors

- Project Management Essentials and Fundamentals
- ABC of Digital Marketing (*three levels*)
- Universal Design for Learning
- Instructor Skills Workshop
- Computer Essentials: MS Word, Excel (*three levels*), MS Teams, Internet Basic Computer Skills, and Navigating Hyflex Instruction

An additional 15 students received the Future Skills Grant for the Bookkeeping Certificate program. Students have up to three years to complete all required courses in the program.

Increased Seats in Nursing Program

CNC has increased the number of seats available in the Quesnel campus Northern Collaborative Baccalaureate Nursing program (*NCBNP*) from 24 to 32. Despite recruitment efforts, student demand for this program is currently below the available number of seats.

Responding to Demand for Trades Training

Thanks to the province's skilled trades initiative, the School of Trades and Technologies has seen increased demand from industry for trades programs in the region. In September 2023, CNC delivered a Level 1 Automotive Collision and Refinishing course for the first time. Additionally, the Professional Cook Level 1 program filled all program seats for the first time since 2018.

Increased Interest in Technology Programs

CNC's future student team worked to promote technology programs in 2023-24. The Civil Engineering Technology program received 59 applications, resulting in 32 qualified and 26 registered students. These are the highest numbers since the program launched in September 2020.

CNC also introduced an Information Technology and Networking certificate and diploma in 2023-24 with 40 students registering for the first intake.

Micro-Credentials at CNC

Access and Continuing Education offered 21 courses and programs leading to a micro-credential in 2023-24. These short, focused programs help students gain specific skills or knowledge to meet their professional development goals and job market demands. In 2023-24, CNC awarded 552 micro-credentials to students. Over the coming year, CNC will be reviewing college policies to allow for expansion of micro-credentials outside of continuing education.

Supporting Students with Financial Aid

In 2023-24, CNC introduced 12 entrance awards for new students at the College and presented over 224 awards, scholarships and bursaries valued at over \$162,900 to current students. Additionally, domestic and international students experiencing financial hardship were awarded \$48,450. These funds were from various donors from September 2023 through March 2024. A new donor provided CNC with \$50,000 to support international students experiencing financial hardship.

Supporting Workers to Reskill

CNC offers five community and career programs (CCPs) that aim to provide workers with the skills to start new careers in residential construction, tourism and hospitality, and mining. These short training programs (*12 to 23 weeks*) efficiently provide essential, occupational, and employability skills.

Training for In-Demand Jobs

CNC supported individuals looking to reskill for in-demand jobs by providing professional driver training to students at the Vanderhoof and Quesnel campuses with 13 students receiving their full Class 1 drivers license. Most of the students have already found employment in the trucking industry.

Training Indigenous Teachers

CNC and UBC entered into an agreement to offer courses to the Northern Indigenous Teacher Education students from Lake Babine Nation in Burns Lake. The program aims to recruit Indigenous students into teaching careers, hoping many will return to their home communities and ensuring sustainable education for future generations. The first intake saw 31 Indigenous students registered in English, history and math courses.

Supporting Academic Upgrading Students

CNC's Fort St. James campus received \$112,924 via a one-time contribution from the Ministry of Post-Secondary Education and Future Skills to enhance Adult Basic Education and high-priority career programs. This funding will support students in the academic upgrading program in Fort St. James through extra supports in wellness and life skills.

Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.

Partnering with Burns Lake Native Development Corporation

In April 2023, CNC partnered with the Burns Lake Native Development Corporation (BLNDC) and SkilledTradesBC to run a Heavy Mechanical Group Trades Foundation program in Burns Lake. The initiative helped students complete their practical training in the newly built BLNDC logging shop.

Five students successfully completed the program and BLNDC is working with CNC to explore options for providing level 2 of the Heavy Mechanical apprenticeship program.

Indigenous Trades Discovery Program

CNC partnered with School District 57 to support Indigenous high school students to participate in a Trades Discovery program. The program was well received with a full cohort of 16 students attending.

Professional Cook Program Indigenization

CNC's Professional Cook faculty have taken significant steps towards indigenizing the curriculum as well as introducing Indigenous ingredients, art and language at Kodiaks – CNC's student-run fine dining restaurant. These steps have been taken in consultation with the College's Cultural Advisor, student housing Elder and other local guest mentors. The initiatives include:

- Integrating First Nations culinary terms and foraging activities in the curriculum
- Hosting a First Nation's buffet
- Using decolonizing teaching methods such as talking circles
- Creating a culturally inspired menu and organizing competitions
- Displaying First Nation's artwork in the restaurant, inviting Elders and knowledge holders in the classroom
- Providing smudging for students

The initiatives have been well received by students, the College community and restaurant guests.

Provincial Discussions on Indigenization

CNC's Dean of Trades and Technologies continues to participate in provincial discussions with other Trades Deans and SkilledTradesBC to discuss how to support Indigenization of the provincial curriculum.

Learning About Indigenous Issues

The School of Trades and Technologies has worked to provide learning opportunities about Indigenous issues for faculty, staff and students. Regular meetings include space for learning topics. The College is encouraging students and employees to attend CNC Indigenous events.

SkilledTradesBC Capacity and Utilization

In 2023-24, CNC partnered with SkilledTradesBC to offer 1,424 seats in trades courses and programs. Of these, 235 seats were filled by Indigenous students. Over the year, CNC offered 976 seats in apprenticeship training with a utilization rate of 80 per cent, 336 seats in foundation level training with a utilization rate of 79 per cent and 112 seats in trades discovery programs with an 87 per cent utilization rate.

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

Lhk'enazdulkat (We Change Ourselves)

CNC completed Lhk'enazdulkat (*We Change Ourselves*) - an Indigenous Education Plan that will guide the work of CNC over the next five years. Consultations took place over the summer and fall of 2023

through a survey, meetings and community visits. First Nations and Indigenous partners emphasized the importance of removing systemic barriers to enhance Indigenous student success rates. The Plan officially launched on May 27, 2024.

CNC leadership reviewed the Indigenous Education Plan (*IEP*) goals and priorities established by students and communities. Using the themes of connect, empower and understand, administrators chose objectives to lead over the next year.

Supporting Indigenous Students at CNC

CNC's Campus Housing Cultural Advisor offered activities for students living in Nahoona-a to support several dimensions of wellness including creative, physical, social and spiritual. The Cultural Advisor also met one-on-one with all Nahoona-a students each month to proactively identify barriers to academic and personal success while at CNC.

In addition to two cultural advisors, CNC has dedicated academic advisors at all six campuses to support Indigenous students as well as a future student advisor and a student navigator. The Learning Commons provides tutoring services directly in the Aboriginal Resource Centre (ARC). Additionally, in 2023-24, the Wellness Team offered student success webinars on topics such as time management, sexual health, anxiety management, relationships, mental health, and critical thinking skills.

In 2023-24, the ARC organized workshops on First Nations history, beading, ribbon skirts, and painting. Additionally, the ARC hosted monthly potlucks open to everyone at CNC. These events provided Indigenous students with opportunities for cultural learning and a safe space to connect with members of the college community.

Introduction of a CNC Drumming Group

In October 2023, CNC established a drumming group to celebrate Indigenous culture, foster community connections, and provide cultural learning opportunities to Indigenous and non-Indigenous students. The weekly group is open to students, staff and faculty and averages 12 participants a week.

Engaging with Indigenous Alumni

Communications Services consulted with Aboriginal alumni to engage students and provide role models and mentors to Indigenous students. The report made seven recommendations to better engage and support an Indigenous alumni cohort.

Commitment to Indigenous Education

Indigenous language funding at the Quesnel campus has moved into the base budget demonstrating CNC's commitment to ensuring its continuation.

The President's Office is recruiting a Vice President Indigenous which will be a first in the B.C. college sector.

Removing Barriers

CNC's ongoing Strategic Enrolment Management (*SEM*) work flagged barriers brought up by Indigenous participants. As part of this work, CNC mapped the student journey to identify supports for Indigenous students leading to CNC's application and admissions processes being reviewed to remove student barriers.

Developing and implementing protections for international students that support their fair treatment.

CNC's International Plan

In August 2023, CNC launched a five-year International Plan to support the international student experience and enrolment. The plan has four main goals:

- Managing marketing, recruitment and enrolment planning
- Delivering an integrated and inclusive student experience
- Creating a vibrant and diverse learning environment
- Building collaborative and beneficial partnerships

The International department, guided by a steering committee, successfully implemented key objectives of the first year of the International Plan.

Mapping the Student Journey for Supports

CNC mapped the international student journey to ensure international students are offered robust, relevant and coordinated services and support. CNC provides support in many areas including:

- Pre-arrival webinars
- Social insurance number clinics
- Study and work permit workshops
- Peer mentoring
- Financial aid support
- Emergency funding
- Online supports and orientation
- Reflection/prayer room
- Introduction to First Nations culture
- Faculty meet and greets
- Career resources
- Volunteer opportunities
- Internationalization activities

CNC hosted internationalization activities including a forum for international students to share their experiences, cultural awareness workshops, creation of communities of practice, international festivals, a living library, global classroom initiatives, and interactive cultural exhibits and events.

Coffee with the Director

The Director and Associate Director of International have hosted informal get-togethers for international students to stop by and enjoy treats. These gatherings allow students to connect with the International team, network with their peers, and learn more about the services and supports available through the International department.

Agent Contract Renewal

CNC completed an agent contract renewal process for 2024-26 ensuring all contracts include:

- Requirements to complete ICEF's Canada Course for Education Agents training program.
- Performance targets based on CNC's overall international enrolment management strategy.
- Targets focused on increasing applications from key markets and strengthening student diversity.



Planning for International Student Seats

The Provincial Attestation Letter (*PAL*) process was finalized, providing international students with confirmation they have been accepted into a verified and accredited school. CNC has received its *PAL* allotment for 2024-25 and has moved forward with planning for international student intakes for the Fall and Spring 2024-25 terms.

Participation in the CBIE Student Survey

CNC's international students engaged in the Canadian Bureau for International Education (*CBIE*) International Student Survey with a 20 per cent response rate. High-level feedback from *CBIE* has indicated there were 32,000 participants across 79 institutions and general feedback country-wide indicates there is work to be done relating to student satisfaction. CNC will use this report to chart a path for areas of improvement.

New Advising Supports

In 2023-24, two student advisors were trained and certified as Regulated International Student Immigration Advisors (*RISIA*). This provides international students at CNC with additional on-campus advice related to study permits, visas, post-graduate work permits and extensions of stay. CNC is also now able to provide Francophone and Mandarin-speaking students with academic and immigration advising in their first languages.

Pre-Arrival Webinars

CNC continues to offer pre-arrival webinars for international students on a variety of topics including: what to expect on arrival; introduction to Indigenous culture; academic success tips, medical insurance & worker/renter rights; safety and security; financial wellness & financial aid; and building your resumé and job search.

Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.

CNC is dedicated to evolving its educational offerings to align with changing landscapes and student needs. While the College's full-time equivalent (*FTE*) targets have not been reached, these decade-old benchmarks have not been updated to reflect current program delivery models and student demographics.

In 2023-24, CNC had 1,421 total FTE's in ministry-funded programs compared to the target of 3,327, resulting in an overall utilization rate of 43 per cent. When including FTEs from SkilledTradesBC (*STBC*) for Total Domestic, CNC achieved a utilization rate of 73 per cent, an increase of two per cent compared to the previous reporting period. Excluding "AVED all other programs," the overall utilization rate for programs with specific FTE targets was 95.6 per cent. This high utilization rate demonstrates CNC's effective resource management and commitment to maximizing student enrolment in targeted programs. These figures reflect the College's commitment to providing quality education and effectively managing resources to meet the needs of the student population in the region.

CNC's Strategic Enrolment Management initiative is a key strategy for increasing domestic Indigenous and non-Indigenous student enrolment and the College has seen encouraging growth in applicant-to-registrant conversion rates for domestic students in ministry-funded spaces. CNC is committed to accessible education, waiving application fees for eligible programs and offering a range of entrance scholarships. The College focuses its marketing efforts regionally and continues to achieve provincial, national and international accreditations for its programs.

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

Compliance with Tuition Limit Policy

CNC continues to comply with the provincial Tuition Limit Policy. In September 2023, the CNC Board of Governors approved a two per cent tuition increase for domestic students registering in classes starting after August 1, 2024.



Long-Term Strategic Initiatives

Progress on the Truth and Reconciliation Calls to Action and UNDRIP

See Appendix B – Reporting on Lasting and Meaningful Reconciliation

Sexualized Violence Prevention and Response Initiatives

In Fall 2023, CNC completed its three-year review of the Student Sexual Misconduct policy and procedures; the revised policy was approved on November 29th. The review included consultation sessions with CNC students, a review by key stakeholders, and a legal review of the revised policy and procedures. Additionally, CNC developed standardized forms and procedures to enable smooth implementation for students and employees.

Throughout 2023-24, CNC offered 13 training sessions for employees related to sexualized violence prevention and response. These included: training on receiving disclosures, supporting survivors, the online REES (*Respect, Educate, Empower Survivors*) tool, and an overview of the revised Student Sexual Misconduct policy and procedures. Additionally, key staff members received training in trauma-informed investigation of sexual violence.

CNC also hosted 18 awareness and prevention activities for students reaching more than 755 participants. Topics included: safety and consent, healthy relationships, bystander intervention, boundaries, and ending violence against women. Additionally, CNC held ongoing awareness activities to bring attention to REES, including poster and social media campaigns and “fast five” (*who, what, where, why and when*) pop-up activities.

Additionally, CNC’s Director of Student Services participated in several provincial initiatives to prevent and respond to sexualized violence. This included participating in engagement sessions to provide feedback on the draft Sexualized Violence Action Plan, participating in the Sexualized Violence Data and Reporting Working Group to develop a toolkit for data collection and reporting, and participating in the Intersectional Sexualized Violence Advisory Group to develop open-access intersectional SV training resources.

Former Youth in Care – Supports for students who are former youth in care, including participation in the provincial tuition waiver program

Participation:

In 2023-24, CNC saw 33 Former Youth in Care (FYIC) benefit from the B.C. government’s tuition waiver program for an increase of 83.3 per cent over the previous year. A total of \$126,497 was distributed in the same period representing a 69.9 per cent increase over 2022-23.

Supports:

In 2023-2024, CNC supported eight FYIC students through the Youth Futures Education Fund (YFEF), with \$3,750 distributed. This is an increase of 134 per cent in the funding amount from the previous year, where CNC supported four students for \$1,600. This funding is available to students in the provincial tuition waiver program to help cover living expenses and other financial gaps. Twenty more students received support through the new Learning for Future Grant, distributing a total of \$70,000.

CNC connects all students approved for the provincial tuition waiver program to available external supports, including scholarships and bursaries specifically intended for former youth in care, and external housing and support programs, including the Ministry's new Strengthening Abilities and Journeys of Empowerment (SA/E) program.

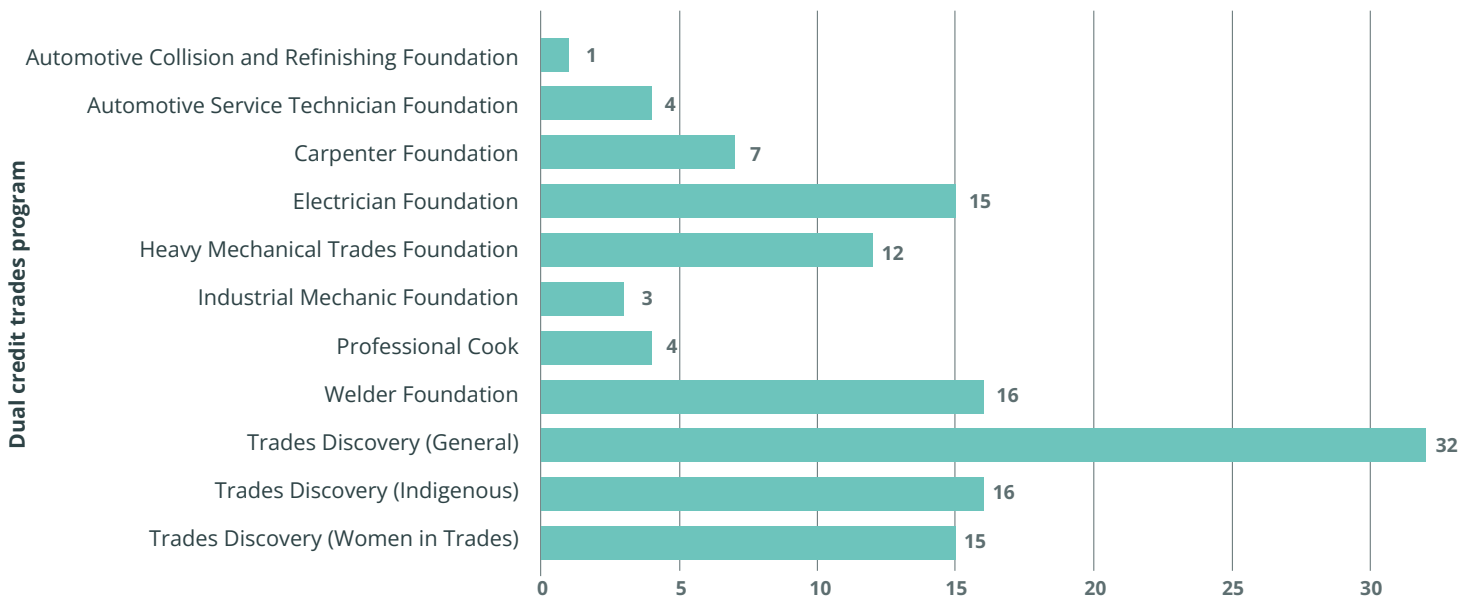
CNC has formed a committee to oversee initiatives supporting former youth in care (FYIC). This past spring, CNC launched a survey for FYIC students asking about their experiences at CNC related to accessing FYIC programs and where they would like to see more student support. Each survey participant received a gift certificate. Using the survey information, CNC developed a Student Resource Guide highlighting available FYIC supports, services and funding. Additionally, a video is being developed to guide students through the FYIC funding application process. These will be released October 2024.

Over the next year, the Student Resource Guide will be shared with current FYIC students, social workers and high school counsellors. Student Services will offer seminars on topics identified in the needs assessment survey including career mentoring, financial literacy, and life skills. CNC is planning an event for Fall 2024 to promote the FYIC services and supports. In Spring 2025 CNC will host an information session for social workers and high school counsellors to promote the FYIC services and support available at CNC.

K-12 Transitions and Dual Credit Programming

In 2023-24, CNC saw 125 high school students participating in dual credit trades programs.

Figure 1. Number of students in various dual credit trades program at CNC.

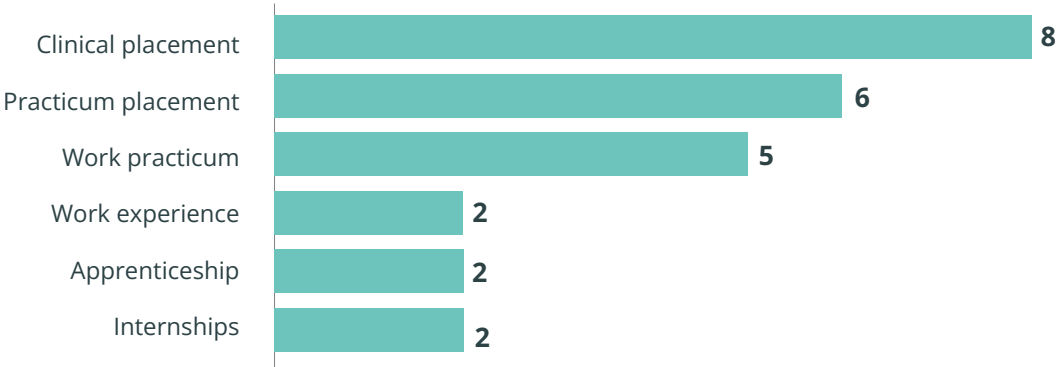


CNC partnered with School District #57 and UNBC to approve a new dual credit TekX: Technology Exploration program. This unique program was approved by Education Council in February 2024 and allows Grade 11 and 12 students to complete technology courses at both CNC and UNBC while earning high school credits. TekX courses at CNC include: human skills, computer hardware, cybersecurity and ethical hacking, and additive manufacturing (3D printing). A special topics course is under development covering Android mobile app development. The first intake is planned for September 2024.

Work-Integrated Learning

Currently, CNC offers six types of work-integrated learning (WIL) across 27 programs that give on-the-job learning opportunities for students (See Appendix A).¹⁵ These are: clinical placement, professional practicum, work practicum, work experience, apprenticeship, and internship. The most common type of WIL at CNC is clinical placement, followed by professional practicum (Figure 2).

Figure 2. Number of WIL programs by WIL type at CNC.



Note. ACE-WIL and CNC program pages.

CNC is one of 13 institutions partnering with the Government of British Columbia to expand access to WIL opportunities for underrepresented student groups, such as Indigenous students, international students and students with disabilities.¹⁶

Collaboration with Coast Mountain College

Since 2022, the College has collaborated with Coast Mountain College to form *the Northern WIL Hub*. This project aims to generate and grow student, institution, community and employer connections to foster and sustain quality work-integrated learning opportunities in the vast northern region that the two colleges serve.

Recruiting new employers

In 2022, nearly 40 per cent of businesses in the City of Prince George were small-sized businesses, with nearly half of them having four or fewer employees.¹⁷ To recruit new employer partners, CNC is working to:¹⁸

- Raise awareness of the value of WIL through a communications and education campaign focusing on small to medium-sized businesses and non-profit organizations.
- Support employers by hosting online workshops to help employers understand the value of WIL and how to apply for related funding.
- Work with other organizations such as regional Chambers of Commerce, the Auroralinx Technology Collective, HUBspace, the City of Prince George, and individual businesses.
- Promote WIL at the municipal and regional district levels so that elected officials understand the value of WIL for our communities.

15 Association for Co-operative Education and Work-Integrated Learning BC/Yukon. (n.d.). *College of New Caledonia WIL programs*.

16 BC Gov News. (2023, June 6). *Students, employers benefit from more co-op, internship, on-the-job learning*.

17 According to Lightcast's classification, a company with less than 50 employees is classified as small business. The report used Canadian Business Patterns June 2023 data.

18 Information based on interview with Corrine Michel, WIL education developer at CNC's Centre for Teaching & Learning.

CNC Work Integrated Learning Programs

Apprenticeship

Trades Apprenticeship Programs
Trades Foundations Programs

Clinical placement

Dental Assistant Certificate
Diagnostic Medical Sonography Diploma
Medical Laboratory Technology Science Diploma
Medical Radiography Technology Diploma
Nursing Baccalaureate
Practical Nurse Diploma
Dental Hygiene Diploma

Internships

Early Childhood Care and Learning Certificate
Web and Graphic Design Diploma

Mandatory professional practicum

Medical Device Reprocessing Technician Associate Certificate

Practicum placement

Community Support Worker Certificate
Early Childhood Care and Learning Diploma
Education Assistant Certificate
Health Care Assistant Certificate
Medical Office Assistant Associate Certificate
Nursing Unit Assistant Certificate

Work experience

Applied Business Technology Certificate
Business Management Diploma

Work placement

Job Education Training Certificate

Work practicum

Post-Diploma in Human Resources Management
Post-Diploma in Tourism and Hotel Management
Social Service Worker Applied Diploma
Social Service Worker Certificate
Social Service Worker University Transfer Diploma

Work term

Workforce Development

For more information visit: ACE WIL - College of New Caledonia



Performance Plan and Report

Goals and Objectives

CNC is guided by its five-year Strategic Plan, *Ihulh whuts`odutel`eh | Learning Together*. Each of the plan's four strategic directions are outlined below, along with achievements from 2023-24. CNC's planned objectives for 2024-25 are outlined in the Strategic Direction section of this report.

Learning Across a Lifetime

CNC will provide a positive, comprehensive, and accessible student experience for all students no matter where they are on their learning journey.

CNC will open doors.

In practice, this means:

- We know that the education and training we provide changes lives, and we act to make this a reality.
- Every student at CNC should feel encouraged, empowered, and engaged.

<ul style="list-style-type: none">1.1 Provide Learning Opportunities for All1.2 Re-imagine the 'CNC Student Experience'1.3 Develop a Strategic Enrolment Management (SEM) Culture	Aligns with: <ul style="list-style-type: none">■ Capacity■ Access■ Quality■ Efficiency■ Putting people first■ Equity and anti-racism
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CNC's 2023-24 Successes

- In June 2023, 899 students earned a CNC credential with 368 students crossing the stage at convocation to celebrate their accomplishment.
- The Office of the Registrar collaborated with a cross-departmental team to launch *myCNC*, a comprehensive student portal designed to provide personalized information and dashboards, enhancing student experience and connecting them to resources. The myCNC mobile app launched in May 2024.
- CNC worked to develop CNC's Strategic Enrolment Management (SEM) Plan.
- CNC formed a Strategic Enrolment Planning (SEP) Project Committee to guide the process. Phase One involved situational analysis with interviews, data collection, and environmental scanning. Phase Two engaged College leaders to shape the enrolment vision and identify key opportunities, forming six strategic teams for strategy implementation. Phase Three focused on professional development for faculty and staff, ensuring ongoing SEM training and onboarding.
- CNC hosted a college-wide SEM Café 2.0 event with more than 150 employees, gathering

more than 1,000 comments to inform SEM Plan implementation and future communication efforts. The comprehensive SEM Plan will launch in September 2024.

- Student Services introduced an extended orientation program as part of CNC's onboarding process to better support new students. A combined total of approximately 1,500 students attended CNC's Fall 2023 and Spring 2024 orientation including welcome centers, a pizza lunch, a student information fair, a social insurance number clinic, and a movie night. An additional 612 students completed the online orientation.
- The International department successfully implemented key objectives of the first year of the International Strategic Plan.
- CNC hosted Open Houses at all six campuses welcoming 527 current, future and potential students and 389 guests to experience CNC. Program areas opened their doors to showcase learning spaces and provide demonstrations.
- Student Services provided Mental Health First Aid training to 52 students, fostering a culture of mental health awareness and enhancing mental health literacy.
- The Student Services team hosted a successful Health and Wellness Fair. This annual event showcases a diverse range of health and wellness support services and programs available both at CNC and in the community. Students engaged with representatives from various programs and services and were empowered to explore ways to enhance their well-being.
- CNC launched REES (*Respect, Educate, Empower Survivors*), an anonymous sexual violence reporting tool and provided training sessions for students and staff.
- Student Services launched a Student Resource Guide that connects students to support services across campuses. This was followed by a similar guide for faculty and staff to support them with connecting students to support services.
- Student Services hosted weekly events in both Nagoonai-a House and main campus housing that encompass all Nine Dimensions of Wellness, promoting holistic well-being for student residents.
- Student Services introduced the "Supporting Students in Distress" document, along with tailored training sessions to enable a coordinated and efficient approach to addressing mental health incidents.
- CNC continued to partner with Devant to provide students with access to an online career support portal with a range of tools to support student career readiness. In 2023-24, CNC saw a 20 per cent increase in the number of active CNC student users of Devant.
- CNC hosted the 2024 Northworks Career Fair with over 300 student participants. The follow up employer survey revealed that 95 per cent of employer respondents rated their Northworks experience as very good or excellent, and 90 per cent rated CNC students' engagement and career readiness as very good or excellent.
- The Academic Success Centre was relocated to the Learning Commons to centralize student support services and improve access to testing, tutoring and accessibility advising. The Learning Commons also upgraded digital resources and introduced JSTOR, ARSTOR, and Faculty Select for OERs, lowering textbook costs. The Learning Commons has seen a 25 per cent increase in door traffic from Spring 2023 to Spring 2024.

- The Safety & Security team developed and documented safety programs for various educational programs, particularly in Trades and Technologies.
- CNC collaborated with the City of Prince George to install a rapid-fire flashing beacon at a busy pedestrian crossing and expanded CCTV camera installations for better security.
- Safety & Security worked with Facilities and Marketing and Events Services to improve winter safety with better snow and ice maintenance and a hazard awareness campaign, reducing injuries from slips and falls.
- CNC was awarded the Gold Program Excellence Award from CICan for the RIRT program; a collaboration with Correctional Service of Canada, the Ministry of Post-Secondary Education and Future Skills, and local employers to help previously incarcerated individuals reintegrate into the workforce.
- The School of Academic Upgrading and Continuing Education continued the Street Humanities program to increase college access for marginalized individuals in Prince George. Since 2005, more than 230 students graduated, with 26 per cent pursuing further education at CNC. In 2023, six of 12 enrolled students graduated, with one continuing to Academic Upgrading. In February 2024, 16 enrolled, with five applying to continue their studies at CNC.



Student Success Focused Education and Training

CNC will be an inclusive learning community, providing education and training that is open to diverse ways of learning and knowing.

Because of CNC, students will be able to study, work and thrive in this region and elsewhere.

In practice, this means:

- CNC graduates are skilled, diverse, and adaptable.
- We provide the education and skills students need to achieve their goals and be successful in an evolving world of work.
- We strive to meet the learning needs of all students and to foster a learning environment where we all benefit from each other’s experiences.
- Our attitudes and mindsets embrace Indigeneity and cross-cultural ways of learning, knowing, and being.
- We reflect Indigenous knowledge and culture in our programming and learning environments.
- We promote a global perspective in our learning experiences.

- 2.1 Empower a Vibrant Learning Community
- 2.2 Deliver Responsive, Reflective, and Experiential Learning Opportunities

- Aligns with:**
- Quality
 - Relevance
 - Efficiency
 - Putting people first
 - Equity and anti-racism

CNC’s 2023-24 Successes

- CNC developed an Indigenous Education Plan which launched at the end of May 2024. This plan was the culmination of over two years of dedicated collaboration, consultation and community engagement with Indigenous communities and organizations.
- CNC received full five-year accreditation for the Civil Engineering Technology program on the first application.
- The Northern Collaborative Baccalaureate Nursing program (NCBNP) successfully completed three accreditation cycles: Quality Assurance Program Audit (QAPA), Canadian Association of Schools of Nursing (*five-year term*), and British Columbia College of Nurses and Midwives (*seven-year term*).
- The Practical Nursing program received a five-year accreditation from the British Columbia College of Nurses and Midwives.
- The Sonography program achieved full six-year accreditation.
- Health Sciences hosted an inaugural Interprofessional Education Day in February 2024, with more than 300 students from various CNC Health Sciences programs in attendance.
- HCAP hosted the Golden Age Social for local seniors in Prince George in December 2023 with an estimated attendance of 400 people.

- An English faculty member organized and hosted the annual Chapbook Release Party, featuring 16 students reading poetry and non-fiction to a crowd of 80-90 people in December 2023.
- CNC launched a successful marketing campaign for Academic Upgrading, resulting in an increase of about 20 students at the Quesnel campus, creating pathways for employment and further studies.
- CNC students achieved three podium finishes at the April 2023 Western Canadian Business Competition, winning first place in the strategic plan category and two second place finishes in simulation score and overall junior division.
- CNC students secured second place in the business simulation category at the March 2024 Western Canadian Business Competition.
- HUB launched Criminology 250 – Restorative Justice. This Inside-Out program course was offered in collaboration with Vancouver Island University with online participation from students at CNC together with students at a provincial correctional facility. The course was highly successful and plans are underway to expand the program.
- CNC hosted a Wood Magic Science Fair in November 2023, an innovative program for elementary students to educate them on the importance of wood and wood products.



Organizational Strength and Agility

The CNC community will be a strong cohesive team, working together to help students thrive. In practice, this means:

- Everyone at CNC is focused on student success. We are an organization that cares.
- We welcome and respect everyone, embracing diversity and celebrating differences.
- Our institution is responsive, well managed, sustainable, and resilient.

- 3.1** Improve Focus, Coordination, and Accountability
- 3.2** Indigenize the College
- 3.3** Empower and Enable Employees
- 3.4** Foster Collaboration, Diversity, and Inclusion
- 3.5** Rejuvenate College Infrastructure

- Aligns with:**
- Capacity
 - Access
 - Quality
 - Efficiency
 - Lasting and meaningful reconciliation
 - Equity and anti-racism
 - A better future through fighting climate change and meeting our greenhouse gas reduction commitments
 - A strong, sustainable economy that works for everyone

CNC’s 2023-24 Successes

- Several faculty members launched a Bannock & Big Ideas speaker series to provide an outlet for faculty peer-reviewed scholarship and to celebrate scholarly activities by fostering conversations, connection and community. Held monthly events throughout the Fall and Spring semesters.
- The College hosted May Days, an annual professional development series for CNC faculty and staff. In 2023, it featured 34 sessions on unique topics with presentations by faculty, operational staff, administrators, Vice President and external speakers. About 170 participants attended the series themed “Connect, Energize and Learn.”
- The Vice President Academic hosted five virtual forums between August 2023 and March 2024, covering topics such as Nus’uztelelh - the Academic Plan, CNC region data, program advisories and work integrated learning, dual credit, and generative AI. Approximately 200 participants attended these forums, featuring presentations by faculty, administrators, operational staff and School District 57 staff.
- The Northern Collaborative Baccalaureate Nursing program (NCBNP) faculty participated in a two-day curriculum workshop in February 2024 with partner PSIs in preparation for the 2026 curriculum updates.
- The Auroralinx Northern Tech Collective facilitated an event in March 2024 for 46 tech professionals and students. At the event, the Gartner Group presented the latest research on artificial intelligence, machine learning, and future job markets.

- CNC reduced natural gas consumption by 8.4 per cent and greenhouse gas emissions by 12.9 per cent in fiscal 2023-24 through improved operations and efficiency.
- CNC received the International Energy Management Award for Canada Region by the Association of Energy Engineers for sustainable operation plans.
- CNC completed renovations to the main campus building to improve walkway safety and update the entrance to a modern, welcoming space.
- CNC partnered with the City of Prince George to replace on-campus transit shelters, increasing capacity, security and comfort for users.
- CNC completed a main entrance update adding artwork reflective of the region, inclusive of First Nations and Indigenous peoples.
- The College created an employee handbook to improve onboarding by standardizing processes for integrating employees into CNC, focusing on the organization's structure, culture, vision, mission and values.
- CNC successfully renegotiated the Faculty Collective Agreement for a three-year term retroactive to April 1, 2022.
- CNC revamped the student recruitment strategy by integrating domestic and international efforts, strengthening partnerships, and refining tracking systems and marketing materials. This comprehensive approach increased applications, registrations, and engagement in outreach events.
- A transition took place for trades apprenticeship admissions from the School of Trades and Technologies to the Office of the Registrar. The objective is to centralize and improve the onboarding experience for students in trades programs.
- CNC increased the capacity of the Institutional Research and Enrolment Management team to meet the growing demand for data and information. The team supports initiatives such as data governance, strategic enrolment intelligence, understanding student experience, and survey governance.



Community Engagement and Partnerships

CNC will foster community relationships to maintain the relevance of its programs and services and to expand student learning opportunities.

- Collaborative partnerships bring together resources and expertise that will help CNC enrich students’ learning, respond to labour market needs, and contribute to the social and economic vibrancy of this region.

In practice, this means:

- We engage and work with local, provincial, national and international partners to understand and support education and training needs.
- We listen, we share, we collaborate, we communicate progress, and we celebrate mutual successes.
- We make realistic promises to community partners and we keep them.
- We recognize the importance of First Nations and Métis partnerships in fulfilling CNC’s commitments to reconciliation and the UN Declaration on the Rights of Indigenous peoples.
- We build sustainable and relevant international partnerships.

- 4.1 Revitalize Indigenous, Community, and Stakeholder Connections
- 4.2 Continue to Respond to the TRC Calls to Action, the UNDRIP, and the B.C. DRIPA in the College’s Plans, Practices, and Programming
- 4.3 Respond to Community Needs
- 4.4 Engage Alumni

- Aligns with:**
- Access
 - Relevance
 - Lasting and meaningful reconciliation

CNC’s 2023-24 Successes

- In April 2023, CNC’s Burns Lake campus welcomed eight students to the Cultural Resource Management program. The program, focusing on archaeological and anthropological aspects of cultural resources, introduced students to related disciplines with a highly successful completion rate.
- Students in CNC’s Dental Hygiene program continued to provide preventative dental care to children from Nusdeh Yoh Elementary school.
- CNC’s Collaborative Care Clinic (*Dental Assisting and Dental Hygiene*) partnered with community dentists and the Emergency Dental Outreach Clinic to provide \$6,800 in restorative treatment to CNC Dental Clinic patients.
- In June 2023, CNC staff assisted UNBC for their graduate celebration at the Quesnel campus.

- CNC Deans hosted the first joint Deans meeting between CNC and UNBC, fostering collaboration.
- CNC's Research Forest Society Legacy Fund provided a \$49,250 grant to School District #91 to improve the W.L. McLeod Wetland in Vanderhoof enhancing it as an educational site. The sign unveiling took place on July 13, 2023.
- The Ministry of Post-Secondary Education and Future Skills provided CNC with \$426,363 for the 2023-24 Community Adult Literacy program (*CALP*). These funds will be used to support literacy programs in partnership with community organizations in Quesnel, Valemount, Fort St James and Vanderhoof.
- In September 2023, CNC's Burns Lake campus ran a workshop with a keynote address from Dr. Patricia Vickers for the National Day of Truth and Reconciliation.
- CNC's Vanderhoof campus hosted workshops for CNC's Aboriginal History Week: one on drum-making and the other on syllabics. The workshops included local high school students and community members.
- CNC's Carpentry department partnered with BC Parks to have students gain hands-on work experience building outhouses and kiosks intended for use along recreational trail systems.
- CNC and STEPS Forward signed an MOU to facilitate access to post-secondary education for students with intellectual and developmental disabilities. The School of Human Services, University Transfer, and Business Studies (*HUB*) welcomed its first STEPS Forward student in January 2024, who joined a criminology class.
- The School of Health Sciences partnered with the First Nations Health Authority (*FNHA*) to have dental hygiene students support the FNHA in redeveloping dental health promotion and educational resources.
- CNC established an Accessibility Steering Committee and an Advisory Committee to advance the College's efforts in accessibility and inclusion. Since then, CNC has developed an Accessibility Plan and feedback mechanism in alignment with the Accessible British Columbia Act.
- CNC continues to deliver its community connection programs which engages local communities and supports non-traditional learners facing multiple barriers. These programs, offered across six campuses, promote educational inclusion, develop skills, and improve community well-being through partnerships with community organizations and local businesses.
- CNC's Professional Cook program took significant steps towards Indigenizing the curriculum delivery with input from the College's Cultural Advisor, Executive Director and local mentors.
- CNC celebrates Aboriginal History Week at all campuses in March.
- CNC commemorates the National Day for Truth and Reconciliation at all campuses, in collaboration with First Nations partners.



Appendix A

Performance Measures, Targets and Results

2023-24 Accountability Framework Performance Measure Results

		Actual 2021/22	Actual 2022/23	Actual 2023/24	Target 2023/24	Assessment 2023/24
Student Spaces	Total student spaces (PSFS)	1,442	1,367	1,411	≥3,327	Not achieved
	Nursing and other allied health programs	582	522	503	≥592	Not achieved
	Developmental programs	98	112	150	≥135	Achieved
Credentials awarded	Total Credentials	581	587	758		Not Assessed
	Certificate			478	≥373	Achieved
	Developmental			92	≥45	Achieved
	Diploma			188	≥168	Achieved
Indigenous student spaces	Total Indigenous student spaces	518	580	552	≥302	Achieved
	Ministry (PSFS)	297	348	317		
	SkilledTradesBC	221	232	235		
Student satisfaction with education	Former diploma, associate degree and certificate students	90.1% +/- 1.4%	90.0% +/- 1.6%	88.2% +/- 2.1%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	94.2% +/- 2.7%	93.1% +/- 3.5%	91.1% +/- 3.5%		Achieved
	Former apprenticeship students	93.2% +/- 3.2%	90.9% +/- 4.6%	80.2% +/- 6.3%		Substantially Achieved
Student assessment of the quality of instruction	Former diploma, associate degree and certificate students	94.0% +/- 1.1%	91.9% +/- 1.4%	92.0% +/- 1.8%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	95.8% +/- 2.4%	97.1% +/- 2.3%	96.0% +/- 2.4%		Achieved
	Former apprenticeship students	96.6% +/- 2.3%	94.3% +/- 3.7%	82.8% +/- 5.9%		Substantially Achieved
Student assessment of skill development	Former diploma, associate degree and certificate students	89.6% +/- 1.5%	88.8% +/- 1.6%	87.3% +/- 2.1%	≥85%	Achieved
	Trades foundation and trades-related vocational graduates	92.0% +/- 3.1%	93.0% +/- 2.8%	86.7% +/- 3.9%		Achieved
	Former apprenticeship students	86.5% +/- 4.1%	85.9% +/- 4.8%	80.4% +/- 6.5%		Achieved
Student assessment of usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	88.7% +/- 2.3%	87.2% +/- 2.5%	90.1% +/- 2.8%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	83.3% +/- 5.8%	92.4% +/- 4.6%	88.2% +/- 4.7%		Achieved
	Former apprenticeship students	93.7% +/- 3.2%	90.8% +/- 4.6%	84.5% +/- 5.9%		Achieved

		Actual 2021/22	Actual 2022/23	Actual 2023/24	Target 2023/24	Assessment 2023/24
Unemployment Rate	Former diploma, associate degree and certificate students	9.8% +/- 1.9%	7.8% +/- 1.9%	7.5% +/- 2.3%	≤14.5%	Achieved
	Trades foundation and trades-related vocational graduates	15.6% +/- 4.7%	13.0% +/- 5.1%	10.3% +/- 4.0%		Achieved
	Former apprenticeship students	3.4% +/- 2.3%	0.0% +/- 0.0%	1.2% +/- 1.7%		Achieved
Former diploma, associate degree and certificate students	Skills development	89.6% +/- 1.5%	88.8% +/- 1.6%	87.3% +/- 2.1%	≥85%	Achieved
	Written communication	89.5% +/- 1.5%	89.9% +/- 1.7%	86.7% +/- 2.4%		
	Oral communication	88.7% +/- 1.6%	85.8% +/- 1.9%	84.1% +/- 2.6%		
	Group collaboration	91.1% +/- 1.3%	88.5% +/- 1.7%	86.9% +/- 2.3%		
	Critical analysis	92.5% +/- 1.2%	90.7% +/- 1.5%	90.7% +/- 1.9%		
	Problem resolution	87.3% +/- 1.5%	87.3% +/- 1.8%	83.3% +/- 2.5%		
	Learn on your own	88.0% +/- 1.5%	88.0% +/- 1.7%	87.4% +/- 2.2%		
	Reading and comprehension	91.2% +/- 1.3%	91.8% +/- 1.5%	91.2% +/- 1.9%		
Trades foundation and trades-related vocational graduates	Skills development	92.0% +/- 3.1%	93.0% +/- 2.8%	86.7% +/- 3.9%	≥85%	Achieved
	Written communication	77.5% +/- 7.2%	84.4% +/- 7.4%	69.4% +/- 8.9%		
	Oral communication	84.4% +/- 5.7%	89.3% +/- 5.6%	82.4% +/- 6.2%		
	Group collaboration	94.0% +/- 2.9%	95.8% +/- 2.9%	89.5% +/- 3.7%		
	Critical analysis	95.0% +/- 2.6%	94.9% +/- 3.1%	89.3% +/- 3.8%		
	Problem resolution	94.1% +/- 2.8%	91.8% +/- 3.9%	87.1% +/- 4.1%		
	Learn on your own	92.3% +/- 3.2%	91.8% +/- 3.9%	86.4% +/- 4.2%		
	Reading and comprehension	97.4% +/- 1.9%	97.9% +/- 2.0%	91.9% +/- 3.4%		
Former apprenticeship students	Skills development	86.5% +/- 4.1%	85.9% +/- 4.8%	80.4% +/- 6.5%	≥85%	Achieved
	Written communication	71.2% +/- 9.2%	80.8% +/- 9.3%	N/A		
	Oral communication	74.1% +/- 7.7%	80.0% +/- 9.1%	N/A		
	Group collaboration	89.1% +/- 4.2%	84.4% +/- 6.4%	86.7% +/- 6.1%		
	Critical analysis	93.8% +/- 3.2%	88.4% +/- 5.2%	86.7% +/- 5.6%		
	Problem resolution	85.8% +/- 4.6%	85.9% +/- 5.7%	82.5% +/- 6.4%		
	Learn on your own	88.6% +/- 4.1%	88.4% +/- 5.2%	82.4% +/- 6.1%		
	Reading and comprehension	91.3% +/- 3.6%	91.9% +/- 4.4%	83.1% +/- 6.1%		

Credentials awarded (restated)		2018/19	2019/20	2020/21	2021/22	2022/23
	Total Credentials	695	596	546	618	597
	Certificate	525	406	352	401	367
	Developmental	23	17	27	42	67
	Diploma	147	173	167	175	163

Notes:

Please consult the 2023-24 Standards Manual for a current description of each measure. Institutional Accountability Plan and Report (IAPR) documents, reporting on and providing context for these performance measures, are also published at that link.

Student Spaces

Results from the 2023-24 reporting year are based on data from the 2023-24 fiscal year; results from the 2022-23 reporting year are based on data from the 2022-23 fiscal year. Only Ministry funded Full-Time Equivalents are included.

Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2023-24 reporting year are based on data from the 2022-23 fiscal year; results from the 2022-23 reporting year are based on data from the 2021-22 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

Credentials Awarded

Annual performance is based on the number of credentials awarded in the most recent fiscal years; e.g. results from the 2023-24 reporting year are based on data from the 2022-23 fiscal year. Targets are set in the previous reporting year for the next reporting cycle; e.g. targets for the 2023-24 reporting year are a three-year average of the 2019-20, 2020-21, and 2021-22 fiscal years.

However, before the 2023-24 reporting year, annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results from the 2021-2022 reporting year are based on a three-year average of the 2018-19, 2019-20, and 2020-21 fiscal years; results from the 2022-2023 reporting year are based on a three-year average of the 2019-20, 2020-21, and 2021-22 fiscal years.

Appendix B - Credentials Awarded (Restated)

Credentials Awarded data reported in Appendix B are included for the institution's reference only where trending data may be of use in the assessment of 2023-24 performance measure results. Credentials awarded follow PM2 measure specifications (e.g., 2022-23 credentials are for the 2021-22 fiscal year). Numbers less than 10 have been masked with an *. Appendix B is not a reporting requirement in the Institutional Accountability Plan and Report.

Student Outcomes Measures

Results from the 2023-24 reporting year are based on 2023 survey data; results from the 2022-23 reporting year are based on 2022 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%.

Assessment Scale

Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved. N/A = not assessed

Target Assessment Scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target

Financial Information

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



Appendix B - Reporting on Lasting and Meaningful Reconciliation

Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

As part of the College of New Caledonia’s commitment to Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples, CNC works with Indigenous partners throughout the region to develop and implement culturally relevant programming, services and initiatives that support Indigenous student success. The following tables provide an at-a-glance summary of the College of New Caledonia’s progress in these critical areas.

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:	
<ul style="list-style-type: none">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.	
PROGRESS	INITIATIVE AND PARTNERSHIP
In Progress	CNC is continuing to review the application package for its Social Work programs to meet the original intent of the application review, while removing barriers that can make it an onerous process. This will have a positive impact for Indigenous learners at their first point of contact with CNC's Social Work programs.
Planned	CNC is planning a program review of its Social Work programs to collect qualitative and quantitative feedback on the benefits and challenges of the changes implemented in 2021-22.
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.	
PROGRESS	INITIATIVE AND PARTNERSHIP
In Progress	CNC is establishing the final intersession term for the regional expansion of the Early Childhood Care and Learning (ECCL) certificate program.
Implemented or Ongoing	CNC has expanded the Early Childhood Care and Learning (ECCL) certificate program across the CNC service region through a continuous 12-month offering. The program has been designed to provide flexibility for students and will be instructed both online and through HyFlex from the Prince George and Quesnel campuses. There is substantial community need for this program, particularly in Indigenous communities and childcare centres. Consultation with Indigenous communities has been key to the expansion of this program, and recruitment efforts will focus on reaching students from Indigenous communities. ECCL coordinators are actively working with an Indigenous Curriculum Developer to review courses and implement Indigenousization within existing courses and activities. CNC partnered with Lheidli T'enneh First Nation to propose an Indigenous ECCL cohort with the intention that graduates would work in Lheidli T'enneh's new childcare center that is currently under construction. While the grant proposal was unsuccessful, CNC continues to work with Lheidli T'enneh to find an alternative path forward.
Planned	In Fall 2024, the revised program structure will introduce part-time options. This will increase accessibility and completion options.

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.

PROGRESS	INITIATIVE AND PARTNERSHIP
New	The School of Human Services, University Transfer and Business Studies (<i>HUB</i>) offers three Aboriginal language courses: ABST 150 – Conversational Carrier, ABST 250 – Carrier Language & Grammar Level I, and ABST 252 Carrier Language & Grammar Level II. These courses are offered by Elders at our Quesnel campus via HyFlex delivery.
Implemented or Ongoing	CNC Faculty members are building on the BC Campus Pulling Together guides by developing content that defines Indigenous Ways of Knowing and Learning for educators, including direction for how to meaningfully Indigenize as a non-knowledge holder.
Planned	CNC is actively recruiting an Indigenous Instructor for Aboriginal Studies (<i>ABST</i>) courses. HUB program reviews will include collaboration with the Centre for Teaching and Learning and the Indigenous Curriculum Developer to assist and lead Indigenization efforts.

23: HEALTHCARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the healthcare field, ensure the retention of Aboriginal healthcare providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

PROGRESS	INITIATIVE AND PARTNERSHIP
New	All Dental Hygiene students completed a service-learning assignment in collaboration with the First Nations Health Authority (<i>FNHA</i>) where students supported FNHA in (re)developing their existing health promotion and educational resources. The resources include the following: <ul style="list-style-type: none"> • Pregnancy and Dental • Diabetes and Gum Disease • Early Childhood Tooth Decay CNC's Health Care Access program (<i>HCAP</i>) in Quesnel increased the number of Indigenous speakers presenting in the classrooms, with the intention to continue this on an ongoing basis.
Implemented or Ongoing	Dental Hygiene and Dental Assisting students continue to provide dental care to students at Nusdeh Yoh Elementary School. This initiative aims to create a welcoming environment for children and is being expanded to more students at the school. Students provided care to 65 children including fluoride treatments, debridement (<i>cleaning</i>), sealants, and oral hygiene instruction. Dental Hygiene students valued this service-learning experience as they could connect with each child and learn about some of the challenges they might be facing in life and related to their health. Select programs in the School of Health Sciences continue to reserve up to 20 per cent of seats for qualified Indigenous students. CNC's Collaborative Care Clinic (<i>Dental Assisting and Dental Hygiene</i>) partnered with community dentists and the Emergency Dental Outreach Clinic to provide restorative treatment to patients.
Planned	CNC is planning a curriculum review of the Implementation of Indigenous Cultural Competency Course for Healthcare in health sciences programs.

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.

PROGRESS	INITIATIVE AND PARTNERSHIP
In Progress	CNC, University of Northern British Columbia, Coast Mountain College, and Northern Lights College met with the University of British Columbia (<i>UBC</i>) in 2023-24 to have preliminary discussions around implementation of interprofessional education delivered through an Indigenous lens. CNC is working to integrate Indigenous health components throughout the redesign of the Northern Collaborative Baccalaureate Nursing program (<i>NCBNP</i>) curriculum.
Implemented or Ongoing	CNC's Northern Collaborative Baccalaureate Nursing program requires students to take NURS 205: Introduction to First Nations Health. In the course, Elders and relevant experts within the community teach students about traditional Indigenous healthcare, healing and the impacts of today's healthcare system on the lives of Aboriginal Peoples, especially for those in remote communities. The NCBNP revised the two-strike rule which stipulated that students are required to withdraw from the program upon failure of two courses in the program. This was proving a barrier to program progression. As a result, withdrawal requirements were changed to apply only to nursing-specific courses.
Planned	Northern Collaborative Baccalaureate Nursing program will be partnering with Carrier Sekani Family Service on learning activities, including health fairs.

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.

PROGRESS	INITIATIVE AND PARTNERSHIP
New	In June 2023, CNC partnered with Credence & Co. to develop an Equity, Diversity, Inclusion, and Belonging (<i>EDIB</i>) Strategy and an operational framework. This framework will guide the College's commitment to fostering collaboration, equity, diversity, inclusion and belonging as underpinning competencies for CNC and its stakeholders.
In Progress	The EDIB strategy project was designed as a phased approach. CNC's goal is to develop a strategy that supports its staff and unique post-secondary student body by providing clear steps for change management, employee learning and the development of key indicators to track the success of the EDIB strategy.
Implemented or Ongoing	<p>In 2023-24, the EDIB committee hosted a workshop on Transforming Power, Privilege and Prejudice (<i>PPP</i>). The College recognizes that social structures and personal biases can get in the way of our commitment to respecting our colleagues, students, and other members of the community. This interactive workshop engaged themes of power, prejudice and privilege in a manner that honours all voices in the room while also challenging the biases and structures that privilege some over others, and damage the possibility of healthy, diverse, and equitable relationships and organizational structures.</p> <p>In April 2024, CNC hosted an Intercultural Competence & Communication (<i>ICC</i>) partnership workshop. The training provided employees with skills and insights to know when and how to engage differences with intercultural understanding, while still engaging in equity, diversity, inclusion, accessibility and belonging.</p>
Planned	CNC is in the process of finalizing the College's EDIB strategy and implementation plan. Additionally, training videos and a facilitator manual are being developed to expand EDIB training across the CNC community.

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.

PROGRESS	INITIATIVE AND PARTNERSHIP
Planned	The Business program is anticipating a defined strategy for indigenization with the implementation of a new VP Indigenization for the upcoming academic year. At this time, no new initiatives are underway to address this call to action as we anticipate the arrival of this new VPI.



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.	
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.	
PROGRESS	INITIATIVE AND PARTNERSHIP
Implemented or Ongoing	<p>CNC completed Lhk'enazdulkat (<i>We Change Ourselves</i>) - an Indigenous Education Plan that will guide the work of CNC over the next five years. Consultations took place over the summer and Fall of 2023 through a survey, meetings and community visits. First Nations and Indigenous partners want CNC to remove systemic barriers to enhance Indigenous student success rates. The Plan officially launched on May 27, 2024.</p> <p>CNC leadership reviewed the Indigenous Education Plan (<i>IEP</i>) goals and priorities established by students and communities. Using the themes of connect, empower, and understand, administrators chose objectives to lead over the next year.</p> <p>CNC's application and admissions processes are being reviewed to remove barriers for students.</p> <p>CNC's ongoing Strategic Enrolment Management (<i>SEM</i>) work flagged barriers brought up by Indigenous participants. Communications Services consulted with Aboriginal alumni to engage students and provide role models and mentors to Indigenous students. The report made seven recommendations to better engage and support an Indigenous alumni cohort.</p> <p>The President's Office is hiring a Vice President Indigenous which will be a first in the B.C. college sector.</p> <p>Indigenous language funding at the Quesnel campus is now moved into the base budget demonstrating CNC's commitment to ensuring its continuation.</p> <p>Each campus has worked on engagement this year and had more success in meeting with Indigenous partners. Developing the IEP demonstrated CNC's commitment to listen and act. As such, more partner groups began to re-engage in CNC's Advisory Committees.</p> <p>Additionally, CNC is engaging with Indigenous partners to inform the development of micro-credentials in Indigenous leadership and administration.</p> <p>International Education brought in a Lheidli T'enneh Elder to teach about their history and the impacts of colonialism. This will continue in each semester.</p>



In Plain Sight recommendation #8 - Please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program Name	Accreditation Standard Details (if none exist, N/A)
Dental Assisting	Behavioural science content must be current and of sufficient scope and depth. Knowledge should be applied to client/patient and group-centered to demonstrate competent approaches for promoting, improving, and supporting the oral health and wellness of diverse populations, and to develop the communication skills to function successfully in a multicultural work environment. Behavioural science content must provide opportunities to promote and support principles of intercultural competence. Curriculum content should include training in cultural humility/awareness, and EDIB.
Dental Hygiene	
Diagnostic Medical Sonography	Utilizing the Health Standards Organization's Allied Health Education Program Standard for Accreditation provides guiding principles that refer to cultural humility and patient-centered care.
Medical Laboratory Technology Science	
Medical Radiography Technology	
Northern Collaborative Baccalaureate Nursing	Indigenous cultural safety, cultural humility and anti-racism (bccnm.ca)
Practical Nursing	
Health Care Assistant	N/A

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at CNC, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program	Progress	Actions
College-wide	New	CNC is currently working with an executive search firm to begin recruiting for a Vice President Indigenization. This position will be a lead voice and resource across the institution. They will collaborate with faculty, staff and students to support the development and implementation of culturally responsive programs, curriculum, and other initiatives.



In Plain Sight recommendation #18 - The B.C. government requires all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
All Health Science programs at CNC prioritize 20 per cent of program seats for Indigenous applicants until a scheduled release date.	Dental Assisting – 4 seats Dental Hygiene – 3 seats Diagnostic Medical Sonography – 3 seats Medical Laboratory Technology Science – 7 seats Medical Radiography Technology – 3 seats Northern Collaborative Baccalaureate Nursing – 30 seats in the first-year program (combined between Prince George and Quesnel) Practical Nursing – 4 seats Health Care Assistant – N/A (Intake Managed by Northern Health)	30 of the 54 prioritized seats were used by incoming qualified Indigenous students

In Plain Sight recommendation # 21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
All Health Sciences programs	Ongoing	The Indigenous Cultural Competency Course is being implemented across all Health Sciences programs as they go through curriculum review.
All program areas		The Indigenous Education Plan will be implemented institutionally.
Practical Nursing, Health Care Assistant, and Northern Collaborative Baccalaureate Nursing		Local Indigenous Elders were invited as guest lecturers.









Cover art:

For Everything There is a Season

by Lee-Anne Chisholm

The mural was inspired by the teachings and memories of Elders who guided the development of the CNC main entrance art project. It depicts the colours, flora and imagery typical of each of the four seasons in the region.

