

Institutional Accountability Plan and Report

2022 - 2023 Reporting Cycle



Accountability Statement

Honourable Selina Robinson

Minister of Post-Secondary Education and Future Skills

c/o Accountability Branch, Ministry of Post-Secondary Education and Future Skills

Dear Minister Robinson,

We are pleased to provide the College of New Caledonia's 2022-23 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.

The College is now midway through the 2021-2026 strategic plan, *lhulh whuts`odutel`eh* - Learning Together, which was developed through extensive community and partner consultation. The plan focuses on four main pillars: learning across a lifetime, student success focused education and training, organizational strength and agility, and community engagement and partnerships. As we are now into the third year of the plan, various initiatives and partnerships are underway that support these strategic priorities and government commitments toward accessible, inclusive, and affordable post-secondary education in BC. During the year ahead, we look forward to supporting the StrongerBC: Future Ready Action Plan, the CleanBC strategy, and true and lasting reconciliation with Indigenous Peoples and communities.

CNC has played a key role, both in helping students reach their educational goals, and in setting a path for their future. We will continue to provide relevant education and training in support of a prosperous and sustainable economy. As Board Chair and President, we accept responsibility for the CNC report.

Sincerely,



Shobha Sharma

Chair, CNC Board of Governors



Dr. Dennis Johnson

President & CEO

Table of Contents

Accountability Statement..... 3

Table of Contents 4

First Nations Traditional Territory 5

Institutional Overview 6

Strategic Direction and Context 9

 Strategic Direction 9

 Strategic Context13

 Regional Context 14

Mandate Priority Reporting22

Performance Plan33

 Goals and Objectives33

Appendix A: 36

Financial Information 38

Appendix B: 39

Mandate Letter and Minister’s letter
of Directives Index 42



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 many First Nations communities whose traditional territories are located within the region served by the College:

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

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

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

CNC's Aboriginal Partners

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

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.

Institutional Overview

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 health sciences, trades and technologies, social services, and developmental, business, and university studies.

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 BC, 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.



The communities served by CNC

22 First Nations communities and nine municipalities served by CNC

80+ Programs
6,837 Students

6 Campuses
29 Average age

1,168 Aboriginal Students 21% of domestic

Percentage of Aboriginal students by campus

Burns Lake 31%



Fort St. James 58%



Mackenzie 17%



Nechako 18%



Prince George 21%



Quesnel 14%



1,388 International Students 20% of total
From 43 countries

2,342 students
in Skills
(Continuing Education)
Courses

4,624 students
in Academic,
Vocational & Trades

Students by select program area

Art & Sciences



18%

Business
Management



22%

Developmental



8%

Engineering &
Applied Science



5%

Health



18%

Human & Social
Services



8%

Trades



19%

**3,307 Full-Time
Equivalents (FTE)**

984 in Trades*

522 in Nursing & Allied Health Programs*

180 in Developmental*

112 in tuition policy eligible developmental**

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



Strategic Direction and Context

Strategic Direction

Strategic Plan 2021-2026: Ihulh whuts'odutel'eh - Learning Together

The college is heading into the third year of a five-year strategic plan. At the core of this plan is CNC's Vision: learning together, changing lives, creating futures. The translation from Dakelh (*Lheidli dialect*) reads: Ihulh whuts'odutel'eh (*we will learn together*), Ihk'enazdulkat (*we change ourselves*), nus 'uzteleh (*we will create the future*).

The college's progress in achieving these strategic goals is highlighted in the Mandate Priority Reporting section of this report. Over the coming year, CNC will continue to work towards the goals of learning across a lifetime, student success focused training and education, organizational strength and agility, and community engagement and partnerships as outlined in the Goals and Objectives section of this report.

Strategic Enrolment Management

Strategic Enrolment Management (SEM) is an institutional priority for CNC. The college has established a SEM organizational structure that

continues to build momentum in key areas with the following committees: Recruitment and Marketing, Student Success and Retention, Academic, and Data, as well as oversight from a steering committee with Executive sponsorship.

In the past year, the college has re-imagined and shifted key dates for enrolment and admissions, implemented predictive enrolment planning and student retention modeling, and prioritized the development of program innovations and review policies.

In the coming years, CNC will build on these SEM successes. In 2023-24, the college has committed to a three-phased project which will include:

- environmental scanning and situational analysis;
- enrolment planning and strategy development; and
- the creation of a three-year SEM Plan, including realistic enrolment goals, strategies, and tactics to achieve its enrolment vision.

CNC continues to invest in its employees with SEM professional development, supporting SEM champions with the tools and expertise to position CNC as a future leader in the Canadian SEM landscape.

SEM has enabled many departments across the college to focus collaboratively on the student journey, service touchpoints, and

the programs that are offered. Connecting people and institutional processes with intentional and coordinated action will continue this year.

Reconciliation with Indigenous Peoples

ML REPORT #2e In 2023-24, CNC will develop and implement a new Indigenous Education Plan with support from the Ministry and the Yinka Dene Council. In June 2023, the college will begin consultation with Indigenous students, communities, and partners. This strategy will identify priorities to guide the college's work to support reconciliation over the next five years.

While the COVID-19 pandemic brought many challenges to small and remote Indigenous communities within the region, the move to online courses has also brought about new opportunities for those living in remote communities to access education from their homes. CNC is undergoing policy work to encourage more courses and programs to be taught in multiple modalities, increasing accessibility for Indigenous students.

Student Recruitment

ML REPORT #2e CNC's Recruitment team has been working with Indigenous organizations and First Nations communities to connect with prospective students. Between

September 2022 and May 2023, the team made seven trips to First Nations communities, visited two schools, hosted 14 campus tours, and participated in two Aboriginal Resource Centre events. CNC is also actively recruiting to fill an Aboriginal Student Recruiter position.

In the coming year, CNC will develop a recruitment strategy to integrate the college's annual international and domestic recruitment plans. The plans will provide a current-status overview of enrolment trends, application conversion, environment assessments, and market trends. CNC will use this overview to help identify gaps and opportunities within CNC's recruitment strategy, as well as additional resources needed to achieve the college's goals.

The recruitment strategy's planned outcomes include a student ambassador program, more community partnership events, new training and onboarding for recruiters, enhanced marketing materials, and a strategic approach for connecting with mature and adult learners. This work also aims to strengthen relationships with local secondary school counsellors and community contacts, create a knowledge base of resources and industry-leading practices supporting training and development, and strengthen partnerships between academic units.

Funding Review

ML REPORT #3b, 5d The B.C. government is currently conducting a sector-wide review of how it funds the province's post-secondary institutions. CNC has participated in the first phase of the review and, in June 2022, submitted a written response to the Public Post-Secondary Funding Review lead following an invitation to do so.

Sexual Misconduct Prevention and Response

ML REPORT #2e, 5b In 2021-22, CNC participated in the BC Campus Sexualized Violence Expert on Call pilot project. Consultants reviewed sexual misconduct policies for eight rural BC colleges and universities and provided suggestions for improvement. The college has carefully reviewed the recommendations and will be undertaking a full policy review in 2023-24. This policy review will consider how to revise existing processes to support trauma-informed investigation best practices, as well as how to rewrite existing policies and procedures using plain language principles to increase accessibility for all users. In 2022-23, Student Life and Housing held a number of events related to consent, healthy relationship dynamics, and bystander intervention skills training. These included a Valentine's Day "Cookies and Consent" workshop, a drop-in creative activity on Pink Shirt Day, and two training sessions related

to safe disclosure best practices and supporting survivors of sexual violence.

Additionally, CNC staff members of campus housing and campus security completed the Supporting Survivors of Sexual Violence workshop.

In the year ahead, additional training sessions and workshops will be offered to students and other college community members. In addition, CNC will participate in several provincial working groups – one regarding sexual violence and reporting, and the other with an Indigenous-specific lens focusing on intersectional understandings of sexualized violence on BC campuses.

Equity, Diversity & Inclusion

Over the past few years, a dedicated group of individuals has been meeting together as the Decolonizing Education Community of Practice to work on equity, diversity, and inclusion (EDI) initiatives. In addition to learning and sharing, the group has planned successful events including Pride Month activities, and an event to honour the International Day for the Elimination of Racial Discrimination.

In 2023-24, the college will work with a consultant to develop a plan to formalize EDI work at CNC with a goal of ensuring adequate resourcing and support, and building EDI into college structures and processes.

Accessibility Committee

ML REPORT #2e, 4a In 2022-23, CNC began formally re-assessing policy infrastructure relating to accessibility. The College formed an Accessibility Steering Committee (ASC) in early 2023, with a mandate of empowering those with a lived experience of disability to meaningfully contribute to the college’s ongoing journey towards accessibility.

In accordance with the Accessible BC Act, the ASC formalized the Accessibility Advisory Committee (AAC) – an advisory group, supported by the college, that will have a minimum 50 per cent membership of those with a lived experience of disability, or who represent a disability-serving organization. The AAC’s mandate is to guide the college in its organizational consideration of Disability Alliance BC’s six fundamental principles of accessibility: inclusion, adaptability, diversity, collaboration, self-determination, and universal design.

In the coming months, the ASC will continue recruiting members to the advisory committee to help ensure equitable accessibility across all forms of campus infrastructure and communication.

2022-2027 Academic Plan: nus ‘uzteleh - we will create the future

In 2022-23, the college consulted with students, staff, faculty, and industry to develop a five-year academic plan. This plan flows from CNC’s strategic plan and outlines the college’s strategic goals for the academic areas. The academic plan includes four lenses, as well as four themes:

Themes	Truth and Reconciliation (TRC) and Declaration of the Rights of Indigenous Peoples Act (DRIPA)
	Climate Action
	Equity, Diversity, and Inclusion (EDI)
	Strategic Enrolment Management (SEM)
Lenses	Access and Flexibility We provide flexible programming options that meet students where they are and get them where they want to go.
	Quality We provide quality experiential learning in a community college context.
	Relevance We provide programming that responds to regional workforce and community needs. Graduates are knowledgeable, practice-ready, technologically literate, environmentally aware, culturally competent, resilient, and future-flexible.
	Academic Culture We provide an innovative, collaborative, and supportive educational environment.

Technology, Equipment, and Building Upgrades

The college continues to invest in building and technology improvements in order to offer up-to-date equipment, and to ensure facilities are welcoming and accessible to all students.

Planning is underway for a network renewal project in 2023-24 that will modernize CNC’s Wi-Fi and wired networks at all six campuses. This project will allow for a robust and scalable communications network to support emerging needs.

CNC plans to undertake upgrades to the exterior of the Prince George main campus to make it more energy efficient and extend its life. These upgrades to the building envelope include the replacement of old windows, and a renovation of the exterior main entrance.

The interior main entrance renewal was completed in March 2023 with several art installations that incorporate the concepts of the four seasons, connections to the land, and a sense of community. The entrance features seven unique pieces of art created by Indigenous and non-Indigenous artists, and offers a warm and welcoming first impression of the Prince George main campus.

Future Skills Grant

ML REPORT #2a, 4b, 5a In Fall of 2023, CNC is offering 22 courses and programs to northern British Columbians through the StrongerBC future skills grant. Learners can access short-term skills training to further their careers, upgrade their skills, and enhance their productivity, helping them to access well-paid, high opportunity occupations.

Online and in-person courses will be available, will range from seven to 239 hours in length, and will lead to a micro-credential. Initial areas of study include project management, bookkeeping, management skills, digital marketing, computer literacy, Microsoft applications, Indigenous cultural competency in health care, and educational programming

focusing on adult learners and navigating hybrid learning environments.

Privacy & Cybersecurity

ML REPORT #2f In 2022-23, CNC implemented a formalized privacy management program in accordance with changes to the BC Freedom of Information and Protection of Privacy Act (FIPPA). After extensive work to develop both the privacy management program and customized employee training, the two initiatives were introduced to employees during international Data Privacy Week in January of 2023. Throughout the week, the Privacy Office hosted in-person and virtual workshops, as well as data privacy-themed activities for students, staff, and faculty, with the goal of helping employees understand their role in data security, privacy, and access at CNC.

As awareness of privacy concerns has grown, the demand for Privacy Impact Assessments (PIAs) has increased. PIAs are a crucial step in CNC's process of reviewing proposed programs and products to ensure compliance with FIPPA.

IT Services is currently rolling out new cyber-security training, and has introduced 'CIRA,' the college's cybersecurity training and awareness platform. This platform provides resources for employees to reduce their cybersecurity risks and to simplify reporting phishing attempts.

Greenhouse Gas Emission Reduction

ML REPORT #3a, 4a Over the last year, CNC has undertaken conservation efforts, including the addition of building automation systems, upgrades to LED lighting, the expansion of its zero-emission fleet, the installation of electric vehicle charging stations, high-efficiency equipment replacements, and the optimization of building control strategies.

CNC has also seen a reduction in greenhouse gas emissions. A combination of reduced travel, increased virtual meetings, and meaningful shifts towards a zero-emission fleet have resulted in a 26 per cent reduction of mobile emissions compared to 2019 levels – the last comparable year of operation.

Emissions from paper use decreased by two per cent, despite a two per cent increase in paper consumption since 2021. These specific emissions reductions can be attributed to the transition from zero per cent recycled content paper to 30 per cent recycled content paper.

Total Greenhouse Gas Emissions and offsets for 2022:

Emissions (tCO2e) – 1821

Offsets (tCO2e) – 1820

In 2023-24, CNC plans to upgrade the Canfor Technical building heating system, install electric vehicle charging ports at the Quesnel campus, and explore building control

strategies at the Burns Lake campus. Additionally, CNC will undertake an LED retrofit of the main campus building in Prince George to increase lighting quality and reduce electricity consumption. Upon completion, up to an estimated 700,000 kWh of electricity will be conserved and emissions reduced by seven tonnes of carbon dioxide equivalent (tCO₂e) annually.

Strategic Context

Workforce Impacts of an Artificial Intelligence (AI) Revolution

For a number of years, economists have predicted that automation would have drastic impacts on the workforce and workplaces. However, both the COVID-19 pandemic and the availability of open AI to the public have dramatically accelerated the speed and scope of technological adoption.

This rapid adoption has already eliminated a high volume of jobs, particularly in traditionally blue-collar industries. It is predicted that white-collar and technology sectors will also increasingly experience the impacts of adopting AI applications.¹ Further, as AI is accepted more broadly, it is predicted that some roles will disappear entirely with newly created jobs available only to well-trained and highly skilled workers.

Possibility of a Recession

According to economists at the Conference Board of Canada, there is a 95 per cent risk that Canada will go into a recession in the next twelve months. There does, however, remain signs suggesting that a soft landing is still possible, including the drop of the national inflation rate to 4.3 per cent, a strong labour market with a steady unemployment rate of five per cent, and the increase of consumer confidence to 76.7 per cent in April.²

The BC Economic Environment

The BC economy is expected to see slower growth in 2023 compared to previous years³, with an expected rate of just 0.4 per cent. Data shows that this may gradually pick up again in the medium term.⁴

The BC inflation rate remains high – far above Bank of Canada (BoC) targets. Food costs have also escalated. In response, the BoC raised national interest rates, slowing inflation, but similarly affecting consumer markets. The impact has been particularly evident in the BC housing market, with Multiple Listing Service (MLS) residential unit sales dropping by 38.3 per cent between March 2022 and March 2023.⁵ Meanwhile, both residential and non-residential building permit values have declined

substantially in the past ten months⁶, indicating that private investment is weakening.

Downturn in the Forestry Industry

Downturns in two of the province's key industries have also slowed economic growth. Forestry, a vital industry to regional economic development, has struggled in recent years.⁷ The sector has faced multiple challenges such as post-pandemic supply disruption, fiber shortages, mountain pine beetle infestations, forest fires, falling prices, and the old-growth deferral strategy.⁸ Consequently, there has been a substantial reduction of jobs in the industry.

In the Fraser-Fort George Regional District, the sector lost a substantial number of jobs in 2022 compared to 2019: Logging (*seven per cent decline*), Pulp, Paper, and Paperboard mills (*16 per cent decline*), Sawmills and Wood Preservation (*20 per cent decline*), Other Wood Product Manufacturing (*two per cent decline*), and Timber Tract Operations (*six per cent decline*).⁹

In Prince George, Canfor Pulp Products Inc. reported a \$42.9 million adjusted net loss in 2022. As a result, the company announced the permanent closure of its pulp line at the Prince George Mill, which

¹ Microsoft, Meta, and Amazon, etc. tech companies have laid off over 10 thousand jobs recently. n.b. (2023, January 18). Microsoft laying off 10,000 workers – about 5% of all staff. CBC News.

² Ristovski, D. (2023). Canada is Likely to Come Out on Top, but the Risk of Recession Remains Elevated. Conference Board of Canada.

³ Ministry of Finance. (2022, December 5). B.C.'s economy forecast to remain steady, despite slower near-term economic growth. BC Gov News.

⁴ University Canada West. (2023). Steady growth forecasted for BC in 2023.

⁵ Ogmundson, B. (2023, April 13). BC markets showing signs of recovery as supply remains scarce. BCREA.

⁶ Aerts, A. (2023). CPABC: Building investment strong in 2022, but high inflation and interest rates weaken outlook. CPABC.

⁷ Economics and Trade Branch, Ministry of Forests. (2022). 2021 Economic state of British Columbia's forest sector.

⁸ Economics and Trade Branch, Ministry of Forests. (2022). 2021 Economic state of British Columbia's forest sector.

⁹ Lightcast. (2023). Highest ranked industries. The industries are sorted in descending order by employment size in 2022.



will result in a loss of 300 jobs.¹⁰ Additionally, Canfor mill closures in nearby Houston and Chetwynd resulted in a loss of 440 jobs which has a large impact in small communities with fewer employment opportunities.¹¹

Tough Times Ahead for the BC Construction Industry

The construction sector is the fourth-largest industry by employment in BC. In 2021, 216,000 British Columbians were working in the industry¹². The industry itself accounts for 9.3 per cent (\$23 billion) of the province's GDP.

Since the COVID-19 pandemic, the BC construction industry has faced challenges including reduced investments, high office vacancy rates across Canada,¹³ the weakening housing market, and the wind down of energy mega-projects.¹⁴ The construction of projects like the Site C dam, the LNG Canada facility, the Coastal GasLink pipeline, and the Trans Mountain Expansion Project created over 19,000 jobs in 2022.¹⁵ Given that these projects are in their final stages, employment on these projects is going to trend downward.

Regional Context

The College of New Caledonia's six campuses are located in the regional districts of Fraser-Fort George, Cariboo, and Bulkley-Nechako.

Regional Population Changes

Among the three regional districts, Fraser-Fort George has the largest population (96,000 in 2021). From 2011 to 2021, its population grew by 6 per cent (*Table 1*)^{16,17} and between 2023 and 2032 Fraser-Fort George is expected to see an annual growth rate of 0.8 per cent.¹⁸

Cariboo has the second largest population among the three regional districts (62,931 in 2021). There was only minimal population growth from 2011 to 2021 (*Table 1*). Between 2023 and 2032, the annual growth rate is expected to be just 0.3 per cent.¹⁹

The population in Bulkley-Nechako declined by 3.8 per cent between 2011 and 2021. The projected population growth in the next decade will be minimal, with annual growth rate of 0.3 per cent (*Table 1*).²⁰

Table 1. Population by geographic area, census year, & ten-year change

Geographic area	Census 2011	Census 2021	2011-2021 Change
Fraser-Fort George	91,879	96,979	5.60%
Cariboo	62,392	62,931	0.90%
Bulkley-Nechako	39,208	37,737	-3.80%
Prince George	71,974	76,708	6.60%
Quesnel	22,096	23,113	4.60%
Mackenzie	3,507	3,281	-6.40%
Fort St. James	1,691	1,386	-18.00%
Vanderhoof	4,480	4,346	-3.00%
Burns Lake	2,029	1,659	-18.20%
British Columbia	4,400,057	5,000,879	13.70%

Note. Statistics Canada 2012, 2022²¹

Indigenous Population

According to the 2021 Census, approximately 33,000 Indigenous people live in the Fraser-Fort George, Cariboo, and Bulkley-Nechako regions (*Table 2*). Self-identified Indigenous people account for a substantial proportion of the regional population, ranging from 14 per cent to 20 per cent of the total population (*Table 3*). By contrast, the Indigenous population accounts for only six per cent of the province's total population (*Table 3*).

The population of Indigenous peoples has also grown considerably in recent years. In Fraser-Fort George, the population that is Indigenous has increased by 28 per cent between 2011 and 2021.²²

Table 2. Indigenous population by regional district, census year, and ten-year increase

Regional District	2011	2016	2021	2011-2021 Increase
Fraser-Fort George	10,915	13,395	13,395	28.2%
Cariboo	10,775	10,465	11,160	3.6%
Bulkley-Nechako	7,335	7,435	7,410	1.0%
British Columbia	232,290	270,585	290,210	24.9%

Note. Statistics Canada. (2022). Census Profile 2021. Statistics Canada. (2017). Census Profile. 2016. Statistics Canada. (2012). National Household Survey 2011, Aboriginal Population Profile, 2011.

Table 3. Proportion of Indigenous population in BC and regions, 2021

Regional District	Total Population	Indigenous Population	Proportion of Indigenous Population
Fraser-Fort George	96,979	13,995	14%
Cariboo	62,931	11,160	18%
Bulkley-Nechako	37,737	7,410	20%
British Columbia	5,000,879	290,210	6%

Note. Statistics Canada. (2022). Census Profile 2021.

¹⁰ Williams, A. (2023, March 2). Canfor Pulp lost \$42.9M in 2022. *Prince George Citizen*.

¹¹ Kurjata, A. (2023, April 6). Hundreds lose jobs as northern B.C. mill closures come into effect. *CNC News*.

¹² WorkBC. (n.d.). BC Labour Market Outlook 2022-2032 Forecast.

¹³ Delaire, M. (2022, October 2). How Canada's empty offices could get a second chance. *CTV News*.

¹⁴ Deloitte Economic Advisory. (2023). Tight monetary policy to squeeze economic growth. *Economic outlook March 2023*. *Economic outlook March 2023*.

¹⁵ Bennett, N. (2023). B.C.'s energy mega-projects enter the home stretch. *Business in Vancouver*.

¹⁶ Statistics Canada. (2012). Census Profile 2011 Census.

¹⁷ Statistics Canada. (2022). Census Profile 2021 Census.

¹⁸ BC Stats. (2022). Population Estimates & Projections for British Columbia.

¹⁹ BC Stats. (2022).

²⁰ BC Stats. (2022).

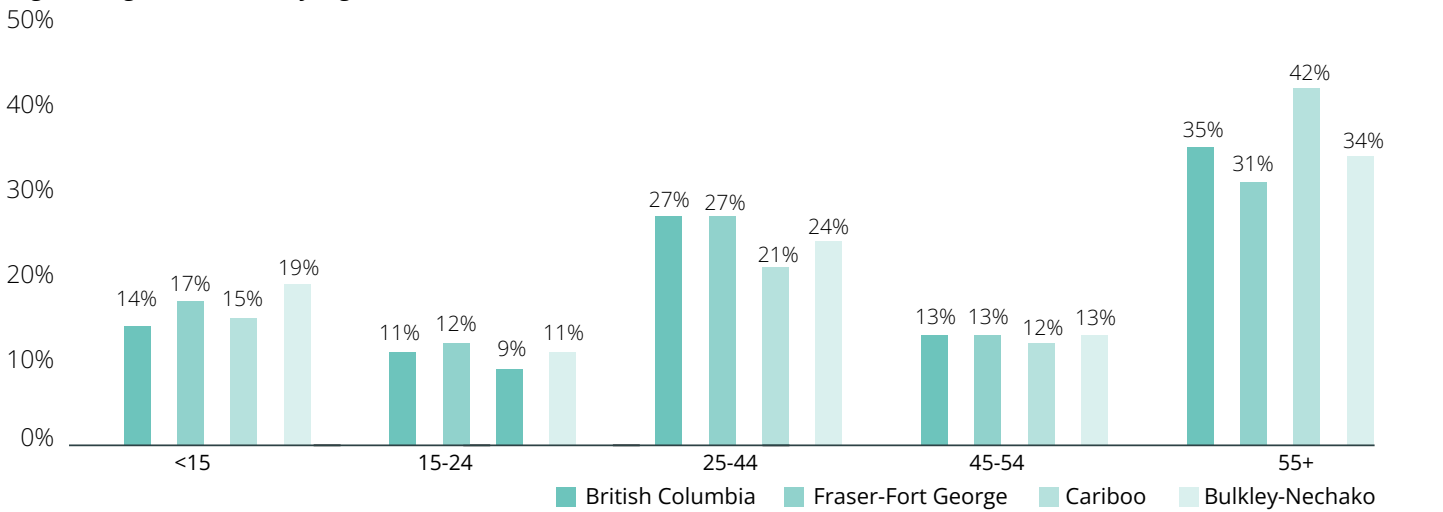
²¹ Cariboo and Bulkley-Nechako are regional districts. Quesnel refers to the census agglomeration, not just the City of Quesnel. The other five are census subdivisions.

²² There is no "Indigenous population" section in the Census Profile 2011. However, StatCan did publish the Aboriginal Population Profile 2011 based on the data from the National Household Survey in 2011. From Census Profile 2016 onward, a section of "Indigenous population" has been included.

Age Distribution

A relatively large proportion of Fraser-Fort George’s population is core-working age (*aged 25-54*), with two in five residents (*40 per cent*) in this age range. The region also has relatively fewer residents who are aged 55 and above (*31 per cent*) (*Figure 1*).

Figure 1. Age distribution by regional district, Census 2021 (%)



Note. Statistics Canada. (2022). Census Profile 2021.

The population of Cariboo and Bulkley-Nechako has seen a recent trend of aging. Over the past five years, the median age of these two regions increased by 1.4 and 0.9 years-of-age respectively. By comparison, the province’s median age saw little change over that same period.

Table 4. Median age of population by regional district and census year

Census Year	British Columbia	Fraser-Fort George	Cariboo	Bulkley-Nechako
2016	43	39.9	47.4	41.1
2021	42.8	40	48.8	42
Change from previous census year	-0.2	0.1	1.4	0.9

Note. Statistics Canada. (2022). Census Profile 2021. Statistics Canada. (2012). Census Profile 2011.

Educational Attainment Gap

Educational attainment is an important indicator of a region’s capacity for growth and productivity. Based on Census data, there are educational gaps between the three regions and the province.

The proportion of workers with some type of post-secondary education in the three regional districts is substantially lower than the provincial rate (*Table 5*). The proportion of skilled workers in Cariboo is the lowest among the three regions (*48 per cent in 2021*).

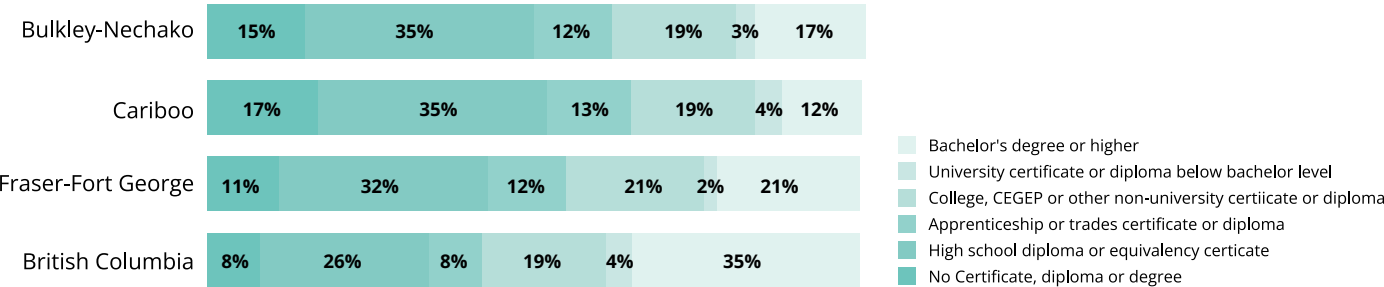
Table 5. The population proportion aged 25-64 with post-secondary or apprenticeship education (skilled labour)²³

Census Year	British Columbia	Fraser-Fort George	Cariboo	Bulkley-Nechako
2016	64%	55%	47%	51%
2021	66%	56%	48%	50%
Per centage point change from previous census year	2%	1%	1%	-1%

Note. Statistics Canada. (2022). Census Profile 2021. Statistics Canada. (2017). Census Profile 2016.

Additionally, the regional proportion of workers with only high school education is higher than the rest of the province (*Figure 2*). Across the three regional districts, over one-third of the population aged 25-64 were workers who had not completed post-secondary learning, compared to only one-fourth (*26 per cent*) on the provincial level. The proportion of university graduates in the three regions was substantially lower than the rest of the province. Among the three regions, Fraser-Fort George has the highest proportion of university graduates (*21 per cent*) in the 25-64 population, though it still rests far below the provincial average of 35 per cent. Interestingly, the regions do have more skilled trades workers (*12 to 13 per cent*) compared to the rest of the province (*eight per cent*).

Figure 2. Highest level of educational attainment, % of the population aged 25-64, 2021



Note. Statistics Canada. (2022). Census Profile 2021.

Regional Industry Overview – Fraser-Fort George

The five largest industries in Fraser-Fort George include: health care & social assistance; retail trade; accommodation and food services; construction; and manufacturing. Together, these five industries employed 29,000 regional residents in 2022, which accounted for over 60 per cent of workers from the top ten largest industries in the region.

Table 6. Five largest industries in Fraser-Fort George

Industry	2019 Jobs	2022 Jobs	Change in Jobs (2019-2022)	% Change
Health care & social assistance	8,650	9,062	412	5%
Retail trade	6,702	6,862	160	2%
Accommodation & food services	4,917	4,250	-667	-14%
Construction	4,897	4,756	-141	-3%
Manufacturing	4,570	4,181	-389	-9%

Note. Lightcast. (2023). Highest Ranked Industries. (Data 2022.3).

Among these largest industries, only health care and social assistance and retail trade grew in 2022 (*Table 6*).²⁴ The other three fastest-growing industries in the region were: professional, scientific & technical services; public administration; and education services (*Table 7*).

There was an increase of 1,088 positions in the top ten fastest-growing occupations between 2019 and 2022 within the Fraser-Fort George region.²⁵ This notable increase was mostly within registered nurses and registered psychiatric nurses (*increase of 375 jobs or 39 per cent*) and paramedical occupations (*increase of 101 jobs or 92 per cent*). (*Table 8*).

²³ The Census Profile, 2011 Census does not provide the educational attainment data. The National Household Survey did provide educational attainment data on the national level in 2011. Hence, we did a five-year rather than a ten-year comparison.
²⁴ Lightcast. (2023). Highest Ranked Industries. (Data 2022.3).
²⁵ Lightcast. (2023). Highest Ranked Occupations (2022.3 data).

Table 7. Five fastest-growing industries in Fraser-Fort George, 2019-2022

Industry	2019 Jobs	2022 Jobs	Change in Jobs (2019-2022)	% Change
Professional, scientific & tech services	2,448	3,238	790	32%
Health care and social assistance	8,650	9,062	412	5%
Public administration	4,200	4,395	195	5%
Educational services	3,927	4,107	180	5%
Retail trade	6,702	6,862	160	2%

Note. Lightcast. (2023). Highest Ranked Occupations. (Data 2022.3)

Table 8. Ten fastest-growing occupations in Fraser-Fort George, 2019-2022

NOC	NOC skill level	Occupation	2019 Jobs	2022 Jobs	Change in Jobs (2019-2022)	% Increase
3012	A	Registered nurses & registered psychiatric nurses	952	1,327	375	39%
x000	-	Unclassified	1,239	1,415	176	14%
3234	B	Paramedical occupations	110	211	101	92%
6211	B	Retail sales supervisors	750	843	93	12%
9461	C	Process control & machine operators, food & beverage processing	123	187	64	52%
4031	A	Secondary school teachers	199	260	61	31%
4166	A	Education policy researchers, consultants and program officers	86	144	58	67%
1311	B	Accounting technicians & bookkeepers	779	834	55	7%
1123	A	Prof. occupations in advertising, marketing & public relations	235	289	54	23%
4161	A	Natural & applied science policy researchers, consultants & prog. officers	127	178	51	40%

Note. Lightcast. (2023). Highest Ranked Occupations. (Data 2022.3).

Regional Industry Overview – Cariboo

The five largest industries in the Cariboo region are: manufacturing, retail trade, health care and social assistance, construction, and accommodation and food services. Together, these five industries employed over 16,000 regional residents in 2022.

Table 9. Five largest industries in Cariboo

Industry	2019 Jobs	2022 Jobs	Change in Jobs (2019-2022)	% Change
Manufacturing	4,330	3,699	-631	-15%
Retail trade	3,858	4,192	334	9%
Health care and social assistance	3,737	4,349	612	16%
Construction	2,636	2,480	-156	-6%
Accommodation and food services	2,317	1,862	-455	-20%

Note. Lightcast. (2023). Highest Ranked Industries. (Data 2022.3).

Among the largest industries in the Cariboo region, only health care & social assistance and retail trade grew in 2022 (*Table 10*).²⁶ The other fastest-growing industries were: professional, scientific and technical services; agriculture, forestry, fishing and hunting; and real estate/rental/leasing (*Table 10*).

²⁶ Lightcast. (2023). Highest Ranked Industries. (Data 2022.3).

Table 10. Five fastest-growing industries in Cariboo

Industry	2019 Jobs	2022 Jobs	Change in Jobs (2019-2022)	% Change
Health care and social assistance	3,737	4,349	612	16%
Professional, scientific & tech. services	1,148	1,583	435	38%
Retail trade	3,858	4,192	334	9%
Agriculture, forestry, fishing & hunting	1,980	2,090	110	6%
Real estate and rental and leasing	418	492	74	18%

Note. Lightcast. (2023). Highest Ranked Industries. (Data 2022.3).

In 2022, 604 new positions were created in the top ten fastest-growing occupations within the Cariboo region. Approximately 45 per cent of these were in the health care sector, including: registered nurses and registered psychiatric nurses (*increase of 165 jobs*), paramedical occupations (*increase of 66 jobs*), and nurse aides, orderlies and patient service associates (*increase of 42 jobs*) (Table 11).

Table 11. Top Ten Fastest-growing occupations (4-Digit) in Cariboo, 2019-2022

NOC	NOC skill level	Occupation	2019 Jobs	2022 Jobs	Change in Jobs (2019-2022)	% Increase
3012	A	Registered nurses and registered psychiatric nurses	415	580	165	40%
x000	-	Unclassified	633	723	90	14%
3234	B	Paramedical occupations	67	133	66	99%
6211	B	Retail sales supervisors	378	436	58	15%
3413	C	Nurse aides, orderlies and patient service associates	479	521	42	9%
9231	B	Central control and process operators, mineral and metal processing	57	98	41	72%
4212	B	Social and community service workers	303	340	37	12%
1122	A	Professional occupations in business management consulting	88	124	36	41%
632	A	Accommodation service managers	181	216	35	19%
4031	A	Secondary school teachers	143	177	34	24%

Note. Lightcast. (2023). Highest Ranked Occupations. (Data 2022.3).

Regional Industry Overview – Nechako

In 2022, the five largest industries in the Nechako region were: agriculture, forestry, fishing and hunting; health care and social assistance; public administration; retail trade; and manufacturing. Together, these five industries hired over 2,000 workers in 2022 (Table 12).

Table 12. Five largest industries in Nechako

Industry	2019 Jobs	2022 Jobs	Change in Jobs (2019-2022)	% Change
Agriculture, forestry, fishing & hunting	2,770	2,629	-141	-5%
Manufacturing	2,357	2,053	-304	-13%
Health care and social assistance	2,175	2,593	418	19%
Public administration	1,998	2,155	157	8%
Retail trade	1,869	2,155	286	15%

Note. Lightcast. (2023). Highest Ranked Industries. (Data 2022.3).

Among these largest industries, only health care and social assistance, public administration, and retail trade grew

in 2022 (*Table 13*). The other two fastest-growing industries were: mining, quarrying, and oil and gas extraction and management of companies and enterprises (*Table 13*).

Table 13. Five fastest-growing industries in Nechako

Industry	2019 Jobs	2022 Jobs	Change in Jobs (2019-2022)	% Change
Health care and social assistance	2,175	2,593	418	19%
Retail trade	1,869	2,155	286	15%
Public administration	1,998	2,155	157	8%
Mining, quarrying, and oil & gas extraction	561	625	64	11%
Management of companies & enterprises	65	101	36	55%

Note. Lightcast. (2023). Highest Ranked Occupations. (Data 2022.3).

High Opportunity Occupations

While looking at the recent fastest-growing industries and occupations may demonstrate existing demands, it is also important to consider which occupations are predicted to be in demand over the next ten years (2022-2032). This can be done by looking at High Opportunity Occupations (HOO).²⁷

Based on provincial and regional top five HOO lists, it is expected that:

- Job seekers with a college diploma or certificate will be more in demand than those with an apprenticeship certificate, regardless of geographical area (*2022 HOO full lists*).
 - In Cariboo, there are only three HOO for job seekers with apprenticeship certificates (*Table 16*).
- Retail and wholesale trade managers (NOC 0621), administrative officers (NOC 1221), and early childhood educators and assistants (NOC 4214) will be in demand across all three regions (*Table 15, 16, 17*).
- Among the top five HOO that require a college diploma or certificate, two are in the care economy. They are nurse aides, orderlies and patient service associates (NOC 3413), and early childhood educators and assistants (NOC 4214) (*Table 15, 16, 17*).
- There will be more HOO that require an apprenticeship certificate in the North Coast & Nechako than in the Cariboo region (*Table 16, 17*).

Table 15. Five High Opportunity Occupations in BC (2022-2032)

NOC	NOC Occupation Title	Job Openings (2022-2032)	Typical Education Background
621	Retail and wholesale trade managers	21,810	Dip./Cert. Excluding Apprenticeship
1221	Administrative officers	19,540	
3413	Nurse aides, orderlies and patient service associates	18,320	
4214	Early childhood educators and assistants	12,420	
712	Home building and renovation managers	9,840	
7321	Automotive service technicians, truck and bus mechanics and mechanical repairers	6,670	Apprenticeship Certificate
6341	Hairstylists and barbers	5,860	
7302	Contractors and supervisors, heavy equipment operator crews	2,970	
7301	Contractors and supervisors, mechanic trades	1,220	
7334	Motorcycle, ATV & other related mechanics	400	

Note. Data Catalogue. (2023). High Opportunity Occupations BC and Regions.

Table 16. Five High Opportunity Occupations in Cariboo (2022-2032)

NOC	NOC Occupation Title	Job Openings (2022-2032)	Typical Education Background
621	Retail and wholesale trade managers	406.8	Dip./Cert. Excluding Apprenticeship
4212	Social and community service workers	401.86	
1221	Administrative officers	387.93	
3413	Nurse aides, orderlies & patient service associates	319.97	
4214	Early childhood educators and assistants	266.59	
6341	Hairstylists and barbers	104.38	Apprenticeship Certificate
7312	Heavy-duty equipment mechanics	88.62	
7301	Contractors and supervisors, mechanic trades	47.39	

Note. Data Catalogue. (2023). High Opportunity Occupations BC and Regions. Cariboo region only lists 3 HOO because there are only 3 available that require apprenticeship certification.

Table 17. Five High Opportunity Occupations in North Coast & Nechako (2022-2032)

NOC	NOC Occupation Title	Job Openings (2022-2032)	Typical Education Background
621	Retail and wholesale trade managers	267.61	Dip./Cert. Excluding Apprenticeship
1221	Administrative officers	236.77	
1311	Accounting technicians & bookkeepers	221.6	
4214	Early childhood educators & assistants	197.51	
712	Home building & renovation managers	159.57	
7311	Construction millwrights and industrial mechanics	242.02	Apprenticeship Certificate
7321	Automotive service technicians, truck/bus mechanics & mechanical repairers	196.97	
7302	Contractors & supervisors, heavy equipment operator crews	147.27	
7312	Heavy-duty equipment mechanics	114.48	
7371	Crane operators	71.71	

Note. Data Catalogue. (2023). High Opportunity Occupations BC and Regions.

²² High Opportunity Occupations are based on four indicators, which include: (1) Predicted job openings and employment growth, (2) Predicted labour market tightness, (3) Most recent unemployment rate and EI recipient numbers, (4) Wages. (WorkBC HOO).

Mandate Priority Reporting

The College of New Caledonia is committed to supporting the Government of British Columbia and the Ministry of Post-Secondary Education and Future Skills in achieving key strategic priorities. Specific, detailed examples of how the College is achieving mandate letter commitments are included throughout this report. CNC's outcomes related to mandate letter priorities are identified by (ML Report #). The page locations of these icons are indexed at the end of this report.

Reporting on Strategic Initiatives

Last year, CNC expanded initiatives and partnerships supporting meaningful reconciliation with Indigenous Peoples, the TRC Calls to Action, and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). See Appendix B – Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples.

Strategic initiatives related to Former Youth in Care, K-12 Transitions and Dual Credit Programming, and Sexual Violence Misconduct Prevention and Response are described within the sections below.

GOAL 1: 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.

Objectives:

- 1.1. Provide Learning Opportunities for All
- 1.2. Re-imagine the 'CNC Student Experience'
- 1.3. Develop a Strategic Enrolment Management (SEM) Culture

Former Youth in Care Tuition Waiver Program

ML REPORT #2e In 2022-23 CNC saw 18 former youth in care benefit from the BC Government's tuition waiver program, totaling \$74,416.00 distributed in 2022-23. CNC also continues to participate in the Campus Navigator Community of Practice with the goals of:

- Building relationships, collaborating, and resolving issues related to supporting former youth in care.
- Sharing knowledge and resources.
- Continue dialogue on best practices for supporting former youth in care to access post-secondary education, and to achieve positive learning outcomes.

Early-Alert and THRIVE Programs

ML REPORT #2f Throughout the 2022-2023 fiscal year, the Student Services Team has worked to enhance the current CNC THRIVE program by implementing an Early Alert Retention module accessible to faculty and staff in CNC's enterprise resource planning (ERP) system. Early Alert and THRIVE allow employees to proactively refer at-risk students to applicable resources such as Academic Advising, Tutoring, Health and Wellness, and Financial Aid to help resolve academic and non-academic challenges alike.

In total, over 250 students have been referred to Early Alert, allowing CNC to provide offers of support via emergency funding, registration tutorials, pop-up advising, wellness coach appointments, wellness team workshops, and more.

Investment in Hyflex Technology to Increase Access and Flexibility for Students

ML REPORT #3d Building on a pilot project at the Prince George campus, the college has invested in bringing hyflex capabilities to every CNC campus. This technology allows students to attend class either in-person on campus or participate synchronously online from any location. This has increased student access to courses that were previously only available at another campus,

as well as access for students living in rural and remote areas.

In preparation for offering more hyflex courses, the Centre for Teaching and Learning developed training to help prepare faculty to deliver high quality learning experiences for students.

Civil Engineering Technologist Program

ML REPORT #3D In Spring of 2023, CNC's new Civil Engineering Technologist diploma program was successfully accredited through Technology Accreditation Canada (TAC). This step recognizes the quality of the program and streamlines the process for CNC graduates to become fully licensed civil engineering technologists.

Academic Timetable Process Improvements

In 2022, CNC began a cross-departmental project to improve CNC's academic timetabling processes, with a goal of generating better student schedules, reducing changes to timetables, and improving space utilization. This ongoing work has led to streamlined processes, allowing the timetable to be published earlier, and giving students more time to plan their schedules.

Career Readiness & Student Success

The availability of career services is a key factor in student success and retention. In 2022, CNC provided students the opportunity to participate in the Northworks Career Fair, where an estimated 300+ students networked with a total of 38 industry employers. The week prior to the event, CNC Student Services helped students prepare through Career Readiness Week activities. In post-event surveys, 99 per cent of employer respondents rated their Northworks experience as "very good" or "excellent". Additionally, 80 per cent of employers rated CNC students' engagement and career readiness in the same categories.

Student preparation for the Northworks event was improved over previous years due to the launch of CNC's

online career support portal, Devant. Devant Career Services supports CNC students with career exploration as it relates to future careers, resume writing, interviewing skills, job seeking tools, and developing a career mindset.

Registrar's Office Review and Five-year Plan

ML REPORT #2b CNC has undertaken a comprehensive review of the Office of the Registrar to ensure alignment with the College's Strategic Plan, Academic Plan, and SEM goals. With the help of industry experts, the review included stakeholder consultation, benchmarking, and environmental scans aimed to help CNC reflect best practices within multi-campus service models.

Based on the review, CNC has formulated and launched a five-year work plan with a refreshed vision for the department, focused on enhancing the student experience at CNC through a personalized, supportive, and highly student-centered Registrar's office.

Alignment of Domestic/International Application Cycles

To increase competitiveness in the international market, CNC worked through the 2022-2023 fiscal year to align domestic and international application cycles. This has allowed international students to apply three and a half months sooner than in previous years and provided students with more time to prepare for studying internationally. Additionally, this work supported improvements to CNC's budget development process, and allowed for broader collaboration between faculty and recruitment.

SEM Cafés

In February of 2023, CNC held three SEM Café events; two in-person at the Prince George main campus, and one virtually, accessible to all campuses. In total, over 200 participants had the opportunity to attend. These events were immersive, café-style learning experiences designed to facilitate deeper connections between

employees and across departments. The Cafés explored eleven themes including ‘Student Success in Moments that Matter’ and ‘Data-informed Decision-Making’. Input gathered during the sessions has been analyzed, tagged with various intersecting categories, and will be used to make meaningful changes at CNC.

Student Communications Audit

CNC engaged in a student communications audit over the course of eight months, with the final report received in July of 2022. The audit assessed current communications trends, and identified gaps to ensure student, prospective student, and applicant success at the college. Outcomes included the delivery of a student communications framework, student persona profiles, student journey mapping, and recommendations phased into a multi-year implementation plan. In the coming years, CNC will leverage these outcomes and extend the work to align with existing operational and strategic initiatives. Communications will become more proactive, technologically forward, and student-centred in their approach.

Collaborative Pharmacy Technician Program

ML REPORT #2c CNC and Selkirk College have partnered to offer a Pharmacy Technician diploma program to provide northern B.C. students extra flexibility and blended learning options in the growing field. The 15-month program launched in July 2023 and provides students with a combination of online theory courses, in-person labs, and hands-on practicum hours in direct clinical settings within local communities. Before this program, these students would need to travel elsewhere in the province to complete their training.

Pharmacy technicians are key health care providers. They work under the direction of pharmacists in compounding, preparing, and dispensing prescriptions and products. It is expected that British Columbia will need 1,600 new and replacement pharmacy technicians over the next 10 years.

CNC Quesnel Hosts Provincial Millwright Skills Competition

In April of 2022, CNC’s Quesnel campus welcomed some of the province’s most talented millwright apprentice students to participate in the 2022 Skills Canada British Columbia Provincial Post-Secondary Millwright/Industrial Mechanic Competition. Students from CNC and the British Columbia Institute of Technology tested their skills and knowledge of millwright learnings, specifically vibration analysis, alignment, motor installation, and tube bending.

After the daylong competition, the gold medal was awarded to a CNC student, who went on to represent CNC at the Skills Canada National competition in Vancouver in May 2022.

Expanding High Demand Programs

ML REPORT# 2c, 4a In fall 2022, two high demand programs expanded to CNC’s regional campuses to better serve students across the North. For the first time, CNC’s Web and Graphic Design (*WEGD*) certificate program was available entirely online. Additionally, the Early Childhood Care and Learning (*ECCL*) certificate and diploma programs were made available through blended learning, allowing students to choose whether they learned in a classroom setting or online.

Setting Students Up for Success with Fall Orientation

In September of 2022, CNC welcomed students to a new academic year with annual orientation events. With student success as the focus, Fall Orientation serves as an engaging way to welcome new students to campus and introduce them to recreation, academic, and student supports. Activities are designed to build a sense of community and connection for both new and returning students.

Welcome to Our House: CNC Open House

ML REPORT #1a In March of 2023, CNC invited the

public to open house events across all six campuses. Each campus hosted their own event, providing prospective and accepted students and their families the chance to explore what CNC has to offer across northern BC.

More than 700 prospective students attended, experiencing the best of CNC through course demonstrations, campus tours, and face-to-face connections with faculty. They also learned about the wide array of student supports at the college, including academic advising, accessibility supports, financial aid, resources and liaison for Indigenous students, student housing, admissions, and more.

Industrial Mechanic Training Expands to Vanderhoof

ML REPORT #2c CNC expanded the Industrial Mechanic (*Millwright and Machinist*) program to the Vanderhoof campus, helping regional students gain the skills to access in-demand and well-paying trades jobs. This is the first trades foundation program to make use of the new Vanderhoof campus.

The six-month foundation course teaches students valuable skills required to maintain, install, and repair industrial equipment. According to BC's Labour Market Outlook, there will be 2,790 expected job openings for the sector from 2021-2031.

GOAL 2: 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.

Objectives:

2.1. Empower a Vibrant Learning Community

2.2. Deliver Responsive, Reflective, and Experiential Learning Opportunities

Training for New Graduates in a Remote Indigenous Community

ML REPORT #2e In the remote community of Kwadacha, located 570 km north of Prince George, and accessible only by logging roads or by air, CNC has partnered with Kwadacha Education Society and Aatse Davie School to support new high school graduates with their transition to college. The community calls this the Transitions Program and has offered it in collaboration with CNC in both 2020-2021 and 2022-2023, with the goal of offering it every second year. This unique program provides in-community training for one year for new graduates, allowing them to adjust to college-level course work while remaining connected to the supports in their community. Thanks to recently improved satellite internet access, students were able to attend synchronous online courses taught by instructors located in Kwadacha, Mackenzie, and Prince George. This program highlights the importance of increasing CNC's offering of hyflex and online courses to serve Indigenous students. Because of these opportunities, half of the students in each offering have gone on to additional post-secondary training in the province of BC.

Offering Dental Care to Under-served Children

ML REPORT #1a In 2022-23, CNC's dental hygiene students provided high-quality care and education to more than 60 children through a partnership with Nusdeh Yoh Elementary School, the Aboriginal Choice

Program school in Prince George. The school worked with families to identify students who have limited means to access dental care. Through this initiative, dental hygiene students were taught how racism impacts patients' and families' experiences in health care, and the importance of looking inward to end discrimination while building trust.

Personalized Storytelling

ML REPORT #3d CNC has increasingly adopted personalized storytelling in portraying the college's success and progress made by students and faculty. With the hiring of a new Content and Media Relations officer in October of 2022, the department adopted a new content strategy, heavily focusing on people-first stories.

Media relations activities have increasingly focused on individuals with significant engagement in college initiatives through a new profile series. The series features unique stories of success from students, faculty, and alumni. New content is increasingly involving video creation to better engage a wide range of audiences.

Community Donors Investing in Students

ML REPORT #3a To continue supporting students, CNC's donor relations staff has worked increasingly closely with generous contributors throughout the community. One gift from the past fiscal year has supported emergency student financial aid via the estate of Elsie Osterberg. A region-wide effort to assist students in early childhood care and learning was supported via Canfor's "Good Things Come From Trees" initiative. A third generous gift provided a wide range of equipment and student award needs via the Dillon Adey Memorial Golf Tournament.

Reintegration Program Earns National Recognition

ML REPORT #2a, 2e CNC's Reintegration Industry Readiness Training (*RIRT*) program for federal offenders won the Gold Program Excellence Award at the 2023

Colleges and Institutes Canada Awards of Excellence in Montréal. The RIRT program works in collaboration with Correctional Service Canada, the BC Ministry of Post-Secondary Education and Future Skills, and local employers to help previously-incarcerated individuals gain skills and resources to successfully rejoin the workforce.

The program has a 70 per cent success rate in getting students back into the workforce with gainful employment, which is significantly higher than the national average. Graduates of the program have gone on to careers in local mills, construction, landscaping, resource extraction, and traffic control. Others have pursued further education in the trades.

Realistic Scenarios for Sonography Students

ML REPORT #2b In November 2022, the Interdisciplinary Health Science Simulation Challenge set up a practice hospital at CNC's Prince George campus for students in the Diagnostic Medical Sonography program. Students were introduced to experiences they would face in a real hospital setting, with volunteer "patients" from the community.

Volunteers received scripts, patient gowns, IV poles, wheelchairs, neck braces, and simulated wounds to make the simulation realistic for students. Students demonstrated their ability to move patients from the mock hospital into a medical imaging room, monitor vital signs, and work around physical barriers to provide quality care.

Auto Program Services Vehicles from Community

ML REPORT #2b In December of 2022, CNC's Automotive Service Technician (AST) program made a callout to the Prince George community for vehicles to service as part of students' final exams. In this case, the program sought vehicles with lit "check engine" lights for diagnosis and repairs. The AST program often works with the public to provide learning opportunities for students

while providing an in-demand service at an affordable cost.

SEM Emerging Markets Study

ML REPORT #3a In January of 2023, CNC International worked with a Strategic Enrolment Management (SEM) graduate student at Royal Roads University to conduct an in-depth study of emerging markets. Using data from provincial and federal governments, labour market analysis, external consultants, Canadian post-secondary associations, and multi-national student recruitment agencies, the team produced a study that has since been shared internally with various committees and stakeholder groups. Those committees and groups are now using the results to inform the 2023-2024 International Recruitment Plan.

Forestry Research & Innovation Partnership

ML REPORT #2b In Fall of 2022, CNC's Applied Research & Innovation team partnered with CNC's Research Forest to establish a forestry research partnership. The partnership's mandate is to identify projects and conduct research that can serve to inform a variety of industry partner initiatives across the region. Industry partners, including the Research Forest Society, CNC's Natural Resources and Forest Technology (NRFT) program, and Indigenous communities represent crucial relationships for continued mutual growth, and provide lifelong opportunities for students. Research outcomes themselves will also serve to inform CNC's current and future programming, enhancing CNC's ability to lead the post-secondary landscape in forestry education.

Indigenous Teaching Program Partnership

ML REPORT #2b In September of 2022, CNC began working with the University of British Columbia (UBC) and the Nicola Valley Institute of Technology (NVIT) to explore a partnership to support their Northern Indigenous Teacher's Education Program (NITEP). This partnership aims to increase the number of Indigenous students

pursuing a teaching career, and to increase access to education in small communities. CNC is working with Lake Babine Nation to offer university transfer courses through its Burns Lake campus.

Trades & Technologies Women's Forum

ML REPORT #2e, 4b In February 2023, the School of Trades and Technologies kicked off a series of presentations and networking opportunities for women in trades. This ongoing initiative aims to provide a sense of inclusion and belonging, as well as the opportunity to learn from female leaders in the skilled trades. Approximately 25 students attended the first session and the School plans to offer more opportunities for interactive discussions in the future.

GOAL 3: 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.

Objectives:

- 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

Commitment to Energy Management

ML REPORT #3a CNC continues to show a commitment to minimizing its environmental footprint through energy management. The college took part in an Energy Management Assessment in 2022, led by CLEAResult Canada on behalf of BC Hydro.

The assessment found CNC to have developed a foundation on which a holistic energy and

carbon management framework can be built, and has demonstrated consistent progress towards implementing an energy and carbon management framework. Examples of this progress included submetering, minimizing fleet fuel consumption with the addition of electric vehicles, and the use of regression analysis to track energy reduction.

A New Learning Commons

ML REPORT #3d In the summer of 2022, CNC's library received a makeover with a redefined purpose to reflect the evolving needs of students. The newly named "Learning Commons" removed 47 per cent of library shelves to make way for modular furniture to support collaborative learning. To minimize time and geographic barriers for students, 50,000 physical materials were replaced with electronic content. The additions include over 200,000 e-books, streaming videos, and podcasts that are accessible 24 hours a day from any internet-enabled device.

Although the added content is accessible online, average daily visits to the Learning Commons increased by 50 per cent between the Spring and Fall semesters, reflecting students' desires for collaborative learning environments.

CNC Podcast

ML REPORT #1a The CNC Podcast continued to feature student, faculty, and community voices in the 2022-2023 fiscal year. Through 18 episodes, individuals shared their insights into the student experience, information on accessing programs, and their own inspirational stories.

The podcast is on hiatus as new technology and an updated set are adopted, but it is expected to resume in the 2023-2024 fiscal year with an expanded social media strategy for wider engagement.

Improving Internal Communications

ML REPORT #3d CNC completed a wide-ranging employee communications project in 2022-2023.

Working with a company specializing in organizational communications efforts, the college engaged leaders, faculty, and operational staff representatives to learn how to improve internal communication. The college's Communications Services department will be implementing the recommendations in the coming year.

Privacy Management

In spring 2023, the college implemented a comprehensive privacy management program in accordance with the Freedom of Information and Protection of Privacy Act (*FIPPA*). The program included robust policy frameworks, mandatory online employee training, and an updated process for privacy breach management. The program also renews institutional support for Privacy Impact Assessment (*PIA*) and Freedom of Information (*FOI*) processes, increasing privacy protection for all members of the College community.

International Framework Draft

ML REPORT #1a In the fall of 2022, CNC International and the CNC International Framework Steering Committee began work with external consultants to produce a five-year framework and workplan. This cross-campus process included over 20 discussion sessions, creating a strong sense of community engagement in the future of the college. The CNC International Framework includes meaningful plans for recognizing the diversity of the college community, celebrating the vibrancy of the college's learning environment, and increasing the sustainability of the college's long-term community impact.

International Recruitment Agent Data Tracking

ML REPORT #1a In the Summer of 2022, the International team launched a robust, metrics-led framework that monitors and tracks recruitment agent productivity and accountability. The framework measures agent productivity against international

enrolment goals that were developed based on actual and projected Strategic Enrolment Management data. The framework also included guidelines for new agent onboarding and training.

In collaboration with Institutional Research and the Office of the Registrar, an agent report card data dashboard is now under development to further streamline and automate data-informed performance evaluation.

Quality Assurance Process Audit (QAPA)

ML REPORT #3a In the summer of 2022, CNC participated in the Quality Assurance Process Audit (QAPA) – an external review process, mandated to occur once every seven years for all BC post-secondary institutions. The audit was an opportunity for CNC to receive feedback on its academic review processes, and to hear both internal and external perspectives.

A newly established, permanent CNC team will coordinate efforts to address the identified areas of improvement. In the coming years, faculty, staff, leadership, and other college community members will work to improve new and existing systems, and ensure consistent, robust programming for students.

Indigenous Curriculum Development

ML REPORT #2e CNC's Centre for Teaching and Learning (CTL) hired a curriculum developer in the field of Indigenization in Fall of 2022 to help faculty understand what Indigenization means in the context of teaching and learning. Consultation sessions across all campuses have helped faculty identify resources and develop learning activities and assessments that reflect Indigenous ways of being, knowing, and doing.

Several collaborative projects are underway, including a cross-regional online book club, workshops exploring the relationship between decolonization and indigenization, and curriculum development initiatives with Indigenous Elders who are helping to create resources for ongoing use. Having a dedicated resource for Indigenization

initiatives has helped open important conversations in safe and meaningful ways and demonstrates CNC's profound commitment to Truth and Reconciliation in the teaching and learning environment.

Transforming the Medical Laboratory Science Program

ML REPORT #2d In August of 2022, in response to the BC government's commitment to increasing the number of graduating health professionals, CNC began converting a full-size classroom into a dual-function lecture/laboratory space. By maximizing the use of campus facilities, the Medical Laboratory Technology Science (MLTS) program was able to increase its intake from 24 to 36 seats— a 50 per cent increase.

In this new space, students can perform closed system, laboratory-style learning activities including microscopy and phlebotomy, as well as low-risk laboratory demonstrations in a classroom setting. Additionally, the classroom transformation has allowed the Level II biohazardous laboratory space to be used for higher-fidelity activities that require a controlled laboratory setting, thus further maximizing the use of on-campus space, and meeting student demand.

Fair and Equitable Collective Agreement Reached

In December 2022 the college and CUPE 4951 were able to conclude bargaining in just three days with the agreement ratified in January 2023. This quick resolution was the result of early dialogue between the union and CNC administration to address collective agreement issues prior to bargaining. The two parties were able to create an agreement to jointly recommend proposals dealing with these issues with both groups finding the agreement to be fair and equitable. This was due in no small part to the ongoing dialogue that occurred throughout the 2021-22 and 2022-23 fiscal years.

GOAL 4: 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.

Objectives:

- 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

Dual Credit Programs

CNC continues to partner with local school districts to offer secondary students the opportunity to earn both high school and college credits while studying at CNC. In 2022-23, 126 secondary students in Prince George, Burns Lake, and Mackenzie participated in dual credit Trades programs. Additionally, a partnership with School District #57 allows eligible secondary students to receive dual-credit in 64 CNC courses.

Development of TekX Dual-Credit Program

ML REPORT #5c, 4a

CNC has been working with the University of Northern BC and School District #57 to explore a TekX program. This 300-hour dual-credit program will be delivered over 20 weeks and provide students with the opportunity to earn high school and first year post-secondary credits. Students will engage in hands-on learning while expanding their knowledge of current and innovative technology topics. Students will also develop specific skills identified by the technology industry as essential for their employees.

Development of CNC Research Forest Strategic Plan

In late 2022, the CNC Research Forest Society launched their five-year strategic plan. The plan was developed in consultation with representatives from First Nations, the Ministry of Forests, local industry, and CNC faculty and Executive. This work solidified the Society's direction into four focus areas: Research, Education, Indigenous Partnerships, and Forest Ecosystem Stewardship.

The new strategic plan provides direction as the Society works to incorporate Indigenous culture and knowledge into CNC NRFT education and research, advance CNC research efforts, and undertake improved approaches to managing and stewarding the Research Forest ecosystems. This clarity in direction has already resulted in new investments in CNC research employees and CNC research capacity, the development of a new Research Forest Management Plan with improved focus on stewarding future forest ecosystem health, and new efforts to improve NRFT instruction with knowledge gained from Research Forest activities.

Alumni Engagement Plan

ML REPORT #1a

In November 2022, CNC launched an engagement process to develop an alumni relations strategy. Guided by an external expert, CNC connected with a wide range of current students, alumni, and instructors to seek input. The college will be reviewing

the recommendations to implement this important initiative in the coming years.

Equity, Diversity, and Inclusion in Marketing

ML REPORT #3d CNC's communications services department is updating its marketing activities with post-secondary best practices in diversity, equity, and inclusion. Starting in the Fall of 2022, the college worked closely with a consulting service to review marketing materials to ensure that they portray a welcoming and inclusive college community. Additionally, CNC is working on accessibility improvements to the website and email communications (e.g. *ensuring all images have alternative text and screen-reader-friendly links*).

Free Access to Menstrual Products

ML REPORT #2f During the Summer of 2022, CNC installed free menstrual product dispensers in female and gender-neutral washrooms at the college's six campuses across northern BC. The "Period Promise" initiative was developed from a proposal by the CNC Students' Union to college leaders.

The "Period Promise" is a movement that aims to provide access to menstrual products to those who need them, eliminating the stress of financial constraints. It is based on the idea that access to these products is a basic human right and should not be a source of shame or stigma.

Free Cultural Resource Management Course with Cheslatta Carrier Nation

In Spring of 2023, CNC's Burns Lake Campus partnered with the Cheslatta Carrier Nation to introduce a free Cultural Resource Management course. Through the fully-funded program, participants experienced both in-class and in-field learning with experienced instructors and Elder guest speakers. Course material included archaeology, genealogy, 3D printing, GPS, and mapping, all in the context of preserving and learning about Indigenous history in the area.

Contributions to B.C. Summer Games

CNC played a key role in supporting the B.C. Summer Games held in Prince George in July 2022. The college acted as the primary food services venue for the games and served 23,400 meals to athletes through a combined effort of staff and community volunteers.

The campus also served as the volleyball venue and hosted transportation and security operations for the Games. Staff from numerous areas helped to make this contribution a reality in support of a successful event for young athletes from across the province.

CNC's Research Forest Legacy Fund Supports Two Projects

ML REPORT #1a The CNC Research Forest Society (CNCRFS) supports environmentally focused projects each year through its legacy fund. In May of 2022, the CNCRFS awarded two legacy fund grants, each for the maximum amount of \$50,000. The recipients were the Fraser Headwaters Alliance for their work upgrading the historic Goat River Trail, and the Nazko First Nation's Landscape Recovery program for their work reclaiming native plants and restoring habitats.

In-Person Convocation Returns

In June of 2022, CNC celebrated its first in-person convocation since the start of the COVID-19 pandemic. In addition to celebrating more than one thousand 2022 graduates, the college extended the invitation to welcome back students who had graduated in 2020 and 2021 that had not experienced a traditional convocation ceremony. With three years of graduates to celebrate, the ceremony was one of the largest in CNC history.

Decolonizing Healthcare Pilot Program

ML REPORT #3a In September of 2022, the College celebrated the completion of Decolonizing Healthcare – a three-year pilot program with the Emily Carr Institute of Art & Design. Health science students were invited to join local Elders and Knowledge Holders in making

traditional crafts, creating a safe space for Indigenous participants to share their experiences in the healthcare system. Health Science students at the College learned about Intergenerational trauma, cultural safety, and reconciliation, increasing their competencies in Indigenous-specific healthcare. The program also gave Indigenous communities the opportunity to provide community-specific guidance on healthcare best practices.

Leading Emergent Business Forums

ML REPORT #5a Over the past year, CNC has worked closely with partners in the mining, forestry, and construction industries to revitalize partnerships with professional sectors, as well as regional governments. The Future of Forestry Think Tank initiative is a vital communication forum in which CNC continues to strengthen its reputation for valued contributions to emergent shifts in industry standards. Members of the CNC administrative team have also been encouraged to participate across rapidly growing economic sectors, working to stay up to date with modernized and environmentally conscious technological shifts.

Class 1 Driver's Licensing

ML REPORT #2c In the Fall of 2022, CNC's School of Access and Continuing Education partnered with Work BC, BC Forest Safety Council Fundamentals, Go Team, and E&R Pro Driver to deliver Class 1 Driver's License training. Funding was granted through the Ministry of Social Development and Poverty Reduction. The initiative saw 20 students in Quesnel and Vanderhoof pass their licensing exams, with 75 per cent of them responding that they felt more hopeful about the future. Individual students earned mentorships with industry leaders in the forestry sector and have expressed that they now feel empowered to contribute to the community in a way that is meaningful to them.

Curation of Medical Sciences Diploma Pathways

ML REPORT #2c CNC is working to improve student access to medical sciences by curating four diploma pathways: Dental, Medical, Pharmacy and Veterinary studies. Students completing one of these diplomas, along with the appropriate electives, can continue onto a variety of medical sciences programs. International Students may also complete any one of these diplomas to meet work permit requirements for their Permanent Residency applications. Marketing work is now underway to advertise the program to future learners, and CNC is working to develop transfer agreements with key post-secondary partners.

Incarcerated Individuals' Learning Experience

ML REPORT #2e CNC has been exploring the introduction of an Inside-Out program at CNC. This model, in place at a variety of post-secondary institutions across North America, has been shown to enrich the lives of both incarcerated and non-incarcerated individuals. The shared learning environment is an opportunity for both groups to gain a broader understanding of one another and provides a forum where cross-experience dialogue can take place. A CNC faculty member has completed professional development on this model and is working to pilot the first course in the upcoming academic year.

Performance Plan

Goals and Objectives

INSTITUTIONAL GOAL: LEARNING ACROSS A LIFETIME

Institutional Objective	*Aligns with	CNC's 2022-23 Priorities
1.1 Provide Learning Opportunities for All 1.2 Re-imagine the 'CNC Student Experience' 1.3 Develop a Strategic Enrolment Management (SEM) Culture	Capacity Access Quality Efficiency <i>Putting people first</i> <i>Equity and anti-racism</i>	<ul style="list-style-type: none"> Develop an institutional Strategic Enrolment Management (SEM) plan that defines enrolment goals and supporting management methodologies, practices, and systems, and that maintains the "student first" experience. Continue to develop the "First Year Experiences" framework of programs and services to support new CNC students. Conduct student surveys to better understand student needs, inform service, and support offerings. Develop a Recruitment strategy and a Student Success and Retention strategy that work together and in support of the SEM objectives. Develop an online student portal that consolidates relevant college information into one easily accessible hub. Develop a Health and Wellness strategy that supports the holistic needs of students. Establish an institutional data-driven marketing strategy and plan. Continue to engage CNC employees with SEM professional development opportunities including through SEM Café 2.0 and during onboarding. Continue to refine campus food offerings to meet student needs. Increase access for students to complete Academic Upgrading across five campuses. Launch a Continuing Education curriculum library that will support regional campuses to provide consistent and relevant quality courses and programs.

INSTITUTIONAL GOAL: STUDENT SUCCESS FOCUSED EDUCATION AND TRAINING

Institutional Objective	*Aligns with	CNC's 2022-23 Priorities
2.1 Empower a Vibrant Learning Community 2.2 Deliver Responsive, Reflective, and Experiential Learning Opportunities	Quality Relevance Efficiency <i>Putting people first</i> <i>Equity and anti-racism</i>	<ul style="list-style-type: none"> Expand the number of courses available through alternative instructional delivery methods to support students' learning needs and increase access for students living in rural and isolated communities. Conduct an analysis of the Northern Collaborative Baccalaureate Nursing Program budget and workload and evaluate for efficiency and opportunities for improvement. Continue to engage with the Ministry and other partners on the implementation of Skilled Trades Certification and further expansion of tech-relevant education and training. Implement the newly developed International Education plan to help ensure international students are supported and successful, and to grow a diversified and sustainable international education program. Build cultural competency in employees and students through international cultural awareness and supports. Expand health program capacity in partnership with the Northern Health Authority and Ministry. Explore opportunities to strengthen work integrated learning across School of Access and Continuing Education programs. In partnership with UNBC and School District #57, develop a dual credit TekX program for delivery fall 2024. Undertake the MLTS Expansion Phase II including Wet Lab and space configuration for January 2024.

INSTITUTIONAL GOAL: ORGANIZATIONAL STRENGTH AND AGILITY

Institutional Objective	*Aligns with	CNC's 2022-23 Priorities
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	Capacity Access Quality Efficiency <i>Lasting and meaningful reconciliation</i> <i>Equity and anti-racism</i> <i>A better future through fighting climate change and meeting our greenhouse gas reduction commitments</i> <i>A strong, sustainable economy that works for everyone</i>	<ul style="list-style-type: none"> • Develop and begin implementing CNC's Indigenous Education Plan with consultations starting June 2023. • Continue to integrate the accountability framework and strategic institutional objectives with cascading and department plans, the budget allocation framework, and HR's performance management planning system. • Continue to implement recommendations from the recent Library services review to ensure ample and relevant resources are made available for students, staff, and the public. • Advance the Registrar Review and Student Communications projects to improve and modernize service delivery for all students. • Develop a diversity, equity, and inclusion strategy and governance models for related committees. • Develop a data governance framework to allow CNC to standardize the use, entry, collection, and definitions associated with institutional data and help ensure consistent, reliable data is available to make strategic decisions. • Finalize the space evaluation study and develop a plan to maximize space efficiency and meet student, faculty, staff, and institutional needs. • Review and update the emergency planning and response procedures. • Continue to build the Human Resources employee learning and development and onboarding programs. • Provide Indigenization seminars for administrators, faculty, and support staff. • Continue improvements to professional development process, engaging employees in continuous improvement and career development opportunities. • Offer student-focused cultural teachings and events through Aboriginal Education. • Continue the Website Improvement Project to ensure CNC's website remains relevant and effective for prospective and current students seeking information related to CNC's programs and services. • Continue to reduce greenhouse gas emissions through equipment and facilities upgrades, operational modifications, and administrative decision making. • Continue to support the Tuition Policy and submit annual tuition and mandatory fees data to the Ministry. ML REPORT #3c • Develop and begin implementation of a donor and alumni plan. • Invest in capital projects to provide safe, welcoming, and inclusive spaces including: <ul style="list-style-type: none"> • Prince George campus main entrance exterior refresh • Prince George campus transit shelter replacement • Prince George campus building envelope replacement • Quesnel campus electric vehicle charging station. • Update high priority administrative and educational policies to ensure they support accessibility and are written using plain language principles. ML REPORT #4a • Undertake a network renewal at all six campuses to modernize CNC's Wi-Fi and wired network and build a robust and scalable communications network to support CNC's emerging needs. • Roll out M365 Phase II to continue to advance modernization of CNC's primary business productivity suite and retire legacy technologies. • Refreshing the Learning Commons space. • Provide role-specific staff safety training with the goal of reducing injuries at CNC.

INSTITUTIONAL GOAL: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Institutional Objective	*Aligns with	CNC's 2022-23 Priorities
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	Access Relevance <i>Lasting and meaningful reconciliation</i>	<ul style="list-style-type: none"> • Increase First Nations engagement with the CNC Research Forest. • Engage with Indigenous partners, communities, and advisory committees in the development of the five-year Indigenous Education Plan that is aligned with the Ministry of PSFS mandate and that supports CNC's continued efforts in responding to the TRC Calls to Action, the UNDRIP, and the B.C. DRIPA. • Continue to implement Aboriginal Service Plan objectives in collaboration with the Ministry and Indigenous partners. • Develop employee workshops and training modules based on the BCcampus Pulling Together Indigenization guides. • Continue CNC-UNBC Deans meetings and collaboration to enhance student-centered education in the north. • Co-host Provincial Arts and Science Deans meeting in Spring 2024.

Note: *Aligns with column

Bold font indicates System Objectives, *Italicized font* indicates Mandate Letter Foundational Principles.

Appendix A:

2022-23 Accountability Framework Performance Measure Results

Performance Measure	2020-21	Actual 2021-22	2022-23	Target 2022-23	Assessment 2022-23
Student Spaces					
Total student spaces	1,300	1,442	1,367	≥3,303	Not achieved
Nursing and other allied health programs	531	582	522	≥567	Substantially Achieved
Developmental programs	103	98	112	≥135	Not achieved
Credentials awarded					
Number	608	581	587	≥577	Achieved
Indigenous student spaces					
Total Indigenous student spaces	660	518	580	≥330	Achieved
Ministry (<i>PSFS</i>)	381	297	348		
Student satisfaction with education					
Former diploma, associate degree and certificate students	88.2% +/- 1.9%	90.1% +/- 1.4%	90.0% +/- 1.6%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	94.1% +/- 2.7%	94.2% +/- 2.7%	93.1% +/- 3.5%		Achieved
Former apprenticeship students	87.7% +/- 3.9%	93.2% +/- 3.2%	90.9% +/- 4.6%		Achieved
Student assessment of the quality of instruction					
Former diploma, associate degree and certificate students	92.9% +/- 1.5%	94.0% +/- 1.1%	91.9% +/- 1.4%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	92.6% +/- 3.0%	95.8% +/- 2.4%	97.1% +/- 2.3%		Achieved
Former apprenticeship students	87.6% +/- 3.9%	96.6% +/- 2.3%	94.3% +/- 3.7%		Achieved
Student assessment of skill development					
Former diploma, associate degree and certificate students	87.1% +/- 2.0%	89.6% +/- 1.5%	88.8% +/- 1.6%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	87.8% +/- 3.2%	92.0% +/- 3.1%	93.0% +/- 2.8%		Achieved
Former apprenticeship students	82.9% +/- 4.6%	86.5% +/- 4.1%	85.9% +/- 4.8%		Achieved
Student assessment of usefulness of knowledge and skills in performing job					
Former diploma, associate degree and certificate students	88.2% +/- 3.1%	88.7% +/- 2.3%	87.2% +/- 2.5%	≥90%	Substantially Achieved
Trades foundation and trades-related vocational graduates	80.6% +/- 6.1%	83.3% +/- 5.8%	92.4% +/- 4.6%		Achieved
Former apprenticeship students	87.6% +/- 4.2%	93.7% +/- 3.2%	90.8% +/- 4.6%		Achieved
Unemployment Rate					
Former diploma, associate degree and certificate students	6.3% +/- 2.2%	9.8% +/- 1.9%	7.8% +/- 1.9%	≤9.0%	Achieved
Trades foundation and trades-related vocational graduates	16.7% +/- 4.8%	15.6% +/- 4.7%	13.0% +/- 5.1%		Achieved
Former apprenticeship students	1.6% +/- 1.6%	3.4% +/- 2.3%	0.0% +/- 0.0%		Achieved

Performance Measure	2020-21	Actual 2021-22	2022-23	Target 2022-23	Assessment 2022-23
Former diploma, associate degree and certificate students					
Skills development	87.1% +/- 2.0%	89.6% +/- 1.5%	88.8% +/- 1.6%	≥85%	Achieved
Written communication	84.2% +/- 2.3%	89.5% +/- 1.5%	89.9% +/- 1.7%		
Oral communication	85.4% +/- 2.2%	88.7% +/- 1.6%	85.8% +/- 1.9%		
Group collaboration	88.2% +/- 1.9%	91.1% +/- 1.3%	88.5% +/- 1.7%		
Critical analysis	90.0% +/- 1.8%	92.5% +/- 1.2%	90.7% +/- 1.5%		
Problem resolution	85.8% +/- 2.1%	87.3% +/- 1.5%	87.3% +/- 1.8%		
Learn on your own	88.2% +/- 1.9%	88.0% +/- 1.5%	88.0% +/- 1.7%		
Reading and comprehension	88.0% +/- 1.9%	91.2% +/- 1.3%	91.8% +/- 1.5%		
Trades foundation and trades-related vocational graduates					
Skills development (avg. %)	87.8% +/- 3.2%	92.0% +/- 3.1%	93.0% +/- 2.8%	≥85%	Achieved
Written communication	72.8% +/- 8.0%	77.5% +/- 7.2%	84.4% +/- 7.4%		
Oral communication	76.9% +/- 6.9%	84.4% +/- 5.7%	89.3% +/- 5.6%		
Group collaboration	94.0% +/- 2.8%	94.0% +/- 2.9%	95.8% +/- 2.9%		
Critical analysis	91.8% +/- 3.2%	95.0% +/- 2.6%	94.9% +/- 3.1%		
Problem resolution	91.0% +/- 3.3%	94.1% +/- 2.8%	91.8% +/- 3.9%		
Learn on your own	88.2% +/- 3.7%	92.3% +/- 3.2%	91.8% +/- 3.9%		
Reading and comprehension	90.3% +/- 3.4%	97.4% +/- 1.9%	97.9% +/- 2.0%		
Former apprenticeship students					
Skills development (avg. %)	82.9% +/- 4.6%	86.5% +/- 4.1%	85.9% +/- 4.8%	≥85%	Achieved
Written communication	71.1% +/- 8.5%	71.2% +/- 9.2%	80.8% +/- 9.3%		
Oral communication	74.4% +/- 8.0%	74.1% +/- 7.7%	80.0% +/- 9.1%		
Group collaboration	84.6% +/- 4.8%	89.1% +/- 4.2%	84.4% +/- 6.4%		
Critical analysis	82.5% +/- 4.6%	93.8% +/- 3.2%	88.4% +/- 5.2%		
Problem resolution	82.3% +/- 4.8%	85.8% +/- 4.6%	85.9% +/- 5.7%		
Learn on your own	90.3% +/- 3.7%	88.6% +/- 4.1%	88.4% +/- 5.2%		
Reading and comprehension	85.2% +/- 4.5%	91.3% +/- 3.6%	91.9% +/- 4.4%		

Notes:

Please consult the 2021-22 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> 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 2022-23 reporting year are based on data from the 2022-23 fiscal year; results from the 2021-22 reporting year are based on data from the 2021-22 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 2022-23 reporting year are based on data from the 2021-22 fiscal year; results from the 2021-22 reporting year are based on data from the 2020-21 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 measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2022-23 reporting year are a three-year average of the 2019-20, 2020-21, and 2021-22 fiscal years.

Student Outcomes Measures

Results from the 2022-23 reporting year are based on 2022 survey data; results from the 2021-22 reporting year are based on 2021 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 per cent.

Credentials Awarded to Indigenous Students

The target for this measure is currently under review. Assessment will show as "Increased" or "Decreased" over the previous year.

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

Total Student Spaces: CNC is dedicated to evolving our educational offerings to align with changing landscapes and student needs. While our Full-Time Equivalent (FTE) targets have yet to be reached, we understand these decade-old benchmarks may not accurately represent our present program delivery models and student demographics. We are open to revisiting these targets to ensure they are attainable and significant. Our Strategic Enrollment Management (SEM) initiative remains a key part of our strategy, and we are dedicated to increasing domestic indigenous and non-indigenous student enrollment. Despite a shortfall in our overall student spaces target, we've seen encouraging growth in our applicant-to-registrant conversion rates for domestic students in ministry-funded spaces. Our commitment to accessible education continues as we waive application fees for eligible programs and offer a range of entrance scholarships. Our marketing efforts remain regional in focus, and we're steadfast in pursuing provincial, national, and international accreditations for our programs. Despite certain targets not being met, our metrics reflect our dedication to student success and commitment to continuous improvement.

Developmental Program Student Spaces: Developmental programs remain a crucial part of CNC's educational offerings, paving the way for students to acquire vital skills for the workforce and further academic progression. We're pleased to report that for the 2022-23 fiscal year, our Full-Time Equivalent (FTE) figures for developmental programs have shown a positive growth trend. Our FTE count stands at 112, marking a notable increase from the previous year's figure of 98. This upward trajectory in enrollments is an encouraging sign, even though we fell short of our target of 135 FTEs. The pandemic led to a significant shift in our mode of delivery, from predominantly in-person to online courses, impacting developmental program enrolments. Furthermore, the effects of the pandemic have lingered, slowing down the pace of recovery in enrollments. As we emerge from this, we are encouraged to see that interest in our developmental programs is gradually picking up. In response, we are adapting our programs and making structural changes to provide easier access for students, always prioritizing their safety and well-being. CNC remains steadfast in its commitment to overcoming these obstacles. We are confident about the future of our developmental programs and continue to strive towards providing our students with the learning opportunities they need to excel in their chosen paths.

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:

Mandate Priority #1 Progress Report

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 ... 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	<p>CNC is reviewing the application package for its Social Work programs with the intention of reimagining the process to meet the original intent of the review, while removing barriers that can make it an onerous process.</p> <p>This will have a positive impact for Indigenous learners at first point of contact with CNC's Social Work programs.</p>
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
Implemented or Ongoing	<p>The Early Childhood Care and Learning (ECCL) certificate program has been expanded across the CNC 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 Aboriginal communities and childcare centres. Consultation with Aboriginal communities has been key to the expansion of this program, and recruitment efforts will focus on reaching students from Aboriginal communities. This regional expansion will continue in 2023-24.</p> <p>ECCL coordinators are actively working with an Indigenous Curriculum Developer to implement Indigenization within existing courses and activities. As course reviews begin to take place, the coordinators will collaborate with the Indigenous Curriculum Developer.</p>
Planned	<p>Work is underway to move the ECCL program from a limited enrollment program (Full Time Cohort) to an open enrollment program. The program will be open to all students in the CNC region. Open enrollment will be supported by offering all courses in multiple modalities, as well as other program changes designed to meet the needs of students who wish to take the program outside of the Prince George and Quesnel areas. This will both increase accessibility and support success for Indigenous students.</p>
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	<p>The School of Human Services, University Transfer and Business Studies (HUB) is pursuing a partnership with UBC and the Northern Indigenous Teacher Education Program (NITEP) to offer several of their 1st and 2nd year courses to a CNC Burns Lake Cohort of 20-25 students for 2023/2024 and 2024/2025.</p>
Implemented or Ongoing	<p>CNC Faculty members are building on the BCcampus 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. This has extended into an ongoing project in preserving traditional knowledge through oral recordings, with a focus on history, mythology, and social change.</p>
Planned	<p>CNC is actively recruiting an Indigenous Instructor for Aboriginal Studies (ABST) courses.</p> <p>HUB program reviews will include collaboration with the Centre for Teaching and Learning and the Indigenous Curriculum Developer to assist and lead Indigenization efforts.</p>

23: HEALTH-CARE PROFESSIONALS

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

PROGRESS	INITIATIVE AND PARTNERSHIP
Implemented or Ongoing	Dental Hygiene and Dental Assisting students continue to provide dental care to a group of 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. Select programs in the School of Health Sciences continue to reserve up to 20 per cent of seats for qualified Indigenous students.

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
Implemented or Ongoing	In the Northern Collaborative Nursing Program (BSc Nursing), students are required to take: NURS-205: Introduction to First Nations Health. In the course, Elders and community resource people teach students about traditional Indigenous health care, healing, and the impacts of today's health care system on the lives of Aboriginal Peoples, especially for those in remote communities. CNC's School of Health Sciences continues to build student capacity for intercultural understanding, empathy, and mutual respect through the offering of an Indigenous cultural competency in health care course. This is being incorporated into the curriculum of health science programs.
Planned	The Northern Collaborative 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 May 2023, CNC launched online diversity, equity, and inclusion training for all staff. The Operational Leadership Committee and Human Resources are working to ensure all employees complete this mandatory training.
In Progress	CNC's Diversity, Equity and Inclusion (EDI) committee received funds for a consultant to review and make recommendations for formalizing the committee and identifying priorities.
Implemented or Ongoing	In 2022-23 the EDI committee hosted two initiatives, including an anti-racism event which was well-attended by college students, staff, and members of the Prince George community. Aboriginal History Week is an ongoing event at all CNC campuses that involves more participants each year through a variety of sessions and workshops. CNC hosted traditional leaders, performers, and medicine harvesters to share their teachings. In Burns Lake, members of the Cheslatta Carrier Nation shared some of their history in a presentation titled Land, Life, Flood Fire during Aboriginal History Week. Throughout the year, the Aboriginal Liaisons at each campus coordinate diverse events to engage people to learn more about the Indigenous communities they serve. These include cultural events as well as events to honor Orange/Pink/Black Shirt Days, Missing and Murdered Indigenous Women, and Aboriginal Veterans. This coming year, various departments will work together to participate in local First Nations celebrations of National Indigenous Peoples Day on June 21st. This year, CNC concluded a partnership with Emily Carr, Decolonizing the Healthcare System through Cultural Connections, with a display at the Two Rivers Art Gallery.

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
Implemented or Ongoing	Last year, the business program area sought guidance from CNC's Aboriginal Recruiter during both general department meetings and as part of the business program review and development efforts. This collaboration helped the program area ensure that appropriate support is available for Aboriginal students. This year, business faculty will continue with the work identified in 2022-23.
Planned	CNC is working with the North Shuswap Tribal Council to identify programming needs for a specific cohort of learners from the communities the Tribal Council represents. CNC is actively working with International to increase Business Studies program opportunities at the Quesnel campus. This work will also increase opportunities for Indigenous students to take additional programming from the Quesnel campus.

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
In Progress	CNC is currently developing a five-year Indigenous Education Plan which will engage Advisory Committees and community members to provide feedback and guidance. Consultations began in June 2023, and the plan is expected to be finalized in December of the same year.
Implemented or Ongoing	<p>Many small First Nations communities are finding that they do not have the capacity to meet the increased number of requests for consultation. CNC is working with the Yinka Dene Council to find ways of overcoming this challenge and finding better ways to engage communities in line with the Declaration of the Rights of Indigenous Peoples Act (DRIPA).</p> <p>The Quesnel campus will continue to offer Carrier Language and Grammar courses for another year, co-taught by two Elders. This course is demonstrating positive outcomes and has seen enthusiastic engagement from students.</p> <p>CNC is revitalizing the post-diploma and plans to work with Indigenous staff and community to integrate Indigenous community needs.</p> <p>Indigenous staff will work with International to encourage international students to participate in seminars that teach about history, culture, intergenerational trauma, and reconciliation.</p> <p>Indigenous staff will continue working with the Registrar to remove barriers to admission.</p>

2022-23 Minister's Letter of Direction Index

Mandate Letter

1. Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post- Secondary Sector, and support your academic communities as you respond to COVID-19 impacts and recovery

Indicators

1. a. Outline initiatives/report on how your institution is involved in cross-system and community consultation, engagement and collaboration to resume on-campus learning and services and work towards pre-COVID 19 levels. This could include demonstration of how institutions have worked with Indigenous communities and learners impacted to develop plans to support continued access to some academic programming and services in cases where communities have continued to take increased safety measures.

[Welcome to Our House: CNC Open House \(Page 24\)](#)
[Offering Dental Care to Under-served Children \(Page 25\)](#)
[CNC Podcast \(Page 28\)](#)
[International Framework Draft \(Page 28\)](#)
[International Recruitment Agent Data Tracking \(Page 28\)](#)
[Alumni Engagement Plan \(Page 30\)](#)
[CNC's Research Forest Legacy Fund Supports Two Projects \(Page 31\)](#)

Mandate Letter

2. Work with the Ministry and your communities, employers, and industry to implement post- secondary education and skills training initiatives for British Columbians, particularly those impacted by COVID -19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

Indicators

2. a. Micro-credentials

- Report on plans and progress to introduce and recognize micro- credentials that aim to meet local or regional needs and/or reskill individuals to gain employment in high opportunity occupations.

[Future Skills Grant \(Page 12\)](#)
[Reintegration Program Earns National Recognition \(Page 26\)](#)

2. b. Co-op, Work Integrated Learning and Career Planning

- Continue to report on increases or expansion of co-ops and work integrated learning opportunities.

[Civil Engineering Technologist Program \(Page 23\)](#)
[Realistic Scenarios for Sonography Students \(Page 26\)](#)
[Auto Program Services Vehicles from Community \(Page 26\)](#)
[Forestry Research & Innovation Partnership \(Page 27\)](#)

2. c. High-demand occupations

- Continue to report on increases or expansion of high-demand occupation programming relevant to your institution (e.g. Early Childhood Education, Trades, Health).

[Collaborative Pharmacy Technician Program \(Page 24\)](#)
[Expanding High Demand Programs \(Page 24\)](#)
[Industrial Mechanic Training Expands to Vanderhoof \(Page 25\)](#)
[Class 1 Driver's Licensing \(Page 32\)](#)
[Curation of Medical Sciences Diploma Pathways \(Page 32\)](#)

2. d. Health-seat expansion

- Increase seats in the Health Care Assistant - Partnership Pathway that align with regional Health Career Access Program needs.

[Transforming the Medical Laboratory Science Program \(Page 29\)](#)

2. e. Initiatives to support vulnerable and underrepresented groups

- Continue to increase the overall numbers of Former Youth in Care accessing the Provincial Tuition Waiver Program.
- Participate in the Ministry-led Campus Navigator Community of Practice.
- Coordinate and augment wrap-around supports on campus and linked to community supports for vulnerable and under- represented students.

[Reconciliation with Indigenous Peoples \(Page 9\)](#)
[Student Recruitment \(Page 9\)](#)
[Accessibility Committee \(Page 11\)](#)
[Training for New Graduates in a Remote Indigenous Community \(Page 25\)](#)
[Reintegration Program Earns National Recognition \(Page 26\)](#)
[Trades & Technologies Women's Forum \(Page 27\)](#)
[Indigenous Curriculum Development \(Page 29\)](#)
[Incarcerated Individuals' Learning Experience \(Page 32\)](#)

2. f. Student Safety and Well-being

- Participation in Sexual Violence and Misconduct Climate survey.
- Report ongoing activities and future plans to sustain institutional efforts regarding Sexual Violence and Misconduct prevention and response.

[Privacy & Cybersecurity \(Page 12\)](#)
[Early-Alert and THRIVE Programs \(Page 22\)](#)
[Free Access to Menstrual Products \(Page 31\)](#)

Mandate Letter

3. Fully engage with government in implementing mandate commitments to support a future-ready post-secondary system and workforce, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

Indicators

3. a. Cross-government and Stakeholder Collaboration <ul style="list-style-type: none"> Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization. Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B). 	Greenhouse Gas Emission Reduction (Page 12) Community Donors Investing in Students (Page 26) SEM Emerging Markets Study (Page 27) Commitment to Energy Management (Page 27) Quality Assurance Process Audit (QAPA) (Page 29) Decolonizing Healthcare Pilot Program (Page 31)
3. b. Funding Review <ul style="list-style-type: none"> Support the Ministry with key PSI staff participating collaboratively in the upcoming review process and any steering committee/working groups. 	Funding Review (Page 10)
3. c. Tuition Policy <ul style="list-style-type: none"> Continue to submit annual tuition and mandatory fees data to the Ministry. 	Tuition policy bullet (Page 34)
3. d. Digital Services <ul style="list-style-type: none"> As applicable, adopt the EducationPlannerBC application and transcript exchange service. Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid. Enhance cybersecurity measures at your institution to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services activities. 	Investment in Hyflex Technology to Increase Access and Flexibility for Students (Page 22) Registrar's Office Review and Five-year Plan (Page 23) Personalized Storytelling (Page 26) A New Learning Commons (Page 28) Improving Internal Communications (Page 28) Equity, Diversity, and Inclusion in Marketing (Page 31)

Minister's Letter of Directives

4. Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:

Indicators

4 a. Working to align education and skills training to goals of the B.C. Economic Plan;	Accessibility Committee (Page 11) Greenhouse Gas Emission Reduction (Page 12) Expanding High Demand Programs (Page 24) Development of TekX Dual Credit Program (Page 30)
4 b. Supporting the implementation of Skilled Trades Certification	Indigenous Teaching Program Partnership (Page 27) Trades & Technologies Women's Forum (Page 27)

5. Contribute to Ministry engagement on upcoming initiatives, including:

Indicators

5 a. The Future Ready: Skills for the Jobs of Tomorrow plan;	Future Skills Grant (Page 12) Leading Emergent Business Forums (Page 32)
5 b. The Ministry's sexualized violence policy review;	Sexual Misconduct Prevention and Response (Page 10)
5 c. Further tech-relevant seat expansions; and	Development of TekX Dual-Credit Program (Page 30)
5 d. The funding formula review of provincial operating grants	Funding Review (Page 10)



Institutional Accountability Plan and Report

2022 - 2023 Reporting Cycle

