

Institutional Accountability Plan and Report
2015/16 Reporting

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Accountability Statement

July 8, 2016

Honourable Andrew Wilkinson
Ministry of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria, BC
V8W 9E2

Dear Minister Wilkinson,

On behalf of the Board of Governors and the employees of Northwest Community College (NWCC), we are pleased to provide you with the 2015/16 Institutional Accountability report. This report reflects upon the past year and sets the tone for the next several years at NWCC.

With a new president starting in late 2014, this last year was one of renewal with the recruitment of several key senior positions within the organization. Both vice president roles have now been filled, and we have a new registrar, an assistant vice president - human resources and four permanent dean positions. With the senior leadership in place, the organization has been working with stakeholder groups on several key initiatives:

- We have engaged our campus and local communities to undertake a priority positioning exercise.
- We are working with the Ministry to undertake an internationalization strategy
- We are collaborating with our employees on key strategic enrolment initiatives.

With these activities underway, we expect that NWCC will deliver increased enrolments and by extension, workforce development in support of BC's Skills for Jobs Blueprint.

We continue to work at reducing barriers and building multiple pathways to education so our learners are supported throughout their academic journeys. As Board Chair and President, we hereby affirm our commitments and accountabilities for this plan and report. We look forward to continuing the work of post-secondary education in Northwest British Columbia in 2016/17.

Sincerely,



Herb Pond
Chair, Board of Governors



Ken Burt
President & CEO

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Strategic Direction and Context

Strategic Direction

Strategic Plan for 2015-17

These four areas of focus form guideposts for the coming year. Organizational decisions and marketing activities will ideally align to these and they should help everyone with prioritization of initiatives.

The four key areas of focus are:

1. Support student-centred learning
2. Enrolment management
3. External relations, communications, and business development
4. Human resources priorities

Within each of these categories, we've established measurable outcomes.

Support Student Centred Learning

- Understand the key needs of our customers through research and align our resources to most effectively address those needs.
- Better support faculty in developing and delivering dynamic methods of learning, mobile learning, and First Nations knowledge.
- Work with employers to develop effective experiential learning and employment outcomes.
- Address barriers to student success including housing, financial literacy, minimum academic requirements and financial aid.
- First step program: focus resources on developing a quality one year (or less) program that serves as a springboard to employment or academic success.

Enrolment management

- Reform registration and timetable processes in the 2015/16 academic year to ensure processes are clear, timely and not a barrier to student enrolment.
- Develop and implement a domestic and international recruitment strategy with a goal of 10% growth in student head count by September 2017.
- Develop a strategic high school and school district liaison program across the region managed by Student Services.
- Develop a three year academic plan and distribute online to the campus community.

External relations, communications and business development

- Develop a senior management town hall meeting series to share updates on a regular basis and report on progress versus these objectives.
- Connect with other community sectors and industry to develop partnerships that build regional economic capacity.
- Consult with First Nations bands to ensure training agreements continue to meet changing social needs.
- Develop our fundraising capacity as an institution.

Human resource priorities

- Develop a stronger Human Resources department to support people in the college community

- Continue to build and strengthen internal communications.
- Realign organizational chart to reflect environmental changes in our region impacting our goals and objectives
- Continue to foster open, transparent decision making through appropriate consultation.

These measurable outcomes will help gauge progress and allow us to report to the college community on progress at regular intervals.

Vision¹

NWCC builds successful futures through educational leadership in the economic, social, cultural and community development of our region.

Mission

Northwest Community College creates positive futures through quality learning experiences in an inclusive and respectful environment.

Values and Operating Principles

We are respectful in every interaction and in our personal and professional behaviour. We are an ethical institution that acts with integrity. We work toward growth, continual learning and collaboration with students, communities and each other. We honour the culture and tradition of First Nations communities on whose territory we operate. We will work to resolve historical injustices and inequities and continue an ongoing dialogue free of racism.

¹ NWCC's Vision and Mission statements are currently under revision

Accountability - *We establish and achieve College objectives that are cost-effective and open to public review.*

A Student-centred College - *We operate programs, courses, and services focused on meeting the learning, developmental and employment needs of the learners we serve.*

Student Success - *We commit to removing barriers to student success. We will provide services, programs, and resources to foster success.*

Respect - *We treat each person in a fair and equitable fashion, acknowledging and valuing his or her perspectives and diversity. We do not tolerate discrimination on the basis of race, age, colour, ancestry, place of origin, political belief, religion, marital or family status, financial status, physical, mental or learning disability, gender or sexual orientation.*

Cooperation - *We commit to working cooperatively and in good faith with our internal and external communities.*

First Nations Heritage and Cultural Competency - *We commit to reducing systemic barriers such as racism, and ensuring that our courses and programs demonstrate an integrated inclusion of First Nations culture and knowledge.*

Openness to Change - *We provide relevant, current and innovative programs and services and respond to changes in society and the needs of our learners.*

Accessibility - *We commit to addressing barriers and providing fair and equitable access to learning opportunities and services throughout the region.*

Empowerment of Communities - *We commit to the decentralization of learning opportunities and recognizing the role of communities we serve in determining their educational priorities.*

Empowerment of Employees - *We commit to have our employees actively participate in the decision making processes at the College.*

Empowerment of Students - *We recognize and encourage the active involvement of students in the development and improvement of College programs and services.*

Innovation - *We encourage and support creativity and innovation in the development of initiatives that address opportunities for constructive change.*

Sustainability - *We conduct our business in an environmentally responsible manner and include sound resource practices such as waste reduction, recycling and energy conservation.*

Strategic Context

Northwest Community College (NWCC) is an accredited post-secondary institution that serves the rich and diverse communities and learners of BC’s beautiful northwest region including Haida Gwaii and the Great Bear Rain Forest. Established in 1975 in Terrace, BC, NWCC has expanded to nine regional campuses serving 34 communities where the College provides students with innovative programs that lead to sustainable careers for people living the northwest region of the province (see Appendix A for student demographics).

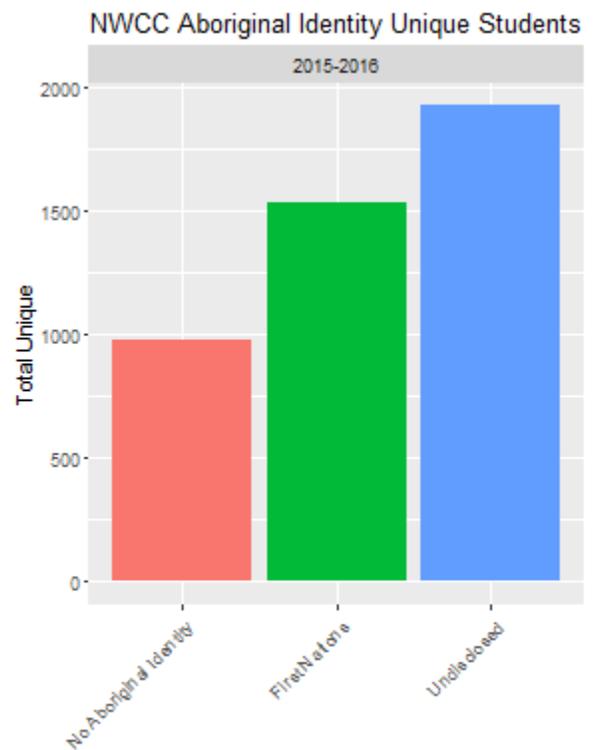
NWCC offers quality and affordable education and a wide variety of certificates, diplomas, and associate degrees. Where applicable, NWCC promotes experiential learning scenarios for its students that highlight the region’s unique cultural heritages that connect to communities and provide interactions with the region’s spectacular and rugged environment.

The College’s innovative programs and courses respond to the changing needs of learners, delivering the skills necessary in today’s competitive job markets. NWCC offers college access programs; health and human services programs; online programs; university credit programs, trades foundation and apprenticeship programs; as well as the Freda Diesing School of Northwest Coast Art and the School of Exploration & Mining.

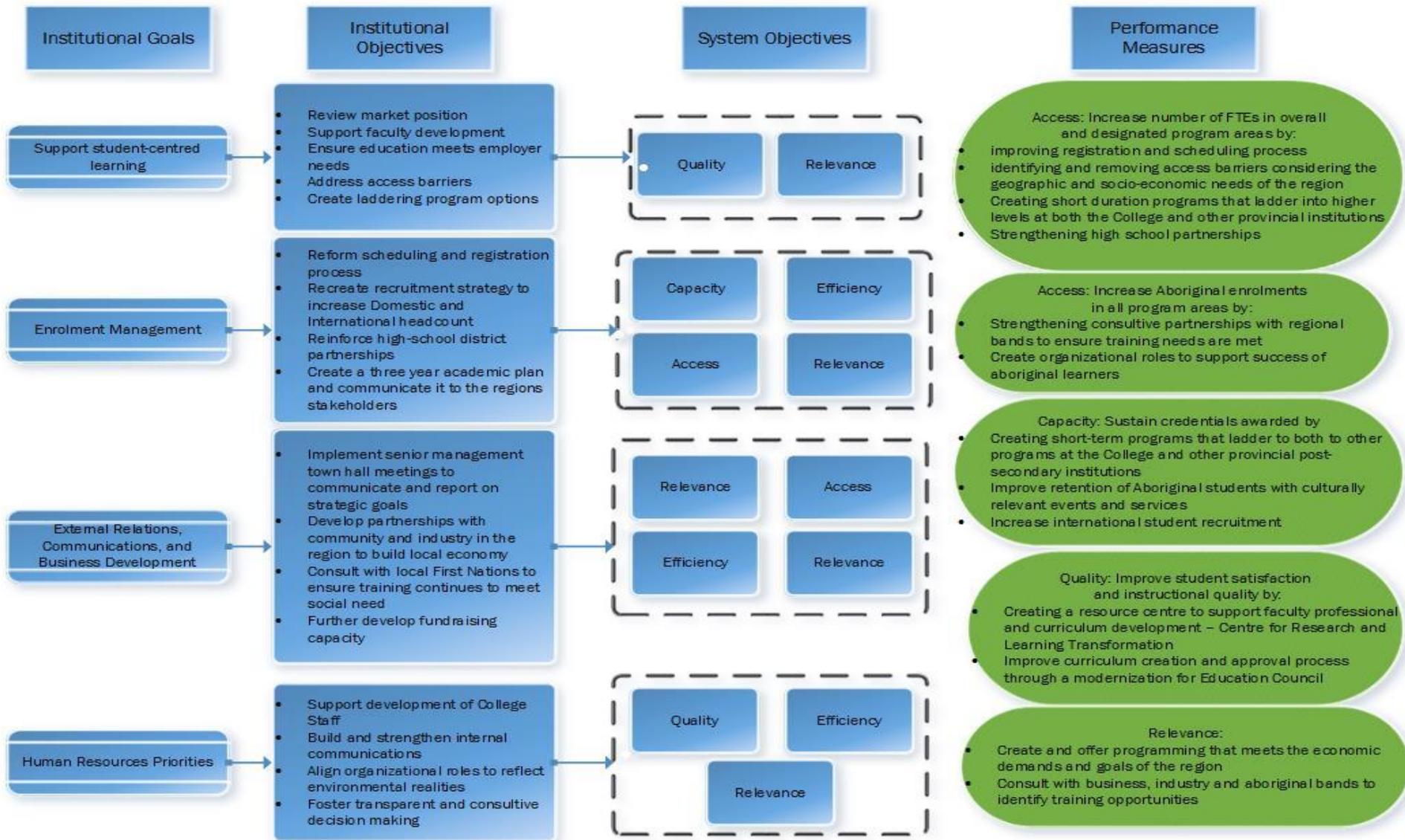
NWCC is a recognized leader in Aboriginal education. Aboriginal peoples comprise roughly 30 percent of the region’s population, the highest among all BC college regions and, at NWCC, Aboriginals make up roughly 40 percent of the student body. This success is attributed to the College’s accessible teaching practices and worldviews, plus the development of programs and courses specifically tailored to Aboriginal learners.

Over the previous year, a number of internal and external pressures required creative responses from the College.

One major impact was the implementation of tuition fees for students in developmental programs like Adult Basic Education (ABE). This change created an enrolment barrier to students who did not complete high-school, or who needed to take additional high school courses like Biology to be eligible for career training at a post-secondary level. To ensure students did not pay too much for school the College implemented hourly billing per week for ABE students. This broadened the registration categories from two categories (half-time and full-time) to five categories (full-time, three-quarters time, half-time, quarter-time and eighth-time). As a result, not only were students registered into sections that charged a fair amount for time attended, but the FTE data is now more accurate for student attendance in the Central Data Warehouse (CDW).



Performance Plan - Goals & Objectives



Performance Measures, Targets and Results

Capacity

1. Student Spaces (Total Health, Developmental, and Medical)

Performance measure	Reporting year			
	2014/15 Actual	2015/16 Target	2015/16 Actual	2015/16 Assessment
Student spaces				
Total student spaces	970	1,676	900	Not achieved
Nursing and other allied health programs	55	109	59	Not achieved
Developmental	249	559	184	Not Achieved

Performance measure description:

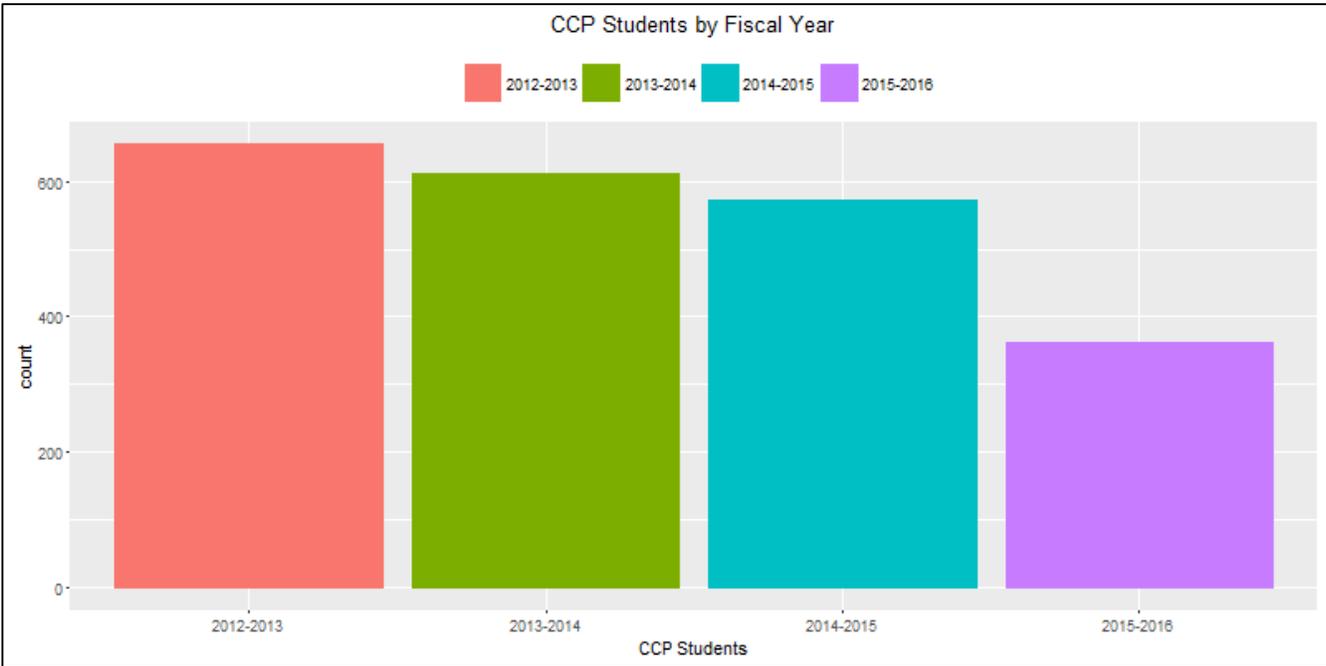
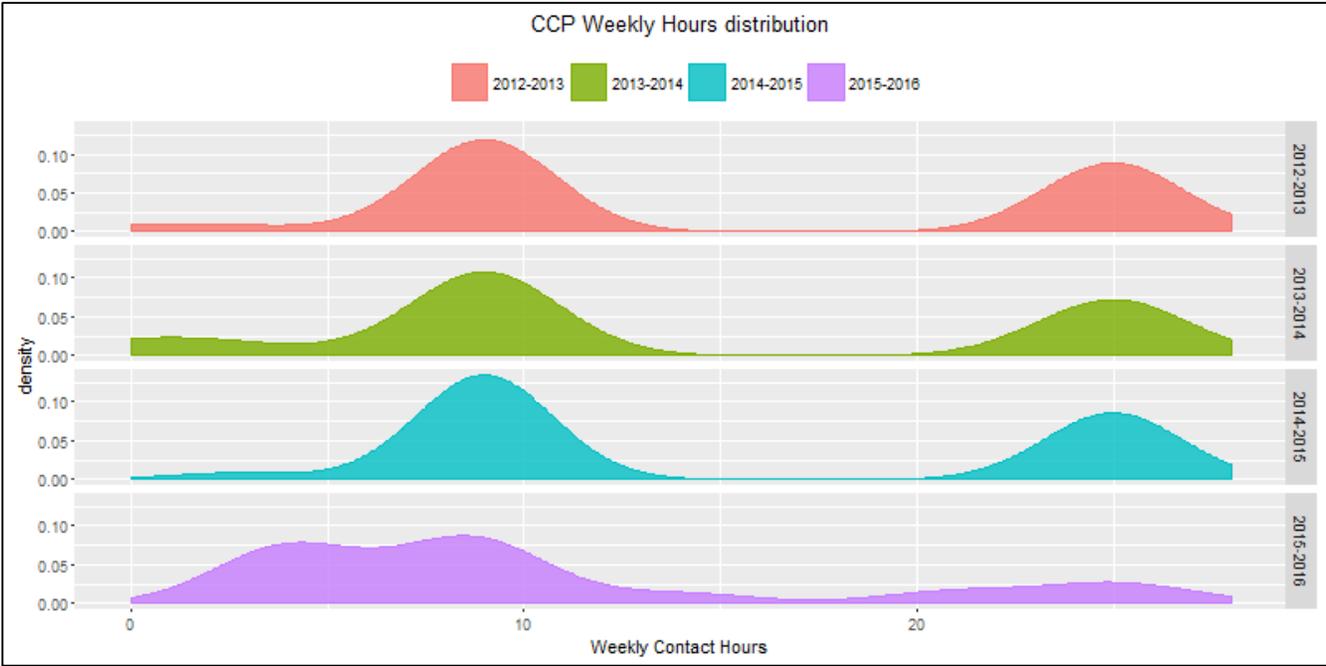
Number of full-time equivalent (FTEs) student enrolments delivered overall and in designated program areas.

Performance measure Assessment:

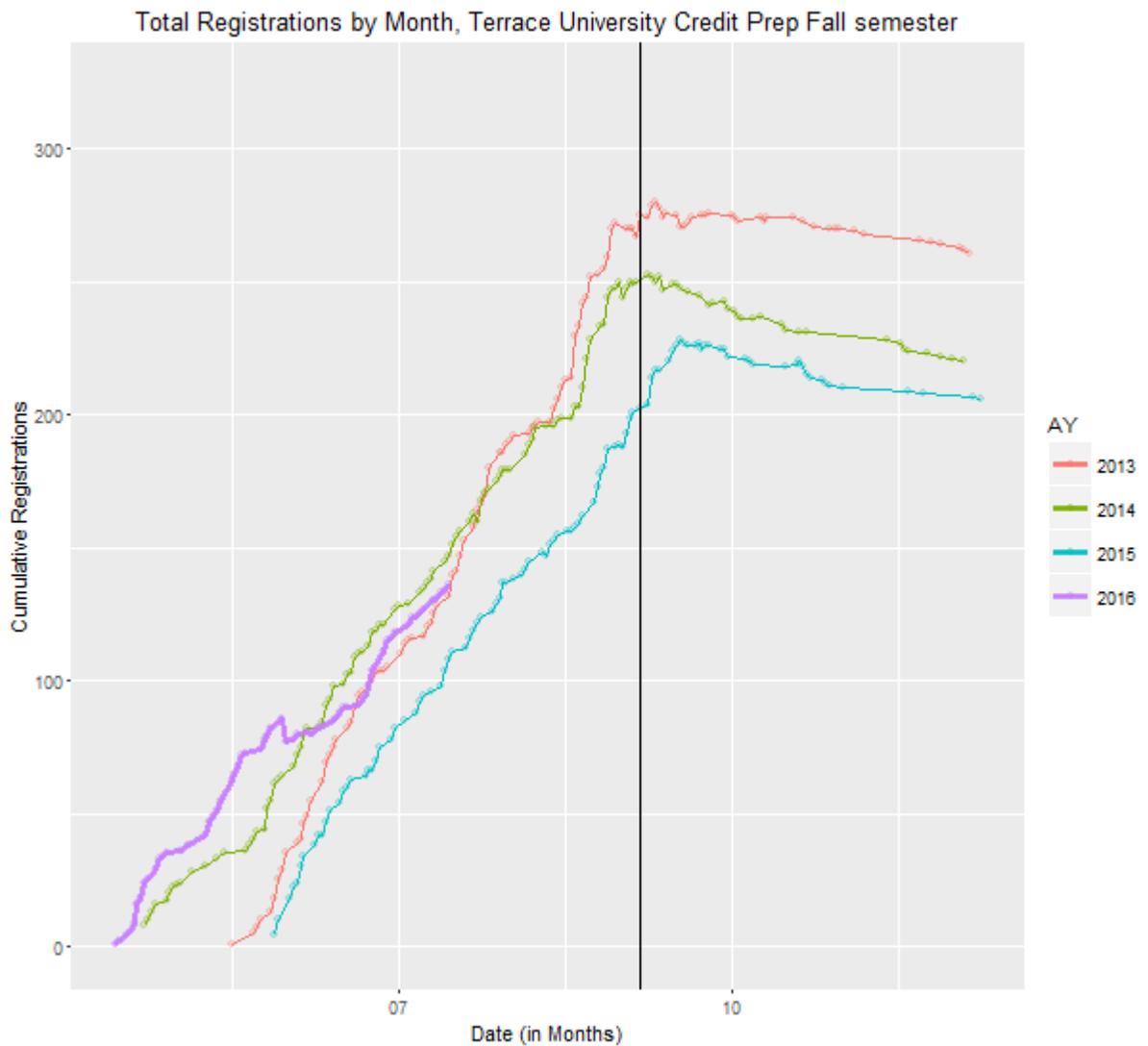
Not Achieved.

Reporting Period: 2015/16 Fiscal.

Adult Basic Education (ABE): Full-time Equivalent numbers were down 65 FTE. Factors contributing to this change were a result of the provincial funding change. In 2014/15 students did not pay tuition to study; in 2015 the province changed the tuition rate to a maximum of \$1600.00 for a full time registration term. Although there is an Adult Upgrading Grant (AUG) that offsets this tuition, it still presents a barrier to learners in the region. In response to the funding changes, the Registrar's Office changed the way students are charged; historically for FTE reporting, students were either fulltime or part-time. As there were no fees attached, there were no negative impacts on the students. With tuition, this equates to \$1600 (fulltime) and \$800 (part-time). We implemented quarter-time (\$400) and eighth-time (\$200) based on the number of hours students were registered in. This did not impact face-to-face classes, but it had a positive impact for students registered in self-paced programs.



University Credit: The decline in University Credit in 2015/16 had a number of contributing factors. The most significant was scheduling challenges. Not only were the schedules received late June/early July, the schedules had many changes through the summer. The late schedules lead to poor enrolment in classes, and a number of courses with under 5 registrants were cancelled in early September. The 2016/17 schedules have been open for registration since mid-April; the hope is these corrections will positively influence the College’s enrolment in University Credit Programs for September 2016.



2. Credentials Awarded

Credentials awarded				
	2014/2015 Actual	2015/2016 Target	2015/16 Actual	Assessment
Number	384	379	343	Substantially Achieved

Performance measure description:

The average number of credentials awarded by public post-secondary institutions in the most recent three years

Performance measure Assessment:

Substantially Achieved (90.5%).

Reporting Period: 2014/15 Fiscal

Performance Context:

Due to the relatively low applicant pool to fill first year cohorts, the College directs significant resources to retaining the students already in attendance. There are some trends being observed that are impacting the College’s ability to award credentials and the students desire to receive the credentials. One of these trends is the creation of guaranteed admissions pathways to other post-secondary institutions. For example, the College just signed an agreement with UVic to allow University Credit students to transfer into advanced levels. In this agreement, the transferring GPA is used as the basis for admissions not the completion of an Associate Degree. Guaranteed pathway students see less value in Associates Degrees because a Baccalaureate is their goal, so although a student may meet the requirements for the credential, they may not apply for it. This is a good arrangement for the students in the region, but it will negatively impact the statistical measure of credential awarded. To better capture the capacity measure, the accountability report may want to include sending and receiving activity. This demonstrates the Colleges’ positions to flow students to advanced levels in Universities (see Appendix B).

Access

3. Aboriginal Student Spaces

Aboriginal student spaces				
	2013/2014 Actual	2014/2015 Target	2015/2016 Actual	Assessment
Total Aboriginal student spaces	785	N/A	700	Not assessed

Reporting Period: 2014/15 Fiscal

Performance Context:

Northwest Community College would like to propose this target be a percentage of the overall student headcount as opposed to a concrete number. In consultation with the president, it was noticed that this number has a direct correlation to the overall head count. We could use 670; however some challenges have been

identified in the collection of this data (e.g., the ministry has a record of aboriginal students from any attendance they indicated their status; while the College only has a record of self-declaration when they apply).

Quality

4. Student Satisfaction with Education

Student satisfaction with education						
	2014/2015 Actual		2015/16 Target	2015/16 Actual		Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	98.5%	2.0%	≥ 90%	95.1%	2.4%	Achieved
Apprenticeship graduates	90.9%	4.2%		94.6%	3.5%	Achieved

Performance measure description:

Percentage of students who were very satisfied or satisfied with the education they received

Performance measure Assessment:

Achieved.

Reporting Period: Survey Year 2015

Performance Context:

Although this measure is being achieved, the college continues to review and revise the quality of education being delivered in the North. There has been an external review of Education Council and policy is being created to improve the overall quality of curriculum documentation. This activity has been coupled this with the creation of a Centre for Research and Learning Transformation to support faculty development.

5. Student Assessment of the Quality of Instruction

Student assessment of the quality of instruction						
	2014/2015 Actual		2015/16 Target	2015/16 Actual		Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	97.0%	1.9%	≥ 90%	95.1%	2.5%	Achieved
Apprenticeship graduates	96.1%	2.8%		98.7%	1.7%	Exceeded

Performance measure description:

Percentage of students who rated the quality of instruction in their program positively

Performance measure Assessment:

Achieved/Exceeded.

Reporting Period: Survey Year 2015

Performance Context:

The creation of a Centre for Research and Learning Transformation was created to support faculty professional development, curriculum writing and standardization and to assist with the indigenization of curriculum in all subjects at the College.

6. Student Assessment of Skill Development

Student assessment of skill development						
	2014/2015 Actual		2015/16 Target	2015/16 Actual		Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	Results not comparable		≥ 85%	88.3%	3.8%	Achieved
Apprenticeship graduates	Results not comparable			92.0%	4.8%	Exceeded

Performance measure description:

Percentage of students who indicated their education helped them to develop various skills

Performance measure Assessment:

Achieved/Exceeded.

Reporting Period: Survey Year 2015

Performance Context:

Faculty support and development continues to be a pillar of the institute. Over the next few years, the harmonization of the trades programs nationally and ongoing consultations with regional business and industry will ensure that relevant skills will continue being taught in the various programs at the College.

Relevance

7. Student Assessment of the Quality of the Usefulness of Knowledge and Skills in Performing Job

Student assessment of usefulness of knowledge and skills in performing job						
	2014/2015 Actual		2015/16 Target	2015/16 Actual		Assessment
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	84.5%	7.1%	≥ 90%	86.5%	5.5%	Achieved
Apprenticeship graduates	87.7%	6.5%		83.0%	8.7%	Achieved

Performance measure description:

Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

Performance measure Assessment:

Achieved

Reporting Period: Survey Year 2015

Performance Context:

Faculty support and development continues to be a pillar of the institute. Over the next few years, the harmonization of the trades programs nationally and consultations with regional business and industry will maintain the relevant skills being taught in the various programs at the College.

8. Unemployment Rate

Unemployment rate						
	2014/2015 Actual		2015/16 Target	2015/16 Actual		Assessment
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	13.4%	6.0%	≤ 10.9%	6.7%	3.8%	Exceeded
Apprenticeship graduates	16.2%	6.1%		28.8%	7.8%	Not achieved

Performance measure description:

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

Performance measure Assessment:

Exceeded/Not Achieved.

Reporting Period: Survey Year 2015

Performance Context:

The region has experienced an economic downturn in the previous years. This downturn has had a noticeable impact on skilled trades and apprentices; specifically reductions of staffing requirements for the Kitimat Modernization Project, a downturn in mining, the completion of the BC transmission line and little to no activity in the LNG sector.

Year's Highlights: organized according to our four strategic priorities

1. Student-Centred Learning

Mobile Trades Training Unit

In July 2015 Northwest Community College (NWCC) unveiled a new mobile training unit that will help students in northwestern communities develop skills for in-demand trades' jobs, thanks in part to funding from B.C.'s Skills for Jobs Blueprint.

The new mobile classroom can train up to 100 students a year in trades such as welding, carpentry and electrical.



Student-Centred Campuses

Prince Rupert – To prepare students for the 21st century, NWCC is building a classroom of the future. This classroom will help to facilitate instruction that focuses on communication, collaboration, inquiry, and the utilization of technology. Gone are the desks and chairs that sit in rows; they have been replaced with pinwheel tables for collaborative work stations, technology hubs for the utilization of laptops and tablets, and interactive projection technology where students from within and outside the classroom can connect and present their individual or group projects. Faculty are excited about employing new instructional strategies that focus on engaging the learner and developing real world problem solving and collaborative skills.

Terrace – Between April and July 2016 Northwest Community College undertook internal and external consultations focused on understanding the barriers to a quality student experience on our Terrace campus. The feedback from these sessions will inform future campus planning and any changes to space use.

June 2016 the Student Services team piloted a new initiative called *R U Ready?* This event featured a one stop shop for services and pre-orientation. It was open to all students and is designed to support students wherever they are at in their application/registration process. Although few students attended in person, nearly 200 students were called and assisted by staff and faculty. Due to the success of this initiative, “R U Ready?” will be rolled out to all campuses in June 2017.

In an effort to better serve the needs of busy students, Student Services in Terrace and Prince Rupert are redesigning our orientation program. The first week of class (September 6-9) tables will be set up in high traffic buildings with onsite FAQs, resources and way finding. Orientation is an important part of the student experience as it familiarizes them with resources, services, supports, and policy. Future plans for increasing participation in orientation include more faculty involvement and designing an E-orientation format. These initiatives are being looked at for implementation in 2017.

Smithers – At the end of the academic year, the Smithers campus held a Celebration of Learning for all Career and College Preparation students and their guests. This celebration was well attended and will now become an annual event at the Smithers campus.

All Gender Restrooms

In June 2016 NWCC started installing all gender restrooms on campus. Currently, there are all gender restrooms on Prince Rupert, Smithers, Houston, and Hazelton Campuses and 2 on Terrace Campus with another currently under construction.

Student Code of Conduct Policy

The Student Code of Conduct Policy was rewritten and implemented in November 2015. It provides clear policy and procedure for dealing with personal misconduct of students including, but not limited to, sexual assault and sexual misconduct. This policy will support a healthy teaching and learning environment for all student and instructors, and gives clear direction to administrators to correct student behaviours.



Centre for Research and Learning Transformation

This new entity was created in September 2015, led by the newly created Dean of the Centre for Research and Learning Transformation. Current projects and initiatives include developing a teaching handbook and conducting workshops and offering in-house Provincial Instructor Diploma (PID) training for instructor professional development. In an effort to further indigenize curriculum, the Centre for Research and Learning Transformation has facilitated discussions with First Nations Council to identify indigenous knowledge themes to be included in curriculum where appropriate.

Physical Infrastructure

Over the past year NWCC has been updating the physical infrastructure both in its data center and LAN/WAN connectivity. The plan is to refresh the network infrastructure by reducing the number of physical devices while providing for scalability, better reliability and reducing energy costs. The upgrade of the Spruce building's cable to present standards further improves connectivity at the Terrace Campus improving the student network experience.

NWCC application to BCNet's INSAC committee to improve WAN bandwidth for all campus has been accepted and now under review. The improvement of WAN bandwidth and connectivity is critical for NWCC's support of online students, international students as well as for student, staff and faculty to be able to take advantage of the growing importance of Cloud Services provided by both BCNet and industry partners.

The full implementation of the Technology Services Remediation Plan, Service Catalogue with SLA Agreement and increased data security now allows NWCC to better engage stakeholders, improving and enhancing the student staff and faculty experience with technology services.

The five year planning process work is already underway to improve governance and services.

The priorities include:

- Improved Wireless and WiFi services to meeting student expectation or wireless connectivity

- Enhance Student online experience through improved web and video conference services
- Development of project governance to curb cost and improve efficiencies
- Continued enhancement of data security through risk management and disaster recovery.
- Continue our fully policy and procedures review to ensure compliance to Federal and Provincial guidelines as well as industry best practices.

Student Awards and Presentations

- NWCC student and new Early Childhood Educator, Melissa Harris presented at the annual Early Childhood Educators of BC conference in Vancouver May 5 to 7, 2016. She shared how the College's unique program integrates local First Nation perspectives and knowledge in the classroom and the positive impact it has on students as future early childhood educators.
- First year student Violet Gatensby of the Freda Diesing School of Northwest Coast Art at Northwest Community College (NWCC), received this year's President's Award. Her painting Thunder Spirit, will be reproduced in a limited print run. It will be given as gifts to dignitaries visiting NWCC and to employees celebrating major milestones. The President's Award gives emerging artists a financial scholarship and wider exposure for their work. Sto:lo nation member, Amanda Hugon won Honourable Mention for her painting Eye in the Sky.
- Two NWCC Prince Rupert students have been awarded Ike Barber Transfer Scholarships. Emma Payne and Leslie Olsen will both be transferring to Royal Roads University this fall. Each will receive \$5,000 to support their education as they complete the degrees that they started with NWCC.



"I only planned to compete the NWCC diploma, but now that I'm half way there, I can't stop now!" said Olsen, a single parent who expressed gratitude to her NWCC instructor, Dave McKeever, for supporting her goals and pushing her to apply for the scholarship. Olsen plans to complete her degree and become a CPA based in Prince Rupert.

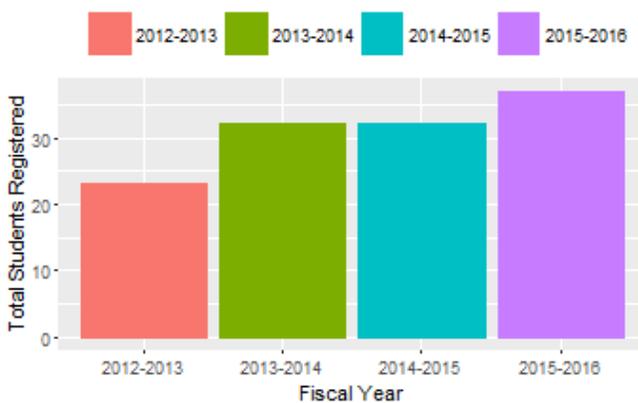
New Programming

Since 2002 faculty at NWCC have been offering University Credit courses with a strong field emphasis. These courses are offered in intersession (May-August) as 'field schools.' For example, this year NWCC is offering five field-based UC courses during the spring and summer intersessions, for a total of 15 credits. As student-centered courses that offer an experiential learning experience, the intersession field courses are highly subscribed, often with wait lists. These courses attract students from many disciplines including Nursing and Environmental Sciences.

The field courses offered focus on the Northwest coastal region of B.C., which hosts the largest intact temperate rainforest on the planet and is the ancestral homeland to the rich First Nations cultures of the area. Students are fully immersed in this environment and culture in the process of learning about science and society, and are provided with life changing and unique educational opportunities. Students acquire knowledge and transferable skills that are relevant to engagement and leadership in society in a variety of subject areas.



Field School Registrations



Northwest Community College has expanded field school offerings by introducing the Kitsumkalum Field School, which is a partnership between NWCC and Kitsumkalum Fisheries Department. The 'Kitsumkalum Field School' included a human geography and botany course. In collaboration with the Kitsumkalum Band, students worked as a team with their instructors to assess ecological diversity, the effects of disturbance, and land use issues in the Kitsumkalum watershed. As a culmination of the program, the students presented their findings in a scientific conference-style poster session that was open to the College Community. This was well-received, and the feedback from the students was excellent.

Facilities and Infrastructure

Camp style residences: For the first time on a British Columbia public post-secondary campus, work camp-style housing is being used to help meet the growing demand for student residences, providing valuable experiential learning opportunities at the same time. Demand for student housing is high at Northwest Community College and this innovative housing solution opens the door to 49 more students to secure housing on the Terrace campus, while students experience what it's like live and work in a camp style community.

Trades Building Renewal and Renovation: This is a multi-phase project ranging from \$18M for phase 1 to over \$30M for all three phases. A business case is currently before the ministry for project approval. The Trades building was constructed in 1970 and is functionally obsolete. The project is composed of the complete renewal of all mechanical systems and upgrades to the teaching shops, tool crib and the inclusion of a student gathering space.

Residence Renewal: NWCC received \$100,000 from AVED to advance and prepare a detailed Business Plan for the residence renewal on the Terrace Campus. The business case was submitted to the ministry in May, 2016,

and calls for the complete renewal of the current residences that are in poor condition and do not meet the needs of our current students.

Other Highlights:

- Terrace campus power system up-grades.
- Repairs North Campus parking lot in Terrace.
- Network infrastructure upgrades.
- Birch building renovations and mechanical upgrades.
- Continuation of LED lighting upgrades.
- Facility upgrades including A/C units and student washroom renewal on the Terrace campus.

Campus Safety

Facilities and IT have worked with Alertus-Socialized Emergency Communications to implement a college-wide emergency communication system for student and staff safety. The computer alert system has been implemented across all our campuses as of February, 2016. Additional hardware including Beacons and audible systems for gathering places and trades' workshops is being installed over the summer of 2016

Learning Collaboration

Scientists from the Smithsonian Environmental Research Centre in California and Maryland, and Fisheries and Oceans Canada (DFO) Nanaimo gathered on docks around Prince Rupert and Port Edward in October 2015. These experts came north to work with the students of the NWCC Applied Coastal Ecology (ACE) program and with Jason Scherr of the Prince Rupert Port authority.

This project had two main goals. The first was to establish a baseline inventory of marine invertebrates for this area. This crucial step will enable scientists to monitor changes over time. Changes may result from ocean warming, acidification, pollution, invasive species or some other factor.

The second goal was to look for invasive species resulting from transportation in ship ballast water, or attachment to the hull of ships or ocean debris from disasters like the Fukushima tsunami.

2. Enrolment Management

Aboriginal Students

NWCC has a mandate to provide education programs and services to the Northwest region marked by the Haida on the West, Wet'suwet'en on the East, Tahltan to the North, and the Haisla to the South. Additionally the home to the Gitksan, Nisga'a and the Tsimshian. Aboriginal students travel or relocate from their home communities to study at NWCC. It is the responsibility of NWCC to bridge the literacy gap between Aboriginal communities and the college campuses to provide quality education and training opportunities.

Through shared collaboration and partnerships NWCC's goal is to enhance education outcomes for Aboriginal students, ensuring Aboriginal students can participate fully and prosper within our economy.

NWCC has an Aboriginal student representative on the First Nations Council. The student representative has proven to be a vital source of insight and guidance to both the First Nations Council and Aboriginal Student services.

First Nations Council

In 1996 the Board of Governors created a First Nations Council to provide a process of direct consultation with First Nations communities in the college region, with the intended outcome that feedback would provide advise to the President relating to aboriginal student success. Communication links have been implemented through the regular reports to the Board of Governors from the Chair of First Nations Council.

The First Nations Council is comprised of representative from the 27 First Nations communities and Bands served within the region of NWCC, Aboriginal institutes, the Metis Nation northwest region, Friendship Centres and NWCC. The Council serves as the consortium responsible for the implementation of the key intentions of the Aboriginal communities and NWCC. First Nations Council policy recommendations focus on student advocacy, program promotion, curriculum design, culture issues and content, program and education service evaluation. Council assists NWCC in strengthening its relationship with First Nations communities in the Northwest region. Council members serve as liaisons and are accountable to their Bands, the Metis Council and or First Nations organizations.

Stepping Stones to Improved Relationships

NWCC First Nations Council developed the Stepping Stones to Improved Relationships Aboriginal Equity and NWCC Action Plan document (Stepping Stones) in 1996, to improve relations between NWCC, Aboriginal Communities and students. The Stepping Stones document outlines many initiatives that were believed to

increase Aboriginal learner access, retention and success. It is a living document that directs and guides consultation with Aboriginal communities. NWCC continues to meet regularly, (every 6 weeks) throughout the year, with First Nations Council to review Aboriginal community priorities and initiatives.

Priority initiatives identified within the Stepping Stones document are to:

1. Increase Student Services to Aboriginal students;
2. Increase Partnerships; and
3. Recognize and integrate First Nations culture into program delivery

First Nations Council has been instrumental in bringing about many changes with the College and is active in the change occurring at the college. A representative of the First Nations Council actively participates on the Education Council (EDCO), Aboriginal Course Program Articulation Committee (ACPAC) and has a non-voting seat on the Board of Governors (BOG). First Nations Council representation on these boards and committees ensures and promotes an inclusive curriculum and services which reflects and respects Aboriginal culture diversity and is inclusive of Aboriginal knowledge.

Aboriginal Service Plan

Within this vast geographical area NWCC has five First Nations Access Coordinators (FNACs) working directly with Aboriginal students providing educational, financial, emotional, and cultural support. The goal of these services is to provide a welcoming environment and provide a successful transition to NWCC.

Supporting the Manager of Aboriginal Student Services and FNACs, the College has created an Aboriginal Community Liaison position to improve access and contact with remote First Nations communities. The Aboriginal Community Liaison will help communities actively participate and submit proposals for community based Aboriginal Service Plan (ASP) supported programs.

Aboriginal Service Plan goals are to:

- Increase access, retention, completion and transition opportunities for Aboriginal learners;
- Strengthen partnerships and collaboration in Aboriginal post-secondary education; and
- Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.

Through Community Based programming NWCC has successfully delivered, in 2014/2015, the following programs in Aboriginal communities.

Community	Programs 2014/2015	Number of Aboriginal Students
Gitwangak	Gitxsan Art Program	10
KitsumKalum	Sm'algyax Level 2 Language	16
Gitsegukla	Cooks Helper	12
Kitselas	Project Management	30
Gitanmaax	Customized Workforce Training	18
Skidigate	Fine Arts	12
	Total	98

Elders in Residence continues to be well received by students. We have seen a steady increase of students and recently potential students participating in Elders cultural activities. Elders on campus are present during many of cultural activities; at times, elders take the leadership role in hosting cultural events or workshops. Hosting cultural events on campus is a way for Aboriginal and First Nations students to connect with their culture and with each other. Elders on campus bring together students of various cultural allowing students the opportunity to talk about the ways they were taught by their families. It has been expressed by students how much they appreciate having the opportunity to talk to a "granny" on campus. For various reasons, they don't have access to a support structure. Being away from home to attend school is a common reason. They enjoy the time spent to listen and learn. At times, the interaction eases the burden of loneliness for them.

Campus	Number of Student Participants	Number of Elders in Residence Hired
Terrace	286	10
Prince Rupert	327	5
Hazelton	46	3
Smithers	525	5
Houston	140	3

In addressing the needs of Aboriginal students NWCC provides various student services and cultural activities geared towards student recruitment and enhancing on campus student experience. The types of activities have increased in number, size and scope. The Aboriginal Student Services team is working in collaboration with community elders to bring back cultural practices, such as: hide tanning, moose hair tufting, tumpline weaving, learning feasts, storytelling, moccasins, beading, traditional suave, cedar bark weaving, designing and sewing traditional regalia.

NWCC's commitment to increasing aboriginal student retention and completions to foster success, is outlined in the college's Strategic Plan 2012-2017 "This Way Forward", Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan 2020 Vision for the future, Aboriginal Service Plan and NWCC's First Nation Council Stepping Stones to Improved Relationships document.

Retention

In January 2015 NWCC adopted a retention documentation system through Colleague. This system tracks retention efforts made by the Student Services team at all campuses. We continue to improve this system and provide training for staff so that we can better capture retention.

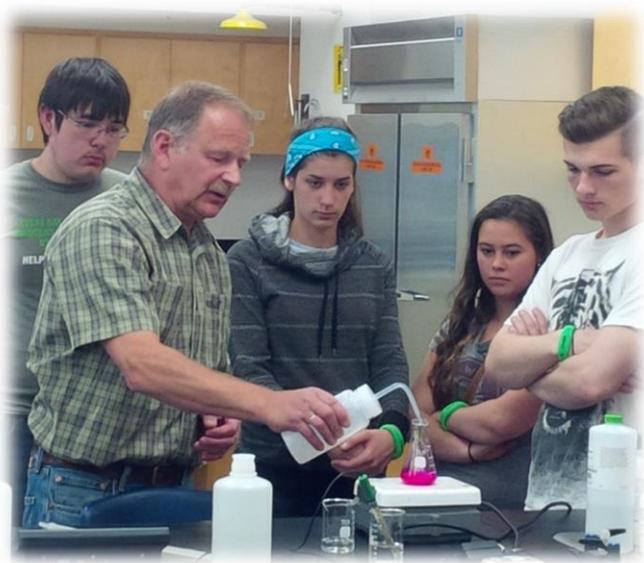
The Student Services team provides support and resources to students who are struggling including: financial aid resources, counselling referrals, food bank referrals, academic support, advocacy, and policy guidance. To increase awareness of support services, we have created a PowerPoint introduction to the Student Services team that can be customized to each campus. This resource will be sent to all faculty and will be used at orientation.

Recruitment

In September 2015 NWCC hired a full time Recruitment Coordinator and a part time Recruitment Assistant. These positions have been critical in responding to recruitment needs in the community and providing support and training to staff and faculty who recruit. The Recruitment Team works closely with Communications and Student Services to ensure that NWCC is represented at strategic events. The Recruitment Team provides Terrace campus tours by request (typically up to 20 per year) and has responded to approximately 35 events in 15 communities within NWCC’s catchment area plus events in Fort St. James and Vanderhoof by community request.

In April 2016 the Recruitment Team deployed a new survey tool at the Terrace Business Expo to capture data on interested students. As a result of this work, 35 students were personally contacted by NWCC staff. In this same month the Recruitment Team partnered with Terrace RCMP to host Healthy Choices, an event for youth. Over a period of 2 days, nearly 500 students in grades 8 visited the Terrace campus to learn about healthy life choices.

The Recruitment Coordinator is finalizing a High School Communications Plan that will see regular and ongoing contact with local High Schools in the NWCC catchment area. This Plan focuses on strengthening NWCC’s relationship with local High Schools by outlining a detailed schedule of initiatives including: PSIBC visits, Strengthening Connections visits, awards and new program promotion, classroom exchange, campus tours, and ProD activities with teachers.



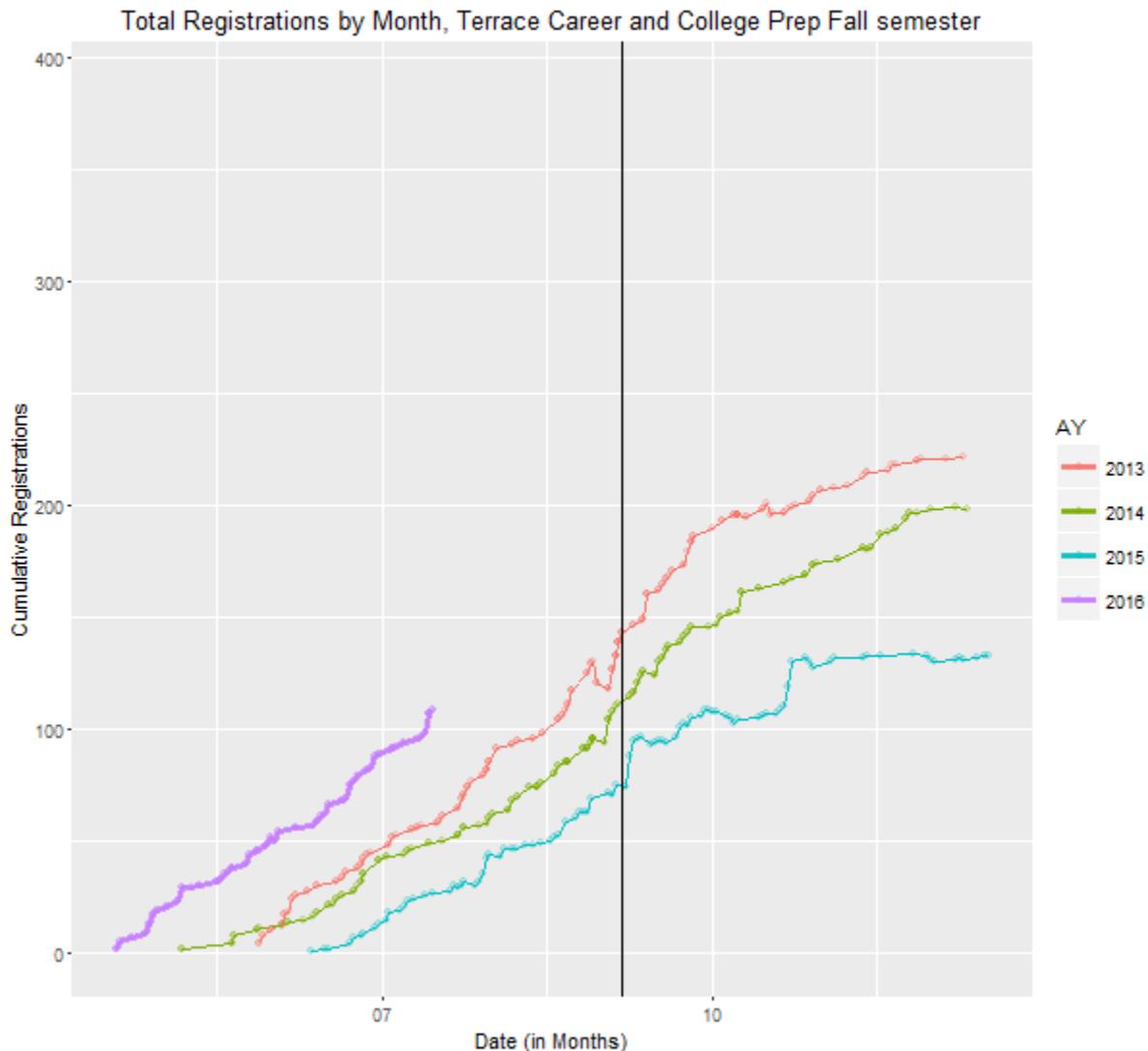
Test Drive NWCC continues to be a successful recruitment initiative for local youth. Test Drive is held at the Terrace campus and allows students in grades 10-12 to experience different academic and trades programs that they may not previously had exposure to. This gets students thinking about the future and different pathways to education and employment. Test Drive 2016 was held in May and had 23 participants from 7 different communities. Participants are registered in Test Drive so we have the ability to track long term outcomes.

Test Drive NWCC: Long term outcomes

Year	Participants	Applied	Registered
2016	23		
2015	29	9	6
2014	Canceled – low enrollment		
2013	Students weren’t registered, no data		
2012	24	20	18
2011	28	28	28

New Institutional Research Capabilities and Enhanced Enrolment Planning

In December 2015, the College transitioned from Unidata to SQL. This change has created reporting opportunities to organize and view data in ways not possible under the previous data structure. Enrolment planning targets have been combined with the weekly enrolment reports to inform admissions and recruitment staff about progress toward enrolment numbers. We are now able to more accurately assess and visualize registrations, applications, turnover rate, attrition rate, and withdrawal rate. The following graph is an example of a net registration graph for Terrace’s CCP program compared to the last three academic years. The black vertical line indicates the start of the Fall semester.



In addition to these improved reporting goals, the institute has created a longer-term schedule of program offerings. Schedules were available mid-April 2016, which is a full two months earlier than 2015. The outcome of this change has allowed students to register before classes completed for the winter term, and the College is on pace to exceed previous years enrolment numbers. The goal over the next year is to have a three-year enrolment plan in place. This will support apprentice students to register in multiple levels and ensure a confirmed multi-year educational pathway.

British Columbia Council on International Education (BCCIE) External Review and International Initiatives

Northwest Community College is expanding its international footprint with the support of the BCCIE. By increasing the number of international students at the College, it will provide for more programming for domestic students, increase the profile of the College and opportunities for collaboration with other College and University partners. For instance, during the past year, the College has undertaken contract work in Colombia and Bolivia to support Colleges and Institutes Canada (CICan) initiatives, recruited students from Europe in partnership with University of Northern British Columbia (UNBC), and undertaken outreach activities in China with the local school districts. With the support of the Provincial Government, the College is confident it will have a sustainable number of international students within three years.

Colombia: NWCC provided a one week course in Colombia to teach practitioners at Servicio Nacional de Aprendizaje (SENA). SENA provides national entry level technical and training and develops occupational standards and certification. During the one week program, NWCC staff taught the SENA representatives how Canadian standards are developed and then using that information, led a workshop to develop a new occupational standard for the mining industry in Colombia.

Bolivia: Education for Employment Bolivia (EPE) is a 3 phase project developed for the Bolivian Ministry of Education sponsored through Colleges Institutes Canada.

The first two phases of the project focus on the introduction of a Career Counseling Service and a pre-employment training program especially designed to target the needs of seven pilot Technical Training Institutions (trades and agriculture) with basic infrastructure and limited material resources. The third and final phase is a report outlining recommendations for the implementation of a National Employment Strategy based on research and experiential evidence gathered from institutions and NGOs from within Latin and North America.

Marketing Efforts Stepped-up

More accessible and dynamic view books for Academic, Trades, and Workforce Training have been developed, and an International view book is on the way. The College has developed companion brochures for key programs including Business, Environmental, and Social Service. There is an increase in the amount of targeted online, television and radio promotion.

The past year has seen the completion of research on the College brand perceptions and positioning opportunities, and we will be moving forward with phase two of a brand repositioning exercise in the latter half of 2016.

In conjunction with the repositioning exercise, 2016 will see a complete overhaul of the College website to make it more intuitive, attractive and mobile-friendly. Additionally, a Social Media Marketing officer role has been created to support recruitment efforts.

3. External Relations, Communications and Business Development.

Furthering our Commitment to the Stepping Stones document

The Stepping Stones document was created to guide the development of Aboriginal equity and improved relationships at Northwest Community College. The College has made several recent changes to better meet the goals outlined in the Stepping Stones document:

- Chair of First Nations Council was appointed as an ex officio representative on the Board of Governors.
- A Manager of Aboriginal Student Services has been created as a new position working with the campus communities, the First Nations communities, and First Nations Council to support Aboriginal student success.
- The Aboriginal Content Committee and Academic Quality Committee have been merged together to ensure all curriculum is reviewed for indigenous content.
- First Nations Council meetings will alternate between regional campuses and in First Nations Communities.
- The College continues working towards greater indigenization of curriculum by supporting collaborative efforts between First Nations Council and the Centre for Research and Learning Transformation.

Memoranda of Understanding

Dual Credits: NWCC and School District 52 (Prince Rupert) signed a Memorandum of Understanding (MOU) on April 6. The MOU will allow the two education providers to partner on joint programming in a more efficient way. Joint programs will primarily be focused on trade's courses for students offered to a mix of high school students, recent graduates, and adult students. It will also cover dual credit academic courses that allow high school students to get a head start on their post-secondary studies.

Trades: Intro to Trades is offered in School District 82 (Coast Mountain), 92 (Nisga'a), 50 (Haida Gwaii), 54 (Bulkley Valley) and 52 (Prince Rupert). This program brings college trades' instructors to regional high schools to explore different trades. The typical model includes Carpentry, Plumbing, Electrical, Welding and Mechanics. However, depending what the school and industry in the area require, a variety of different trades' modules can be included. The program is flexible and can be delivered to schools with a small cohort of grade 10 students in a ten week model or with a two cohort model that is delivered over a twenty week span. The goal is to gauge interest for ACE-IT offerings in senior high school years.

BCIT Mining Diploma: An MOU signed with BCIT that will provide an opportunity for students to complete the first year of the BCIT Mineral Exploration and Mining Technology diploma at NWCC, and ladder into the second year of BCIT's Diploma program. The Collaborative Mining Engineering and Technology Degree/Diploma Program provides students across British Columbia with a local and alternative pathway into Mineral Exploration and Mining Technology or Mining and Mineral Resource Engineering Programs at BCIT. Students will begin their academic studies toward a technology diploma or engineering degree at NWCC before transferring to the full program at BCIT and studying in the Lower Mainland of British Columbia. Students will complete eight University Credit courses at NWCC and will also have an opportunity to collaborate and network together through discussion forums and other online features when taking the online BCIT courses.

Year-end Money to Support Educations Needs Specific to our Region

NWCC has received significant year-end funding from the Ministry, to further fulfill our mandate around programming needs for the North:

- \$51,000 to reduce waitlists in critical trades' occupations.
- \$150,000 to support training needs identified to assist workers affected by closure and curtailments in mining, fishing, and forestry sectors.
- \$92,000 to support Child and Infant Mental Health Certificate program.
- \$75,000 to support innovative training to increase the success of people with disabilities in trades and technical programs.

College Advancement

- First Donor recognition dinner was held January 14th with 63 students, donors and staff in attendance. The purpose of the dinner was to thank donors and connect them with the students that received the awards. This, or a modified version, will become an annual event.
- NWCC raised more than \$23,000 for bursaries and scholarships at their 2nd annual Smithers Golf Scramble and Silent Auction.
- The 3rd annual Terrace golf scramble and Silent Auction raised more than \$40,000 with an additional \$10,000 committed to support bursaries and scholarships.
- Both events bring together local business, community and industry leaders. The success of these events is a testament to the importance of the College providing critical skills to the region.



Partnerships

- NWCC is an active member of BCNet working with other members to improve the shared services experience. NWCC is working with BCNet through the INSAC committee to improve out internet connectivity across our broad college mandate to be able to take full advantage of the shared services offered through BCNet and ASDT. This is an urgent issue faced by our region as we do not enjoy the same internet access at most of our campuses and communities as does the rest of the province.
- NWCC and eight other institutions formed the Administrative System Consortium (ASC) to oversee license negotiations and technical user support services for our integrated enterprise resource planning (ERP) system, Colleague. It is estimated that we have, collectively, saved approximately \$2 million per year for a total of \$32 million over the past 16 years. Not only has this collaboration provided cost-

savings, but it has also resulted in a strong network of experts across our system where experience and expertise is freely exchanged resulting in efficiencies savings and improvement toward better student services.

Changes to Convocation

This year, some new traditions were incorporated into our Convocation the ceremony to highlight the uniqueness of this region.

First, to honour their accomplishments, the graduates were drummed into the theatre by Gitlaxdax Drummers: Ross Scodane and Gerald Brown.

Second, while other institutions typically open convocation by carrying in a mace, NWCC has introduced a paddle, designed and painted by Stan Bevan, artist and instructor with the NWCC Freda Diesing School of Northwest Coast Art. This paddle indicates the journey on which each student is embarking.



Faculty Achievements

NWCC science instructor, now Dean of instruction, went as part of a team of scientists, engineers, students and educators aboard a research vessel. Pouyan Mahboubi was one of two educators participating in the two-week research mission lead by Ocean Networks Canada (ONC). ONC is a University of Victoria initiative that manages the worlds most advanced cabled ocean observatories off the west coast of British Columbia and in the Arctic for the advancement of science and the benefit of Canada. The observatories collect data that sheds light on everything from deep sea animal life to marine biology, geology, and earthquakes and tsunamis.

“It’s one of those opportunities of a lifetime,” says Mahboubi. “What they have got out there is the foremost technology on ocean research... its way up there in terms of what’s going on in the world in terms of understanding the marine eco-systems. These are the best researchers and the best scientists.”

While on the research trip, thanks to ONC’s program called Ship-to-Shore which invites educators to come aboard when space is available, Mahboubi will gain a valuable perspective that he to bring back to the Applied Coastal Ecology program – one of NWCC’s most unique offerings.

4. Human Resources Priorities

The Human Resources Department is committed to supporting the Mission, Vision and Values of NWCC, believing that people, through their diversity, are the backbone of our institution. The College recognizes as its strength, the professionalism and diversity of its



employees and their ability to foster an environment that encourages innovation and creativity and that enriches the educational experience of our learners.

NWCC employs over 500 dedicated full-time staff that are committed to our students and their communities. Like many institutes in the province, we are not immune to the challenges of recruitment and retention in our remote location. Attracting the right person for NWCC is more than filling a role; it is promoting our northern lifestyle and diversity, introducing our NWCC culture of safety, respect and equity, and offering exciting, innovative and rewarding opportunities within the field of education.

For the first time in many years, there is a full complement of HR Professionals, which has provided better support to employees in the institution. Organizational realignment is underway and development of necessary leadership skills is being promoted to reflect environmental changes in the communities of the Northwest. Employees are critical to the growth and success of the College.

Through effective people management, the aim is to enable our employees to achieve their full potential. The HR department will work in strategic partnership with managers to support them through their human resource management responsibilities. An emphasis will be placed on employee safety and development by encouraging and supporting a workplace in which employees feel valued and recognized for their efforts.

The human resources team will strive to be recognized as service-oriented, credible and progressive; with the following commitments:

- To provide accurate, timely, consistent and innovative advice and services
- To act ethically and honestly, treating employees and others with fairness, dignity and respect
- To communicate in an open and transparent manner while respecting confidentiality

There are a number of strategic goals which drive the action to implement our Human Resources Priorities; these will be used to set the priorities within the division, guiding our resource allocation:

- Develop a stronger Human Resources department to support people in the College community
- Continue to build and strengthen internal communications
- Realign organizational chart to reflect environmental changes in our communities
- Continue to foster open, transparent decision-making through appropriate consultation.

Our Goals drive our Actions to implement our Human Resource Priorities. The Human Resource Priorities guide our Decisions about our future Direction.

Goals are achieved with sound Key Initiatives which are executed through action plans. These plans define the steps and milestones to meet our goals.

The Mission, Vision and Values will be supported by building a strong foundation of best-in-class human resource management practices and services from which all other human resource priorities will be based upon.

This Strategic Goal is a fundamental enabler to implementing the human resource priorities, providing human resources frameworks, policies and tools, promoting model human resources management and providing effective human resources services to the departments.



As stated in the College's Mission and Values, NWCC will demonstrate inclusivity and respect with our employees. They are our resource, and it is our duty as stewards of this resource to secure a positive future within our communities.

A Robust Human Resources Team

In the 2015/16 academic year we hired a full team of Human Resources Professionals, filling a huge gap in the organizational structure. This is expected to improve policies and procedures across the organization and provide a boost to morale:

- Associate Vice President of Human Resources
- Executive Assistant to the AVP of Human Resources
- Senior HR Specialist
- HR Advisor and Employee Benefits
- Human Resources Clerk



Staff Leadership Training Program

Twenty-five high performing staff members from across the organization had the opportunity to participate in an eight-month Leadership Training program. The goal was to foster new leaders within the organization, promote cross-departmental collaboration and relationship building, and provide support for succession planning. The program was a success resulting in five excellent capstone projects focused on making NWCC more student-centred. The first two of these proposals, a bike share program and a mentorship program, are being implemented. Others will follow. The leadership training program is expected happen again in the coming academic year.

Recognition

For the first time in several years we held employee long-term service recognition events at Smithers, Hazelton, Terrace, and Prince Rupert campuses.

New Leadership Hires

Vice President, Education, Student Development and International: Justin Kohlman brings with him years of experience in the post-secondary industry specializing in student development, recruitment, international recruitment, communications, marketing and branding.

His career in post-secondary began at Australia's Monash University where he was the Manager, Marketing and Public Affairs from 2002-2006. He then worked as the Director of Marketing and Enrolment Services at the University of Victoria from 2006-2011. Justin took on the role of Vice President Student Services at BCIT from 2011-2014 and has been consulting to the postsecondary sector since then. His passion for student success, focus on applied research and a strong sense of building community both internally and externally will serve Northwest Community College well.

Registrar, Director of Institutional Research: Stephen Salem has a wealth of experience to draw from in his new role. Previously, Stephen served as the Associate Registrar at Vancouver Community College. Prior to that, Stephen worked for nearly a decade in various Registrarial functions at British Columbia Institute of Technology including Supervisor of Admissions.

Stephen is a strong communicator with a track record of working with Faculty and staff to develop student-centred systems and structures. His experience is complemented by graduate studies in higher education where he gained a theoretical understanding of student success, post-secondary organizational structure and student diversity.

Vice President, Human Resources: A senior leader in human resources for over a decade, Michael Doyle has experience in the energy, healthcare, tech, and HR solutions sectors. We will benefit from his experience providing human resources solutions to more than 100 of Canada's largest companies and to all levels of government.

Mike is also an experienced media liaison, commenting on human resources matters and labour trends for major business and news outlets across Canada.

Mike has a Bachelor of Administration from the University of Ottawa and has completed the Strategic Leadership Series onsite at the University of Wisconsin-Milwaukee.

Vice President of Corporate Services: Laurel Campbell accepted an offer to join Northwest Community College as our new Vice President of Corporate Services. She started in her new role in April 2016.

Laurel was most recently the Chief Financial Officer for Olds College in Alberta. Prior to that she was Vice President of Finance at the Brenda Stafford Foundation where she was overseeing all financial and IT aspects of the foundation.

Laurel is a Certified General Accountant (CGA), a Chartered Professional Accountant (CPA) and has an MBA from Laurentian University. Throughout her career she has developed strong leadership skills, as demonstrated in her 360 degree reviews.

Dean of Instruction, Academic: Pouyan Mahboubi has been a faculty member at NWCC for the past 18 years. During that time, he helped build the Applied Coastal Ecology program into an innovative, well-known academic program.

During the past eight months, Pouyan has been acting Dean and has worked very closely with the faculty on many initiatives with the goal of enhancing enrolments at the college. Pouyan recently completed his doctorate from the University of Northern British Columbia.

Dean of Instruction, Business and CCP: Laurie Waye brings to this role more than 25 years of involvement in teaching and learning. She has taught writing, business communication, and education at colleges and universities in Canada, New Zealand, and Japan.

Laurie is joining NWCC from her current position at the University of Victoria, where she is Associate Director of the Learning and Teaching Centre and Adjunct Assistant Professor in the Gustavson School of Business. Laurie will begin in her role on August 22, 2016.

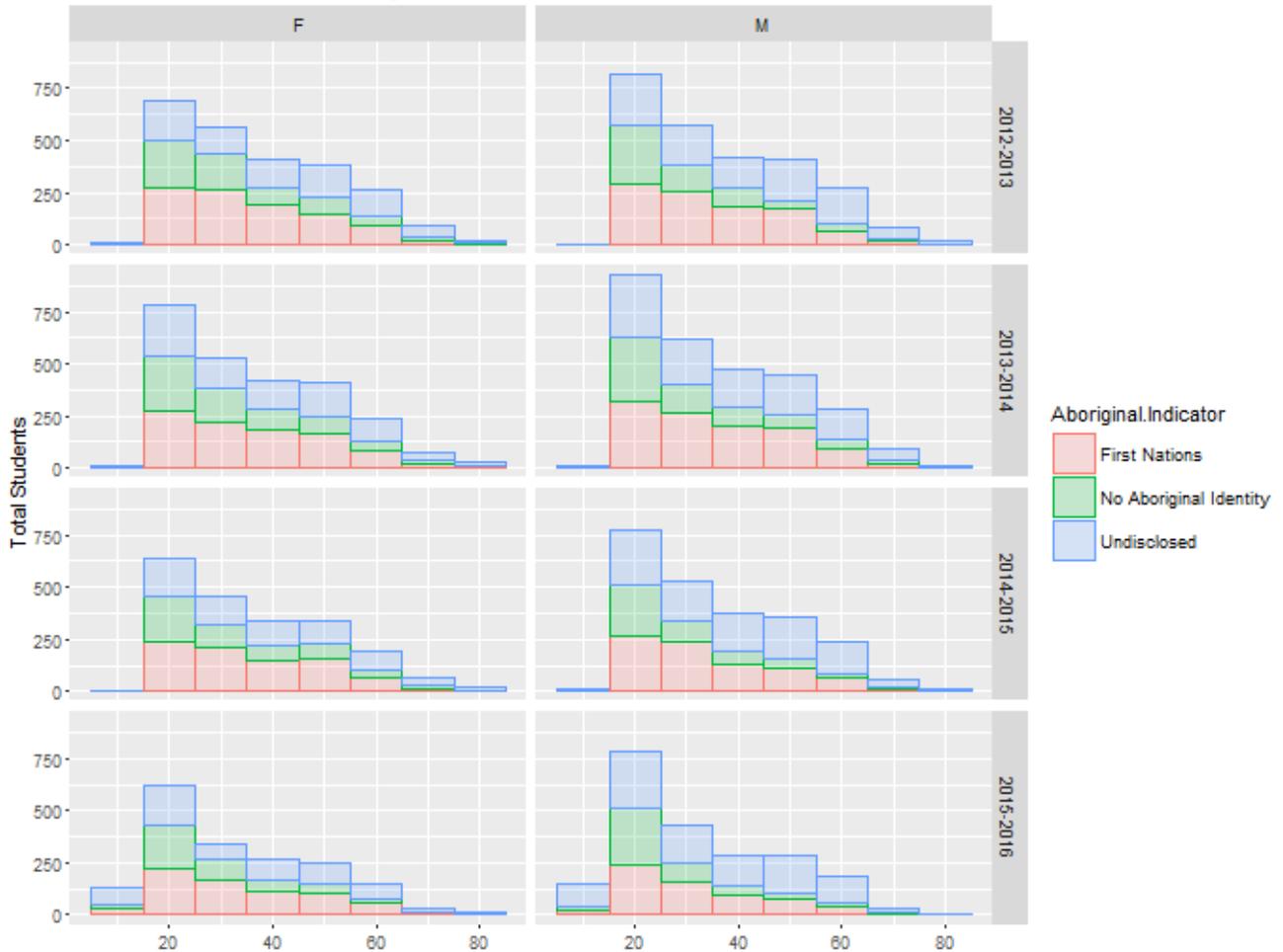
Financial Information

This is the link for the audited financial statements of all post-secondary institutions.

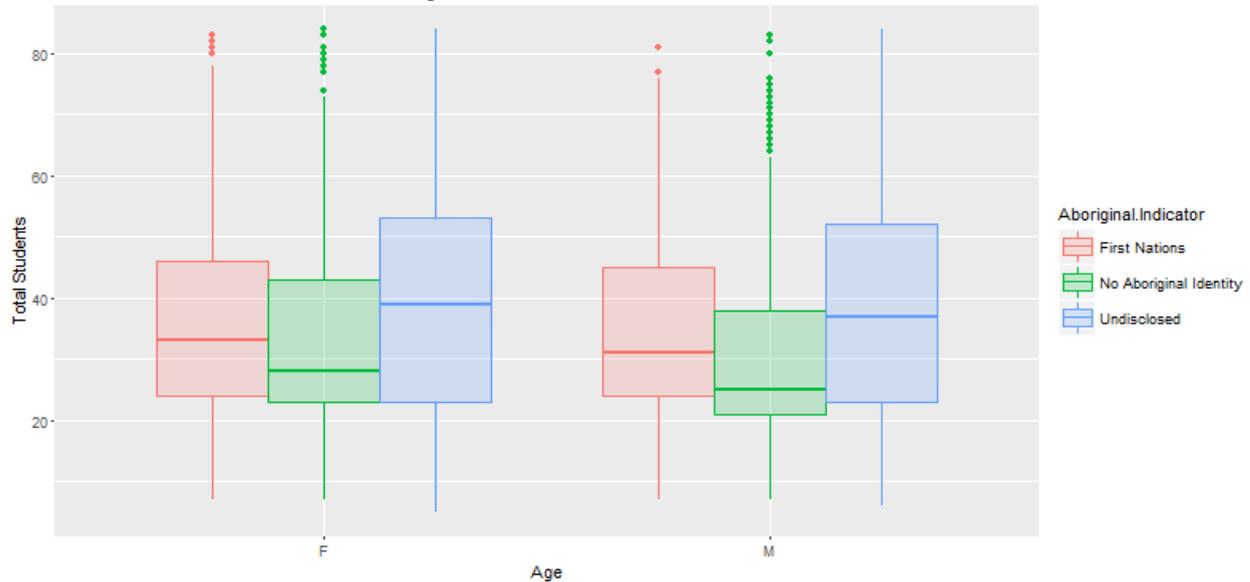
<http://www.aved.gov.bc.ca/gre/financial.htm>

Appendix A: Demographic Reports

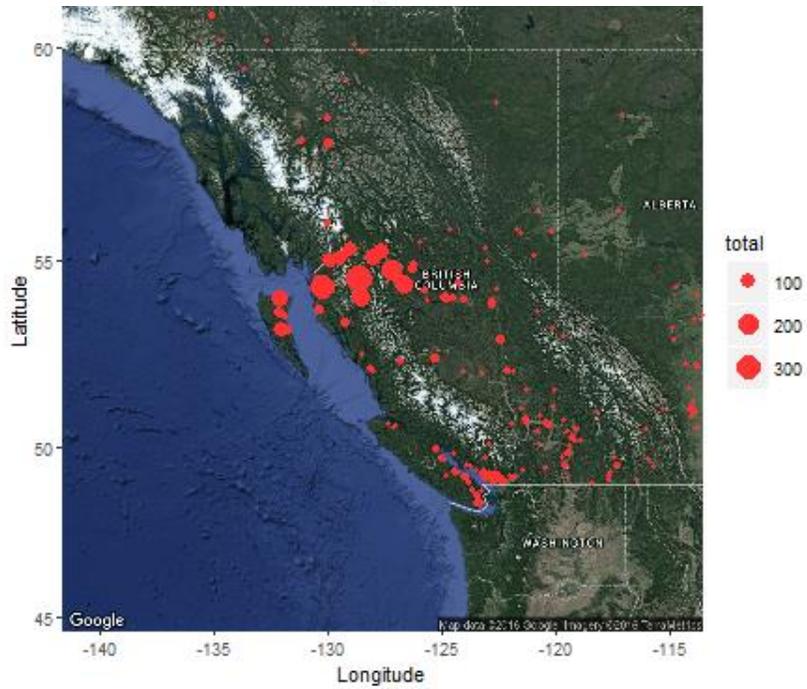
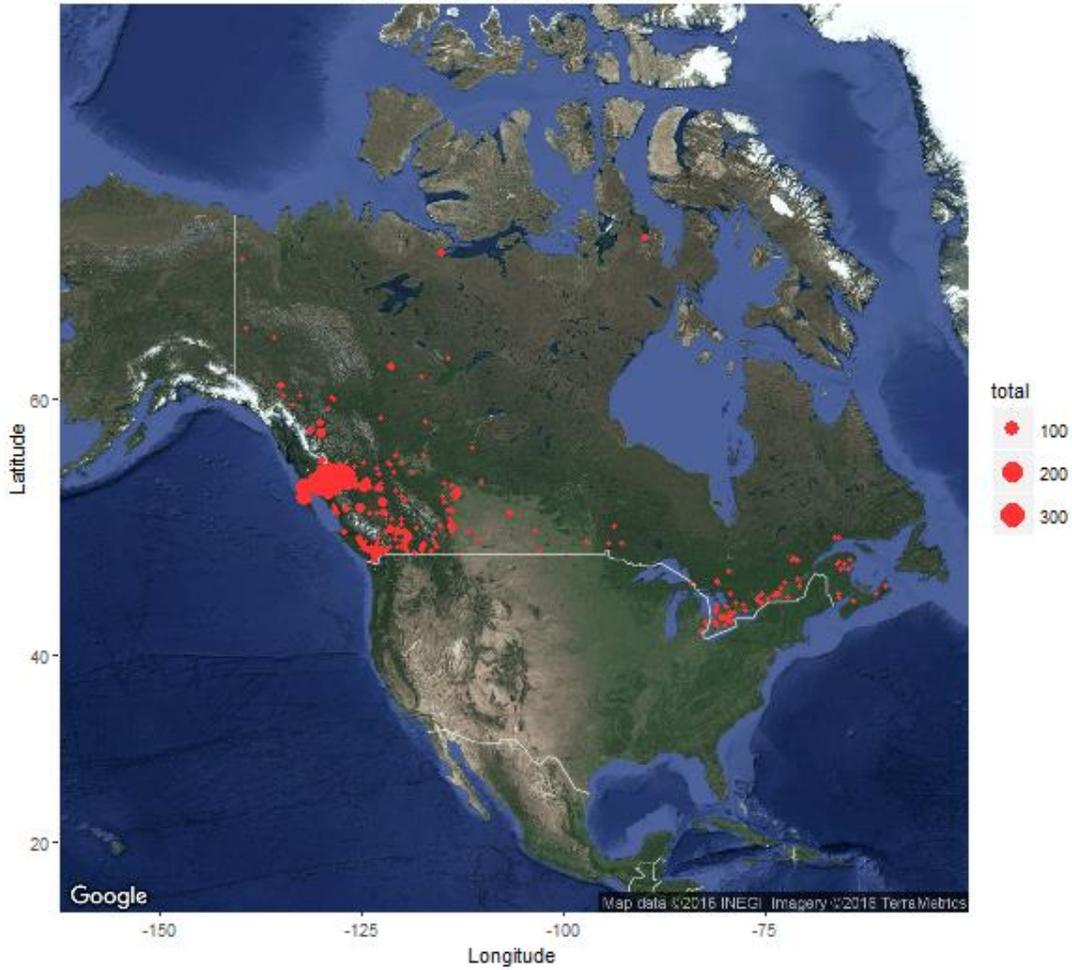
Age and Gender Distributions



Age and Gender Distributions



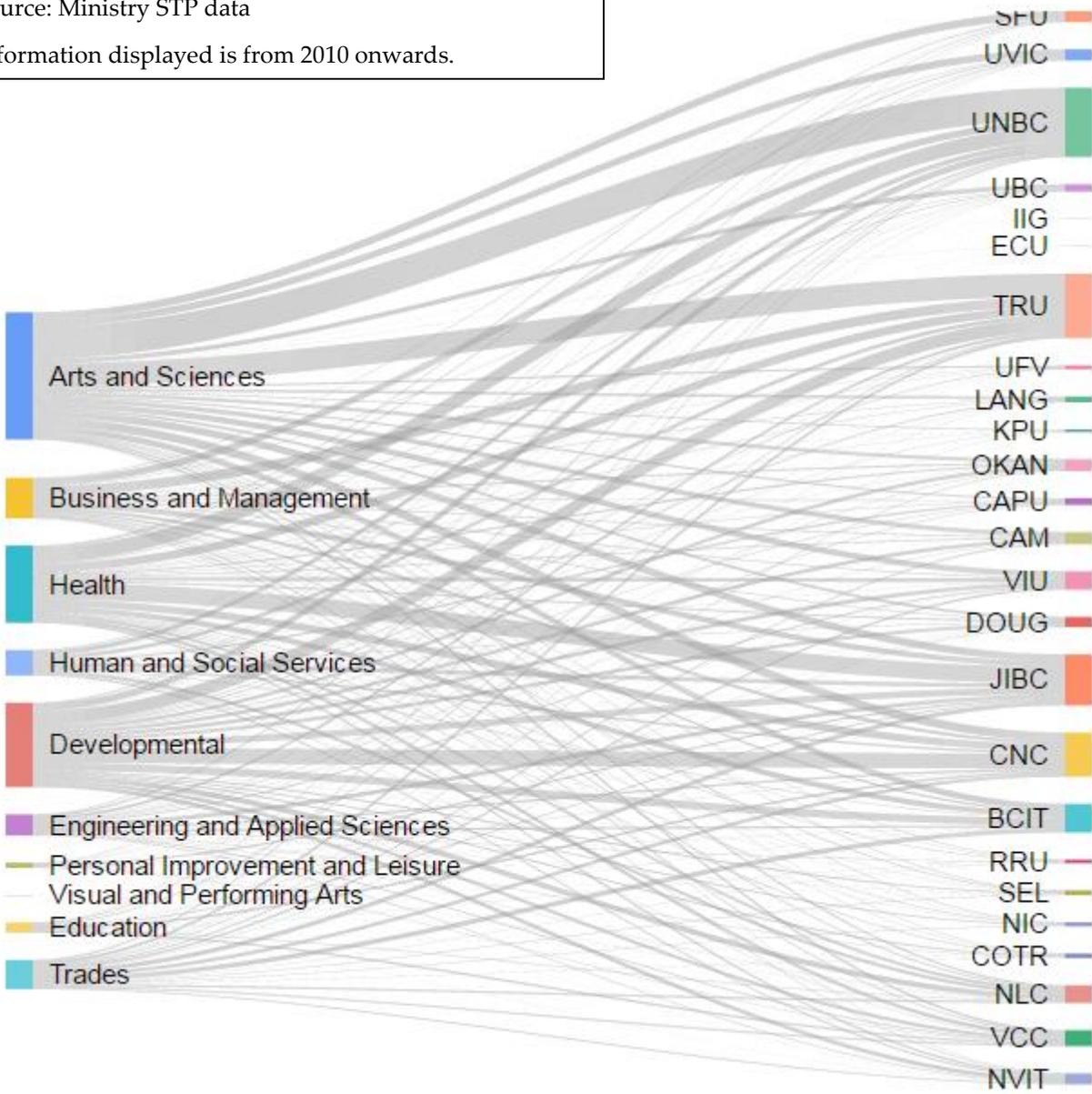
Students by Hometown Location



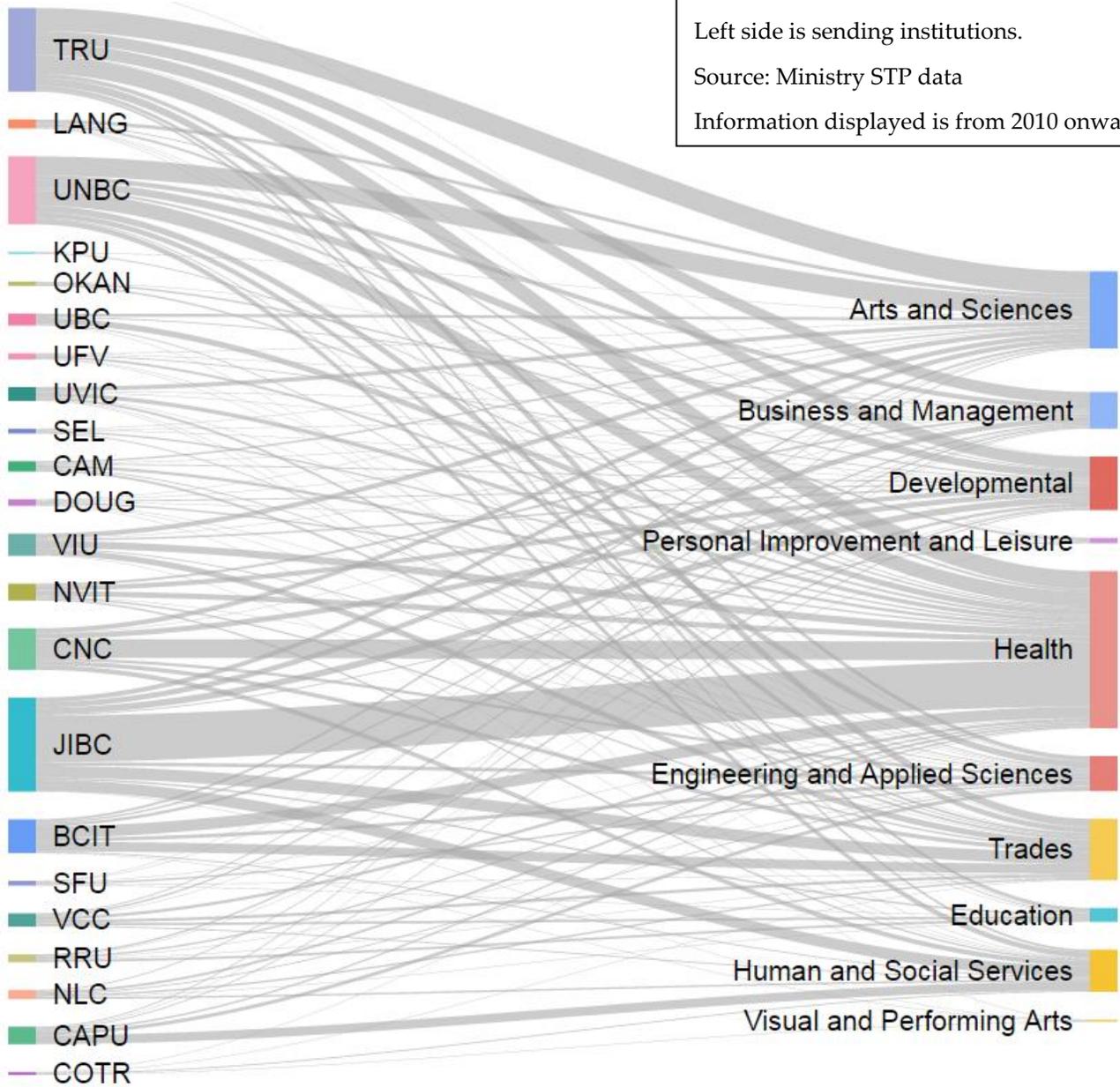
Appendix B: Mobility of NWCC students

NWCC Transfer Students by initial CIP cluster

Left side is programs grouped by CIP cluster at NWCC.
 Right side is receiving institutions.
 Source: Ministry STP data
 Information displayed is from 2010 onwards.



Students Transferring into NWCC by CIP Cluster



Right side is programs grouped by CIP cluster at NWCC.
 Left side is sending institutions.
 Source: Ministry STP data
 Information displayed is from 2010 onwards.

Course Hour Equivalency Report

2015/16 Contact Hour Activity Report Institution name

Contact Hour Activity Report (Due July 15 2016)

This report, along with accurate and up-to-date Facilities Space Inventory data, forms the foundation for the review of institutions' requests to Government for facilities expansion. To meet the requirements of the Space Standards, data is to be separately reported by Campus and Space Type (Class/Lab or Shop/Teaching Kitchen), and with activity delivered to international students separated from all other activity. Please complete and upload the Excel file to your institution's folder on the Accountability Framework SharePoint site.

[Accountability Framework SharePoint site](#)

A script is available on the SharePoint site to help complete the report.

Table A: Contact Hour Activity for Fiscal Year 2015/16

Campus Name	Onsite ¹ CHE ²				Offsite ³ CHE				Campus Total
	Domestic Students		International Students		Domestic Students		International Students		
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	
Hazelton	43,615	8,742			614	307			53,278
Houston	25,344	1,392			180	-			26,916
Kitimat	3,185	670							3,855
Prince Rupert	99,536	18,104	1,590	-	4,159	-	427	-	123,817
Queen Charlotte	8,926	32			280	-			9,238
Smithers	61,821	6,938	109	-	22,549	1,005			92,422
Terrace	282,451	104,977	1,673	-	56,912	50	810	-	446,873
Total	524,878	140,855	3,372	-	84,694	1,362	1,237	-	756,398

Notes

¹ Onsite activity includes classroom instruction such as lectures, labs and tutorials.

² CHE: A contact hour equivalent (CHE) is defined as equivalent of one hour of scheduled class time. A CHE is a means of recognizing an amount of educational activity comparable to a conventional Student Contact Hour (SCH), but not specific to a mode of delivery.

³ Offsite activity includes distributed education (DE), online, prior learning assessment (PLA), practicum or on-the-job training and other activities, as well as instruction delivered at worksites, rented or donated locations. **Please assign offsite activity to the main or regional campus that administers the activity.** Activity delivered at a offshore/foreign campus should be excluded from the report.

Comments/Description of Manual Edits

Trades Ratios from ITA Website

Program	Theory/Class	Practical/Shop
Auto Service Found	0.35	0.65
Auto Service Appr 1	0.30	0.70
Auto Service Appr 2 & 4	0.35	0.65
Auto Service Appr 3	0.50	0.50
Carpentry Found	0.60	0.40
Carpentry Appr 1	0.60	0.40
Carpentry Appr 2	0.80	0.20
Carpentry Appr 3	0.55	0.45
Carpentry Appr 4	0.70	0.30
Electrical Found	0.40	0.60
Electrical App	1.00	-
Heavy Duty Equip Found	0.55	0.45
Millwright Found*	0.70	0.30
Professional Cook	0.30	0.70
Welding Lev C & A	0.35	0.65
Welding Lev B	0.50	0.50
Welding Upgrade*	0.10	0.90
Heavy Equip Oper Found*	0.90	0.10
Heavy Equip Oper Appr*	0.40	0.60
Heavy Mechanical Foundation	0.54	0.46
Welding Foundations	0.34	0.66

* Ratio supplied by trades dept

Off Site Location Assignment			
Hazelton:	Gitsegukla	Terrace:	Kincolith (Gingolx)
	Gitwangak (Kitwanga)		Kitselas
	Kispitox		New Aiyansh (Gitlakdamix)
Prince Rupert:	Hartley Bay		Greenville (Laxgalts'ap)
	Kitkatla	Queen Charlotte:	Kaay Llnagaay
	Port Simpson		Masset
Smithers:	Morictown	Kitimat:	Kitimaat Village

Completed by: Jonathan Stone Position Title: Institutional Research Assistant

Telephone Number: 250 635 6511 ext. 5493 Email address: jjstone@nwcc.bc.ca

Date: 15/07/2016