

# COLLEGE OF NEW CALEDONIA

## Service Plan 2005/06 – 2007/08

April 29, 2005

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April 29, 2005

Honourable Ida Chong, M.L.A.  
Minister, Advanced Education  
c/o Accountability Branch  
B.C. Ministry of Advanced Education  
PO Box 9882 STN PROV GOVT  
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Dear Minister,

We are pleased to provide the College of New Caledonia's multi-year service plan for 2005 – 2008. This plan integrates the College's mandate, strategic goals and directions and measurable outcomes with the Ministry of Advanced Education's service planning process.

Please note that CNC is currently involved in a year long strategic planning process, which outcome will guide the College from 2006 – 2010. The Strategic Plan will be complete by May 2006, having taken into account the Ministry's Service Plan, external environment and internal conditions of the College. The CNC Strategic Plan will then drive our annual institutional service plan, annual department plans, annual budgets and evaluation and reporting processes. We have noted that components of the attached service plan may change over the next three years, as our new strategic plan becomes active. Such changes will be reflected in our 2006 – 2009 service plan.

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

Yours Sincerely,



Art Robin  
Chair, Board of Governors



Ralph Troschke  
President

## **Institutional Overview**

The College of New Caledonia is north-central BC's longest-serving post-secondary institution, having opened its doors in 1969. CNC serves a region of 117,000 square kilometres, with an overall population of 145,000. CNC's campuses are located in the larger communities: Prince George, Quesnel, Mackenzie, Burns Lake and Vanderhoof. We have smaller, sub-campus in Valemount and Fort St. James, and offer services in many smaller communities and aboriginal reserves.

The College offers a comprehensive range of university credit, technical, career and vocational programs, as well as a broad array of continuing education and contract training programs throughout the region. In 2003-04 CNC served 5,224 students, or 2,926 full-time equivalent students. In continuing education, another 15,264 learners were served. International education has become an important part of the College and college-life; between 2000 and 2004 the population grew from 60 international students to 226. The College offers associate degrees, advanced diplomas, diplomas, certificates and citations, approved through its Education Council.

CNC is strongly committed to partnerships. A very few of the partnerships in which CNC has initiated and been involved are:

- Initiated the concept and coordinated the Steering Committee (Northern Health Authority, UNBC, Northern Lights College, Northwest Community College, CNC) to develop and negotiate a joint proposal for Health Education Planning Labour Market Partnership, which has been funded by the federal government
- Developed seven month Pulp and Paper Operations Program jointly with Malaspina University College and industry
- Offers the Career Development Practitioner Certificate program in partnership with Douglas College
- Regularly offers Douglas College's Community Mental Health Certificate (or components of it)
- Offered Malaspina's seven month Graduate Nurse Refresher Program three times in the past five years as a full partnership
- Contracted with BCIT to provide Boiler Safety Awareness, Refrigeration Awareness and Millwright Laser Alignment training
- Contracted with Northern Lights College to provide training in oil and gas
- Collaborated with Vancouver Community College for the initial delivery in Prince George of the Practical Nurse Program, prior to receiving approval for CNC's program
- Partnered with Emily Carr Institute of Art and Design to offer First Nations art courses for Summer Institutes
- Is in a partner in a BC Campus (Trades prep.) initiative with BCIT and Capilano College

CNC is currently in a year-long process of strategic planning, to be completed in May 2006. This extensive process of internal and community-based consultation will guide us to goals, priorities and strategies. We will also examine our current vision and value statements.

## Mission

The College of New Caledonia, as a comprehensive community college, provides access to life-long learning and facilitates the achievement of personal and educational goals. We are responsive to the diverse needs of our students, our employees and the communities in our region. In a dynamic, consultative environment, we deliver quality programmes and promote the success of every student.

## Guiding Principles

CNC believes that shared principles are fundamental to the success of the College in achieving its mission and realizing its vision. CNC believes in:

- A positive learning environment, founded on respect and communication
- Promoting student success
- Financial and resource accountability
- Community participation
- Fair and equitable access to educational opportunities
- Leadership development and support

## Planning Context

CNC is currently in a year-long process of strategic planning, to be completed in May 2006. This extensive process of internal and community-based consultation will guide us to new or updated goals, priorities and strategies. The College will conduct an environmental scan before July 2005, and will complete an internal assessment of trends, factors and priorities by December 2005. In spring 2006 discussions will occur with communities, inviting response to the identified environment, issues and priorities. We will also examine our current vision and value statements.

Pending this work, the following have been identified as issues of substance to be considered as the College moves forward. The College of New Caledonia continues to be very committed to community and industry-oriented education, as evidenced particularly in its work in the regional communities. As well, a process of program renewal is in place to create even stronger links with industry, business and CNC programs.

### Industry Shortages

The industry employment situation in north-central BC has been well documented through the work of the College and its partners on the labour market partnership on trades and apprenticeships, and through the apprenticeship development project in 2004 – 2005 (see [www.cnc.bc.ca/ce/LabourMarket/default.html](http://www.cnc.bc.ca/ce/LabourMarket/default.html) and [www.cnc.bc.ca/apprenticetoolkit/](http://www.cnc.bc.ca/apprenticetoolkit/)). The shortage of skilled trades people will continue in the region, as older workers retire at an unprecedented rate, and as the local economy improves.

The College will continue to be challenged to meet the emerging needs in this sector. The opening of the John Brink Trades & Technology Centre in Prince George and the new Quesnel Campus will assist with resources and space. The challenge remains in providing sufficient trades training spaces to meet the demands throughout the region, and in implementing new programs to meet identified needs. The College is planning long-term cross-College trades training, rotating programs and resources throughout the five College regions to meet emerging needs. The College will continue to assess community and employer needs for entry-level training, apprenticeship training, continuing education in trades.

### Aboriginal Needs and Demographics

The needs of aboriginal communities and individuals in the CNC region continues to be a priority for CNC. Demographically, aboriginal youth are our fastest growing population sector (see [www.bcstats.gov.bc.ca/data/cen01/abor/aprof.htm](http://www.bcstats.gov.bc.ca/data/cen01/abor/aprof.htm)). The College must position itself to support the learning success of this group. Many aboriginal youth continue to face challenges in successfully completing high school; CNC has worked for several years with the Carrier Sekani Tribal Council and School District 57 to support potential early school leavers with career planning, mentorship and graduation success. Partnership efforts in this area must continue.

Additionally, increasing numbers of aboriginal people in the region are preparing effectively for certificate and diploma programs. CNC is committed to ensuring that culturally appropriate student services and programs are in place to promote success.

## Oil, Gas and Mining Developments

The short- and long-term projections for growth mining development in north-central British Columbia are strong (see [www.gov.bc.ca/em/down/mining\\_plan\\_jan\\_17\\_05.pdf](http://www.gov.bc.ca/em/down/mining_plan_jan_17_05.pdf)). The projections for oil and gas development in the immediate region are less immediate, but still to be considered (see [www.em.gov.bc.ca/subwebs/oilandgas/overview/overview.htm](http://www.em.gov.bc.ca/subwebs/oilandgas/overview/overview.htm)). The College region is not well prepared at this point to understand the broader impacts of these activities; we have been forestry-oriented and a shift in resource focus will impact individual communities, businesses and industries as well as the College. It will take time to make this shift – both in understanding and in preparing to access the resources and attendant opportunities. The College has begun preparations, including investigating the resource sectors, participating in national and provincial initiatives for training in oil/gas and mining, and working within communities on strategic directions. These activities will continue.

The April 2005 announcement of the development of a container terminal in Prince Rupert will also have an impact on the region, and Prince George is seen as an integral part of the transportation corridor required for the terminal's success.

## Health Education

The demand for health and health-related education and training continues to grow. The College has traditionally focussed on nursing-related and dental-related programming, with great success. Due to increased demand in the north for other health care employees, the College is actively developing partnerships with other post-secondary institutions to address needs in areas such as health technologies (medical lab technologists, x-ray technicians etc). CNC, the Northern Health Authority, the University of Northern B.C., Northwest Community College and Northern Lights College are engaged in a long-term health education planning process. This will assist in strengthening collaborative relationships and ensuring consistent, planned health-related program opportunities are available across the north.

## General Demographic Issues

Like all post-secondary institutions, CNC continues to be challenged in aligning organizational structure with changing external and internal demographics. Fewer high school graduates in the region and an aging workforce in the communities contribute to declining enrolments in many long-term programs. Internally, it is increasingly difficult to attract faculty, staff and administration as our existing employees retire. The College will continue to develop and implement strategic retention and recruitment plans to ensure we can continue to provide quality services to our communities.

## Student Recruitment and Retention

As do all the rural colleges in British Columbia, CNC is challenged to recruit and retain students. We have invested substantially in enrolment management practices and initiatives, and have also reviewed our “CNC brand” and our marketing strategies. During 2005 – 06 the results of these activities will become more evident. We are hopeful that the extensive strategic planning process to be completed in May 2006, coupled with focused recruitment, student life and retention strategies will benefit our learners, communities and the College generally.

## Capital Projects

The College of New Caledonia has two major capital projects being completed in fall 2005. The North Cariboo Community Campus in Quesnel is a partnership of CNC and UNBC and is designed to serve the adult learning needs of the community and region with expanded programming and improved facilities. In Prince George, the John A. Brink Trades & Technology Centre will improve the trades training facilities substantially, and allow the College to be more flexible in the programming it offers to meet needs.



## **Goals, Objectives and Performance Measures**

CNC is currently in a year-long process of strategic planning, to be completed in May 2006. This is an extensive process of internal and community-based consultation will guide us to new and updated goals, priorities and strategies. The current vision and value statements will also be examined during this time.

Given that strategic planning is underway, the goals, objectives and performance targets outlined in this Service Plan are based on the existing CNC Strategic Plan (2002-2006). This Plan outlines the College's goals and objectives as they align with both CNC measures of achievement and the Ministry of Advanced Education (AVED) identified performance measures.

The College's measures are identified by the College Board and College community as more specific achievable outcomes that are meaningful to our communities and our students. These are outlined in more detail below.

The Ministry's key criteria are a set of themes for categorizing efforts to improve post-secondary education, taken at a provincial level. They are: capacity, accessibility, comprehensiveness, efficiency, quality and research. For links between these measures and specific targets linking CNC's performance and plans to these key criteria, see the Performance Measures Grid in this document.

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### **Goal 1**

#### **CNC will offer comprehensive programming**

Objective: Ensure a program mix that builds on academic strengths so that CNC continues to be the post-secondary institution of first choice in the central interior

Key CNC Criteria:

- Ensure new and existing programs meet the needs of our communities by involving our communities in program development, program review and renewal
- Develop new opportunities for growth through strategic partnerships for education and training
- Foster an institutional culture which supports ongoing and relevant assessment of programs

Pending the new Strategic Plan in 2006, the College of New Caledonia will:

- Continue to ensure extensive community involvement in College and program development. This includes consultation on the 2006 – 2110 Strategic Plan, collaboration on new program development, and involvement in the program renewal processes. As well, the President will implement a President's Industry Council, a senior discussion group of industry and business partners, focusing on the economic and training situations in the region.

- Continue to partner with appropriate post-secondary institutions to provide the best possible services to students and communities, in the most efficient way.
- Continue to implement the new learning college/paradigm initiative, and its innovative program renewal model

The above activities are measured through reporting processes.

Key AVED Criteria: Comprehensiveness

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## **Goal 2**

### **CNC provides access to life long learning**

Objective: Strengthen and broaden student recruitment and retention processes to increase enrolments to the 95% utilization rate

Key CNC Criteria:

- Provide choices for students by increasing access to courses and programs, using technology to facilitate learning, enhancing transfer credit and rotating programs as appropriate
- Ensure programs, services and supports are appropriate and relevant to our diverse student population
- Provide affordable, accessible and high quality learning opportunities by supporting new and creative ideas which encourage a climate of innovation

Pending the new Strategic Plan in 2006, the College of New Caledonia will:

- Continue to develop the Institute for Learning and Teaching as a mechanism for ensuring programming is delivered in the most effective way, with the highest possible quality
- Continue the Enrolment Management initiatives to align programming, student service, marketing and recruitment initiatives

The above activities are measured through reporting processes.

Key AVED Criteria: Capacity

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## **Goal 3**

### **CNC facilitates the achievement of personal and educational goals**

Objective: Foster and develop a “learning centred environment”

Key CNC Criteria:

- Enhance the learning environment by offering diverse programs, instructional techniques and services which support learning
- Encourage integration of knowledge and skills with experiential learning
- Respect cultural differences within the College and the communities we serve

Pending the new Strategic Plan in 2006, the College of New Caledonia will:

- Assess student services throughout the College and ensure they are in alignment with the values and strategic directions of the College
- Continue to develop the Institute for Learning and Teaching as a mechanism for ensuring programming is delivered in the most effective way, with the highest possible quality
- Continue to implement the new learning college/paradigm initiative

The above activities are measured through reporting processes.

Key AVED Criteria: Comprehensiveness, Capacity, Quality

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## **Goal 4**

### **CNC is responsive to the diverse needs of our students, employees and communities**

Objective: Ensure programs, services and supports are appropriate and relevant to our diverse student population

Key CNC Criteria:

- Provide choices for students by increasing access to courses and programs, using technology to facilitate learning, enhancing transfer credit and rotating programs as appropriate
- Ensure programs meet the needs of our communities by involving our communities in program development, program review and renewal
- Encourage the development of international awareness in our students by increasing internationalization of the curriculum and providing opportunities for international students
- Develop a climate of respect and a healthy work environment
- Respect cultural differences within the College and the communities we serve

Pending the new Strategic Plan in 2006, the College of New Caledonia will:

- Assess student services throughout the College and ensure they are in alignment with the values and strategic directions of the College
- Continue to ensure extensive community involvement in College and program development. This includes consultation on the 2006 – 2110 Strategic Plan, collaboration on new program development, and involvement in the program renewal processes. As well, the President will implement a President's Industry Council, a senior discussion group of industry and business partners, focusing on the economic and training situations in the region
- Continue work in International Education, including the development of student and faculty exchange and development opportunities
- Continue to implement the new learning college/paradigm initiative

The above activities are measured through reporting processes.

Key AVED Criteria: Accessibility, Efficiency

## **Goal 5**

### **CNC delivers quality programmes and promotes the success of every student**

#### Objectives:

- Increase student enrolment and retention while maintaining/enhancing high quality programs and services

#### Key CNC Criteria:

- Ensure programs, services and supports are appropriate and relevant to our diverse student population
- Provide excellence in teaching by promoting faculty participation in professional development activities
- Provide affordable, accessible and high quality learning opportunities by supporting new and creative ideas which encourage a climate of innovation
- Foster an institutional culture which supports ongoing and relevant assessment of programs

#### Pending the new Strategic Plan in 2006, the College of New Caledonia will:

- Continue to implement the innovative program renewal model
- Continue to develop the Institute for Learning and Teaching as a mechanism for ensuring programming is delivered in the most effective way, with the highest possible quality

The above activities are measured through reporting processes.

Key AVED Criteria: Quality

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## Summary Financial Outlook

This section describes high level financial projections for revenue and expenditures over the following three years.

Summary Financial Outlook	2004/05 Actual	2005/06 Forecast	2006/07 Forecast
<b>Revenues</b>			
Operating	37,317,000	37,995,000	37,885,000
Ancillary Services	2,875,000	2,888,000	2,900,000
Other	1,320,000	1,133,000	1,150,000
<b>Total Revenues</b>	<b>41,512,000</b>	<b>42,016,000</b>	<b>41,935,000</b>
<b>Expenditures</b>			
Operating	37,316,000	37,991,000	37,884,000
Ancillary Services	2,844,000	2,794,000	2,800,000
Other	1,318,000	1,133,000	1,100,000
<b>Total Expenditures</b>	<b>41,478,000</b>	<b>41,918,000</b>	<b>41,784,000</b>
<b>Net Results</b>	<b>34,000</b>	<b>98,000</b>	<b>151,000</b>

## Ministry of Advance Education Performance Measures Matrix

CNC Goal	CNC Strategic Direction	AVED Key Criteria	Performance Measures	Baselines	Performance Targets		
					2005-06	2006-07	2007-08
1. CNC will offer comprehensive programming	Ensure a program mix that builds on academic strengths to ensure CNC continues to be the post-secondary institution of first choice in the central interior	Comprehensiveness	Number of student spaces in identified strategic skill programs (RNs, LPNs and RCAs and other Allied Health programs)	Data for 2001/02: 341	411	443	443
			Number of trainees in industry training	System data for 2003/04 Total trainees: 25,479	Contribute toward system total of 29,300	Contribute toward system total of 33,123	Maintain or increase
2. CNC provides access to live long learning	Strengthen and broaden student recruitment and retention processes to increase enrolments to the 95% utilization rate	Capacity	Total student spaces (excludes industry training spaces)	Data for 2001/02: 2,880	2,959	3,046	3,132
			Percent of annual education activity occurring between May and August	Data for 2001/02: 4.5 %	Contribute toward achievement of system level target of 21%		
3. CNC facilitates the achievement of personal and educational goals	Foster and develop a "learning centred environment"	Capacity	Number of degrees, diplomas and certificates awarded	Data for 2001/02 (3 yr avg): 784	819	831	843
			BC public post-secondary graduate rate	Data for 2001/02: 83.6	Contribute toward achievement of system level target		
		Comprehensiveness	Student assessment of usefulness of knowledge and skills in performing job	Data from 2002 CISO survey: 86%	Maintain a high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time		
			Student outcomes – unemployment rate	Data from 2003 CISO survey: 11.1%	Maintain unemployment rate of former CNC students below rate for persons with only high school credentials or less		
		Quality	Student satisfaction with education	Data from 2001 CISO survey: 84.8%	Maintain a high level of satisfaction (benchmark 90%) or demonstrate performance improvement over time		
			Trades training student satisfaction with education	Baseline under development	TBD	TBD	TBD

CNC Goal	CNC Strategic Direction	AVED Key Criteria	Performance Measures	Baselines	Performance Targets		
					2005-06	2006-07	2007-08
4. CNC is responsive to the diverse needs of our students, employees and communities	Ensure programs, services and supports are appropriate and relevant to our diverse student population	Accessibility	BC public post-secondary participation rates for population 18 – 29	Data for 2003/04: 44.5 %	Contribute toward achievement of system level target		
			Student spaces in developmental programs	Data for 2003/04: 598	545	Maintain or increase	Maintain or increase
			Number and percent of public post-secondary students that are Aboriginal	Data for 2002/03: Total number – 837 Percent - 12.4 %	Maintain or increase	Maintain or increase	Maintain or increase
		Efficiency	Student satisfaction with transfer	Data from 2002 CISO survey: 83.3 %	Contribute toward achievement of system level target (90% or improvement over time)		
5. CNC delivers quality programs and promotes the success of every student	Increase student enrolment and retention while maintaining/enhancing high quality programs and services	Quality	Student outcomes – skill gain:		Data from 2001 CISO survey:	Maintain a high level of skill gain (benchmark = 85%) or demonstrate performance improvement over time	
				Written communication	76.4 %		
				Oral communication	75.7 %		
				Group collaboration	85.0 %		
					83.4 % (2003 survey)		
				Problem resolution	75.6 % (2003 survey)		
				Reading and comprehension	82.3 %		
				Learn on your own	79.7 %		
			Average:	79.8 %			
	Student satisfaction with quality of instruction	Data from 2001 CISO survey: 79.6 %	Maintain a high level of student assessment (benchmark 90%) or demonstrate performance improvement over time				