



College of New Caledonia

Accountability Report and Plan

2012/13 Reporting and 2013/14 Planning Cycle

Submitted to the Ministry of Advanced Education, Innovation and Technology

August 14, 2013

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College of New Caledonia



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August 14, 2013

Honourable Amrik Virk
Minister of Advanced Education
c/o Accountability Branch, BC Ministry of Advanced Education

Dear Minister Virk,

We are pleased to provide the College of New Caledonia's 2012-2013 Accountability Report and Plan. This document outlines the College's mandate, strategic goals and directions and measurable outcomes, and the Ministry of Advanced Education's service planning measures. A report on 2012-2013 outcomes is provided, as is the College's action plan for 2013-2014, part of our 2011-2015 Strategic Plan.

The Aboriginal Service Plan continues to be a critical element of our planning and action: we are fortunate to have strong partnerships in support of this work. This year as well we continued development of our Applied Research & Innovation activities in concert with programs and industry.

Last year we began concentrated work on integrated fiscal sustainability and education planning initiatives, the outcomes of which will provide cornerstones for the development of our next CNC Strategic Plan for 2015 – 2020.

A major transition period for CNC is beginning: long-serving President John Bowman is leaving CNC, as will be several other senior administrators as they retire. The College is committed to leveraging the great work that has been done, and ensuring we continue to serve northern communities with the same philosophy and focus that have made us successful for the past 44 years.

We note with interest the Ministry's commitment to ensure institutions are using resources efficiently, and to minimize overheads at institutions. This relates directly to the increasing demands by government for reporting of various kinds, which continue to stress our resources as a small institution with existing high levels of accountability. We look forward to collaborating with your Ministry and other institutions to address the identified reporting issues.

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

Sincerely,

Robert Murray
Chair, Board of Governors

M. Bryn Kulmatycki, PhD
Interim President

Institutional Overview

The College of New Caledonia has provided more than 40 years of exceptional service in partnership with the people and communities of north-central BC. The College serves a region of 117,000 square kilometres, with an overall population of 142,000. CNC's campuses are located in the larger communities: Prince George, Quesnel, Mackenzie, Burns Lake, Fort St. James and Vanderhoof. We offer programs and services in many smaller communities, such as Southside and Fraser Lake, and in many aboriginal communities, such as Nak'azdli, Saik'uz and Cheslatta.

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 2012-13 CNC served 3,323 full-time equivalent students, including 1,337 FTE in Trades programs, 441 FTE in Allied Health programs, and 236 FTE from International students. We are pleased that 26.7 percent of our domestic students are Aboriginal. The College offers associate degrees, post-diploma credentials, diplomas, certificates and citations approved through Education Council.

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.

Vision

The College of New Caledonia's education and training is accessible and of high quality. We work with our communities to build success. We provide opportunities for outstanding learning and service. Our graduates are confident, self-reliant citizens and leaders.

Values

The College of New Caledonia is a teaching and learning community that cares, serves, and leads.

Commitment

Community members clearly identify the College of New Caledonia as a cornerstone of their communities and an important stepping stone along their educational and personal journeys. The College is committed to strengthening our commitment to learner success and increasing our responsiveness to the communities we serve.

Planning and Operational Context

The rural, northern, and remote contexts in which the College and our partner communities and agencies thrive are the defining reality for who we are and what we do. The current external and internal contexts in which we address our goals are outlined here.

The region, still recovering from the devastating downturn in the regional forest sector, has been making inroads with mining, liquefied natural gas, pipeline, and electrification projects as future resource sector foundations. During 2012-2013 College communities responded to two industrial tragedies: the Babine Forest Products explosion created social and economic instability in the Burns Lake region, and the Lakeland explosion and fire in Prince George created challenges for citizens of that community. CNC played a crucial role in the response process, particularly in Burns Lake.

The following information reflects the evolving labour market in the region, and the flexibility of educational response required by CNC and its partners to meet the emerging needs as the region comes to terms with changing economic and social realities. It is abundantly clear that a critical aspect of regional sustainability and economic resiliency rests with the Aboriginal people. Closing the capacity gap through improved socio-economic and educational opportunities is essential to the future health of north-central BC.

Access and Literacy Education and Regional Gaps

Basic and entry-level education issues in the region remain a major concern: educational and skill gaps are linked directly to employability skills. Bridging these gaps requires specialized resources for assessment and planning throughout the entire region, a very challenging task, and commitments to ongoing program and service delivery. Without the literacy and numeracy education, north-central BC continues to have many jobs without people, and many people without jobs. This is a particularly significant issue for the many Aboriginal communities and populations in north-central BC as the major industrial projects get underway, and may leave behind those who are not job-ready.

CNC is increasingly engaged in Essential Skills work, modifying programming to be more applied at an earlier level, and more targeted for specific employment or further education outcomes. These offerings are largely dependent on external funding contracts, which make it challenging to provide sustainable opportunities for communities, and stress the institutional resources by requiring on-going development rather than focusing on delivery and improvement of services.

The College continues to expand its on-line course offerings, both as the sole provider and in a number of program partnerships. A Business Programs renewal initiative will improve access to certificate and diploma business courses by delivering many on-line in the near future.

Aboriginal Service

The CNC region not only has a high level of young Aboriginal people seeking engagement with the labour market, but a substantial population of adults who are not yet supported through federal and provincial systems to achieve their potential and contribute to the capacity building of their communities and the region. As the economy continues to improve, and as Aboriginal communities become stronger political and social entities, the engagement of all citizens is critical to the well-being of the north.

The work of the College with Aboriginal communities, organizations and businesses is woven throughout this document, as it is woven throughout the life of the region. CNC is pleased to continue implementing

the Aboriginal Service Plan and other Aboriginal initiatives across the region in partnership with Aboriginal communities, and for those partnerships to be recognized as wise practices provincially.

Throughout its region, CNC works closely with Aboriginal communities and organizations to support shared engagement in education and planning. The College has committed increased base resources to Aboriginal-directed programs and services, supporting improved access and student success, as well as responsiveness to the labour market and socio-economic needs of Aboriginal communities.

Aboriginal partners strongly indicate the need for institutional and systemic transformation that includes cultural relevance components, especially elder support for students; improved access programs and supports; improved funding for education and living expenses while at College; improved communication with band education coordinators; and improved learning and social space for students. We continue to work with community, provincial and federal partners to achieve these goals, with some recent activities including:

- Continued implementation of the Special Program under the BC Human Rights Tribunal, allowing CNC to recognize Aboriginal ancestry as a bona fide employment qualification;
- Establishing Aboriginal Liaison/Advisor positions at five campuses which have demonstrated the need for Aboriginal support services and community liaison functions to be an essential component of CNC's institutional processes;
- Development of the Yinka Dene Council, advising the president and College on appropriate directions and priorities for the Aboriginal people of the region;
- Continued work on the purchase and operation of supportive housing for Aboriginal students from remote communities coming to the Prince George campus;
- Implementation of the provincial emergency student loan system at all campuses, in collaboration with the Ministry of Advanced Education.

Natural Resources

The regional economy remains highly dependent on natural resources and resource extraction, as does the province. While some areas (Mackenzie) maintain a strong fibre basket, others (Lakes-Nechako and Quesnel) have fibre supply concerns. This mixed model of the traditional economy of the region remains a primary focus for evolution and development of the forestry and forest product sectors. The College's development of applied research is engaged primarily with this sector to date, with extensive industry interest in partnering for new knowledge and improved efficiencies.

Liquefied natural gas initiatives and mining activity throughout the region continue to benefit the communities and the College works closely with developers and operators to support an available and skilled workforce.

Technology and Skilled Trades

The industrial skilled labour shortages in north-central BC are as dire as elsewhere in the country, with the most serious concern being the gap between available workers, and the skills required. The lack of skilled labour and related stresses are being felt across the north as industry re-orientes and develops. Regional and community efforts are being made to address these shortages through collaboration and planning between industry and institutions. The College continues to play a central role in facilitating communication and initiatives throughout the region, and in proactively responding to emerging needs.

The 200 business members of the Northern Technology & Engineering Society continue to support CNC in its proposal for a civil engineering technology diploma program. Once the civil engineering technology program is launched, industry wants programs developed for mechanical engineering technology and geomatics (surveying) to meet high demand areas. The focus remains on training in the north, for the north to support a sustainable and effective labour supply for the huge economic activity already underway.

Skilled trades' training continues to be a priority for CNC, although northern employers are challenged to hire more apprentices to fill their emerging skills gaps and labour shortages. The College has the capacity for substantially more training than is currently occurring, should industry be able to support apprenticeships. The College looks forward to working with provincial and regional partners to improve the alignment of the apprenticeship training system with regional economic needs using labour market forecasting information, and continuing to expand and develop apprenticeship training initiatives that encourage underrepresented populations to enter trades training. The College is very pleased to continue working closely with Canfor and West Fraser on a number of trades and industry related initiatives, outlined in our agreements and annual action plans.

CNC continues to work with the Prince George Nechako Aboriginal Employment & Training Association on essential skills development for trades access and engineering access.

Economic Diversification and Applied Research

Diversification is a reality for the region. The work of the Omineca Beetle Action Coalition and the Cariboo Chilcotin Beetle Action Coalition, the Northern Development Initiative Trust, Initiatives Prince George, the Prince George Nechako Aboriginal Employment & Training Association, and the 16/97 Economic Alliance all focus on both the need for diversification, and the many initiatives underway. CNC is closely involved with all of the education and training initiatives.

Along with resource, health and engineering-related post-secondary education initiatives, the following are rapidly evolving sectors that CNC is engaged with:

- Liquefied natural gas initiatives
- Development of training related to BC Hydro's Site C, and related supply chains
- Training related to the electrification of Highway 37, and related supply chains
- Evolving intermodal and logistics opportunities, linked to the expansion of the Prince Rupert port, the growth of the Prince George Airport, and the improvements in northern highways
- Development of bioenergy and bioproduct sectors, including activity in Burns Lake, with one pellet plant open and another planned
- Close-to-home agriculture initiatives

CNC's Office of Applied Research & Innovation is very active in developing relationships and securing contracts for industrial research projects. The CNC Research Forest Society and Board of Directors are critical component of CNC's applied research development, as well as the supportive funding resource for the Natural Resources & Environmental Technology Diploma Program.

Health Education

The demand for health education and training in the north-central interior continues to grow, as communities seek to become more sustainable and support the health of their citizens close to home. Due to increased demand in the north for allied health care employees, CNC began offering the Medical

Laboratory Technology Diploma program in January 2008. In September 2011 we accepted the first 16 students into the Medical Radiography Technology Diploma program. These initiatives are successful through the support of partners such as Northern Health, the Northern Medical Society, Interior Health, British Columbia Institute of Technology and Camosun College. Regional partners are now requesting the College establish a Rehabilitation Assistant program.

Accessible, quality health care is a common consideration for individuals and families located in the northern half of the province. Community sustainability is premised on access to health care, which is dependent on a network of practitioners to provide that service. The College intends to further develop programming in health technologies, based on labour market demand. Within the next few years, it is our goal to have an operational Centre for Education in Health Technologies, in partnership with the health sector and communities, offering programs in a variety of specializations.

International Education

International Education at CNC continues to expand, both in terms of the recruitment of incoming international students and through international partnerships and the Study Abroad program. The internationalization of curriculum is well-supported at the College, with programs such as Dental Hygiene, Dental Assisting, Nursing, Natural Resources and Environmental Technology all engaging students in accessing global learning opportunities. Integration of students and community remains a focus; international student numbers were up 25% in 2012-13, and the leadership work on-campus and in the community by international students is readily evident and appreciated.

Capital Projects

In 2012-2013 capital work occurred at the Prince George campus on renovations to the Nursing Programs Lab and in Mackenzie on retrofitting a Trades facility. The first phase of the critical upgrade to the Prince George Power Plant was completed in 2012, which formed part of the continuing energy-management program by the College.

Regional industry is very supportive of the development of a new Heavy Duty Mechanics training facility, which would allow the College to substantially increase foundation, apprenticeship and Career Technical Centre intakes for that program. As well, the Nechako region (School District 91 and the communities of Vanderhoof, Fort St. James, Fraser Lake, and First Nations bands) is actively engaged in planning for new post-secondary facilities to meet increased needs.

The College continues to work with partners to develop and fund a Student and Cultural Centre at the Prince George campus. The CNC Students' Union has committed \$750,000 for capital development, and participation in the operation of the Centre on an on-going basis. The creation of a staffed and supportive Aboriginal House on the Prince George campus remains a priority, to assist students from more remote communities in being successful in their first year.

Service Projects

The College is actively engaged in systems improvements. New workflow processes across the institution save time and resources and prevent errors. Improved data submission systems, on-line scheduling systems in Student Services, and document scanning and filing across the College departments are decreasing paperwork and increasing efficiencies. CNC successfully launched self-service internet/web registration for all programs at the Prince George campus, except Trades, and has made income tax forms for students and

employees available on-line for the first time. Scholarships and bursaries are now applied for on-line, and inventory systems in a number of program areas have improved efficiencies.

The College's Leadership Role in Community

The College of New Caledonia has long played a key research, facilitation and coordination role in its communities, along with its more obvious roles in education and training. Whether it is bringing together groups concerned with engineering-related education, the need for northern-trained health practitioners, or the effects of Fetal Alcohol Spectrum Disorder, CNC is at the forefront, and is looked to by community partners as an important participant in community planning.

The College continues to assign resources to this community-based work with industry, business and social organizations. The role of the College as a non-aligned, skilled convenor of people, sectors and information is critical to our ability to respond effectively to emerging and shifting needs.

Goals and Performance Measures

This section outlines the College's achievements in 2012-2013, including the 2012-2013 CNC Accountability Framework Performance Measures, Results and Targets, based on CNC objectives and identified Ministry strategic objectives. This section also outlines the College's Strategic Plan for 2011-2015, and sets forth the preliminary Action Plan for 2013-14.

Our Organizational Context

The College of New Caledonia has been serving the north-central region of British Columbia since 1969. One of 25 post-secondary institutions in the province, CNC's region spans 117,000 square kilometres with a population of approximately 142,000.

The past 44 years have seen the College grow from a fledgling institution housed in a portable building to large, modern facilities with campuses in Prince George, Burns Lake, Mackenzie, Quesnel, Vanderhoof and Fort St. James, as well as sub-campuses and services in several smaller communities, including many Aboriginal communities. Dedicated to excellence in education, CNC offers a wide range of upgrading, career, technical, vocational, and university credit programs.

In the north-central region, CNC's roots are tied to its communities. Its role has been to facilitate access to post-secondary education, to further its learners along their educational journey, and to cultivate leadership with and for its communities.

In a rapidly changing economic, political, social, and demographic environment the College of New Caledonia is focusing on directions and initiatives that will improve and enhance the College's ability to respond to public needs with superior services.

The College continually builds relationships and partnerships, increasing the skill level and labour market success of British Columbians. The College will continue to be heavily engaged with responsive labour market programs, particularly the implementation of new training initiatives aligned with major regional economic development projects, and aligning apprenticeship programs with regional economic needs, using labour market forecasting and by encouraging apprenticeship initiatives for under-represented populations.

Report on 2012-2013 Goals

The College's Strategic Goals for 2011 – 2015 can be found at

http://cnc.bc.ca/_shared/assets/CNC_Strategic_Plan_2011-2015_Final_February_16_2011_19325.pdf

The 2012-2013 objectives are outlined below, along with specific Action Plan accomplishments for the past year. This narrative accompanies the Performance Measures, Targets and Results section of the Accountability Report and Plan.

Student Access, Learning and Success

Objectives: Begin development and implementation of new Strategic Enrolment Management plan; strengthen program and service delivery partnerships with UNBC, Northwest Community College and Northern Lights College; develop the Northern BC Technical Education Partnership; implement additional

access related programming; collaborate with School District #91 to support and strengthen college operations within the region; increase effective support for the use of alternative and enhanced face-to-face instructional delivery methods.

Selected outcomes:

- Work has begun on integrated planning for education and fiscal sustainability. This forms the basis of the Strategic Enrolment Plan.
- The Northern Post Secondary Council continued to meet in 2012-2013, including a 1.5 day summit on collaboration in June 2013. All four institutions remain committed to partnering on CNC's proposed Civil Engineering Technology program, while the three colleges used the NPSC as a foundation to partner on Employment Skills Access Initiative funded programs such as Field Medic and Office Skills.
- Various access-related program initiatives were implemented, using short-term cost-recovery opportunities. These programs were critical in many of the communities as the overall regional economy evolves from a forest-related base to a broader base of natural resources, primarily mining. In particular this year, the Labour Market Agreement funds supported many students into and through programs that they otherwise would have difficulty accessing.
 - In Burns Lake, the 20 week Pre-Apprenticeship and Essential Skills program, in partnership with Hampton Affiliates and overseen by the ITA, supported former mill workers in increasing their skills levels in preparation for entering trades training.
 - In Vanderhoof, Fort St. James and Fraser Lake Essential Skills were incorporated into all trades programming and several other programs.
 - In Mackenzie, the adult basic education programs moved to more flexible hours, including evenings.
- CNC's Business programs have always been a strong educational core. In 2012-2013 the College worked with community partners on a major renewal. The implementation of the new design will include increased emphasis on improving access to courses, on-line course offerings, and the development of an effective internship model to support student experiential learning.
- Partnership and collaboration continued with School District #91 including: dual credit opportunities for learners, shared facilities in both Vanderhoof and Fraser Lake, Early Intervention Service delivery (funded by the School District and the Ministry of Child and Family Development). In Burns Lake, the long-time partnership with School District 91 allows students to receive academic upgrading and personal support, including in the more remote communities of Cheslatta Carrier Nation and Skin Tyee Band.

Responsiveness to Community

Objectives: Respond to regional implications and opportunities presented by the BC Jobs Plan, regional economic development and labour market initiatives; continue planning for the Civil Engineering Technology program; complete renewal of the CNC Business programs.

Selected outcomes:

- With a focus on regional needs and the BC Jobs Plan, the College delivered the Mine Industry Certificate program throughout the region, and developed and delivered the new Minerals Processing Operators Certificate program in Fort St. James. Extensive mine-related training included

Surface Diamond Driller Helper, Drill Core Technical, Standard First Aid for Mines, Mine Rescue and Cultural Competency.

- With increased activity in the mining, milling and liquefied natural gas sectors the waitlists for certain Trades programs have increased: Carpentry, Electrical, Heavy Duty and Millwright. It is challenging for employers working on immediate contracts to hire apprentices, however an increase in apprenticeships is required for the northern economic development boom to fully emerge. The College has the capacity to deliver substantially more Trades training.
- Various contracted programs were delivered in relation to the BC Jobs Plan and regional needs, including: light warehouse training, hospitality training for immigrant women, essential office skills, and construction industry orientation. CNC Mackenzie continues to develop a collaborative delivery model for Heavy Haul Trucking, using simulators, in partnership with College of the Rockies, and Heavy Equipment Operator Training in partnership with Northern Lights College, McLeod Lake Indian Band and Duz Cho Corporation.
- Responding to the Babine Forest Products tragedy in Burns Lake led the College – in full partnership with the community – to design and deliver 12 full-time programs beyond the campus' core offerings of developmental, career and trades programs. These additional programs included the Social Service Worker Certificate, Welding A, B and C and Heavy Equipment Operator training.
- The Medical Radiography Technology Diploma program was successfully accredited.
- Civil Engineering Technology continues to be the College's priority as a major, base-funded program initiative. We are strongly supported by industry across the north in seeking funding from the Ministry of Advanced Education and are hopeful that the program funds will be announced shortly.

Aboriginal Education and Indigenization

Objectives: Implement 2011/12 Aboriginal Service Plan (ASP) Transition and complete planning for Phase II of the ASP (2012/13 to 2014/15); finalize the business plan and secure funding resources for an Aboriginal Student Housing service in Prince George.

Selected outcomes:

- Partners Alexandria First Nation, Cheslatta Carrier Nation, Kwadacha Nation, Lake Babine Nation, Lheidli T'enneh Nation, Lhoosk'uz Dene Nation, Lhtako Dene Nation, McLeod Lake Indian Band, Nadleh Whut'en, Nak'azdli Band, Nazko First Nation, Nee Tahí Buhn Band, Saik'uz First Nation, Skin Tyee Nation, Stelat'en First Nation, Takla Lake First Nation, Tl'azt'en First Nation, Ts'il Kaz Koh (Burns Lake Band), Tsay Keh Dene Band, Wet'suwet'en First Nation and Yekooche First Nation are thanked for their graciousness in welcoming those who are seeking knowledge to their traditional territories.
- Outcomes for Aboriginal learners in the CNC region continue to be very positive. Enrollments by Aboriginal learners remained essentially stable. Over the six years that CNC has been tracking outcomes for the Aboriginal Services Plan, Aboriginal FTEs have increased 42 percent. The number of credentials achieved by Aboriginal learners has increased 50 percent since 2006-07.
- Meaningful partnerships and community-driven activities were the focus of the CNC's ASP through 2012-13. The partnerships with Aboriginal communities and organizations were supported by several key ASP activities: the five campus-based Aboriginal Advisories; the College-wide Yinka Dene Council; the Aboriginal Liaison positions at each campus; and the community-based Community Coordinator positions.
- CNC's ASP activities in 2012-13 focused on providing supports for students in order to ease their transition into the post-secondary system and address barriers to persistence and success. These

supports included counseling, advising and tutoring services provided on campus from employees of Aboriginal ancestry; Elders on Campus; and delivery of skills training on reserve.

- The College continued to work towards indigenization of the institution through professional development for faculty, staff and administration; enhancement of curriculum; and cultural workshops and events for students, employees and the general public. Elders and Traditional Knowledge Holders played a strong role in development and delivery of the cultural content that was incorporated into many programs. More than 1150 students, employees and community members were engaged in a variety of events throughout the year.
- Work continues on updating the Aboriginal education policy at CNC.
- The Prince George campus celebrated the opening of The Gathering Place, the hub of the campus, which now hosts Aboriginal art and interpretations and is much appreciated throughout the community.
- CNC Mackenzie and the remote communities of Kwadacha and Tsay Keh arranged for Dental Hygiene and Dental Assisting students from CNC Prince George to visit the communities and provide care; the event was highly eye-opening and meaningful for all parties, and generated several news articles about the communities in regional media.
- Through CNC Lakes, cultural protocol training expanded into the professional community, including requests from the Ministry of Forest, Lands and Natural Resource Operations, the Village of Burns Lake and the Regional District – Bulkley Valley Nechako.
- More than 20 Aboriginal Advisory meetings were held in 2012-13. Work continues on the development of an Aboriginal Student House in Prince George.

College Resources and Capacity

Objectives: Review and update Five Year Capital Plan; develop business case for new/expanded Nursing Laboratory facilities at the Prince George Campus; replace the Prince George Campus Power Plant (HVAC) systems with modern high efficiency equipment; establish the process and allocate resources for Prince George campus Master Site Development Plan; enlist municipal and regional government and major industry employers to support college advocacy activities; develop and implement new program and business partnerships with local/regional industry employers.

Selected outcomes:

- Five Year Capital Plan priorities submitted; the Master Site Development Plan was not completed this year.
- The Nursing Lab facilities at the Prince George campuses were expanded and renovated.
- In summer 2012 CNC completed Phase 1 of the process to replace the 40 year old Power Plant/HVAC systems at the Prince George campus, and major electrical upgrades were undertaken.
- The renovations to the Trades Facility in Mackenzie were completed, and successfully incorporated Aboriginal art into the design
- Existing partnerships were maintained or expanded to support both student options for success and industry needs. These included partnerships with the Northern British Columbia Construction Association, School Districts 57, 91 and 28, the First Nations Information and Communications Technology Council, Chieftain Auto Parts, Spectra Energy, Finning Canada and other industry partners on appropriate short and long-term strategies and actions that will help to address key current labour market issues, projected skills shortages and facilities improvements.

- Two major industrial ‘evergreen’ partnerships with Canfor Pulp Limited Partnership and West Fraser Mills are actively supporting educational planning at CNC.
- In Mackenzie, the municipality has partnered with CNC for use of Camp Watters, an option for economic housing for students who otherwise have great difficulty finding rental accommodation.

People, Planning and Organization Development

Objectives: Increase cross-college integration and connections to the whole institution; complete development and begin implementation of a Leadership Certificate program for both internal and external stakeholders; develop and implement strategies to enhance the effectiveness and efficiency of the college administrative structure/organizational supports and facilitate succession planning, promotion and continuity within the College; complete Year 3 of the Human Rights Special Program.

Selected outcomes:

- The College’s partnership with the CNC Students’ Union continues to be a strong, collaborative venture. This past year we implemented the SU’s new Health & Dental Plan for students. The Students’ Union continues to spearhead a multi-partner initiative to support a bottled-water-free campus in Prince George; their leadership brought the SU, the College, CUPE local 4951 and the Faculty Association together for the first time in support of a single agreement.
- On completion of Year 4 of the Human Rights Special Program, we to the Human Rights Tribunal that 21 positions were designated as either requiring or preferring Aboriginal ancestry as a bona fide employment qualification; we were able to fill five of those positions with a qualified employee of Aboriginal ancestry.
http://www.cnc.bc.ca/Working/Human_Resources/Human_Rights_Special_Program.htm
- Outgoing CNC President John Bowman was recognized in June 2013 by community leaders as the first recipient and namesake of the John Bowman Leadership Legacy Award, which will be presented annually to the person or group that advances and invests in leadership principles and service to the community.

Innovation

Objectives: Develop and implement Year One of an Integrated Applied Research and Innovation Business Plan; implement the College Web Portal project; implement the Document Imaging and Records Management project; implement Year Three of the Strategic Energy Management Plan; expand International Education programs, contracts and services and provide appropriate student and college supports.

Selected outcomes:

- CNC became fully active in applied research this year, with the full operation of the Office of Applied Research & Innovation, the completion of our first Natural Sciences & Engineering Research Council grant for two years of work on the CNC Research Forest Society, and the further development of the CNC Research Forest Society Board of Directors. Faculty and students from the Natural Resources & Environmental Technology Program are engaged in multiple research studies, while faculty in Trades and other program areas are beginning to identify opportunities for research and student engagement in their work as well.
- The CNC Web Portal project experienced some technical difficulties and was put on hold until those were resolved; implementation work began again in June 2013.

- The Document Scanning and Records Management project has been successfully implemented through the Admissions Office, eliminating dozens of file cabinets and allowing College staff to view documents online without the need to locate paper files, saving time and reducing possibility of lost student information. Regional campuses will now move their student records onto the system, followed by Human Resources and Finance.
- The Strategic Energy Management Plan continues to be a priority and its implementation is on-going pending available resources. Lighting upgrades, power plant upgrades, water bottle-refill station development all occurred in 2012-2013.
- Through International Education, the new post-diploma in information technologies (PDIT) started in September 2012 with an initial intake of 17 students, all from India.
- International student leaders have coordinated several inclusive activities both on- and off-campus: Indian students handed out free samosas to recognize the birthday of the founder of Sikhism, Chinese New Year was celebrated in February, and students coordinated a fundraiser called the Day of Thankfulness and a Day Without Shoes. CNC also participated in the annual Welcome to Prince George party for international students, hosted by the City of Prince George.
- CNC welcomed our first ESL students from Ecuador this year. Primary market for direct admit students continues to be India, with other students attending from Nigeria, Kenya, Zimbabwe, Tanzania, Uganda, Burundi, Zambia, Saudi Arabia and Vietnam, among others.
- The Fall 2012 intake was the largest ever, with 102 new international students on campus. Total international enrolment for Spring 2013 was 313, up by 25% over the previous year.
- The College's international partnerships and the Study Abroad programs also continue to grow. 34 Canadian students participated in Study Abroad this year, up from 23 last year. These students have attended CNC field schools, completed practicums and credit courses overseas in countries such as Peru, Costa Rica, Korea and the Philippines. In addition, CNC welcomed three DFAIT scholarship students from Chile and Suriname, as well as scholarship students from our partner colleges in Daegu and Gimcheon, South Korea.
- CNC Press issued a number of new publications in the past year, and won a special award for community involvement:
 - The 2013 Jeanne Clark Local History Award which attracted nominations from across northern BC was won by the Vanderhoof Good Neighbours Committee for their diversity initiatives and the CNC Press books they created in the past two years: *In Sight of Sinkut Mountain*; *Taste of Culture Cookbook*; *Saik'uz and Settlers Play Book*; *Saik'uz and Settlers DVD*.
 - The Lakes District campus, which is known for its work in FASD Fetal Alcohol Spectrum Disorder, issued three new CNC Press titles: *Establish the Connection: Groups for At-risk Youth*; *The Focus Program: a Program for Adults with FASD*; and *Empowering Front-Line Staff and Families Through a Collection of Lived Experiences: Supporting Women Who Have Fetal Alcohol Spectrum Disorder (FASD) Behaviours and Characteristics and/or Other Related Disabilities*.
 - The results of an applied research project at the Lakes campus resulted in the publication of: *Removing Math Barriers: Incorporating Vedic Math Methods for Student Success*.
 - In Prince George, *Math Made Easy* by instructor Mei Wang was issued in a second edition and will be used as a textbook in the fall.

Our Preliminary 2013-14 Action Plan

Committed to our learners and communities, the College of New Caledonia will:

1. Implement the Strategic Enrolment Management/Student Success Plan and related strategies to increase and improve overall student access, recruitment, engagement, retention, persistence and program completion.
 - a. Increase the total number and proportion of regional secondary school leavers who make a direct transition to CNC programs
 - b. Expand access program deliveries for applied and technical programs
 - c. Increase cross-college access to student learning supports and services, including those for non-traditional students and students with disabilities
2. Strengthen program and service delivery partnerships with UNBC and other post-secondary institutions, including improving existing programs articulations, transfers and pathways and increasing student options.
 - a. Improve existing program articulations, transfers and pathways
 - b. Continue to work with the Northern Post-Secondary Council to advance education in the north
3. Expand and strengthen program and service delivery partnerships with School Districts 91, 57 and 28.
 - a. Increase dual credit course options and deliveries
 - b. Expand Career Technical Centre programs and student enrolments
 - c. Develop the collaborative Vanderhoof campus model
4. Expand and effectively support the use of alternative and enhanced face-to-face instructional delivery methods utilizing on-line, videoconference and other educational technologies.
 - a. Increase number of courses, student enrolments and completions
 - b. Create new, additional and more flexible teaching, learning and meeting spaces and schedules
5. Implement new programs and services in response to community and student needs. New and expanded program initiatives are expected to include:
 - Civil Engineering Technology
 - Rehabilitation Assistant Program
 - Transportation-related programming
 - Bioenergy-related programming
 - Mining-related programming
6. Develop and support the delivery of magnet or niche program specializations at each campus (while maintaining existing local core programs close to home).
 - a. Achieve optimal enrolment and sustainable program and service growth at each campus

7. Increase Aboriginal student access, enrolment, satisfaction, persistence and successful completion of college certificate and diploma programs.
 - a. Increase enrolment/program completions by 7 percent annually
 - b. Enhance partnership, community liaison, engagement and local direction
 - c. Improve coordination of programs and services across campuses and communities
 - d. Increase communication and awareness of CNC's success and leadership in Aboriginal Education

8. Increase inclusion of indigenous culture, language and perspectives into student services, curriculum and program delivery, employee education and campus life.
 - a. Raise awareness and understanding with the College and regional communities regarding local indigenous cultures, languages, history, knowledge and perspectives
 - b. Increase Aboriginal participation and direction on college advisory and governance processes
 - c. Increase Aboriginal community engagement in program and curriculum development
 - d. Enhance links between the College and Aboriginal communities and organizations

9. Preserve and improve the College's overall financial health and stability.
 - a. Develop and implement an overall long-term financial sustainability strategy
 - b. Develop and implement new entrepreneurial/business partnerships and activities
 - c. Acquire additional funds to support instructional equipment, information and educational technology and facilities improvements

10. Implement the Five-year Capital Facilities Plan by securing necessary resources. Priorities include: Vanderhoof campus replacement, Aboriginal Student Housing in Prince George, expanded Heavy Duty Mechanics facility in Prince George, Health Education Centre in Prince George, Student and Cultural Centre in Prince George. Complete the Master Site Development Plan.

11. Increase college participation in effective government and community communication, partnerships and advocacy related activities.

12. Increase and diversify employee learning, leadership development and succession opportunities.
 - a. Increase faculty, staff and administration participation in high quality, college-sponsored professional development activities
 - b. Increase employee access to and participation in leadership development education, exchanges, secondments, short-term project assignments and mentoring relationships
 - c. Review and modify (where appropriate) the college administrative organization and team structures

13. Expand and strengthen employee recruitment, recognition, health, retention and celebration of excellence initiatives.
 - a. Create stronger shared sense of "one College with many programs and campuses"

14. Ensure college employee demographic composition more closely reflects the populations of communities served and is inclusive of designated groups (women, people with disabilities, Aboriginal peoples, and visible minorities). Continue the implementation of the five year Human Rights Special Program and work towards a full employment equity program.
 - a. Successfully implement Year Four of the five year Human Rights Special Program
15. Increase the College's capacity to undertake applied research and implement successful projects.
 - a. Develop and successfully complete projects in partnership with other organizations
 - b. Increase the number of faculty and staff involved in applied research projects
16. Support ongoing improvements to business, information and educational technology systems and tools. Implement a document/records management and imaging system and provide increased access to on-line services.
 - a. Improve College website and implement a web portal system
 - b. Implement improvements to student and administrative systems including increased access to on-line services
 - c. Increase cross-college integration and connection to the whole institution
17. Demonstrate environmental stewardship in the management and development of our facilities, programs and services.
 - a. Continue to implement the Strategic Energy Management Plan
 - b. Increase College initiatives designed to "reduce, reuse and recycle"
18. Expand International Education programs, contracts and services and provide appropriate student and college supports.
 - a. Increase the number of international students enrolled
 - b. Achieve a greater proportional balance among students from various countries of origin and increase the total number of countries from which CNC attracts students
 - c. Provide greater opportunities for students and employees to learn in and about cross-cultural settings

2012/13 Accountability Framework Performance Measures, Results, and Targets

Goal 1: Increase Access and Participation										
CNC Institutional Objectives	Ministry Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets			
			2011/12	2012/13	2012/13	2012/13	2013/14	2014/15	2015/16	
Promote learner success Link, ladder and partner	Capacity	Total student spaces ⁱ								
		FTE (Full Time Equivalents) number	2,278	3,169	2,140	Not achieved	3,125	3,125	TBD	
		Student spaces in developmental programs ⁱⁱ								
		FTE number	448	522	411	Not achieved	522	522	TBD	
	Access	Aboriginal student headcount ⁱⁱ								
		Number of students who are Aboriginal	2,459	≥ previous year	2,516	Achieved	≥ 2,516	≥ previous year		
		Percent of students who are Aboriginal	24.7%		26.7%	Achieved	≥ 26.7%			
		Aboriginal student spaces ⁱⁱⁱ								
		Total Aboriginal student spaces	991	N/A	936	Not assessed	TBD			
		Ministry (AVED)	730		701					
		Industry Training Authority (ITA)	261		235					
	<p>Performance Context:</p> <p>Total student spaces, FTE performance measure not achieved: The provincial FTE model has been under discussion for many years and still needs to be reviewed, particularly for institutions with multiple rural and remote campuses. FTE targets remain too high to reasonable be met with existing core resources in a multi-campus environment serving many students facing personal, educational, and geographic barriers.</p> <p>Student spaces in developmental programs, FTE number not achieved: The College has seen a decrease in students taking College and Career Preparation and related programs. Historically many of these programs have been funded through third-party contracts, some of which have changed or have not been renewed. Developmental programs such as College and Career Preparation (CCP) continue to play an important role in post-secondary access in the CNC region.</p> <p>Aboriginal student headcount and student spaces – CNC’s Aboriginal Service Plan continues to have a positive impact on the Aboriginal student headcount. CNC will continue to work closely with our aboriginal partners.</p>									

Goal 2: Respond to Communities and the Labour Market

CNC Institutional Objectives	Ministry Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets				
			2011/12	2012/13	2012/13	2012/13	2013/14	2014/15	2015/16		
Involve stakeholders	Capacity	Student spaces in Nursing and other allied health programs i	Error! Bookmark not defined.								
		FTE number	446	483	441	Substantially Achieved	455	455	TBD		
Provide 'Right Programs, Right Place, Right Time'	Capacity	Credentials awarded ^{iv}	Error! Bookmark not defined.								
		Number	1,086	1,068	1,078	Achieved	≥ 1,030	TBD			
Foster community leadership	Relevance	Student assessment of usefulness of knowledge and skills in performing job ^v	Error! Bookmark not defined.								
		Diploma, associate degree and certificate graduates	84.7% (+/- 3.0%)	≥ 90%	81.7% (+/- 3.3%)	Substantially achieved	≥ 90%				
		Apprenticeship graduates	90.9% (+/- 2.8%)		92.6% (+/- 2.6%)	Achieved					
		Unemployment rate	Error! Bookmark not defined.v, vi								
		Diploma, associate degree and certificate graduates	11.5% (+/- 2.4%)	≤ 14.5%	11.4% (+/- 2.4%)	Exceeded	≤ unemployment rate for individuals with high school credentials or less				
		Apprenticeship graduates	11.1% (+/- 2.7%)		10.6% (+/- 2.7%)	Exceeded					

Performance Context:

CNC continues to play an important role in the economic diversification of the region, as well as prepare under-represented groups for participation in the labour force. Providing training in the North for people in the North helps address labour market shortages in CNC's region.

Student assessment of usefulness of knowledge and skills in performing job - For CNC, this measurement appears to be influenced by the relevance of the graduates' main job to their training. CNC's performance result for diploma, associate degree and certificate graduates improves to 94.9% for graduates in jobs that the respondent rated 'very' or 'somewhat' related to their training.

Goal 3: Enrich the Learning and Teaching Environment

CNC Institutional Objectives	Ministry Strategic Objectives	Performance Measure	Actual	Target	Actual	Target Assessment	Performance Targets		
			2011/12	2012/13	2012/13	2012/13	2013/14	2014/15	2015/16
Support excellence Provide quality services to learners Develop leaders Enrich student life	Quality	Student satisfaction with education ^v							
		Former diploma, associate degree and certificate students	95.1% (+/- 1.2%)	≥ 90%	91.6% (+/- 1.4%)	Achieved	≥ 90%		
		Apprenticeship graduates	95.5% (+/- 1.7%)		97.4% (+/- 1.3%)	Achieved			
		Student assessment of skill development ^{vii}							
		Former diploma, associate degree and certificate students	80.3% (+/- 2.3%)	≥ 85%	77.8% (+/- 2.3%)	Substantially achieved	≥ 85%		
		Apprenticeship graduates	N/A		82.0% (+/- 3.8%)	Achieved			
		Student assessment of quality of instruction ^v							
		Former diploma, associate degree and certificate students	94.4% (+/- 1.2%)	≥ 90%	93.5% (+/- 1.2%)	Achieved	≥ 90%		
		Apprenticeship graduates	97.5% (+/- 1.3%)		97.4% (+/- 1.3%)	Achieved			
		International Student headcount & diversity ^{viii}							
		Number of International Students	286	≥ 286	346	Exceeded	≥ previous year		
		Number of International Student countries	23	≥ 23	22	Substantially Achieved	≥ previous year		

Performance Context:

CNC continues to support excellence in the learning and teaching environment, and actively works towards continued improvement and success toward this goal.

International Student headcount & diversity – this institutional goal contributes to the cultural and social diversity at CNC and in the Northern Region, contributes to positive impacts on domestic students, and provides International Students with an opportunity to experience the opportunities the North can offer them on a more permanent basis.

Notes:

TBD – for measures where results are still “To Be Determined”

N/A – Not applicable

Please consult the standards manual for a current description of each measure. The standards manual can be viewed at:

<http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf>.

ⁱ Results from the 2011/12 reporting year are based on data from the 2011/12 fiscal year (April 1 to March 31); results from the 2012/13 reporting year are based on data from the 2012/13 fiscal year.

ⁱⁱ Results from the 2011/12 reporting year are based on data from the 2009/10 academic year (September 1 to August 31); results from the 2012/13 reporting year are based on data from the 2011/12 academic year.

ⁱⁱⁱ Aboriginal student spaces (full-time equivalents) has been added in 2012/13 as a descriptive measure, incorporating data from the annual Student Transitions Project data match. Results from the 2011/12 reporting year are based on data from the 2009/10 fiscal year; results from the 2012/13 reporting year are based on the 2011/12 fiscal year. Results are presented as total Aboriginal student spaces (AVED + ITA full time equivalents), Ministry (AVED), and Industry Training Authority (ITA).

^{iv} Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2012/13 reporting year are a three-year average of the 2009/10, 2011/12, and 2012/13 fiscal years.

^v Results from the 2011/12 reporting year are based on 2011 survey data; results from the 2012/13 reporting year are based on 2012 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

^{vi} Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the North region.

^{vii} Average % - see Appendix for skill development components included in the average.

^{viii} Results from the 2011/12 reporting year are based on data from the 2010/11 academic year (August 1 to July 31); results from the 2012/13 reporting year are based on data from the 2011/12 academic year.

AVED’s Accountability Framework assesses targets according to the following scale:

Target assessment scale	Description
Exceeded	More than 10% above target
Achieved	Up to 10% above target
Substantially achieved	Up to 10% below target
Not achieved	More than 10% below target

APPENDIX A: Skill Development Components

	Actual 2011/12	Target 2012/13	Actual 2012/13	Target Assessment 2012/13
Former diploma, associate degree and certificate students:				
Skill development (avg. %)	80.3% (+/- 2.3%)	≥ 85%	77.8% (+/- 2.3%)	Substantially achieved
<i>Written communication</i>	73.4% (+/- 3.0%)		68.4% (+/- 2.9%)	
<i>Oral communication</i>	74.9% (+/- 2.9%)		70.5% (+/- 2.9%)	
<i>Group collaboration</i>	86.6% (+/- 1.9%)		84.5% (+/- 1.9%)	
<i>Critical analysis</i>	81.5% (+/- 2.1%)		81.1% (+/- 2.0%)	
<i>Problem resolution</i>	79.3% (+/- 2.2%)		77.1% (+/- 2.2%)	
<i>Learn on your own</i>	82.8% (+/- 2.1%)		82.2% (+/- 2.0%)	
<i>Reading and comprehension</i>	83.4% (+/- 2.0%)		80.9% (+/- 2.0%)	
Apprenticeship graduates:				
Skill development (avg. %)	N/A	≥ 85%	82.0% (+/- 3.8%)	Achieved
<i>Written communication</i>	N/A		79.0% (+/- 5.6%)	
<i>Oral communication</i>	N/A		77.8% (+/- 5.7%)	
<i>Group collaboration</i>	N/A		84.7% (+/- 3.3%)	
<i>Critical analysis</i>	N/A		84.8% (+/- 3.1%)	
<i>Problem resolution</i>	N/A		77.7% (+/- 3.6%)	
<i>Learn on your own</i>	N/A		88.1% (+/- 2.8%)	
<i>Reading and comprehension</i>	N/A		82.0% (+/- 3.5%)	

Financial Information

For the most recent financial information, please see the Audited Financial Statements for the College of New Caledonia available at:

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