



Institutional Accountability Plan and Report
2015/2016 Reporting Cycle

July 2016



Accountability Statement

July 15, 2016

Honourable Andrew Wilkinson
Minister of Advanced Education
c/o Accountability Branch, BC Ministry of Advanced Education

Dear Minister Wilkinson,

We are pleased to provide the College of New Caledonia's 2015-2016 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 2015-2016 outcomes is provided, as is the College's action plan for 2016-2017, which marks the first year of our 2016- 2020 Strategic Plan. We are in the process of developing the Education Plan and Aboriginal Strategic Plan which will support and complement the College's Strategic Plan and the BC public post-secondary strategic objectives and per 0171-0-8-0175(a)(10) the 5mdreasdr1ks-

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Strategic Direction and Context

Strategic Direction

Institutional Overview

The College of New Caledonia (CNC) is a public community college dedicated to helping meet the adult and postsecondary educational needs of all people who wish to access our programs and services. CNC has played an important role in training and educating residents in north-central B.C. since 1969. We serve an area that is approximately 148,500 square kilometers, or 16%¹ of the province, with an overall population of over 138,000². Campuses are located in Prince George, Quesnel, Mackenzie, Vanderhoof,

Strategic Planning

During the r

The goals and actions contained within the Plan are measurable, and over the next year the college will be establishing benchmarks and developing the college wide and departmental implementation plans to ensure these goals are achieved.

CNC Education Plan

More recently, CNC has aligned community and continuing education within the Academic portfolio. Initial restructuring involved the deans taking responsibility for regional academic programs, and CNC has decided to move all educational programming under the Vice President Academic

Population and Demographics

It is projected that the population in CNC's region will grow over the next four years, but more recently has been experiencing decline. The overall population in the CNC region declined between 2014 and 2015, with Burns Lake (-7.7%) and Quesnel (-6.2%)⁴ being the two communities with the most significant declines in population. Many communities in northern BC are reliant on forestry and other resource extraction industries for employment and economic sustainability. These communities especially have been affected by mills and mines closing, and projects being cancelled or put on hold.

The population in the CNC region is aging, something that many other regions in the province and in Canada are also experiencing. The population between the age of 55 and 90 in the college region has grown 36% since 2006 and is forecasted to continue on upward incline. Looking to the youth of the region, the 10-14 and 15-19 age groups have decreased by 23% and 16%⁵ respectively, a trend that is also forecasted to continue. The decline in current high school students and college-bound populations will certainly have an impact on student enrollments in the coming years.

High School Completion rates

In the three School Districts within the CNC region (91, 57 and 28), an average of 73%⁶ of all students graduate Grade 12 within six years of beginning Grade 8. For Aboriginal students, the average across the three districts is 61.2%, an increase from 53.4% the year prior.

Aboriginal Population

The Aboriginal population in the region is growing, and this population has demonstrated a strong desire to access education, training and jobs close to home. In addition to this, the number of Aboriginal students successfully completing high school and becoming post-secondary and/or employment ready is also growing. This will have an impact on the need for regional programming and the demand for education and training, especially at CNC's regional campuses which have the highest proportions of Aboriginal learners.

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.

⁴ BC Stats (2015) Population Estimates - Municipalities, Regional Districts and Development Regions – Highlights and Summary Table. Retrieved from <http://www.bcstatprojects.gov.bc.ca/StatisticsBySubject/Demography/PopulationEstimates.aspx> on June 30, 2016.

⁵ BC Stats (2015). College Region 9 – New Caledonia: Population Estimates. Retrieved from <http://www.bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationEstimates.aspx> on July 2, 2016

⁶ Province of BC Ministry of Education (Oct 2015) – District Reports. Retrieved from <https://www.bced.gov.bc.ca/reporting/district.php> on June 29, 2016.

A planned expansion of the Heavy Duty Mechanic facilities in Prince George will double the amount of training in the region. The new Piping Foundation and the expanded Heavy Equipment Operator trades programs have helped to address industry needs and are in line with the BC Skills for Jobs Blueprint.

Ultrasonography has been identified as one of the top priority health professions by the province of BC.⁹ Physiotherapists (PTs) and Occupational Therapists (OTs) are also included in the provincial list, and the need for all three of these health professionals is mirrored in the north. It is difficult to attract and retain these professionals, especially when they aren't from the northern region and the salaries in Alberta for the same roles are significantly higher. Northern Health is stuck and unable to compete for these professionals, which is negatively impacting the health care services for northerners. Northern Health, the Health Employers Association of BC, and CNC among others are exploring ways to address the province wide Ultra sonographer shortage, which includes a potential program in the CNC region.

PTs and OTs are difficult to attract and retain, which is why non-resident professionals are used to periodically serve small and rural communities. To address this and improve the standard of care, Northern Health and the college (among other partners) are exploring the feasibility of a Rehabilitation Assistant program. Given the limited resources available and the non-resident nature of specialist health service providers serving rural communities in northern BC, establishing teams of non-resident professionals and resident RAs would extend the reach of the specialist between visits to underserved communities.

With additional Ministry of Advanced Education funding, the CNC Burns Lake campus is offering "Pathway into Practical Nursing" beginning in September 2016. This program will allow students to complete upgrading and entry requirements for the Practical Nursing program while staying in their

In 2015-

1.4	Increase student access to international activities.	International Education Strategy**
1.5	Increase the number of articulation agreements.	Access

* Jobs Blueprint: CNC Mandate Letter Key Strategy

**International Education Strategy: CNC Mandate Letter Key Strategy

Strategies:

™Develop a CNC Education Plan to ensure a common academic standard, vision, and direction that will be applied across all programs and will ensure our students receive consistent high quality education at all of our campuses and regions.

™Continue to align college programs with BC's Skills for Jobs Blueprint.

™Increase access to educational opportunities through flexible delivery of programs, including online, blended, and the real-time, instructor-led Digital Delivery Instruction (DDI).

™Support strong connections with community organizations to ensure program relevance.

™Update the International Education department's strategic plan to ensure it continues to advance the Ministry of Advanced Education's International Education Strategy.

™Expand existing and establish new transfer options for students to other post-secondary institutions provincially, nationally and internationally to enhance student options for further education.

Goal 2: Ensure quality service and an excellent experience for students and all stakeholders engaging with CNC.

Ease of access to student services and college information is a key factor in a positive student experience. With some of the college's systems and processes becoming outdated, a focus on enhancing administrative systems and increasing efficiency is essential.

Internally, the development of standardized operating procedures will support staff and departments to achieve efficiency, quality output, and uniformity of performance. This standardization will also support the Administrative Service Delivery Transformation Initiative.

Institutional Objective		System Objective
2.1	Ensure quality integrated, user-focused and efficient systems and services	Efficiency Cost Consciousness*
2.2	Ensure future renovations to college campuses maximize accessibility for all users	Respect**

2.3

- ™Develop standardized operating procedures for use in all departments and all college campuses.
- ™Support and contribute to a single unified application system in partnership with other BC post-secondary institutions.
- ™Ensure accessibility is a key consideration when planning renovations and campus development to support inclusive, diverse, and welcoming campuses.
- ™Establish process for collecting feedback to promote continuous service improvements.

Goal 3: Support Aboriginal Education and incorporate Aboriginal culture traditions and knowledge throughout the college

Approximately 34% of CNC students self-identify as Aboriginal, and at some CNC campuses Aboriginal learners make up the majority of

Strategies:

- TMIncrease communication with students, Aboriginal communities, employers, industry groups, employees, and others to ensure those connected to the college are involved with CNC's decisions and activities.
- TMIncrease community participation on CNC's Program Advisory Committees to ensure courses and programs are relevant and meeting the needs of communities and employers.
- TMContinue to build relationships with and be accountable to communities for educational goals.
- TMEstablish an integrated communications approach, utilizing timely and creative channels.

Notes:

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

N/A - Not applicable

- 1 Please consult the 2015/16 Standards Manual for a current description of each measure. See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf

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supports and resources to encourage student success. Additionally, during the 2015 intake process there weren't enough qualified domestic students to fill the program so the seats were opened to international students. There were 15 FTE in the Nursing program that came from qualified international students and these FTEs are not represented here.

Financial Information

Appendices

Appendix A – Skills Development Student Survey Results

Skills Development	Actual	Target	Actual	Performance Assessment
	2014/15	2015/16	2015/16	2015/16