College of New Caledonia

Accountability Plan and Report

2008/09 Reporting Cycle

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July 15, 2009

Honourable Moira Stilwell
Minister of Advanced Education

Institutional Overview

In 2009 the College of New Caledonia will celebrate 40 years of exceptional service in partnership with the people and communities of north-central B.C. The College serves a region of 117,000 square kilometres, with an overall population of 142

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.

Partnerships

CNC has a long history of partnerships, both regionally and provincially. We develop and maintain long-standing, productive relationships for the betterment of our region. A few of our current partnerships include:

- Northern Post-Secondary Council, with the Ministry of Advanced Education & Labour Market Development, University of Northern British Columbia, Northwest Community College and Northern Lights College;
- Collaboration with the Council of Forest Industries, forest sector companies and the Ministry of Forests and Range to establish a CNC Research Forest and initiate applied research projects;
- 16-97 Economic Alliance, a collaboration of economic development practitioners from the region, working towards improved regional planning through the identification and implementation of relevant industry clusters;
- Applied Technical & Engineering Education Consortium, composed of CNC, Prince George Chamber of Commerce, Innovation Resource Centre, UNBC, Northern Lights College, Northwest Community College, Initiatives Prince George, other community organizations, school districts and industry partners such as AllNorth Engineering, Canfor Pulp, First Nations Technology Council, National Research Council, APEG BC and ASTTBC;
- Thompson Rivers University, Vancouver Island University and Kwantlen Polytechnic University, for new agreements in

Aboriginal-directed programs and services, supporting improved access and student success, as well as responsiveness to the labour market needs of Aboriginal communities.

Through the development process for the 2006-10 Strategic Plan and CNC Aboriginal Services Plan, Aboriginal partners strongly indicated the need for programs that include cultural relevance components, elder support for students, improved access supports, improved funding for education and living expenses while at College, improved communication with band education coordinators in the region, 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:

- Development of a Metis History and Cultural Curriculum;
- Assistance to Emily Carr University of Art and Design in developing a regional Metis arts and crafts curriculum, to be piloted at CNC Prince George in June 2009;
- Strengthening of the Pathways to Success: Access to Health Sciences initiatives, supporting Aboriginal learners to enter and successfully complete health-related programs. Northern Health and Health Canada have added resources, allowing for additional student recruitment initiatives, and increased tutoring for students;
- Development and delivery of the very successful Aboriginal Early Childhood Education Certificate program, available both on-line and through face-to-face delivery;
- Delivery of the Aboriginal Environmental Technician Certificate in partnership with Vancouver Island University;
- Continued work on the purchase and operation of a shared home for Aboriginal students from remote communities coming to CNC Prince George to study.

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Goals and Performance Measures

for 2007 2010, and the Ministry of Advanced Education identified performance measures.

Our Organizational Context

The College of New Caledonia has been serving the north-central region of British Columbia since 1969. One of 22 post- 000 square kilometres with a population of approximately 142,000.

The past 40 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 in several smaller communities. Dedicated to excellence in education, CNC offers a wide range of upgrading, career, technical, vocational, and university credit programs.

In the north- 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 a to respond to public needs with superior services.

Our Goals to 2010

Committed to our learners and communities, all of us at the College of New Caledonia will. . .

1. ***Enrich the Learning and Teaching Environment***
   - *1.1. Support Excellence*
     - *1.1.1.* Ensure curriculum quality and vitality
     - *1.1.2.* Engage in reflective practice
     - *1.1.3.* Provide quality classroom resources
     - *1.1.4.* Celebrate excellence
   - *1.2. Provide Quality Services to Learners*
     - *1.2.1.* Improve integration, consistency, and usefulness of services
     - *1.2.2.* Increase services to reflect the diversity of learners
   - *1.3.Develop Leaders*
     - *1.3.1.* Embrace leadership opportunities for learners and for the broader college community
     - *1.3.2.* Create service-learning opportunities
     - *1.3.3.* Enhance portfolio development from high school to employment
   - *1.4. Enrich Student Life*
     - *1.4.1.* Increase recreational and social activities

5. Strengthen Resources

5.1. Influence funding organizations

5.1.1. Develop strong relationships with regional, provincial, and national governments and agencies

5.2. Use Resources Effectively

5.2.1. Steward public funds responsibly

5.2.2. Fundraise and develop partnerships

5.2.3. Align funding opportunities with community needs

6. Deepen Awareness

6.1. Inform and communicate

6.1.1.

6.1.2. Develo

6.1.3.

6.1.4. Promote student, community, and employee successes

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives	Ministry Objectives	Performance Measure	

Performance Measures, Targets and Results							
CNC Goal	**CNC Institutional Objectives**	**Ministry Objectives**	**Performance Measure**	**Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12**			
				2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target Assessment and Context
Respond to communities and the labour market (continued)	Involve Stakeholders Provide „right programs, right place, right time" Foster community leadership	Capacity	Student spaces in public institutions: Student spaces in nursing and other allied health programs (based on fiscal year)				

Performance Measures, Targets and Results							
CNC Goal	**CNC Institutional Objectives**	**Ministry Objectives**	**Performance Measure**	**Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12**			
				2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target Assessment and Context
Respond to communities and the labour market	Involve Stakeholders	Capacity	CNC institutional goal: Student spaces in ITA funded Foundation, CTC and Apprenticeship programs (based on fiscal year)				
(continued)	Provide „right programs, right place, right time"						
	Foster community leadership						

Performance Measures, Targets and Results

CNC Goal	CNC Institutional Objectives

Performance Measures, Targets and Results				
CNC Goal	**CNC Institutional Objectives**	**Ministry Objectives**	**Performance Measure**	**Target Assessment 2008/09 And Performance Targets 2009/10 to 2011/12**

Contact Hour Activity

This report, requested by the Capital Unit of the Funding and Analysis Branch, along with accurate and up-to-date Facilities Space Inventory data, forms the foundation of the review of institutions" requests to Government for facilities expansion. To meet the requirements of the Space Standards, data is to be separately reported by Campus and Space Type (Class/Lab or Shop/Teaching Kitchen), and with activity delivered to international students separated from all other activity. Please complete this document as part of your Institutional Accountability Plan and Report (IAPR) for the Ministry of Advanced Education and Labour Market Development (Information and Data Management Branch) by 15 **July 2009.**

Table A: Contact Hour Activity for Fiscal Year 2008/09				
	Onsite Activity SCH/CHE [1]			**Offsite Activity SCH/CHE [2]**
	Domestic Students	**International Students**		
Campus Name				

Comments:

NC 02 Ft St James is a new campus as of 2008/09 fiscal year. In previous years, CHE was delivered at Ft St James in rented facilities and reported as NC 04 Nechako - Offsite activity.

DEFINITIONS FOR CONTACT HOUR ACTIVITY

1 **SCH/CHE**: The Student Contact Hour (SCH) is a measure dependent on an instructor"s presence and a student"s physical location, a CHE is independent of delivery mode and does not require an instructor to be physically in the same location as the student. For example, a business class that was normally taught in a conventional manner in a classroom might involve 3 hours class time per week for 15 weeks over one semester for a total of 45 SCH per student. The same course taught non-conventionally would be assigned 45 CHE. This is the standard average contact time that would be required had the course been delivered in a classroom. Neither the SCH nor CHE measure is intended to capture time the student spends in a library or open lab completing assignments or studying.A Course Hour Equivalent (CHE), also called Contact Hour Equivalent, is defined as equivalent to one hour of scheduled class time. A CHE is a means of recognizing an amount of educational activity comparable to a conventional Student Contact Hour (SCH), but not specific to a mode of delivery.

2 Offsite activity should include instruction delivered offsite as well as training to employees at worksites and training at rented/donated locations. Also included should be distance education, on-line, PLAR and other "non-conventional" activity.

3 Activity spanning the May - August period, i.e. start date is in April and completion date in August, CHEs are to be prorated on the basis of the logical allocation of the activity to each period.