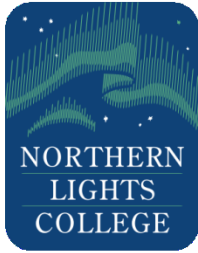


**Northern Lights College  
Institutional Accountability Plan & Report  
July 2011**

# Northern Lights College Institutional Accountability Plan & Report July 2011

## Table of Contents

- 1. Letter from the Board Chair and President**
- 2. Institutional Overview and Strategic Direction**
  - a. Institutional Overview
  - b. Strategic Direction
    - i. Vision
    - ii. Mission
    - iii. Values
- 3. Planning and Operational Context**
  - a. Internal Context
  - b. External Context – Environmental Scan
    - i. Demographic and Social Trends in the Region
    - ii. Economic activity and labour market in the Northeast region
- 4. Goals, Objectives, Performance Measures, Targets and Results**
  - a. Institutional Alignment with Ministry Goals
  - b. Institutional Goals and Objectives
  - c. Performance Measures, Targets and Results
- 5. Financial Information**



B.C.'s Energy College™

**NORTHERN LIGHTS COLLEGE**  
**REGIONAL ADMINISTRATION**  
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July 15<sup>th</sup>, 2011

The Honourable Naomi Yamamoto  
Minister of Advanced Education  
Government of British Columbia  
PO Box 9059  
Stn Prov Govt  
Victoria BC V8W 9E2

Dear Minister Yamamoto;

We are pleased to provide you with ***Northern Lights College's Institutional Accountability Plan & Report – July 2011***. This report was prepared in accordance with the Institutional Accountability Plan and Report Guidelines for the 2010-2011 Reporting Cycle.

As you review our story, you will note that Northern Lights College (NLC) remains a very vibrant organization that continues to support the agenda of the Ministry of Advanced Education. Every effort is made at NLC to ensure that our resources are not only aligned with your Ministry's primary goals but also with the expectations of the people of our region.

As we move forward into 2011-2012, it is clear that Northern British Columbia continues to be a driver of our provincial economy. The projected development in Northern Lights College's mandated region over the next 5-10 years is staggering. This development will involve both the northeast and northwest areas of our region and will require the programming strengths of both the secondary and post-secondary institutions. To this end, we continue to strengthen our relationships with the regional school districts and to increase dual credit opportunities for high school learners.

From a global program perspective, our focus in 2011-2012 will be on increasing and strengthening student services and support across all areas of the College. Also, we acknowledge that the scope, depth and capacity of the program delivery required for the Oil and Gas sector as well as the emerging Clean Energy sector, will require strong partnerships and collaborations at the local, provincial, national and international levels. NLC therefore continues to build on our broad range of partnerships with other educational institutions within

*Serving Northern British Columbia*

British Columbia and beyond, in order to support the needs of industry for workers with advanced skills.

Recognizing the importance of building and maintaining relationships with our Aboriginal communities, we also remain committed to ongoing collaboration with our local Community Leaders, the Northeast Native Advancing Society, the Metis Nation, British Columbia and other relevant Aboriginal organizations.


We extend our heartfelt thanks to you and your staff for approving Northern Lights College to receive funds to complete two Knowledge Infrastructure Projects. Both the Health Science building and Centre for Excellence in Clean Energy Technologies (CECET) projects are now completed and will be in full service for the 2011-2012 academic year.

We are proud to have concluded this past year with a balanced budget and to be in compliance with GAAP rules. We have funds available for capital projects and are on track with our strategic plan. Finally, our faculty, support staff and excluded staff continue to demonstrate through their capable actions, a commitment to ensure that Northern Lights College fulfils our mandate and supports the economic development of our region.

Yours truly,



Laurie Rancourt  
President & CEO  
NORTHERN LIGHTS COLLEGE  
B.C.'s Energy College™



Edith Leer  
Board Chair  
NORTHERN LIGHTS COLLEGE  
B.C.'s Energy College™

## 2. Institutional Overview and Strategic Direction

### a. Institutional Overview

The Northern Lights College (NLC) region is the northern third of British Columbia, an area of 324,000 square kilometres.

Our Regional Administration office is located at the Dawson Creek Campus, based in a facility that opened in 2004. Human Relations, Finance, Payroll, Marketing, Student Recruitment, Information Technology, and Facilities currently all have central bases at Regional.

At the Dawson Creek Campus priority space includes: the northern Aerospace Centre of Excellence; a new Health Sciences building based in a recently renovated science building; and our recently constructed Centre for Excellence in Clean Energy Technologies (CECET). The campus also includes a two-wing Student Residence with a capacity of 180.

The remainder of the Dawson Creek facility is comprised of old military buildings, which have been renovated and maintained for classrooms and labs. These buildings do not conform to classroom design specifications, they require expensive maintenance and they are energy inefficient. We continue to focus on the need to update these facilities in order to meet the needs of our students, in order to reduce our carbon footprint, and in order to ensure the most efficient use possible of the public funds required to maintain our facilities.

The City of Dawson Creek has a population of 12,000 and is expanding services in support of current and future industrial demand. In addition to land and assets within the city limits of Dawson Creek, our college owns 64.75 hectares of land outside the city limits, known as our Mile "0" Farm. This operation is leased for commercial agriculture purposes and will be featured in sustainable agriculture and joint renewable energy projects being planned with the City of Dawson Creek.

Our largest campus in relation to FTE production is the Fort St. John Campus. Fort St. John is the hub of northeastern British Columbia, has been dubbed the “oil and gas capital of BC”, and serves a trading area of more than 62,000 people. Growth in Fort St. John continues to exceed the provincial average.

Our campus boasts the Centre for Excellence in Oil and Gas, which is based in the Jim Kassen Industry Training Centre. The Industry Training Centre also houses trades and technical programming, much of which is related to the oil and gas industry. The population of Fort St. John is 19,500 and continues to grow, with the mean age of 29.6 years. Our College has one side of a two-staged residence complex in place and 100 beds currently available.

Our Fort Nelson Campus provides programming for the forestry and service industries and more recently has responded to requirements from companies working in the Horn River Basin for skilled workers. These demands for current and future programming motivated the College to invest in exterior and mechanical upgrades and renovate classrooms and shops, in conjunction with the creation of the campus Aboriginal Gathering Space. The official population of Fort Nelson is 5,000, but the oil and gas industry also houses significant numbers of workers in camps adjacent to the town and is looking for longer-term housing solutions in order to attract workers to support their projected operations.

Our Chetwynd Campus is situated in a region with a diverse economy. However, forestry plays a major role in the Chetwynd region, and the uncertainty of this industry has impacted the community and our college. Chetwynd has a population of 3,000 people. Our College currently utilizes a combination of traditional face-to-face, as well as alternative delivery models such as videoconferencing and teleconferencing to offer programming to the Chetwynd region. Joint planning sessions will be held with local community leaders over the coming months in order to identify other creative ways of meeting the education and training needs of this community.

Our Tumbler Ridge Campus is based in leased space within the local high school. The population of Tumbler Ridge is 3,500 people. Here too the college relies on a combination of video-

conferencing, teleconferencing and traditional face to face formats to deliver programming. Tumbler Ridge is currently poised for a significant increase in economic activity due to the reopening of a number of local coal mines. Demand for Workforce Training and Contract Training has significantly increased over the past year and is expected to continue increasing as mining activity ramps up over the next few years.

We continue to program in the community of Hudson's Hope utilizing leased space within the Pearkes Centre. With a population of 1,120 people, the community of Hudson's Hope cannot sustain traditional ongoing programming. Some limited programming is available online. NLC continues to work with BC Hydro and other industry and community partners in order to provide relevant training onsite to the community.

On the western rim of our region are two unique operations – Dease Lake and Atlin. In Dease Lake we have two buildings housing administrative offices and programming space. Dease Lake has a population of 450, is in the heart Tahltan First Nation territory and is a service area for the region. Our facility offers community groups space for some of their initiatives as well as responds to contract training needs specified by local mining industries. In Atlin, we lease a school building from School District #87. Programming is mainly focused on general interest courses for the community although NLC has attempted to offer culturally relevant literacy programming for the Tlingit band through Aboriginal Special Project funds.

## **b. Strategic Direction**

Northern Lights College is committed to building on its history in post-secondary education by developing the strengths of our staff and the people of Northern British Columbia. We continue to focus on the preparation of a skilled workforce and to play a critical role in the enhancement of the economy and quality of life in our vast region. Programming supports such primary community needs as health, education, business, social services, culture and recreation.

We are B.C.'s Energy College™, emphasizing programming that supports the Oil and Gas and evolving Clean Energy industries. In addition, working through partnerships and collaborations with the communities in our region, we work toward the goal of sustainability for communities.

Further, given the influence of agriculture in the Peace region, we intend to work with that industry to promote sustainable agricultural practices.

**i. Mission**

NLC is a driver of learning excellence, which exists to enhance and enrich the quality of life of the people and communities in the College region.

**ii. Vision**

NLC will provide accessible, responsive and diverse learning opportunities to enhance the quality of life for the community it serves.

**iii. Values**

NLC will achieve its mission and vision through integrity, respect and teamwork.

## 3. Planning and Operational Context

### a. Internal Context

In February 2011 NLC saw the arrival of a new President and CEO. As such, the institution is currently undergoing a general operational review. The 2011-2012 Strategic Plan is based on a consolidation of activities that were already underway as part of the 2010-2011 Strategic Plan, as well as a renewed focus on Student Services and Community Relations across the institution. Work will be undertaken at all levels of the organization in 2011-2012 towards the development of a three year long term Strategic Plan (2012 to 2015).

### b. External Context - Environmental Scan

As indicated in our 2009-2010 Accountability Report, the extent of projected development in Northern Lights College's mandated region over the next 5-10 years is staggering. This development will involve both the northeast and northwest sections of our region and will require the programming strengths of all secondary and post-secondary institutions.

Northern Lights College will be partnering with these institutions in order to respond to the industrial demands for skilled workers. The demand for workers will shift significantly to the northern region of the province from the more populated southern region. The resourcing of our institution in order to respond to these programming demands will be critical. A coordinated and visionary provincial plan is needed and leadership for this plan must come from Advanced Education.

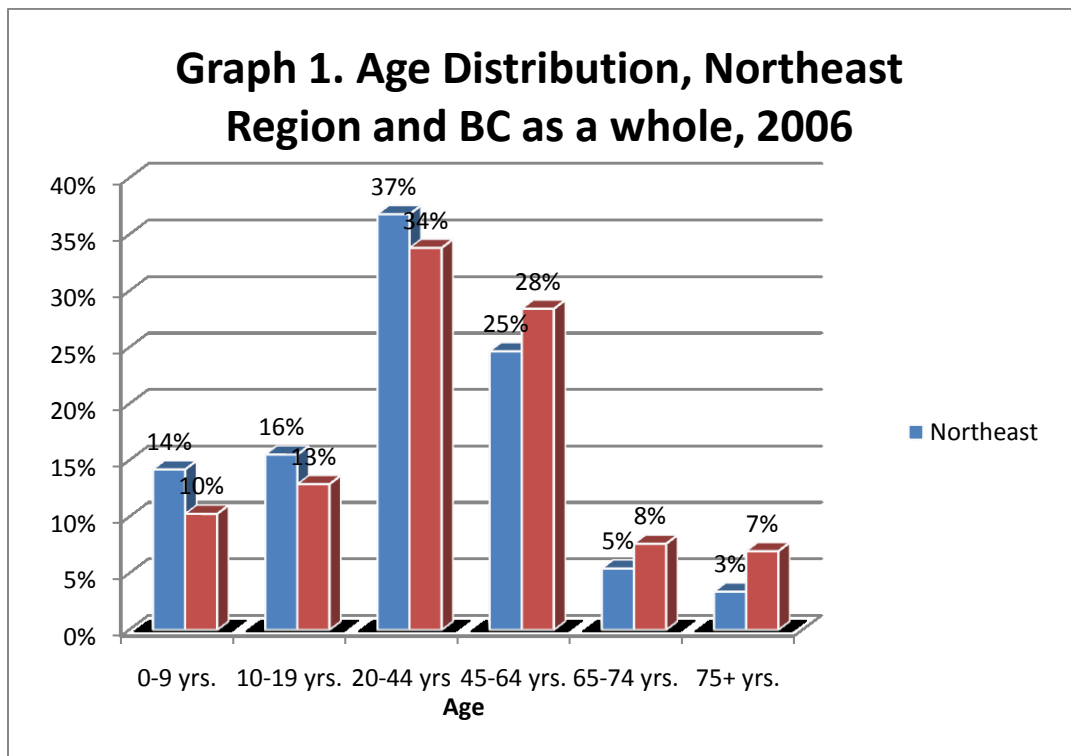
The following are some of the highlights, factors and trends that affect Northern Lights College:

- i. Demographic and social trends
- ii. Economic activity and labour market in the Northeast region;

## i. Demographic and Social Trends in the Region

### *Population*

Population statistics are only available through the Statistics Canada Census of Population with the last available data dating back to 2006. Thus these statistics remain unchanged from the 2009-10 NLC's Accountability Report. Census data demonstrates that approximately 30 per cent of the population of northeastern BC is under the age of 19 (seven per cent higher than the BC average of 23 per cent - see Graph 1). Approximately three per cent of the total population is older than 75 years of age (comparable to the provincial figure of seven per cent overall). The largest age group of the region is made up of individuals between the ages of 20 and 44 years old. This cohort in the Northeast and BC as a whole constitutes 37 and 34 per cent respectively. The median age of the population in the Northeast Region is 34.2 (compared to 40.8 years old in BC as a whole). The next Census results will be available in February, 2012. BC Stats predicts that the population in the Northern part of the province will grow at a higher rate compared to that of Southern BC.

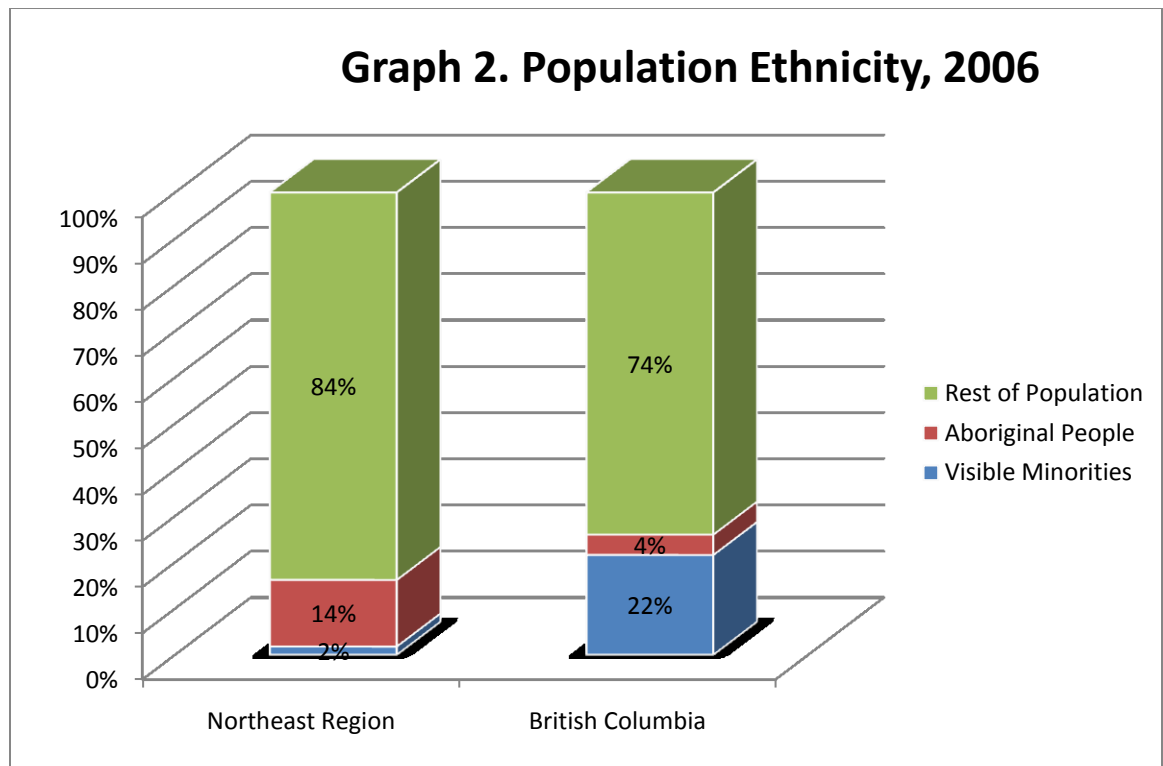


Source: Census 2006

## Ethnicity

The ethnic composition of the Northeast population is different from that of BC as a whole. While the total percentage of visible minorities in the region is only 1.8 per cent as opposed to the BC average of 21.6 per cent, the share of Aboriginal people in the region is 14.4 per cent (compared to 4.4% in BC as whole – see Graph 2).

In 2010-11, 15.3% of NLC's student population was Aboriginal, this is equal 1,446 students.

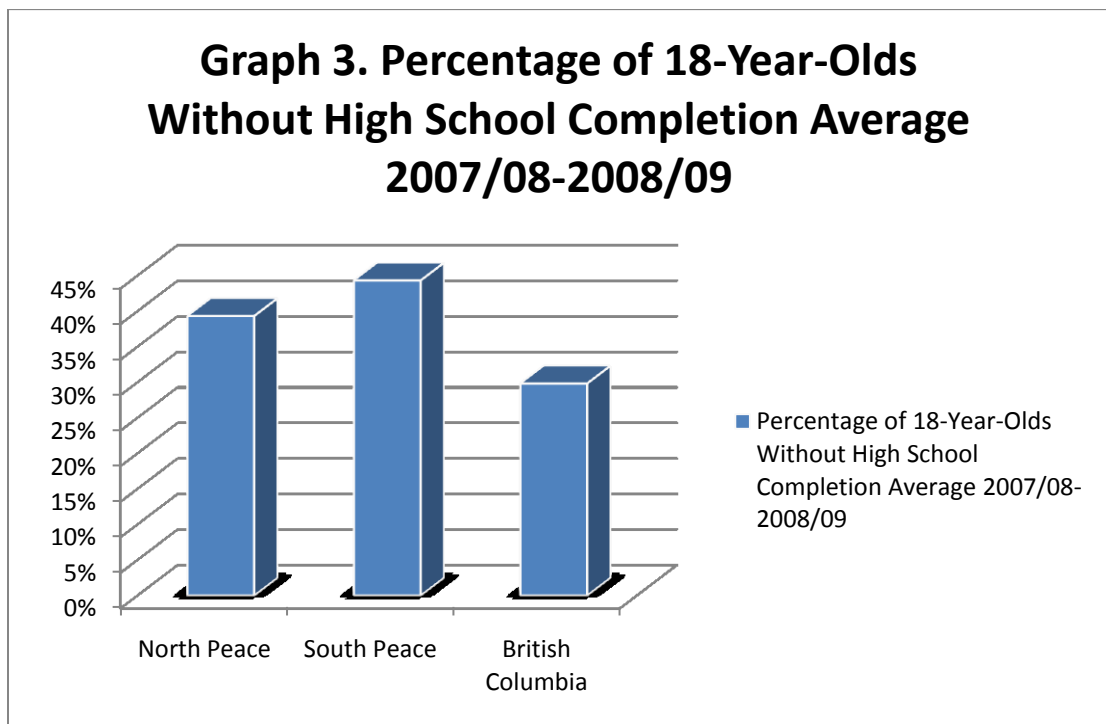


Source: Census 2006

## Education Levels

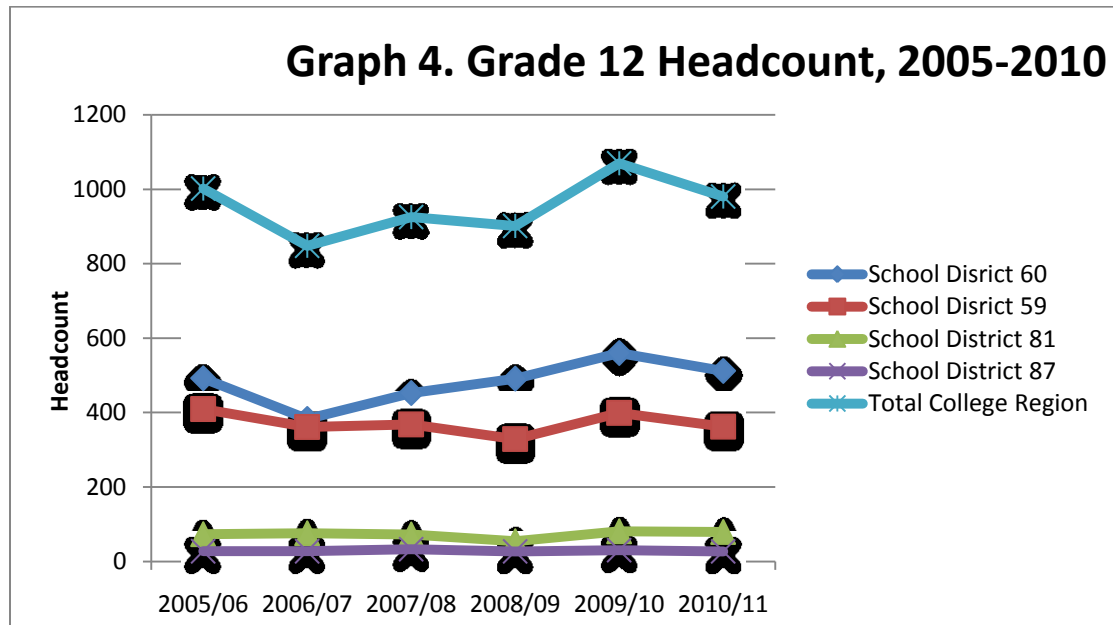
The overall educational levels of the population of northeastern BC are lower than those of the provincial average (see Graph 3). This is a worrisome trend for our region. The difference can be attributed to a number of factors, one of which is the availability of high paying unskilled jobs. One of the significant implications for Northern Lights College is that these students may come back in the near future to complete their BC Adult Graduation Diploma. In 2010-11, Northern Lights College produced 210 FTEs in developmental programs.

The Institute of Chartered Accountants notes that “it will be important in the future for the Northeast to find ways to encourage students to complete high school, and continue on to post-secondary education”. Northern Lights College will keep working collaboratively with the School districts in our region to encourage students to enroll in our dual credit programs, and to pursue postsecondary education upon graduation prior to entering the full-time workforce.



Source: BC Stats, “Indicators of Education Concerns”

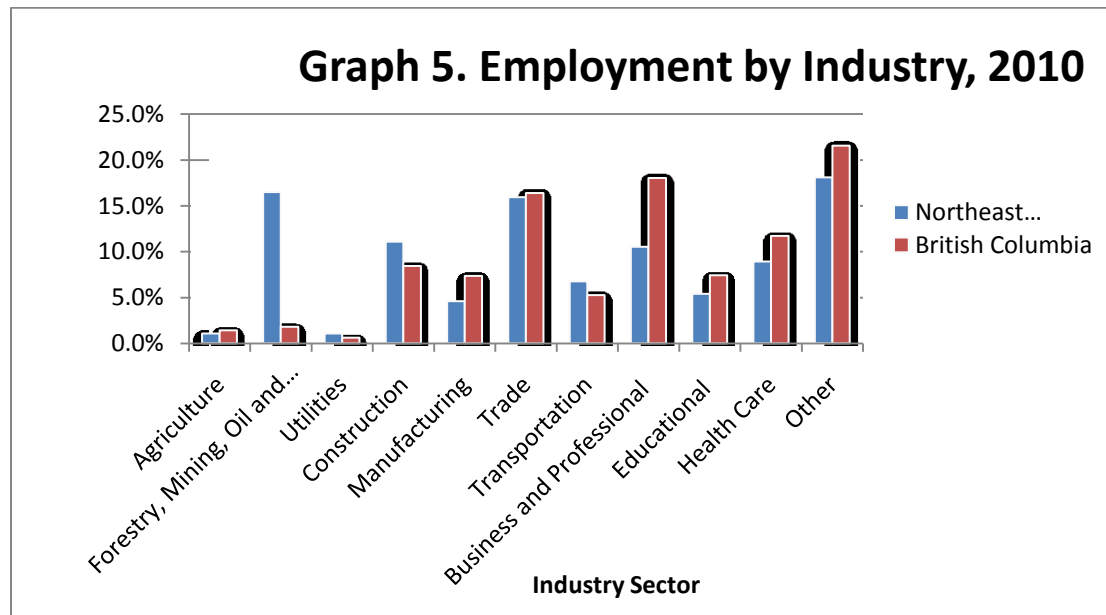
The following Graph 4 demonstrates the numbers of Grade 12 student headcounts in the period spanning 2005 to 2010 (source: Ministry of Education. Student Statistics, 2005/06-2010/11). In 2010-11, the numbers for grade 12 enrolment decreased for the College region as a whole. School Districts 60 and 59 observed a significant decrease of grade 12 enrolments (48 and 27 headcounts respectively).



## ii. Economic activity and labour market in the Northeast region

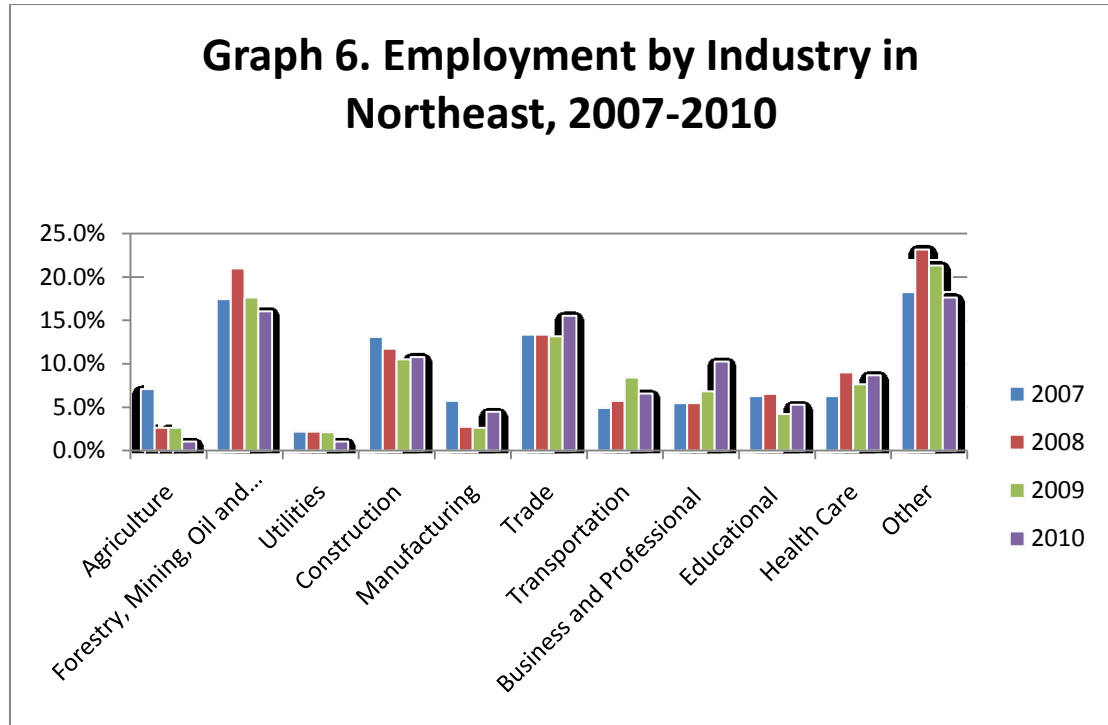
### *Employment by Industry*

Economic structure and employment by industry are basic socio-economic factors that form the basis for the College's program and services. Unlike BC as a whole, the Northeast region is characterized by the high presence of resource-based industries such as mining, as well as oil and gas extraction and services. Graph 5 demonstrates a comparison in employment levels by industry for the Northeast and BC as a whole in 2010.



As shown on Graph 5, the share of employment in primary industries like forestry, mining, and oil and gas was 16.5 per cent in Northeast BC in 2010. For BC as whole, this number is only 1.8 per cent (source: Statistics Canada). This information helps to establish baseline expectations for program development and change. Utilities, Construction and Transportation are the other industries with a higher share of employment in the Northeast compared to BC as a whole.

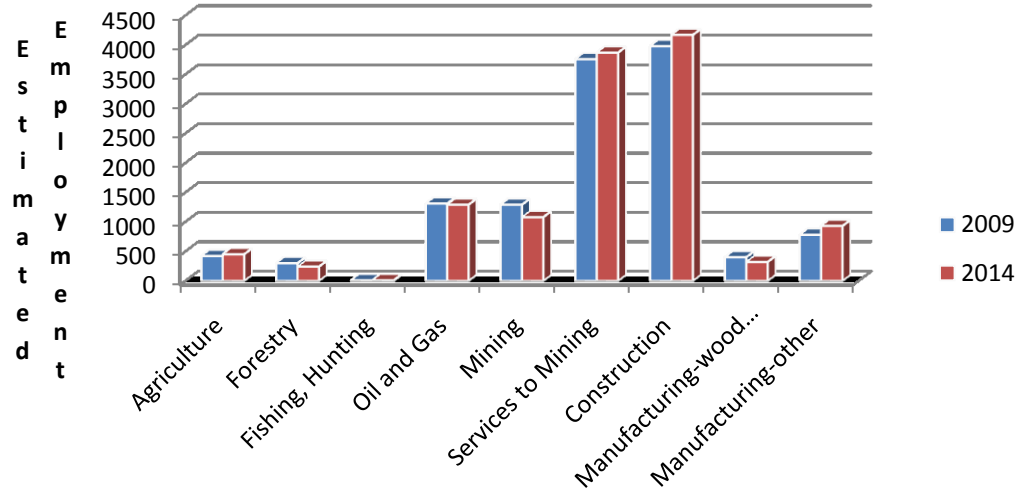
It is also interesting to look how employment by industry changed in Northeast BC in 2010 compared to 2007 - 2009 (Graph 6).



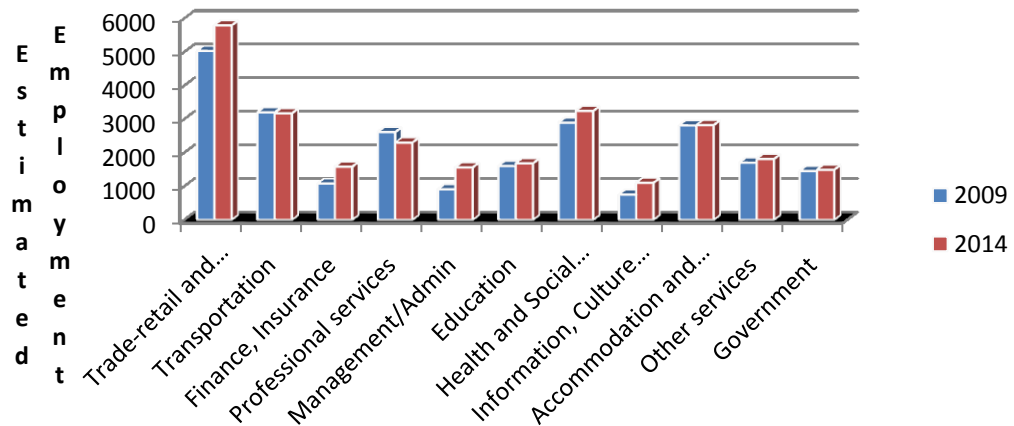
As the graph above demonstrates, since 2007 employment in Agriculture has been steadily decreasing. Manufacturing and Trade, on the other hand, both demonstrate increases in 2010. Forestry, Mining and Oil and Gas experienced an increase in 2008 but in 2009-2010, the share of employment in these industries dropped compared to the 2007 level. The graph also shows that manufacturing took a hit in 2009, with many saw- and pulp-mills closing down in the region but has experienced an increase in 2010. The above data confirms that the resource based and energy sectors remain dominant in northeastern BC and, together with trades, share about 27 per cent of employment.

Graphs 7 and 8 below show that the projected demand for employment in the Northeast by 2013 is expected to be in goods-producing and service-producing sectors. These projections, compiled by BC Stats, do not suggest any drastic changes in any specific industries.

**Graph 7. Projected Annual Growth in Employment Demand in Goods Producing Sector in Northeast BC**



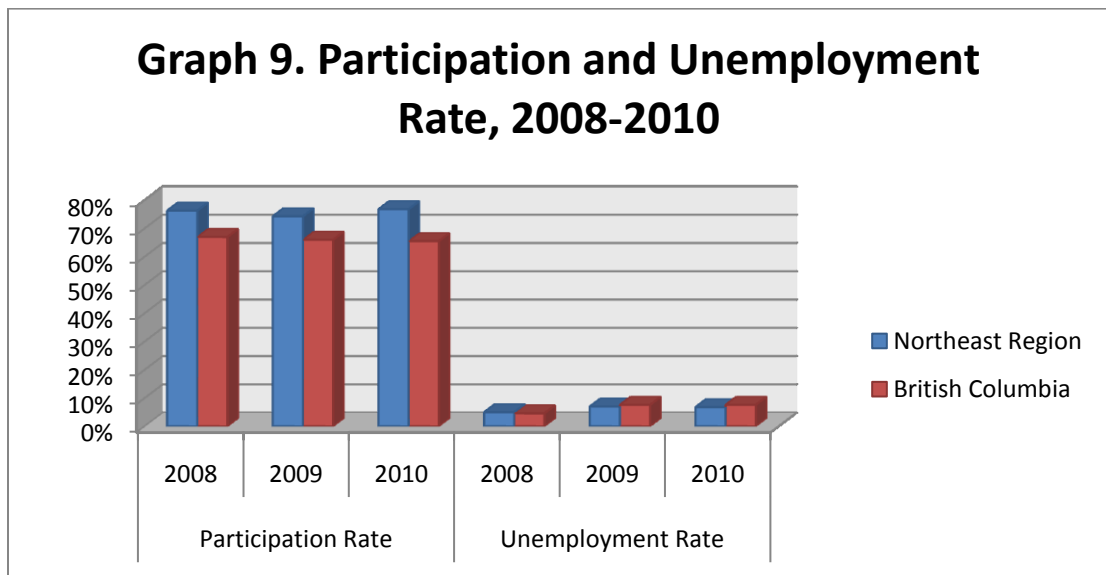
**Graph 8. Projected Annual Growth in Employment Demand in Service Sector in Northeast BC**



Source: BC Stats, "British Columbia Regional Employment Projections: Northeast Development Region. 2009-2014".

## Participation and Unemployment Rates

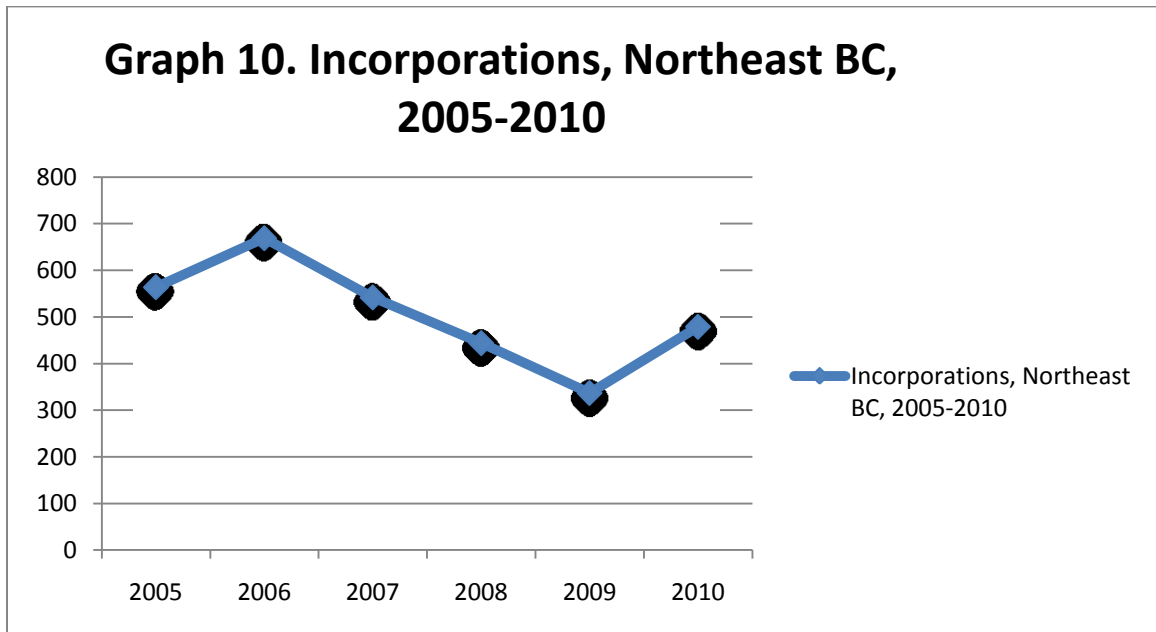
The participation rate represents the number of labour force participants as a percentage of the population 15 years of age and over (BC Stats, 2011). For northeastern BC, the participation rate in 2010 is 76.8 per cent whereas for BC as a whole it is about 11 per cent lower at 65.5 per cent. Last year, the gap between BC as a whole and its Northeast region was around 8%. The unemployment rate – the number of unemployed persons expressed as a percentage of the labour force – is 0.8% lower in Northeast compared to BC as a whole – 6.8 versus 7.8 per cent. For both the Northeast region and BC as a whole, the unemployment rate decreased in 2010 compared to 2009. Graph 9 below illustrates these statistics:



Source: BC Stats, "Labour Force Activity by BC Development Region – Annual Averages"

## Business and Investment

Graph 10 below illustrates the number of incorporations that occurred in the Northeast over the last six years. As shown on the graph, the number of incorporations in the region declined by 2009 compared to 2006, but increased significantly in 2010. This is a sign of an overall economic revitalization of the College region.



Source: BC Stats, "British Columbia Incorporations by Development Region, Regional District and Municipality".

To summarize, northeastern British Columbia has been experiencing some of the challenges and effects of the global financial meltdown. However, despite this overall effect, unlike the rest of the province the Northeast demonstrates strong labour force participation rates and declining unemployment. It is expected that this economic upswing will contribute overall to an increased stability and further development at Northern Lights College.

## 4. Goals, Objectives, Performance Measures, Targets and Results

### a. Institutional Alignment with Ministry Goals

*Ministry Goal 1: British Columbians access B.C.'s post-secondary education system to meet the needs of a knowledge driven economy and society.*

*Objective 1.1 British Columbians are able to fulfill their potential through access to quality education and training.*

#### **NLC Integration:**

As is indicated in the College's Vision statement, NLC's focus is to "...provide **accessible**, responsive and diverse learning opportunities... » to members of the communities we serve. The College's Board of Governors has also adopted Ends statements that are very well aligned with this Ministry goal. These Ends state that :

- ...Culturally diverse learners in the college region will attain the knowledge, skills, abilities and qualifications necessary for employability, transferability, career advancement, personal wellness, and social development. Learners will attain knowledge, skills, abilities and qualifications for employability **to a standard accepted by industry. (...)**
- Communities in the college region will have improved quality of life within justifiable resources. (...) **Communities have resources available to them that support and promote their social quality of life. Communities have improved economy and ecological environments.**

The College's strategic objectives for 2011-2012 include such priorities as:

- Increasing learning opportunities for workers, aboriginal learners and non-traditional learners.
- Increasing access and support services for all learners.
- Continuing to deliver Adult Basic Education and Literacy programming across our region.

- Developing new programming, particularly in the Clean Energy sectors in order to meet the needs of the emerging knowledge economy.
- Continuing to use non-traditional educational technologies and approaches in order to increase access to programming and services throughout our region.
- Continuing to invest in the development of staff through making training opportunities and funds available to staff.
- Providing ongoing support to staff and faculty for the use of technology in pedagogically innovative ways.

**Ministry Goal 2:** *B.C.'s dynamic and integrated post-secondary education system is a global destination of choice for students to learn, stay to live, work and invest.*

**Objective 2.1** *B.C. attracts and increases the number of students in B.C.'s education system.*

**NLC Integration:**

As part of its 2011-2012 Strategic Plan, NLC is aligned with this Ministry Goal in its efforts to:

- Enhance the programming options of the Northern Opportunities Program team and, as a result, continue to increase the number of High School Graduates completing post-secondary studies.
- Enhance programming and learner support partnerships with NENAS, Metis Nation of BC and other aboriginal organizations in order to increase participation and completion rates among Aboriginal Learners.
- Market and communicate the richness of a Northern Lights College learning experience locally, provincially, nationally and internationally.
- Identify the advantages of the NLC, and the northeaster B.C. experience and incorporate them into the College's branding, marketing and recruitment activities.
- Maximize our web presence through integration and development of a new self service website.
- Develop a revised focus for international programming on industry specific markets.

**Ministry Goal 3:** *B.C.'s public and private post-secondary, industry and workplace training sectors support productive career development.*

*Objective 3.1 British Columbia's post-secondary system is flexible and responsive to the needs of learners and the B.C. economy.*

Northern Lights College has maintained our Workforce Training and Contract Training in response to direct request from employers to have new employees with basic skills or to upgrade current employee skills in order to advance their operations. Although the recession impacted on many businesses and industries in our region, the steady exploration for unconventional gas has resulted in a continuing need for skilled workers and Northern Lights College continues to support these needs.

Overall, NLC program advisory councils maintain strong ties with businesses and industries in our region and ensure that our programming is current and relevant and therefore the learners are acquiring the right skills and skill level needed by industry. Not only do industries keep the College informed of their workforce needs, but they also continue to invest heavily in our programs with specialized equipment to support the learners' ability to develop the appropriate skills.

The following elements of NLC's 2011-2012 Strategic Plan align well with this Ministry objective:

- Build capacity and responsiveness through active and synergistic partnership and collaborations.
- Work with industry to develop a training plan for utilization of the full size rig which has been donated and is to be delivered to the Fort St. John Campus in the summer of 2011.
- Finalize the implementation of a partnership with Keyera Energy and Lakeland College to offer certificate and diploma credentials to the oil and gas workforce.
- Support the partnership with Canadian Geothermal Energy Association for the delivery of geothermal programming.
- Continue to work on Economic Development Models with the communities of Chetwynd, Tumbler Ridge, Fort Nelson, Dawson Creek and Fort St. John.

## b. Institutional Goals and Objectives

### Northern Lights College Board Policies – ENDS

#### Mega End:

- E** Northern Lights College exists so that people and communities in the college region are educationally enriched and have capacity for an improved quality of life that justifies expenditure of available resources in an innovative and sustainable manner.

#### Learner Capacity:

- E-1** Culturally diverse learners in the college region will attain the knowledge, skills, abilities and qualifications necessary for employability, transferability, career advancement, personal wellness, and social development.
1. Learners will attain knowledge, skills, abilities and qualifications for employability to a standard accepted by industry.
  2. Learners will attain the knowledge and skills that enable them to continue their learning and/or transfer to other post-secondary institutions.

#### Community Enrichment:

- E-2** Communities in the college region will have improved quality of life within justifiable resources.
1. Businesses, industries and organizations in the college region will have access to education and/or training opportunities that enable their employees to acquire the current and future skills, abilities, and qualifications necessary to support organizational success.
  2. Communities have resources available to them that support and promote their social quality of life.
  3. Communities have improved economy and ecological environments.

## Primary Goals 2011/12

1. **Foster and continue to support a cultural commitment to the future of the organization.**

### 2011/12 Action Plan

- Continue to implement selected recommendations from the *Networks 2010 Report* and the *Fall 2009 Climate Action Survey* and utilize results in the planning process.
- Complete the *Fall 2011 Climate Action Survey*.
- Provide opportunities for internal networking, team building and organizational development activities, primarily within the *Networks 2012* conference that will be held in February 2012.
- Undertake a comprehensive strategic planning exercise from October to December 2011 with the focus on the development of the 2012-2013 to 2014-2015 Strategic Plan.

2. **Enhance our commitment to teaching and learning.**

### 2011/12 Action Plan

#### A. Organizational Teaching and Learning

- Continue to invest in the development of staff through making training opportunities and funds available to staff.
- Provide ongoing support for the use of technology in pedagogically innovative ways (Centre for Innovation in Teaching and Learning).

### 2011/12 Action Plan

#### B. Prioritize learning opportunities for workers, aboriginal learners and non-traditional learners

- In consultation with the Aboriginal Advisory Group, develop and implement Gathering Spaces programming in Fort Nelson, Fort St. John, Dawson Creek and Chetwynd.
- Enhance programming and learner support partnerships with NENAS, Metis Nation of BC and other Aboriginal organizations.
- Conduct on-location education fairs with the Bands within the NLC region.
- Conduct a Ch'nook Aboriginal Business program tour to Chetwynd, Dawson Creek, Fort Nelson and Fort St. John.
- Finalize procurement of the donated Full size Drilling Rig to be located in Fort St. John.
- Develop a series of certificates in Clean Energy programming areas to be offered as WFT products in 2011-2012. The certificates will be geared towards a 'laddering' approach and lead to the development of an Applied Clean Energy Technologies Certificate Program to be offered in 2012-2013.

## 2011/12 Action Plan

### C. Student access and student support services

- Continue the work based on the recommendations from the October 2010 Process Redesign Final Report as they relate to student services.
- Proceed with an in-depth review of current student support services.
- Identify and address any gaps in services within the resources available.

## 2011/12 Action Plan

### C. Address diverse learning styles through the use of innovative instructional technology and learning support models.

- Develop a consolidated distributed learning model which will be applied in current and future distributed programs.
- Continue to develop expertise in simulation models and use of equipment to support Health Science programming.

## 3. Build capacity and responsiveness through active and synergistic partnership and collaborations.

## 2011/12 Action Plan

- Continue to enhance the programming options of the Northern Opportunities Program team.
- Work with industry to develop a training plan for utilization of the full size rig to be delivered to the Fort St. John Campus in the summer of 2011.
- Finalize the implementation of the partnership with Keyera Energy and Lakeland College to offer certificate and diploma credentials to the oil and gas workforce.
- Support the partnership with Canadian Geothermal Energy Association for the delivery of geothermal programming.
- Enhance programming and learner support partnerships with NENAS, Metis Nation of BC and other aboriginal organizations.
- Continue to work on Economic Development Models with the communities of Chetwynd, Tumbler Ridge, Fort Nelson, Dawson Creek and Fort St. John.
- Revitalize the Teacher Preparation program through research and analysis in partnership with Northeast School Districts.
- Seek approval for Northern Lights College to re-establish applied research initiatives with appropriate funding agencies.
- Partner with industry to support Applied Research needed in targeted regions of Northeastern BC.

## 4. Model environmental stewardship through the use of alternative energy and environmentally sound operational practices.

## 2011/12 Action Plan

- Prepare a *Sustainability Plan* for the institution which utilizes the results of the Energy Audit and BC Government Smart Tool.
- Develop, through partnerships with municipalities and other interested parties, *Clean Energy Cluster Proposals*.
- Progress to full utilization of Energy House and utilize energy produced by clean energy technologies to reduce carbon footprint of the Dawson Creek Campus.
- Integrate the Green Team (Climate Action Task Team) recommendations into business practices of Northern Lights College.

## 5. **Market and Communicate the richness of a Northern Lights College learning experience.**

### 2011/12 Action Plan

- Identify the advantages of the NLC experience and incorporate them into the College's branding, marketing and recruitment activities.
- Maximize our web presence through integration and development of a new self service website.
- Finalize and implement a Donor Recognition Policy.
- Develop a revised focus for international programming on industry specific markets.

## 6. **Enhance our business practices with a focus on accountability and effectiveness.**

### 2011/12 Action Plan

- Implement the Budget Management module which will be used for the 12/13 budget planning and implementation process.
- Implement the new HR/Payroll software system.
- Implement the Degree Audit component of the Colleague system.
- Finalize the Process mapping for recruiting, admissions and registration and implement recommendations.
- Continue the implementation of the *Information Technology Tactical Plan* including infrastructure redesign and upgrades to equipment.
- Actively pursue funding for capital and operational needs from private and public funding sources to support capital projects as well as upgrades in equipment intensive programs (in accordance with the NLC Capital Plan).

### c. Performance Measures, Targets and Results

#### NLC 2010/11 Accountability Framework Performance Measure Results<sup>1</sup>

Performance measure	Reporting year					
	2009/10 Actuals	2010/11 Target	2010/11 Actual	2010/11 Assessment		
<b>Student spaces<sup>2</sup></b>						
Total student spaces	946	1,487	898	Not achieved		
Nursing and other allied health programs	36	41	35	Not achieved		
Developmental	261	225	210	Substantially achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	428	457	497	Achieved		
<b>Aboriginal student headcount<sup>4</sup></b>						
Number	1,433	≥ previous year	1,446	Achieved		
Percent	14.5%		15.3%	Achieved		
<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	96.3%	1.6%	≥ 90%	93.6%	1.9%	Achieved
Apprenticeship graduates <sup>7</sup>	N/A	N/A		83.9%	5.5%	Substantially achieved
<b>Former diploma, certificate, and associate degree students' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skill development (avg. %)	82.8%	3.5%	≥ 85%	86.5%	3.0%	Achieved
Written communication	77.9%	4.3%		84.8%	3.7%	
Oral communication	77.0%	4.4%		82.7%	3.9%	
Group collaboration	83.8%	3.3%		88.2%	2.8%	
Critical analysis	85.4%	3.1%		89.4%	2.5%	
Problem resolution	81.7%	3.4%		86.5%	2.9%	
Learn on your own	86.1%	3.0%		88.6%	2.6%	
Reading and comprehension	87.7%	2.9%		85.1%	3.0%	
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.7%	1.8%	≥ 90%	94.0%	1.9%	Achieved
Apprenticeship graduates <sup>7</sup>	N/A	N/A		91.1%	4.3%	Achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	93.5%	2.7%	≥ 90%	84.6%	3.8%	Substantially achieved
Apprenticeship graduates <sup>7</sup>	N/A	N/A		96.1%	3.3%	Exceeded
<b>Unemployment rate<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	11.8%	3.1%	≤ 15.8%	9.5%	2.8%	Exceeded
Apprenticeship graduates <sup>7</sup>	N/A	N/A		7.3%	4.0%	Exceeded

## NLC Accountability Framework Performance Targets: 2011/12 - 2013/14

Performance measure	2011/12	2012/13	2013/14
<b>Student spaces</b>			
Total student spaces	1,481	1,481	TBD
Nursing and other allied health programs	35	35	TBD
Developmental programs	225	225	TBD
<b>Credentials awarded</b>			
Number	503	TBD	TBD
<b>Aboriginal student headcount</b>			
Number	1,446	≥ previous year	
Percent	15.3%		
<b>Student satisfaction with education</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
<b>Students' assessment of skill development (average %)</b>			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree and certificate students			
<b>Student assessment of the quality of instruction</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
<b>Unemployment rate</b>			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Former diploma, associate degree and certificate students			
<b>Student assessment of usefulness of knowledge and skills in performing job</b>			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			

## NOTES:

NA - Prior data not applicable

<sup>1</sup> There have been a number of changes to the performance measures for the 2010/11 reporting cycle. Please consult the standards manual for a description of each measure. See [http://www.aved.gov.bc.ca/framework/documents/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf).

<sup>2</sup> Results from the 2009/10 reporting year are based on data from the 2009/10 fiscal year; results from the 2010/11 reporting year are based on data from the 2010/11 fiscal year. NOTE: In 2010-2011 a number of projects aimed at increasing overall FTE have come to fruition. Most notably:

- Dual credit opportunities were expanded and this resulted in increased dual credit enrolments in all campuses for 2010-2011.
- Videoconference and information technology infrastructure improvements were completed in a number of campuses. This will lead to an increased capacity to provide cross-campus access to programming, and should contribute to overall increased enrolments in the long term.
- Enhanced program and learner support partnerships with a number of aboriginal organizations led to a number of projects geared towards increased access for Aboriginal learners. Ongoing work to improve relationships with our Aboriginal communities and to provide increased access to education and training for these communities will continue in 2011-2012.

Northern Lights College continues to face challenges with respect to utilization rates. As indicated in the 2011-2012 Strategic Plan a number of initiatives will focus on student access and retention as we go forward. NLC plays a critical role in the communities it serves. In 2011-2012 emphasis will be placed in strategic recruitment activities, including those in the Health Care programming areas. Also, a series of longer term strategic planning sessions and focus groups (both internally and externally) are planned over the next 8 months which will lead to a comprehensive 4 year plan for growth at NLC.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2010/11 reporting year are a three-year average of the 2007/08, 2008/09 and 2009/10 fiscal years. This is the first reporting cycle using the new credentials target formula and a fiscal year basis. The previously reported credential actual for the 2009/10 reporting cycle (by academic year) was 425 for Northern Lights College.

<sup>4</sup> Results from the 2009/10 reporting year are based on data from the 2008/09 academic year; results from the 2010/11 reporting year are based on data from the 2009/10 academic year.

<sup>5</sup> Results from the 2009/10 reporting year are based on 2009 survey data; results from the 2010/11 reporting year are based on 2010 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.

<sup>6</sup> Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the North region.

<sup>7</sup>The 2010/11 reporting cycle is the first time Apprenticeship (APPSO) survey results have been included.

<b>Target Assessment Scale</b>	<b>Description</b>
Exceeded Achieved Substantially achieved Not achieved	More than 10% above target Up to 10% above target Up to 10% below target More than 10% below target

## 5. Financial Information

For the most recent financial information, please see the Audited Financial Statements available on our website at:

<http://www.nlc.bc.ca/pdfs/Audited%20Financial%20Statements.pdf>