



Northern Lights
College

Institutional Accountability Plan and Report

2019-2020 Reporting Cycle

September 2, 2020

Northern Light College serves the communities of Northern British Columbia that are located on the territories of the Cree, Dene, Dunne-Za, Kaska, Sauteau, Tse'khene, Tahltan and Tlingit. We acknowledge our hosts and honour their gracious welcome to those seeking knowledge.



Northern Lights
College

11401 8 Street
Dawson Creek, British Columbia V1G 4G2

June 30, 2020

Minister of Advanced Education, Skills and Training
PO BOX 9870 Stn. Prov. Govt.
Victoria, BC V8W 9T5

Dear Minister Mark:

We are pleased to provide you with the **Northern Lights College 2019-2020 Institutional Accountability Plan & Report**. This report was prepared in accordance with the *Accountability Framework Standards and Guidelines Manual: 2019/20 Reporting Cycle*.

As Board Chair and President, we hereby affirm our commitments and accountabilities for this plan and report and look forward to reporting on its success.

Yours truly,

Tyler Holte
Board Chair
NORTHERN LIGHTS COLLEGE

M. Bryn Kulmatycki, Ph.D.
President & CEO
NORTHERN LIGHTS COLLEGE

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Strategic Direction and Context

Northern Lights College is committed to building on its history in post-secondary education by developing the strengths of its staff and the people of Northern British Columbia. The College continues to focus on the preparation of a skilled workforce and plays a critical role in the enhancement of the economy and quality of life in our vast region.

Northern Lights College has been identified as B.C.'s Energy College™, which places some emphasis on programming that supports the Oil and Gas and evolving Clean Energy industries. The College has a diverse range of program offerings that extends beyond the dimension of petroleum-based industries. Programming at Northern Lights College supports primary community needs in business, health, education, social services, culture, workforce development, and continuing education. The College also provides skilled trades workers that meet the needs of industry. By providing a wide range of program offerings and by working through partnerships and collaborations with the communities in the region, the College works toward the goal of sustainability for communities in the North.

Strategic Direction

Now finishing its third year of execution of the Northern Lights College Strategic Plan and Framework, the College began a mid-Plan review of the key elements of our Plan including Vision, Mission, Values and our Priorities. Consultation and revisions are currently underway, however progress was delayed by the impact of COVID-19.

Work continued as the College continued to focus on our four priorities, (1) Students, (2) Programming, (3) People and Culture and (4) Connections and Community.

Mission, Vision, and Values

The Mission, Vision and Values that will guide Northern Lights through the 2017-2022 strategic planning cycle and beyond includes the following elements:

Mission

Enriching lives, communities and industry in Northern British Columbia and the world through accessible, applied, and academic learning.

Vision

Northern Lights College is the college of choice for energy, technology and academic Learning.

Core Values

Northern Lights College performs within the highest ethical standards. We respect the following Core Values and take responsibility for our actions:

Heart – We value the emotional connections we have to each other and to those we serve.

Respect – We have mutual appreciation and trust for one another, no matter our differences.

Integrity – We take responsibility for everything we do, no matter the outcome.

Innovation – We encourage initiatives that create opportunities for constructive change.

Excellence – We strive to produce quality work that is both accurate and insightful.

Institutional Overview

The Northern Lights College (NLC) geographic region comprises the northern third of British Columbia (See Figure 1)¹. The College region is approximately 325,000 square kilometres in area and is occupied by about 71,836² people. In fact, compared to all other colleges in the province, Northern Lights College has the largest geographic area as well as having the lowest population. Most of the population lives along the well-known Alaska Highway which begins in Dawson Creek (Mile 0) and ends in Fairbanks, Alaska. Northern Lights College has campus locations in Chetwynd, Dawson Creek, Fort Nelson, Fort St. John, and Tumbler Ridge, along with access centres in Atlin, and Dease Lake. NLC's distance programming also allows virtual access to students from across British Columbia, Canada, and beyond.



Figure 1 BC and NLC College Regions

As an organization spread across large distances, the College provides services annually for over 2,400 learners in credentialed programs as well as an additional 1100 learners in community education and work force training³. Learning needs of our student are met with approximately 80 instructional faculty members. Credentials awarded through the College are non-degree, and include certificates, diplomas, associate degrees, and post-baccalaureate diplomas.

¹ Statistics presented in this report draw from several sources, as such, the geographic region of Northern B.C. is defined differently depending on the source. The three terms, *North*, *Northeast*, and *College region* are used in this report. The regions are defined as follows: The *North* region includes Cariboo, Northeast, North Coast and Nechako. The *Northeast* region includes Peace River and Northern Rockies, and the *College* region refers to the geographic area defined by BCStats. See Appendix C for maps depicting the North, Northeast, and College region.

² BCStats *Sub-provincial Population Estimates*. Retrieved on May 2, 2020 from https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/population/pop_bc_estimatesby_subprov_areas_2011_2019.xlsx (Northern Rockies and Peace River regional districts)

³ Central Data Warehouse summary data for 2019-20 fiscal year as extracted May 8, 2019

History of Northern Lights College

Northern Lights College can trace its beginning to the time when the Canadian government built the Mid Canada Line, an electronic defense against airborne attack over the north. The line's western-most Sector Control Station was constructed in Dawson Creek, and was operational from 1956-64. When this military station closed, it was purchased by the provincial government and converted into a vocational school. The British Columbia Vocational School-Dawson Creek opened in September 1966, serving primarily the Peace River region. The curriculum for the new school was divided into two areas: pre-employment and pre-apprenticeship.

In 1974, a Regional Advisory Committee was formed by the provincial government to investigate creating a community college in the north. The college would serve the areas of Dawson Creek, Fort St. John, Fort Nelson, Chetwynd, and the Stikine/Cassiar region (this area was serviced by the Alaska Highway, and by air from Fort Nelson). In May 1975, a new Northeastern Community College was created through an Order-in-Council. The legislation authorized School Districts 59, 60, 81, and 87 to participate in establishing a college that would be based in Dawson Creek and would serve the northern third of the province. The name Northern Lights College was selected from entries in a "name the college" contest, and was announced on June 3, 1975. Northern Lights College opened officially in September of 1975, recently celebrating its fortieth year of successful operation in the province of British Columbia.

Campuses and Programming

Dawson Creek Campus: The Dawson Creek Campus was the original location for Northern Lights College, having originally housed the B.C. Vocational School from 1966 to 1975. The City of Dawson Creek has a population of approximately 12,981 (up .4% from last year)⁴. In addition to land and assets within the city limits of Dawson Creek, Northern Lights College owns 64.75 hectares of land



Figure 2 Energy House, Dawson Creek Campus

⁴ *Ibid.*

outside the city limits, known as our Mile "0" Farm. This year as seen this space re-



Figure 3 Front courtyard of the Trades Training Centre

invigorated as we have completed renovations to house our equine athletes. At the Dawson Creek Campus, priority space includes the northern Aerospace Centre of Excellence, Health Sciences, and the Centre for Excellence in Clean Energy Technology (CECET). The campus also includes a two-wing Student Housing facility with a capacity of 192.

A number of trades and apprenticeship programs are available at the Dawson Creek Campus, with some programs offered at the College's South Peace Campus. In 2019-2020, Trades and Apprenticeship programs offered in Dawson Creek included Automotive Service Technician, Carpentry, Professional Cook, Heavy Mechanical Trades, Millwright, Piping Trades, Welding, and Hairstylist. University Arts and Sciences courses are available at the College leading to a University Arts and Sciences Certificate, an Associate of Arts Degree, or further post-secondary studies. Delivery models include in-class sessions, as well as videoconference delivery. Vocational programs in Dawson Creek included Aircraft Maintenance Technician, Practical Nursing, Health Care Assistant, and Applied Business Technology. The Career and College Preparation (Adult Basic Education) department of the College helps students upgrade toward gaining admission into another academic or vocational program at NLC or to complete their grade 12 diploma requirements.

A wide array of Workforce Training / Continuing Education courses are offered for short term study, upgrading and certification. The Dawson Creek Campus includes admissions/registration, student recruitment, Indigenous education services, learning support services, a library, computer/Internet access, access services, a gymnasium, daycare facility, bookstore, financial aid, and access to city transit.

Following the 2018 addition of the Dawson Creek Trades Training Centre, work has begun to demolish the circa World War II-era training structures. Classes in the new building are in

Retrieved on April 15, 2019 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.



Figure 4 2020 Skills competitor

full swing, and the Trades Training Centre has been the host to several major on-campus events including the 2020 Peace Region regional Skills Canada competition.

Fort St. John Campus: Fort St. John is known as the Energetic City because of its location in the heart of the oil and gas industry in northeastern B.C. Fort St. John is located at Mile 47 of the Alaska Highway, and has a population of approximately 21,976⁵ (up 1.0% from the previous year).

The Fort St. John campus of Northern Lights College is located on the north edge of the city, adjacent to the scenic Fish Creek Park and Community Forest. The Jim Kassen Industry Training Centre (ICT) on the Fort St. John campus opened in 2007. The building provides facilities for many successful and progressive Trades and Apprenticeship programs, and is also home to the B.C. Centre of Training Excellence in Oil and Gas.



Figure 5 Jim Kassen ITC, Fort St. John Campus

Trades and Apprenticeship programs available in Fort St. John include Automotive Service Technician, Electrician, Heavy Mechanical Trades, Oil and Gas Field Operator, and Power Engineering and Gas Processing. Students in Fort St. John can also begin a university degree by completing first and second year University Arts and Sciences courses on campus. Vocational and diploma programs in Fort St. John include Business Management, Early

⁵ Ibid.

Childhood Education and Care, Social Services Worker, Education Assistant and Applied Business Technology.

The College's Workforce Training and Continuing Education department offers a wide assortment of general interest and employment-related courses in safety, first aid, oil and gas, computer training and other courses relevant to the community. Campus services in Fort St. John include admissions/registration, financial aid, access services, student recruitment, Indigenous education services, learning support services, library, cafeteria, daycare, computer/internet access, bookstore and access to City Transit. The campus also includes Student Housing with a capacity of 102.

The Campuses of Fort St. John Campus and Dawson Creek are home to NLC's International Education department. Students from around the world enroll at Northern Lights College to learn English before moving into other programs at the College, or continuing their education at other post-secondary institutions.

Fort Nelson Campus: The Fort Nelson Campus has traditionally provided programming for the forestry and service industries. It is important to note that Fort Nelson continues to experience an economic downturn, particularly in the gas sector. As such, program offerings on campus reflect the changing needs of the community. The town of



Figure 6 Fort Nelson campus

Fort Nelson is the largest centre in the Northern Rockies Regional District, with a population of about 4,956 (down 4.0% from last year)⁶. Fort Nelson is located at Mile 300 on the Alaska Highway, and is the major service hub in northern B.C. between Fort St. John and the Yukon Territory. The Fort Nelson Campus began to offer programming in 1976. Currently, Fort Nelson is NLC's third-largest campus, providing a wide-range of facilities and services to students and residents.

Programming available at the Fort Nelson Campus includes Career and College Preparation, University Arts and Sciences, Applied Business Technology, and some Trades and

⁶ Ibid.

Apprenticeship programs offered periodically in partnership with local schools. Programming is delivered in-class and via videoconference.

Campus services on the Fort Nelson campus include admissions/registration, Indigenous education services, computer/internet access services, and financial aid.

Chetwynd Campus: The Northern Lights College Chetwynd Campus is situated in a region with a diverse economy. Forestry and mining play a major role in the Chetwynd region, and the uncertainty of these industries continues to impact both the community and the college. Chetwynd has a population of approximately 2,645⁷ people; an increase of 2.2% from the prior year.

The College currently uses a combination of traditional face-to-face as well as alternative delivery models such as videoconferencing and teleconferencing to successfully and efficiently offer programming to the Chetwynd region.



Figure 7 Chetwynd Campus

The Northern Lights College Chetwynd Campus supports full and part-time students in programs such as Career and College Preparation, Trades and Apprenticeship, and Workforce Training/Continuing Education. This year included a special intake of the Indigenous Human Service Worker program. Many of the programs at the Chetwynd campus have been designed for the regional job market or to provide residents with the foundation they need to continue their post-secondary education.

The Chetwynd Campus features a team of staff members committed to helping learners achieve their goals. Opportunities exist for in-class learning in a number of areas, as well as distance education for access to programs offered at other locations. Campus services available to students include registration, Indigenous education services, a bookstore, computer/internet access, and financial aid. Library services are available through the Dawson Creek Campus library.

⁷ Ibid

Tumbler Ridge Campus: The District of Tumbler Ridge was established in 1981 as a coal mining community. The population of Tumbler Ridge is approximately 2,215 people, up 1.4% from last year⁸. Tumbler Ridge is located 90 kilometres from Chetwynd, and 125 kilometres southwest of Dawson Creek. Tumbler Ridge amenities include a hockey arena, curling club, indoor aquatic centre, and community centre. The community of Tumbler Ridge is transitioning from resource-based economies such as mining to innovative approaches including



Figure 8 Tumbler Ridge Campus

tourism that can lead to sustainable development. Tumbler Ridge is home to world-recognized dinosaur, fossil finds and Geopark initiatives that include UNESCO-designated world heritage sites. An attraction to visitors, Tumbler Ridge offers world-class hiking trails, access to a large number of picturesque waterfalls, and groomed ski trails. The Tumbler Ridge Campus is located in the northeast wing of Tumbler Ridge Secondary School, benefitting from the close proximity to the high school with this shared space. The Campus relies on a combination of video-conferencing, teleconferencing and traditional face-to-face formats to deliver programming. The campus provides area residents with opportunities to upgrade their training or education through Career and College Preparation courses, or Workforce Training/Continuing Education. Campus services include a library and computer/internet access.

Dease Lake and Atlin Access Centres:

On the western rim of B.C.'s northernmost region are two unique post-secondary operations in the Stikine area - Dease Lake and Atlin. The total population of the Stikine Region is approximately 734 people. Dease Lake is located in northern B.C. on Highway 37



Figure 9 Dease Lake Access Centre

⁸ Ibid.

(Stewart-Cassiar Highway) 272 kilometres south of Watson Lake, Yukon and 600 kilometres north of Terrace, B.C. Dease Lake is in the heart Tahltan First Nation territory and is a service area for the region. NLC has two buildings which houses administrative offices and programming space.

Atlin is a small isolated community in the Northwest corner of B.C. and is approximately a three-hour drive from Whitehorse Yukon or Skagway Alaska. NLC leases a school building from School District #87. The Dease Lake and Atlin Access Centres provide support to part-time and full-time pre-College, vocational and Workforce Training and Continuing Education courses communities that include *Telegraph Creek, Lower Post, Iskut, and Good Hope Lake.*



Figure 10 Atlin Access Centre

Programming in Dease Lake and Atlin is dependent, to a large extent, on funding provided for Essential Skills training and/or demand for workforce training courses. The large geographic distances between communities (i.e., 8 ½ hour drive from Dease Lake to Atlin), the lack of cell phone service across the region, and current bandwidth issues because of its extreme remoteness, all present unique challenges in providing relevant and consistent programming and services to the Stikine Region of the province. Northern Lights College strives to remain active in the region by providing programs and courses in collaboration with a variety of community, education and industry partners. Services available in Dease Lake and Atlin include:

- Meeting rooms
- Computers and printers available for use
- Examination Invigilation
- Tutorials for computer software
- Fax and photocopier services
- Internet access
- Career, personal and academic advising

Centres of Excellence

Northern Lights College is the home of three provincial Centres of Excellence for British Columbia.

Centre of Excellence for Clean Energy Technology: The Centre of Excellence for Clean Energy Technology (Energy House) is located at the Dawson Creek Campus and achieved LEED® (Leadership in Energy and Environmental Design) Platinum certification in June 2013 from the Canada Green Building Council in the New Construction and Major Renovation category.

Northern Lights College has the only training tower in the province of B.C. designed to duplicate conditions wind turbine technicians face when repairing, maintaining, installing or otherwise working on wind turbine systems in British Columbia. The training tower, located adjacent to the Energy House on the Dawson Creek campus, serves as a key training element for students achieving BZEE certification. It also provides support to wind employees and contractors as well as firefighters and other emergency crews for training purposes. It is an ideal classroom environment, as students can practice the same techniques they would use up-tower while working at heights and in rescue scenarios, but do so in a controlled, quieter environment, allowing for better communication. It is also more accessible than wind towers, and allows for learning without shutting down a producing turbine and interrupting energy production for customers.

The tower also serves as the site for refresher training for high-angle rescue courses that energy companies conduct, many of whom recruit a high number of Northern Lights College graduates. Previous to having access to the NLC training tower, industry partners had to send employees as far as Ontario to receive wind turbine-specific rescue training. With the cooperation of the Dawson Creek campus of Northern Lights College, energy companies are now able to train new employees and conduct re-certifications within BC's Peace River Region. With there being several new wind farms in development for the College region over the next few years, the tower at the College will serve as a main source to train wind turbine technicians locally.

B.C. Centre of Training Excellence in Oil and Gas: The Jim Kassen Industry Training Centre, located at the Fort St. John Campus, houses a Simulated Well Site Training facility, as well as a full-sized drilling rig that Nabors Canada donated to the College in 2012. The facility prepares students to enter the oil and gas industry.

The goal of the Centre is to coordinate oil and gas training at post-secondary institutions throughout B.C. NLC serves as a regionally-based hub for post-secondary institutions building on existing activities, expertise and industry connections to better coordinate training opportunities and curriculum development, and to further leverage industry partnerships for consultation with programming related to Oil and Gas Field Operations; Power Engineering and Gas Processing plus safety training through the Workforce Training Department.

This training makes NLC competitive as a College, meets the needs of local industry and is critical to the Peace Region so residents can access the training they need to take advantage of the opportunities provided by industry. The educational components are innovative, learner-centred and learning centred. The curriculum is geared towards hands-on learning in simulated work environments so the student can feel confident moving from a training lab to a live work site.

The Centre is designed to address the challenges of skills training and education in the oil and gas industry on a provincial scale. Significant contributions have been made in the past by the Centre such as hosting the annual Working in Natural Gas (WING) conference for educators from across the province. The facility also serves as valuable marketing tool for the College's Trades and Apprenticeships programs as it is used on a regular basis for school and industry tours. This Centre of Excellence is mandated to facilitate cross-jurisdictional collaborations aimed at building the capacity and improving the responsiveness of the post-secondary education system to address oil and gas education and training needs in the province of British Columbia.

Centre of Excellence for Aerospace: NLC has achieved national and international recognition for its Aircraft Maintenance Technician (AMT) training provided in fixed wing and rotary wing aircraft in the Aerospace hangar at the Dawson Creek Campus.

The AMT program allows students to be prepared for what they may encounter in the workforce as aircraft mechanics, directors of maintenance, quality assurance managers, aircraft maintenance instructors, and trainers at aerospace companies.

The Centre of Excellence for Aerospace is home to Basic Training and Type Training AMT programs. When the program began in 1981, the fleet consisted of three planes – a

de Havilland Canada DHC-2 Beaver, an Alouette helicopter, and a Piper PA50 Aztec – based in a 1,497 square foot hangar.

Today the hangar has expanded to 26,000 square feet and NLC's diverse fleet consists of several helicopters – including a Robinson R44, MD500D, AS350D, Hughes 300C, Bell 205 and 206, and Messerschmitt-Bölkow-Blohm Bo 105 as well as several fixed-wing airplanes, including a Cessna 180, Cessna 310, Piper Aztec 250, King Air B90, and British Aerospace JetStream 31. In November 2019, NLC received its first jet plane when Montreal-based Top Aces donated a Westwind 1124. The airplanes and helicopters students work on at the College are working models of aircraft – a distinctive advantage in the field of aerospace training.

Aircraft in the hangar are used for a wide range tasks including: the 100-hour inspection, tail rotor strikes, heat muffler inspection, weight and balance, and configuration changes. Once the aircraft is incorporated into the program curriculum, students take it apart and reassemble it at least four or five times a year.

The 20-month Basic Training program in this area of study is designed to take a student with little or no previous experience and provide the necessary skills to seek employment as an apprentice aircraft maintenance engineer with a Category M1 or M2 licence. An M1 or M2 licence is determined by aircraft type and propulsion system. M1 classification includes gliders, small piston powered and small turboprop aircraft. M2 classification includes all turbojet aircraft.

Basic Training consists of about 45 per cent of theoretical classroom training and 55 per cent practical experience through hands-on training on the College's aircraft fleet. Some of the areas covered in the NLC Basic Training program include aviation law, theory of flight, power plants (turbine and piston), airframe structures and systems, hydraulics and electrical and avionics systems.

Type Training involves individual courses, lasting from 5-10 days in duration, on eight different helicopter airframes or turbine engines, and is designed for certified aircraft maintenance engineers to gain additional knowledge. Courses include Bell 205A-1, 206 and 206L, and Eurocopter AS350B, B/A, B1, B2 and D airframes. Engine courses include the

Honeywell T53 series (Lycoming) and Lycoming LTS 101 series motors. There are also online electrical systems courses for the Bell 206 and Eurocopter AS350-series aircraft.

Being able to offer both Basic and Type Training AME courses in one centre has proven beneficial to local, provincial, national and international industry as NLC graduates are hired around the world.

Partnerships

NLC continually builds upon its broad range of partnerships and collaborations with several regional and community-based working groups. Two examples include the *Northern Post-Secondary Council (NPSC)* and the *Northern Opportunities Learning Council and Working Groups*.

The Northern Post-Secondary Council (NPSC) was established in 2003 with a partnership that supports collaboration between post-secondary institutions in the north (i.e., University of Northern British Columbia, College of New Caledonia, Northwest Community College, and Northern Lights College) and the Ministry of Advanced Education, Skills and Training (AEST). The goal of the NPSC is to provide leadership and a strategic framework for collaboration in the delivery of post-secondary education and training. The unique partnership of the NPSC demonstrates the strong commitment to provide access to high quality education in the North.

An example of collaborative efforts of the NPSC includes the launch of the StudyNorthBC.ca marketing and branding strategy. This effort has a three-fold purpose: 1) promote the learning opportunities in the north for local students, 2) attract out-of-region domestic students, and 3) attract international students to northern institutions and communities. Selling features for studying in the north that have been identified include limited waitlists, lower tuition, and cost-of-living rates (as compared to the lower mainland), plus the natural beauty of the north region (e.g., stunning geography, history, natural resources, paleontological discoveries, thousand-year-old forests, scenic waterfalls, majestic mountains, volcanos, pristine landscapes, outdoor recreation).

The second example of a long-term partnership that NLC has been part of is Northern Opportunities (NorOpps). *Northern Opportunities* is an innovative northeastern B.C. partnership comprised of Northern Lights College, School Districts (59, 60, and 81), area

Indigenous organizations, Chalo school, and local industry and communities with a goal of providing learners a seamless learning pathway from high school to college. The dual credit model that has emerged out of this partnership has garnered the interest of other post-secondary institutions in the province.

Northern Lights College maintains extensive collaborative initiatives and shared service agreements with all the School District partners across our region. In addition, the University of Northern British Columbia Peace River Liard Campus is housed on NLC's Fort St. John Campus offering Social Work and University Transfer courses and beginning September 2020, will include the Bachelor of Nursing program.

NLC has credit transfer agreements with many post-secondary institutions in B.C. (e.g., Thompson Rivers University, University of Northern British Columbia, University of Victoria, University of Alberta, and Royal Roads, to name just a few), thereby providing smooth transitions for our students to other post-secondary providers for continuous learning.

An example of a unique partnership is the agreement that we have with Okanagan College (Vernon campus) for our AMT program. Students begin their training at the Vernon campus where they complete 15 months and then finish their practical training (5 months) at the hanger in Dawson Creek. This partnership is a good example of post-secondary institutions partnering to meet the needs of the community and aerospace industry.

NLC is also a member of British Columbia Colleges (BC Colleges), a provincial group comprised of 11 colleges from throughout the Province of British Columbia. BC Colleges has a unique regional advantage and a long history of collaboration with industry, employers, communities and policy makers. This collaborative approach allows BC Colleges to graduate highly skilled workers who are equipped to support their families, build healthier communities and power the economy in the Peace Region, provincially, and nationally.

NLC has also partnered with *Engage Sport North* to create and manage an athletics and recreation program for our students. This partnership has already yielded national level athletes and created a new form of connection to our communities.

As a regional community college, we provide critical access to Academic, Vocational, Trades and Apprenticeship, Continuing Education and Workforce Training programs and courses. Without this local access many of our students would be unable to achieve post-secondary

credentials and training certifications, and by extension, would be unable to access the jobs that keep our regional economy moving.

Athletics and Recreation

Following first year success with NLC's intercollegiate rodeo program, NLC began its recreation program for students. In partnership with Engage Sport North, we launched an intramurals program that included basketball, volleyball, indoor soccer/futsal, handball and dodgeball.

Strategic Context

External Context

B.C. Labour Market Projections: Supply and Demand

It is estimated that by 2029, British Columbia will have a total of 861,000 job openings across all economic sectors and provincial regions⁹. The Outlook maintains the critical role of post-secondary education and training in meeting the labour demand including the stable ratio that 77% of job openings are expected to require some level of post-secondary education and training, with 41% of positions requiring a certificate, diploma, or apprenticeship training¹⁰. This is an important factor to note, since only 56% of British Columbians (aged 25 to 64 years old) meet this criterion¹¹.

Based on projections, 69% of these openings will be to replace workers leaving the labour force because of retirement, illness, or death¹². This statistic underscores the extent to which B.C.'s labour force is aging. As a result, any growth in B.C.'s labour market demand will be

⁹ *BC Labour Market Outlook: 2019 Edition*. Retrieved May 6, 2020 from https://www.workbc.ca/getmedia/18214b5d-b338-4bbd-80bf-b04e48a11386/BC_Labour_Market_Outlook_2019.pdf.aspx

¹⁰ Ibid

¹¹ Statistics Canada. Table 37-10-0130-01 Educational attainment of the population aged 25 to 64, by age group and sex, Organisation for Economic Co-operation and Development (OECD), Canada, provinces and territories.

¹² *BC Labour Market Outlook: 2019 Edition*. Retrieved May 6, 2020 from https://www.workbc.ca/getmedia/18214b5d-b338-4bbd-80bf-b04e48a11386/BC_Labour_Market_Outlook_2019.pdf.aspx

dependent upon greater labour force participation, increased migration and lower unemployment rates.

Over the next decade, five industries will account for about half of the total projected job openings.

- 1) Health Care and Social Assistance (16.5% of job openings);
- 2) Professional, Scientific and Technical Services (11.5%);
- 3) Retail Trade (9.4%)
- 4) Accommodation and Food Services (7.3%) and
- 5) Educational Services (7.0%)

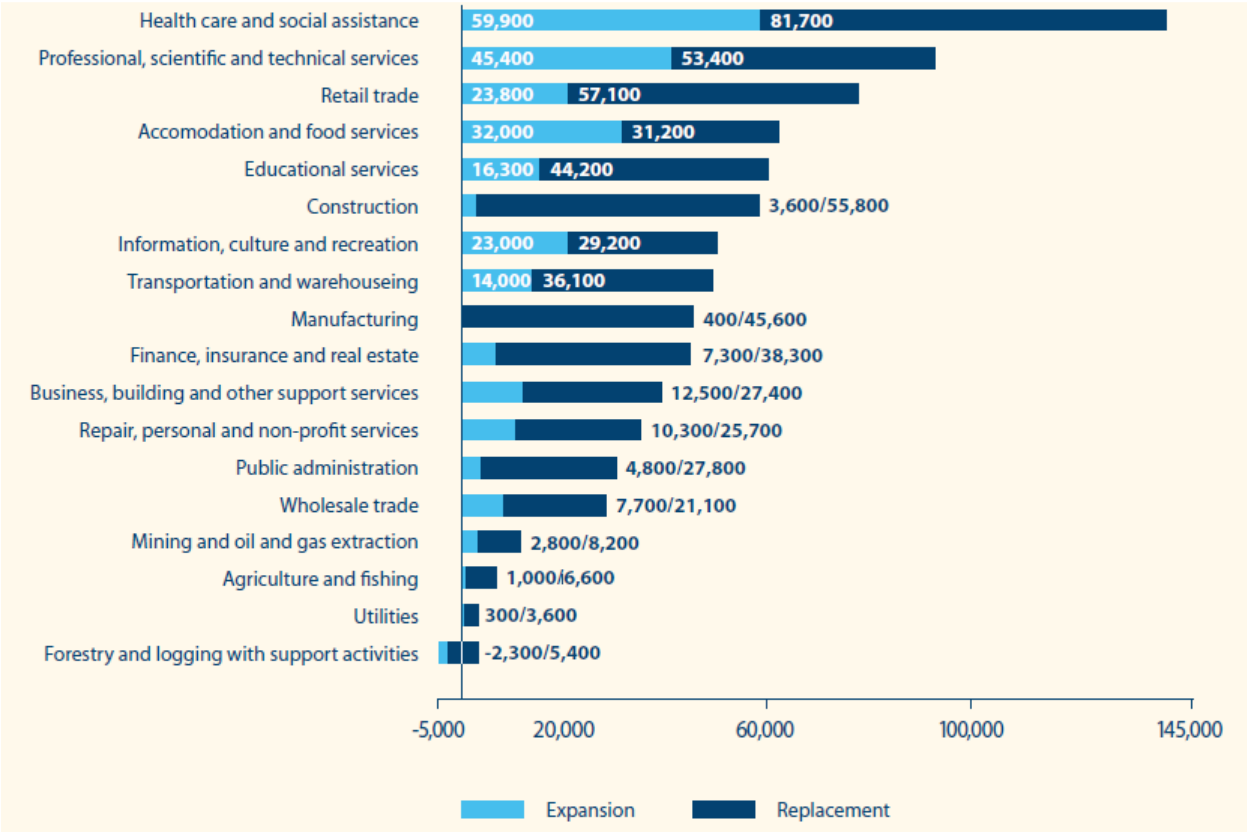


Figure 11 Job Openings by Major Industry Group, BC, 2019-2029

The Job Opening outlook for Northeast BC presents a slightly different picture. Similar to all of BC, primary growth areas for job openings is lead by the Construction and Retail Trade industries, however growth in Mining and Oil and Gas Extraction supplants Professional, Scientific, and Technical Services in the top three groups.

Industry	Job openings	Employment growth
Construction	4,000	0.2%
Retail Trade	2,600	0.8%
Health Care and Social Assistance	1,900	1.7%
Mining and Oil and Gas Extraction	1,600	1.0%
Professional, Scientific, and Technical Services	1,100	1.9%
Finance, Insurance and Real Estate	1,100	0.5%
Wholesale Trade	1,000	0.9%
Transportation and Warehousing	900	1.0%
Manufacturing	900	-0.1%
Business, Building and Other Support Services	700	1.1%

Figure 12 Top 10 industries forecast to have the largest number of job openings in Northeast B.C.

Northeast B.C.: Labour Market Projections

As outlined in the B.C. Labour Market Outlook: 2019, the unemployment rate in the North continues to be projected to be above the provincial rate (5.7% and 4.7%, respectively)¹³. Over the next 10 years employment demand is set to increase by 2.1% annually. Figure 13 provides hints of where this job growth is coming from.

Top Ten occupations	Job openings	Employment growth
Transport truck drivers (NOC 7511)	870	2.3%
Retail salespersons (NOC 6421)	540	2.1%
Retail and wholesale trade managers (NOC 0621)	510	2.3%
Accounting technicians and bookkeepers (NOC 1311)	410	2.5%
Janitors, caretakers and building superintendents (NOC 6733)	390	1.9%
Administrative officers (NOC 1221)	360	2.4%
Heavy equipment operators (except crane) (NOC 7521)	360	2.4%
Carpenters (NOC 7271)	320	2.6%
Construction trades helpers and labourers (NOC 7611)	320	2.6%
Automotive service technicians, truck and bus mechanics and mechanical repairers (NOC 7321)	310	2.3%

Figure 13 Top 10 Occupation job openings in the Northeast Region 2019-2029

The Northeast has typically experienced lower rates compared to the provincial rates. We see evidence of this in Figure 14. What is noteworthy is that following a spike in Northeast BC in

¹³ WorkBC B.C. & Regional Profiles: Northeast. Retrieved May 6, 2020 from <https://www.workbc.ca/Labour-Market-Information/Regional-Profiles/Northeast#view-full-profile>

2016 and gradual return to the BC average¹⁴, unemployment in Northeast BC is declining at a slower rate than the rest of BC.

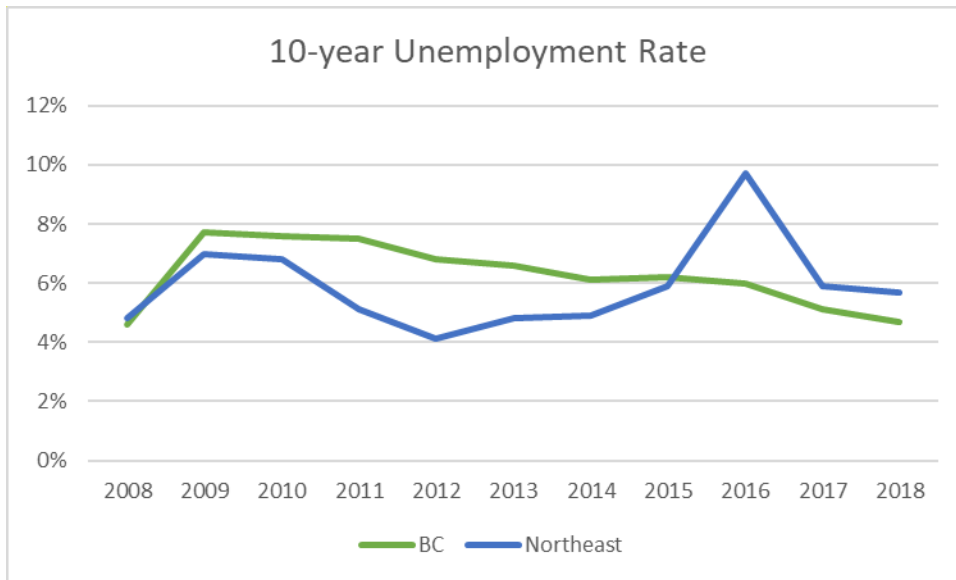


Figure 14 10-year Unemployment Rate - BC to Northeast Comparison



Figure 15 Number of Wells Drilled in B.C. - Annually

The economies of many B.C. Northern communities are based on resources, thus local markets are affected by the implementation of new oil and gas projects, the closing of mines, and the commodity prices and demand. In terms of predicting future recovery in the oil and gas industry in our region, after a brief

¹⁴ Employment and unemployment rates by industry and development region. Retrieved on May 1, 2019 from <https://www.workbc.ca/Labour-Market-Information/Regional-Profiles/Northeast#view-full-profile>

recovery in 2017 and 2019 in Western Canada, well activity in BC is has declined to almost the same level as 2016¹⁵.

The largest work-related project in the region currently is the Site-C Dam being constructed by BC Hydro on the Peace River at Fort St. John, which got underway in 2016. At March 2020, 4,123 workers were employed¹⁶. Of the total workers, 3,454 were from BC (71%) including 751 workers from the Peace River Regional District¹⁷. The College continues to actively engage in discussions related to training initiatives for that project.

Work continues on the Coastal Gaslink and is expected to employ between 2,000 and 2,500 workers. With the opening of the Moose Lake Wind Farm, near Tumbler Ridge, in April 2019, energy continues to be an important industry in Northeast BC.

As such, Northern Lights College will therefore continue to participate actively in initiatives such as the Northern Postsecondary Council, Northern Opportunities™ (Dual Credit), and others. The importance of such collaborations is echoed in the following excerpt from the *2014 Final Report to the Premier and Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour Premier's LNG Working Group*:

“One of the biggest challenges facing major projects is finding ways to attract the workforce to where the work is actually located. Many of the training institutions and opportunities are located in southern B.C. which is away from the location of the work. However, programs like Northern Opportunities™ afford the chance to train in the north and stay in the north. Northern Opportunities™ is a partnership of three northeast B.C. school districts, Northern Lights College, First Nations, and industry that provides young people with a seamless learning pathway from secondary school to post-secondary training leading to career success.”¹⁸

¹⁵ Number Of Wells Drilled In B.C. – Annually, BC Oil & Gas Commission, retrieved on May 6, 2020 from https://iris.bcogc.ca/reports/rwservlet?prd_ogcr9960a

¹⁶ Site C Employment Statistics, March 2020, Site C Clean Energy Project. May 6, 2020 from <https://www.sitecproject.com/>

¹⁷ Ibid

¹⁸ Final Report to the Premier and Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour Premier's LNG Working Group – March 31, 2014. Retrieved on June 28, 2017 from

Such innovative partnerships as the one illustrated above, hold promise for ensuring seamless educational pathways to employability and for aligning education and training to job market demands; a partnership that may serve as a model for other post-secondary institutions¹⁹.

In order to respond to programming demands, the resourcing of our institution remains critical. To this end, Northern Lights College continues to be engaged with the Northern Postsecondary Council (NPSC) and the Ministry of Advanced Education, Skills and Training in identifying effective solutions to resourcing issues.

Demographic and Social Trends in the Region

Population

Between 2011 and 2019, the population of the Northeast region grew by an estimated 5.9%, although this was significantly lower than the provincial rate of 12.6%²⁰. Population in the College region remained almost flat in 2019 over 2018 as substantial growth in Fort St John and growth in Dawson Creek and Tumbler Ridge offset continuing population decline in the other communities and unincorporated areas of the Northern Rockies and Peace River regional districts.

In terms of age, the Northeast is younger (median age in 2018 was 34.3 years compared to the provincial median age of 41.9 years), and has significantly fewer older residents (9.0% of the population is 65 years or older compared to 15.7% for the province as a whole)²¹. With respect to gender, males outnumber females across Northern B.C. (see Figure 16)²².

http://www2.gov.bc.ca/assets/gov/employment-business-and-economic-development/employers/additional-labour-resources/lng_final_report.pdf.

¹⁹ http://northernopportunities.bc.ca/wp-content/uploads/2013/03/NOP-Export-Model.FINAL_dec20-2.pdf

²⁰ BC Stats, BC Development Region, Regional District and Municipal Population Estimates 2011-2019. Retrieved on May 21, 2019 from https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/population/pop_bc_estimatesby_subprov_areas_2011_2019.xlsx

²¹ Statistics Canada, 2016 Census topic: Age and sex Data tables as retrieve April 23, 2019 from <http://www12.statcan.gc.ca/census-recensement/2016/rt-td/as-eng.cfm>.

²² Statistics Canada. 2017. Age and Sex Highlight Tables. 2016 Census.

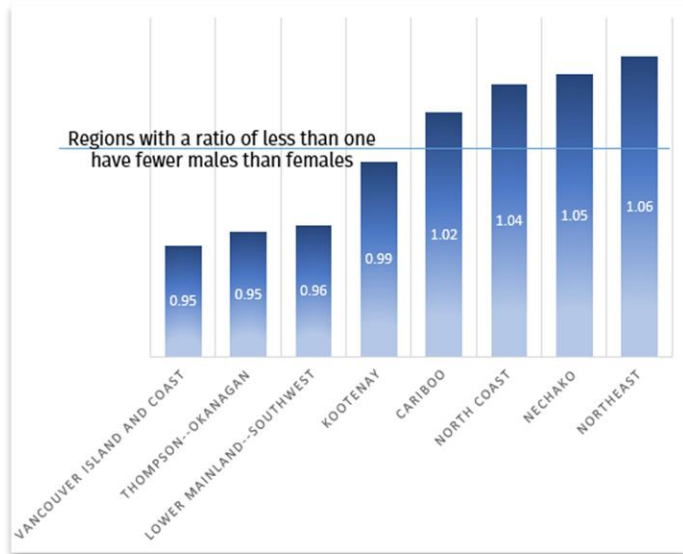


Figure 16 Ratio of Men to Women in BC

Ethnicity

The ethnic composition of the Northeast population is also different from that of B.C. as a whole. In the Northeast, the total percentage of visible minorities is only 1.8% as compared the provincial rate of 21.6%. The Northeast's population of Indigenous people is nearly three times that of B.C. as a whole²³ while its percentage of immigrants is significantly less.

Education Levels: Adult Labour Force (aged 25 to 54)

The educational attainment of the adult labour force living in northeast B.C. remained unchanged in 2016. Namely, 53.8% have earned a post-secondary certificate, diploma or higher²⁴. In comparison the provincial average was significantly higher at 69.4%²⁵. Most notable, is Northeast B.C.'s adult labour force has the lowest level of educational attainment in the province, which has been a consistent trend over time. This is a worrisome trend for

²³ Statistics Canada, 2006 Census Custom tabulation.

<http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/Indigenous-peoples-bc/census-profiles-Indigenous-peoples>

²⁴ Statistics Canada, Labour Force Survey, Custom Table, reported by CPABC, Regional Check-up 2017: Northeast Development Region. Retrieved on June 29, 2017 from

https://www.bccpa.ca/CpaBc/media/CPABC/News_Events_Publications/Govt%20Relations/2017/2017-NEDR-Report.pdf

²⁵ Ibid

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 opportunities for Northern Lights College is providing pathways for students, at any level, to continue with their education, including their B.C. Adult Graduation Diploma. Albeit lower than provincial rates, the northeast has made gains over the past five years for this indicator, increasing 5.3 percentage points (ppt). Provincial rates have also increased, but only realizing a gain of 3.5 ppt (see Figure 17).

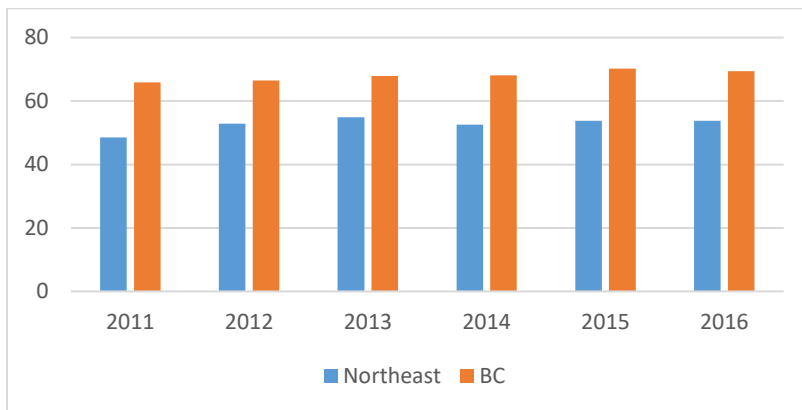


Figure 17 Percent of Labour Force with Post-secondary Certificate/Diploma or higher

Results from the June 2015 Student Transitions Project also provides a picture of lower educational attainment among Northeastern B.C. residents. For example, the immediate entry transition rate for B.C. Grade 12 graduates was 53% (in 2012-13), as compared to only 35% for Grade 12 graduates living in the Northeast. Northern Lights College will keep working collaboratively with the School districts in our region, and with Northern Opportunities™, to encourage students to enroll in our dual credit programs; and to pursue postsecondary education upon graduation prior to entering the full-time workforce.

Employment by Sector

Economic structure and employment by industry are basic socio-economic factors that serve to inform the College's planning of program and services; however differential patterns exist for the Northeast region compared to the province as a whole. This pattern is demonstrated in Figure 18. We see that the service-producing sector employs the majority of workers for

both the province and for the Northeast region (80% and 67%, respectively)²⁶. However, the Northeast’s goods-producing sector employs nearly one-third of its workers, while this sector accounts for only one-fifth of the province’s workers.

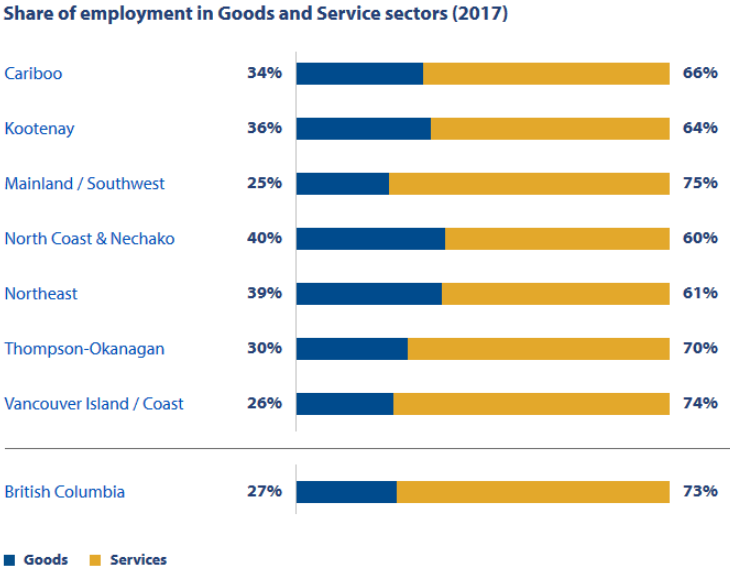


Figure 18 Share of employment in Goods and Service sectors (2017)

Over the longer term, the top three industries expected to achieve the fastest growth are in Services: Nursing and Residential Care Facilities, Other Education, Ambulatory Health Care Services.

Internal Factors

In the fall of 2019, Northern Lights College began a review of its Strategic Plan to ensure relevancy. Progress was hampered following consultations as the College responded to COVID-19.

The College continues its commitment to the employee wellbeing with the continuation of the Not Myself Today mental health program. Staff uptake has been strong, inspired by compelling sponsorship by the NLC President.

²⁶ 2017 Labour Force Survey, Retrieved on May 1, 2019 from <https://www.workbc.ca/Labour-Market-Information/Regional-Profiles/Northeast#bc-labour-market-outlook-for-this-region>

Mandate Letter Priorities

Northern Lights College maintains a commitment to the Mandates provided by the Minister.

2019/20 Mandate Letter Priorities

NLC provides the following responses to the specific mandate requirements for 2019/20.

- 1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.**

NLC remains committed to continued progress on the implementation of the TRC Calls to Action and the articles of UNDRIP. Please see the table in the appendix for activities on the mandate letters, arranged in the ministry's template.

- 2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:**
 - a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.**
 - b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).**
 - c. Expanding co-op and work-integrated learning opportunities for all students.**

a. Access for vulnerable and under-represented

This year was a milestone year for NLC improving access to post-secondary education for vulnerable and under-represented learners.

- Multiple intakes of the Pre-Employment Workplace Essential Skills program, a pre-vocational training for youth and adults, were offered including the most recent intake in Fort Nelson. This intake attracted a cohort of 20 students, many of whom are sponsored by WorkBC. The intake will resume once COVID-19 no longer impacts classes.
- Working closely with the BC Hydro Indigenous Training unit, the NLC Continuing Education team created and offered a focused program for pre-carpentry. This team

also developed three additional programs (cultural monitoring, fishing monitoring, and pre-heavy equipment operator) to be offered once COVID-19 no longer impacts classes.

- An intake of the Indigenous Human Service Worker Certificate program was offered at the Chetwynd campus specifically to meet the needs of the nearby Saluteau First Nation community.
- Finally, NLC engaged in a number of outreach activities specifically targeted at bringing opportunity awareness to under-represented learners including:
 - Engaging with local schools to ensure an open and unified education while students are in care of NLC.
 - Strengthening relationships with agencies and organizations in the college region, including the Ministry of Children and Family Development. Through nurturing these relationships, NLC has broadened its reach through referrals by these support services
 - Membership in the Community Action Team for Opioid Awareness in Fort St. John. Involvement in this initiative created opportunities to engage with community partners such as the Women’s Resource Centre, the Salvation Army, Community Bridge, First Nations Health Authority and Northern Health.
 - Participation in a world café event hosted by primary proponent for a Foundry youth centre. This is hoped to lead to the establishment of a youth centre in Fort St. John.
 - Provision of the venue for the inaugural City of FSJ Youth Advisory Council leadership conference “Youth Changing Tomorrow”. The conference provided the opportunity for local high school students to participate in a full day of workshops and activities aimed at developing student leadership skills. Workshops focussing on diversity and inclusion, mental health, mentoring and careers were delivered by local business and industry partners such as Urban Systems, Peace River Hydro partners, Engage Sport North and MNP.
 - Offering a workshop in partnership with Engage Sport North entitled “All Youth Matter”. Focussed on inclusion, the workshop provided participants with knowledge and training in the areas of empathy and understanding for youth from underserved populations; the ability to identify personal bias and

intervene to stop discrimination; accessing tools and techniques to reduce barriers and foster inclusion and best practices for a personalized action plan for youth inclusion.

b. High demand occupations

The first graduates of NLC's new Diploma in Interactive Technologies and Game Design are now concluding their two-year program. NLC is also a signatory to the new Common-First-Year-Curriculum in Engineering, which enables NLC students to seamlessly transfer their first-year courses to Engineering schools in British Columbia and beyond. Additionally, in order to meet the high demand for health care workers in Northeastern BC, NLC is currently offering an additional annual intake of its Health Care Assistant program through one-time funding provided by the Ministry of Advanced Education, Skills and Training.

NLC also completed a review of skilled trades that are in demand and alignment with our program offering.

c. Co-op and Work Integrated Learning

NLC remains committed to expanding co-op and work-integrated learning opportunities. Notably, students in our new Land and Water Resource Diploma have reached a stage in the program where they are participating in culture camps and a final-semester practicum that provides an enriched understanding of the relationship between program theory, terminology, and day-to-day field duties. These students will be working alongside multiple experts in environmental stewardship.

Options for work integrated learning pathways have now been added to our Aircraft Maintenance Technician program. By partnering with the Canadian Council for Aviation & Aerospace, AMT students are permitted to take a leave from their studies to accept paid work in their trade for six months to a year.

3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.

Improvements to student safety and overall well-being have touched three key activities of the College this year.

For our new students, orientation for international students have been expanded to include mental health awareness and availability of counselling services. For students at our Chetwynd campus, we have increased the ability for our Access services group to connect.

For our full student body, the student services team developed a plan for student well-being and delivered well-being initiatives that included;

- Beyond the Blues in November 2019. Aided by the Learning Support department, NLC students and faculty planned and hosted an event aimed at increasing awareness of mental health by providing information to students and staff about mental health issues, how to sustain wellness, and where people can turn for help when needed. Promoting voluntary self-screening, peer support and awareness of available resources are essential to our broader and intensive effort to support student wellbeing at NLC.
- Student Campus Ambassador. This program was launched to complement the keep.meSAFE 24/7 virtual counselling support program and provides training and support to student leaders with the primary responsibility of promoting and supporting student wellbeing and accessing the full complement of services offered by keep.meSAFE and Guard Me International.
- Applied Suicide Intervention Skills Training (ASIST) workshop. In March 2020, NLC offered the ASIST workshop to 23 participants including staff, faculty, student campus ambassadors, student council executive and student housing assistants. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety.
- Free Yoga classes. This weekly program offered to students on the Dawson Creek and Fort St. John campuses through the winter months was a popular initiative that drew students looking for ways to sustain their wellness during their busy study period.

Our wellness campaign included promotional efforts to raise awareness of workshops and events on these topics.

In response to the Ministry of Advanced Education mandate regarding sexual violence and misconduct, NLC has engaged in a thorough assessment and revision of its Sexual Violence and Misconduct policy. Girls and women in northeastern BC face high rates of violence in comparison to other BC communities, which has been documented both in 2014's "The Peace Project: Gender Based Analysis of Violence Against Women and Girls in Fort St. John" and also in Amnesty International's 2016 report "Out of Sight, Out of Mind: Gender, Indigenous Rights, and Energy Development in Northeast British Columbia, Canada".

NLC is committed to educating students about the prevalence of, and prevention of, violence against women and girls. Specific education about sexual violence and misconduct is an integral component of the prevention of gendered violence in Northern BC. A professional editor was enlisted (with funding support from the Ministry of Advanced Education, Skills and Training) to review and make suggestions for improvements.

1. Three student focus groups were conducted in February 2020 with students from Dawson Creek, Fort St. John and Fort Nelson. A cross section of students from a variety of programs and communities generated valuable feedback and recommendations that focussed on the strengths of the policy, ideas or suggestions for improvement or enhancement, readability, and dissemination, education or distribution suggestions.
2. Approval of the changes proposed is anticipated by June 2020 and include a legal review. The editor's changes on making the document more reader-friendly through structural change, use of plain language, and clarifying definitions and procedures. Student and staff recommendations centred on the dissemination, education and distribution of the policy will be incorporated into planning and practice in the coming year.
3. NLC will continue to address sexual violence and misconduct prevention on and off campus through targeted information and awareness campaigns in on campus workshops, online platforms and on social media. In order to continue our efforts to establish and maintain a consent culture across the institution, we will ensure policy education is incorporated consistently in all general student orientations. Our student success workshops, delivered multiple times throughout the year will continue to address consent and sexual health and awareness. In order to ensure

cross-cultural understanding and orientation to this critical issue, we will conduct workshops with our international students regarding Canadian Law around Sexual Consent and Misconduct.

4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

NLC's Admissions Officers have worked with program leadership teams to establish seamless recognition of Grade 10, 11, and 12 courses that comprise the new BC curriculum. Work is on-going to update requisite requirements to specifically identify the courses from the new B.C. Graduation Program.

5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.

All domestic certificate and diploma (including undergraduate) students continue to have the option to apply through EducationPlannerBC and EPBC remains the sole online application system for NLC. Work is nearing completion to enable submission of documents through EPBC, and to enable international students and agents submit international student applications through EPBC.

Further, NLC has completed implementation of the XML High School Transcript connector, and is now capable of receiving BC high school transcripts daily.

Finally, the NLC Registrar has participated in the working group established to enable the transition and creation of a Master Institution List.

6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

NLC recognizes the importance of International Education for our communities in Northern BC and for both our domestic and international students. We continue our efforts to pursue a more balanced approach to international education and have engaged over the past year with the International Education unit of AEST to support their development of a provincial framework. A key priority at NLC is the further diversification of international enrolment at NLC, by country of origin and by program of study. Over the

past year, we have increased recruitment efforts in Southeast Asia and Latin America, including as part of the Study North BC consortium. To support program enrolment diversification, we have broadened international enrolment, into programs such as Early Childhood Education and the Associate of Science programs. To expand our international engagement, NLC successfully secured funding from Global Affairs Canada and Colleges and Institutes Canada to participate in a capacity-building partnership project in Mexico. In order to increase international student success, we redesigned our orientation services for international students, including the creation of on-line pre-arrival modules, and enhanced our communication efforts with international students, through a new welcome guide and regular newsletters.

Finally, procedural work has been completed to create new pathways for international students to access Northern Lights College. This includes an English as a Second Language (EASL) to Business Management Diploma pathway, where students are provisionally accepted to a diploma by first completing EASL training at NLC.

7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.

Northern Lights College effectively managed the fiscal plan for 19-20 with a surplus of \$75,489. Revenues and spending were reviewed quarterly against the balance budget and took corrective action as required. Northern Lights College continues to have strong financial policies and procedures in place to ensure accountable, efficient and transparent financial management. An Audit opinion was provided stating that Northern Lights College accounts are in accordance with section 23.1 of the Budget Transparency and Accountability Act, which requires Canadian public sector accounting standards (PSAS) modified by BC Regulation 198/2011, "Restricted Contributions Regulation".

8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

The Northern Lights College Board of Governors has approved tuition and mandatory fees for 2020/21 that abide the 2% cap.

2020/21 Mandate Letter Priorities

The CLIMB Centre is a research project funded by Future Skills Centre to better understand how to help mid-career workers to support career planning, alongside identifying the various needs of Canada and BC high demand jobs. This is a unique career planning resource experience and it applies to all four mandate items.

1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

In 2020–2021, NLC will continue to develop its strong record of collaboration with Indigenous peoples, to promote both reconciliation and the participation and success of Indigenous learners. Initiatives in progress include:

- Ongoing discussions with the Northeast Native Advancing Society about new partnership programs.
- Continued work with the Doig River First Nation to assist band members who working toward an Adult Dogwood Diploma and individual career goals.
- Delivery of Early Childhood Education courses in collaboration with the Seabird Island Band in the Upper Fraser Valley.
- Delivery of Early Childhood Education courses in collaboration with the Haida Gwaii Child Resource Referral Centre.
- Continued collaboration between the International Education and Aboriginal Education offices to provide cultural learning and exchange activities for NLC students.
- Continue semi-annual meetings with local indigenous leaders to hear community needs related to trades and trades training.
- Continue to examine the barriers to education for our local FN groups and ensure that any new proposed programming is aligned with the path forward.
- Focus specifically in the Chetwynd and Tumbler Ridge communities to develop a community within NLC where indigenous members can come, feel welcome, and take ownership of NLC as part of the direction of their youth and regular members as well.
- Shifting the Aboriginal education liaison position to focus on increasing awareness of and participation in post-secondary education of Indigenous learners. This will be

achieved through a mix of direct engagement opportunities on campus and regularly in Indigenous communities, referrals from Indigenous organizations, and participation in, or support of, Indigenous events in the college's region.

For the CLIMB research study, survey tools incorporate inclusive language. *Survey one: identifying life skills and relate to college readiness* and *Survey two: identifying the workplace power skills you possess, and employers want* questions were reviewed by Indigenous community members from our regional community allowing NLC to receive feedback on changes needed to support the successes of members of our First Nation communities when utilizing the CLIMB centre research project.

2. Contribute to an accessible and relevant post-secondary system by:

- **Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;**
- **Ensuring student safety and inclusion;**
- **Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives;**
- **Providing programming that meets local, regional or provincial labour market and economic needs; and**
- **Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.**

Vulnerable and Underrepresented Groups

NLC will continue to engage with prospective students from vulnerable and underrepresented groups directly or indirectly through referrals. For the latter, work will continue to strengthen our relationships with support organizations throughout the college region. The number of NLC students identifying as former youth in care are quite low (less than 4). Therefore, NLC is committing to investigating the potential number of former youth in care in the NLC College region and develop an outreach strategy that aligns with the findings.

By providing access to the CLIMB Centre portal, a Digital learning activity, vulnerable individuals will be able to work toward readiness to enter training or college programs that meet their individual interests.

NLC will continue to explore new partnership opportunities for delivery of its Pre-Employment Workplace Essential Skills program. This program offers pre-vocational training for youth and adults, providing a variety of learning opportunities designed to increase literacy, employability and essential skill levels of people preparing to enter the workforce.

Safety and inclusion

NLC was successful in obtaining funding through the 2020-21 Civil Forfeiture Grant to help us create a culture of consent at NLC. Through the delivery of three projects, we hope to address sexual violence and harassment on our campuses and in our communities. These projects will enable us to educate our students about consent, ensuring that NLC students do not partake in sexual scenarios where consent is not present, therefore lessening instances of sexual harassment and violence on and off-campus.

These workshops are meant to prevent potential violence from occurring by educating potential perpetrators and bystanders to act lawfully and support potential victims.

- **Be More Than a Bystander.** This project's target group is male-dominated trades classes (90 students or more) and is delivered by members of the BC Lions, with the goals of addressing male involvement in violence against women.
- **Let's Get Consensual.** This workshop would train roughly 25-40 student leaders (student volunteers, student council members, and student housing assistants) in consent workshops, ensuring that students in leadership roles are able to educate their fellow students and promote consent culture across our campuses.
- **Only Yes Means Yes.** This workshop's target group is 100 students or more in helping professions (social work, nursing, criminology, etc.), who would be educated by trainers on how to support survivors of sexual assault as they navigate the legal system, as well as how to do their own work to end sexual assault.

With this three-pronged approach, we hope to address gendered and sexual violence across our campuses: in the trades department, the academic streams, and in campus culture in general.

All three of these workshops will be primarily run at the Dawson Creek and Fort St. John campuses, with inclusion of the Chetwynd and Fort Nelson campuses via video conferencing. We will run each workshop multiple times for a target of ten events reaching 200+ students.

NLC is highly committed to gender parity in our recruitment and admission practices. Career counselling, a new position at NLC, encourages prospective students to explore programs without limiting by gender norms.

NLC participated in the Sexual Violence and Misconduct Student Climate Survey and is committed to participate in the next survey cycle.

Digital system strategy

To enhance access to upgrading courses throughout Northeastern BC, NLC will expand its online delivery of Adult Basic Education.

Digital career pathways have been developed and will be offered to participants in the CLIMB centre.

By leveraging what has been learned through COVID-19 and the delivery of trades training, NLC will increase the use of its learning management systems and other distance technologies bridge the distance gap and increase accessibility. We will continue to upgrade trade training technology, including revisions to curriculum to add VR and 3D tools to practical skills training.

Programming

In its efforts to provide programming that meets local, regional, and provincial labour-market needs, NLC will:

- Implement a second annual intake of its Health Care Assistant program, supplying the region with much needed Care Aides.

- Implement a new Advanced Certificate in Interprofessional Mental Health and Addictions. Designed in partnership with the Northern Health Authority and through the support of Camosun College, this new program is designed to provide diploma and degree holders with specialized education in the field of collaborative mental health and addictions services provided by the Northern Health Authority. Using health promotion and psychosocial rehabilitation as foundations for practice, students will engage in assessment, planning, and interventions that support complex needs. A holistic, trauma-informed, harm-reduction, and strength-based approach is emphasized throughout, with sensitivity to cultural contexts.
- Introduce a new Human Services Professional Development Certificate, providing opportunities for human services professionals to develop their expertise in areas such as fetal alcohol spectrum disorder, autism spectrum disorder, children's mental health, and language development and disorders.

International Education

Actions planned to support student-centred international education include:

- Recruitment efforts in at least three new markets, to increase enrolment diversity.
- Participation in virtual recruitment fairs and webinars.
- Develop new program seats and cohorts for increased international enrolment in the trades.
- Formation of an institutional advisory body to engage the college community in international education.
- Increase opportunities for students and staff to learn about intercultural communication, through delivery of on-line training module.
- Improve digital services, including moving international applications to EPBC, and improvement of new on-line pre-arrival orientation
- Continue building international partnerships, and add at least two new institutional partners for student or staff mobility.
- Continue to develop an international education presence in Chetwynd and Tumbler Ridge and have the international community share in relevant course work with the local and regional student or prospective students.

3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:

- **Actively engaging with your local school districts to expand dual credit opportunities for students;**
- **Supporting lifelong learning pathways across the public postsecondary system; and**
- **Advancing and supporting open learning resources.**

Dual credit

In 2020–2021, NLC will work closely with regional school districts to build awareness of dual credit program opportunities among school-age secondary students who have not yet graduated by leveraging a newly added position, influencer relations specialist. This will involve early recruitment and promotion among Grade 10 students. Current offerings include foundations trades training, academic (undergraduate), and vocational (such as practical nursing).

NLC will implement the Aircraft Mechanic Basics Certificate program, targeted specifically at Dual Credit students. Designed to be completed in high-school, students can enter the work-force or continue and complete the full AMT program after graduating high school.

K-12 transition to post-secondary

NLC continues to promote transition to post-secondary through initiatives such as Try-a-Trade, Skills Canada, Science World, *Talkin' Trades* (where community could connect virtually with faculty in a trade), and Virtual Open House, where the youth in our communities are actively engaged on campus. Further, program chairs and our chief influencer (in Marketing and Recruitment) are routinely found at one of our regional high schools, sharing information about post-secondary opportunities, both local and in BC.

Lifelong Learning

Programming offered at NLC is conducive to someone engaged in lifelong learning pursuits. Entry or re-entry to NLC is very low barrier and programming ranges from upgrading (which can be taken concurrently with other programming) to our post-degree diplomas. Our continuing education offerings include professional development, work

force training (certifications), and general interest. This is complemented by our industry-led contract training ranging from boot-camps to essential skills training.

NLC is also working to renew and expand its unique collaboration with School District 60 to facilitate the professional development of Education Assistants. Under the remodeled partnership, even greater emphasis will be placed on work integrated learning and on prior learning assessment and recognition.

Open Learning Resources

NLC will continue to increase the number of programs and courses that make use of open education resources, enabling students to save thousands of dollars. In 2020–2021, the enhanced use of open education resources is particularly apparent in the Aircraft Maintenance Technician program (achieved Zero Textbook Cost) and the Applied Business Technology program (reduced textbooks costs by 50%).

4. Strengthen workforce connections for student and worker transitions by:

- **Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);**
- **Increasing co-op and work-integrated learning opportunities;**
- **Responding to the reskilling needs of British Columbians to support employment and career transitions; and**
- **Supporting students' awareness of career planning resources (such as the Labour Market Outlook).**

High opportunity/priority occupations

NLC received a grant to support capacity building in technology-related programming. This year, grant-related activities will include needs assessment for technology-related programming for the resource sector jobs of the future. Preliminary work has commenced for developing a needs assessment. Owing to Covid-19, NLC will undertake a needs assessment that utilizes technology (e.g., Zoom, Microsoft Teams) when conducting interviews with industry stakeholders. We will also conduct survey assessments of high school students within the College region to determine interest in program ideas

generated from stakeholder interviews. We also plan to invite community members to participate in a web-based survey as a means to assess program interest.

In addition to the initiatives mentioned elsewhere, NLC has begun to re-invigorate its Oil and Gas Field Operations program by activating its Advisory Committee. Further, a curriculum review of the Working in Natural Gas (WiNG) program is almost complete (paused due to COVID-19).

Co-op and Work Integrated Learning

NLC offers practicum placements for select programs (e.g., Social Services Worker Diploma, Trades foundations). With one-time funding from the Ministry, NLC conducted exploratory work on determining the viability of offering Co-op training as part of our Wind Turbine Maintenance program. Part of the work included outlining the steps needed to establish a coop placement, working with the provincial lead for Co-op and Work-integrated-Learning and meeting with industry leaders in our College region in order to determine the interest in working with Co-op students. There was initial interest on the behalf of industry, however, industry partners were not willing at the time to use a Co-op model in which they hired students. Reasons were largely around financial commitment (e.g., “hiring students”) and assuming potential safety risks of student employees. Industry partners remained committed to taking on practicum students at that time. NLC is fully committed to exploring Co-op placements within the Academic division this coming fiscal year.

NLC will strengthen workforce connections for students by increasing work integrated learning opportunities in fields such as health care and education. The new Interprofessional Mental Health and Addictions program includes a 320-hour workplace practicum that enables students to integrate newly acquired knowledge in at least two of the following settings: acute care, tertiary care, or community care. Under the direct supervision of a preceptor and faculty advisor, students will experience and respond to increasingly more complex situations.

Through funding received from the Ministry, NLC will be offering a province-wide Work-Integrated-Learning (WIL) pathway for ECE Registry Basic Certification. NLC’s experience with workplace practica and online delivery will support this pilot. The pilot project

represents an innovative, practice-driven, theory-supported model that will address labour-market demand and create new educational options for individuals pursuing a career in Early Childhood Education. The project will enable students to complete Basic Certification through the ECE Registry without leaving their employment. The project will begin in Fall 2020 and end in June 2021 or August 2021, depending on student course selection.

Reskilling

NLC's Continuing Education department has a full complement of general interest courses, professional development, and workforce training courses/programs. In the past year NLC has worked extensively with BC Hydro to offer transition to work programs at Site C. The emphasis has been on combining essential skills training with pre-trades training so that participants may gain entry-level positions at Site C. For example, NLC offered a pre-carpentry program in which indigenous participants lived at the Site C camp and worked the same shift as Site C employees. The goal was to immerse participants into the life of a camp worker. In addition to working along side sub-contractor mentors, participants engaged in essential skill and pre-carpentry training. In this particular cohort, eight of the eight participants were hired at the end of the training program. This is just one example of transition to work training that NLC has offered. We continue to work with others (e.g., UA Piping Industry College of British Columbia) to expand our transition to work programs.

NLC has been very fortunate to have received Federal funding from Future Skills Canada. The funding supports projects that help Canadians make informed decisions about the skills needed for the future as they adapt to changes in the labour market; increase access to in-demand quality training and supports that address the changing nature of work. With funding, NLC established the Climb Centre (located on our Dawson Creek Campus) to assist mid-career workers who are seeking to re-enter the workforce or re-train for a new career. Participants are provided an opportunity to evaluate their skills set, map their career path via a secured online platform. Participants will also have access to several free courses.

Career planning

NLC will continue to raise awareness of its career advisor, on staff since May 2019. The focus of this role is to support prospective learners identify career possibilities and training opportunities that are right for them.

In addition to providing service to interested and prospective students, the career advisor is continuing to nurture relationships with local *WorkBC* offices and government ministries, including the Ministry of Children and Family Development and Ministry of Social Development and Poverty Reduction. The advisor also regularly communicates with other social services agencies, such as Aboriginal Family Services, Catholic Social Services, Employment Connections, literary societies, and Obair Economic Society to provide opportunities for discovery of career paths.

Performance Plan

Goals and Objectives

The strategic priorities adopted by Northern Lights College guide planning for achieving goals and objectives. Figure 19 indicates alignment between NLC’s Strategic Goals and the goals identified in the 2019-20 – 2021-22 Ministry Service Plan.

Northern Lights College Strategic Goals 2020-21	Ministry of Advanced Education, Skills, and Training Service Plan Goals – 2019/20 – 2021/22		
	Goal 1: Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training	Goal 2: British Columbians have increased access to post-secondary education and training across the province that helps them reach their full potential	Goal 3: British Columbians are prepared for and connected to current and emerging opportunities in BC’s economy
Students NLC will prioritize the academic and career success of our students by redefining the student experience.	✓	✓	✓
Programming NLC will ensure the highest quality of education through relevant and innovative programming, including distance learning and micro-credentialing.		✓	✓
People and culture NLC will recruit, nurture, and retain a diverse faculty who are outstanding educators and an exceptional staff who provide outstanding support to faculty and students.		✓	✓
Connections and community NLC will continue to nurture and grow our community, industry, and international relationships to deliver exceptional learning opportunities for students and communities.	✓	✓	

Figure 19 NLC and Ministry goal alignment

NLC Goals and Objectives

Northern Lights College’s strategic priorities: Students, Programming, People & Culture continue to align with the Government’s commitments: Ministry Commitment #1: Make life

more affordable; Ministry Commitment #2: Deliver the services that people count on; Ministry Commitment #3: Build a strong, sustainable, innovative economy that works for everyone.

Priority #1 Students

NLC will prioritize the academic and career success of our students by redefining the student experience.

Goals:

1. Delivery of exceptional student-centered service to our diverse student and client populations.
2. Providing outstanding campus communities, support services and engagement opportunities that enhance the success of our students.
3. Fostering a campus environment that meets students' evolving cultural, physical and social needs.

Priority #2 Programming

NLC will ensure the highest quality of education through relevant and innovative programming.

Goals:

1. Leveraging technology to enhance the education experience.
2. Growth and diversification of our revenue through the expansion of business enterprise, applied research and innovation.
3. Meeting the education and training needs of business, industries and organizations in the college region.

Priority #3 People and Culture

NLC will recruit, nurture and retain a diverse faculty who are outstanding educators and an exceptional staff who provide outstanding support to faculty and students.

Goals:

1. Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.
2. Improve College Wellness resulting in fewer claims, fewer lost time days and fewer RIWP complaints.

3. Improve key business processes and infrastructure to fully support all departments and NLC.

Performance Measures, Targets and Results

1. Student Spaces

System objective: Capacity

Number of full-time equivalent student enrolments delivered overall and in the designated program areas of Health and Developmental.

	Performance			
	2018/19 Actual	2019/20 Target	2019/20 Actual	Assessment
Total student spaces	599	1,493	630	Not achieved
Nursing and other allied health programs	37	35	54	Achieved
Developmental programs	120	125	156	Achieved

Growth towards NLC's target continues, with a 5.18% increase over 2018/19. Growth has been impacted by significant decreases in enrolment in the Early Childhood Education and Care program, as more institutions in BC are entering the distance delivery market. The Oil & Gas Field Operator program has also struggled this year and correlates to the decline in the number of drilling activities in Northern BC.

2. Credentials Awarded

System objective: Capacity

The average number of credentials awarded by public post-secondary institutions in the most recent three years.

	Performance			
	2018/19 Actual	2019/20 Target	2019/20 Actual	Assessment
Number	365	357	372	Achieved

3. Aboriginal Student Spaces

System objective: Access

Number of full-time equivalent enrolments of Aboriginal students delivered in all program areas.

	Performance				Targets		
	2018/19 Actual	2019/20 Target	2019/20 Actual	Assessment	2020/21	2021/22	2022/23
Total Aboriginal student spaces	303	303	257	Not achieved	Maintain or increase over previous year		
Ministry (AEST)	194	194	148	Not achieved			
Industry Training Authority (ITA)	109	109	109	Achieved			

Results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year. Therefore, the decrease in Total Aboriginal student spaces aligns with the significant decrease in Total student spaces that occurred in 2018/19.

Fiscal Year	2016-17	2017-18	2018-19	2019-20
Total student spaces	625	682	599	630
Total Aboriginal student spaces (actual)	162	303	257	282*
Percent Indigenous	25.9%	44.4%	42.9%	44.8%

*Estimated using Ever Aboriginal data, Student Transitions Project October 2019 Submission data plus students with declared aboriginal status at NLC.

The estimated total aboriginal student spaces are predicted to exceed the target when data compilation is complete.

4. Student Satisfaction with Education

System objective: Quality

Percentage of students who were very satisfied or satisfied with the education they received.

	Performance					
	2018/19 Actual		2019/20 Target	2019/20 Actual		Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.1%	2.1%	≥ 90%	92.4%	2.1%	Achieved
Former apprenticeship students	93.8%	4.0%		93.0%	5.4%	Achieved
Trades foundation and trades-related vocational graduates	90.1%	3.5%		86.7%	4.7%	Achieved

5. Student Assessment of the Quality of Instruction

System objective: Quality

Percentage of students who rated the quality of instruction in their program positively.

	Performance					
	2018/19 Actual		2019/20 Target	2019/20 Actual		Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.7%	2.0%	≥ 90%	95.7%	1.6%	Achieved
Former apprenticeship students	93.8%	4.0%		97.7%	3.2%	Achieved
Trades foundation and trades-related vocational graduates	89.4%	3.6%		89.3%	4.2%	Achieved

6. Student Assessment of Skill Development

System objective: Quality

Percentage of students who indicated their education helped them to develop various skills.

	Performance					Assessment
	2018/19 Actual		2019/20 Target	2019/20 Actual		
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.5%	2.6%	≥ 85%	91.0%	2.6%	Achieved
Former apprenticeship students	88.6%	6.3%		90.1%	6.0%	Achieved
Trades foundation and trades-related vocational graduates	89.0%	3.7%		86.4%	4.9%	Achieved

7. Student Assessment of the Usefulness of Knowledge and Skills in Performing Job

System objective: Relevance

Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

	Performance					
	2018/19 Actual		2019/20 Target	2019/20 Actual		Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	86.8%	2.8%	≥ 90%	86.9%	2.9%	Substantially achieved
Former apprenticeship students	95.6%	3.8%		100.0%	0.0%	Achieved
Trades foundation and trades-related vocational graduates	89.0%	4.2%		85.5%	5.9%	Achieved

8. Unemployment Rate

System objective: Relevance

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

	Performance					
	2018/19 Actual		2019/20 Target	2019/20 Actual		Assessment
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	5.1%	1.7%	≤13.4%	2.0%	1.2%	Achieved
Trades foundation and trades-related vocational graduates	7.4%	3.2%		11.4%	4.6%	Achieved
Former apprenticeship students	4.3%	3.5%		0.0%	0.0%	Achieved

Financial Information

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

<https://www.nlc.bc.ca/Portals/0/documents/AboutUs/Administration/2020-audited-financial-statements.pdf>

2019-2020 Contact Hour Activity Report

Northern Lights College

Table A: Contact Hour Activity for Fiscal Year 2019-2020

Campus Name	Onsite ¹ CHE ²				Offsite ³ CHE				Campus Total
	Domestic Students		International Students		Domestic Students		International Students		
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	
Atlin	1								1
Chetwynd	3,979		33		2,805				6,817
Dawson Creek	86,375	106,309	82,086	3,888	33,747	2,984	15,690		331,079
Fort Nelson	10,041	86			941		45		11,114
Fort St John	108,071	59,147	106,970	324	188,460	1,610	40,252		504,834
Tumbler Ridge	26				135				161
Total	208,493	165,543	189,088	4,212	226,088	4,594	55,987	-	854,005

Notes

¹ Onsite activity includes classroom instruction such as lectures, labs and tutorials.

² CHE: A contact hour equivalent (CHE) is defined as equivalent of 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.

³ Offsite activity includes distributed education (DE), online, prior learning assessment (PLA), practicum or on-the-job training and other activities, as well as instruction delivered at worksites, rented or donated locations. **Please assign offsite activity to the main or regional campus that administers the activity.** Activity delivered at an offshore/foreign campus should be excluded from the report.

Comments/Description of Manual Edits

For Contact Purposes:

Completed by: Warren Stokes **Position Title:** Registrar
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Date: 15-Jul-2020

Appendix A – Performance Measure Results

Northern Lights College 2019/20 Accountability Framework Performance Measure Results

Performance measure ¹	Reporting year					
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment		
Student Spaces²						
Total student spaces	599	1,493	630	Not achieved		
Nursing and other allied health programs	37	35	54	Achieved		
Developmental programs	120	125	156	Achieved		
Credentials awarded³						
Number	365	357	372	Achieved		
Aboriginal student spaces⁴						
Total Aboriginal student spaces	303	TBI	257	TBI		
Ministry (AEST)	194		148			
Industry Training Authority (ITA)	109		109			
Student satisfaction with education^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.1%	2.1%	≥ 90%	92.4%	2.1%	Achieved
Trades foundation and trades-related vocational graduates	90.1%	3.5%		86.7%	4.7%	Achieved
Former apprenticeship students	93.8%	4.0%		93.0%	5.4%	Achieved
Student assessment of the quality of instruction^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.7%	2.0%	≥ 90%	95.7%	1.6%	Achieved
Trades foundation and trades-related vocational graduates	89.4%	3.6%		89.3%	4.2%	Achieved
Former apprenticeship students	93.8%	4.0%		97.7%	3.2%	Achieved
Student assessment of skill development^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.5%	2.6%	≥ 85%	91.0%	2.6%	Achieved
Trades foundation and trades-related vocational graduates	89.0%	3.7%		86.4%	4.9%	Achieved
Former apprenticeship students	88.6%	6.3%		90.1%	6.0%	Achieved
Student assessment of usefulness of knowledge and skills in performing job^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	86.8%	2.8%	≥ 90%	86.9%	2.9%	Substantially achieved
Trades foundation and trades-related vocational graduates	89.0%	4.2%		85.5%	5.9%	Achieved
Former apprenticeship students	95.6%	3.8%		100.0%	0.0%	Achieved
Unemployment Rate^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	5.1%	1.7%	≤ 13.4%	2.0%	1.2%	Achieved
Trades foundation and trades-related vocational graduates	7.4%	3.2%		11.4%	4.6%	Achieved
Former apprenticeship students	4.3%	3.5%		0.0%	0.0%	Achieved

Notes:

TBI - Institutions are required to include their target and assessment.

N/A - Not assessed

¹ Please consult the 2019/20 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf

² Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.

⁴ Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

⁵ Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 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 margin of error is greater than 10%.

⁶ As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

As of the 2019/20 reporting year, the "exceeded" category has been removed. Performance measure results will now be assessed on a three-category scale: *Achieved*, *Substantially Achieved*, or *Not Achieved*.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

APPENDIX
Northern Lights College
2019/20 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	91.5%	2.6%	≥ 85%	91.0%	2.6%	Achieved
Written communication	91.4%	2.1%		90.3%	2.6%	
Oral communication	91.3%	2.1%		90.9%	2.4%	
Group collaboration	89.1%	2.3%		90.7%	2.3%	
Critical analysis	89.8%	2.2%		91.0%	2.2%	
Problem resolution	90.6%	2.2%		88.9%	2.5%	
Learn on your own	94.7%	1.6%		91.4%	2.2%	
Reading and comprehension	93.3%	1.8%		92.9%	2.0%	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	89.0%	3.7%	≥ 85%	86.4%	4.9%	Achieved
Written communication	78.2%	7.0%		N/A	N/A	
Oral communication	77.8%	6.8%		76.4%	8.8%	
Group collaboration	94.5%	2.7%		87.7%	4.7%	
Critical analysis	92.9%	3.0%		91.6%	3.8%	
Problem resolution	90.1%	3.5%		89.3%	4.2%	
Learn on your own	83.9%	4.3%		88.8%	4.5%	
Reading and comprehension	95.5%	2.5%		90.1%	4.2%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	88.6%	6.3%	≥ 85%	90.1%	6.0%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	89.4%	5.3%		89.7%	7.1%	
Critical analysis	97.9%	2.5%		95.1%	4.8%	
Problem resolution	87.0%	6.0%		87.8%	7.3%	
Learn on your own	91.7%	4.6%		92.9%	5.6%	
Reading and comprehension	89.6%	5.1%		87.8%	7.3%	

Appendix B – Reporting on Mandate Priority #1

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress.

TRC CALL TO ACTION ²⁷ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented) ²⁸	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<p>1: SOCIAL WORK We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>Implemented</p>	<p>During the 2019–2020 academic year, NLC offered another intake of its Indigenous Human Service Worker Certificate in partnership with the Northeast Native Advancing Society and the Saulneau First Nation. This innovative program prepares graduates for employment as a Human Service Workers, with a focus on serving Indigenous people. Students acquire culturally appropriate knowledge, skills, and values while working with individuals, groups, and communities.</p>	<p>Delivery of the Indigenous Human Service Worker Certificate program is continuing.</p>

²⁷ "...” represents omitted text not related to post-secondary education from the original Call to Action.

²⁸ N/A indicates there is no relevant program on this subject offered at institution.

TRC CALL TO ACTION . 27 and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented) . 28	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
12: EARLY CHILDHOOD EDUCATION We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	Implemented	<p>In Spring 2019, NLC concluded delivery of an Early Childhood Education and Care course that enabled Saulteau First Nation band members to apply to the BC Early Childhood Educator Registry for an Assistant Certificate to Practice. Assignments were directly tailored to situations that students were experiencing first hand.</p> <p>In Spring 2019, NLC also provided delivery of two Early Childhood Education and Care courses for Indigenous students who were sponsored by the Northeast Native Advancing Society. Once again, NLC was committed to providing culturally appropriate content.</p> <p>The Northern Lights College Daycare located on the Fort St. John campus, engaged with our Aboriginal Student Advisor and Early Childhood Education and Care faculty to review practice and programming to address the needs of our indigenous children and families with the intent of incorporating culturally relevant programming for all children and families utilizing child care services at NLC.</p>	<p>Daycare staff will continue to work with our Aboriginal Education department in order to indigenize daycare curriculum and policy and incorporate professional practices that support the wellbeing of aboriginal students, families and communities.</p> <p>ECEC Faculty and daycare staff will continue to address culturally relevant pedagogy and engage in professional dialogue that supports the incorporation of promising practices in the field of Early childhood care and education with practical application at NLC. This activity will provide a meaningful contribution to the quality of early childhood education within the NLC region.</p>
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	N/A		

TRC CALL TO ACTION . 27 and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented) . 28	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<p>23: HEALTH-CARE PROFESSIONALS We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	Implemented	In the Winter 2020 semester, NLC began delivery of a Health Care Assistant Certificate intake in partnership with the Northeast Native Advancing Society, which is sponsoring Indigenous students who are participating from the Dawson Creek and Fort Nelson campuses. This program enables graduates to provide person-centred care in ways that respect the cultural values and practices of Aboriginal clients and families.	
<p>24: MEDICAL AND NURSING SCHOOLS We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	In-progress	In the 2019–2020 academic year, NLC has begun offering a new Associate of Arts Degree in Health Studies, which is designed to prepare students for a new Northern Baccalaureate Nursing Program offered by the University of Northern British Columbia. NLC’s Associate Degree includes a course on Contemporary Aboriginal peoples. The focus is on cultural survival, land claims, constitutional issues, self government, and socio-economic development. The implications of relations between indigenous minorities and the nation state are also explored.	
<p>28: LAW SCHOOLS We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	N/A		

TRC CALL TO ACTION . ²⁷ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented). ²⁸	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<p>57: PUBLIC SERVANTS We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>N/A</p>		
<p>62: TEACHER EDUCATION We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	<p>Implemented</p>		<p>In December 2019, NLC’s long-standing Teacher Education partnership with SFU produced 18 new teachers for school districts in Northeastern BC. Known as the Alaska Highway Consortium on Teacher Education (AHCOTE), this program has an excellent reputation for integrating Indigenous knowledge and teaching methods into K–12 classrooms. Right from the get-go, we emphasized Indigenous Principles of Learning and ensured student teachers linked at least one principle with each lesson they planned. One of the projects that students completed was called "Seeking Peace." The objective was to research the people, the traditions, and the land of Northeastern BC in both the past and the present. This gave students an opportunity to learn about local Indigenous peoples.</p>

TRC CALL TO ACTION . 27 and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented) . 28	NEW INITIATIVES AND PARTNERSHIPS	CONTINUING INITIATIVES AND PARTNERSHIPS
<p>86: JOURNALISM AND MEDIA SCHOOLS We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	N/A		
<p>92: BUSINESS SCHOOLS We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	Implemented		<p>NLC's Business Management Diploma program provides students with an opportunity to take a course about Aboriginal peoples of Canada or about Aboriginal Treaties and Rights. First Nations Studies 100 surveys the traditional cultures, languages, and origins of First Nations peoples in Canada. Topics include the diversity and significance of traditional Aboriginal kinship and political structures, as well as the enduring economic, spiritual, and social connections between Aboriginal peoples and the land. First Nations Studies 102 introduces students to Indigenous perspectives on traditional land use and explore the protection of treaty and aboriginal rights in the face of escalating resource extraction activities.</p>
<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p>	In progress	<p>Northern Lights College is close to finalizing a formal Memorandum of Understanding with both Prophet River First Nation (PRFN) and Fort Nelson First Nations (FNFN) with language and provisions which outline the participation of both First Nations leadership in working collaboratively with the college to direct the education their First Nations membership receive from the college.</p>	<p>The International Education office collaborates with the Aboriginal Education office to provide cultural learning and exchange activities for NLC students, such as the East meets West cultural exposition, inclusion of indigenous cultural activities in the College's international student orientation, and the joint organization of campus activities for indigenous and international students.</p>

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<p><i>Article 14</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education <p><i>Article 15</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. <p><i>Article 21</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security. 		<p>Additionally, NLC and PRFN are working on an agreement with the MasterCard Foundation on a pilot project to bring free internet access to the First Nation through a grant designed to enhance and support Indigenous access to the necessary tools to complete their education and drive meaningful change for their future.</p> <p>NLC is working on partnering with the Atlin Tlinglit Economic Limited Partnership (ATELP) in their efforts to pursue an ITA approved carpentry level one program for Tlinglit citizens of Atlin and the surrounding area. The ATELP note in their correspondence with Mark Heartt, NLC Dean of Trades that “Atlin has never been able to provide accredited training to their citizens, the success of this proposal and its partnerships would represent having achieved a significant milestone for the Tlinglit community.”</p> <p>Steve Roe, NLC Dean of Academic and Vocational Programs, has been working with the Taku River Tlinglit ATELP to provide tutoring services to the Tlinglit members in Atlin seeking their adult dogwood diploma, a first for NLC and the Taku River Tlinglit.</p> <p>Northeast Native Advancing Society (NENAS) and Northern Lights College are exploring the idea of shared services through a Memorandum of Understanding; included in this MOU would be a sharing of employee resources such as a Life/Grad Coach for the delivery of Workplace Essential Skill (CERT Training) at NENAS and Life Skills Training for Indigenous students within NLC.</p>	<p>Working in partnership with NENAS, NLC has provided Aboriginal students access to programs in Applied Business Technology, Early Childhood Education and Care, and Health Care Assistant.</p> <p>We have partnered with the Doig River First Nation to provide an essential skills program. The Doig River First Nations students who successfully graduated from their essential skills program have now embarked on adult upgrading in pursuit of their career goals.</p> <p>Finally, NLC has delivered activities encouraging greater understanding of, and acceptance of, Indigenous culture from the Treaty 8 territory. These activities include:</p> <ul style="list-style-type: none"> • Soup & Bannock lunches weekly • Craft & Beading nights throughout the year • Open Mic Night monthly where Indigenous, non-Indigenous and International students got together to sing and perform their cultural music/dance • Monthly Lunch & Learn in topic areas such as scholarship application writing and gambling awareness. Food was provided for the students at these events • Sweet Time featured baked goods from the culinary class for the students along with an Elder being present to share stories and cultural teachings • Cultural Teachings; biweekly the Dawson Creek NLC Advisor, an Elder or a student would share cultural teaching/awareness with a class in Dawson Creek • Student led workshops were organized by the Dawson Creek Advisor to support and grow the capacity of the Indigenous

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		<p>In April 2019, NLC grew to include a dedicated staff member as Aboriginal education liaison. Internally, this role links prospective student engagement with the Aboriginal education department closer together. Externally, this position works in Indigenous communities, with Indigenous organizations, and at Indigenous events advocating for and advising prospective Indigenous students on educational pathways.</p>	<p>students to lead their own workshops in areas of interest that they had (beading, sewing, dream catcher making, etc. were some workshops)</p> <ul style="list-style-type: none"> • Student Bingo • Orange Shirt Day was recognized on each of the four NLC campuses this year with a sharing of the importance of remembering the tragedy of residential schools but also the importance of education in moving forward • Louis Riel Day was recognized in November this year on both the Dawson Creek and Fort St. John campuses • Naloxone Training was held in Dawson Creek, twice due to demand from the students and staff • Moose Hide Campaign days were organized on each of the four campuses' where information on the program was shared to interested students and staff. In Dawson Creek some students also took part in the 24 hour fast to show support for the campaign. • Artist Showing, in November NLC purchased some local Indigenous art to hang on each of the four campuses in a rotating manner so we could share some of the local Indigenous artistic talent and also make the local Indigenous students and community see themselves better reflected in our campuses. • Winter Camping: Four Indigenous students and our student intern went camping with the International department this winter. • Smudging with student and staff took place on each of the campuses this year with the Advisors.

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			<ul style="list-style-type: none"> • Drumming classes were held once a week at Saulteau First Nation Reserve for Indigenous PSE students and Indigenous students at the local elementary school. • Beading classes were held once a week with the Chetwynd students • Hand games and drumming with students from NLC and the Chetwynd High School • The Chetwynd Advisor this year held a moccasin making class with the local students as well as a hand drum making class • Gathering Circles were held weekly on the Fort Nelson campus for students and staff. The Coordinator of Aboriginal Relations also took part weekly in the Gathering Circle held at the Chalo School, Fort Nelson First Nation • Sewing Circles with students and staff were held weekly on the Fort Nelson campus • Student potlucks were held throughout the year in Fort Nelson for students and staff • Aboriginal Student Welcoming (twice a year) were done on all campuses • Programs and students support info sharing ie: KeepMeSafe, Mental Health programs/supports, Grief & Loss info • Recent COVID-19 Info has been shared by each of the Advisors with the Indigenous students including government supports ie: CERB, BC Hydro, Child Benefits, Child Care, Post Sec tuition freeze, rental supports, BCCDC information, First Nations Health info, BC COVID-19 telephone app for self-assessment and information. • A Tipi Raising was held in Fort St. John this year for the first time for students, staff, international students, and community.

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			<ul style="list-style-type: none"> • Smudge & Talking Circles were held weekly in Fort St. John and as requested by students. • Aboriginal Author Richard Van Camp came to the Dawson Creek and Fort St. John campuses to meet with the students and share his writing. • Local Indigenous author and NLC Grad Helen Knott had her book launch on the Fort St. John campus this year. • Red Dress Campaign was recognized on the FSJ campus again this year, a Red Display is a permanent fixture on the FSJ campus to remind students and staff of the Missing and Murdered Indigenous Women and Children campaign. • The windows of the FSJ Gathering Space were painted in the local Treaty 8 First Nation logos as an acknowledgement of T8FNs welcome to their territory of both NLC and our students. • The Advisor and Director in Fort St. John actively participated at Treaty 8 Chiefs meetings throughout the year. • Indigenous knowledge sharing took place with the Little Lights Day Care on the FSJ campus

