

2020–21
Institutional Accountability
Plan and Report



Northern Lights
College

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, 2021

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

Dear Minister Kang:

We are pleased to provide you with the **Northern Lights College 2020–21 Institutional Accountability Plan and Report**. This report was prepared in accordance with the *Accountability Framework Standards and Guidelines Manual: 2020/21 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

M. Bryn Kulmatycki, PhD
President and CEO

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Institutional overview

Northern Light College (NLC) serves the communities of northern British Columbia that are located on the territories of the Cree, Dene, Dunne-Za, Kaska, Sauteau, Tahltan, Tlingit, and Tse'khene.

Northern Lights College's geographic region comprises the northern third of British Columbia (See Figure 1). The College region is approximately 325,000 square kilometres in area and is occupied by about 72,280¹ people. In fact, compared to all other colleges in the province, Northern Lights College serves the largest geographic area as well as having the lowest population.

The region served by NLC includes service to:

- Three health service delivery areas (Northwest, Northern Interior, and Northeast)
- Three development regions (North Coast, Northeast, and Nechako)
- Three provincial electoral districts (Peace River North, Peace River South, and Skeena)
- Four regional districts (Northern Rockies, Peace River, Kitimat-Stikine, and Stikine)
- Four school districts (Peace River South, Peace River North, Fort Nelson, and Stikine)

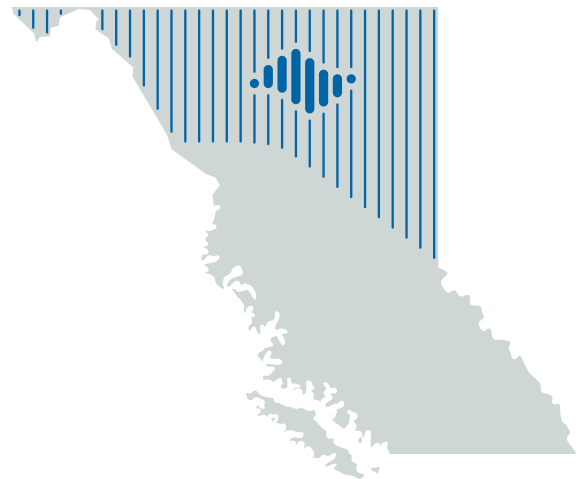


Figure 1. BC and Northern Lights College Regions

¹ BC Stats Sub-provincial Population Estimates. Retrieved on April 24, 2021 from https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/population/pop_municipal_subprovincial_areas_pop_2001_2011.xlsx (Northern Rockies and Peace River regional districts)

2020–21 at a glance

Brick and mortar



5 campuses



2 access centres



2 student housing facilities
with a total of **292** beds

Student headcounts

Credentialed programs

2,350 learners

INTERNATIONAL STUDENTS

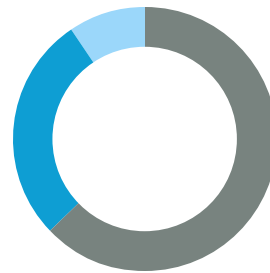
30 countries represented
28 per cent of student body

INDIGENOUS STUDENTS

13 per cent of student body

Community education and workforce training

490 learners



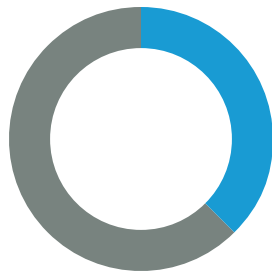
■ **1,478** domestic students
■ **652** international students
■ **220** self-declared Indigenous students

Graduation

630 credentials awarded in 2019-20

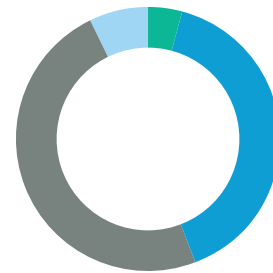
10,312 alumni

Faculty and staff



- 234 staff and administrators
- 142 faculty members

Programs



- 34 trades, apprenticeship, and vocational programs
- 28 undergraduate certificate, diploma, and associate degree programs
- 5 upgrading, adult basic education, and ESL programs
- 3 post-degree diploma programs,

Strategic direction and context

Our roots run deep in the region where we live, work, and play. From forests and lakes to foothills and mountains, we love every square inch of it. Our history is as rich as the resources in the ground, and our values and programming reflect this.

We offer unique training opportunities for our students, including academic, trades, lifelong learning, and professional development programs. With over 70 credentials and low tuition costs, we provide accessible post-secondary education to the residents of the North and beyond.

Strategic direction

Over the course of 2020, the college chose to revisit the 2017–22 Strategic Plan to ensure our priorities were still aligned with our current internal and external environment. In doing so, we honed our vision and values, and added a fourth pillar to our strategic priorities.

Our Mission

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

Our Vision

Northern Lights College is the college of choice for energy and technology training, and academic and lifelong learning—in or beyond the classroom.

Our Values

Our values guide how we act every day.

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.

Strategic context

The year 2020 saw the world wrestling with the novel coronavirus SARS-COV-2 (Covid-19). Adapting to the global pandemic had both external and internal context implications for the college.

In addition to updating the strategic plan, the college released the Northeast Regional Labour Market Strategy² and began a complementary study on the agriculture labour market. This is also the year work began on an Economic Impact Assessment. Results of these studies will be released mid-2021.

Economic context

The Northeast Development Region experienced a significant increase in May 2020 in unemployment, reaching 11.1 per cent, and did not return to 2019 levels until September 2020³. This spike is likely related to the temporary closure of Site C dam construction and industry shutdowns in forestry and mining.

The services sector was hardest hit and has recovered somewhat, but still has not returned to pre-Covid levels.

The sectors most at risk in Northern BC are retail, accommodation and food services, recreation and culture, and other tourism-related businesses⁴.

Population projections

REGIONAL

Overall, in 2020, there are 67,501 people in the Peace River South (SD59), Peace River North (SD60), Fort Nelson (SD81), and Stikine (SD87) school districts. The population is expected to increase by seven percent, to a total of 72,668, by 2027⁵.

Growth between 2020 and 2027 is found primarily in the Peace River North school district, with 68 per cent of the population growth. The Peace River South school district is expected to grow 27 per cent. A significant increase in the number of people 65 and older is projected to make up 56 per cent of the population growth in that same period.

2 Northeast Regional Labour Market Strategy, Northern Lights College, <https://www.nlc.bc.ca/Portals/o/documents/reports/2020-northeast-regional-labour-market-study.pdf> retrieved on April 28, 2021

3 Labour market snapshots, WorkBC, retrieved from <https://www.workbc.ca/labour-marketindustry/b-c-s-economy/labour-market-snapshots.aspx?month=September&year=2020> on April 26, 2021.

4 State of the North REPORT. Retrieved from https://www.northerndevelopment.bc.ca/wp-content/uploads/2021/01/NDIT-SofNR_2021_Final.pdf on April 24, 2021.

5 BC Stats PEOPLE 2020, retrieved from <https://bcstats.shinyapps.io/popProjApp/> on April 24, 2021.

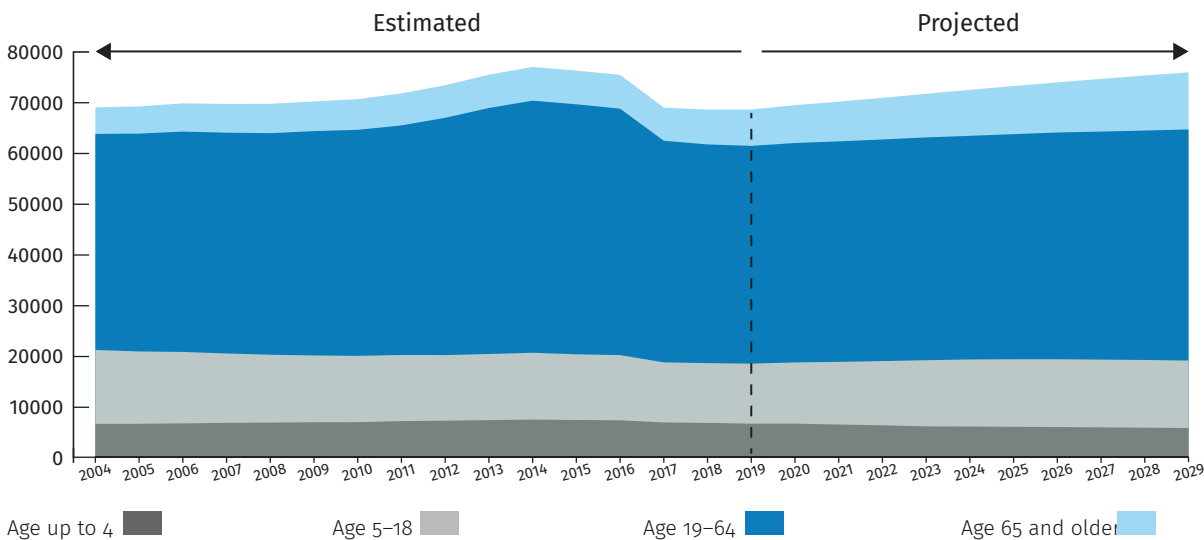


Figure 2. Population projections.

PEACE RIVER SOUTH REGION (SD59)

Overall, the population of the Peace River South region (including Dawson Creek, Chetwynd, and Tumbler Ridge) is expected to grow 5.5 per cent (+1,385 people) between 2020 and 2027.

The pre-kindergarten population is expected to decrease for that same period. The age group 15-19 is expected to increase by 19 per cent, but there are expected significant declines in the 20-24 and 25-29 age groups (19 per cent and 24 per cent respectively). The largest increases in the working-age population will be in the 35-39 and 40-44 age groups (28 per cent and 38 per cent).

Between 2014 and 2019, the Grade 12 SD59 class decreased by 13 per cent. However, beginning in 2021, Grade 12 enrolment is expected to start increasing, and by 2027 will be 25 per cent higher than 2019 levels.

PEACE RIVER NORTH REGION (SD60)

Overall, the population of the Peace River North region (including Fort St. John) is expected to grow 9.7 per cent (+3,518 people) between 2020 and 2027.

The 15-19 year age group is expected to increase by over 20 per cent in the same period, but will be offset by declines in 25-29 year age group (down 12 per cent). Dramatic increases in the 40-44 age group (33 per cent) and the 65-80 age groups (approximately 50 per cent) will also occur during this time. Between 2014 and 2019, the Grade 12 SD60 class experienced modest growth of 5 per cent. However, 2019, 2020, and 2021 (projected) are years of flat enrolment. Beginning in 2022, Grade 12 enrolment is expected to start increasing, and by 2027 will be 20 per cent higher than 2019 levels.

FORT NELSON REGION (SD81)

Overall, the population of the Fort Nelson region is expected to grow 6.5 per cent (255 people) between 2020 and 2027.

Each age group over the 10-year group is relatively stable with big gains in the 40–44 age group (78 people) and the 65 and older age group (over 200 people). The 25–29 age group shows a modest decline.

Between 2014 and 2019, the Grade 12 SD81 class experienced a reduction in class size of 33 per cent (72 to 44). The current class size is expected to remain flat with minor fluctuations until 2027.

STIKINE REGION (SD87)

Overall, the population of the Stikine region serviced by the College is expected to remain stable until 2027. The single biggest age group affected is 55–59 years, which is expected to drop by half.

Between 2014 and 2019, the Grade 12 SD81 class shrank from 19 to 14. However, by 2027, the class size is expected to reach 24.

Student transition to post-secondary education

The Northern Lights college region continues to reflect significantly lower first-year and immediate-to-three-year⁶ transition to post-secondary rates,

averaging just over 33 per cent compared to BC's 52 per cent first year transition rate and 58 per cent compared to 72 per cent for immediate-to-three-year. The effect of the proximity to the Alberta border and transfer to Alberta post-secondary institutions is unknown.

While still less than the provincial average, the first-year transition rate for Indigenous students is slightly higher (35 per cent) than all regions' students.

On average, about 61 per cent of the Northern Lights College region students that transition to post-secondary initially go to Northern Lights College. Again, a slightly higher percentage (64 per cent) of Indigenous students choose NLC as their first institution.

Internal context

On March 17, 2020, British Columbia declared a state of emergency, and Northern Lights College began a rapid transition to online course delivery. Although we had strong programming being delivered asynchronously online in areas such as early childhood education and business management, the transition to almost fully online brought new paradigms of learning to virtually every program at the institution. Critical impacts

⁶ Preliminary findings for 2017–18 graduating class, Research results from the student transitions project, Northern Lights College dataset.

of the global pandemic touched each of our strategic priorities.

STUDENTS

Not surprisingly, our students were impacted by the pandemic. Our discoveries, lessons, and adaptations included:

A very large contingent of our student body was unprepared for distance learning. Our response strategies included a laptop lending program and, in some cases, assistance with obtaining internet connectivity.

A significant part of our student body, and particularly our international students, were impacted by layoffs in the retail sector early in the pandemic. The wave of those layoffs reappeared at the college as increased enrolments in our Summer semester (July–August).

New international students planning to arrive in May opted to defer admission to Fall and/or attended from offshore.

Finally, student housing underwent a massive shift, as we reduced the number of beds by 50 per cent to maintain physical distancing requirements.

PROGRAMMING

The college pivoted very quickly to delivering in an online world. Through

2020–21, approximately 70 per cent of our programming transitioned to virtual delivery with unique successes in the trades and in work-integrated learning.

The division of Continuing Education also pivoted very quickly to begin delivery of online and self-directed learning activities.

Important successes during this time were our virtual convocation ceremony (*Convocation in a box*), our virtual orientations, and a virtual open house.

PEOPLE AND CULTURE

2020–21 also was a significant period of change for the college as the long-standing dean of academic and vocational programs and the dean of trades and apprenticeships resigned mid-year.

CONNECTIONS AND COMMUNITY

In this same period, NLC established an advisory committee for the Centre of Training Excellence in Oil and Gas.

Mandate priority reporting

Mandate letter priorities 2020–21

Following the mandate letter for 2020–21, Northern Lights College is pleased to report our progress as follows:

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.

Northern Lights College serves the northern one-third of the Province of British Columbia. Our college region includes the territories of the Cree, Dene, Dunne-Za, Kaska, Sauleaux, Tahltan, Tlingit, and Tse'khene. Historically, these Indigenous populations have had no direct relationship to the development of post-secondary education at Northern Lights College. Their education system is rooted in the relationship between the individual and the land and is highly experiential and individualistic. This traditional learning style, which has often been ignored or devalued in favour of western pedagogy, to the detriment of the Indigenous learner, is supported by the inter-relationship between the community members, local knowledge holders and Elders. This devaluing of Indigenous pedagogy is severely detrimental to Indigenous students but the elevation of the Indigenous traditional learning style, and the need for balance of the four elements

of Indigenous learning (mental, emotional, physical and spiritual), will benefit not only Indigenous students and their communities, but also non-Indigenous students.

Therefore, over the last two-plus years, there has been considerable discussion within Northern Lights College to strengthen and incorporate the most current research and innovation in Indigenous education delivery: How can Northern Lights College bring this holistic learning style into the college to better support not only Indigenous learners, but all learners? But these discussions did not only happen within the college. Over the past two years we have been in discussion about the proposed Centre for Innovation in Indigenous Education (CIEE) and our desire to work in true partnership with the First Nations in northern BC. We have come away from those discussions with the knowledge that

the best manner to proceed is through our proposal for the CIEE. Our proposal allows direct engagement into operational and educational delivery models and decision-making processes of the College from our partner First Nations.

CENTRE FOR INNOVATION IN INDIGENOUS EDUCATION PLAN FOR THE NEXT ONE TO THREE YEARS

In November 2019, the provincial government enacted Bill 41, affirming the United Nation Declaration on the Rights of Indigenous Peoples, the same document the Truth and Reconciliation Commission confirmed as the framework for reconciliation within Canada.

The Declaration on the Rights of Indigenous Peoples Act aims to create a path forward that respects the human rights of Indigenous peoples while introducing better transparency and predictability in the work we do together (Provincial Government of British Columbia, 2020). Significant for our proposal are UNDRIP articles 3, 14, 15 and 21 (United Nations, 2008).

“Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.”

“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.”

“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.”

“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.”

Northern Lights College, through the Centre for Innovation in Indigenous Education, will work with our partner First Nations to gain a better understanding of their history, their culture and their worldview, from which their best practices for education emanate. The Centre will bring those practices to its faculty, to its staff and to its students for the improvement of northern British Columbia’s First Nations, our partners, and the students at Northern Lights College, both Indigenous and non-Indigenous.

The long-term purpose of our proposal is to assist First Nations and Indigenous students in the realm of capacity building in self-determination. It is acknowledged that as of today there is deficient capacity within the Indigenous communities to undertake certain leadership roles in society. There is an acceptance by Indigenous leaders that it is time to create that capacity within their nations so that the Indigenous desire for self-determination can be fully realized.

The Centre will ultimately support all aspects of the Indigenous learners' needs.

While it is true that what is good for Indigenous learners is good for all learners in terms of support, the focus of the centre will be to utilize local knowledge holders and embrace local cultural expectations within the overall NLC curriculum for the betterment of the Indigenous learner first. The apparent betterment of the college, of our non-Indigenous students, and of the community at large is a bonus of our proposal.

Please see the table in *Appendix B* for specific activities arranged in the ministry's template.

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.

Depth in trades programming was increased by the development and implementation of the Advanced Certificate in Culinary Arts and the Diploma in Cosmetology, and by revamping the aircraft maintenance program to a

two-year format. These changes enhanced accessibility for international students and increased learning outcomes for all students. The Explore Trades for Adults program—intended to enable trades exploration for adult, female, and

Indigenous learners—was also developed and launched.

The Continuing Education division launched a free, online, self-paced Stress Management course within two weeks of the Covid-19 stay home order, with a goal of providing community access to this resource and introducing learners to a low-risk experience with online education.

Continuing Education also created five customized hybrid programs to meet direct labour market needs. This included major shifts from face-to-face programming to the virtual environment in order to meet unique industry needs.

Continuing Education worked with WorkBC offices, offering pathways to employment programming for multi-barrier workers and delivering individual programming and courses to meet individual needs for work opportunities.

Continuing Education partnered with the Catholic Charities Society to deliver individual programming and courses to meet individual needs for work opportunities. Continuing Education also provided one-on-one support to individuals with multi-barriers to enable work placement and increase course success. They also created course access in various formats for individuals to understand the training opportunities

available to meet industry needs.

Continuing Education also delivered Entertainment for Change—virtual art, music, theatre, expression, and writing courses that teach about the 17 sustainable development goals, which include quality education, good health and well-being, and gender parity.

To increase success rates in workforce training, Continuing Education created an option called “instructor add-on” where any student can obtain 20 or more hours of support in a wide range of classes. This additional instructor support helped increase course pass rates and led to more students earning industry licenses after taking Online Basic Security. This model is now used for a number of courses, including career pathways and WorkBC courses.

Continuing Education has continued to provide training in safety, basic security, and emergency worker training throughout the pandemic.

The NLC Climb Centre continues to provide training information for mid-career workers. We have now served over 200 mid-career people in 11 months.

Actions undertaken during 2020–21 to support student-centred international education, included:

- Enhanced communication and supports for international students, including: a student check-in calling campaign, provision of emergency funding for students affected by the pandemic, increased communication with new students planning travel to Canada, and creation and implementation of a quarantine support plan for arriving international students.
- Recruitment efforts in several new markets for increased enrolment diversity—including Mexico, Colombia, Brazil, Sub-Saharan Africa, Eastern Europe, Central Asia, and Turkey. These efforts included participation in virtual recruitment fairs, webinars, and new targeted marketing materials.
- Creation of new trades programs (Diploma in Cosmetology and Advanced Certificate in Culinary Arts) to allow for increased international enrolment in the trades.
- Delivery of a new online training module, called Effective Intercultural Communication, for groups of students and staff.
- Implemented a new online pre-arrival orientation course for arriving international students.

- Added six new international partner institutions for student and staff mobility.

NLC's registrar has been an active participant in the EPBC Master Institution List development and process. NLC has also completed implementation of the XML high school transcript solution and it is in active use. NLC is continuing to participate in the XML post-secondary transcript project.

NLC continues to support the tuition waiver program for former youth in care (YIC). Four students received this waiver throughout the 2020–21 year, with one successfully completing their program and graduating from NLC in April. The Financial Aid and Awards webpages were redesigned to provide more comprehensive information about the financial supports available to former YIC, and the Financial Aid team attended the Youth Futures Education Fund Learning Forum (facilitated by United Way) in March 2021, to learn and share best practices for supporting former YIC with other BC post-secondary institutions.

The Directors of Student Services, International Education and Aboriginal Education attended Sexual Violence Investigations training. This training was a three-day intensive program sponsored by the Ministry of Advanced Education. Originally slated to be delivered in person,

the program was adapted and delivered via virtual delivery in December 2020, over five sessions.

A pre-recorded video presentation of the revised Sexual Violence and Misconduct policy and consent information was disseminated to all students and staff in Fall 2020.

A presentation on sexual violence and misconduct, including information on consent, was delivered in webinar format to over 200 students at General Orientation. Additionally, this presentation was delivered to dual credit students in the aircraft maintenance and Youth Explore Trades program.

The Directors of Student Services and International Education delivered a Safer Campuses presentation—which included details on our sexual violence and misconduct prevention and awareness initiatives—to institutional partners in Mexico as part of NLC’s Global Affairs Canada funded project.

During Reading Week in 2021, NLC partnered with the BC Lions, who presented two virtual ‘Be More Than A Bystander’ workshops, with 45 attendees.

The Director of Student Services presented highlights of NLC’s Canadian Mental Health Association 2020–22 Campus Suicide

Prevention Initiative at the Canadian Mental Health Association virtual summit in February 2021. All students and staff were invited to attend the full summit at no cost.

In November 2021, we will deliver an interactive session on mental health, with all students and staff invited to attend. The session will feature a diverse panel of speakers who will answer questions and discuss a wide range of topics. These include isolation and mental well-being during Covid-19, addictions and their connection with depression, Indigenous perspectives of health and the medicine wheel, and the adverse impacts of social media on mental health.

Also in November 2021, we will offer a presentation to students and staff on the overdose crisis in northeastern BC. We will introduce the effects of and responses to the crisis, specifically in the communities of Dawson Creek and Fort St. John. Panelists will share personal stories and information on how this crisis affects our communities and how people can stay safe during this dangerous time. The presentation will also explore potential solutions to the crisis, from the free Naloxone program to the push for safe supply.

A #ChooseToChallenge: International Women’s Day Panel virtual panel was

held in March 2021. Students and staff were able to participate live and watch a recorded version later. The conversation was facilitated by Kathleen Connolly, Executive Director at the Dawson Creek & District Chamber of Commerce, and the panel included members from the NLC community, including staff and faculty.

We delivered a presentation that offered an ally-friendly introduction to gender and sexual minorities, giving students and staff and community members the opportunity to become familiar with some of the terms and concepts in the LGBTQ2S+ community such as Two-Spirit, Trans, Queer, Questioning, Intersex, etc. An approachable introduction for those who may not know where to start! Everyone was welcome.

Currently, Student Services is creating activities in collaboration with Indigenous Education to offer programming to our Indigenous community. A Beginner Beading workshop series (6 weeks) happened in March 2021, and the numbers have been encouraging (17 people). In addition, Student Services has a contract with an Indigenous student to offer tutoring/mentoring, specifically for our Indigenous population. Collaboration with Indigenous Education and Trades is occurring to build greenhouses at our two main campuses—Dawson Creek and Fort St. John—to grow the four sacred indigenous plants (sage, sweetgrass, red cedar and tobacco).

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 post-secondary system; and
- advancing and supporting open learning resources.

Seizing the opportunity created by the pandemic, our Trades and Apprenticeships division developed and continues to grow our online learning formats to enhance our students' learning. The initial push began in Spring 2020, with our first completely online trades course delivered

in May and June 2020. Our instructors have continued to grow, polish, and hone their course delivery since then.

In CE, we developed the Support Care Worker program from the ground up. This program provides a pathway to Health

Care Assistant and a career in the health care field.

Renovations and final polishing with the University of Northern British Columbia, in preparation for the delivery of the Northern Baccalaureate Nursing Program are all but complete, with the first intake in Fort St. John scheduled for September 2021.

NLC continues its ongoing partnership with School Districts 59, 60, and 81, and is continuing to see growth in the number of dual credit students, especially in undergraduate-level courses.

In partnership with the BC Centre for Training Excellence in Oil and Gas, NLC and School District 60 have made preparations

to deliver Working in Natural Gas (WiNG) as a Board/Authority Authorized Course.

Discussions between the Dean of Trades and principals at School Districts 59 and 60 led to an overland truck build. This generated significant interest in Automotive Service Technician apprenticeship opportunities for dual credit students.

Through 2020 and 2021, NLC has been embracing the use of online technologies, especially in the Trades programs. In turn, this has increased the number of online resources familiar to students and includes growth in the use of open resources. NLC remains committed to increasing the use of open learning resources into 2021–22.

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).

Our trades division redesigned the wind turbine program by bringing two foundation trades programs together with specific wind energy training. Through

consultation with wind energy providers in our region, we have refocused on their priorities and in turn addressed the changing regional, national, and

global goals. This refocus will lead toward opportunities for oil and gas industry workers looking for new energy sector training.

Partnering with NorthRiver Midstream our CE division was able to provide power engineering exam preparation for their employees to increase successful exam completion.

The reach of our CE division extended to one of our westernmost communities as we delivered airbrakes training for the Dease Lake Fire Department.

Leveraging our unique “training tower,” Enercon Canada Services Inc. was able to deliver their industrial high angle rope rescue program.

Our academic and vocation division was able to embrace three different work integrated learning (WIL) activities. A pilot WIL project integrating working early childhood educators into our Diploma in Early Childhood Education and Care program was so successful, we offered a second intake where demand exceeded capacity by a factor of 4:1.

In response to the Health Care Support Workers Initiative, NLC was able to partner

with Northern Health to deliver a WIL intake for the Certificate in Health Care Assistant program.

With funding from the Oil and Gas Commission, the college was able to partner with Ridgeline Ltd. to begin delivery of our Land and Water Resources Diploma integrated with the Ridgeline employee training program. This intake was limited to indigenous students and almost achieved full capacity.

Finally, the college’s career advisor has been incorporating the findings of the Northeast Regional Labour Market Strategy as well as WorkBC resources into routine career advising activities.

Mandate letter priorities 2021-22

Northern Lights College will continue to plan with our strategic goals as we await the mandate letter for 2021-22.

Performance plan and report

Goals and objectives

The strategic priorities adopted by Northern Lights College, guide planning for achieving goals and objectives. Figure 3 indicates alignment between NLC’s strategic goals and the goals identified in the 2019–20 to 2021–22 Ministry service plan.

		Ministry of Advanced Education and Skills Training service plan goals 2020–21 to 2022–23		
		Goal 1 Lasting reconciliation with Indigenous Peoples in BC through post-secondary education and skills training	Goal 2 British Columbians have access to inclusive, responsive and relevant post-secondary education to reach their full potential	Goal 3 British Columbians have workforce information, connections and supports to prepare for opportunities in BC’s economy
Northern Lights College strategic goals 2020–21	Students We will prioritize the academic and career success of our students by redefining the student experience	✓	✓	
	Programming We will ensure the highest quality of education through relevant and innovative programming.		✓	✓
	People and culture We 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 We will continue to nurture and grow our community, industry, and international relationships to deliver exceptional learning opportunities for students and communities.	✓	✓	✓

Figure 3. Alignment between NLC’s strategic goals and Ministry service plan.

Northern Lights College goals and objectives

Northern Lights College’s strategic priorities—Students, Programming, People and Culture, and Connections and Community—continue to align with the government’s 2020–21 commitments: making life more affordable, delivering better services, and investing in a sustainable economy.

PRIORITY #1: STUDENTS

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

GOALS

Delivery of exceptional student-centered service to our diverse student and client populations.

Providing outstanding campus communities, support services and engagement opportunities that enhance the success of our students.

Fostering a campus environment that meets students’ evolving cultural, physical, and social needs.

PRIORITY #2: PROGRAMMING

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

GOALS

Leveraging technology to enhance the education experience.

Growth and diversification of our revenue through the expansion of business enterprise, applied research and innovation.

Meeting the education and training needs of business, industries, and organizations in the college region.

PRIORITY #3: PEOPLE AND CULTURE

We 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

Attract, develop, and retain employees who have the knowledge and skills to be fully contributing members of the College.

Improve college wellness—resulting in fewer claims, fewer lost time days and fewer RIWP complaints.

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

PRIORITY #4: CONNECTIONS AND COMMUNITY

Northern Lights College will continue to nurture and grow our community, industry, and international relationships to deliver exceptional learning opportunities for students and communities.

GOALS

Create a diversity and inclusion strategy by 2022.

Implement recommendations from the Truth and Reconciliation Commission.

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			
	2019–20 Actual	2020–21 Target	2020–21 Actual	2020–21 Assessment
Total student spaces	630	1,549	607	Not achieved
Nursing and other allied health programs	54	77	56	Not achieved
Developmental programs	156	132	120	Substantially achieved

Figure 4. Full-time equivalent student enrolments.

In general, NLC's domestic FTE have continued to grow. However, our overall achievement has been significantly impacted by the effect of Covid on programs that are preferred or required to be in-person. Significant decreases in Applied Business Technology, Career and College Preparation (adult basic education), and professional development for helicopter maintenance engineers, is masking modest growth, even in these Covid times. Had these programs maintained previous years enrolment, NLC would have exceeded its trend of

increasing FTE by five per cent over previous years.

Nursing and other allied health programs indicate the target is not achieved; however, the target includes 18 FTE for the Health Care Assistant Pathway Program intake scheduled to begin in March 2021. The balance of these FTE will be achieved in 2021–22.

2. Credentials awarded

System objective: Capacity

The average number of credentials awarded to domestic students in the most recent three fiscal years.

	Performance			
	2019–20 Actual	2020–21 Target	2020–21 Actual	2020–21 Assessment
Number	372	358	355	Substantially achieved

Figure 5. Average number of credentials awarded.

3. Aboriginal student spaces

System objective: Access

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

	Performance				Targets		
	2019–20 Actual	2020–21 Target	2020–21 Actual	2020–21 Assessment	2020–21	2021–22	2022–23
Total Aboriginal student spaces	257	257	298	Achieved	Maintain or increase over previous year		
Ministry	148		185				
Industry Training Authority	109		114				

Figure 6. Full-time equivalent enrolments of Aboriginal students.

4. Student satisfaction with education

System objective: Quality

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

	Performance					
	2019-20 Actual		2020-21 Target	2020-21 Actual		2020-21 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	92.4%	2.1%	≥ 90 per cent	91.8%	2.2%	Achieved
Trades foundation and trades-related vocational graduates	86.7%	4.7%		98.7%	1.6%	Achieved
Former apprenticeship students	93.0%	5.4%		92.7%	4.3%	Achieved

Figure 7. Student satisfaction with education.

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					
	2019-20 Actual		2020-21 Target	2020-21 Actual		2020-21 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	95.7%	1.6%	≥ 90 per cent	93.3%	1.9%	Achieved
Trades foundation and trades-related vocational graduates	89.3%	4.2%		96.2%	2.7%	Achieved
Former apprenticeship students	97.7%	3.2%		90.9%	4.8%	Achieved

Figure 8. Student assessment of the quality of instruction.

6. Student assessment of skill development

System objective: Quality

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

	Performance					
	2019–20 Actual		2020–21 Target	2020–21 Actual		2020–21 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	91.0%	2.6%	≥ 85 per cent	87.5%	3.0%	Achieved
Trades foundation and trades-related vocational graduates	86.4%	4.9%		90.0%	3.6%	Achieved
Former apprenticeship students	90.1%	6.0%		85.3%	6.8%	Achieved

Figure 9. Student assessment of skill development.

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					
	2019–20 Actual		2020–21 Target	2020–21 Actual		2020–21 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	86.9%	2.9%	≥ 90 per cent	83.5%	3.7%	Substantially achieved
Trades foundation and trades-related vocational graduates	85.5%	5.9%		93.1%	4.9%	Achieved
Former apprenticeship students	100.0%	0.0%		92.3%	4.8%	Achieved

Figure 10. Student assessment of knowledge and skills.

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					
	2019-20 Actual		2020-21 Target	2020-21 Actual		2020-21 Assessment
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	2.0%	1.2%	≤ 15.0 per cent	7.5%	2.3%	Achieved
Trades foundation and trades-related vocational graduates	11.4%	4.6%		13.2%	5.6%	Achieved
Former apprenticeship students	0.0%	0.0%		1.9%	2.4%	Achieved

Figure 11. Unemployment rate.

Financial information

For the most recent financial information, please see the Audited Financial Statements available at nlc.bc.ca/governance/disclosure.

Appendix A · Performance measure results

2020–21 Accountability framework performance measure results

Performance measure ¹	Reporting year					
	2019–20 Actual	2020–21 Target	2020–21 Actual	2020–21 Assessment		
Student spaces²						
Total student spaces	630	1,549	607	Not achieved		
Nursing and other allied health programs	54	77	56	Not achieved		
Developmental programs	156	132	120	Substantially achieved		
Credentials awarded³						
Number	372	358	355	Substantially achieved		
Aboriginal student spaces⁴						
Total Aboriginal student spaces	257	257	298	Achieved		
Ministry	148		185			
Industry Training Authority	109		114			
Student satisfaction with education^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	92.4%	2.1%	≥ 90 per cent	91.8%	2.2%	Achieved
Trades foundation and trades-related vocational graduates	86.7%	4.7%		98.7%	1.6%	Achieved
Former apprenticeship students	93.0%	5.4%		92.7%	4.3%	Achieved

Student assessment of the quality of instruction ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	95.7%	1.6%	≥ 90 per cent	93.3%	1.9%	Achieved
Trades foundation and trades-related vocational graduates	89.3%	4.2%		96.2%	2.7%	Achieved
Former apprenticeship students	97.7%	3.2%		90.9%	4.8%	Achieved
Student assessment of skill development ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	91.0%	2.6%	≥ 85 per cent	87.5%	3.0%	Achieved
Trades foundation and trades-related vocational graduates	86.4%	4.9%		90.0%	3.6%	Achieved
Former apprenticeship students	90.1%	6.0%		85.3%	6.8%	Achieved
Student assessment of usefulness of knowledge and skills in performing job ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	86.9%	2.9%	≥ 90 per cent	83.5%	3.7%	Substantially achieved
Trades foundation and trades-related vocational graduates	85.5%	5.9%		93.1%	4.9%	Achieved
Former apprenticeship students	100.0%	0.0%		92.3%	4.8%	Achieved
Unemployment Rate ^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree, and certificate students	2.0%	1.2%	≤ 15.0 per cent	7.5%	2.3%	Achieved
Trades foundation and trades-related vocational graduates	11.4%	4.6%		13.2%	5.6%	Achieved
Former apprenticeship students	0.0%	0.0%		1.9%	2.4%	Achieved

Notes:

n/a - Not assessed

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

1 Please consult the 2020–21 Standards Manual for a current description of each measure.

2 Results from the 2020–21 reporting year are based on data from the 2020–21 fiscal year; results from the 2019–20 reporting period are based on data from the 2019–20 fiscal year. 2020–21 actuals and targets are as of June 1, 2021.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020–21 reporting year are a three-year average of the 2017–18, 2018–19, and 2019–20 fiscal years.

4 Results from the 2020–21 reporting year are based on data from the 2019–20 fiscal year; results from the 2019–20 reporting period are based on data from the 2018–19 fiscal year.

5 Results from the 2019–20 reporting year are based on 2019 survey data; results from the 2020–21 reporting year are based on 2020 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 per cent.

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.

Target assessment scale	Description
Achieved	100 per cent or more of the target.
Substantially achieved	90 per cent to <100 per cent of the target.
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10 per cent or greater.

2020–21 Accountability framework performance measure results

Performance measure	Reporting year					
	2019–20 Actual		2020–21 Target	2020–21 Actual		2020–21 Assessment
Former diploma, associate degree, and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. per cent)	91.0%	2.6%	≥ 85 per cent	87.5%	3.0%	Achieved
Written communication	90.3%	2.6%		86.1%	2.9%	
Oral communication	90.9%	2.4%		87.5%	2.8%	
Group collaboration	90.7%	2.3%		85.1%	2.8%	
Critical analysis	91.0%	2.2%		91.7%	2.2%	
Problem resolution	88.9%	2.5%		83.3%	3.0%	
Learn on your own	91.4%	2.2%		90.8%	2.3%	
Reading and comprehension	92.9%	2.0%		88.0%	2.6%	

Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. per cent)	86.4%	4.9%	≥ 85 per cent	90.0%	3.6%	Achieved
Written communication	N/A	N/A		83.6%	7.5%	
Oral communication	76.4%	8.8%		81.7%	7.2%	
Group collaboration	87.7%	4.7%		90.9%	4.1%	
Critical analysis	91.6%	3.8%		97.4%	2.3%	
Problem resolution	89.3%	4.2%		93.5%	3.5%	
Learn on your own	88.8%	4.5%		83.1%	5.4%	
Reading and comprehension	90.1%	4.2%		93.4%	3.6%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. per cent)	90.1%	6.0%	≥ 85 per cent	85.3%	6.8%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	89.7%	7.1%		89.8%	5.8%	
Critical analysis	95.1%	4.8%		90.4%	5.3%	
Problem resolution	87.8%	7.3%		84.6%	6.5%	
Learn on your own	92.9%	5.6%		83.7%	7.1%	
Reading and comprehension	87.8%	7.3%		86.3%	6.3%	

Appendix B · Mandate priority #1 progress report

TRC call to action and UN Declaration on the Rights of Indigenous Peoples article

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.

Progress	New and/or continuing initiatives and partnerships
Ongoing	During the 2020–21 academic year, covid protocols around visitors to First Nation communities greatly reduced the ability to offer programs such as the Indigenous Human Services Worker Certificate. Further to this, the North East Native Advancement Society (NENAS), a key partner in funding this program, was operating at a reduced capacity. This innovative program prepares graduates for employment as 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. NLC looks forward to re-establishing these joint projects in 2020–21. Although not a replacement for the IHSW programming, the regular and yearly offering of NLC's Social Services Worker Diploma expanded the number of electives to include a focus on indigenous topics, such as those relating to health and family.

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.

Progress	New and/or continuing initiatives and partnerships
Ongoing	<p>Territorial acknowledgement and recognition is built into all courses in the early childhood program.</p> <p>Part of the program now includes bringing elders in to share their culture and help support children in their cultural understanding.</p> <p>Practicums in the program incorporate First Nations principles into the work we do and is inclusive of non-Indigenous families.</p> <p>Course curriculum is informed by the BC Early Learning Framework, which includes the First Peoples Principles of Learning.</p> <p>NLC is listed on the BC Aboriginal Child Care Society’s webpage as one of three institutions in BC that “focus on the teaching of and caring for Indigenous children.”</p>
Implemented	<p>NLC partnered with the Dakii Yadze Daycare Centre (part of West Moberly First Nations) by placing four students from the Work Integrated Learning cohort initiative for their practicum there.</p>
Planned	<p>Working with BC Campus to create a partnership to redevelop <i>FNST-100 - Aboriginal Peoples of Canada</i> by engaging former Indigenous students of NLC’s Education Assistant program to help decolonize content.</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.

Progress	New and/or continuing initiatives and partnerships
N/A	

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.

Progress	New and/or continuing initiatives and partnerships
Completed. Offered first program January–March 2021	In partnership with North East Native Advancement Society (NENAS) Indigenous-focused Support Care Assistant Program. Participants received certificates in: <ul style="list-style-type: none"> • Healthy aging • Gerontology • Health and nutrition • WHMIS • Foodsafe level 1 • Goal setting • Assertiveness and self confidence • Communication skills • Creative Problem solving • Occupational First Aid level 1 • Guarding against Covid-19 • Blood borne pathogens • Workplace violence • Drug and alcohol awareness • Safe Patient Handling

<p>Offered 2 of 4 tiers of Emergency Worker Program training</p>	<p>Tier 1. participants would receive</p> <ul style="list-style-type: none"> • Fall protection • Fire safety • WHIMS • TDG • Confined space • H2S alive <p>All industry tickets required for employment in the oil and gas sector.</p> <p>Tier 2, Bridge to Emergency Medical Response, participants would receive a certificate in Occupational First Aid level 3.</p> <p>Gaining employability skills for field medic.</p>
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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.

Progress	New and/or continuing initiatives and partnerships
<p>Ongoing</p>	<p>NLC continues to offer the Associate of Arts Degree in Health Studies, which is designed to prepare students for UNBC’s Northern Baccalaureate Nursing Program. 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 anti-racism.

Progress	New and/or continuing initiatives and partnerships
N/A	

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.

Progress	New and/or continuing initiatives and partnerships
New/ Ongoing	This year the International Education department and the Indigenous Education department partnered on a series of Intercultural Awareness webinars featuring speakers from both the international community as well as the local Indigenous communities. These webinars were an offshoot of an intercultural awareness course offered in partnership between the two departments through the Continuing Education division of NLC, entitled Effective Intercultural Communication. The two departments have begun discussions on how to continue to offer this invaluable course, and we have partnered with the Dawson Creek Literacy Society on an offering of the course to community members outside of the college.

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.

Progress	New and/or continuing initiatives and partnerships
Ongoing	The Teacher Education program (AHCOTE) has planned yearly intakes and the Fall 2021 intake will continue with the same commitment to integrate Indigenous knowledge and teaching methods. The program emphasizes Indigenous Principles of Learning and ensured student teachers linked at least one principle with each lesson they planned. One of the projects that students complete is called “Seeking Peace.” The objective is to research the people, the traditions, and the land of northeastern BC in both the past and the present. This gives students an opportunity to learn about local Indigenous peoples.

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.

Progress	New and/or continuing initiatives and partnerships
N/A	

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.

Progress	New and/or continuing initiatives and partnerships
Ongoing	NLC's Business Management Diploma program continues to provide students with an opportunity to take a course on Indigenous peoples of Canada or about Indigenous 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 Indigenous kinship and political structures, as well as the enduring economic, spiritual, and social connections between Indigenous peoples and the land. First Nations Studies 102 introduces students to Indigenous perspectives on traditional land use and explores the protection of treaty and aboriginal rights in the face of escalating resource extraction activities.

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:

ARTICLE 14

- 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.
- Indigenous individuals, particularly children, have the right to all levels and forms of education.

ARTICLE 15

- 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.

ARTICLE 21

- 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.

Progress	New and/or continuing initiatives and partnerships
Completed a cohort Summer 2020	In partnership with BC Hydro and Site C, created a fish and wildlife monitor program for Indigenous community members to work towards ensuring protection of their land while creating employability
In progress	The Trades and Apprenticeships division has started conversation and engagement with indigenous nations to enhance communication and foster growth including Saulteau and Tahltan nations.

Ongoing	<p>Northern Lights College serves the northern one-third of the Province of British Columbia. Our college region includes the territories of the Cree, Dene, Dunne-Za, Kaska, Sauleau, Tahltan, Tlingit, and Tse'khene. Historically, these Indigenous populations have had no direct relationship to the development of post-secondary education at Northern Lights College. Their education system is rooted in the relationship between the individual and the land and is highly experiential and individualistic. This traditional learning style, which has often been ignored or devalued in favour of western pedagogy to the detriment of the Indigenous learner, is supported by inter-relationship between the community members, local knowledge holders, and Elders.</p> <p>This devaluing of Indigenous learning and teaching methods is severely detrimental to Indigenous students, but the elevation of the Indigenous traditional learning style and the need for balance of the four elements of Indigenous learning (mental, emotional, physical, and spiritual), will benefit not only Indigenous students and their communities, but also non-Indigenous students.</p> <p>Therefore, over the last two-plus years, there has been considerable discussion within Northern Lights College to strengthen and incorporate the most current research and innovation in Indigenous education delivery: How can Northern Lights College bring this holistic learning style into the college to better support not only Indigenous learners, but in fact all learners? These discussions did not only happen within the college. Over the past two years we have been in discussions about the proposed centre for Innovation in Indigenous Education (CIIE) and our desire to work in true partnership with the First Nations of northern BC. We have come away from those discussions with the knowledge that the best manner to proceed is through our proposal for the CIIE. What our proposal does, will allow for direct engagement into operational and educational delivery models, and decision-making processes of the College from our partner First Nations.</p>
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Ongoing	<p>Centre for Innovation in Indigenous Education plan for the next one to three years</p> <p>In November 2019, the provincial government enacted Bill 41 affirming the United Nation Declaration on the Rights of Indigenous Peoples, the same document the Truth and Reconciliation Commission confirmed as the framework for reconciliation within Canada.</p> <p>The Declaration on the Rights of Indigenous Peoples Act aims to create a path forward that respects the human rights of Indigenous peoples while introducing better transparency and predictability in the work we do together (Provincial Government of British Columbia, 2020). Significant for our proposal are UNDRIP articles 3, 14, 15 and 21 (United Nations , 2008) which state that:</p> <ul style="list-style-type: none"> • “Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.” • “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.” • “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.” • “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>Northern Lights College, through the Centre for Innovation in Indigenous Education, will work with our partner First Nations to gain a better understanding of their history, their culture, and their worldview, from</p>
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Ongoing	<p>which their best practices for education emanate. The Centre will bring those practices to its faculty, to its staff, and to its students for the improvement of northern British Columbia's First Nations, our partners, and the students at Northern Lights College, both Indigenous and non-Indigenous.</p> <p>The long-term purpose of our proposal is to assist the First Nations and Indigenous students in the realm of capacity building in the area of self-determination. It is acknowledged that as of today there is deficient capacity within the Indigenous communities to undertake certain leadership roles in society. There is an acceptance by Indigenous leaders that it is time to create that capacity within their nations so that the Indigenous desire for self-determination can be fully realized.</p> <p>The Centre will ultimately support all aspects of the Indigenous learners' needs. While it is true that what is good for Indigenous learners is good for all learners in terms of support, the focus of the centre will be to utilize local knowledge holders and embrace local cultural expectations within the overall NLC curriculum for the betterment of the Indigenous learner first. The apparent betterment of the college, of our non-Indigenous students, and of the community at large is a bonus of our proposal.</p>
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