



2024–2025 **Institutional Accountability Plan and Report**



Territorial Acknowledgement

Northern Lights College acknowledges that our campuses are situated on the ancestral and traditional land of many nations, including the Dane Zaa, Cree, Tsáá? Ché Ne Dane, Saulteau, Tse'Khene, Kaska Dena, Tahltan, and Tlingit. We also recognize Métis Nation members who share a deep history with this land.

We, at Northern Lights College, commit to restoring and honouring the Truth and Reconciliation Calls to Action; we strongly believe that truth must be acknowledged to move forward to reconciliation.

We are grateful for the Traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We acknowledge our hosts and honour their gracious welcome to those seeking knowledge.



Accountability Statement

Minister of Post-Secondary Education and Future Skills
PO BOX 9870 Stn. Prov. Govt.
Victoria, BC V8W 9T5

Dear Minister Sunner:

We are pleased to provide you with the *Northern Lights College 2024-2025 Institutional Accountability Plan & Report*. This report was prepared in accordance with the *Accountability Framework Standards and Guidelines Manual: 2024/25 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,

Jennifer Moore
Board Chair
Northern Lights College

Todd Bondaroff
President and CEO
Northern Lights College

Table of Contents

Accountability Statement 4

Institutional Overview 6

At a glance 2024-25.7

Strategic Direction and Context..... 8

Our Mission 9

Our Vision 9

Our Values..... 9

Strategic Context 10

Internal Context13

Year in Review.....15

Mandate Priority Reporting 19

Reporting on Ministry Priorities19

Reporting on the Ministry's Long-Term Strategic Initiatives.....21

Performance Plan and Report 24

Goals and Objectives..... 24

2024/2025 Accountability Framework Performance Measures Results —

Round 3..... 29

1. Student Spaces 29

2. Credentials Awarded 29

3. Indigenous Student Spaces 30

4. Student Satisfaction with Education 30

5. Student Assessment of the Quality of Instruction 30

6. Student Assessment of Skill Development31

7. Student Assessment of Usefulness of Knowledge and
Skills in Performing Job31

8. Graduate Unemployment Rate 32

Appendix B..... 33

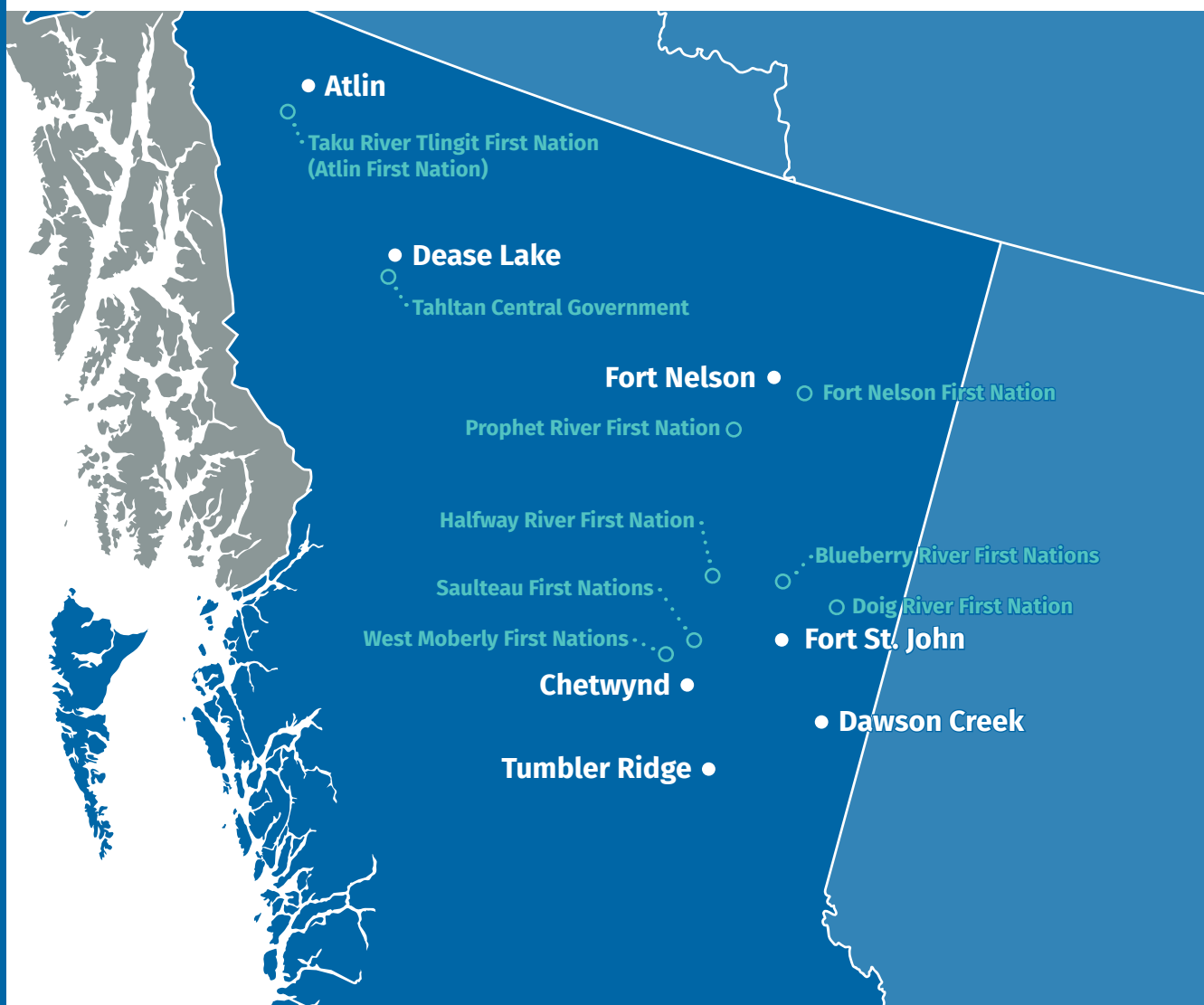
Reporting on Lasting and Meaningful Reconciliation 33

In Plain Sight Report Recommendations Reporting
for Post-Secondary Institutions 38

The NLC geographic region comprises the northern third of British Columbia. The College region is approximately 325,000 square kilometres in area and is occupied by about 74,000 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.

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)



At a glance 2024-25



Bricks and Mortar



5
campuses




2
access centres



1
farm facility



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



Students

3304
Total Students in 2024-25

- 2471**
Domestic Students
- 379**
Indigenous Students
- 162**
Dual Credit Students
- 833**
International Students from **40+** countries



Local Impact


1 out of every **15** jobs in the college's service region is supported by the activities of NLC and its students.



A top employer
in Northeast BC with **400+** employees



84%
of domestic student applicants are from **Northern BC.**




Education


75+
Academic, Vocational, and Trades programs

912
Credentials awarded to all student types (2024-25)


16%
increase in the number of Full Time Equivalent domestic students




Outcomes



92%
said knowledge and skills gained were useful in performing their job



95%
positive rating of the quality of instruction



90%
recent graduates employed

The following is an overview of the Strategic Plan that will guide Northern Lights College from 2023 to 2028



Pillar 1 — Student Journey

At NLC this means... We welcome every student wherever they are on their learning journey and set them on a path to educational, personal, and career success.

● *Students will say “We belong here.”*



Pillar 2 — Responsive Programming

At NLC this means... We provide flexible educational opportunities that meet the evolving needs of the students, communities, and industries we serve.

● *Students will say “NLC meets our needs.”*



Pillar 3 — Truth and Reconciliation

At NLC this means... We work in partnership with Indigenous peoples and communities to advance Reconciliation through true, lasting, and substantive participation.

● *Indigenous Communities will say “NLC is committed to building relations that are mutually beneficial, collaborative, genuine, and transformative.”*



Pillar 4 — People and Culture

At NLC this means... Each of us strives to build an inclusive, respectful, safe, and welcoming college community where we trust each other and work together to continuously improve the education and services we provide.

● *Employees will say “We live our values.”*



Pillar 5 — Community Connections

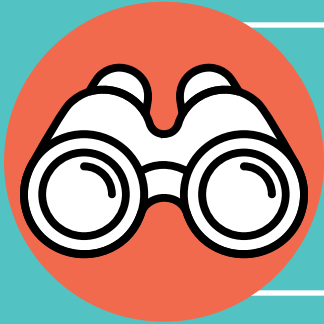
At NLC this means... We enrich the communities we serve by listening, engaging, and collaborating as a good partner, an active participant, and a vital community hub.

● *Communities will say “This is our college.”*



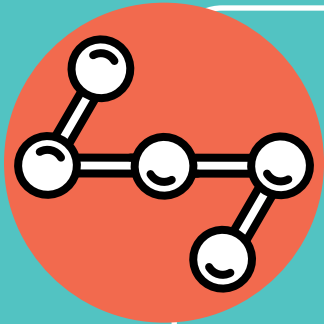
Our Mission

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



Our Vision

NLC 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.



Excellence

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



Innovation

We encourage initiatives that create opportunities for constructive change.



Integrity

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

Strategic Context

A Focus on Collaboration

Northern Lights College is proud of our collaborative approach to the development and delivery of education and training in northern BC. We work closely with many local partners, including several First Nations, Métis Nation BC, local School Districts, Northern Health, NENAS, and local governments. We are grateful for our partnership with the other public post-secondary institutions in northern BC through the Northern Post-Secondary Collaborative, and of our partnership with school districts and industry in northeast BC through the Northern Opportunities council. Additionally, NLC is an active member of provincial and national sector associations, such as Colleges and Institutes Canada, and BC Colleges.

The service region of Northern Lights College spans a vast area of the province's northeast and far north, characterized by diverse landscapes including rolling farmland, mountainous terrain, and dense forests spotted by lakes and rivers. Historically, the region has been closely tied to resource-driven industries such as forestry, natural gas, agriculture, and mining, which have played pivotal roles in shaping its economy and communities. Major urban centres

like Fort St. John and Dawson Creek serve as hubs for economic activity and regional development. The College's service region is on the traditional territories of many nations, and NLC serves and partners with 10 First Nation communities.

While the College serves one-third of the total territory of the province, the northeast and far north contain less than 2% of the BC population. The Northeast region's population is



projected to increase by an average of 0.5% annually from 72,700 in 2023 to 76,500 by 2033. However, according to the BC Labour Market Outlook, the region anticipates 10,400 job openings over the next decade. The top 20 high-demand jobs in Northeast BC from 2023-2033 cover a wide spectrum of industries and professions, including many careers for which NLC provides training and education. Management and administrative roles, including retail and wholesale trade managers, administrative officers, managers in agriculture, senior managers in the public and private sector, construction managers, and accommodation service managers, are crucial for overseeing various aspects of businesses and organizations. Technical and skilled trades occupations, such as central control and process operators in petroleum, gas, and chemical processing, power engineers, construction millwrights, contractors and supervisors in oil and gas drilling, automotive service technicians, and heavy-duty equipment mechanics, are



essential for local industry. Finance and accounting positions like accounting technicians, bookkeepers, and clerks play vital roles in managing financial operations. Education and social services occupations, including college instructors, social and community service workers, and early childhood educators, contribute to education and community well-being. Lastly,

healthcare roles like nurse aides and registered nurses are vital for providing healthcare services to the region's residents. (BC Labour Market Outlook Data Catalogue 2023)



During fiscal year 2024-2025, northeast British Columbia experienced a mix of economic developments, challenges, and strategic initiatives across its communities, including the Peace River Regional District, Northern Rockies Regional Municipality, and municipalities like Fort St. John, Dawson Creek, Chetwynd, and Fort Nelson. The region's economy faced headwinds due to the winding down of major energy mega-projects such as the Coastal GasLink pipeline and the Site C hydroelectric dam, leading to a decline in construction and resource sector employment. Meanwhile, the forestry sector underwent significant consolidation, with closures of sawmills and pulp mills resulting in job losses and economic uncertainty in the region. As part of the local response to these challenges, local municipalities worked

towards completion of a regional growth strategy to address community needs, economic development, service demands, and climate change, aiming to create a coordinated 20-year plan for the Peace River Region.

During the 2024 wildfire season, northeast British Columbia experienced significant challenges, with wildfires impacting communities across the entire region. Hazardous air quality due to smoke led to health advisories and disruptions to daily life. Several communities, including local First Nations and the city of Fort Nelson, were placed under evacuation alerts or orders as a precautionary measure, highlighting the ongoing vulnerability of the area to wildfire threats. The cumulative area burned in the region during 2024 surpassed the total burned in the previous 60 years combined, underscoring the escalating severity of wildfire seasons in northeast BC. Over the past year, British Columbia continued to confront a range of pressing political and social issues,



with significant developments in housing affordability, mental health and addictions, reconciliation with Indigenous communities, and climate change. Addressing mental health and addictions, the government allocated over \$1 billion in new funding over three years to expand treatment and recovery services, including new recovery communities and Indigenous

treatment centres. In the area of climate change, the government introduced legislation in February 2025 to accelerate renewable energy projects by transferring regulatory authority to the BC Energy Regulator. This move aims to expedite the development of clean energy infrastructure, including wind and solar projects, to meet growing energy demands and support the province's transition to a low-carbon future.



Over the past year, the Canadian post-secondary sector has been navigating major changes to federal policy on international students. These changes have diminished Canada's reputation as a top choice for international students and severely limited the ability for colleges to attract international students to their campuses and home communities. For the rural and northern communities that Northern Lights College (NLC) serves, international students and graduates are an incredibly important part of our local labour market.



Internal Context

Progress on our Strategic Plan “Moving Forward Together”

In Spring of 2023, Northern Lights College launched its updated Strategic Plan, *Moving Forward Together*. The College set out its path forward on five key areas: Student Journey, Responsive Programming, Truth and Reconciliation, People and Culture, and Community Connections. The following is an account of the progress made towards our strategic goals during the 2024-25 year.

Student Journey

Improved Admissions experience for students

Over the past year, NLC made notable improvements to the application and admissions experience for new students, adding resources and improved experiences to make this possible, including improvement to the online application process, improved turnaround times for new applications, and a simplification of admissions requirements to streamline entry to NLC.

Enhanced Marketing for Student Recruitment and Engagement

The College developed a domestic recruitment marketing strategy, as well as new marketing campaigns for both domestic and international student recruitment, to enhance communications with prospective students. These efforts included the creation of our first-ever Indigenous Viewbook, new social media pages for international engagement, and a full suite of newly designed student recruitment materials.

Responsive Programming

Quality Assurance

Over the past year, the NLC Quality Assurance Taskforce reviewed, revised, and built a suite of quality assurance policies and procedures to provide the College an up-to-date framework for curriculum review, renewal, and development. NLC undertook several program reviews, including major reviews of the Early Childhood Education and Aircraft Maintenance programs, in preparation for the provincial Quality Assurance Process Audit.

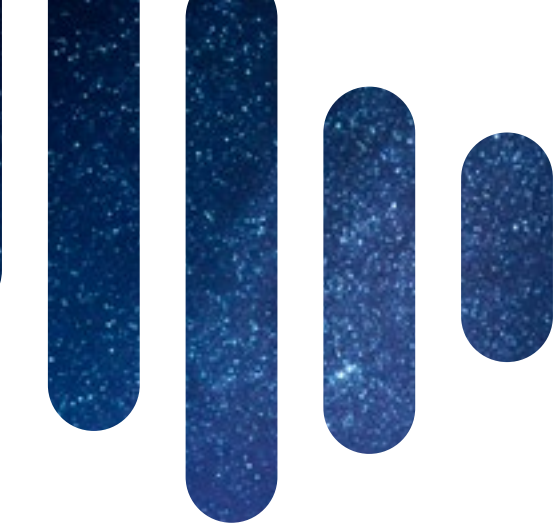
New Programs

During 2024-25, NLC made several advances in the development and delivery of new programs. In September 2024, the first cohort of the Field Operations Technician – Hydrocarbon Resources Program was offered in collaboration with industry partner Tourmaline. The NLC Cares Allied Health initiative conducted broad community consultations toward the development of new health care training options for northeast BC. Finally, in Fall 2024 NLC developed three new Associate Degrees in Environmental Science, Computing and Information Science, and Psychology, as well as four new Post Degree Diplomas.

Truth and Reconciliation

Community Relations

In September 2024, NLC launched the Council for Innovation in Indigenous Education (CIIE) with participation from eight local First Nation and Métis



communities. The CIE serves as a space for local Indigenous communities to guide our approach to Indigenous education and provide guidance to the College on the educational and training needs and priorities for Indigenous students and communities.

Educational Delivery Partnerships

Over the past year, NLC partnered with several First Nations for delivery of education and training for indigenous cohorts, including delivery of Explore Trades for Adults, Career and College Preparation, Office Assistant Certificate, the Indigenous Cook 1 program, and a variety of Continuing Education courses.

People and Culture

Employee Journey

This past year NLC completed a comprehensive mapping of the employee journey from recruitment through to retirement, identifying opportunities for improvement throughout the employee lifecycle. NLC piloted a new initiative that empowers chairs to lead the hiring of sessional instructors, allowing for a streamlined process. Additionally, we launched a new online orientation program with consistent, accessible onboarding support for all new hires, ensuring a smoother journey into the organization.

Equity Diversity & Inclusion (EDI)

This year marked significant progress toward building a more equitable and inclusive organization. Key initiatives included a comprehensive EDI audit and the establishment of an EDI Committee, inviting broad participation from across the organization. To strengthen this work, NLC delivered training sessions to staff, helping to foster a shared understanding and commitment to inclusive practices at every level of the organization.

Community Connections

Supporting our Local Workforce

NLC played an active role on transition committees in both Fort St. John and Chetwynd, supporting local communities during the difficult period following the closure of local mills. One significant outcome of the Chetwynd committee's work was the launch of the Chetwynd Economic Assessment & Workforce Retention and Attraction Initiative. Furthermore, NLC is the co-lead for the new Rural Community Immigration Pilot program in northeast BC.

Small Campus Revitalization

NLC continued efforts to increase educational opportunities at its smaller campuses. New programming offered during 2024-25 included Automotive Service Technician Apprenticeship Level 2 in Fort Nelson and the Office Assistant Certificate in Chetwynd.



Year in Review

New field operator program prepares students for hydrocarbon industry

Northern Lights College (NLC), in partnership with Tourmaline, Canada's largest natural gas producer, developed this pilot program to prepare workers for the in-demand and well-paying jobs of the hydrocarbon industry.

The curriculum was developed by NLC instructor, Eleanor Vokes, and Tourmaline employees, Lee Wizniuk, Northeast BC Central Productions Superintendent, and Erwin Kraeleman, Productions System Foreman. Between the three of them, they bring 131 years of combined industry experience to the program.

Rod Cork, NLC Dean of Trades and Apprenticeships, emphasized the unique opportunity this program offers students, who will benefit learning from all that experience. He's been anticipating the start of the program for a while now.

"It feels good to finally be at a place where we're in the classroom with students," he said. "The rework of field operations training at NLC has been a six- to eight-year journey. A partner like Tourmaline, who really shares the vision and sees the need and has been so incredibly supportive along the way... it's been great."

Rural Community Immigration Pilot program to boost workforce

Local employers across Northeast BC will have an easier time hiring and retaining international talent, including international students who graduate from Northern Lights College, thanks to a new immigration pilot program from the federal government.

Northeast BC has been chosen as a hub for the Northeast BC Rural Community Immigration Pilot program. Community Futures Peace Liard (CFPL) and Northern Lights College (NLC) are entering into a joint partnership to coordinate the program for the region.

The purpose of the pilot is to spread the benefits of economic immigration to smaller communities by creating a path to permanent residency for skilled foreign workers who want to live and work in participating communities. Fourteen communities across Canada have been selected for the program, including three in BC.

New programs launch at NLC

Students at Northern Lights College (NLC) now have new opportunities available to them in the form of new programs and pathways for their education.

We have created eight brand-new program offerings for both domestic and international students, including three new associate programs and five new post-degree diploma programs.

These opportunities will make it easier for students to start their education with us at NLC before moving on to university or into the workforce.

"We have renewed our program offerings and aligned them to employer demand to ensure that NLC is providing the right programs at the right time to meet student and workforce needs," said Tara Hyland-Russell, Vice President, Academic and Research for NLC. "We're excited to launch these new programs and keep evolving our offerings to stay current."



New Associate programs, which are two-year, university preparation programs in:

- Associate of Arts Degree – Psychology
- Associate of Science Degree – Computing and Information Science
- Associate of Science Degree – Environmental Science

New Post-Degree Diploma programs in:

- Post-Degree Diploma in Information Technology Management
- Post-Degree Diploma in Industrial and Organizational Psychology
- Post-Degree Diploma in Management Science
- Post-Degree Diploma in Information Resources Management
- Post-Degree Diploma in Environmental Management

We have also renamed the following programs to better reflect the learning and career outcomes of the programs.

- Diploma in Environmental Restoration replaces the Land and Water Resources
- Diploma in Accounting replaces the Business Management Diploma (Accounting)
- Diploma in Interactive and Digital Technologies replaces the Interactive Technologies and Game Design Diploma

Students build community connections with barn project

Northern Lights College Enhanced Carpentry Foundation students raised the roof this winter, but not on a house.

Through a partnership with the Dawson Creek Exhibition Association (DCEA) and the City of Dawson Creek, this class is building a barn on the exhibition fairgrounds.

Enhanced Carpentry Foundation students learn the entire process of building construction, from framing the walls to installing the roof trusses. Over a dozen homes have been built in Dawson Creek through the program.

The idea for the barn build came from a partnership between the Northern Lights College Foundation and the DCEA, which grew into this unique opportunity. Something Lindsey Borek, the Executive Director of the NLC Foundation, is really excited about.



Our Northern Lights Julieta (Julie) Ayala

Julieta had a whirlwind trip getting her family from Argentina to Dawson Creek in 2021. Between the three days of airports and 15 days of quarantine upon arrival, she was more than ready to start the ECE program. She says she chose that program because “I love working with little ones. I enjoy watching them grow, explore and learn! My goal as educator aims to build a secure and positive relationship with children.”

Julieta says “that NLC provides an amazing experience for students from different parts of the world. It is a community-oriented college with excellent opportunities for professional development.”



“Working with the Dawson Creek Exhibition Association to build a shared vision ... has been truly remarkable. We are grateful for this partnership for Northern Lights College, our students and our community.”

NLC Speed Skating is hitting the ice

Athletes looking to further their education while doing the sport they love have a new option at Northern Lights College — now they can combine trades or university classes with a high-performance speed skating program.

Fort St. John is home to one of three indoor speed skating ovals in Canada and it is now home to the only collegiate speed skating program in the country, allowing athletes to take their training to a new level while embarking on post-secondary education.

NLC had been looking at expanding the athletics programming for some time and after months of discussions, logistics, and designs, the team was officially launched.

HD Hyundai Electric donates \$100,000 to energy education and training at NLC

NLC has long been the home of oil and gas training in the region, thanks in part to the creation of the Centre of Training Excellence in Oil and Gas (CTEOG). With the development of clean energy technologies, carbon capture and storage, and the application of AI to the energy sector, the natural progression is to bring other energies under the CTEOG umbrella, including hydro, wind, solar, and geothermal. With the rise of new technologies and the need for well-trained workers in the energy industry, Northern Lights



Our Northern Lights

Danika McPherson

After joining Hairstylist Foundation certificate program, Danika found she had a talent for vivids (super bright colours) and a passion for transformational hairstyles.

“The transformation is always the best. Once all the colours are rinsed out and their hair is dry and styled, turning them around to see it, you hear that gasp, it’s just awesome. It’s the best.”

But transformational colours are only part of Danika’s passion. When asked what her plans were for the future, Danika explained her dream of starting a mobile hair service, specifically for seniors or folks with disabilities who have a hard time getting to the salon.



College (NLC) is working to expand educational opportunities in that sector. These changes provide an opportunity to relaunch the CTEOG with a new mandate, expanded capacity and redefined curriculum to meet the energy industry’s needs in the short term and years to come.

To help further this development, HD Hyundai Electric from South Korea has made a substantial donation of \$100,000 through the Northern Lights College Foundation. This will become



a dynamic hub of innovation, research, and education, positioning NLC as an ongoing leading provider of energy-related training.

“Responsive programming at NLC isn’t about sticking to the status quo; it’s about adapting to the ever-changing needs of our students, our communities, and our industries,” said Todd Bondaroff, President and CEO of Northern Lights College. “From cutting-edge technology to hands-on experiential learning opportunities, we equip our students with the skills and knowledge they need to thrive in today’s dynamic world, and this funding will help us take it even further.”

Indigenous Cook program

What started as a separate cohort of cook training evolved into a life-changing experience for a group of Northern Lights College students.

NLC was asked to run a pilot program for an Indigenous cohort that would be the equivalent of Professional Cook Level 1 Apprenticeship. The first of its kind in the province, it met all the Skilled Trades BC requirements for that credential and included other elements that made it a unique experience. Led by instructor, Chef Michael French, the group not only learned how to work in the kitchen, but also learned about themselves.

Five students completed the program—Brianna Wolf, Leslie Munch, Carol Paynter, Anita Larocque, and Monique Roy. They learned not only the basics of preparing food and working in a kitchen, but the traditional ways of knowing and being from Elders within the region, the traditional ways of cooking food over

a fire pit, and how it all ties back to themselves as Indigenous individuals.

“The Elders carry doctoral level of knowledge of history and traditional ways of harvesting and hunting; so, they may not have parchment, but they have all that life experience that they bring,” said Chef French. “We’re really, really honored and blessed to have them come in and share that freely with the students. And I think that for the elders, it was a real passion.”



Our Northern Lights Ursula Paz Amaro

Ursula took a leap of faith when she packed up her life in Chile and moved to Canada with her husband and youngest daughter. The transition was fueled by determination and a passion for learning. After choosing to come to Dawson Creek and attend NLC, she had to choose a program.

Ultimately she decided on the Professional Cook program due to her love of art and design. “It’s a mixture you know, because art design and culinary, are art. You can express yourself, you can use your creativity, your personal skills, to make something your culture, to make something amazing.”



Reporting on Ministry Priorities

1. **In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Post-Secondary Education and Future Skills programs and initiatives to ensure our programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low. This is important in the context of current Provincial budget constraints, the job opportunities available and projected to be available for British Columbians in the near future, and the threat of American tariffs.**
 - To ensure availability of and access to Trades Training, NLC regularly tracks and monitors regional needs and student demand, including waitlists, and adapts training plans to ensure we are at capacity delivering the training that our region needs.
 - NLC identifies training opportunities which partner with local community groups to complete projects which are relevant to program learning outcomes and also beneficial to the community, such as the recent construction of a barn for the Dawson Creek Exhibition & Stampede organization through the Enhanced Carpentry Foundation program.
 - The development of the Centre of Applied Energy and Environmental Sustainability will support NLC's ability to provide highly relevant training for the energy economy in northeast BC.
 - Adult Basic Education provides a foundation for greater participation in the provincial labour market. Whether a local learner is earning a Provincial Graduation Diploma, or a new Canadian is in English Language training, these upgrading programs provide the base skills needed to contribute to society in Northeastern BC. NLC offers adult upgrading on all seven campuses and access centres, as well as directly in one local First Nation.
 - NLC recently ran new hybrid offerings of the Office Assistant program in Fort Nelson and Chetwynd, to help meet the need for office workers in fields such as industry, hospitality, education and health care.
 - Several Continuing Education programs were updated over the past year to better meet the needs of our northern communities, including courses in AutoCAD, Airport Management, Hotel Management, and Management Skills for Supervisors.
2. **Work with ministerial colleagues who have identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery to find practical, fast, and efficient ways to address shortages of those workers through training, credential recognition, career laddering, and other innovative approaches.**
 - NLC works with Skilled Trades BC to addressing waitlists and regionally relevant training needs through development of an annual training plan development. NLC's participation in the BC Association of Trades and Technical Administrators and provincial articulation supports this planning.

- NLC supports Simon Fraser University in offering the Professional Linking Program (PLP), which trains paraprofessionals and those working on a Letter of Permission, employed by local school districts and working in K-12 classrooms, to transition to a teaching career. They can work while earning their teaching credential.
- NLC's Continuing Education department offered training to address key labour market shortages, such as Skid steer, Forklift, and Loader training.
- NLC developed curriculum and delivered programming to address a gap in trained workers in the hydrocarbon industry.
- NLC partnered with provincial organizations to request micro-credential funding from the Ministry for standardized training that ensures learners are employment ready upon completion.

3. Work with post-secondary institutions to evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public postsecondary schools, and training providers, who offer British Columbians the training and skills they need to be successful and help grow our provincial economy.

- NLC participated in regular meetings with partners and advocacy groups, including the BC Council for International Education (BCCIE), BC Colleges, Colleges and Institutes Canada (CICan), and the Canadian Bureau for International Education (CBIE), to share key challenges and responses to federal policy changes.
- In response to the federal policy changes in the international student program, NLC introduced new programs which will support continued enrolment of international students in programs that meet the needs of our local communities.

4. Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.

- In Fall 2024, NLC launched the new Council for Innovation in Indigenous Education (CIIE) as a space for local Indigenous communities to guide our approach to Indigenous education
- Over 2024-25, NLC partnered with several local First Nations on delivery of program cohorts to meet the educational needs of their members.

5. Support the Minister of Social Development and Poverty Reduction to enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.

- NLC works closely with our local community service providers such as Obair Economic Society, Outlines for Life Society, and Nawican Friendship Centre. NLC hosts and participates in monthly community service provider

meetings to stay abreast of the services and supports offered throughout our community and to support transitions to post-secondary for their high-barrier clients.

- NLC offers “**College Days**” to small groups of people facing multiple and complex barriers in partnership with community service providers. Through College Days these groups attend 3 days at Northern Lights College and do a Personality Dimensions workshop, a career cruising workshop and a full campus tour with presentations and information on programs and support services offered by our college.
- Career and College Preparation (CCP) offers students a pathway to their Adult Graduation Diploma, which opens up career and educational opportunities.

Reporting on the Ministry’s Long-Term Strategic Initiatives

6. Sexualized Violence Prevention and Response Initiatives.

- The Sexual Violence and Misconduct Policy is reviewed every 3 years, as required. A review is currently in progress, and the consultation and request for feedback process has been completed. A draft update to the policy is expected to be ready by summer 2025.
- Students were provided an overview of the Sexual Violence and Misconduct Policy during each new student orientation that takes place at the beginning of each term in May, September, January, and February. Additionally, information about Consent was provided at the same time.
- In fall 2024, NLC offered the Sexual Violence Prevention and Consent Awareness online training to over 120 students.
- In Sept 2024, NLC participated in the Sexual Violence Prevention Poster Campaign provided by the Ministry. The poster campaign aligned with BC’s Consent Awareness Week which was the 3rd week of September. During that week, NLC shared information with students about consent awareness at information booths, and through an email campaign to all students.

7. Former Youth in Care - Supports for students who are former youth in care, including participation in the provincial tuition waiver program.

Northern Lights College remains committed to reducing barriers for former youth in care and ensuring access to meaningful, supported educational opportunities. To support this commitment, NLC engaged in the following:

- NLC actively supports eligible students through the Provincial Tuition Waiver Program (PTWP), providing tuition-free access for former youth in care across a wide range of programs. In 2024-25, NLC saw 17 former youth in care benefit from the BC Government’s tuition waiver program, with a total disbursement of \$39,656, representing an increase in program recipients of 113% over the previous fiscal year.

- Promotional materials and information packages were developed to raise awareness about FYIC supports and the PTWP and distributed to prospective students and community partners.
- NLC held community engagement meetings with local partner organizations to assess needs and build future pathways for FYIC student support.
- NLC staff delivered two “Lunch & Learn” sessions for faculty and staff to increase awareness of FYIC barriers and supports.
- NLC participated in a regional trades show, promoting access to vocational pathways for FYIC students.

8. K-12 Transitions and Dual Credit Programming.

- There were 137 dual credit students enrolled in 20 programs at Northern Lights College in Fall 2024 and Winter 2025. The highest enrolment programs were: Trades Sampler for Youth, Heavy Mechanical Foundation, Automotive Service Technician, and Health Care Assistant.
- NLC strengthened its partnership with local School Districts over the past year through the continued efforts of the joint dual credit working group, which has supported more engagement with students and their families for post-secondary exploration and planning
- NLC and local School Districts initiated work on a Dual Credit Guide for Families.
- Youth Explore Trades programs are filled to capacity, providing students with timely trades training experiences and supporting their decisions to enter future trades training.

9. Work-Integrated Learning.

Many NLC programs incorporate practical work experience into the learning experience for students. Examples include:

- The Applied Business Technology has a practicum component, and was newly offered in Fort Nelson and Chetwynd over the past fiscal year.
- All trades Foundation programs include a work experience portion providing students with an introduction and connection to industry. All programs provide space for industry representatives to engage with the learners and talk of opportunities and career options.
- The new Field Operations Specialist — Hydrocarbon Resources program offers a 3-week field placement after 15 weeks of theory/classroom work.
- The Enhanced Carpentry Foundation program is delivered as an annual community construction project. Over the past year, a group of students built a new barn on the local exhibition fairgrounds, as a partnership with the Dawson Creek Exhibition Association and the City of Dawson Creek.
- Overall, for the 2024-25 fiscal year, Northern Lights College students participated in 776 formal practicum placements, in 13 program areas, including Early Childhood Education, Education Assistant, Practical Nursing, Health Care Assistant, Social Service Worker, Applied Business Technology, and Trades Foundations.

10. Developing and implementing protections for international students that support their fair treatment.

International Student Support Services

- Organized multiple orientation sessions, both virtual and in-person, offering multilingual resources, peer mentorship, and guidance on tenancy, BC healthcare enrollment, and cultural integration.
- Coordinated with community agencies to offer legal and settlement assistance on topics such as work-permit regulations and renters' rights.

Clear Policy Frameworks

- In collaboration with the Student Services team, updated NLC's International Student Code of Conduct to include transparent procedures for addressing academic disputes, discrimination, or harassment.
- NLC is working towards an international education plan that aligns with the NLC Strategic Plan and the NLC Education Plan, and the development of the plan is expected to be completed in 2025-26.

Mental Health and Well-Being

- Worked with the Student Services team to offer specialized counseling and workshops that cater to international learners, covering cultural transition, stress management, and accessing healthcare.
- Held regular sessions focusing on student wellness and academic support, emphasizing early intervention for stress-related issues.

Ongoing Monitoring and Compliance

- Created an internal task force to stay informed about IRCC updates, ensuring consistent training for recruitment staff on evolving regulations.

Goals and Objectives

The Strategic Plan of Northern Lights College is in alignment with the Goals and Objectives of the Ministry of Post Secondary and Future Skills, as outlined in the Service Plan 2023-24 and 2024-25.

Northern Lights College Strategic Plan	Ministry of Post-Secondary Education and Future Skills Service Plan	
	GOALS	
	Goal 1: BC's workforce has access to postsecondary education and training to respond to the urgent need for more and new skills	
	OBJECTIVES	
	Objective 1.1: Provide more affordable access to skills training and postsecondary education	Objective 1.2: Build an inclusive workforce by bringing more people into the workforce who have historically been left behind
Student Journey	Goal 1.1. Make students' entry into NLC a smooth and positive experience	
Responsive Training	Goal 2.2. Offer accessible and flexible programming	
Truth and Reconciliation		Goal 3.2. Increase access to learning and education opportunities for Indigenous students.
People and Culture		Goal 4.3. Cultivate an organization where everyone feels they belong.
Community Connections		Goal 5.2. Revitalize smaller campuses.

Northern Lights College Strategic Plan	Ministry of Post-Secondary Education and Future Skills Service Plan	
	GOALS	
	Goal 2: British Columbia's workforce is built for change with responsive and innovative post-secondary education and training	
	OBJECTIVES	
	Objective 2.1: Support a more responsive and relevant post-secondary and skills training system	Objective 2.2: Provide British Columbia's workforce with the best information available to make informed decisions about their education, training, and career opportunities
Student Journey		Objective 1.1.2. Enhance and increase our communications touchpoints with future and incoming students.
Responsive Training	Goal 2.1. Leverage provincial and regional priorities to inform NLC programming portfolio decisions.	
Community Connections		Goal 5.3. Showcase NLC's contribution to vibrant communities in the region

Northern Lights College Strategic Plan	Ministry of Post-Secondary Education and Future Skills Service Plan	
	GOALS	
	Goal 3: Advance reconciliation and self-determination with First Nations, Métis and Inuit in B.C. through postsecondary education and skills training	
	OBJECTIVES	
	Objective 3.1: Implement the <i>Declaration on the Rights of Indigenous Peoples Act</i> and relevant components of the Action Plan	Objective 3.2: Co-develop approaches to the delivery of skills training and post-secondary education programs to meet the needs of Indigenous learners and communities
Student Journey		Goal 3.3. Co-create programming and training with Indigenous communities that centres on Indigenous worldviews, methodologies, and processes
Truth and Reconciliation	Objective 3.1.1 Launch the NLC Council for Innovation in Indigenous Education (CIIE) as a space for local Indigenous communities to guide our approach to Indigenous education	



● Student Journey

● At NLC this means... we welcome every student wherever they are on their learning journey and set them on a path to educational, personal and career success.

● 1.1 Make students' entry into NLC a smooth and positive experience

● Obj. 1 Improve the application and admissions experience for new students

● Obj. 2 Enhance and increase our communications touchpoints with future and incoming students.

● Obj. 3 Redesign NLC's approach to domestic student recruitment

● 1.2 Enhance and coordinate an NLC-wide focus on student success and well-being

● Obj. 1 Map the student success learning journey from acceptance to alumni

● 1.3 Work with students to develop a vibrant campus experience

● Obj. 1 Increase student access to recreation and wellness activities

● Obj. 2 Advance initiatives identified within the NLC Campus Development Plan

● Responsive Programming

● At NLC this means... we provide flexible educational opportunities that meet the evolving needs of the students, communities, and industries we serve.

● 2.1 Leverage provincial and regional priorities to inform NLC programming portfolio decisions

● Obj. 1 Establish the NLC Cares Allied Healthcare strategy

● Obj. 2 Consult and Develop an NLC Aviation program strategy

● Obj. 3 Transition the Centre of Training Excellence in Oil and Gas (CTEOG) to the Energy Institute

● 2.2 Offer accessible and flexible programming

● Obj. 1 Strengthen high school transitions into NLC

● Obj. 2 Relaunch Continuing Education

● 2.3 Establish robust program and enrolment planning

● Obj. 1 Develop the tools, knowledge, and shared understanding necessary for student-centred enrolment planning

● 2.4 Enhance curriculum review, renewal, and development

● Obj. 1 Generate a 5-year Academic Plan



● Truth and Reconciliation

At NLC this means... we work in partnership with Indigenous peoples and communities to advance Reconciliation through true, lasting, and substantive participation.

3.1 Build lasting relationships with Indigenous communities through consistent and accountable actions

- Obj. 1 Launch the NLC Council for Innovation in Indigenous Education (CIIE) as a space for local Indigenous communities to guide our approach to Indigenous education
- Obj. 2 Co-create relationship-building events and projects that support local Nations and organizations

3.2 Increase access to learning and education opportunities for Indigenous students

- Obj. 1 Work with Indigenous communities and organizations to develop and offer access to learning through program cohorts that centre Indigenous culture and support the whole student

3.3 Co-create programming and training with Indigenous communities that centres on Indigenous worldviews, methodologies, and processes

- Obj. 1 Consult with community to build a shared approach and capacity for this work at NLC

3.4 Strengthen Indigenous representation on campuses

- Obj. 1 In consultation with Community, increase representation of place-based Indigenous art, language, and culture on our campuses

● People and Culture

At NLC this means... each of us strives to build an inclusive, respectful, safe, and welcoming college community where we trust each other and work together to continuously improve the education and services we provide.

4.1 Evolve NLC's culture to one grounded in accountability, continuous improvement, and collaborative problem solving

- Obj. 1 Establish an office of Institutional Research
- Obj. 2 Initiate development of a Cyber Security Risk Management Framework
- Obj. 3 Benchmark Academic Integrity, and Artificial Intelligence best practices
- Obj. 4 Establish a framework for developing business continuity plans

4.2 Improve internal communications

- Obj. 1 Develop and implement an internal communications strategy

4.3 Cultivate an organization where everyone feels they belong

- Obj. 1 Improve the employee journey





● **Community Connections**

● *At NLC this means...* we enrich the communities we serve by listening, engaging, and collaborating as a good partner, an active participant, and a vital community hub.

● **5.1 Strengthen mutually beneficial relationships with the communities NLC serves**

● Obj. 1 Host NLC events in collaboration with community partners

● **5.2 Revitalize smaller campuses**

● Obj. 1 Develop sustainability plans for small campuses

● **5.3 Showcase NLC's contribution to vibrant communities in the region**

● Obj. 1 Develop and share NLC's year-in-review with our communities



2024/25 Accountability Framework

Performance Measure Results — Round 3

The following are the eight performance measures required by NLC as standardized for this report. Complete performance measure reporting including the Ministry of Post-Secondary Education and Future Skills Training measures can be found in Appendix B.

1. Student Spaces

System objective Capacity: The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
Total student spaces (PSFS)	592	594	691	≥1,610	Not Achieved
Nursing and other allied health programs	74	86	84	≥115	Not Achieved
Developmental programs	101	119	194	≥122	Achieved

NLC is proud to report exceptional growth in our domestic student numbers and increased access to post-secondary education in northern BC. We’ve seen these growth trends across our academic, trades, vocational, and developmental programs. Total student spaces were up for 2024-25, providing for an overall increase of 16% in our domestic Full Time Equivalent (FTE) enrolments.

2. Credentials Awarded

System objective Capacity: The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
Total Credentials	335	308	297		Not Assessed
Certificate		186	158	≥209	Not Achieved
Diploma		118	133	≥105	Achieved

Recent increases in domestic applications and new domestic students during the 2024/25 year should lead to a turnaround in the trend for credentials granted to domestic graduates in 2025/26.

3. Indigenous Student Spaces

System objective Access: The B.C. public post-secondary system provides equitable and affordable access for residents.

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
Total Indigenous student spaces	213	221	256	≥221	Achieved
Ministry (PSFS)	133	125	149	≥125	Achieved
SkilledTradesBC	79	96	107	≥96	Achieved

4. Student Satisfaction with Education

System objective Quality: The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
Former diploma, associate degree and certificate students	88.1% +/- 2.5%	91.4% +/- 3.3%	92.7% +/- 2.1%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	86.2% +/- 5.6%	93.9% +/- 4.0%	92.2% +/- 4.7%		Achieved
Former apprenticeship students	95.2% +/- 3.7%	96.8% +/- 4.4%	N/A		Not Assessed

5. Student Assessment of the Quality of Instruction

System objective Quality: The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024-25
Former diploma, associate degree and certificate students	92.2% +/- 2.1%	93.6% +/- 2.9%	96.6% +/- 1.4%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	87.9% +/- 5.3%	92.3% +/- 4.6%	95.3% +/- 3.7%		Achieved
Former apprenticeship students	98.4% +/- 2.1%	96.8% +/- 4.4%	N/A		Not Assessed

6. Student Assessment of Skill Development

System objective Quality: The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
Former diploma, associate degree and certificate students	89.1% +/- 2.9%	89.2% +/- 3.7%	93.3% +/- 2.0%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	83.6% +/- 7.4	93.0% +/- 3.1	88.7% +/- 5.5		Achieved
Former apprenticeship students	90.4% +/- 4.2%	87.3% +/- 7.2%	N/A		Not Assessed

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

System objective Relevance: The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.

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

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
Former diploma, associate degree and certificate students	85.5% +/- 3.2%	84.3% +/- 5.1%	89.3% +/- 2.8%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	85.4% +/- 7.1%	95.0% +/- 4.0%	82.5% +/- 7.4%		Substantially Achieved
Former apprenticeship students	96.7% +/- 3.2%	100.0% +/- 0.0%	N/A		Not Assessed

8. Graduate Unemployment Rate

System objective Relevance: The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.

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.

	Actual			Target	Assessment
	2022/23	2023/24	2024/25	2024/25	2024/25
Former diploma, associate degree and certificate students	4.8% +/-1.8%	3.3% +/-2.4%	4.0% +/-1.7%	≤8.1%	Achieved
Trades foundation and trades-related vocational graduates	12.5% +/-5.6%	3.2% +/- 3.2%	3.4% +/- 3.4%		Achieved
Former apprenticeship students	1.6% +/-2.1%	0.0% +/-0.0%	N/A		Achieved

Financial Information

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

Reporting on Lasting and Meaningful Reconciliation

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, and In Plain Sight Report Recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples, and In Plain Sight Report recommendations to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE

PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> • New² • Planned / In Progress / Implemented or Ongoing 	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.

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
Continuing	Continued growth of the relaunched Indigenous Human Service Worker program, which can serve as the first year toward a Social Service Worker Diploma, and which provides indigenous-focused electives to Social Service Worker students. This program relaunch has increased enrolment of indigenous learners into these two programs.

¹ "... represents omitted text not related to post-secondary education from the original Call to Action.

² New initiatives start in the current reporting year and have not been previously reported on.

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
Continuing	The first-ever Early Childhood Education and Care Diploma Work Integrated Learning (ECE WIL) cohort with an Indigenous focus, which included co-creation of curriculum with indigenous students and communities, wrapped up over the past year.
New	The learnings from this work towards the indigenization of the curriculum will be carried forward into future offerings of the ECE WIL program and other offerings of ECE (online and face to face) as appropriate.

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
Continuing	NLC continued its partnership with Doig River First Nation to plan a second language revitalization gathering to promote language revitalization in our communities. Planning for the event occurred throughout the 2024-25 fiscal year, and the event was held in Fort St. John early in the 2025-26 fiscal year.

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
New	<p>Increased recruitment efforts in partnership with First Nations communities, including sending the NLC recruitment team and the Dean of Health Sciences and Human Services to attend career days at various First Nations communities.</p> <p>First Nations Health Authority representatives and leaders from various First Nations communities participated in the NLC Cares Allied Health community consultation sessions. The First Nations Health Authority offered letters of support for the proposed new allied health programs, as a result of the engagement and data collection during these NLC Cares community consultations.</p> <p>Health Science faculty and sessional instructor job descriptions were adjusted to include completion of an Indigenous cultural competence course in qualifications.</p> <p>Marketing and recruitment initiatives brought awareness to the Indigenous Student Recruitment Bursary available to self-identifying First Nations, Métis, or Inuit students enrolled in the Practical Nursing program.</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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Continuing	New BC College of Nurses and Midwives Indigenous cultural safety, cultural humility, and anti-racism Practice Standards for Practical Nursing and Access to Practical Nursing programs have been embedded into course materials, including dedicated resources such as video series, companion guide, readings, and reports.
New	Health Care Assistant provincial curriculum revisions were completed which included a revised learning outcome in Concepts for Practice Course (3.9): “Describe how to provide culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocols.”

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.

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
N/A	

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
New	Chalo School, an indigenous community school at Fort Nelson First Nation, received a \$50,000 grant to plan a Teacher Education cohort with Simon Fraser University and NLC. Over the next year, we will partner to develop a plan for delivering teacher education.

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
New	The newly developed Post-Degree Diploma in Environmental Management includes at least one mandatory course in First Nations studies.

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

- 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.

Article 15

- 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.

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
New	<p>In September 2024, NLC launched the Council for Innovation in Indigenous Education (CIIE) as a space for local Indigenous communities to guide our approach to Indigenous education and to serve as an advisory body for the college’s efforts toward reconciliation in post-secondary education.</p> <p>Throughout 2024-25, NLC partnered with local First Nations to provide in-community education and training opportunities, including an Adult Trades Sampler at the Chetwynd Campus, in partnership with Saulteau First Nations, the delivery of Adult Upgrading at the new Doig River First Nation Learning Centre, the delivery of the Office Assistant Certificate program at the Chetwynd campus, in partnership with Saulteau First Nations, and the delivery of Adult Upgrading at the Atlin Access Centre, in partnership with Taku River Tlingit First Nation.</p>

In Plain Sight Report Recommendations

Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

PROGRAM NAME	ACCREDITATION STANDARD DETAILS (IF NONE EXIST, N/A)
Practical Nursing Diploma	BCCNM's Indigenous cultural safety, cultural humility, and anti-racism practice standard
Access to Practical Nursing Diploma	BCCNM's Indigenous cultural safety, cultural humility, and anti-racism practice standard
Health Care Assistant Certificate	Concepts for Practice Course Learning Outcome 3.9 - Describe how to provide culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocols.

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

PROGRAM NAME	PROGRESS	Actions
<p>Instructions: Please identify program area here.</p> <p>Example: Certified Medical Laboratory Assistant</p>	<p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New (new this academic year and is ongoing). • Ongoing (has been previously reported on and is ongoing) • Completed (completed this year) <p>Example: New</p>	<p>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #14 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</p> <p>Example: One Indigenous professor recruited that will begin in Fall 2023.</p>
Practical Nursing Diploma	New	<ul style="list-style-type: none"> • The Director of Indigenous Education promotes system change work with Health programs team. The Dean of Health Sciences and Human Services works with the Indigenous Education team to attend recruitment events. • Future goals include: expand the work to include Indigenous Education team review of curriculum, course materials, and learning activities as well as work towards creation of policy and procedures to save seats for Indigenous students in all health science and human service program offerings. The aim is to have more Indigenous students enrolled, graduating to gain employment experience, and then to be able to increase the number of Indigenous instructors hired to teach in our health sciences and human services programs.
Access to Practical Nursing Diploma	New	
Health Care Assistant Certificate	New	

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
Marketing and recruitment	Initial Target: 2 Indigenous students in each health science and human service program (HCA, APN, PN) Ongoing target: increase number of Indigenous students in each health science and human service program. The goal is to have 10- 25% Indigenous enrollment (match the overall Indigenous population in our communities)	TBD
Indigenous support in health programs	Target – 100% completion rate for Indigenous students in health programs	TBD
Indigenous encouragement post graduation to stay involved in curriculum development, tutoring, mentoring, and teaching future indigenous students in health	Target – minimum 50% of graduating health science Indigenous students stay formally connected with NLC (committee, contract, or position)	TBD

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

PROGRAM	PROGRESS	ACTIONS
<p>Instructions: Please identify program area here.</p> <p>Example: Certified Medical Laboratory Assistant</p>	<p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New (new this academic year and is ongoing). • Ongoing (has been previously reported on and is ongoing) • Completed (completed this year) <p>Example: Completed</p>	<p>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</p> <p>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</p>
Practical Nursing Diploma	Completed	BCCNM's <u>Indigenous cultural safety, cultural humility, and anti-racism</u> practice standard to be demonstrated in theory, practice, and clinical courses throughout program
Access to Practical Nursing Diploma	Completed	BCCNM's <u>Indigenous cultural safety, cultural humility, and anti-racism</u> practice standard to be demonstrated in theory, practice, and clinical courses throughout program
Health Care Assistant Certificate	Completed	Demonstration of understanding of how to provide culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocols.



2024–2025 Institutional Accountability Plan and Report