



2022–23

Institutional Accountability Plan and Report



Northern Lights
College



Northern Lights
College

11401 8 Street
Dawson Creek, British Columbia V1G 4G2

June 30, 2023

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

Dear Minister Robinson:

We are pleased to provide you with the **Northern Lights College 2022-2023 Institutional Accountability Plan & Report**. This report was prepared in accordance with the *Accountability Framework Standards and Guidelines Manual: 2022/23 Reporting Cycle*.

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

Yours truly,

Tyler Holte
Board Chair
NORTHERN LIGHTS COLLEGE

Todd Bondaroff
President & CEO
NORTHERN LIGHTS COLLEGE

Contents

Accountability Statement	2
Institutional Overview	4
At a glance: 2022–23.....	4
Strategic Direction and Context	5
Strategic Direction.....	5
Our Mission.....	6
Our Vision.....	6
Our Values.....	6
Strategic Priorities.....	6
Strategic Context.....	6
Economic Context.....	6
Population Projections.....	7
High School Student Transition to Post-Secondary Education.....	8
Internal Context.....	8
Mandate Priority Reporting	10
Minister Letter 2022–23.....	10
Mandate Letter 2023	14
Performance Plan and Report	15
Goals and Objectives.....	15
NLC Goals and Objectives	16
Performance Measures, Targets and Results.....	17
1. Student Spaces.....	17
2. Credentials Awarded.....	17
3. Indigenous Student Spaces.....	18
4. Student Satisfaction with Education	18
5. Student Assessment of the Quality of Instruction	18
6. Student Assessment of Skill Development	19
7. Graduate Assessment of the Usefulness of Knowledge and Skills in Performing Job.....	19
8. Graduate Unemployment Rate	20
 Appendix A – Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples	 21

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, Tse'khene, Tahltan, Metis Nation BC, and Tlingit.

The NLC 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 72,162¹ 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.

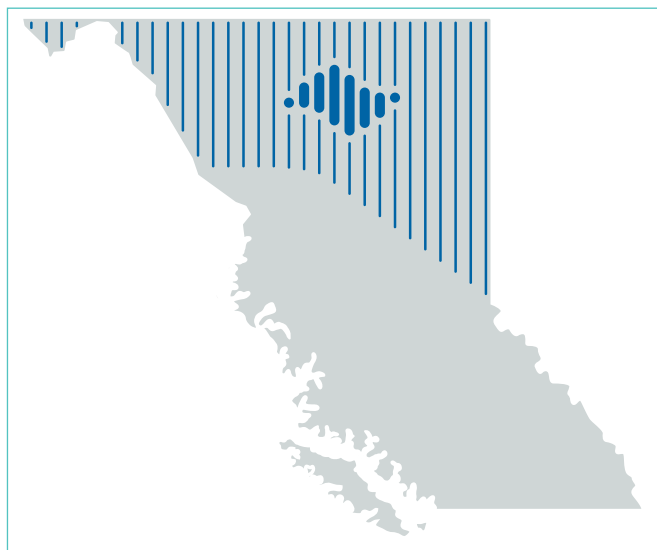


Figure 1 BC and NLC College Regions

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: 2022–23

- Bricks and mortar
 - 5 campuses
 - 2 access centres
 - Two student housing facilities with a total of 292 beds
 - Farm facility with 10 pen/stalls and on-site residence with 7 beds.
- Student headcounts
 - 2196 learners in credentialed programs
 - 1468 domestic students
 - 728 international students
 - 200 learners in community education and work force training
- International students (credentialed programs)
 - 728 international students
 - 44 countries represented
 - 33% of student body
- Indigenous students (credentialed programs)
 - 162 Indigenous students
 - 7.4% of student body
- Graduation
 - 675 credentials awarded in 2020/21
 - 13,448 alumni
- Faculty & Staff
 - 178 Faculty members
 - 237 Staff and administrators
- Programs
 - 3 post-degree diploma programs
 - 30 undergraduate certificate, diploma, and associate degree programs
 - 37 trades, apprenticeship, and vocational programs
 - 8 upgrading, adult basic education, adult special education, and ESL programs

¹ BCStats Sub-provincial Population Estimates. Retrieved on June 17, 2023 from https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/population/pop_municipal_subprov_areas.xlsx (Northern Rockies and Peace River regional districts)

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 almost 80 credentials and low tuition costs, we provide accessible postsecondary education to the residents of the North and beyond.

Strategic Direction

In the fall of 2021, NLC contracted services to begin a refresh of our existing strategic plan that was due to expire in 2022. The existing plan (2017– 2022) consisted of four strategic pillars: Students, Programming, People and Culture, and Community Connections. We underwent rigorous consultation, gathering input from executive and management teams, staff and faculty and other key stakeholders through surveys, focus groups and one on one interviews. NLC’s Board of Governors OLINK Committee also held four community meetings across the region to hear from our communities.

The feedback revealed that NLC’s current strategic framework or pillars were still relevant and resonated with everyone. The decision was made to continue with the core pillars with some adjustments. We wanted to ensure we incorporated Truth and Reconciliation, Anti-racism, Equity Diversity and Inclusion; and innovation and technology into the plan. As a result, a fifth pillar was added to the original four.

The five strategic pillars are as follows:

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.”

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.”

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.”

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.”

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.”

As we move through a strategic renewal, our Mission, Vision and Values have remained unchanged.

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.

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 Priorities

3 Key priorities have been identified to guide our strategic goals for the next year:

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

2.2 Offer accessible and flexible programming

5.2 Revitalize smaller campuses

Working groups have been formed for each of these strategic priorities, with concrete measurable outcomes anticipated.

Strategic Context

Strategic Context

This section provides an overview of the institution's operating environment, including:

- External conditions that have affected or may affect the institution (economic social, demographic information, significant opportunities, federal government initiatives, risks, etc)
- How the external factors addressed or will be addressed
- Internal conditions that have affected or may affect the institution (recent program reviews, human resource challenges/opportunities, condition of facilities, equipment, etc)

Following almost two years of approximately 70% remote delivery of education and an even higher percentage of services due to the pandemic, all students and employees were back on campus in September 2022. This necessitated team and community building and welcoming many people onto campus who had not worked or studied in person.

Economic Context

The Northeast development region experienced an increase in unemployment rate through to March 2023², an increase of 5.3% over 2022. The total number of those employed in all industries also declined in that period, decreasing to 33,900 or down 6.1%³.

² Northeast, Unemployment by Region, Labour Market Monthly Update, WorkBC, retrieved from <https://www.workbc.ca/research-labour-market/bcs-economy/labour-market-monthly-update?month=3&year=2023> on June 17, 2023.

³ Statistics Canada. [Employment by industry, three-month moving average, unadjusted for seasonality \(statcan.gc.ca\)](https://www150.statcan.gc.ca/n1/pub/75-602-x2023001/article/00001-eng) retrieved June 17, 2023.

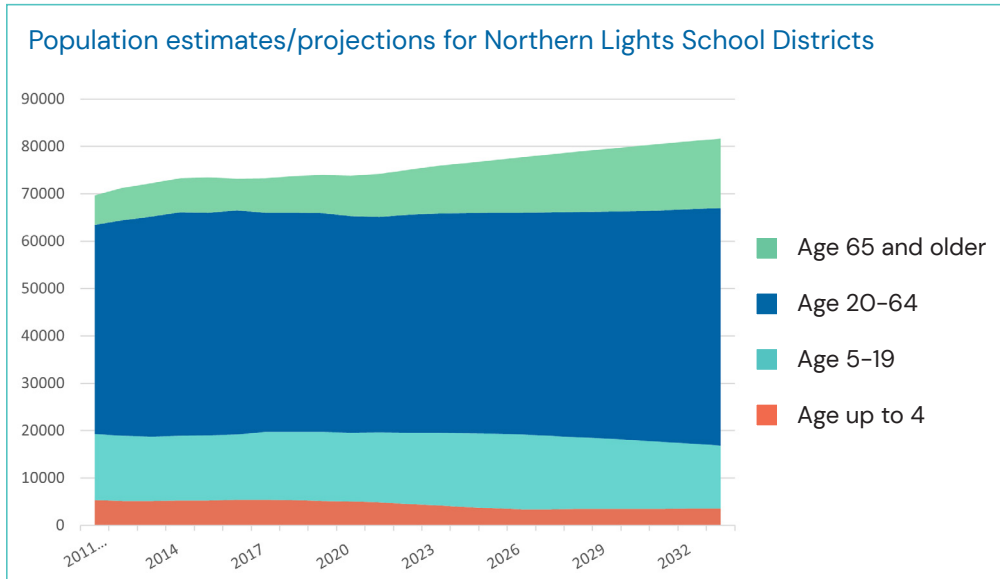


Figure 2 Population by age group

Population Projections

Regional

Overall, there are 74,161 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 10 percent, to a total of 81,705 by 2033⁴. Increased population in the districts served by Northern Lights College will increase the demand for recruitment and services while distributed demographics will impact which programs we offer in various locations. We will continue to track changing demographics closely as we rebuild our Continuing Education department that serves workplaces training and upskilling needs in the region and as we predict seat capacity for trades, apprenticeship and academic programs, including dual-credit offerings.

Population growth between 2021 and 2033 is found primarily in the Peace River North school district (68%) with smaller growth in Peace River South school district (29%). The distributed growth will impact the demand for dual-credit seats as well as the intake for programs offered at the Fort St. John and Dawson Creek campuses.

A significant increase in the number of people 65 and over is projected to make up 63% of the population growth in that same period. Notably, the population age 4 and under is expected to decline 28% over that same period.

Peace River South Region (59)

Overall, the population of the Peace River South region (including Dawson Creek, Chetwynd, and Tumbler Ridge) is expected to grow 7.65% (+2183 people) between 2021 and 2033.

The pre-kindergarten population is expected to decrease in that same period by about 34%. The age group 15-19 is expected to increase by 37%, but there are expected declines in the 20-24 and 25-29 age groups until 2027. The largest increases in the working-age population will be in the 40-54 age group.

Between 2010 and 2021, the grade 12 SD59 class decreased by 16% with some gains in 2021-22. Following 2022, grade 12 enrolment is expected to continue to decline and not recover to 2022-23 levels until 2028/29.

⁴ BC Stats Population Estimates & Projections for British Columbia, retrieved from [BC Population Estimates & Projections \(shinyapps.io\)](https://shinyapps.io) on June 17, 2023.

Peace River North Region (60)

Overall, the population of the Peace River North region (including Fort St John) is expected to grow 13% (+5134 people) between 2021 and 2033.

The 15–19 year age group is expected to increase by almost 30% in the same period, but will be offset and will be accompanied by 40% and 50% increases in 20–24 and 25–29 age groups over the same period. Ages 55 and older are expected to decline during this period.

Between 2010 and 2022, the grade 12 SD60 class experienced growth of 15%. However, the peak enrolment of 2018/19 is not expected to be exceeded until 2024/25. In 2024, grade 12 enrolment is expected to start increase steadily until 2032 leveling off with levels approximately 8% higher than 2023.

Fort Nelson Region (81)

Overall, the population of the Fort Nelson region is expected to grow 2.9% (145 people) between 2021 and 2033.

Significant declines in the population of children 4 or less through 2024 have a cascading effect on the age 5–9 and age 10–14 by 2028. Growth in the 15–19 began in 2022 and will continue into 20–24 year olds beginning in 2026.

The population of 65 and older is expected to increase by 10% every year from 2022 through 2033.

2022/23 is expected to be the smallest grade 12 SD81 class for the next 10 years with fluctuating growth of up to 50% beginning in 2024/25.

Between 2014 and 2021, the grade 12 SD81 class experienced a reduction in class size of 31% (71 to 54). The current class size is expected to remain flat with minor fluctuations until 2025.

Stikine Region (87)

Overall, the population of the Stikine region serviced by the College is expected to remain stable

until 2028. Although the population aging is shifting age groups, a significant bubble of the 20–24 age group is expected to begin in 2023 and peak 2029.

In 2022, the grade 12 SD87 class returned to 2014 levels (18 students). With growth beginning in 2026, the class size is expected to reach 21 by 2028.

High School Student Transition to Post-Secondary Education

BC's immediate transition rate for 2020/2021 decreased to 48.7%. However, after decreasing in 2019/20, the same rate for the Northern Lights college region partially recovered to 29.9%⁵. The effect of the close proximity to the Alberta border and transfer to Alberta post-secondary institutions is unknown. The impact of Northwestern Polytechnic is still unknown.

In 2021/22, the immediate transition rate for high school students in the Northern Lights region began to recover from the previous year. This recovery was reflected even more significantly with indigenous students; immediate transition of Northern Lights region indigenous students increase to 30.9%, not quite back to the 10-year average of 33.7%.

On average, about 47% of the Northern Lights college region students that transition to post-secondary, initially go to Northern Lights College. A slightly higher percentage (49%) of indigenous students choose NLC as their first institution.

Internal Context

Over the past year, Northern Lights College has consulted with college and local community stakeholders to update the College's Strategic Plan and set institutional directions for the next five years. The Plan identified five pillars: Student Journey, Responsive Programming, Truth and Reconciliation, People and Culture, and Community Connections.

⁵ STP First Transitions Pivot Tables – Eligible Graduates Only, 11-Apr-2023, Research results from the student transitions project, Northern Lights College dataset.

Student Journey

The 2022–23 Academic Year saw a full return on-campus student activity, with increased student-focused extra-curricular activities that highlighted student successes, celebrated cultures, and contributed to Reconciliation. NLC launched new student spaces called the Student Success Hubs, that combined multiple student services into a welcoming space on campus. NLC undertook a review of internal processes related to student recruitment, admissions, and onboarding, which led to the creation of new services and an improvement on past practices, all with an aim to making the student journey into NLC a welcoming and positive experience.

Student housing is back up to full-strength and was fully utilised on both Fort St. John and Dawson Creek campuses.

Responsive Programming

In February 2023, NLC launched the Access to Practical Nursing program, which allows practicing Health Care Assistants to ladder into Practical Nursing with advanced standing. Thanks to this program, NLC now offers two paths to the Practical Nurse professional designation and can further contribute to the significant Health Care workforce needs of Northern BC.

Over the past year, NLC has partnered with local First Nations to develop and then offer the Early Childhood Education program as a Work Integrated Learning cohort of indigenous learners working in childcare in First Nations communities. Throughout 2022–23, the NLC ECE team and the NLC Indigenous Education department has worked with childcare leads at local First Nations to adjust the ECE WIL program to better serve these learners and their needs.

Truth and Reconciliation

Northern Lights College made significant efforts over the past year to increase access to and success in post-secondary education for indigenous learners. NLC launched an Elder-in-Residence program in Fall 2022, that saw the college host seven elders from across northern BC on its campuses in Dawson Creek and Fort St John. NLC offered its first-even

indigenous student orientation, called “Dream Builders”, to better support transition to college life. NLC partnered with several local First Nations to offer in-community education and career advising sessions, as well as deliver in-community courses through the NLC Continuing Education department. NLC continues to work with indigenous community partners towards the development of a Centre for Innovation in Indigenous Education, with the formation of working group in 2022–23 to develop the indigenous-community-led governance for this new centre. Lastly, in March 2023, NLC formed a Networking Group for education coordinators from ten local indigenous communities.

People and Culture

The 2022–23 year was one of continued transitions at the senior leadership table, with the appointment of a new VP Academic and Research in February 2023 and a new AVP Educational Services in April 2023.

Over the past year, NLC worked towards building a more inclusive campus community, through taking on a leadership role in the federal 50–30 EDI Challenge, and through enhanced on-campus programming, such as for Black History Month, Pride Month, and Truth and Reconciliation week.

Community Connections

In Spring 2023, NLC announced the return of regular, on-campus, in-person academic programming to the Chetwynd campus, with the launch of the Business Management program as an in-person offering starting Fall 2023.

In March 2023, the Atlin Access Centre, in far northern BC, was re-opened for the first time since the pandemic closed the centre three years earlier. In partnership with the local First Nation in Atlin, NLC has opened up the campus for adult upgrading and continuing education courses.

Mandate Priority Reporting

Minister Letter 2022–23

Following the Mandate Letter for 2022–23, Northern Lights College is pleased to report out our progress as follows:

1. Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities throughout 2022–23 as you respond to COVID-19 impacts and recovery.
 - NLC continues to add new on-campus services including Essay Writing workshops in Dawson Creek and Fort St John
 - Continue with full on site face to face delivery for all trades programming
 - Full return to on-campus International Student services
 - Extensive pre-arrival communications and upon-arrival supports for international students traveling to Canada.
 2. Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.
 - Participated in the CICAN Inclusive Pre-Apprenticeship Pathways program and delivered People Obtaining Workplace Employment Requirements (POWER) Program in both Chetwynd and Dawson Creek. CICAN's Inclusive Pre-Apprenticeship Pathways project was a three-and-a-half-year pan-Canadian initiative, funded by Employment and Social Development Canada's Skilled Trades and Readiness Program. The project aimed to help Canadians, in particular those from equity-seeking groups, access and succeed in pre-apprenticeship programs, and to capture lessons learned through the piloting and evaluation of up to five inclusive pre-apprenticeship programs.
 3. Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.
 - Over the last year, in conjunction with the Director of Indigenous Education, ESTR O37 and O47 was offered online for students who wished to enter a trade. While this was primarily targeted for Indigenous students so they can earn pre-requisites in their home community, other students were welcomed into the course.
 - Trades faculty continue to engage activities which increase capacity to build and deliver content in both in-person and online formats. Work continues to move from paper based course materials into LMS based course materials including applying the concepts of
- International Education department continued to work with Academic and Trades departments to develop opportunities for students to engage in international Work Integrated Learning (WIL), such as international practicum placements.
 - Continue to deliver support services and engagement events for international students, in partnership with other departments, with focus on student wellness, mental health, and belonging.
 - NLC has been actively engaged in the Chetwynd Transition group with the Ministry of Jobs, Economic Development and Innovation; Ministry of Post Secondary Education and Future Skills; municipal government; and local employers to identify needs and offer upskilling for the 160 workers displaced with the closure of the Canfor mill. We have participated in a number of community events and job fairs, and have engaged with community partners such as WorkBC to maximize grant funding to those who need support.

- universal design and access to all work.
- Continue to develop and deliver workshops and webinars on topics related to anti-racism and Equity, Diversity, and Inclusion.

NLC is also pleased to report on the following additional actions:

4. Demonstrate our commitment to collaborating within our sector on new and priority initiatives, including:

- Working to align education and skills training to goals of the BC Economic Plan; and
- NLC developed 18 programs under the Future Skills Grant for September 2023. Programs range from Advanced Python to Digital Marketing to Medical Terminology to Leadership Fundamentals. These courses were identified as high demand courses for people looking to reskill for in-demand jobs in the region.
- Expanding dual-credit opportunities for high school students in the region by creating an Explore Trades for Youth cohort in Chetwynd for Feb. 2024 delivery. This cohort was made possible through SD 59 and a private school partnering to align schedules and meet target student numbers.
- Supporting the implementation of Skilled Trades Certification.
- Our Trades division is engaging with employers to develop tools for supporting skilled trades certification for domestic and immigrant work force. Exam preparation courses, online course pilots in partnership with Cross Trade pathways for Heavy Mechanical Technicians, Welders and in house development of Electrical exam preparation supports.

5. Contribute to Ministry engagement on upcoming initiatives, including:

- The Future Ready: Skills for the Jobs of Tomorrow plan;
- Our Trades division is participating in the process to identify and submit courses which are relevant at NLC to the Future Ready mandates.
- NLC is partnering with Saulteau First Nation to offer a work-integrated ECE Diploma for

Indigenous learners.

- Consultation with community partners indicated the need for a Natural Resources Leadership microcredential which is under development at NLC. The process includes consultation with Treaty 8 Nations and community members to ensure relevance of curriculum.
- b. The Ministry's sexualized violence policy review;
 - NLC participated in the Student Perceptions of Sexual Violence survey in February 2022. In the verbatim comments from the NLC surveys we heard that students wanted to see continued education on the Sexual Violence and Misconduct policy and additional teaching around what consent is.
 - In 2022 NLC began creation of a self-directed online non-credit course which is near completion and set to launch in January 2024. Additionally, NLC has added a more in-depth component to new student orientations on what consent is and what the NLC Sexual Violence and Misconduct policy covers.
- c. Further tech-relevant seat expansions; and
 - NLC is participating in the tech-relevant seat expansion through its Environmental Site Assessment Technician (ESAT) Certificate. The ESAT Certificate will fill a definite need in Indigenous communities regarding land and water resource management, and will create a pathway into the existing 2-year NLC Diploma in Land & Water Resources and Diploma in Archaeology.
- d. The funding formula review of provincial operating grants.
 - NLC was an active participant in the funding formula review, attending meetings with the Ministry and collaborating with other institutions to provide meaningful input and feedback into the process.

NLC also wishes to report on the following long-term Ministry initiatives:

Progress on the Truth and Reconciliation Calls to Action and UNDRIP.

- The NLC Elder-in-Residence program was launched for the first time in Fall 2022 and

during 2022–23, five local Elders each spent a week on our campuses engaging in discussion and teachings with students, staff, and faculty. The participating Elders came from nearby First Nations, including Doig River First Nation, Blueberry River First Nation, and Fort Nelson First Nation.

- During Truth and Reconciliation Week (Sept 26–30, 2022), NLC staff organized learning circles for staff and students, and showcased a documentary film by a local indigenous filmmaker.
- In March 2023, NLC partnered with the NLC Student Council to offer the KAIROS Blanket Exercise for students and staff.

Please see the table in Appendix A for specific activities arranged in the Ministry’s template.

Sexual Violence and Misconduct prevention and response.

- NLC continues to provide consent and sexual violence prevention awareness in conjunction with new student orientations as well as through stand alone workshops on Being more than a Bystander. We also have continued to engage in the sexual violence prevention poster campaigns coordinated through the ministry.
- Face to Face Orientation Sessions 4 times/year for students
- Face to Face Be More than a Bystander Training once per year for students, staff and faculty
- We are currently finalizing development of an online course on sexual violence awareness and prevention with a target launch for Sept 2023.
- Placed posters and awareness marketing content around all of the trades areas. Students participate in the workshops put on by the BC Lions and student services.
- Encouraged international students and staff from the International Education department to participate in the sexual violence policy review.
- In July 2022 the Director, Student Services, along with a social work faculty member, and the International Engagement Coordinator, participated in a Ministry consultation meeting providing feedback on the Sexual Violence and Misconduct Act. Additionally, NLC staff arranged for a student to represent the NLC Student Association at the consultations involving students in August 2022

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

Participation

- In 2022/23, NLC saw four former youth in care benefit from the BC Government’s tuition waiver program, with a total of \$9600 distributed in 2022/23, representing an increase of 46% funding over the previous year.
- NLC further supported students eligible for the PTWP with the Youth Futures Education Fund and our grocery card program. The cumulative amount of support provided to these students was approximately \$2600.
- NLC participates regularly in Campus Navigator Community of Practice meetings with colleagues across the province. Although NLC does not have a designated Campus Navigator role, with support from the Associate Registrar the Financial Aid Officers at four campuses support student applications for the PTWP and other related Former Youth in Care funding opportunities. The Office of the Registrar is committed to staying involved in the Campus Navigator Community of Practice.
- Students that identify as Youth in Care/Former Youth in Care receive priority placement in NLC Student Housing.

Supports

- NLC supported students eligible for the PTWP with the Youth Futures Education Fund and our grocery card program. The cumulative amount of support provided to these students was approximately \$2600.
- NLC participates regularly in Campus Navigator Community of Practice meetings with colleagues across the province. With support from the Associate Registrar, the Financial Aid Officers at four campuses support student applications for the PTWP and other related Former Youth in Care funding opportunities. NLC is committed to staying involved in the Campus Navigator Community of Practice.
- Students who identify as Youth in Care/Former Youth in Care receive priority placement in NLC Student Housing.

K-12 Transitions and Dual Credit Programming.

Participation

148 dual credit students were enrolled in 26 programs at Northern Lights College between April 2022 – March 2023. Participating School Districts include SD: 59, 60, 81, 23, 46, and 48.

Supports

Dual credit students are supported through a designated dual-credit advisor at the college who works closely with the school district supports. We regularly update existing memorandum of agreement with the school districts and work closely with Vice-Principals and dual credit leads in the districts to provide access to programs. We provide additional supports by connecting dual credit students to the full range of learner supports available at NLC.

High school outreach programs that assist with K-12 transitions include:

- **Two open house and dual credit events** are held annually with SD 59 and 60 high schools. NLC is also invited regularly to the high schools to give presentations to classes. For example, if there is a class that has a high interest in Health Care, we will come do a specific presentation on the programs, courses, and entry requirements.
- **Campus Tours** – approximately **20 campus tours a year** are organised for future students and provide a direct connection to students transitioning from grade 12 to post-secondary studies.
- NLC offers regular **“College Days”** in partnership with local schools and organisations, including Nawican Friendship Centre and Obair Economic Society Job Training & Skills Development. College Days includes the opportunity for participants to complete personality dimension assessments and career cruising workshops as well as campus tours. At least **four sessions a year** are run with further partnerships in development.

Division and Program	Students (Distinct Count)
Academic and Vocational Programs	
Applied Business Technology – Administrative Assistant	2
Business Management – Certificate	2
Concurrent Studies – Academic	36
Early Childhood Education and Care	3
Education Assistant Certificate	1
Education Assistant Certificate (Educacentre)	1
Health Care Assistant	4

Trades and Apprenticeship Programs	
Aircraft Maintenance Technician	1
Automotive Service Technician Foundation	4
Culinary Arts Advanced Certificate	4
Electrician Foundation Trades Training	7
Enhanced Carpenter Foundation Training	1
Esthetician	2
Explore Trades for Youth	42
Hairstylist Foundation	1
Hairstylist Foundation (SD60)	10
Heavy Mechanical Trades Apprenticeship Level 1	1
Heavy Mechanical Trades Foundation	6
Millwright Foundation	3
Oil & Gas Field Operations	2
Piping Trades Foundation	3
Power Engineering	3
Professional Cook 1 Institutional Entry	4
Welder Apprenticeship – Level 1	1
Welder Foundation	3
Wind Turbine Maintenance Technician	2
Grand Total	148

Mandate Letter 2023

NLC is pleased to respond to any requests related to the 2023/24 Mandate Priorities after the release of the 2023 Mandate Letters.

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 2022–23 – 2023–24 Ministry Service Plan.

Northern Lights College Strategic Goals 2022–23	Ministry of Post Secondary and Future Skills (PSFS) Service Plan Goals		
	Goal 1: British Columbians have access to inclusive, responsive, and relevant post-secondary education to reach their full potential	Goal 2: British Columbians have workforce information, connections and supports to prepare for opportunities in B.C.’s economy	Goal 3: Lasting and meaningful reconciliation with Indigenous Peoples in B.C. through post-secondary education and skills training
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 NLC and Ministry Goal Alignment

NLC Goals and Objectives

Northern Lights College's strategic priorities for 2023–2028 continue to align with the Government's 2023–2024 commitments: making life more affordable, delivering better services, and investing in a sustainable economy. NLC's annual institutional strategic priorities for 2023–2024 are highlighted in bold font below in the list of strategic goals.

Priority #1 Student Journey

Goals:

- 1.1 **Make students' entry into NLC a smooth and positive experience**
- 1.2 Enhance and coordinate an NLC-wide focus on student success and wellbeing
- 1.3 Work with students to develop a vibrant campus experience

Priority #2 Responsive Programming

Goals:

- 2.1 Leverage provincial and regional priorities to inform NLC programming portfolio decisions
- 2.2 **Offer accessible and flexible programming**
- 2.3 Establish robust program and enrolment planning
- 2.4 Enhance curriculum review, renewal, and development

Priority #3 Truth and Reconciliation

Goals:

- 3.1 Build lasting relationships with Indigenous communities through consistent and accountable actions
- 3.2 Increase access to learning and education opportunities for Indigenous students
- 3.3 Co-create programming and training with Indigenous communities that centres Indigenous worldviews, methodologies, and processes
- 3.4 Strengthen Indigenous representation on campuses

Priority #4 People and Culture

Goals:

- 4.1 Evolve NLC's culture to one grounded in accountability, continuous improvement, and collaborative problem solving
- 4.2 Improve internal communications
- 4.3 Cultivate an organization where everyone feels they belong

Priority #5 Community Connections

Goals:

- 5.1 Strengthen mutually beneficial relationships with the communities NLC serves
- 5.2 **Revitalize smaller campuses**
- 5.3 Showcase NLC's contribution to vibrant communities in the region

Performance Measures, Targets and Results

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
	2020/21	2021/22	2022/23	2022-23	2022-23
Total student spaces (AEST)	607	642	592	≥1,570	Not achieved
Nursing and other allied health programs	56	68	74	≥78	Substantially achieved
Developmental programs	120	78	101	≥122	Not achieved

Although targets were not achieved across programs, NLC has continued its trend in growing our *Nursing and other Allied Health Program* seats over the past four years.

Developmental programs, specifically ABE and ELL were most significantly impacted by COVID. Application and enrolment rates have been much slower to recover post-COVID. The significant improvement in developmental program seats over the past two years supports our expectation that Developmental programs will return to pre-COVID enrolment levels through 2023-24. We also are creating new seats and opportunities for online learning (e.g. Business Certificate) and for learning in our smaller campuses as part of our Revitalizing Smaller Campuses strategic priority.

To address overall enrolment at NLC, we conducted a review of the student learning journey, particularly from application to enrolment, and have identified key opportunities to improve student access to timely and effective admissions advising and support. As part of this work, we are in the midst of a structural reorganisation that will house admissions and recruitment in the AVP Educational Services portfolio under the oversight of a Director of Student Recruitment & Admissions.

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
	2020/21	2021/22	2022/23	2022-23	2022-23
Credentials	355	350	335	≥354	Substantially Achieved

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
	2020/21	2021/22	2022/23	2022-23	2022-23
Total Indigenous student spaces	298	230	213	≥230	Achieved
Ministry (PSFS)	185	155	133	≥155	Not Achieved
SkilledTradesBC	114	75	79	≥75	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
	2020/21	2021/22	2022/23	2022-23	2022-23
Former diploma, associate degree and certificate students	91.8% +/- 2.2%	91.5% +/- 2.0%	88.1% +/- 2.5%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	98.7% +/- 1.6%	88.3% +/- 4.7%	86.2% +/- 5.6%		Achieved
Former apprenticeship students	92.7% +/- 4.3%	N/A	95.2% +/- 3.7%		Achieved

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
	2020/21	2021/22	2022/23	2022-23	2022-23
Former diploma, associate degree and certificate students	93.3% +/- 1.9%	94.4% +/- 1.7%	92.2% +/- 2.1%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	96.2% +/- 2.7%	89.5% +/- 4.5%	87.9% +/- 5.3%		Achieved
Former apprenticeship students	90.9% +/- 4.8%	N/A	98.4% +/- 2.1%		Achieved

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
	2020/21	2021/22	2022/23	2022-23	2022-23
Former diploma, associate degree and certificate students	87.5% +/- 3.0%	92.3% +/- 2.2%	89.1% +/- 2.9%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	90.0% +/- 3.6%	90.1% +/- 5.1%	83.6% +/- 7.4		Achieved
Former apprenticeship students	85.3% +/- 6.8%	N/A	90.4% +/- 4.2%		Achieved

7. Graduate Assessment of the 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
	2020/21	2021/22	2022/23	2022-23	2022-23
Former diploma, associate degree and certificate students	83.5% +/- 3.7%	88.9% +/- 2.9%	85.5% +/- 3.2%	≥90%	Substantially Achieved
Trades foundation and trades-related vocational graduates	93.1% +/- 4.9%	88.7% +/- 6.6%	85.4% +/- 7.1%		Achieved
Former apprenticeship students	92.3% +/- 4.8%	N/A	96.7% +/- 3.2%		Achieved

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
	2020/21	2021/22	2022/23	2022-23	2022-23
Former diploma, associate degree and certificate students	7.5% +/- 2.3%	6.1% +/- 1.9%	4.8% +/- 1.8%	≤9.0%	Achieved
Trades foundation and trades-related vocational graduates	13.2% +/- 5.6%	12.7% +/- 6.0%	12.5% +/- 5.6%		Achieved
Former apprenticeship students	1.9% +/- 2.4%	N/A	1.6% +/- 2.1%		Achieved

Financial Information

For the most recent financial information, please see the Audited Financial Statements available at: https://www.nlc.bc.ca/wp-content/uploads/NLC_Financial_Statements_2023_signed.pdf

Appendix A

Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

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
New	The Social Service Worker Diploma program includes curriculum that addresses fundamental concepts of significance to Truth and Reconciliation such as the history and impacts of residential schools, intergenerational trauma and systemic racism. During 2022-23, an indigenous faculty member from the Social Service Worker Diploma Program led a review of the curriculum and brought forward proposals to enhance indigenous content in the learning outcomes, teaching activities, and assessments of the program.
Ongoing	In partnership with BCCampus, an Education Assistant faculty member has revised the course First Nations Studies (FNST) 100. This faculty led project involved extensive redesign of the course content in collaboration with an indigenous student to include Indigenous perspectives. The intent is for this course to address the knowledge needs of those working in school-based settings as educational support workers, however the course will be applicable to the training needs of professionals working in various social and community service roles.
New	Updated the curriculum for SSWD 220 - Practicum and Seminar to specifically include "allyship".

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	NLC's Early Childhood Education and Care Diploma program has embedded concepts related to Truth and Reconciliation and culturally appropriate programming and family centred care. This is a cornerstone of Early Childhood pedagogical approaches to training in the field. The design of Work Integrated Learning options within the program supports the co-creation of curriculum that reflects the needs and priorities of Indigenous families and communities. We continue to look for ways to ensure collaboration with Indigenous communities includes ECE programming that advances and addresses the needs as they emerge and are expressed by the Indigenous communities we serve.
New	NLC partnered with Saulteau First Nation, located in Northeast BC, to access one-time funding for the delivery of a work integrated learning (WIL) offering of the NLC ECE Diploma, that would incorporate further indigenous content and would be delivered in partnership with childcare centres operated by indigenous community partners.

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
Ongoing	NLC continues to engage with local First Nations and other indigenous community partners to explore how to expand access to Health Care Assistant training for indigenous learners, especially for those living in-community and/or further from NLC's larger campuses in Dawson Creek and Fort St John.

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
Ongoing	In January 2022, the British Columbia College of Nurses and Midwives released a new standard Indigenous cultural safety, cultural humility, and anti-racism. This resource will be embedded in practical nursing curriculum , and in other Health related programs. This standard ensures training is skills-based and that program content which is provincially prescribed and subject to regulatory review and approval is required for all health programs.
Ongoing	In addition to the required aspects of curriculum development, faculty and Chairs in the health programs are engaged in the ongoing advancement of intercultural competency development at NLC.

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
Ongoing	Providing access for staff to training and knowledge-building sessions in intercultural communication, reconciliation, and equity.

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	NLC integrates indigenous knowledge and content in both our teacher training partnership with Simon Fraser University (the Alaska Highway Consortium on Teacher Education, or AHCOTE) and our pre-AHCOTE Associate of Arts Degree in Education. In pre-AHCOTE, it is taught through specific courses, while in the AHCOTE program it is integrated throughout the courses. Future educators (the students who are currently in the programs) will have a better understanding on how to integrate Indigenous knowledge and teaching methods into classrooms.

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
<i>Ongoing</i>	The Fort Nelson First Nation (FNFN) and NLC continue to collaborate on the development of a set of courses that cover Canadian treaty rights and knowledge from the perspective of the Fort Nelson First Nation and the in-depth study of culture as linked to the central position of the Moose in FNFN culture. The project now entails a set of courses, including two courses that would involve land-based delivery. The partners aim for an initial delivery of the courses in the 2024 academic year.
<i>New</i>	NLC is developing a Leadership in Natural Resources Certificate that will eventually be a leading micro-credential for workers and managers in the energy sector of northern BC. The curriculum development has included the participation of an indigenous curriculum developer, as well as consultation with local indigenous knowledge holders. The Certificate will infuse indigenous content throughout several modules, and will also include a module on working in partnership with indigenous communities.

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
In Progress	NLC continues to work in partnership with First Nation and Metis communities in the NLC service region to develop a Centre for Innovation in Indigenous Education (CIIE). The CIIE will be established to explore innovative educational delivery theories and undertake policy amendments that will position Indigenous traditional knowledge, culture, and language within the academic credentialing standards at the College. The CIIE will also serve as an advisory body for the college's efforts toward reconciliation in post-secondary education. In 2022-23, NLC formed a transitional working group with representatives from 10 partner communities, for the completion of a Terms of Reference for the Centre for Innovation in Indigenous Education and its leadership council.
In Progress	Memoranda of Understanding (MOU) have been established with several of the Indigenous communities that we serve. The MOU process was undertaken to re-establish community needs and expectations in relation to the College. The MOU's are tailored by each Indigenous community to reflect their unique wishes and requirements pertaining to Post-Secondary Education. The MOU's are the framework that will guide how NLC works in partnership with Indigenous communities moving forward.
New	During the 2022-23 academic year, NLC launched an Elder-in-Residence program that brought seven elders from across northern BC to NLC campuses.
New	The NLC departments of Indigenous Education and Continuing Education partnered with local First Nations to deliver skills training in several communities.
New	Partnership with Taku River Tlingit First Nation to provide in-person, face-to-face Adult Basic Education in Atlin, as requested by the community (rather than through remote or online learning).

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2022–2023 Institutional Accountability Plan and Report



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