



IIG-ANI Institutional Service Plan Report 2005/06



"Our Perspective is Indigenous,
our approach is caring and our
goal is your success."

TABLE OF CONTENTS

I.	Letter from Board Chair and President.....	2
II.	Institutional Overview.....	3
	A. Description.....	3
	B. Strategic Direction.....	5
III.	Operational Context.....	7
	C. Environmental Scan	7
	D. Development Issues and Challenges.....	9
IV.	Performance Results.....	10
	E. Capacity.....	11
	F. Quality.....	12
	G. Comprehensiveness.....	12
	H. Efficiency.....	13
	I. Accessibility.....	14
	J. Research.....	15
	K. 2005/06 Performance Targets and Results.....	16
V.	Summary Financial Report.....	17

I. LETTER FROM BOARD CHAIR AND PRESIDENT

July 14, 2006

Honourable Murray Coell
Minister of Advanced Education
PO Box 9882
Stn Prov Govt
Victoria, BC
V8V 9T6

Dear Minister Coell:

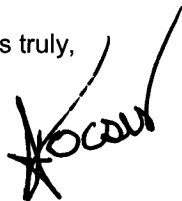
Attached is the *IIG-All Nations Institute's* 2005/06 Institutional Service Plan Report prepared under the guidelines provided by your Ministry. As Board Chair and President we accept accountability for this report and attainment of *IIG-ANI's* mission and goals. This Institutional Service Plan Report addresses *IIG-ANI's* 2005/06 achievement. We explore how these results compare to our institutional objectives and overall performance measures provided by your Ministry.

Over the last year *IIG-ANI* has demonstrated above par performance, exceeding the norm in almost every objective measurable. The unique fusion between Indigenous perspectives, mainstream opportunities, a supportive environment, and an apolitical mandate has lead to considerable growth pressures. In a year of declining enrolment and increasing financial pressures across the BC public system, the Institute stands out from its peers in three categories:

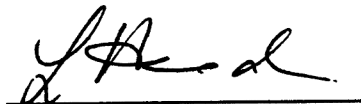
- a) in terms of its growth and efficiency (we continue to experience positive growth and increasing efficiencies);
- b) in terms of operations (the Institute has remained totally debt-free, stayed within a balanced budget, and has continued to avoid deficit financing); and
- c) in terms of reciprocation (despite our performance and the achievement of all mandated targets, the Institute's operating grant has remained frozen, our Board is appointed only for monthly periods, we receive no capital allowance, our enrolment has been artificially capped, we have been prohibited from attending "budget & accountability meetings, we have been excluded from multi-year planning, and we receive no Aboriginal special project or support worker funding).

Based on our performance, our apolitical status and our strong fundamentals we have become the "role model" institution in terms of accountability, quality, innovation, efficiency and tolerance. This together with BC's Government's commitment to "Aboriginal education" has positioned the *IIG-ANI* to become the premier educational institution for Indigenous people in this Province and beyond.

Yours truly,



Sean Kocsis, President



Lillian Howard, Board Chair

II. INSTITUTIONAL OVERVIEW

A. Description

1. History

The *IIG-All Nations Institute* is Canada's first autonomous, Indigenous-controlled public post-secondary institution. It was designated as a provincial institute with authority to grant its own certificates, diplomas and degrees, under the British Columbia's *College and Institute Act* in 1995.

In 2001, the Board of Governors decided to hire a new president and charge him with revitalizing the organization. The overall goal was to increase aboriginal educational success in a responsive dynamic environment. In this regard, the *IIG-ANI* has undergone a total transformation, including relocation of our facilities, shedding old programming, creating new courses and programs, increasing staff numbers, capturing efficiencies and eliminating redundancies.

The *IIG-ANI's* performance since its rebirth has been remarkable, making it into one of the strongest performers in the British Columbia public post-secondary system. The schools' enrolment has stabilized at record breaking levels; staff morale is excellent; finances are in order; the students are progressing in their studies; we are developing new programs, partners, and relationships and possess the flexibility to "experiment" in many areas of business. We are currently, debt-free, have ceased using deficit financing, operate within a balanced budget, have experienced the fastest growth rate in BC and are apolitical.

Perhaps most importantly, the *IIG-ANI* has "unity" in terms of goals, aspirations, behaviours, and organization. To date, the *IIG-ANI* has surpassed our institutional challenges and look forward to leading the Province in Aboriginal Educational successes.

Current Facility in Burnaby, BC.



We celebrated the Grand Opening of our new facility in Burnaby, in March 2006. Attendance and support from key members of government and our communities was outstanding. We also celebrated our students' achievements at our June 2006 Graduation. We are excited about the opportunity for the IIG-ANI to continue its growth, development and responsiveness to Aboriginal learners and communities of British Columbia.

Graduation, June 2006.



RCPM, Elders and Kwakiutl Singers



Elder, Sean Kocsis (President), R. Williams (Board Member), Sav Dhaliwal (City Counsellor) Raj Chouhan (MLA)



Morning Prayers

2. Description

The *IIG-All Nations Institute* provides quality, university programming from an Indigenous perspective in an optimistic, opportunities orientated environment leading to growth, enrichment, self-sufficiency and self-respect for members of our communities.

The *IIG-ANI* is a new type of public, post-secondary institution. One that is based upon Indigenous perspectives, a unique operating model and the vision to become “a comprehensive full range institution (from adult basic education through to diploma, university transfer and degree completion); one which is apolitical, accountable, efficient and effective. We have an academic focus, are responsive to the needs of learners, and are professional in our operations.”

The Organizational culture of the *IIG-ANI* follows a framework of Aboriginal holistic decision making and current business practices that include:

- Aboriginal culture, beliefs and values are integrated into every aspect of the organization
- Consensus rather than hierarchical management structure
- Open honest communication and shared decision making
- Recognition and maximization of all staff strengths
- Family orientation
- The appropriate use of technology, forming trusted relationships with partners and sharing accurate information with employees and suppliers
- Continual performance improvement through innovation and responding rapidly to market changes
- The delivery of results for the business and its stakeholders

The *IIG-ANI* is succeeding in the dynamic working world of Advanced Education in British Columbia. Our strategic plans and organizational plans are living documents that must be as dynamic as the objectives they target.

B. Strategic Direction

1. Mission

The “working” mission of the *IIG-ANI* has evolved into providing university programming from an Indigenous perspective in an optimistic, opportunities oriented environment that leads to growth, enrichment, self-sufficiency and self-respect for members of the Institute community. Our mission can be summarized as: “to aspire, to dig deep and grow.”

2. Vision

Our collective vision for the *IIG-ANI* is continued growth, maturity and excellence. We will become a comprehensive full range institution (from adult basic education through to diploma, university transfer and degree completion) with an academic focus, responsive to the needs of our community, offer Indigenous perspectives and shall be professional in its operations. “Professional” means that we will be apolitical, accountable, efficient and effective, with qualified staff, credible programs, and a tolerant but respectful work place based upon a Carver model of governance.

3. Values

The IIG-ANI operates daily within the following values:

- Celebrate our Aboriginal heritage, and cultural beliefs
- Be the best post-secondary institution in British Columbia
- Be positive role models to encourage and support our Aboriginal youth
- Be proud of our Aboriginal ways, our successes and our strengths
- Respect and honour our personal families, our work family, and our student family
- Foster an environment of respect, acceptance, tolerance and innovation
- Maintain a holistic team oriented work environment



Elders



Haida Button Blankets



IIG-ANI Family

III. OPERATIONAL CONTEXT

C. Environmental Scan

The *IIG-ANI* Institutional Service Plan identified several external and internal factors that guide our strategic planning. The following section summarizes these points and explores possible implications on institutional development.

The recent Federal Conservative budget released on May 2, 2006 did not fund the 5.1 billion dollar *Kelowna Accord*. The Provincial government strongly endorsed the *Kelowna Accord*, and the Premier is on record as stating that the honour of the Crown is at stake and that there is a need to close the socio-economic gaps between Aboriginal and non-Aboriginal peoples.¹ In fact, the Honourable Iona Campagnolo, Lieutenant Governor of BC during her Speech from the Throne stated: “*The status quo is not an option.*”² Despite these comments, there seems to be no concrete measures taken by the Provincial government.

At the provincial level, we have seen a joining of forces by the three organizations representing First Nations in BC. On March 17, 2005, they agreed to “a unity of purpose” with the signing of the Leadership Accord.³ Moreover, the recent government announcements regarding control of K-12 education by First Nations in BC, provides for a challenging yet exciting time for Indigenous education in BC.

In addition, BC’s Aboriginal population is on the rise. Fifty-two percent of the registered Indian population in Canada are between the ages of 20-54, with the majority of college-age Aboriginal population living off reserve.⁴ Aboriginal students range from 2.8% to 4.1% of the BC student population⁵.

However, an environmental scan indicates that one of the consequences of the current economic boom in British Columbia is that enrollment in university transfer programs are declining. As BC leads the country in job creation, we once again see ‘traditional’ industries, such as the construction sector, architectural services and manufacturing propelling the job market.

With a robust labour market comes a low provincial unemployment rate of 4.5%⁶. In contrast, a significant percentage of the Indigenous population has not been able to share in BC’s prosperity, as observed by their high unemployment rates and low high school graduation rates as compared to non-Aboriginals.

These statistics suggest there is a significant need for public post-secondary education for and by Aboriginal peoples in an urban setting, such as the *IIG-ANI*. It is imperative that we work to increase Aboriginal student populations in public post secondary and provide them viable career options.

In response to recent government announcements, the Institute is organizing a forum on *Educational self-governance: What does this mean to you?* This community dialogue is scheduled for Fall 2006. Community members can join the Honourable Murray Coell at the *IIG-ANI* to make their voice heard regarding the future of Indigenous education in BC.

¹ Term Aboriginal and Non-Aboriginal identified by Statistics Canada. Vancouver Sun, May 3, 2006

² 14 Feb. 2006 – Victoria BC, 2006 Legislative Session: 2nd Session, 38th Parliament

³ Union of BC Chiefs, *Backgrounder “A New Relationship”*, retrieved online May 2006

⁴ A Data Profile of the Current and Future Socio-economic Structure of the Douglas College Region, BC Stats, May 2006.

⁵ The Special Report on Aboriginal Former Student Outcomes from the 1995, 1997, 1999 and 2001 BC College and Institute Student Outcomes Surveys

⁶ Business Council of British Columbia, *Policy Perspectives*, Vol. 13, No. 2, May 2006.

IIG-ANI Visitors



*Bill Siksay (MP), Terri Walker (Director of Finance)
Jean Crowder (MP), Sean Kocsis (President)*



*Murray Coell (Minister), Lillian Howard (Board Chair)
Chief Phillip, Sean Kocsis (President)*



*Sean Kocsis (President)
Moura Quayle (Deputy Minister)*



Sean Kocsis (President), Iain Black (MLA)

D. Development Issues and Challenges

The following four main components were identified in the *IIG-ANI's* Strategic Plan 2004-2007:

- provide the best possible service and education to our students
- preserve what is special about us
- continue to grow
- stay within budget

Our Strategic Plan is presented and endorsed by all faculty, staff, management and board members. As of December 1, 2003 all components of the Strategic Plans Phases I & II have been achieved. The *IIG-ANI* is in the process of completing the goals of the Strategic Plan Phase III, also known as the Rebal Man Plan. Approximately 87% of our goals have been achieved. The Strategic Plan will be evaluated and developed for a further three years during the fiscal 2006/2007 year. Our Rebal Man Plan is as follows:

The R.E.B.A.L.M.A.N. Plan

R esearch	<ol style="list-style-type: none"> 1. Create <i>Director of Research</i> position 2. Dedicate resources to this office through time release 3. Develop research/confidentiality policies 4. Develop new project 5. Self-sustaining
E lip	<ol style="list-style-type: none"> 1. Create <i>Director of ELIP</i> position 2. Create revenue generation vehicle
B udget	<ol style="list-style-type: none"> 1. Maintain tight financial controls 2. No deficit financing 3. Grow 2-5% annually 4. Provide pay increase annually 5. Develop fundraising capacity
A ppreciation	<ol style="list-style-type: none"> 1. Develop strategic alliances and partners 2. Profile development & staff enhancement 3. Maintain level of articulation 4. Offer credible programs/courses: Tribal Admin, Psychology, Commerce
L ook	<ol style="list-style-type: none"> 1. New business face 2. New student ID 3. Revamp computer lab 4. Adopt computing operating system 5. Improve Elder programming
M ove	<ol style="list-style-type: none"> 1. Immediate solicitation of the Ministry 2. Search for alternative sites
A re	<ol style="list-style-type: none"> 1. Develop ABE program 2. Coordination of pre-university programming
N ame	<ol style="list-style-type: none"> 1. Develop an inclusive & descriptive working name

Our strategy to a large extent has been dictated by the need to grow in the absence of resources and support. This has resulted in the identification of issues and priorities that are clearly aligned with the requirement to be successful both for our students and Institution as a whole. If we are to survive, we have to continue to grow, stay within the budget, and preserve what is special about us. Because we do not have the luxury of a resource intense organization, we have to use what we have and to focus on immediate “gain for the least pain”. Therefore, the focus will be on generation of partners, revenue enrolment, reputation/legitimacy, and capital appearance.

IV. PERFORMANCE RESULTS

The strength of the *IIG-ANI* and its programming is in its flexibility, practical knowledge, accessibility, and innovation. The *IIG-ANI* strives to:

- Celebrate our Aboriginal heritage, and cultural beliefs
- Be the best public post-secondary institution in British Columbia
- Be positive role models to encourage and support our Aboriginal youth
- Create a supportive academic environment
- Provide students with the opportunity to develop personally and professionally
- Provide viable options for student career choices
- Foster an environment of respect, acceptance, tolerance and innovation
- Maintain a holistic team oriented work environment

The *IIG-ANI* is a small campus that provides students with an intimate educational setting. The *IIG-ANI* has experienced tremendous growth in enrollments based on the fact that we offer a wide variety of courses and programs, from an Indigenous perspective in a comfortable and non-threatening learning environment.

The total number of Indigenous students enrolled at the *IIG-ANI* has increased from 65% in 2001 to approximately 80% in 2005. The average *IIG-ANI* student is a 30 year old Aboriginal female, single mother, residing in an urban setting in British Columbia. Based on student interviews and statistical surveys, our students are looking for rigorous programs that will allow them to continue their education and enter the work force in a variety of areas.

The Institute offers students pre-university programs, distance education and a unique student cyber support centre. Both rural and urban communities have access to distance education programs at the *IIG-ANI*. The low student to faculty ratio allows for flexibility, quick action and greater individual attention in instruction delivery and student support. The student body diversity and size of the school provide for a positive cross-cultural experience.

The *IIG-ANI* strives to create a supportive academic environment where students are encouraged to focus on self-development. We promote strong, respected and trusted leadership through teamwork. The *IIG-ANI* operates in a democratic manner striving for consensus in decision making. Our staff, Elders and faculty are dedicated to the *IIG-ANI* allowing for stability, excellence and sustainability of Indigenous education.

Our Institute ensures an infusion of current theory and practice through scholarly research, professional activity and extensive business partnerships. We maintain quality instructional standards and professionalism and provide viable options for student career choices to ensure that the needs of our students, communities, and the Ministry are met.

Another distinct characteristic of the *IIG-ANI* is that our curriculum is based on a collaborative learning model. Collaborative learning promotes active participation and responsibility from both students and the Instructor. Students cultivate skills related to reflective and critical thought, such as evaluation of complex issues, and creation of connections between theory and practice. Students are encouraged to clarify their positions, ask each other questions, draw on personal experiences and interests and engage in peer feedback while respecting the position of others and respecting the process of dialogue.

Our Administration, Faculty, Staff, and Elders continue to promote open-door practices for students and colleagues. The majority of our staff (75%) are of Indigenous decent, which offers students familiarity, role models, and diversity in Indigenous cultures.

The following sections explore specific institutional objectives and the corresponding results *IIG-ANI* achieved during 2005/06. Linking this information to AVED performance measures will provide a holistic picture of our recent achievements.

E. Capacity

“The public post-secondary system is of sufficient size to meet the needs of the province.”

The *IIG-ANI* has experienced tremendous growth in enrollments based on the fact that we offer a wide variety of courses and programs, from an Indigenous perspective in a comfortable and non-threatening learning environment. Over the past five years there has been steady substantial growth in *IIG-ANI* enrolments, making it the fastest growing school, on a percentage basis (both in terms of headcount and Full Time Equivalent), in British Columbia. The cumulative FTE change is 146.3% (source: Post Secondary Finance Branch of the Ministry of Advanced Education).

The *IIG-ANI*'s enrolments and funding have been capped at 143 FTE's for the 2006/07 to 2008/09 period⁷. These targets are not reflective of the current state of operations and it is anticipated that the *IIG-ANI* will surpass the Ministry's targets and continue its successful growth pattern.

Institutional Objectives	2005/06 Results	Performance Measures
Promote <i>IIG-ANI</i> and recruit new students	Recruitment team attended major community events and career fairs. Based on annual strategic marketing and operation plans. Limited by the dearth of resources.	Student Spaces (FTEs): 05/06 total FTE target: 129 05/06 total FTE actual: 133 FTE utilization rate: 103.2%
Improve marketing and advertisement of <i>IIG-ANI</i>	Creation of new brochures and website	
Maintain FTEs at 129 as targeted by the Ministry ⁸	Target attainment 103.2%	Student Spaces (FTEs): 05/06 total FTE target: 129 05/06 total FTE actual: 133 FTE utilization rate: 103.2%

⁷ Note: 143 is a recalibrated number

⁸ Note: 129 based on old method; number is not recalibrated

F. Quality

“The public post-secondary system is of sufficient quality to meet the needs of students, employers and citizens.”

The *IIG-ANI* works toward increasing the flexibility, quantity and student satisfaction with university transfers. *IIG-ANI* has many evaluation processes to ensure student satisfaction with programming and instruction. Between the 2003/2004 and 2004/2005 academic year student surveys indicated a 16% increase in satisfaction from 78% in 2004 to 94% satisfaction in 2005.

Institutional Objectives	2005/06 Results	Performance Measures
Celebrate our Indigenous heritage, and cultural beliefs	On-going	Student Satisfaction with Education: 50.0%
Provide best possible service and education to our students	On-going 54 students graduated June 2006.	Student Satisfaction with Education: 50.0%
Be positive role models to encourage and support our Indigenous youth	On-going	Student Satisfaction with Education: 50.0%
Provide a comfortable, supportive, professional, energetic and low-cost academic environment	Provide low tuition fees. Provide books at cost. Provide free tutoring services. Library fees, union fees, activity fees are not required.	Student Assessment of Quality of Instruction: 83.3% Student Outcomes –Skill Gain: 74.9%
Improve Elder programming	Increased Elder presence on campus and participation in classes	Student Satisfaction with Education: 50.0%

G. Comprehensiveness

“The public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of education.”

The *IIG-ANI* has a variety of certificate, diploma and degrees that are approved by the Education Council with the full support of the *IIG-ANI* Board of Governors. Our curriculum is a unique fusion between mainstream education and Aboriginal content, one that fosters indigenous values, cultures and beliefs. The *IIG-ANI* ensures that the indigenous perspective is maintained in all programs, while ensuring that all courses are academically rigorous and meet the provincial standards for transfer credit. Our programs are designed to ensure transfer creditability so that our students can continue with further education or be work ready for the labour market.

The *IIG-ANI* continues to develop new programming based on needs assessments and market studies, including community surveys, focus groups and student suggestions. Breadth and employability are constants in program development and implementation. We are committed to the continued evaluation of courses and programs to ensure that the needs of Indigenous learners and the communities in BC are being met.

Our qualified course development team meets on a monthly basis to review status on course articulation, course/program development, admission/registration issues, writing accreditation and other related projects. Between 1995 and 2003 the school has progressed from 83.3% of its courses articulated (0% directly transferable) to 100% articulated (54.1% directly transferable). From 2001 to 2003 direct transferability advanced from 15.6% to 54.1%. From 2003 to 2004 our direct transferability has seen continual increase.

Institutional Objectives	2005/06 Results	Performance Measures
Offer credible transferable programs	Ongoing	Degrees and Diplomas: 28
Maintain level of articulation Offer more quality transferable courses	Creation of <i>Children of Offenders</i> Social Work Course. 538 direct course to course transfers according to <i>BCCAT</i> .	Student satisfaction with Transfer: 83.3%
Provide students with the skills and knowledge for viable options for career choices in the workforce Respond to critical shortages in the labour market	On-going	Unemployment rate, former <i>IIG-ANI</i> students: 14.3%
Provide students with the opportunity to develop personally and professionally	On-going	Usefulness of knowledge and skills in performing job: 100.0%

H. Efficiency

“The public post-secondary system is able to deliver education programs to students in a timely and efficient manner.”

By increasing workloads, eliminating redundancies, reducing costs, and operating proficiently, the *IIG-ANI* has become more efficient. Most notably, the *IIG-ANI* continues to operate debt-free, within a balanced budget, ceasing use of deficit financing.

The *IIG-ANI* is in an unusual position in the BC public post-secondary system in that we are operating without deficits, have a balanced budget, meet Ministry targets and do not utilize deficit financing. Our funding has remained static for the last five years. In order to continue to meet the goals and objectives set by the Institute and your Ministry, we will require additional funds and support from the Provincial government.

Our flat line organizational structure of the *IIG-ANI* emphasizes strong teamwork and cooperation, where all employees work together to achieve results and to meet targets. This has led to a very strong sense of ownership and family among *IIG-ANI* employees and responsibility for success is inclusive. However, individual staff evaluation and assessment is necessary. Ultimately, each employee is accountable to the President of the *IIG-ANI* and the President is accountable to the Board of Directors and the Ministry of Advanced Education. Faculty and the Institution as a whole are also accountable to the students they serve. The *IIG-ANI* has developed a rigorous personnel evaluation format to ensure excellence from all staff, faculty and management.

Institutional Objectives	2005/06 Results	Performance Measures
Promote team work and wellness within the <i>IIG-ANI</i>	From 2001-05 grievance rates and unaccounted for absenteeism have declined to zero. Continuation of ECEE policy.	N/A
Maintain tight financial controls – no deficient financing & a balanced budget	On-going	
Continue evaluations of: a) program performance b) program enrolments c) teaching loads and course frequency d) staff performance, profile development and enhancement	Development of new course evaluation forms.	
All teaching staff have a MA and are encouraged to complete Doctorate degrees	100% of faculty have a Masters degree. 100% of faculty have or are obtaining a Doctoral degree. Promotion of educational upgrading policy and professional development plans.	
Develop fundraising capacity	Creation of Institutional Development team.	
Increase communications and reporting effectiveness	On-going	

I. Accessibility

“All citizens have equitable and affordable access to public post-secondary education.”

The total number of Aboriginal students enrolled at the *IIG-ANI* has increased from 65% in 2001 to approximately 80% in 2005. The average *IIG-ANI* student is a 30 year old Aboriginal female, single mother, residing in an urban setting in British Columbia. The total number of Indigenous employees has increased from 60% in 2001 to 62% in 2005. Most notably, the full-time faculty are 100% Indigenous versus 75% in 2001. The senior management is 100% Indigenous compared to 25% in 2001. The Board is currently 71% Indigenous heritage.

The fact that a significant majority of the Aboriginal population is living off reserve, with a high concentration in urban areas, highlights the need for increased educational opportunities in urban based institutes, such as the *IIG-ANI*. Institutional development and growth depends on our ability to become a well-known post-secondary institution and connect with potential students both on and off reserve in BC.

Based on student interviews and statistical surveys, our students are looking for rigorous programs that will allow them to continue their education and enter the work force in a variety of areas.

Institutional Objectives	2005/06 Results	Performance Measures
Provide students with accessible, affordable, high quality and relevant post-secondary education from an Indigenous perspective	On-going	Number and percent of post-secondary students that are Aboriginal: 188 or 47.3%
Develop ABE programs Coordination of pre-university programming	Growth of Community Access Program	Student Satisfaction with Education: 50.0%
Continue development and delivery of online courses	On-going	Student Satisfaction with Education: 50.0%
Foster an environment of respect, acceptance, tolerance and innovation	On-going	

J. Research

“The public post-secondary system contributes to the cultural and economic well being of its citizens through discovery, innovation and creation of knowledge.”

At our current state of development, attempts to provide research as found at larger universities are futile. However, our focus is on the need for Aboriginal research “by and for” Aboriginal peoples through the development of initiatives such as public commentary series, open forums, focus groups and dialogues with the public.

Institutional Objectives	2005/06 Results	Performance Measures
Create Director of ELIP – revenue generation vehicle	Increase of student body diversity.	N/A
Create Director of Research position	On-going: lack of funding, refocusing pilot projects for Fall 2006	
Develop fundraising capacity	On-going :creation of Institutional Development Director and Associate Director positions	
Develop institutional policies	Ongoing: Conflict Resolution, Grades Appeals, Plagiarism, Student Complaints	

K. 2005/06 Performance Targets and Results

The chart below presents IIG-ANI's performance targets and results for each FTE and non-FTE Performance Measure established in the Budget and Accountability Letter received by the Institution.

Performance Measures	Baseline Data 04/05	Targets 05/06	Results 05/06	Assessments 05/06
Students Spaces	129	129	133	Achieved
Degrees & Diplomas	30	38	28	Not achieved
Number & percent of Aboriginal post-secondary students	277 or 79.4%	Maintain or increase	188 or 47.6%	Not Achieved
Student Satisfaction with Transfer	75.0%	Maintain or increase	83.8%	
Student Outcomes	68.0%	Maintain or increase	74.9%	Achieved
Written Communication	66.7%		75.0%	Achieved
Oral Communication	70.0%		66.7%	Achieved
Group Collaboration	60.0%		81.8%	Achieved
Problem resolution	63.6%		81.8%	Achieved
Critical analysis	72.7%		70.0%	Achieved
Reading & Comp.	72.7%		58.3%	Not achieved
Self Learning	70.0%		90.9%	Achieved
Student Satisfaction with Education	66.7%	Maintain or increase	50.0%	Achieved
Student Assessment of Quality of Education	54.5%	Maintain or increase	83.3%	Achieved
Usefulness of knowledge & skills in performing job	66.7%	Maintain or increase	100.0%	Achieved
Unemployment rate, former IIG students	22.2%	Maintain or decrease	14.3%	Achieved

V. SUMMARY FINANCIAL REPORT

Summary Financial Report	Actual 2005/06	Forecast 2005/06	Actual 2004/05
Revenues	\$2,675,258	\$2,576,000	\$2,670,618
Expenditures			
Salaries	\$1,511,877	\$1,568,000	\$1,292,480
Amortisation	\$189,952	\$160,000	\$157,538
Other	\$796,117	\$798,000	\$1,217,699
Total Expenditures	\$2,497,946	\$2,526,000	\$2,667,717
Surplus (Deficit)	\$177,312	\$50,000	\$2,901