



Service Plan Report 2005/2006



Nicola Valley Institute of Technology

Provides Quality Aboriginal Education
and Support Services Appropriate to Student Success
and Community Development

July 14, 2006

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July 14, 2006

Hon. Murray Coell
Minister of Advanced Education
PO Box 9059, Stn Prov Govt
Victoria, BC
V8W 9E2

Dear Minister Coell:

Attached is the Nicola Valley Institute of Technology 2005/06 Institutional Service Plan Report prepared under the Accountability Framework planning guidelines provided by your Ministry.

In this report we address the results NVIT achieved during 2005/06, how these results compare to our 2005/06 Service Plan goals identified at the start of the year, and how NVIT's achievements contribute to those for the public post-secondary system as a whole. As Board Chair and President we accept accountability for this report and attainment of NVIT's mission and goals.

A major accomplishment during 2005/06 was continued growth in the number of full-time equivalent students served by the institution on campus, in Aboriginal communities across the province, and for the first time, online. NVIT takes pride in being BC's leader in Aboriginal public post-secondary education and with continued support from your Ministry looks forward to another successful year in 2006/07.

Respectfully,



Casey Sheridan, President



John Chenoweth, Board Chair

A. Institutional Description

1. HISTORY

On September 01, 1995 Nicola Valley Institute of Technology was designated a Provincial Institute under the British Columbia College and Institute Act. NVIT operates under the authority of this Act and is an independent member of BC's public post-secondary education system with legislated authority to grant its own certificates, diplomas and associate degrees, and issue its own course credits and transcripts.

NVIT is an Aboriginal governed post-secondary institute that was originally formed as a private Aboriginal institution in 1983 by the Coldwater, Shackan, Nooaitch, Upper Nicola, and Lower Nicola Indian Bands of the Nicola Valley. The Nicola Valley Institute of Technology was started in response to the need for quality post-secondary education for First Nations people in an environment that promotes traditional ways and fosters student success.

During its first year of operation NVIT was housed in a basement with an enrolment of 13 students. Today NVIT enjoys a provincial, national and international architectural award winning campus, Eagles' Perch, the design for which incorporates Aboriginal values and input. NVIT has a combined full and part time student body of over 900 students. Approximately 85% of the students in our base-funded credit and adult basic education programs are Aboriginal.

2. DESCRIPTION

NVIT is a small, high quality college that offers innovative, relevant credentials for future First Nations leaders in a comprehensive range of courses and programs. NVIT delivers courses and programs at its campus in Merritt, in communities, and online. The overall programming focus of the institution, regardless of a program's field and credential, is on development of Aboriginal communities. This is accomplished by emphasizing program linkages to communities' social, economic, land and governance development themes, and by remaining current with evolving related theory and practice.

The commitment and vision of NVIT's Aboriginal Board of Governors guide the institution. This vision encompasses and honours Aboriginal traditional culture and values, and recognizes the need to balance these within the educational goals of NVIT's curriculum. NVIT believes in a holistic approach to education whereby the students' knowledge base is enhanced by those values unique to Aboriginal culture.

NVIT addresses the need within Aboriginal communities for individuals who work to preserve traditional culture, and who nurture a connection between these communities and future development and education. The programs are designed as a tool to encourage ongoing education, to prepare individuals for future challenges and opportunities both within and beyond their communities.

NVIT is a member of the Association of Canadian Community Colleges, the BC Indigenous Adult and Higher Learning Association, the National Association of Indigenous Institutes of Higher Learning, BC College Presidents, BCcampus, and numerous program related organizations.

3. COURSE TRANSFERABILITY

As a public post-secondary institution, course transfer arrangements are in place for most programs with the province's universities, university colleges, community colleges, and provincial institutes. Details of these arrangements can be found in the provincial Online Transfer Guide located at the BC Council for Admissions & Transfer website www.bctransferguide.ca. In addition, collaborative degree programs are in place with Simon Fraser University and Thompson Rivers University, enabling students to earn degrees at NVIT's Merritt campus. NVIT and the University of Northern British Columbia recently signed a Protocol Agreement which supports the development of collaborative initiatives between them.

4. PROGRAMS

The NVIT Board of Governors and Education Council have approved the following programs and related credentials:

a) NVIT Programs:

- Aboriginal Community & Health Development
- Aboriginal Community Economic Development
- Aboriginal Early Childhood Education
- Aboriginal Human Services
- Administrative Studies
- Adult Basic Education (College Readiness)
- First Nations Public Administration
- Foundational Skills in Counselling
- Information Technology
- Law Enforcement Preparation
- Natural Resource Technology
- University Transfer (Academic & Indigenous Studies)

b) Collaborative Programs:

- NVIT/Simon Fraser University
 - Bachelor of General Studies (Aboriginal Community Economic Development/Business Studies)
- NVIT/Thompson Rivers University
 - Bachelor of Social Work
- NVIT/University of Northern British Columbia
 - Under development (Protocol Agreement signed February 2006)



B. Strategic Direction

1. MISSION

The mission of Nicola Valley Institute of Technology is to provide quality Aboriginal education and support services appropriate to student success and community development. To carry out this mission NVIT will contribute the following outcomes (subject to available resources):

a) Comprehensiveness

A comprehensive range of courses and programs relevant to Aboriginal communities, including the broad areas of:

- adult basic education
- vocational/trades/apprenticeship
- career/technical
- academic/university transfer
- collaborative degrees
- community education
- continuing studies

b) Community Development

A programming focus on Aboriginal community development by emphasizing the social, economic, land and governance development themes, and by remaining current with evolving related theory and community practice.

c) Innovation and Flexibility

Accessible education through flexible and innovative delivery methods including on-campus, online, collaborative and contract programs, an extended instructors pool, and satellite campuses where feasible to support off-campus instruction.

d) Institutional Collaboration and Partnerships

Collaborative approaches to program development and delivery with public and private post-secondary institutions, school districts, Aboriginal organizations and communities, government agencies, or industry.

e) Accredited Courses and Programs

Provincially accredited learning under NVIT's own authority that is transferable or recognized on a laddered, course-by-course, or block transfer/recognition basis by other public post-secondary institutions or by mandated provincial certification or accreditation bodies.

f) Elders and Culture

Aboriginal culture, views and traditions integrated into the curriculum and delivery of programs and services through the leadership of NVIT's Elders and the founding communities.

g) Student Success

An institution open to all learners interested in Aboriginal community development and student success that is supported through encouragement of a holistic education that addresses the mental, spiritual, emotional and physical dimensions of an individual.

2. VISION

Our collective vision for the institution is that NVIT:

- becomes the school of choice for Aboriginal students because it has a reputation for producing quality graduates;
- offers an extensive choice of programs relevant to the interests and needs of Aboriginal students and communities;
- provides a rich educational and cultural campus environment in which to learn and work;
- has the active and dedicated leadership of a First Nations Board of Governors, and a qualified and committed staff, the majority of which are Aboriginal; and
- successfully serves as a catalyst to the Aboriginal communities in the quest for education, development and greater self-determination.

3. THE VALUES WE UPHOLD

The effective organization operates within a set of values on a daily basis. The overarching value that NVIT promises to uphold is a commitment to Aboriginal cultures and traditions. Supporting this principle value are the values set out below.

- respect for the dignity, rights, cultures, beliefs of all people;
- the continual growth and development of individuals and communities;
- honesty and trust in relationships;
- openness in communication;
- balance and harmony in all activities;
- critical self examination and a willingness to admit both strengths and weaknesses;
- people making decisions for themselves;
- care and support for others and respect for the earth; and
- accountability to ourselves, the Elders, the students, the communities and to the provincial government.



In the 2005/06 Service Plan we noted a number of external and internal factors that are part of our context for planning. As in previous years, these continue to be significant elements of NVIT's operating context as an Aboriginal public post-secondary institution. We also updated a number of strategic issues and priorities the institute faced. Although, essentially unchanged from the previous year, this section summarizes this information and comments on the impact it was seen to have on the institution.¹

A. External Factors

1. Higher Rate of Increase for Aboriginal Population and Younger Median Age

BC's Aboriginal population is increasing at a faster rate than the non-Aboriginal population. This trend was also reflected in the British Columbia K-12 and post-secondary systems, both of which reported increases in the percentage of Aboriginal students. A related statistic was that the Aboriginal median age is substantially younger (mid-twenties) than that for all Canadians (mid-thirties).

This information suggests there is an increasing market for an Aboriginal post-secondary institution such as NVIT, and that it is realistic for the institution to continue its emphasis on building enrolment.

2. Academic Preparation

A very high percentage of the Aboriginal population has less than high school graduation as their highest education level. While over the last few years the BC K-12 system has reported an increasing percentage of Aboriginal students graduating with their "Grade 12 Dogwood," over 50% still do not complete it. This problem is compounded by many Aboriginal high school graduates not graduating with English 12 or Math 12.

The above reflects needs related to accessing post-secondary programs. Unless routes to high school completion and completion of course and program prerequisites are facilitated, many Aboriginal students will not be able to enter post-secondary education and training. Academic preparation issues point to the need for NVIT to continue its emphasis on access and student support related initiatives.

3. Aboriginal Student Suggestions About Content and Support

Feedback from Aboriginal students in BC's post-secondary system includes the desire for more Aboriginal content (e.g., Elders input, accurate Aboriginal history, aspects of traditional beliefs and values) in their curriculum. They also raised the need for more student support including increased tutoring, individual attention, smaller classes and more time with instructors.

Although the student suggestions apply to all colleges and institutes, this feedback supports the need for NVIT to enhance student support related activities and to continue providing curriculum with enhanced relevance to Aboriginal students and their communities.

4. Need for In-Community Program Access

BC Aboriginal students are more likely to have to relocate from their home community to study compared to non-Aboriginal students. Aboriginal students are also more likely to be single parents and to interrupt their studies for financial reasons.

The fundamental issue here is that post-secondary access for Aboriginal students is significantly addressed when NVIT is able to arrange for programs to be available in Aboriginal communities. The high on-reserve annual population growth rate also points to an increasing market size for such programming.

1 - Updated sources for this information can be found in the Service Plan for 06/07. See <http://nvit.ca/serviceplan.htm>

B. Internal Factors

1. Student Profile

Last year's Service Plan reported 80% of NVIT's students in base-funded programs were Aboriginal, with 75% of the student body coming from outside the Nicola Valley. Furthermore, approximately 80% were in full-time studies and male/female distribution was 40%/60%.

One conclusion that can be drawn from this information is that part of the growth potential of the institution lies in its ability to reach out to students in their communities. This by no means shifts emphasis away from development of our Merritt campus. It does, however, suggest that if most of our students currently come from across the province, could we not increase access to more students by reaching out across the province with our programs?

While at the start of the 2005-06 fiscal year we were aware of the increasing need for student housing at our Merritt campus, the rapidly improving local economy exacerbated the student housing situation by the time the fall 2005 semester started. Whereas only three or four years ago the local vacancy rate approached 28%, by fall 2005 it was approximately 4% and we received increasing reports of students facing housing difficulties. As a result, during 2005-06 NVIT initiated steps to build student housing.

2. Student FTE Production

Fiscal year 2004-05 resulted in a major increase in full-time equivalent students, increasing to 241.9 FTEs from 182.6 a year earlier. This increase also resulted in FTE utilization >100%. This increase, the largest one-year increase in NVIT's history, followed an overall history of steady growth. With the exception of 2003-04 when FTE production decreased 9.5% (perhaps in part the result of tuition increases and its accompanying "sticker shock"), each of the preceding three years saw steady growth ranging from a low of 7.1% to a high of 12.0%.

The information above reflects a history of strong enrolment growth at NVIT. Based on some of the external factors cited earlier in this report and our operating experiences, as NVIT entered 2005-06 it remained of the opinion that opportunities to realize regular additional growth remained available to the institution.

3. Financial Factors

As stated last year, through careful budgeting and control of operating expenditures, and through receipt of a number of unplanned Ministry one-time funding allocations, NVIT was able to develop its financial reserve. It is this reserve that was intended to fund a planned budget deficit for the 2005/06 year.

While obviously not sustainable for more than a short time, the use of reserve-funded deficit budgets for a second year continued to be seen by NVIT as a bridge or transition mechanism to take advantage of enrolment building opportunities as funding, revenue generation, and FTE production are increased. The alternative – to reduce programming at a time when we felt growth opportunities were within reach – was just not acceptable, nor necessary. It should be noted that while we were conservative in our planning and projected a substantial operating deficit for 2005-06 to be self-funded from our financial reserves, the March 31, 2006 audited year-end results reflected achievement of a small surplus and another increase in student FTEs.

C. Strategic Issues and Priorities

The following strategic issues and challenges flow from our mission, vision, and operating context:

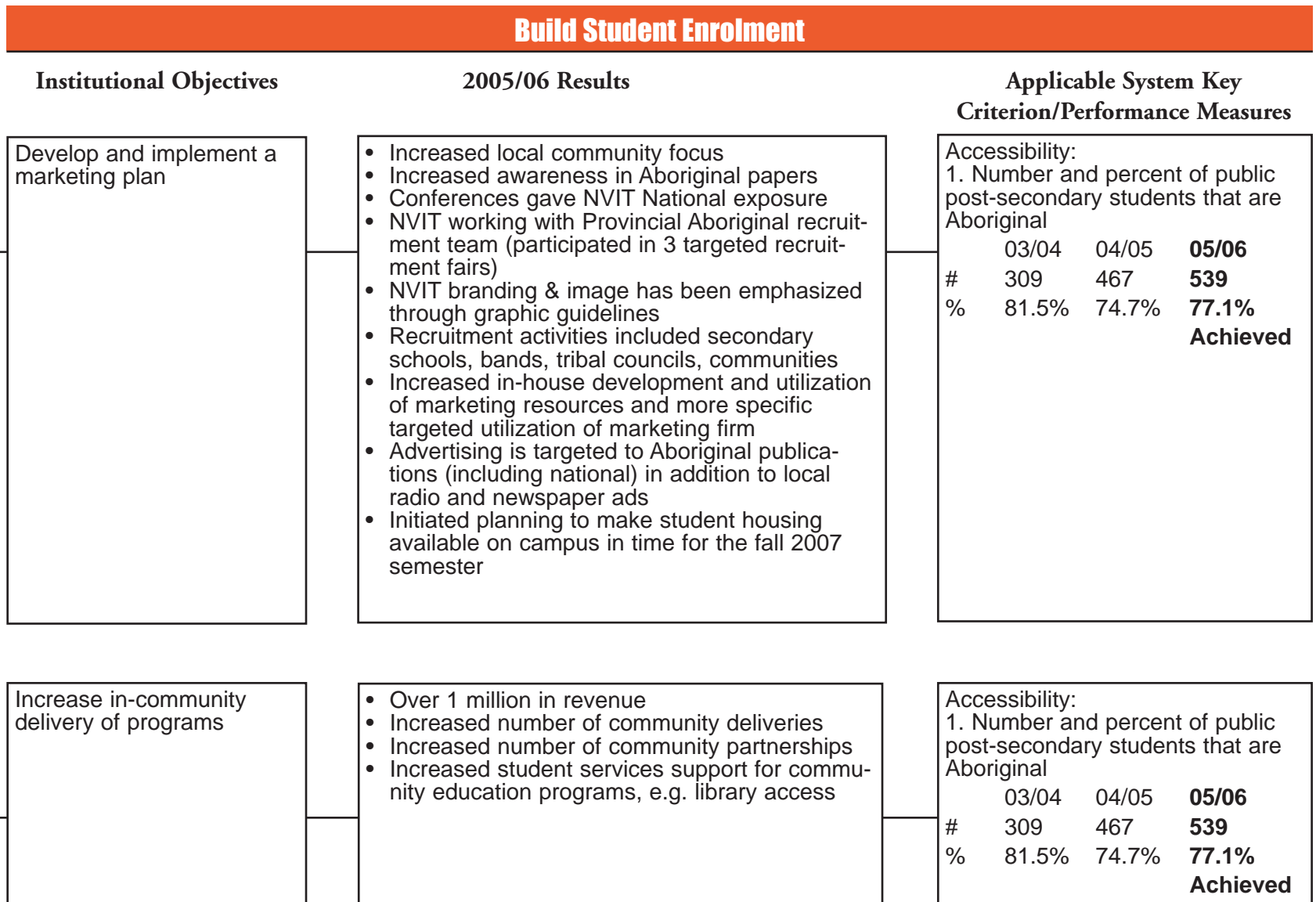
- building institutional enrolment by expanding programming, filling unused capacity, and improving student retention;
- enhancing student access to our programming by addressing community-level access, access routes to high school level requirements, and enhanced levels of relevant student support, including funding;
- expand the relevance of our programs by continuing to meet the evolving education and training needs of BC's Aboriginal communities;
- the need to further integrate Aboriginal cultures, languages, views, and traditions into our curriculum and into the delivery of our programs and services.

In turn, these strategic issues and priorities led to formulation of our institutional goals and objectives addressed on the following pages.



A. Institutional Goals, Objectives and Results Linked to System Key Criteria and Performance Measures

In this section we present our 2005-06 results as they relate to our 2005/06-2007/08 Service Plan and link them to the BC post-secondary system's key criteria and performance measures.



Build Student Enrolment

Institutional Goal:
Build Student Enrolment

Institutional Objectives

2005/06 Results

Applicable System Key Criterion/Performance Measures

Increase breadth & depth of programs

- Pursue funding for delivery of the Law Enforcement Preparation Program
- Implement the Aboriginal Community & Health Development diploma program
- Increase emphasis on university transfer programming

- Delivery of Law Enforcement Preparation and Aboriginal Early Childhood Education due to unanticipated demand
- Partnership protocol agreement with UNBC signed
- Aboriginal Community & Health Development program put on hold – insufficient demand
- Continued transferability of post-secondary courses in the public post-secondary system (transfer arrangement updated)

Capacity:

1. Total spaces in BC public post-secondary institutions

	03/04	04/05	05/06
FTE's	183	242	263
% Util	80.1%	101.7%	106.9%

Achieved

2. Number of degrees, diplomas and certificates awarded

	03/04	04/05	05/06
	80	64	43

Not Achieved
(See note 2 in Section IVB Accountability Framework Performance Summary; increase expected in 2006/07)

Continue development and delivery of online courses and the use of educational technology

- Complete development of First Nations Public Administration for full online delivery

- First Nations Public Administration funded by BCcampus (phase 2)
- Explored BCcampus portal implementation
- Five FNPA online courses were slated for development this year; an additional 3 courses were both developed and delivered this year
- Online courses (BCcampus) delivered this year (6 FTE)
- Transfer of WebCT courses into Moodle
- Implementation of additional multimedia projectors in classrooms
- IT technical and educational support for online course deliveries

Accessibility:

1. Number and percent of public post-secondary students that are Aboriginal

	03/04	04/05	05/06
#	309	467	539
%	81.5%	74.7%	77.1%

Achieved

Increase institutional flexibility to change programming and shift resources

- Responded to demands of students (added 3 unplanned sections in January)
- Addition of AECE and LEPP programs due to demand even though not planned for 2005/06 delivery
- Did not offer Information Technology (low demand; under redevelopment)

Efficiency:

1. Number of course sections changed due to demand shifts (NVIT specific measure)

Achieved (see details at left)

Enhance Services Supporting Student Success

Institutional Goal:
Enhance Services Supporting Student Success

Institutional Objectives	2005/06 Results	Applicable System Key Criterion/Performance Measures														
Further develop the Learning Centre and enhance student tutoring <ul style="list-style-type: none"> Survey students about Learning Centre, student tutoring, and ASE services 	<ul style="list-style-type: none"> Learning centre assistant through ISETS funding Summer students Compilation of student survey results through the librarian Provision of tutoring services throughout academic year 	Quality: 1. Student outcomes – skill gain (overall average) <table border="1"> <tr> <td></td> <td>03/04</td> <td>04/05</td> <td>05/06</td> </tr> <tr> <td>%</td> <td>85.3%</td> <td>78.9%</td> <td>86.8%</td> </tr> </table> Achieved (see Section IVB for skills breakdown) 2. Student satisfaction with education <table border="1"> <tr> <td></td> <td>04/05</td> <td>05/06</td> </tr> <tr> <td>%</td> <td>94.1%</td> <td>100.0%</td> </tr> </table> Achieved		03/04	04/05	05/06	%	85.3%	78.9%	86.8%		04/05	05/06	%	94.1%	100.0%
	03/04	04/05	05/06													
%	85.3%	78.9%	86.8%													
	04/05	05/06														
%	94.1%	100.0%														
Maintain or expand adult special education	<ul style="list-style-type: none"> Maintain adult special education support Addition of computers in Learning Centre that address student learning difficulties Installation of voice recognition software in the Learning Centre Provision of laptop computers through library services for students with learning requirements 	Quality: 1. Student outcomes – skill gain (overall average) <table border="1"> <tr> <td></td> <td>03/04</td> <td>04/05</td> <td>05/06</td> </tr> <tr> <td>%</td> <td>85.3%</td> <td>78.9%</td> <td>86.8%</td> </tr> </table> Achieved (see Section IVB for skills breakdown)		03/04	04/05	05/06	%	85.3%	78.9%	86.8%						
	03/04	04/05	05/06													
%	85.3%	78.9%	86.8%													
Maintain the formalized external counselling arrangement	<ul style="list-style-type: none"> Renewed contract with Merritt Family Counselling Services 	Quality: 2. Student satisfaction with education <table border="1"> <tr> <td></td> <td>04/05</td> <td>05/06</td> </tr> <tr> <td>%</td> <td>94.1%</td> <td>100.0%</td> </tr> </table> Achieved		04/05	05/06	%	94.1%	100.0%								
	04/05	05/06														
%	94.1%	100.0%														

Enhance Services Supporting Student Success

Institutional Goal:

Enhance Services Supporting Student Success

Institutional Objectives

2005/06 Results

Applicable System Key Criterion/Performance Measures

Enhance student support and retention measures

- Maintain or enhance student employment in the institution
- Expand ways for the physical development of students and access to supporting resources
- Continue development and evaluation of student assessment and placement

- Hiring of tutors maintained
- Facilitated low-cost gym memberships in collaboration with student society
- Students employed in Library activities and online curriculum development feedback
- Addition of new software programs in Business Administration and Information Technology programs
- Continued use of wide range of student assessment tools including AccuPlacer and writing samples

Quality:

1. Student satisfaction with education	04/05	05/06
%	94.1%	100.0%
		Achieved

Develop the use of "hybrid" learning models

- Online course development and delivery reflect both online and personal contact between instructors and students
- An increasing number of on-campus courses are using web-based "Moodle" support
- Used an on-site orientation session for two OWL online learning courses

Quality:

1. Student outcomes – skill gain (overall average)	03/04	04/05	05/06
%	85.3%	78.9%	86.8%
			Achieved
(see Section IVB for skills breakdown)			
2. Student assessment of quality of instruction	03/04	04/05	05/06
%	86.5%	83.8%	87.5%
			Achieved
3. Student satisfaction with education	04/05	05/06	
%	94.1%	100.0%	
			Achieved

Expand Programming Relevance for Aboriginal Students and Communities

Institutional Goal:
Expand Programming Relevance for Aboriginal Students and Communities

Institutional Objectives	2005/06 Results	Applicable System Key Criterion/Performance Measures									
Establish an Aboriginal Language Training Centre <ul style="list-style-type: none"> Implement a language lab 	<ul style="list-style-type: none"> Sent two people from local Aboriginal language authorities to international conference Language classes being developed in various communities Software & hardware installed in computer lab to support language instructional needs Language immersion classes provided during summer semester 	Comprehensiveness: 1. Maintain or increase the number of student registrations in Aboriginal language courses (NVIT specific measure) <table border="1"> <tr> <td>Academic Year</td> <td>04/05</td> <td>05/06</td> </tr> <tr> <td>Registrations</td> <td>161</td> <td>178</td> </tr> <tr> <td></td> <td></td> <td>Achieved</td> </tr> </table>	Academic Year	04/05	05/06	Registrations	161	178			Achieved
Academic Year	04/05	05/06									
Registrations	161	178									
		Achieved									
Introduce an Aboriginal culture requirement for program completion	<ul style="list-style-type: none"> Aboriginal culture is reflected in virtually all courses, from curriculum content to the use of Elders in the classroom. (Not yet formalized as a program completion requirement) 	Quality: 2. Student satisfaction with education <table border="1"> <tr> <td></td> <td>04/05</td> <td>05/06</td> </tr> <tr> <td>%</td> <td>94.1%</td> <td>100.0%</td> </tr> <tr> <td></td> <td></td> <td>Achieved</td> </tr> </table>		04/05	05/06	%	94.1%	100.0%			Achieved
	04/05	05/06									
%	94.1%	100.0%									
		Achieved									
Develop an "inclusive Aboriginal approach" for each program area	<ul style="list-style-type: none"> Elders are frequently invited into the classroom This is an on-going process to develop, deliver and refine Aboriginal approaches and materials for classroom use Involvement of Aboriginal RCMP in Law Enforcement Preparation Program development and delivery 	Quality: 2. Student satisfaction with education <table border="1"> <tr> <td></td> <td>04/05</td> <td>05/06</td> </tr> <tr> <td>%</td> <td>94.1%</td> <td>100.0%</td> </tr> <tr> <td></td> <td></td> <td>Achieved</td> </tr> </table>		04/05	05/06	%	94.1%	100.0%			Achieved
	04/05	05/06									
%	94.1%	100.0%									
		Achieved									

Expand Programming Relevance for Aboriginal Students and Communities

Institutional Goal:

Expand Programming Relevance for Aboriginal Students and Communities

Institutional Objectives

2005/06 Results

Applicable System Key Criterion/Performance Measures

Ensure Aboriginal community development is the base for all programs

- Board meetings are now held in First Nations communities (NVIT's founding communities)
- Maintaining linkages to Aboriginal communities across BC
- Advisory committees for programs include Aboriginal representatives from Aboriginal communities, organizations, and businesses as appropriate
- Keep community involvement at the forefront of NVIT Program Development
- Strong NVIT presence in provincial articulation and accreditation processes

Quality:

1. Student satisfaction with education	04/05	05/06
%	94.1%	100.0%
		Achieved

Develop student "choice": NVIT choices for students, and NVIT as the choice of students

- Sustaining increases in enrolment
- Improving institutional reputation, awareness and visibility
- Supportive hiring practices (NVIT has hired a number of its graduates)
- Approximately 80% of students at NVIT are Aboriginal and 75% come from outside the Merritt/Nicola Valley area
- Continued maintenance and expansion of educational technology to enhance and supplement student learning
- Maintaining and expanding library resources, especially in the area of online databases
- Continued development of Student Support Services to provide a centralized 'one-stop' service for students and the public

Comprehensiveness:

1. Number and percent of public post-secondary students that are Aboriginal (NVIT specific use of a system "accessibility" measure)	03/04	04/05	05/06
#	309	467	539
%	81.5%	74.7%	77.1%
			Achieved

Increase Access Opportunities for Aboriginal Students

Institutional Goal:

Increase Access Opportunities for Aboriginal Students

Institutional Objectives

2005/06 Results

Applicable System Key Criterion/Performance Measures

<p>Develop an Education Plan with a supporting Education Technology Plan</p> <ul style="list-style-type: none"> Maintain or enhance current levels of course and program transferability and accreditation Ensure all faculty meet qualification criteria for course transferability Remain current in use of technology in instruction and enrolment services Increase horizontal and vertical linkages between programs and services 	<ul style="list-style-type: none"> Draft Education Plan completed Increased focus in hiring on qualifications (Master's degree in related field) Updated technology in labs Transfer processes through BCCAT continue Use of Moodle being expanded (including as online support for face-to-face Aboriginal language courses) Digital projectors added in 3 classrooms Academic Affairs meetings keep all instructional and instructional support departments informed of NVIT activities 	<p>Efficiency: 1. Student satisfaction with transfer</p> <table border="1"> <tr> <td></td> <td>03/04</td> <td>04/05</td> <td>05/06</td> </tr> <tr> <td>%</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> </tr> </table> <p>Achieved</p>		03/04	04/05	05/06	%	100.0%	100.0%	100.0%				
	03/04	04/05	05/06											
%	100.0%	100.0%	100.0%											
<p>Expand articulation and linkages with secondary schools</p>	<ul style="list-style-type: none"> N'Kwala College Readiness (ABE) agreement implemented Dean's participation in the K-12 Board of Examiners committee 	<p>Accessibility: 1. Number and percent of public post-secondary students that are Aboriginal</p> <table border="1"> <tr> <td></td> <td>03/04</td> <td>04/05</td> <td>05/06</td> </tr> <tr> <td>#</td> <td>309</td> <td>467</td> <td>539</td> </tr> <tr> <td>%</td> <td>81.5%</td> <td>74.7%</td> <td>77.1%</td> </tr> </table> <p>Achieved</p>		03/04	04/05	05/06	#	309	467	539	%	81.5%	74.7%	77.1%
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<p>Explore additional delivery collaboration opportunities, particularly in trades, health and 2010 initiatives</p>	<ul style="list-style-type: none"> NVIT participation on the ITA Mobile Trades Training advisory committee For 2007 planning to implement an apprenticeship bridging program in collaboration with one or more Aboriginal communities and a college 	<p>Accessibility: 1. Number and percent of public post-secondary students that are Aboriginal</p> <table border="1"> <tr> <td></td> <td>03/04</td> <td>04/05</td> <td>05/06</td> </tr> <tr> <td>#</td> <td>309</td> <td>467</td> <td>539</td> </tr> <tr> <td>%</td> <td>81.5%</td> <td>74.7%</td> <td>77.1%</td> </tr> </table> <p>Achieved</p>		03/04	04/05	05/06	#	309	467	539	%	81.5%	74.7%	77.1%
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Increase Access Opportunities for Aboriginal Students

Institutional Objectives

2005/06 Results

Applicable System Key Criterion/Performance Measures

Institutional Goal:

Increase Access Opportunities for Aboriginal Students

Introduce literacy level ABE courses

- INAC funding rules currently undermine our ability to pursue this; Bands are addressing some of these needs
- Faculty/student involvement in ABE committees
- Provision of GED testing onsite at NVIT

Accessibility:
1. Student spaces in developmental programs (FTEs)

	03/04	04/05	05/06
#	40	30	32
% Util		64%	68%

Not Achieved
(Funding for students continues to be a challenge in spite of tuition-free ABE courses)

Introduce a vocational, trades, or apprenticeship program

- Explored an Intro to Trades program for September 2005 – funding was unavailable
- Work in progress – discussing a possible partnership with a BCIT program
- For 2007 planning to implement an apprenticeship bridging program in collaboration with one or more Aboriginal communities and a college

Comprehensiveness:
1. Number and percent of public post-secondary students that are Aboriginal (NVIT specific use of a system “accessibility” measure)

	03/04	04/05	05/06
#	309	467	539
%	81.5%	74.7%	77.1%

Achieved

Enhance Use of Aboriginal Culture, Language and Practice in Programs and Services

Institutional Goal:
Enhance Use of Aboriginal Culture, Language and Practice in Programs and Services

Institutional Objectives	2005/06 Results	Applicable System Key Criterion/Performance Measures
<p>Maintain current cultural practices and ensure they are promoted</p> <ul style="list-style-type: none"> • Enhance “celebrations” of Aboriginal cultures • Display the Thompson and Okanagan languages on our campus • Increase display of Aboriginal art 	<ul style="list-style-type: none"> • Honoured Elders at student orientation • Installation of main campus sign in both local Aboriginal languages • Library displays • Display cases with Aboriginal art • Provision of classes dealing specifically with the local histories, languages and practices of the Okanagan, Thompson and Shuswap peoples • Planning underway for the building of a Ceremonial Arbour 	<p>Quality: 1. Student satisfaction with education</p> <p>04/05 05/06 % 94.1% 100.0% Achieved</p>
<p>Increase use of Elders in course delivery</p>	<ul style="list-style-type: none"> • Increased Elders budget • Increased Elders presence in the classroom and in the provision of support for students 	<p>Quality: 1. Student satisfaction with education</p> <p>04/05 05/06 % 94.1% 100.0% Achieved</p>
<p>Develop a mechanism to ensure Aboriginal protocol and the decisions of Elders Council are supported</p>	<ul style="list-style-type: none"> • Elders Council representatives are present at all Board meetings • Elders are available to support all NVIT employees • Elders implemented a program to support needy students with clothing and food • Elders control of their own budget and scheduling 	<p>Quality: 1. Student satisfaction with education</p> <p>04/05 05/06 % 94.1% 100.0% Achieved</p>

Enhance Use of Aboriginal Culture, Language and Practice in Programs and Services

Institutional Goal:
Enhance Use of Aboriginal Culture, Language and Practice in Programs and Services

Institutional Objectives

2005/06 Results

Applicable System Key Criterion/Performance Measures

Explore visits by Elders for non-local students (e.g. from northern BC)

- Elders budget built in for Community Education deliveries

Quality:

1. Student satisfaction with education	04/05	05/06
%	94.1%	100.0%
		Achieved

Design and implement an Elders sponsored cultural certificate

- Elders provided sessions on hunting
- Elders provided male and female sweat lodge ceremonies prior to graduation
- Elders held regular smudges and also provided them on request to students and employees

Quality:

1. Student satisfaction with education	04/05	05/06	
%	94.1%	100.0%	
		Achieved	
2. Student outcomes – skill gain (overall average)	03/04	04/05	05/06
%	85.3%	78.9%	86.8%
			Achieved

(see Section IVB for skills breakdown)

B. Accountability Framework Performance Summary

The purpose of this section is to present a summary of NVIT’s Accountability Framework performance targets and results achieved for each FTE and non-FTE performance measure established in the Budget and Accountability Letter received by the institution.

Accountability Framework Performance Summary 2005/06 Fiscal Year NVIT

Performance Measures ^a			Notes	Nicola Valley Institute of Technology			
				2003/04	2004/05	2005/06	Target Assessment
1.	Student (FTEs)	Actual	1	183	242	263	Achieved
		%Util		80.1%	101.7%	106.9%	
2.	Degrees & Diplomas	Actual	2	80	64	43	Not Achieved ² (Increase expected in 06/07)
6.	Number and percent of post-secondary students that are Aboriginal	Actual #	3	309	467	539	Achieved
		Actual %		81.5%	74.7%	77.1%	Achieved
n/a	Educational activity between May-August	%	3	5.4%	1.7%	4.1%	Contribute toward achievement of system level target
7.	Student spaces (FTEs) in developmental programs	Actual % Util	2	40	30 64%	32 68%	Not Achieved
9.	Student Satisfaction with Transfer	Transfers Out	4	100.0%	100.0%	100.0%	Contribute toward achievement of system level target
11.	Student Outcomes - Skill Gain	Overall Average	5	85.3%	78.9%	86.8%	Achieved
	- Written communication			94.4%	80.0%	87.5%	Achieved
	- Oral communication			71.4%	82.9%	78.6%	Achieved 78.6% (±15.7%)
	- Group collaboration			86.5%	80.6%	93.3%	Achieved
	- Problem resolution			75.0%	70.3%	86.7%	Achieved
	- Critical analysis			89.2%	81.1%	86.7%	Achieved
	- Reading and comp.			88.9%	83.3%	87.5%	Achieved
	- Self learning			91.7%	74.3%	87.5%	Achieved
12.	Student Satisfaction with Education	% satisf. or mainly sat.	5		94.1%	100.0%	Achieved
n/a	Student Assessment of Quality of Instruction	% good or very good	5	86.5%	83.8%	87.5%	Achieved 87.5% (±11.0%)
14.	Usefulness of knowledge & skills in performing job	% somewhat or very useful		100.0%	94.1%	100.0%	Achieved
15.	Unemployment rate, former NVIT students	Actual	6	31.6%	28.0%	33.3%	Achieved

B. Accountability Framework Performance Summary

Chart Summary Notes.

a	The listed performance measures are those for which Nicola Valley reports institution level data, as per the 2005/06 Standards Manual for Accountability Framework Performance Measures. Numbering of the list follows the 2005/06 Ministry Service Plan (Sept. 2005 Update).
1	Performance data are collected and reported on same fiscal year basis. For example, actuals reported for the 2004/05 fiscal represent actual performance for the 2004/05 fiscal year.
2	Performance data are reported on the basis of a three year rolling average of academic years (September 1 – August 31). For example, actuals reported for 2004/05 fiscal represent the average of the 2001/02, 2002/03, and 2003/04 academic years. <i>The decreasing number of credentials awarded by NVIT as per the table above reflects the impact of a policy change a few years ago and credential completion date corrections made in our data during the last 10 months. NVIT expects the downward trend in credentials awarded to reverse in our reports starting next year as the number of credentials completed starts to reflect the enrolment increases achieved in 2004/05 and 2005/06.</i>
3	Performance data are reported on the basis of the most recent academic year, September 1 – August 31. For example, the actuals reported for 2004/05 fiscal represent the actual performance for the 2003/04 academic year. Performance measure number ‘n/a’ signifies a measure which is not reported in the Ministry Service Plan for 2005/06, but which is within the 2005/06 Accountability Framework and forms part of institutional reporting requirements.
4	<p>The following information is in regard to PM#9 concerning students who transferred from one BC public post-secondary institution to another BC public post-secondary institution.</p> <ul style="list-style-type: none"> • Performance data reflects the percent of former students “satisfied” or “very satisfied” with their transfer experience, and is derived from the most recent College and Institute Student Outcomes survey. For example, actuals reported for 2004/05 fiscal year represent the results of the 2004 survey. • Colleges and Institutes are primarily “sending” institutions, and therefore are only required to report upon the satisfaction levels of students who “transferred out” from their institution to another BC public post-secondary institution.
5	Performance data are reported on the basis of the most recent student outcomes survey. For example, actuals reported for the 2004/05 fiscal year represent results of the 2004 survey.
6	<i>As per discussion with the Ministry of Advanced Education. As noted in some other targets and results above, recognition of the relevant margin of error brings the result within the target. In this case, the high unemployment rate resulted from only three former students reporting they were unemployed.</i>

SUMMARY: FINANCES

NICOLA VALLEY INSTITUTE OF TECHNOLOGY
SUMMARY FINANCIAL REPORT

OPERATING STATEMENT	PROJECTIONS (IN 000's)		
	2005/06 Actual	2005/06 Forecast	2004/05 Actual
Revenue - credits			
Operating Contributions from the Province	\$ (4,164)	\$ (3,977)	\$ (4,145)
Tuition Fees	(401)	(380)	(431)
Ancillary Services	(189)	(200)	(248)
Contract Revenue	(842)	(619)	(969)
Other	(685)	(178)	(721)
Total Revenue	(6,281)	(5,354)	(6,514)
Expenses - debits			
Wages and Benefits	3,845	3,831	3,508
Amortization	422	449	449
Contract Instruction	518	85	569
Professional Fees	227	249	285
Subsidies and Awards	41	29	140
Contract Arrangements	91	84	199
Cost of Sales	164	151	193
Promotion and Recruiting	101	103	103
Travel	180	124	181
Other	683	508	734
Total Expense	6,272	5,613	6,361
Operating (Gain) Loss	(9)	259	(153)
(Gain) loss on sale of capital assets	-	-	-
Net (Income) Loss	(9)	259	(153)
Net Assets	1,912	1,664	1,903