



Northwest Community College
Service Plan Report
2005/06

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August 25, 2006

Honourable Murray Coell, M.L.A.
Minister, Advanced Education
c/o Accountability Branch
B.C. Ministry of Advanced Education
PO Box 9882 STN PROV GOVT
V8W 9T6

Dear Minister Coell;

Please find attached the Northwest Community College Service Plan Report 2005/06. I apologize for the delay in getting this report to you.

Penelope Denton, the Board Chair as well as myself have had an opportunity to review the report and accept accountability for all findings.

Highlights from 2005/06 year include the Bachelor of Science in Nursing program delivered in partnership with UNBC, College of New Caledonia (CNC) and Northern Health; the Early Childhood Education (ECE) program delivered in partnership with the Skidegate Band on Haida Gwaii, offering a community-based Carpentry/Timber Framing program in conjunction with the Kitselas Band; and an electrical program was offered at our Prince Rupert campus in response to local industry demand, and with financial support from Prince Rupert Grain and Ridley Terminals. A new Trades Access program was offered as a pilot in Prince Rupert and has expanded to Terrace and Kitimat, and Essential Skills for Work (ESWK), a unique program which integrates employment exploration and preparation skills with personal self-investigation and development, was delivered in First Nations communities around the College region.

The Freda Diesing School of Art and Design was established in 2005, paying tribute to world renowned Haida artist, Freda Diesing.. The School's offerings will include programs at the certificate, diploma and degree level and will initially feature carving, weaving, jewellery and print-making. Currently, NWCC and Emily Carr Institute of Art and Design are exploring the concept of a collaborative Degree in Fine Arts which will be part of the School's program offerings. This program will be distinct from other degrees offered in the province due to its unique focus on First Nations art of north western BC.

Should you have any questions about this report, please call me at (250) 638-5411 or Ms. Diane Ready, the Vice-President, Finance & Administration at (250) 638-5416.

Sincerely,

A handwritten signature in black ink, appearing to read "Steph R", written over a horizontal line.

Stephanie Forsyth
President

Institutional Overview

The northwest region of BC is an area that approximates the size of France at 80,000 square kilometres, is home to close to 98,960 people, 38% of whom are First Nations. This region is one of the largest, most remote and rugged in the Province and is spectacularly beautiful. The region is marked by Haida Gwaii on the West, Houston on the East, Stewart on the North, and a less defined Southern boundary about 800 km due north of Vancouver.

The geography profoundly affects travel in the region. Communities are most accessible in the summer, and many regions require floatplane, boats, and ferries or long hours of ground transportation to reach a major centre. In the winter travel is often hazardous and sometimes impossible. The travel issues prohibit students from commuting to and from communities during the winter.

College Campuses and Learning Centres

The College operates facilities in ten different communities throughout the region. In all of these locations, online education is available. The College makes available computers for students to access on-line educational opportunities whether offered by the College or some other institution. In the smaller campuses and learning centres, select career/vocational programs are offered as needed. Continuing education, contract training and literacy programs are available in many communities at a college or a community partner location.

In Haida Gwaii course offerings are developed in response to the education needs of the communities. Currently the College is delivering the Business Administration program in Masset, and various continuing education and Career and College Preparation (CCP) courses in Queen Charlotte City and Skidegate. Annually the College offers a niche program on Haida Gwaii: Coastal Eco-Adventure Tourism. The College has a small learning center in Queen Charlotte City and rents a classroom space in Masset.

The Prince Rupert Campus provides service to Prince Rupert, Port Edward and the North Coast villages. Full-time programming in Prince Rupert includes University Credit, Welding, Business Administration, Electricity, Career and College Preparation, Adult Special Education and English as a Second Language Training. Two niche programs, unique to the College are offered at this campus: the Marine program provides theoretical training for mariners, the Coastal Integrated Resources Management Program focuses on resources that are inherent to coastal areas.

In Stewart, NWCC provides a link to educational opportunities for local residents and offers Career and College Preparation on a part-time basis. The College Campus is located in the downtown area and along with delivering CCP and Continuing Education courses as requested to the Stewart area, partners with Human Resources Development Canada to provide community resources and employment assistance services. A limited number of distance education courses are also available via audio teleconferencing as well as several on-line computer courses. Continuing education courses are offered based on identified local needs.

The College through a partnership with Wilp Wilxo'oskwahl Nisga'a (WWN) serves the communities of Gitwinksihlkw, Lax Galts'ap and Gitlakdamix in the Nass Valley. Programs and courses are offered as identified with WWN. Ongoing Career and College Preparation courses are offered as well as online and distance education courses.

The Terrace Campus serves Terrace, Thornhill, Kitselas, Kitsumkalum and outlying areas with a combined population of approximately 20,000 and is located in the famous Skeena Valley in the Coast Mountain Range. Terrace is the geographic centre for the region's natural transportation corridors and acts as a regional centre for many services, including post-secondary education. The Terrace campus offers programs in many disciplines, including: Adult Special Education; Career and College Preparation; English as a Second Language, International Education, Trades and Technical, Practical Nursing, Home Support and Resident Care, Business and Computer Technology; Business Administration, Social Work, First Nations Public Administration, First Nations Art; Early Childhood Education, and University Credit.

The Kitimat campus offers include Career and College Preparation, transition programs, select career/vocational programs as needed and continuing education courses. A variety of Continuing Education courses are scheduled according to local need.

Northwest Community College has been a part of the Hazelton's from mid 1970 serving twelve communities as well as the Kispiox Valley in the Upper Skeena region. Eight communities from Highway 37 through to Highway 16 as well the three

Hazelton's, the Kispiox Valley and Two-Mile are served by the Campus. Programming includes Career and College Preparation, transition programs, select career/vocational programs as needed, and continuing education courses. On-line and distance education options are also available.

The Smithers Campus, serving a population of approximately 12,000 in Smithers, Telkwa and surrounding rural communities, is situated in an easily accessible downtown location. Regular programming includes the specialized Wilderness Guide Skills Program that draws learners from across the nation and overseas. Other programs and courses available are Career and College Preparation, University Credit, and Business Technology. Smithers is home to the newly established NWCC School of Exploration and Mining.

In Houston, Career and College Preparation, Adult Special Education, Transition programs, select career/vocational programs as needed, and continuing education courses. On-line and distance audio education options are also available.

Partnerships

NWCC has established a variety of partnerships with communities, First Nations organizations and other education institutions in order to provide access to relevant education and training opportunities throughout the region. Program planning is undertaken jointly by UNBC and the College to enhance degree completion opportunities in health and social work. The College partners with Simon Fraser University to deliver the PDP Teacher Education Program. Agreements with other institutions also allow NWCC to deliver industry specific training. Culturally appropriate training is delivered through partnerships with Wilp Wilxo'skwhl Nisga'a, Gitksan Wet'suwet'en Education Society, and Skidegate and Masset Village Councils. Industry training partnerships have also been formed with Canfor, Alcan, Prince Rupert Grain and other regional industries. In 2003, the College partnered with the National Research Council to provide support for a local inventor and entrepreneur to develop a prototype for an industrial product. The College also administers the Industrial Research Assistance Program in the Northwest on behalf of NRC.

NWCC Strategic Planning

NWCC is proud of the involvement of students, communities, businesses, organizations, individuals, First Nations and employees in the development of this Strategic Plan. From January 2004 until June 2005 we worked with many groups and individuals who helped formulate every part of the Strategic Plan. Our stakeholders provided feedback first about a long-term vision for the College and the issues and current realities they believed we faced.

Many organizations and individuals provided research and analysis, both directly for the College, and as data to inform the development of the Strategic Plan. The College Board of Governors, First Nations Council, Education Planning Council, and other groups and committees provided valuable input and direction to the development of the Strategic Plan. A College based Strategic Planning Task group guided the development of the consultations, research and analysis, Strategic Directions and the final Strategic Plan.

The college's new Strategic Plan outlines a number of new directives for NWCC which emphasize the value and importance we place on our First Nations communities and learners. This is not to the exclusion of other populations in the northwest, rather, it is an acknowledgement that what makes NWCC uniquely different from other colleges and institutes in BC and Canada is our demographic make-up.

NWCC serves over 26 First Nations communities in a large, remote and rugged, geographic area. Thirty-eight percent of our population is of Aboriginal descent, and the fastest growing population is First Nations youth under the age of 25. Forty percent of our learners are Aboriginal.

The new Strategic Plan acknowledges our demographic reality. It sets a significant challenge, captured in our mission statement: over the next few years 'we will become a college that celebrates the diversity of our northern and First Nations populations and we will reflect this diversity in our programs, services and our workforce' and our operational processes. In other words, we will strive to authentically become a bi-cultural college. This is an enormous challenge and one we look forward to discussing with our colleagues in the Ministry as we proceed towards this goal.

Northwest Community College Mission Statement and Values

Vision

At Northwest Community College we have a passion for educational leadership. We foster excellence in instruction and learning in a unique and spectacular environment.

Mission

Northwest Community College provides quality learning experiences that help prepare our students for successful, positive futures. We celebrate the diversity of our northern and First Nations populations and reflect this diversity in our programs, services and our workforce. We approach every interaction with respect and integrity and collaborate with our partners to meet the unique educational needs of our communities.

Values and Operating Principles

We are respectful in every interaction and in our personal and professional behaviour. We are an ethical institution that acts with integrity. We work toward growth, continual learning and collaboration with students, communities and each other. We honour the culture and tradition of First Nations communities on whose territory we operate. We will work to resolve historical injustices and inequities and continue an ongoing dialogue free of racism.

Accountability — We establish and achieve College objectives that are cost-effective and open to public review.

A Student-centred College — We operate programs, courses, and services focussed on meeting the learning, developmental and employment needs of the learners we serve.

Student Success — We commit to removing barriers to student success. We will provide services, programs, and resources to foster success.

Respect — We treat each person in a fair and equitable fashion, acknowledging and valuing his or her perspectives and diversity. We do not tolerate discrimination on the basis of race, age, colour, ancestry, place of origin, political belief, religion, marital or family status, financial status, physical, mental or learning disability, gender or sexual orientation.

Cooperation — We commit to working cooperatively and in good faith with our internal and external communities.

First Nations Heritage and Cultural Competency — We commit to reducing systemic barriers such as racism, and ensuring that our courses and programs demonstrate an integrated inclusion of First Nations culture and knowledge.

Openness to Change — We provide relevant, current and innovative programs and services and respond to changes in society and the needs of our learners.

Accessibility — We commit to addressing barriers and providing fair and equitable access to learning opportunities and services throughout the region.

Empowerment of Communities — We commit to the decentralization of learning opportunities and recognizing the role of communities we serve in determining their educational priorities.

Empowerment of Employees — We commit to have our employees actively participate in the decision making processes at the College.

Empowerment of Students — We recognize and encourage the active involvement of students in the development and improvement of College programs and services.

Innovation — We encourage and support creativity and innovation in the development of initiatives that address opportunities for constructive change.

Sustainability — We conduct our business in an environmentally responsible manner and include sound resource practices such as waste reduction, recycling and energy conservation

Strategic Directions

Our Strategic Plan focuses on five key strategic directions we believe to be the most important to our mission of providing quality learning experiences for students in the richly diverse region of northwestern British Columbia.

1. Students

Our students are unique. 50% of the population of First Nations communities is under the age of 25, and 40% of the region's population is First Nations. The average age of our credit program students is 29.8 years, 64% are female; most live below the poverty line. Many students are not ready for the postsecondary education system and struggle with the basic skills required to be successful in a college environment. The culture, beauty and lifestyle afforded by our region motivates many of our students to apply their education and learning to careers in the northwest. This is a growing focus for us — developing a skilled workforce with a desire to contribute to our regional economy.

Strategic Directions

- 1.1 Support Student Retention
- 1.2 Increase Transfer Opportunities for Students
- 1.3 Provide Support and Services Appropriate for First Nations Students
- 1.4 Enhancing Student Participation
- 1.5 Seek Solutions to the Challenges of Student Funding
- 1.6 Create Opportunities for Community-based and Applied Learning
- 1.7 Create a Welcome and Supportive Environment for Students

2. Educational and Program Excellence

Educational program excellence is critical to Northwest Community College's ability to achieve its mission. We recognize it is at the heart of what we do, and requires flexibility to changing regional needs and opportunities. We operate in a unique geographic and cultural context.

Literacy and education levels of the region we serve are substantially lower than the provincial average, indicating a need for educational programming that provides opportunities for learners to enter our institution at various levels. The size, scope and geography of the region make it challenging for many citizens to access post-secondary education in its traditional forms, and reinforce the need for distributed learning.

First Nations communities throughout our region have many unique needs and opportunities for customized educational programs. Some First Nations communities throughout the region are actively developing their own training and education resources. There are opportunities to include First Nations culture and content in all our programs. Many private and public institutions

and organizations are competing with the College to provide programs to First Nations. We have established many First Nations partnerships and relationships and recognize the opportunity to work further with First Nations to develop curriculum relevancy in programs and courses.

We ensure that our educational program development continues to:

- address specific education needs in our region;
- lead to employment opportunities in the region;
- have a business plan that demonstrates sustainability;
- include appropriate and advantageous partnerships, with particular attention to First Nations communities.

Strategic Directions

- 2.1 Identify and Respond to Education and Community Needs
- 2.2 Collaborate with First Nations to Develop Custom Programs
- 2.3 Establish Community Partnerships to Develop Courses and Programs
- 2.4 Enhance Literacy and Other Fundamental Skills
- 2.5 Access our Natural Classroom
- 2.6 Strategic Direction: Enhance Our Continuing Education Delivery
- 2.7 Increase Capacity Using Technology in Educational Delivery

3. Employees

Our employees are dedicated, committed to our students and their communities, and have expressed great commonality in their desire to have NWCC succeed and prosper. We will develop a high quality professional development program to encourage employees to strengthen their skills, keep up-to-date with changing trends and technology, and enhance their ability to work in other areas of the College. The quality of the program will attract new employees to the College. We have campuses throughout the region, in many sites, some with both part- and full-time employees. This heightens the need for precise communications. We support an inclusive and equal workplace that recognizes the rights of all employees. We will enhance adherence to human rights and employment equity provisions in our workplace.

Strategic Directions

- 3.1 Enhance Internal Communications
- 3.2 Support Education and Professional Development for Employees
- 3.3 Promote and Protect Human Rights and Employment Equity
- 3.4 Increase the Number of First Nations Employees to Mirror an Appropriate Representation of the Population of the Region
- 3.5 Sustain Positive Relationships with the Bargaining Units

4. Community Partnerships

We work extensively with our communities in social, economic and community development initiatives for which education is critically important. We establish a variety of partnerships with First Nations organizations, communities and other education institutions. These partnerships help provide learners with access to relevant education and training opportunities throughout the region.

Strategic Directions

- 4.1 Develop First Nations Partnerships
- 4.2 Expand Community Partnerships
- 4.3 Seek Education Partnerships

5. Institutional Planning, Growth and Evaluation

Limited resources and financial constraints present unique challenges to rural and remote community colleges. Funding from the Provincial government has decreased, as student needs and support required have exponentially increased. These constraints are magnified in the northwest given the economic decline and population out-migration. In rural areas, the College plays a very central role in the health of the community. Many learners from the northern regions would prefer to attend college in our region. Consequently, in the past few years the College has pursued a much more aggressive positioning and marketing program in the region. There are a number of opportunities to be realized in continuing this initiative.

- Attract students with the post-secondary institution of choice.
- Enhance credibility, awareness and recognition of the value of an education at NWCC which will lead to additional enrolments.
- Benefit graduates by providing a high quality education that gives exemplary education and work experience.
- Increase our market share and find opportunities to market the advantages of small campus and community life to potential
- College employees.
- Help other post-secondary institutions and employers recognize the quality of education completed by NWCC graduates.

Strategic Directions

- 5.1 Enhance Marketing and Promotions
- 5.2 Implement a Fundraising Program
- 5.3 Identify alternate funding sources
- 5.4 Develop Technical Support and Infrastructure
- 5.5 Engage in Multi-Year Planning
- 5.6 Ensure Regular Evaluation and Accountability

Operational Context

Highlights

New Programs

Bachelor of Science in Nursing program, delivered in partnership with UNBC, College of New Caledonia (CNC) and Northern Health, began with a full class in September 2005 at the Terrace campus. Students can now take their entire four year degree in Terrace, with the first two years being delivered at NWCC and the remaining two at the Terrace campus of UNBC.

September 2005 saw the start of the Early Childhood Education (ECE) program delivered in partnership with the Skidegate Band on Haida Gwaii. We extended our operations in the town of Masset and opened a new Learning Centre. The centre works with island organizations and individuals to develop educational programming, both academic and interest-oriented, to meet the needs of the community. The first offering was the Business Administration program in the fall.

Continued collaboration with First Nations communities led to the offering of the community-based Carpentry/Timber Framing program in conjunction with the Kitselas Band, integrating Career & College Prep courses with entry-level carpentry and timber framing programs. The same program was offered in the community of New Aiyansh with Wilp Wilxo'oskwhl Nisga'a.

A new Electrical program was developed and is being offered at our Prince Rupert campus. The program was developed in response to local industry demand, and with financial support from Prince Rupert Grain and Ridley Terminals.

A new Trades Access program is introducing students to various careers in the Trades industry and upgraded their academic skills for entry into a Trades program. The program ran as a pilot in Prince Rupert and has expanded to Terrace and Kitimat.

Essential Skills for Work (ESWK) is a unique program which integrates employment exploration and preparation skills with personal self-investigation and development, all of which contribute to learners' increased capacity for personal development and satisfying employment. The program has been delivered in First Nations communities around the College region.

NWCC's School of Exploration and Mining received Ministry of Mines and Energy support through a \$360,000 grant to the school's partner Smithers Exploration Group (SEG). During the first year of its operation, seven separate offerings of the 6-day Basic Mining Exploration Skills program, run in base camps located throughout the northwest, and a Driller's Helper Program.

Our Continuing Education Division offered the first ever Power Line Technician Program run outside of the Lower Mainland. This pre-apprenticeship course was developed in partnership with BC Hydro and the Electrical Industry Training Institute (EITI).

Freda Diesing School of Art and Design pays tribute to world renowned Haida artist, Freda Diesing. It will be focused on First Nations art of the Pacific Northwest. The School's offerings will include programs at the certificate, diploma and degree level and will initially feature, carving, weaving, jewellery and print-making.

Currently, NWCC and Emily Carr Institute of Art and Design are exploring a collaborative Degree in Fine Arts which will be part of the School's program offerings. This program will be distinct from other degrees offered in the province due to its unique focus on First Nations art of northwestern BC.

We formed a new educational partnership with the Justice Institute of BC's Centre for Conflict Resolution to bring JIBC's Conflict Resolution Certificate Program to the northwest. The certificate specializes in Negotiation.

Partnerships

NWCC and School District No. 50 signed a five year Memorandum of Understanding to enhance the educational opportunities and student services to the island through collaboration and cooperation. Both institutions will be pooling their resources and developing joint educational initiatives in response to identified community needs.

NWCC signed an affiliation agreement with the Gitksan Wet'suwet'en Education Society (GWES). GWES operates out of the Village of Hazelton. Each institution agreed to pool their resources to enhance the provision of educational and training opportunities for people in the Hazelton area. NWCC will be the first institution of choice for GWES in educational partnership opportunities. The partnership involves the implementation of specific Gitksan Wet'suwet'en curriculum and the development of NWCC/GWES joint certificate, diploma, and associate degree programs.

FASD is a serious issue in Northwest BC and NWCC worked with community partners and the Ministry of Children and Family Development to organize and hold a conference in Hazelton to:

- Create a better understanding of the causes and consequences of FASD
- Explore methods to effectively reduce or stop consumption of alcohol during pregnancy
- Increase the availability of FASD diagnosis in the Hazelton area, and
- Develop a community-based strategic plan to prevent FASD and to support families affected by FASD.

The Canadian International Development Agency (CIDA) has awarded NWCC a \$400,000 4/year development grant for their Integrated Rural Development in Bolivia project, collaborating with Bolivian partners NUR University and *FUNDESIB to deliver a unique program of rural education to three Bolivian communities. *FUNDESIB is the Foundation for the Integral Development of Bolivia - a nongovernmental organization concerned with poverty reduction and community economic development and is based in Bolivia.

NWCC entered into and signed a Partnership Agreement with Qingdao Vocational and Training College (QVTC), in China. The Agreement serves as a commitment to explore further partnership opportunities and develop exchange programs for students, further teacher training and develop specific China-Canadian programs.

Through extensive involvement and consultation with local communities and college staff, students, board members, and First Nations Council, NWCC developed a new strategic plan for the next 3-5 years. It focuses on five key theme areas: Students, Educational and Program Excellence, Employees, Community Partnerships, and Institutional Planning, Growth and Evaluation. Special attention has been given to the educational and cultural needs of our First Nation communities and students.

Northern Saving Credit Union has created four \$1,000 "Made in the Northwest" Awards, to be given annually to assist students who are furthering their education at Northwest Community College in the Applied Coastal Ecology and Culinary Arts programs.

Economy, Labour Market, and Population Trends

The Northwest region has suffered significant economic decline in its major resource based industries over the past decade. Forestry, mining and fishing have all been significantly affected (although it is clear from the chart above that with the recent increase in metal prices, mining is an emerging industry). The numerous First Nations communities in the region have also experienced the effects of the decline in employment and economic downturns.

While 12 percent of British Columbians have their income directly dependent on forestry, mining, fishing and trapping, in the Northwest, the percentage is 39.2. This area is traditionally very dependent upon its natural resources, and with changing economic policy and higher commodity prices, resurgence in the resource economy is slowly emerging. The lead in all of this has been the mining sector with a number of very large exploration projects underway throughout the college region. The northwest is also striving to relinquish its dependence upon the resource economy and is making efforts to broaden its economic base.

The strengthening economy will have positive impacts on employment rates in the near future, and we are seeing some progress in this regard. Current 2005 statistics are unavailable at this time, thus the following information continues to reflect those available at the last writing of our Institutional Plan. Thus, in general, the region is affected by population growth in First Nations communities and population decline in other communities. Unemployment rates in all communities are higher than the Provincial average particularly in First Nations communities. For example, Metlakatla reported a low of 18.5% unemployment and the Hazelton's, a high of 93%.

Population Declines in the Region1

City	1997 Population	2005 Population	% Change
Hazelton	361	342	-5.3%
New Hazelton	857	758	-11.6%
Stewart	829	695	-16.2%
Houston	4,219	3,733	-11.5%
Smithers	5,816	5,509	-5.2%
Terrace	13,417	12,556	-6.4%
Prince Rupert	17,221	14,974	-13%
Kitimat	11,560	10,537	-8.8%

Between 1997-2005 as the population of B.C. grew by 4.3 percent, the population of the northwest region declined by 6.4%. Losing relative demographic weight is not a good situation when other regions are increasing in population and as government funding for education or for health care, is calculated primarily on the basis of demographic factors.

Education Levels

The trends in this section unfortunately remain the same as previously reported. This is a key area of focus for the College and we are aggressively working with community partners and agencies, to improve these numbers.

According to BC Stats, from 2003 – 2005, the northwest has the lowest literacy rates and the worst educational rankings in the province. In the province as a whole, an astounding 66.1 percent of students either did not write or failed Grade 12 exams. In the NWCC region this percentage for math was 81.8%, for chemistry 84.4% and for English, 43.4%.² Even more disturbing, Grade 4, 7 and 10 test scores are among the worst in B.C.

With respect to the First Nations population, the educational challenges are even greater. High school completion rates for Aboriginal students are just under 45%, well below the provincial average for all students. These statistics are significant when one remembers that 38% of the regional population is First Nations and 50% of First Nations community members are under the age of 24.

Signs of Economic Change

As alluded to earlier, a combination of government action, industry initiatives, community leadership, and changing market conditions for primary materials is beginning to shed light on the northwest economy. The transportation sector is projected to expand and improve with the takeover of B.C. Rail operations by C.N., with the creation of a container port in Prince Rupert, and with the extension of the runway in Terrace-Kitimat airport. Tourism will benefit from the development of the cruise ship terminal in Prince Rupert. The exploration and mining sector is growing rapidly throughout the north and Smithers is a key supply and service center to this industry.

Lack of Skilled Workforce

Crucial to this emerging economy is a skilled workforce at both the technical/trade and professional level. Many exploration companies are facing shortages of skilled labour in the north that is limiting their exploration activities. In the case of the mining industry, a report commissioned by Northwest Community College also forecasts impending labour shortages. The industry is currently coping with “an acute shortage of skilled local personnel” by relying on “fly-in/fly-out” staffing drawn mainly from lower B.C. and out of province. However, the preference is for local personnel, particularly First Nations.

The incidence of professionals is well below the provincial average of 13.7%: it is 10.1% in the Northwest. This average attests to the concentration of professional services in metropolitan areas and the resulting difficulties faced by the northwest in attracting professionals to the region.

¹ <http://www.bcstats.gov.bc.ca/data/pop/pop/mun/Mun9603s.htm>

² <http://www.bcstats.gov.bc.ca/data/sep/col/ceducexm.pdf>

Another feature of the northwest's economy is the incidence of small and medium sized enterprises (SMEs). In a recent Bank of Montreal report of SMEs in 111 communities in Canada, Terrace ranked sixth among the top ten non-metropolitan regions in the country for the incidence of SMEs. The reverse side to this statistic is the rate of SME failure in the northwest. Again, of the 111 communities ranked, BMO noted three northwestern B.C. communities were in the bottom forty for showing negative growth: Prince Rupert (106), Kitimat (98), and Terrace (88)

Performance Results

The following performance measures are quantifiable means for gauging progress toward accomplishing the goals and objectives as set out in NWCC's Service Plan. The Accountability Framework Performance measures were developed cooperatively by Ministry representatives and a group of Institutional Research Directors from public post-secondary institutions. The Performance Measures Working Group determined that the following objectives provide the criteria necessary for 'telling the story' of post-secondary education.

The widely accepted core strategic objectives (formerly called key criteria) are:

1. Quality

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

2. Accessibility

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

3. Capacity

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

4. Efficiency

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

5. Relevance

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 following performance measures indicate Northwest Community College's progress towards accomplishing the college's System Level and Institutional Level objectives and performance as set out in the 2005/06 – 2007/08 Institutional Service Plan.

2005/06 Performance Results:

Strategic Objective #1 – QUALITY

Institution Objectives:

- To become the post secondary institution of choice for residents of Northwest BC.
- Develop quality education and training programs that are relevant and responsive to individual community needs.
- Perform formal review and evaluation of programs and services to measure effectiveness and relevance.

Performance Measures	Target	Actual	Target Assessment	Comments
Student Satisfaction with Education	90%	95%	Achieved	Percentage of former diploma, certificate and other level students who were very satisfied with their education. NWCC far exceeded the target performance measure.
Student Outcomes – Skills Gained Overall Average	85%	87.4%	Achieved	Percentage of former diploma, certificate and other level students who indicated their education helped them to develop their skills. The benchmark for this measure is based on the historical system level average. NWCC exceeded each individual target in all but one measure. This one measure, oral communication, shows a positive increase over the past reporting period of 4%.
-Written Communication	85%	90.6%	Not Achieved	
-Oral Communication	85%	79.8%	Achieved	
-Group Collaboration	85%	90.5%	Achieved	
-Problem Resolution	85%	84.4%	Achieved	
-Critical Analysis	85%	91.6%	Achieved	
-Reading & Comprehension	85%	88.0%	Achieved	
-Self-Learning	85%	86.7%	Achieved	
Student Assessment of Quality of Instruction	90%	85.8%	Not Achieved	The percentage of former diploma, certificate and other level students who rated the quality of instruction in their program as very good or good. Although this target was not achieved Student Assessment of Quality of Instruction has increased over the past year.

Strategic Objective #2 – ACCESS

Institution Objectives:

- Increase First Nations participation in NWCC programs and Services.
- Increase individual access to developmental opportunities in the northwest.
- Increase on-line educational program delivery at NWCC.
- Develop quality education and training programs that are relevant and responsive to individual community needs and interests.

Performance Measures	Target	Actual	Target	Comments
Number and Percent of Post-Secondary students that are aboriginal	Incremental from previous year	30.7%	Not Achieved	In credit programs NWCC reports an Aboriginal participation rate of 39.7%. It is worth noting that Aboriginal ancestry is self-declared by students and as a result the number and proportion of Aboriginal students may be understated.
Student Spaces in Developmental Programs	Target Under Review			This is a combined total count of actual student FTE's delivered in Adult Basic Education, English as a Second Language and Adult Special Education. Institution level targets have been established and set out in the Budget and Accountability Letter issued to NWCC. As NWCC targets are under review an amendment will be made in the fall when final data is obtained.
Strengthen the Number of Student Spaces in On-Line Learning Programs at NWCC	45	51	Achieved	Exceeded targets in Applied Business Technology, Associate of Arts, ABE Developmental Level.

Strategic Objective #3 – CAPACITY

Institution Objectives:

- Increase NWCC’s utilization rate.
- Increase the number of graduates from nursing and allied health programs.
- Increase the number of diplomas and certificates awarded at NWCC.

Performance Measures	Target	Actual	Target Assessment	Comments
Student Spaces (FTE’s)	Targets Under Review			Total Full-Time Equivalent (FTE) students delivered targets are established and set out in the Budget and Accountability Letters issued to public post-secondary institutions. As NWCC targets are under review an amendment will be made in the fall when final data is obtained.
Student Spaces in Nursing and Other Allied Health Programs	67	64	Not achieved	There has been a 26% increase over 2004/05 in the number of FTE’s in Health Programs.
Total Credentials Awarded	Incremental from previous 3-year average	332	Not achieved	This is a count of certificates and diplomas awarded by NWCC. This measure provides a ‘snapshot’ of credential output calculated on a 3 year performance average. It is institution relative and an annual <i>increase</i> is expressed as a specific numerical target level as indicated. NWCC is investigating investing in a degree audit program.

Strategic Objective #4 – EFFICIENCY

Institution Objectives:

- Increase the number of block transfers.

Performance Measures	Target	Actual	Target Assessment	Comments
Student Satisfaction With Transfer	90%	84.8%	Contribute toward achievement of system level target	NWCC will continue to strive to improve student satisfaction with transfer.

Strategic Objective #5 – RELEVANCE

Institution Objectives:

- Participate in the social, educational, and economic development of the communities served by NWCC.
- Develop partnerships for service delivery in the communities served by NWCC.

Performance Measures	Target	Actual	Target Assessment	Comments
Student Assessment – Usefulness of Knowledge & Skills in Performing Job	90%	75.2%	Not Achieved	Percentage of former diploma, certificate and other level students who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job.
Unemployment rate		9.9%	Achieved	Percentage of former diploma, certificate and other level students who were unemployed in the reference period prior to time of survey expressed as a percentage of the labour force for that group, compared to the percentage of unemployed individuals with high school credentials or less. NWCC’s measure represents a significant improvement over last year and exceeds the target.

Summary Financial Report

All Funds included in Operating Fund on Audited Financial Statements

	Year	Year
	2005/2006	2004/2005
<u>Revenue:</u>		
Ministry Block Grant	16,049,964	16,094,330
Industry Training Authority	1,126,000	1,126,000
Ancillary Services	1,311,576	1,139,622
Tuition	1,641,218	1,532,199
International Students	8,192	4,788
Continuing Ed	1,153,936	954,528
Deferred Capital Contributions	1,399,362	883,480
Other Revenue	829,720	549,535
Total Revenue	23,519,969	22,284,482
<u>Expenditures:</u>		
Salaries and Employee Benefits	13,488,695	12,463,471
Ancillary Services	1,319,900	1,368,867
Industry Training Authority	1,224,322	858,052
Continuing Education	900,891	881,283
Depreciation	1,612,463	1,051,718
Other	2,022,899	2,079,562
Facilities	2,055,653	2,307,616
Total Expenditures	22,624,822	21,010,569
Surplus (Deficit)	895,146	1,273,913
Net Assets	5,405,575	4,510,429