



Three-Year Institutional Service Plan 2006/2007 to 2008/2009



Nicola Valley Institute of Technology

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

May 19, 2006

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May 19, 2006

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

Dear Minister Coell:

Attached is the annual update of Nicola Valley Institute of Technology's Three-Year Service Plan prepared under the Accountability Framework planning guidelines provided by your Ministry. In our Service Plan we address the linkages between our goals and objectives and the system-level strategic objectives and performance measures flowing from the Accountability Framework and the Ministry of Advanced Education's system priorities. This year's Service Plan is very similar to last year's in that the institution's mission and goals remain unchanged. Refinements have been made to some narrative sections, changes to the process initiated by the Ministry have been implemented, and the plan has been updated to reflect current data and the year 2008/09. As President and Board Chair we accept accountability for attainment of the institution's mission and goals.

The NVIT community takes pride in being BC's leader in Aboriginal public post-secondary education, and in the direction, goals and objectives we set for ourselves in order "to provide quality Aboriginal education and support services appropriate to student success and community development."

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 approximately 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 programs and related credentials in

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
- Native Adult Instructors Diploma
- Natural Resource Technology
- Understanding Disabilities in Human Services
- 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

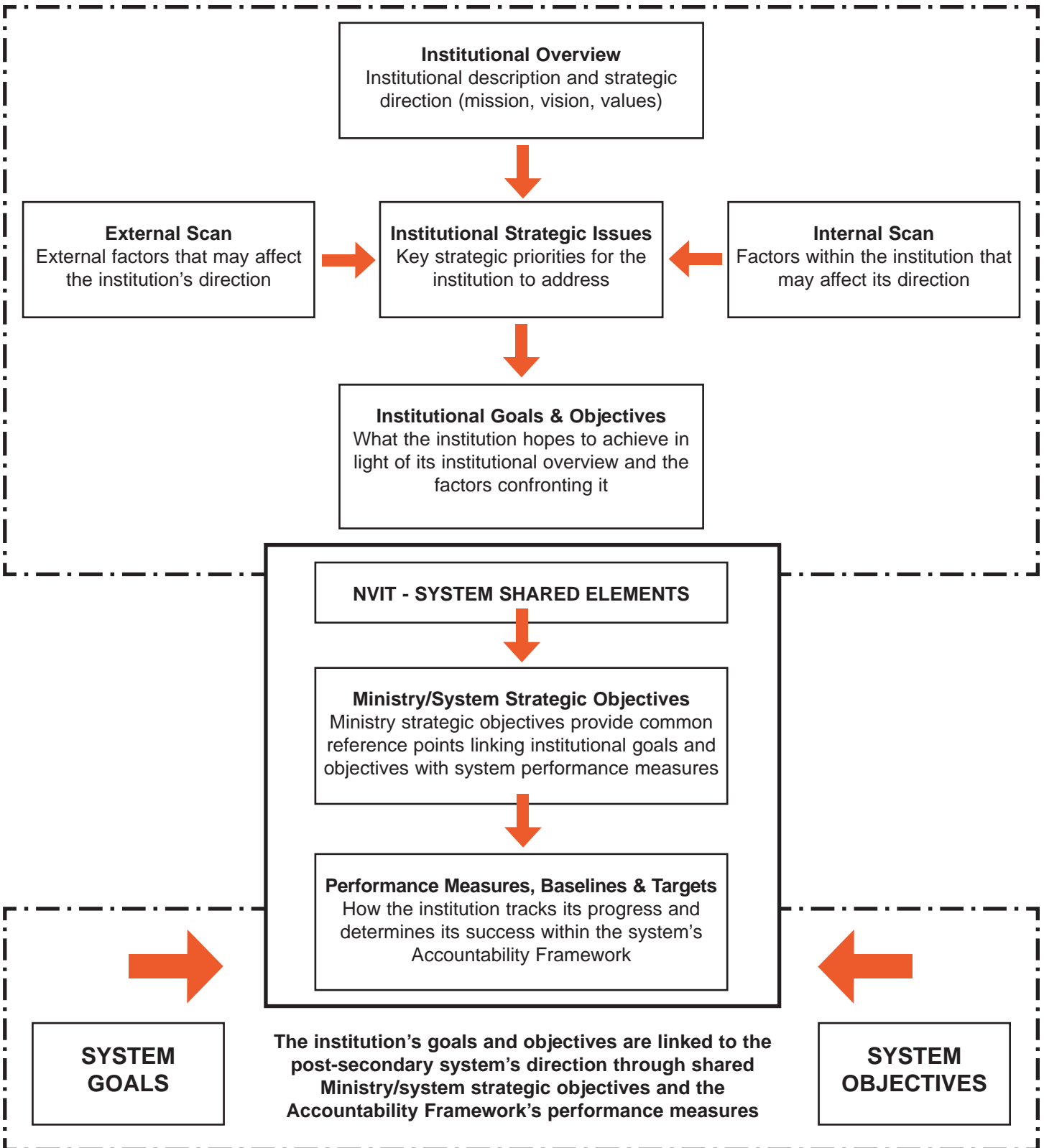
The effective organization operates within a set of values on a daily basis. The overarching value that NVIT promises to uphold is a commitment to Aboriginal cultures and traditions. Supporting this principle value are the values set out below.

- 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.



A. Planning Schematic

The schematic below provides a visual framework for understanding how NVIT’s institution-level planning and plan implementation links with that for the BC public post-secondary system.



B. External Scan: Post-Secondary Aboriginal Student Context

This section provides selected data relevant to NVIT as an Aboriginal public post-secondary institution. It describes elements of our external operating environment that influence the development of institutional direction and action.

1. Statistics Canada and Indian and Northern Affairs Reports

a) Aboriginal Population Rate of Increase Exceeds Overall Rate. British Columbia's Aboriginal population increased from 139,655 people or 3.78% of BC's population in 1996 to 170,280 in 2001 or 4.4% of the province's total population. This is an increase of 21.9% over the 5-year period compared to the province's overall increase of only 4.86%.

b) BC Bands, Population, and Band Sizes Compared to Canada.¹ As of December 31, 2004, BC had 198 (32%) of Canada's 614 Bands. However, this number reflected only 16% (117,958) of Canada's Registered Indian population. The average BC Band size is half that of the average for Canada (596 vs. 1195). BC's average size of 596 compares to 2146, 1673, and 1910 for Alberta, Saskatchewan, and Manitoba respectively. None of Canada's 20 largest Bands (with populations from 4,738 to 22,068) are located in BC.

c) On Reserve Increase Greater than Off Reserve. The Registered Indian on reserve projected population increase in BC between 1998 and 2008 is 30.4% (17,550) compared to an off reserve population of 4.5% (2,326). The on reserve annual growth rate of approximately 3% compares to the Canadian annual growth rate of approximately 1%. On reserve population projections for BC from 2000 to 2021 show this population increasing 82% to 105,447 from 57,937.

d) Aboriginal Median Age Younger. 2001 Census data for BC reports the Aboriginal median age as 26.8 and the non-Aboriginal as 38.7 (comparable figures for Canada were 24.7 and 37.7 respectively).²

e) Aboriginal Unemployment Rate High. Statistics Canada also reports in their 2001 Census Aboriginal Profile that BC's provincial Aboriginal unemployment rate was 22.5%. It should be noted the 198 Aboriginal communities in British Columbia are for the most part rural and economically under or undeveloped. Furthermore, besides the fact that many communities have much higher formal unemployment rates than the "average," community level anecdotal information suggests communities often have far greater real unemployment levels.

f) High % of Aboriginal Population with Less than High School Graduation. 38% of the "Aboriginal Identity Population 25 years and over" reported their highest level of schooling was less than high school graduation.³

2. BC Ministry of Education Report "How Are We Doing?" (2004/05)⁴

a) Percentage of Aboriginal Students Increasing. The percentage of students in BC schools who identify themselves as Aboriginal has grown from 5.9% in 1995/1996 to 9.1% in 2004/2005.

b) High % of Aboriginal Students Do Not Complete Dogwood. 54% of Aboriginal students entering Grade 8 in 1998 did not complete the Grade 12 Dogwood Diploma compared to 19% for non-Aboriginal students. The six-year Dogwood completion rate in 2003/04 was 46% for Aboriginal students and 81% for non-Aboriginal students (noncompletion rates of 54% and 19% respectively), unchanged from the previous year.

1 - http://www.ainc-inac.gc.ca/pr/sts/rip/rip04_e.pdf

2 - <http://www12.statcan.ca/english/census01/products/analytic/companion/abor/contents.cfm>

3 - <http://www12.statcan.ca/english/profil01ab/PlaceSearchForm1.cfm>

4 - <http://www.bced.gov.bc.ca/abed/perf2005.pdf>

c) Low % Grade 12 English and Math Participation

The percentage of Grade 12 Aboriginal students who took English 12 in 2003/04 was 35% compared to 65% for non-Aboriginal students. For Math 12 the respective figures were 7% compared to 33%. The Aboriginal student success rate in English 12 was equal to non-Aboriginal students, and somewhat lower than non-Aboriginal students for Math 12.

3. British Columbia College & Institute System

The “2001 BC College and Institute Aboriginal Former Student Outcomes: Special Report on Aboriginal Students from the 1995, 1997, 1999, and 2001 BC College and Institute Student Outcomes Surveys”⁵ and the report for 1999⁶ were the sources for most of the following information. Information identified as being for 2004 was obtained online from the Student Outcomes Reporting System.⁷

a) % Aboriginal Increasing

In 2001 4.1% of all former college and institute students surveyed identified themselves as Aboriginal compared to 2.8% in 1995, 3.7% in 1997, and 4.1% in 1999. Data for 2005 reports an increase to 4.2%.

b) Gap In High School Completion

In 2001 81% of former Aboriginal students reported having completed high school prior to enrolling in a college or institute program compared to 94% of former non-Aboriginal students.

c) Greater % of Aboriginal Students Need to Relocate

The 1999 report noted that 29% of Aboriginal former students relocated from their home community to study compared to 19% for non-Aboriginal former students.

d) Children

Aboriginal students were much more likely to be single parents (21% compared to 6% for non-Aboriginal former students).

e) Adult Basic Education⁸

The 2005 Report of Findings from the BC College and Institute Adult Basic Education Outcomes Survey noted 12% of former ABE and career preparation students identified themselves as Aboriginal.

f) Program Choice

There was little difference in non-ABE broad program choice between Aboriginal and non-Aboriginal former students, e.g., from 1995 to 2001 30% of Aboriginal former students reported having taken Arts & Sciences compared to 32% for non-Aboriginal former students. However, 10% of Aboriginal former students reported having taken a legal or social work applied program compared to 5% for non-Aboriginal former students. Aboriginal former students are more likely to take four-year Arts and Science programs.

g) Reasons for Enrolling

Former Aboriginal and former non-Aboriginal students varied little in their reasons for enrolling. Both reported similar levels for job skills, credential, and credential and job skills.

5 - http://outcomes.bcstats.gov.bc.ca/Publications/aboriginal/2001_Aboriginal.pdf

6 - http://outcomes.bcstats.gov.bc.ca/Publications/aboriginal/ab_full_report.pdf

7 - <http://outcomes.bcstats.gov.bc.ca/SORS/questions.aspx>

8 - http://outcomes.bcstats.gov.bc.ca/Publications/collegereports/ABE_Report_of_Findings.pdf

h) Student Finances

In the 1999 report 25% of Aboriginal former students reported having to interrupt their studies for financial reasons compared to 15% of non-Aboriginal students. In 2005 the figures were 16 % of the Aboriginal former students compared to 14% for non-Aboriginal students.

i) Aboriginal Former Student Suggestions

In the 1999 report some Aboriginal students suggested more Aboriginal content (e.g., Elders input, accurate Aboriginal history, aspects of traditional beliefs and values) in curriculum would have improved their experience. They also suggested better and more day care facilities, increased tutoring and individual attention, better instructors, better administrative services, and more student services. In 2001 Aboriginal respondents frequently mentioned the need for smaller classes, more time with instructors and opportunities for practical experience.

j) Unemployment Higher

The 2001 report showed Aboriginal former students (19%) were more likely than non-Aboriginal former students (12%) to be unemployed. 2005 data shows a substantial change, with Aboriginal former student unemployment at 9% compared to 7% for non-Aboriginal former students. [Note: We currently have inadequate methods for measuring the unemployment rates for former NVIT students. The annual Student Outcomes Survey only contacts a very small number of NVIT's former students, e.g., the 2005 survey's unemployment rate for NVIT results from 3 of 9 former students in the labour force reporting they were unemployed]

k) Employment Earnings Similar

In 2005 Aboriginal former students currently employed reported an average wage of \$17/hour from "main job", the same as reported by non-Aboriginal former students.

l) Usefulness of Training Higher

81% of employed Aboriginal former students indicated their training was very or somewhat useful in performing their jobs compared to 76% of non-Aboriginal former students. This was reinforced in the 2004 data where 56% of the Aboriginal former students compared to 46% of the non-Aboriginal former students reported the "knowledge and skill gain very useful in performing job."

m) Further Education

Aboriginal former students were somewhat less likely (42%) than non-Aboriginal former students (48%) to go on to further education. For 2005 the figures were 55% compared to 53% respectively.



C. Internal Scan

This section provides selected internal data relevant to the development of institutional direction and action.

1. Institution’s Student Profile

An overall picture of NVIT’s students is reflected by the following data⁹:

- Approximately 85% of NVIT’s students in base-funded credit and adult basic education programs are Aboriginal (Status, non-Status, Metis, Inuit);
- Approximately 27% of the students in credit and adult basic education programs come from the Nicola Valley; 67% come from elsewhere in British Columbia and 6% come from other parts of Canada;
- Of the students that attend our Merritt campus, approximately 2/3 come from elsewhere;
- Approximately 80% of base-program students undertake full-time studies;
- Student age distribution in base programs is approximately 30% 24 and under, 17% 25-29, 23% 30-39, 19% 40-49, and 11% 50 and over; and
- Male/female distribution is approximately 40%/60%.

One of the outcomes of our success in attracting students is that 2/3 of those attending our Merritt campus need housing because they come to us from outside the Nicola Valley. Merritt, with a population of less than 8,000, has limited capacity to provide student accommodation. To make matters worse, after years of population decline in Merritt, in the last 2-3 years the economy has recovered and vacancy rates have dropped from around 28% to approximately 3%. The result of this is that the institution now urgently requires student housing.

2. Student FTE Production

As the table below illustrates, the number of full-time equivalent students served by NVIT grew from 173 to 273.9, or 58% (52% under prior reporting method)*, in the five-year period 2001/01-2005/06.

Year	Total Actual	Change	Change %	Funded
2005-06*	273.9 263 (old method)	+ 32.0	+ 13.2%	262 246 (old method)
2004-05	241.9	+ 59.3	+ 32.5%	238
2003-04	182.6	- 17.3	- 8.7%	228
2002-03	199.9	+ 14.7	+ 7.9%	220
2001-02	185.2	+ 12.2	+ 7.1%	213
2000-01	173.0	+ 18.5	+ 12.0%	188

*The Provincial FTE counting and reporting method for student FTEs changed this year.

3. Economies of Scale

NVIT achieved significant enrolment increases during the last two years as reflected by the FTE data above but the institution’s relatively small size does not provide much ability to achieve economies of scale unless we continue to grow. While we were able to achieve an economy of scale benefit when NVIT began Continuing Studies services after University College of the Cariboo closed on our campus (NVIT support services such as registration were already in place), we need to continue building our student base in order to realize potential economies in base funded program deliveries. Since 2002/03 NVIT’s cost per delivered FTE has dropped by approximately 20% and we anticipate being able to achieve additional reductions. Although we do not see growth as an objective for its own sake, we nevertheless consider building of our enrolment to be an institutional priority for the foreseeable future.

9 - <http://www.aved.gov.bc.ca/datawarehouse/#stdreports>

4. Financial Factors

A year ago, for fiscal 2005-06, NVIT approved a deficit operating budget for the second year in a row. This budget was intended to be balanced with funds from financial reserves developed in previous years through effective financial control, revenue generation activity, and unplanned but definitely welcomed mid-year allocations from the Ministry of Advanced Education. While the use of deficit budgets balanced from reserves was less than ideal, it was of critical institutional importance that we maintained our growth momentum.

We are now pleased to have been able to reach agreement with the Ministry of Advanced Education for increased funding to support growth during the 2006/07-2008/09 period, but unless this is complemented by additional funding to cover cost pressures - particularly annual cost increases driven by progression on scale and the increasing costs of benefits – our ability to grow will be constrained. While NVIT was able to approve a balanced budget for fiscal year 2006-07, this budget is contingent upon the institution receiving an anticipated cost pressure funding allocation in addition to the base funding specified in the 2006-07 funding and accountability letter from the Ministry.

D. Strategic Issues and Priorities

1. Building Enrolment

a) A major challenge continues to be building institutional enrolment in order to attain the critical mass necessary to enhance institutional effectiveness and efficiency. In the Economies of Scale section above we noted the need for NVIT to continue its growth. In addition to our internal operating need for economies from growth, BC's Aboriginal population demographics point to our potential to grow, NVIT's institutional history of sustained increases in FTEs points to our ability to grow, and such factors as provincial Aboriginal education and unemployment levels point to our external need to grow.

Through collaboration with other institutions, organizations, and communities we have been able to introduce additional programming on campus, greatly expand program deliveries in Aboriginal communities, and introduce our first online courses. We anticipate the increase in the number and type of programs and the use of multiple delivery modes will not only increase student access and our student numbers, but that these program additions will increase the overall drawing power of the institution, thereby increasing enrolment in existing programs.

The higher growth rate of the Aboriginal population and its younger median age are factors that contribute to NVIT's potential for increased enrolment. 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 NVIT and that NVIT needs to ensure its opportunities for an Aboriginal post-secondary education are accessible.

But building enrolment is more than just a matter of implementing additional programs and using multiple delivery methods. While they are critical factors, an equal element and a developmental challenge is building enrolment in existing programs through filling our unused capacity. This is a function of both attracting more students to fill vacant seats and of student retention, whether retention is in a program, or retention from ABE to a NVIT college-level program. This suggests the need for increased institutional emphasis on marketing and recruitment of programs, and on ways in which we can enhance support for student retention and student success.

The goals and objectives contained in this service plan reflect our direction to continue NVIT's growth. Attainment of the increased student FTE targets developed in collaboration with the Ministry of Advanced Education are the expected outcome of the enrolment building initiatives.

b) Over the longer term, however, there is another enrolment building related issue and that is whether NVIT and the Ministry should eventually consider the transition of the institution from its current status as a Provincial Institute to that of an Aboriginal university. Currently NVIT has collaboration arrangements with two institutions for the delivery of degree programs at its Merritt campus. A Social Work degree is delivered in collaboration with Thompson Rivers University and a General Studies degree in Aboriginal Community Economic Development is delivered in collaboration with Simon Fraser University. Also, in February 2006 NVIT and the University of Northern British Columbia signed a Partnership Protocol Agreement as the first step towards collaborating on Aboriginal post-secondary education initiatives.

This leads to an institutional planning and development question for the future: should the institute continue on its current development path as a provincial institute, or should it consider a future that sees the institution become a British Columbia university, one with an Aboriginal post-secondary education mandate? While the notion of Aboriginal university status is not new, having been raised prior to the institution being declared a “provincial institute” in 1995, exploration of this question will continue as the institution grows and develops over the next decade. For now this vision will guide the institution in building the foundations necessary to enable such a future.

Authorization from the Ministry of Advanced Education to be a degree granting partner, i.e., having our own authorization to grant a degree when we deliver a baccalaureate degree in partnership with an existing British Columbia degree granting institution, could be an important next step in NVIT’s development and in government’s support for Aboriginal education.

2. Student Access and Support

Another major challenge area continues to be provision of meaningful access for students to our programming and support for them while engaged in their studies. We have linked access and support in this discussion because access is compromised if adequate and relevant support is not provided. Five key development issues related to this are on-campus student housing, community-level access, the educational backgrounds of students, relevant support for students, and education funds available to Bands.



a) On-Campus Student Housing

Four years ago when the vacancy rate was 27.9% there was sufficient rental accommodation available in Merritt to provide housing for the 2/3 of our on-campus students who came from outside the Nicola Valley. Historically our students had not experienced major difficulties obtaining housing but as the local economy revived we received increasing reports from students about having difficulties finding places to live. This is not surprising given current students face a rental accommodation vacancy rate of approximately 3%. In addition, we have heard from a growing number of prospective students that they haven't followed through on their admission applications because of concern about the availability of suitable housing. This situation suggests the need for NVIT to address the provision of on-campus housing and to facilitate access to off-campus accommodation. The latter may not be helpful if housing is just not available in the community. Provision of on-campus housing is now a NVIT priority.

b) Community-Level Access

As reported above, the Registered Indian on-reserve projected population increase between 1998 and 2008 is 30.4%. This compares to an off-reserve projection of 4.5%. This, in conjunction with the fact that a far larger proportion of Aboriginal former students (29%) attending colleges and institutes had to relocate from their home community than non-Aboriginal former students (19%), suggests the need for increased attention to finding ways in which community-level access to NVIT programs can be supported, thereby addressing a geographic barrier to post-secondary education. This challenge can be addressed by NVIT expanding the delivery of its programs into Aboriginal communities in the province and by the introduction and expansion of online courses and programs.

c) 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 British Columbia 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.

This is an access issue because those with less than high school face major limitations in accessing post-secondary education and training, let alone employment opportunities. This suggests the need for NVIT to address student academic barriers by enhancing accessible routes to high school completion or equivalency on and off campus that in turn link to our post-secondary programs.

d) Relevant Student Support

Aboriginal student feedback and data related to their experiences and circumstances include:

- the high proportion of Aboriginal students leaving high school without completion of Grade 12 (and/or without completion of English and Math 12);
- the high percentage of Aboriginal students having to interrupt their studies for financial reasons,
- Aboriginal students being more likely to be single parents;
- their requests in mainstream institutions for more Aboriginal content in curriculum (e.g., Elders input, accurate Aboriginal history, aspects of traditional beliefs and values); and
- their requests for more support (e.g., increased tutoring and individual attention) and for smaller classes.

This information points to the need for institutions to enhance student support related activities, and for curriculum that better meets the needs of Aboriginal students and their communities. A greater argument for student support mechanisms are the incidents of abuse and attempted suicide.

e) Band Education Funding

The education funding available to Bands, while not a provincial issue, continues to be an economic barrier to access and a reality for an Aboriginal institution that has a student population that is primarily Aboriginal. Federal funding has not kept up with the increased costs of post-secondary education.

3. Program Relevance

While it is necessary for NVIT to ensure its courses and programs are recognized and transferable, that should not be interpreted as meaning our programming should simply duplicate what exists elsewhere. In fact, were NVIT to do that we would not be true to our mandate as an Aboriginal institution nor to our mission. NVIT needs to continue to explore ways in which it can address the education and training needs of Aboriginal communities. We describe this in one of our expected mission outcomes as “a programming focus on Aboriginal community development by emphasizing the social, economic, land and governance development themes.” This is an ongoing priority for the institution both in terms of new programs as well as in terms of updating existing curriculum.

4. Aboriginal Culture and Practice

Central to being an Aboriginal institution is the need to integrate Aboriginal cultures, languages, views, and traditions into our curriculum and into the delivery of our programs and services. We are proud of our institutional achievements in this regard - especially the dedication and involvement of our Elders Council members – but more can and needs to be done in order to enhance learning and the learning experience for the students that come to us. Besides increasing the integration of Aboriginal traditions, knowledge and values into our curriculum and practices, we also see the building of our planned Ceremonial Arbour as a key element in supporting as well as symbolizing the presence, strength and valuing of Aboriginal culture at this institution.

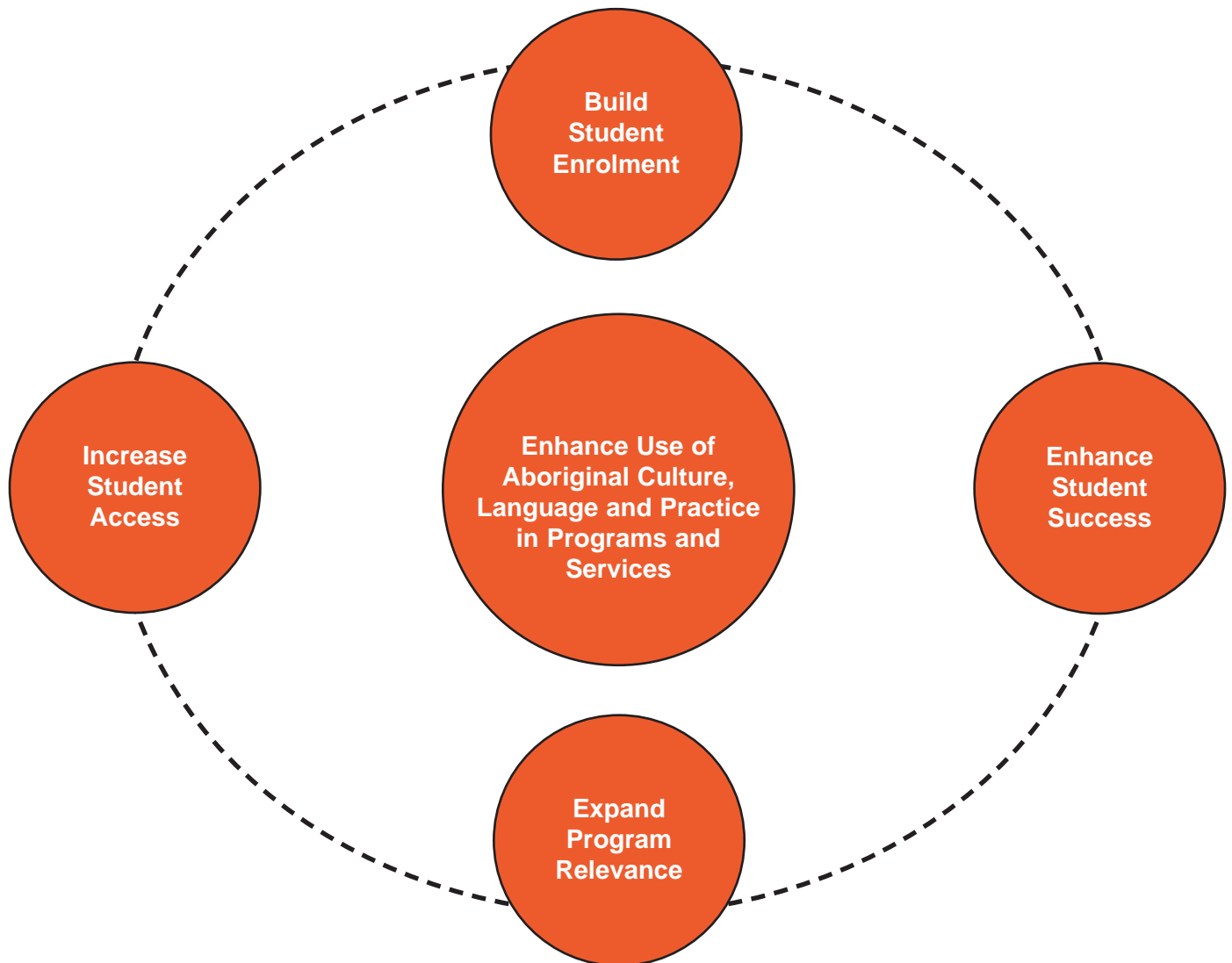


This section contains the institution’s Service Plan goals, corresponding supporting objectives, and linkages to the relevant Accountability Framework system strategic objectives and performance measures. Goals describe the high-level results to be achieved over the three years of the service plan. Objectives are the incremental, measurable results to be accomplished along the way to achieving the goals.

NVIT’s institutional goals and objectives flow directly from the expected institutional outcomes defined in our mission statement and the external and internal institutional operating environments. Each objective is linked to the goal it is most closely associated with even though it may also be able to support another goal(s).

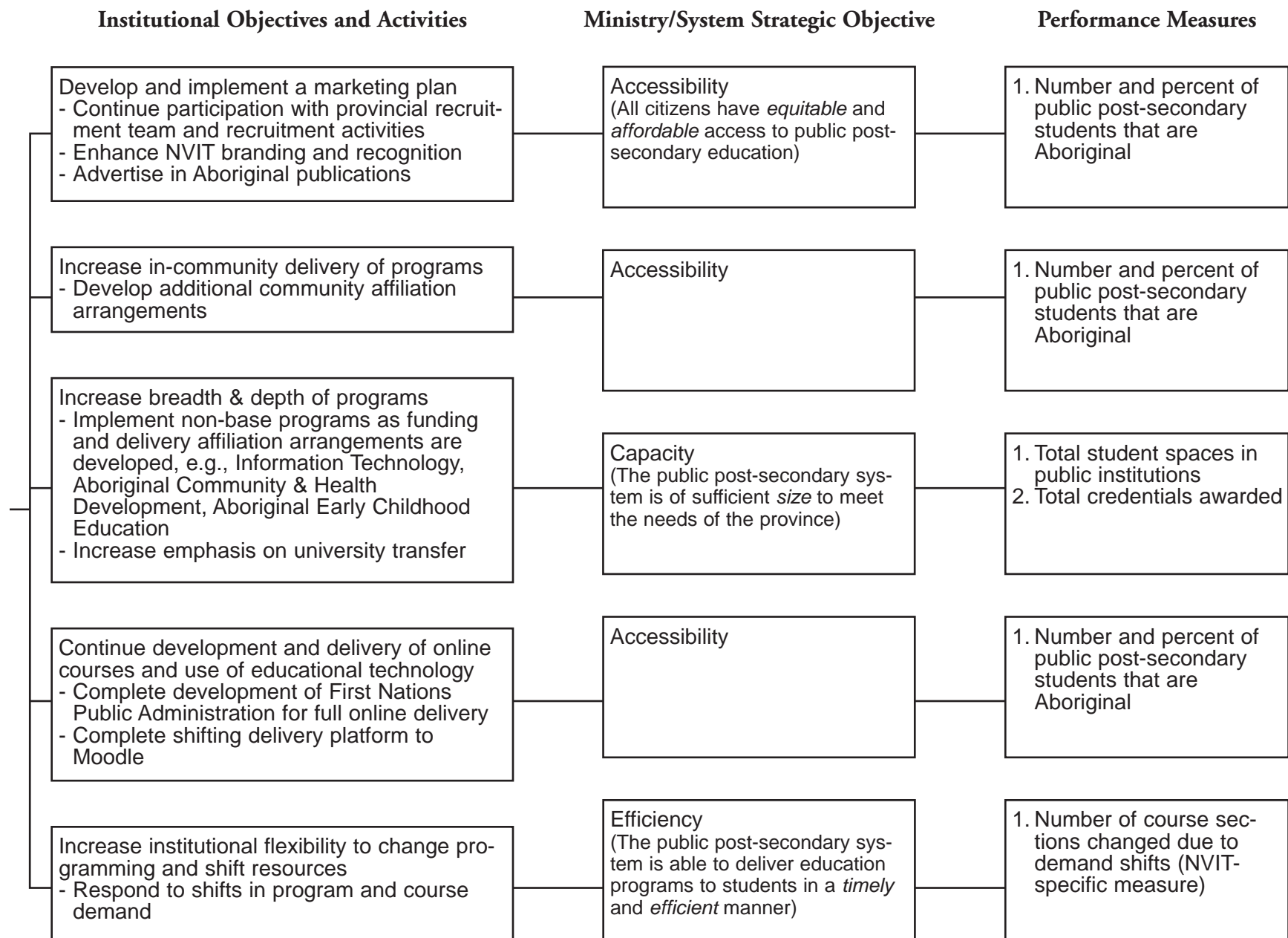
NVIT has five broad goals as reflected in the graphic below:

1. To Build Student Enrolment
2. To Enhance Services Supporting Student Success
3. To Expand Programming Relevance for Aboriginal Students and Communities
4. To Increase Access Opportunities for Aboriginal Students
5. To Enhance Use of Aboriginal Culture, Language and Practice in Programs and Services



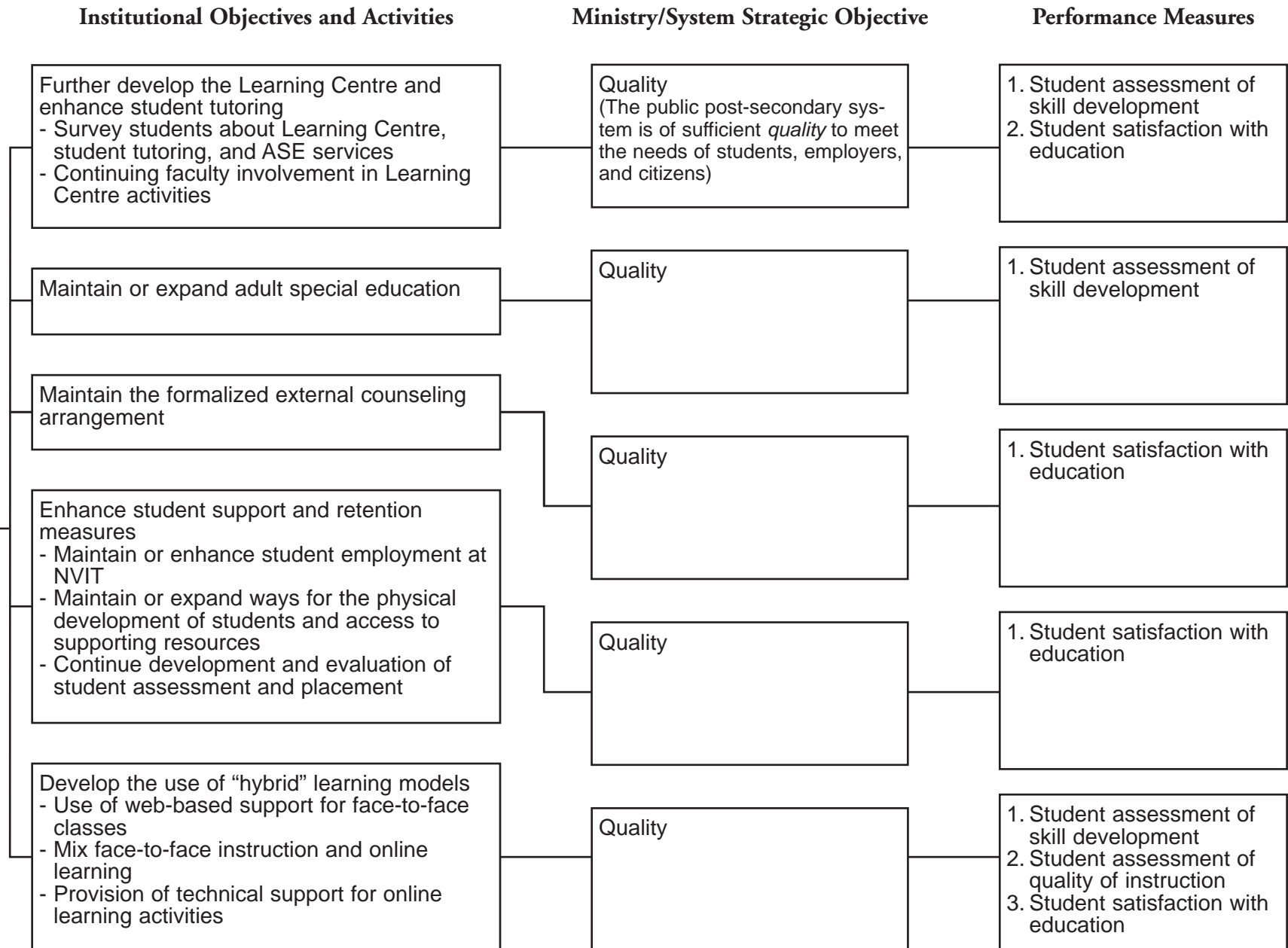
Goal 1: To Build Student Enrolment

Build Student Enrolment



Goal 2: To Enhance Services Supporting Student Success

Enhance Services Supporting Student Success



Goal 3: To Expand Programming Relevance for Aboriginal Students and Communities

**Expand
Programming
Relevance for
Aboriginal
Students and
Communities**

Institutional Objectives and Activities	Ministry/System Strategic Objective	Performance Measures
Establish an Aboriginal Language Training Centre - Work with schools and communities to enhance support for local Aboriginal languages - Implement a language lab	Relevance (The public post-secondary system is <i>relevant</i> and <i>responsive</i> to the needs of the province by providing the appropriate scope and breadth of education)	1. Maintain or increase the number of student registrations in Aboriginal language courses (NVIT-specific measure)
Introduce an Aboriginal culture requirement for program completion	Quality (The public post-secondary system is of sufficient <i>quality</i> to meet the needs of students, employers, and citizens)	1. Student satisfaction with education
Develop an “inclusive Aboriginal approach” for each program area	Quality	1. Student satisfaction with education
Ensure Aboriginal community development is the base for all programs	Quality	1. Student satisfaction with education
Develop student “choice”: NVIT choices for students, and NVIT as the choice of students - provision of different instructional delivery models, (e.g., class, online, community-based, directed studies)	Relevance	1. Number and percent of public post-secondary students that are Aboriginal (NVIT-specific use of a system “accessibility” measure)

Goal 4: To Increase Access Opportunities for Aboriginal Students

Increase Access Opportunities for Aboriginal Students

Institutional Objectives and Activities	Ministry/System Strategic Objective	Performance Measures
Develop an Education Plan with a supporting Education Technology Plan - 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	Efficiency (The public post-secondary system is able to deliver education programs to students in a <i>timely</i> and <i>efficient</i> manner)	1. Student satisfaction with transfer
Expand articulation and linkages with secondary schools	Accessibility (All citizens have <i>equitable</i> and <i>affordable</i> access to public post-secondary education)	1. Number and percent of public post-secondary students that are Aboriginal
Explore additional delivery collaboration opportunities, particularly in trades, health and 2010 initiatives	Accessibility	1. Number and percent of public post-secondary students that are Aboriginal
Introduce literacy level ABE courses	Accessibility	1. Student spaces in developmental programs
Introduce a vocational, trades, or apprenticeship program	Relevance (The public post-secondary system is <i>relevant</i> and <i>responsive</i> to the needs of the province by providing the appropriate scope and breadth of education)	1. Number and percent of public post-secondary students that are Aboriginal (NVIT-specific use of a system "accessibility" measure)

Goal 5: To Enhance Use of Aboriginal Culture, Language and Practice in Programs and Services

**Enhance Use of
Aboriginal
Culture,
Language and
Practice in
Programs and
Service**

Institutional Objectives and Activities	Ministry/System Strategic Objective	Performance Measures
Maintain current cultural practices and ensure they are promoted - Enhance “celebrations” of Aboriginal cultures - Display the Thompson and Okanagan languages on our campus - Increase display of Aboriginal art	Quality (The public post-secondary system is of sufficient <i>quality</i> to meet the needs of students, employers, and citizens)	1. Student satisfaction with education
Increase use of Elders in course delivery	Quality	1. Student satisfaction with education
Develop a mechanism to ensure Aboriginal protocol and the decisions of Elders Council are supported	Quality	1. Student satisfaction with education
Explore visits by Elders for non-local students (e.g. from northern BC)	Quality	1. Student satisfaction with education
Design and implement an Elders sponsored cultural certificate	Quality	1. Student satisfaction with education 2. Student assessment of skill development

The purpose of this section is to present the three-year performance targets for each FTE and non-FTE Performance Measure established in the 2006-07 Budget and Accountability Letter received by the institution. These performance measures link to the measures identified above.¹⁰

Table 4: Nicola Valley Institute of Technology Baseline and Performance Targets 2006/07 – 2008/09

Performance Measure	Baseline Data for 2006/07 Service Plan		Performance Targets ¹¹		
			2006/07	2007/08	2008/09
Student spaces in public institutions Total student spaces	Data from 2004/05 Fiscal Year		277	285 (7 to be added)	293 (7 to be added)
	253 2004/05 Actual	262 2005/06 Target			
Total credentials awarded	43 2004/05 3-yr average		73	74	76
Number and percent of public post-secondary students that are Aboriginal Total number (#) Percent (%)	Data from 2004/05 Academic Year		Maintain or Increase	Maintain or Increase	Maintain or Increase
	539 77.1%				
Student spaces in developmental programs	Data from 2004/05 Fiscal year		Maintain or increase	Maintain or increase	Maintain or increase
	41 2004/05 Actual	63 2005/06 Target			
Skill Development* Skill Development (avg. %)	2005 Survey Data 86.8%		Meet or exceed benchmark (85%)		
Written Communication	87.5%		Individual skills should contribute toward meeting skill development average benchmark target of 85%		
Oral Communication	78.6%				
Group Collaboration	93.3%				
Critical Analysis	86.7%				
Problem Resolution	86.7%				
Reading and Comprehension	87.5%				
Learn on Your Own	87.5%				

¹⁰Annual Key Student Outcomes Indicators for college and institute system institutions can be found at <http://outcomes.bcstats.gov.bc.ca/Publications/collegereports/keyout/2005keyoutcomes.pdf>

¹¹In the 2006/07 Funding and Accountability Letter to NVIT, the Ministry indicated FTE targets for 2007/08 and 2008/09 would be increased by 7 FTEs per year.

Table 4: Nicola Valley Institute of Technology Baseline and Performance Targets 2006/07 – 2008/09 (continued)

Performance Measure	Baseline Data for 2006/07 Service Plan	Performance Targets ¹¹		
		2006/07	2007/08	2008/09
Student assessment of quality of education	2005 survey 100%	Meet or exceed benchmark (90%)		
Student assessment of quality of instruction*	2005 survey 87.5%	Meet or exceed benchmark (90%)		
Student satisfaction with transfer Sending %	2005 survey 100%	Contribute toward achievement of system level benchmark (90%)		
Student assessment of usefulness of knowledge and skills in performing job	2005 survey 100%	Meet or exceed benchmark (90%)		
Student outcomes – unemployment rate	2005 survey 33.3%	Maintain unemployment rate of former NVIT students below rate for persons with only high school credentials or less ¹²		
Percent of annual education activity occurring between May and August	4.15% (2004/05 FY)	Contribute toward achievement of system level target of 21%		

*The baseline and performance data for college sector outcome measures “Skill development” and “Student assessment of quality of instruction” are based on a five point scale that will be recalibrated to a four point scale to allow system level comparability. The recalibrated baseline and performance data will be provided for institution 2005/06 Service Plan Reports, and the baseline data will be restated in 2006/07 Service Plan Reports.

¹¹In the 2006/07 Funding and Accountability Letter to NVIT, the Ministry indicated FTE targets for 2007/08 and 2008/09 would be increased by 7 FTEs per year.

¹²Subject to further discussion between the Ministry and NVIT. Meaningful assessment of this factor is a challenge - the annual Student Outcomes Survey contacts a very small number of former NVIT students and the results must be interpreted with caution, e.g., the 2005 survey’s unemployment rate for NVIT results from only 3 former students reporting they were unemployed. Also, most of NVIT’s students come from rural areas outside the Nicola Valley where they lived on reserve. Upon graduation they have tended to return to their communities where on-reserve unemployment is often very high.

SUMMARY: FINANCIAL OUTLOOK

**NICOLA VALLEY INSTITUTE OF TECHNOLOGY
3 YEAR INSTITUTIONAL SERVICE PLAN
SUMMARY FINANCIAL REPORT**

OPERATING STATEMENT	PROJECTIONS (in \$000)		
	2006/07	2007/08	2008/09
Revenue - credits			
Operating Contributions from the Province	\$(4,361)	\$(4,231)	\$(4,307)
Operating Contributions from the Federal Government	(175)	(150)	(150)
Recognition of DCC/Contributed Surplus - Provincial Sources	(449)	(449)	(449)
Sale of goods and services to Crown Corporations and Agencies	(281)	(281)	(281)
Other sales of goods and services	(1,136)	(1,150)	(1,160)
Fees and licenses	(408)	(439)	(460)
Total Revenue	(6,810)	(6,700)	(6,807)
Expenses - debits			
Salaries and benefits	3,836	3,986	4,136
Cost of goods sold	150	178	178
Other operating costs (less amortization & debt servicing)	2,375	2,400	2,425
Capital amortization expense	499	499	499
Total Expense	6,810	7,013	7,188
Operating (Gain) Loss	-	313	381
(Gain) loss on sale of capital assets	-	-	-
Net (Income) Loss*	-	313	381

*Operating Contributions from the Province for 2007/08 and 2008/09 do not include anticipated funding to address cost pressures/inflation. 2006/07 includes a deferred revenue amount.