

2023–24

Institutional Accountability Plan and Report



Northern Lights
College



Territorial Acknowledgement

Northern Lights College acknowledges that our campuses are situated on the ancestral and traditional land of many nations, including the Dane Zaa, Cree, Tsáá? Ché Ne Dane, Saulteau, Tse'Khene, Kaska Dena, Tahltan, and Tlingit. We also recognize Métis Nation members who share a deep history with this land.

We, at Northern Lights College, commit to restoring and honouring the Truth and Reconciliation Calls to Action; we strongly believe that truth must be acknowledged to move forward to reconciliation.

We are grateful for the Traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We acknowledge our hosts and honour their gracious welcome to those seeking knowledge.





Accountability Statement

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

Dear Minister Beare:

We are pleased to provide you with the *Northern Lights College 2023-2024 Institutional Accountability Plan & Report*. This report was prepared in accordance with the *Accountability Framework Standards and Guidelines Manual: 2023/24 Reporting Cycle*.

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

Yours truly,

Lori Archibald
Board Chair
Northern Lights College

Todd Bondaroff
President and CEO
Northern Lights College

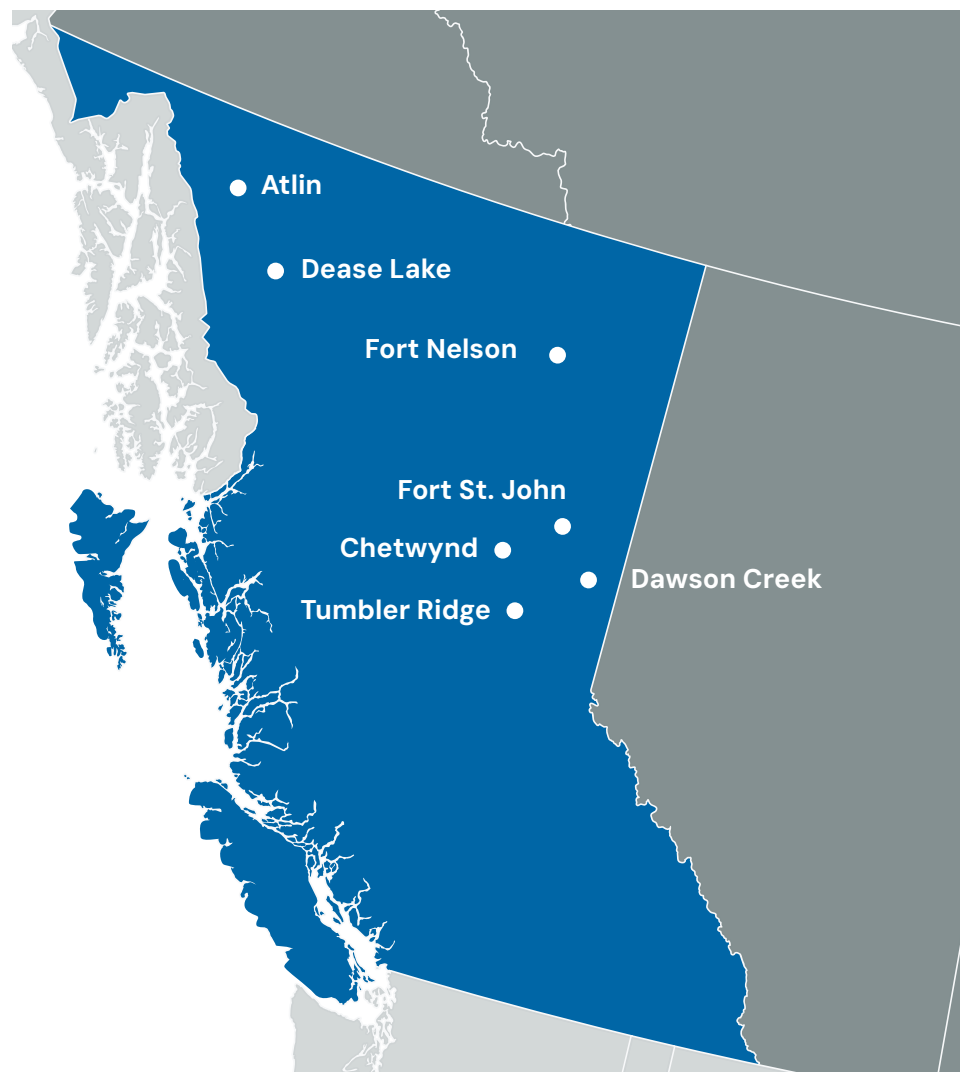
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The NLC geographic region comprises the northern third of British Columbia. The College region is approximately 325,000 square kilometres in area and is occupied by about 74,000 people. In fact, compared to all other colleges in the province, Northern Lights College has the largest geographic area as well as having the lowest population.

The region served by NLC includes service to:

- Three Health Service Delivery Areas (Northwest, Northern Interior, and Northeast)
- Three development regions (North Coast, Northeast, and Nechako)
- Three provincial electoral districts (Peace River North, Peace River South, and Skeena)
- Four regional districts (Northern Rockies, Peace River, Kitimat–Stikine, and Stikine)
- Four school districts (Peace River South, Peace River North, Fort Nelson, and Stikine)



At a glance 2023-24



Bricks and mortar



5
campuses



2
access centres



1
farm facility



2
student housing facilities with a total of 292 beds



Students

3361

Total Students in 2023-24

••• **2489**
Domestic Students

••• **256**
Indigenous Students

••• **161**
Dual Credit Students

••• **872**
International Students from 40+ countries



Local Impact

1  out of every **15** jobs in the college's service region is supported by the activities of NLC and its students.


A top employer
in Northeast BC with **400+** employees



Education

75+

Academic, Vocational, and Trades programs

620

Credentials awarded to all student types (2022-23)



Outcomes



94%
student satisfaction with education



94%
positive rating of the quality of instruction



88%
recent graduates employed



84%

of domestic student applicants are from Northern BC.

The following is an overview of the Strategic Plan that will guide Northern Lights College from 2023 to 2028



Pillar 1 — Student Journey

At NLC this means... We welcome every student wherever they are on their learning journey and set them on a path to educational, personal, and career success.

● Students will say “We belong here.”



Pillar 2 — Responsive Programming

At NLC this means... We provide flexible educational opportunities that meet the evolving needs of the students, communities, and industries we serve.

● Students will say “NLC meets our needs.”



Pillar 3 — Truth and Reconciliation

At NLC this means... We work in partnership with Indigenous peoples and communities to advance Reconciliation through true, lasting, and substantive participation.

● Indigenous Communities will say “NLC is committed to building relations that are mutually beneficial, collaborative, genuine, and transformative.”



Pillar 4 — People and Culture

At NLC this means... Each of us strives to build an inclusive, respectful, safe, and welcoming college community where we trust each other and work together to continuously improve the education and services we provide.

● Employees will say “We live our values.”



Pillar 5 — Community Connections

At NLC this means... We enrich the communities we serve by listening, engaging, and collaborating as a good partner, an active participant, and a vital community hub.

● Communities will say “This is our college.”



Our Mission

Enriching lives, communities, and industry in northern British Columbia and the world through accessible, applied, and academic learning.



Our Vision

NLC is the college of choice for energy and technology training, and academic and lifelong learning—in or beyond the classroom.



Our Values

Our values guide how we act every day.



Heart

We value the emotional connections we have to each other and to those we serve.



Respect

We have mutual appreciation and trust for one another, no matter our differences.



Integrity

We take responsibility for everything we do, no matter the outcome.



Innovation

We encourage initiatives that create opportunities for constructive change.



Excellence

We strive to produce quality work that is both accurate and insightful.

Strategic Context



The service region of Northern Lights College spans a vast area of the province's northeast and far north, characterized by diverse landscapes including rolling farmland, mountainous terrain, and dense forests spotted by lakes and rivers.

Historically, the region has been closely tied to resource-driven industries such as forestry, natural gas, agriculture, and mining, which have played pivotal roles in shaping its economy and communities. Major urban centres like Fort St. John and Dawson Creek serve as hubs for economic activity and regional development.

The College's service region is on the traditional territories of many nations, and NLC serves and partners with 11 First Nation communities.

While the College serves one-third of the total territory of the province, the northeast and far north contain less than 2% of the BC population. The Northeast region's population is projected to increase by an average of 0.5% annually from 72,700 in 2023 to 76,500 by 2033. However, according to the *BC Labour Market Outlook*, the region anticipates 10,400 job openings over the next decade.

The top 20 high-demand jobs in Northeast BC from 2023–2033 cover a wide spectrum of industries and professions, including many careers for which NLC provides training and education.

Management and administrative roles, including retail and wholesale trade

managers, administrative officers, managers in agriculture, senior managers in the public and private sector, construction managers, and accommodation service managers, are crucial for overseeing various aspects of businesses and organizations. Technical and skilled trades occupations such as central control and process operators in petroleum, gas, and chemical processing, power engineers, construction millwrights, contractors and supervisors in oil and gas drilling, automotive service technicians, and heavy-duty equipment mechanics, are essential for local industry.

Finance and accounting positions like accounting technicians, bookkeepers, and clerks play vital roles in managing financial operations. Education and social services occupations, including college instructors, social and





Site C Hydroelectric Project (Source: BC Hydro – Site C Clean Energy Project)

community service workers, and early childhood educators, contribute to education and community well-being. Lastly, healthcare roles like nurse aides and registered nurses are vital for providing healthcare services to the region's residents (*BC Labour Market Outlook Data Catalogue 2023*).

Two of northern BC's megaprojects reached major milestones in 2023-24. Construction on the Site C hydroelectric project, just outside Fort St. John, has completed construction and will be the third hydroelectric dam on the Peace River. Once operational, Site C is set to contribute to British Columbia's

electrification plan. With up to 2,500 workers involved in its construction, the project has had a major impact on the northeast region.

Construction work on the Coastal GasLink pipeline project was completed in late 2023. The pipeline,



Coastal GasLink pipeline project (Source: Coastal GasLink)



LNG Canada facility in Kitimat (Source: LNG Canada)

which begins just 30 km west of Dawson Creek, is designed to transport natural gas from the Montney gas-producing region to the LNG Canada facility in Kitimat for export. Once operational, the pipeline is expected to drive further development of the natural gas sector in northeast BC.

It was an eventful year for economic development in our smaller northeastern communities. The Canfor Pulp Mill in Taylor has been recently purchased by Buffalo Rail and Infrastructure Corporation with a vision for Northeast BC to become home to a world-scale industrial distribution hub. The property will be repurposed over time into a multi-use industrial distribution and logistics hub focused on serving the region's energy, agricultural, and forestry industries.

The closure of the Canfor mill in Chetwynd had a significant impact on that community. Affected workers were supported into retirement, retraining, upskilling or in finding other employment. The Canfor mill

in Chetwynd has now been sold to Peak Renewables to operate a pellet plant utilizing wood waste. As well, Peak Renewables has purchased and is retrofitting the former OSB plant in Fort Nelson to operate as a pellet plant.

Fort Nelson First Nation continues work on its Tu Deh-Kah Geothermal Project.

During spring and summer of 2023, northeast BC (like many other parts of BC) was devastated by wildfires. Our communities were regularly covered by smoke and several communities, including local First Nation communities, were evacuated for periods of time. The Donnie Creek fire, in an area south of Fort Nelson, sadly became the largest wildfire in BC history.

Over the past year, British Columbia has grappled with a range of pressing political and social issues. Key issues included housing affordability, homelessness and addictions, and reconciliation with Indigenous

communities. The provincial government implemented measures to address these challenges, including investments in affordable housing and initiatives to support Indigenous land rights and self-governance.

Additionally, climate change and environmental protection remained significant priorities, leading to policy changes aimed at reducing carbon emissions and transitioning to renewable energy sources.

Federally, Canada faced similar issues, with additional focus on pandemic recovery efforts, healthcare reform, and economic recovery.

In January 2024, the federal government announced major policy changes for the enrolment of international students in Canada that will require post-secondary institutions to carefully navigate these changes in the years ahead.



Internal Context

Progress on our Strategic Plan *Moving Forward Together*

In Spring of 2023, Northern Lights College launched its updated Strategic Plan, *Moving Forward Together*. The College set out its path forward on five key areas: Student Journey, Responsive Programming, Truth and Reconciliation, People and Culture, and Community Connections. The following is an account of the progress made towards our strategic goals during the 2023–24 year.

Student Journey

Prospective Student Recruitment: Over the past year, NLC established a dedicated Student Recruitment department to focus our efforts on domestic student recruitment and enrolment. This new team developed a student recruitment strategy and engaged in a variety of activities aimed at increasing domestic enrolment, including the return of Open Houses to our campuses.

Improved Student Communication and Engagement: The College undertook a communications audit to better understand the needs and gaps in communication with prospective and current students. This work led to the creation of more and better communications tools and touchpoints to engage with students. In Fall 2023, the College established a President’s Student Advisory Committee to enhance student engagement on our campuses.

Responsive Programming


New Programs: During 2023–24, NLC made important progress on the development of new educational programming for our region. NLC partnered with Tourmaline, Canada’s largest natural gas producer, to develop curriculum for a rigorous Field Operations Technician – Hydrocarbon Resources Program to prepare oil and gas field operators for employment in British Columbia and across Canada. NLC and the Peace River Regional District agreed to a three-year funding agreement to support the creation of NLC Cares: Allied Health Strategy to meet future health care labour market needs in northeast BC.

High School Transitions: NLC strengthened its partnership with local School Districts over the past year through the creation of a joint dual credit working group, enhanced communications and promotions with local schools, and new scholarships to encourage direct transitions to post-secondary education.

Continuing Education: Over the past year, NLC has concentrated its efforts on a full renewal of the Continuing Education operations of the College. Enhanced offerings have better met the needs of local communities, local First Nations, and local industry. The first year of the Future Skills Grant program was an important element of these efforts.

Truth and Reconciliation

Community Engagement: NLC continued its engagement with the leadership and education departments of Indigenous communities in the northeast and far north. In an important milestone for these efforts, a working group of First Nation



and Métis Nation representatives completed work on the terms of reference for a Council for Innovation in Indigenous Education (CIIE), which will provide guidance to the College on educational and training needs and priorities for Indigenous students and communities.

Engaging with Indigenous Knowledge: Over the past year, the NLC community had opportunity to engage with learning for Truth and Reconciliation. Our Elder-in-Residence program ran for its second year and several esteemed local elders honoured us by sharing their knowledge. Over the winter, we held teepee raising ceremonies in partnership with local communities. In March 2024, NLC and Doig River First Nation co-hosted “Awakening our Language”, a language revitalization gathering on the Fort St. John campus which brought together over 200 participants from local First Nation and Métis communities.

People and Culture

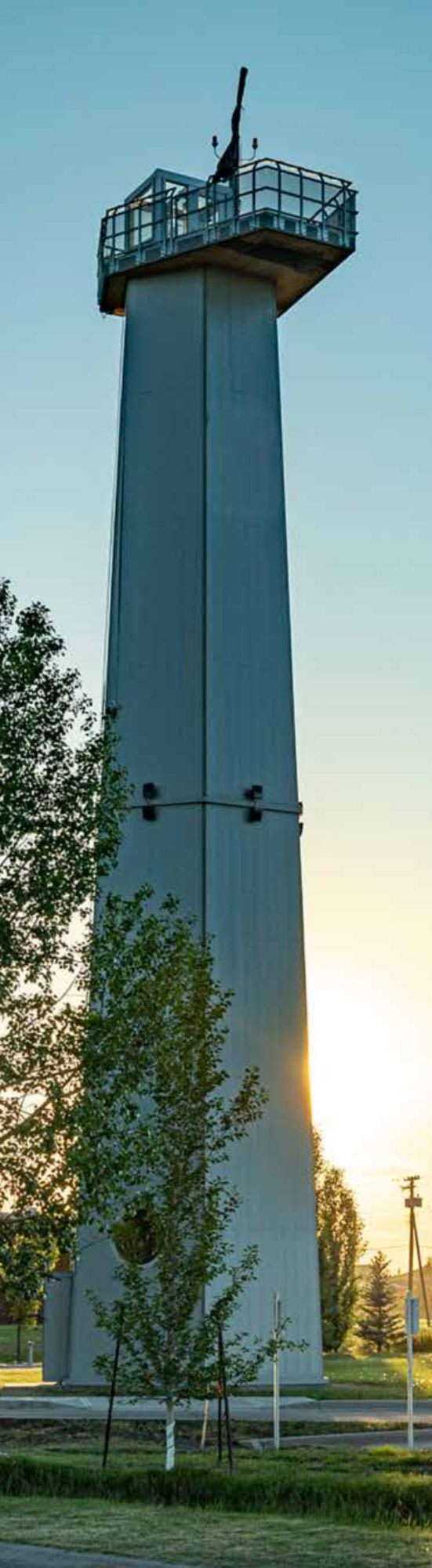
Staff Engagement: Building staff engagement was an important focus over the past year. A staff survey highlighted strengths and weaknesses, which NLC staff were able to come together and discuss during World Café workshops held over the winter. *Knowledge Unleashed*, a speakers series which highlighted faculty members’ research, was a great example of staff leadership and engagement.

50-30 Challenge: NLC was proud to be a Hub during 2023-24 for the 50-30 Challenge program through Colleges and Institutes Canada. Through this work, NLC was able to contribute to work on Equity, Diversity, and Inclusion at a national level.

Community Connections

Small Campus Revitalization: New programming was offered over the past year at our smaller campuses across northern BC. These include: Business Management and Youth Explore Trades in Chetwynd; Automotive Service Technician Apprenticeship and Office Assistant in Fort Nelson; and Adult Upgrading in Atlin.

The Northern Promise: This project, which NLC led on behalf of the four post-secondary institutions in Northern BC, worked with community partners and local credit unions across the north to increase access to the Canada Learning Bond. The Northern Promise project wrapped up in 2023-24, having connected with hundreds of northern families to promote access to post-secondary education.



Year in Review

New Student Success Hub opens in Fort St. John

A fresh, new space to support students opened on the Fort St. John NLC campus. The Student Success Hub is an accessible, one-stop shop for current students to access a variety of services from knowledgeable staff. It's also a safe space for students to study, decompress, and — in some cases — share difficult emotions and personal issues with staff who can help.

Chetwynd campus welcomes international students

Chetwynd campus welcomed a cohort of international business students for their on-campus orientation on August 29. They spent the day learning about the different services NLC has

to offer, had a tour of the campus, and took a walking tour of their new home community.

NLC opens door for Open House

For the first time in several years, NLC opened its doors for an Open House. Events were held in Chetwynd, Dawson Creek, Fort Nelson, and Fort St. John. The public was welcomed to take a tour of the facilities in each campus, learn more about the programs offered, and get to know our staff and faculty.

NLC Community Giving Fund gives back

The Northern Lights College Foundation created a new fund to continue giving back to our communities. The NLC Community Giving Fund allows contributions to support various organizations within the service area, ensuring donations are directed toward local charities and non-profits. At NLC, we firmly believe in our role as a community hub, emphasizing our commitment to giving back to our community, particularly to those in need.



Our Northern Lights Adaoma Aniekwena

Adaoma, or Adda, is from Nigeria and moved here with her two children and her husband in 2023. She left behind her parents and 11 siblings. Adaoma earned her BSc in Biochemistry in Nigeria but preferred a business environment so she started working at a bank. She applied to the Post-Degree Diploma in Business Management to learn more about management and business in Canada. For her, applying to NLC and moving to Canada has been a smooth process.

Continuing Education future skills

Northern Lights College's Continuing Education department experienced great success with the Province of BC's StrongerBC future skills grant. The grant provides eligible British Columbians with up to \$3500 of funding for short-term skills training at public post-secondary institutions. All the grant funds allotted to Northern Lights College were used. Programming included computer and software-related skills training, project management, and business-related courses.



NLC partners with Tourmaline Oil to develop new program

Working in partnership with Tourmaline Oil, Northern Lights College is developing a rigorous Field Operations Technician – Hydrocarbon Resources Program to prepare field operators for employment in BC and across Canada. Subject matter experts from both NLC and Tourmaline – with a combined 130 years of experience – are confident the program will exceed expectations and meet critical labour needs.

Fusion of flavours at NLC cooking competition

Celebrity chef Dale Mackay was thrilled to be invited back as a judge for the second Fusion Faceoff cooking competition, where NLC Professional Cook students went head-to-head to create the best meals they could. He was thoroughly impressed by the food both teams prepared and how they were able to create such depth of flavour within the allotted time period.



NLC and Doig River First Nation host the region's first language symposium

What started as an idea floated around the kitchen table led to two days of dedicated learning and building connections with Indigenous communities and organizations. Drawing over 250 attendees to the Fort St. John campus, the *Reawakening our Language Gathering* demonstrated the urgency to revitalize local Indigenous languages in Northeastern BC.

Elders share their knowledge

The Indigenous Education department has worked hard to bring more traditional culture and teachings to NLC. Through the Elder-in-Residence

program, we saw Elders from First Nations across the region spend a week at our Dawson Creek and Fort St. John campuses. They shared teachings with students and staff and created art that now hangs in the hallways.

Teepee raising

Under the guidance of Tony Solomon from Mukwa Teepees, NLC staff came together to raise a teepee on our Dawson Creek campus. Tony shared his knowledge of Anishinaabe traditions and how to properly care for the teepee. A few months later, NLC staff raised a teepee on Fort St. John campus using what they'd learned from Tony.



Our Northern Lights

Bryce Brown

Bryce Brown was the top student for the Feb 2024 Aircraft Maintenance Technician program completion. Bryce excelled in both the theory and practical components of this demanding program that requires 95% attendance just to keep your seat. He even won the exclusive Nathan Smith Award worth \$1,000 which is awarded to a student that must be a graduate of the Aircraft Maintenance Technician Program, have a GPA of at least 3.67, and must demonstrate an interest in pursuing a career in helicopter maintenance.





NLC Rodeo National Champion

The NLC Rodeo team were the National Varsity Team Champions of the 2023–24 Canadian College Rodeo Association season. During the season, NLC also hosted its second annual Northern Lights College Intercollegiate Rodeo, bringing together the community with 60 volunteers and 122 athletes from seven post-secondary schools for an action-packed weekend.



Funds help high school grads

NLC made it even easier for high school grads to attend post-secondary. All 2024 graduates from School Districts 59, 60, and 81 were automatically eligible for \$1,000 tuition credit when they signed up for an NLC program.



NLC developing new allied health care programming

Northern Lights College received \$450,000 from the Peace River Regional District’s Health Related Services Grant-In-Aid program to develop an allied health care strategy to enhance health programming. The funds will aid in the development of three to five allied health care certificate or diploma programs.



New faces in new roles

NLC added several new positions over the last year, with some new faces joining the team and current employees stepping in to fill new roles. The Indigenous, International, and Marketing and Communications departments all have new or new-to-the-role directors.

Employee success stories

Leo Manning – Dean of Trades and Apprenticeships

Leo Manning, whose unit served in

the 1st Battalion, Royal 22^e Régiment Battle Group of the Canadian Armed Forces out of Courcellette, Quebec, was awarded the Commander-in-Chief (CinC) Unit Commendation. It is awarded to “those that have performed an extraordinary deed or activity of a rare high standard in extremely hazardous circumstances.”

Beatrice (Bea) Harris – Social Services Worker Instructor

Bea Harris proved that hard work pays off when she was awarded the Northeast Native Advancing Society (NENAS) Continued Success Award. The honour is given to an Indigenous person who has completed advanced education and demonstrates resilience in overcoming life’s challenges.



Our Northern Lights April Trasy

April Trasy is a mom, works two jobs, is a small business owner, and an artist. In her spare time, she’s also managed to graduate as a certified Health Care Assistant and has now finished the Access to Practical Nursing program. April started her NLC journey in 2022 as the Regional Bookstore Manager, but when she learned about the Health Care Access Program (HCAP), she knew she couldn’t pass up the opportunity.



Curtis Newby – Aircraft Maintenance Technician Instructor

One of the highest honours in the BC aviation industry was bestowed upon NLC instructor Curtis Newby. He was named the 2023 recipient of the Robert Hope Pursuit of AME Excellence Award by the BC Aviation Council.



New Chair for the Board of Governors

The Northern Lights College Board of Governors has a new Chair, but one that many already recognize. Lori Archibald was elected as Chair after serving on the Board for five years, three of which were spent as Vice-Chair.

Hospital on Campus

As the Ministry of Health moves on the next steps for the construction of the new Dawson Creek and District Hospital, NLC looks forward to the potential partnerships that will come with completion.



NLC housing upgrades

Dawson Creek Student Housing got a facelift this year in the form of brand new siding, fascia, soffits, eavestroughs, and downspouts, as well as 270 new windows. The triple-paned glass will help keep the building warmer in the winter and make it more energy efficient.

ECE WIL funding

As the need for more Early Childhood Education graduates rises, so has the base funding for work-integrated learning (WIL) in that program. The Ministry of Post-Secondary Education and Future Skills funding will help facilitate the WIL cohort model of delivery and will continue annually.



Our Northern Lights

Leslie Munch

You'd be hard pressed to find a student better prepared for a cook training program than Leslie Munch. She's worked everywhere from small concessions to 200 person camps, and even runs a catering and food truck business, Love to Munch, with her family. She recently completed NLC's inaugural offering of Professional Cook Level 1 Indigenous Content as part of the 'Rising Bears' cohort.

Mandate Letter Reporting

- 1. Delivering educational and training programming as described in the [StrongerBC Future Ready Action Plan](#) to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.**
 - Development of Terrestrial Aquatic Ecosystems Reclamation Micro-credential, which makes the Land and Water monitoring curriculum accessible to a broader range of students and employees in various industry roles.
 - NLC offered the Office Assistant program in Fort Nelson through a hybrid format. This allowed students to work or meet family commitments in the morning while attending class in person in the afternoon.
 - Implemented health bursaries in alignment with the training pillar of the BC Health Human Resources Strategy.
 - Obtained seed funding to create NLC Cares: Allied Health Strategy to guide initiation of at least three allied health programs by 2026/27 to support the healthcare system and aging population in Northern BC.
 - Increased seats in the Early Childhood Education program to include an annual work integrated offering, which allows students to complete a credential while remaining in the workforce.
 - NLC is committed to training allied health professionals in the North, and will work closely with Northern Health to secure funding for the training of needed allied health professionals at the certificate and diploma level. We have increased our recruitment and marketing efforts to encourage local youth to pursue a career in health.
 - NLC supported the work of BCATTA and TTBC to develop the Trade Up BC website.
- 2. Working with Skilled Trades BC, Indigenous leadership, and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.**
 - In partnership with North East Native Advancement Society (NENAS), NLC delivered a Professional Cook Level 1 program to a cohort of Fort Nelson First Nation students in community, as well as offering an Indigenous Cook Level 1 in Dawson Creek.
 - NLC is developing a Council for Innovation in Indigenous Education (CIIE) that will provide guidance from Indigenous communities on trades training needs and priorities.



3. Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

- NLC campuses have an Indigenous Gathering Space as an informal, welcoming space for Indigenous students, and as a hub for Indigenous cultural activities.
- The Indigenous Education department organized Cultural Safety training sessions with leadership, faculty, and staff in Fall 2023.
- Efforts were made over the past year to incorporate local Indigenous language and culture onto NLC campuses. This included new artwork from local Indigenous artists, signage in local languages, and the raising of teepees on campus.

4. Developing and implementing protections for international students that support their fair treatment.

- NLC Initiated development of an international education strategic plan towards the end of 2023–24, with open consultations planned for Spring 2024, and expected completion in Fall 2024.
- Over the past year, NLC increased support staff positions for international students, and enhanced learning support and advising services for students.
- In the wake of federal government changes to Canada’s international student program in January 2024, NLC sent out additional communications to students and applicants to help them better understand the impact of these changes.

5. Meeting or exceeding the financial targets identified in the Ministry’s Service Plan tabled under Budget 2023.

- NLC has met its financial targets for 2023–24

6. Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

- NLC is compliant with the *Tuition Limit Policy*.

Reporting on the Ministry's long-term strategic initiatives:

7. Sexual Violence and Misconduct prevention and response.

- The *Sexual Violence and Misconduct Policy* is reviewed every 3 years, as required. The next review is currently in progress with the College Policy Committee and an update to the policy is expected to be completed during the 2024–25 academic year.
- Review of the *Sexual Violence and Misconduct Policy* has historically occurred during each new student orientation that takes place at the beginning of each semester/term (first day of class). At new student orientations in May 2023, September 2023, January 2024, and February 2024, the review of the sexual violence and misconduct policy included an in-depth presentation and discussion about consent with over 1000 new students.
- In Sept 2023, NLC participated in the Sexual Violence Prevention Poster Campaign provided by the Ministry. The poster campaign aligned with BC's Consent Awareness Week which was the 3rd week of September. During that week, NLC shared information with students about consent awareness, including through an email campaign to all students. On March 13, 2024, NLC staff participated in sessions with the Ministry to validate the SV Action Plan.

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

Participation

- In 2023–24, NLC saw eight former youth in care benefit from the BC Government's tuition waiver program, with a total of \$29, 875.45 distributed in 2023–24, representing an increase of 145% over last year.

Supports

- The NLC Financial Aid office leads advising for access to funding and supports for former youth in care. Over the past year, NLC has increased the amount of wrap-around student services available for all students, including former youth in care.
- The Student Recruitment department established a *Domestic Student Recruitment Strategy* in Fall 2023, which includes former youth in care as a priority group for engagement.

9. K–12 Transitions and Dual Credit Programming. Provide updates on the uptake of K–12 Transitions and Dual Credit programming at the institution.

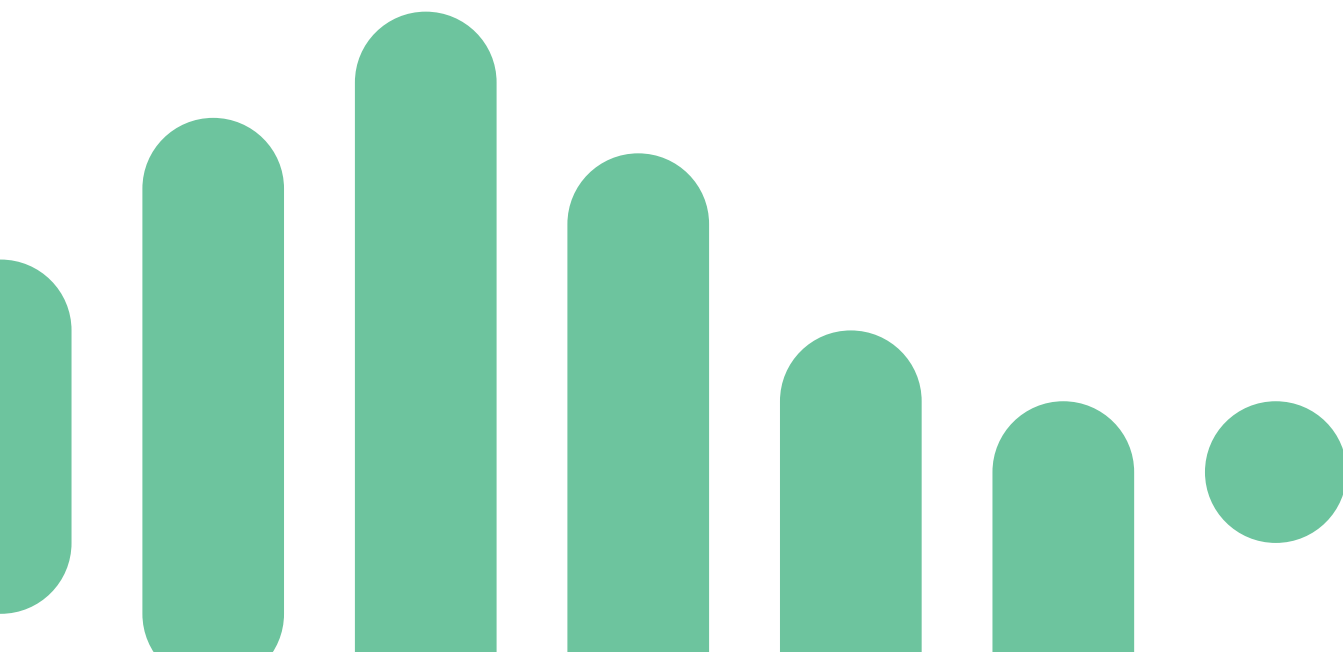
- 166 dual credit students were enrolled in 19 programs at Northern Lights College in Fall 2023 and Winter 2024, an increase of 12% over the previous year. The highest enrolment programs were: Trades Sampler for Youth, Heavy Mechanical Foundation, Automotive Service Technician, Hairstylist Foundation, and Welder Foundation.
- NLC strengthened its partnership with local School Districts over the past year through the creation of a joint dual credit working group, as

well as enhanced communications and promotions with local schools, and increased tours of campuses for local high school students.

- Dual credit students are supported through a biannual Dual Credit orientation, and are encouraged to access the full range of learner supports available at NLC.

10. Work-Integrated Learning

- NLC obtained base funding for an annual intake of the Early Childhood Education (ECE) Work Integrated Learning program the success of six soft-funded cohorts, including one specific to Indigenous learners. The design of Work Integrated Learning supports the co-creation of curriculum that reflects the needs and priorities of each cohort of students. This can be particularly helpful for Indigenous families and communities.
- The Land and Water program is an example of WIL programming leading straight to employment. Over the past year, several students completed the Land and Water 290 Practicum, leading to summer student employment and then to full job offers.
- All Trades foundation programs include a work experience placement which connects students to community and local businesses, resulting in increased employment after course completion.
- NLC organized two new program offerings in Fort Nelson this past year (Office Assistant and Automotive Service Technician apprenticeship), both of which included a WIL component.



Goals and Objectives

The Strategic Plan of Northern Lights College is in alignment with the Goals and Objectives of the Ministry of Post Secondary and Future Skills, as outlined in the Service Plan 2023–24 and 2024–25.

Northern Lights College Strategic Plan		Ministry of Post–Secondary Education and Future Skills 2023/24 – 2025/26 Service Plan
		GOALS
		Goal 1: BC’s workforce has access to postsecondary education and training to respond to the urgent need for more and new skills
		OBJECTIVES
	Objective 1.1: Provide more affordable access to skills training and postsecondary education	Objective 1.2: Build an inclusive workforce by bringing more people into the workforce who have historically been left behind
Student Journey	Goal 1.1. Make students’ entry into NLC a smooth and positive experience	
Responsive Training	Goal 2.2. Offer accessible and flexible programming	
Truth and Reconciliation		Goal 3.2. Increase access to learning and education opportunities for Indigenous students.
People and Culture		Goal 4.3. Cultivate an organization where everyone feels they belong.
Community Connections		Goal 5.2. Revitalize smaller campuses.

	Ministry of Post-Secondary Education and Future Skills 2023/24 – 2025/26 Service Plan	
	GOALS	
	Goal 2: British Columbia’s workforce is built for change with responsive and innovative post-secondary education and training	
	OBJECTIVES	
Northern Lights College Strategic Plan	Objective 2.1: Support a more responsive and relevant post-secondary and skills training system	Objective 2.2: Provide British Columbia’s workforce with the best information available to make informed decisions about their education, training, and career opportunities
Student Journey		Objective 1.1.2. Enhance and increase our communications touchpoints with future and incoming students.
Responsive Training	Goal 2.1. Leverage provincial and regional priorities to inform NLC programming portfolio decisions.	
Community Connections		Goal 5.3. Showcase NLC’s contribution to vibrant communities in the region

	Ministry of Post-Secondary Education and Future Skills 2023/24 – 2025/26 Service Plan	
	GOALS	
	Goal 3: Advance reconciliation and self-determination with First Nations, Métis and Inuit in B.C. through postsecondary education and skills training	
	OBJECTIVES	
Northern Lights College Strategic Plan	Objective 3.1: Implement the <i>Declaration on the Rights of Indigenous Peoples Act</i> and relevant components of the Action Plan	Objective 3.2: Co-develop approaches to the delivery of skills training and post-secondary education programs to meet the needs of Indigenous learners and communities
Student Journey		Goal 3.3. Co-create programming and training with Indigenous communities that centres on Indigenous worldviews, methodologies, and processes
Truth and Reconciliation	Objective 3.1.1 Launch the NLC Council for Innovation in Indigenous Education (CIIE) as a space for local Indigenous communities to guide our approach to Indigenous education	



Student Journey

At NLC this means... We welcome every student wherever they are on their learning journey and set them on a path to educational, personal and career success.

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

- Obj. 1 Improve the application and admissions experience for new students
- Obj. 2 Enhance and increase our communications touchpoints with future and incoming students.
- Obj. 3 Redesign NLC's approach to domestic student recruitment

1.2 **Enhance and coordinate an NLC-wide focus on student success and well-being**

- Obj. 1 Map the student success learning journey from acceptance to alumni

1.3 **Work with students to develop a vibrant campus experience**

- Obj. 1 Increase student access to recreation and wellness activities
- Obj. 2 Advance initiatives identified within the NLC Campus Development Plan



Responsive Programming

At NLC this means... We provide flexible educational opportunities that meet the evolving needs of the students, communities, and industries we serve.

2.1 **Leverage provincial and regional priorities to inform NLC programming portfolio decisions**

- Obj. 1 Establish the NLC Cares Allied Healthcare strategy
- Obj. 2 Consult and Develop an NLC Aviation program strategy
- Obj. 3 Transition the Centre of Training Excellence in Oil and Gas (CTEOG) to the Energy Institute

2.2 **Offer accessible and flexible programming**

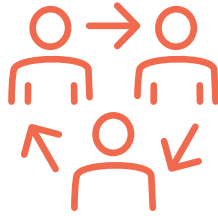
- Obj. 1 Strengthen high school transitions into NLC
- Obj. 2 Relaunch Continuing Education

2.3 **Establish robust program and enrolment planning**

- Obj. 1 Develop the tools, knowledge, and shared understanding necessary for student-centred enrolment planning

2.4 **Enhance curriculum review, renewal, and development**

- Obj. 1 Generate a 5-year Academic Plan



Truth and Reconciliation

At NLC this means... We work in partnership with Indigenous peoples and communities to advance Reconciliation through true, lasting, and substantive participation.

3.1 Build lasting relationships with Indigenous communities through consistent and accountable actions

- Obj. 1 Launch the NLC Council for Innovation in Indigenous Education (CIIE) as a space for local Indigenous communities to guide our approach to Indigenous education
- Obj. 2 Co-create relationship-building events and projects that support local Nations and organizations

3.2 Increase access to learning and education opportunities for Indigenous students

- Obj. 1 Work with Indigenous communities and organizations to develop and offer access to learning through program cohorts that centre Indigenous culture and support the whole student

3.3 Co-create programming and training with Indigenous communities that centres on Indigenous worldviews, methodologies, and processes

- Obj. 1 Consult with community to build a shared approach and capacity for this work at NLC

3.4 Strengthen Indigenous representation on campuses

- Obj. 1 In consultation with Community, increase representation of place-based Indigenous art, language, and culture on our campuses



People and Culture

At NLC this means... Each of us strives to build an inclusive, respectful, safe, and welcoming college community where we trust each other and work together to continuously improve the education and services we provide.

4.1 Evolve NLC's culture to one grounded in accountability, continuous improvement, and collaborative problem solving

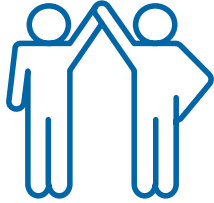
- Obj. 1 Establish an office of Institutional Research
- Obj. 2 Initiate development of a Cyber Security Risk Management Framework
- Obj. 3 Benchmark Academic Integrity, and Artificial Intelligence best practices
- Obj. 4 Establish a framework for developing business continuity plans

4.2 Improve internal communications

- Obj. 1 Develop and implement an internal communications strategy

4.3 Cultivate an organization where everyone feels they belong

- Obj. 1 Improve the employee journey



Community Connections

At NLC this means... We enrich the communities we serve by listening, engaging, and collaborating as a good partner, an active participant, and a vital community hub.

5.1 Strengthen mutually beneficial relationships with the communities NLC serves

Obj. 1 Host NLC events in collaboration with community partners

5.2 Revitalize smaller campuses

Obj. 1 Develop sustainability plans for small campuses

5.3 Showcase NLC's contribution to vibrant communities in the region

Obj. 1 Develop and share NLC's year-in-review with our communities



Performance Measures, Targets and Results

The following are the eight performance measures required by NLC as standardized for this report. Complete performance measure reporting including the Ministry of Post-Secondary Education and Future Skills Training measures can be found in Appendix B.

1. Student Spaces

System objective Capacity: The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.

Number of full-time equivalent student enrolments delivered overall and in the designated program areas of Health and Developmental.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023-24
Total student spaces (PSFS)	642	592	594	1628	Not Achieved
Nursing and other allied health programs	68	74	86	115	Not Achieved
Developmental programs	78	101	119	122	Substantially Achieved

Over the past year, NLC continued positive trends for enrolment in our programs. NLC saw continued growth in Nursing and other allied health programs. For Development programs, notable enrolment growth contributed to an assessment of substantially achieved. Total Ministry-funded spaces were up slightly for 2023-24, while enrolments in trades training were up significantly, providing for an overall increase of 8% in domestic Full Time Equivalent enrolments.

2. Credentials Awarded

System objective Capacity: The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.

The average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023-24
Total Credentials	350	335	304		Not Assessed
Certificate			186	223	Not Achieved
Diploma			118	100	Achieved

The assessment for the granting of credentials is for the 2022-23 year. Recent increases in domestic applications and new domestic students as we enter the 2024/25 academic year should lead to a turnaround in the trend for credentials granted to domestic graduates in the coming years.

3. Indigenous Student Spaces

System objective Access: The B.C. public post-secondary system provides equitable and affordable access for residents.

Number of full-time equivalent enrolments of Indigenous students delivered in all program areas.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023-24
Total Indigenous student spaces	230	213	221	≥213	Achieved
Ministry (PSFS)	155	133	125	≥133	Substantially Achieved
SkilledTradesBC	75	79	96	≥79	Achieved

4. Student Satisfaction with Education

System objective Quality: The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

Percentage of students who were very satisfied or satisfied with the education they received.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023-24
Former diploma, associate degree and certificate students	91.5% +/- 2.0%	88.1% +/- 2.5%	91.4% +/- 3.3%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	88.3% +/- 4.7%	86.2% +/- 5.6%	93.9% +/- 4.0%		Achieved
Former apprenticeship students	N/A	95.2% +/- 3.7%	96.8% +/- 4.4%		Achieved

5. Student Assessment of the Quality of Instruction

System objective Quality: The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

Percentage of students who rated the quality of instruction in their program positively.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023-24
Former diploma, associate degree and certificate students	94.4% +/- 1.7%	92.2% +/- 2.1%	93.6% +/- 2.9%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	89.5% +/- 4.5%	87.9% +/- 5.3%	92.3% +/- 4.6%		Achieved
Former apprenticeship students	N/A	98.4% +/- 2.1%	96.8% +/- 4.4%		Achieved

6. Student Assessment of Skill Development

System objective Quality: The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

Percentage of students who indicated their education helped them to develop various skills.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023-24
Former diploma, associate degree and certificate students	92.3% +/- 2.2%	89.1% +/- 2.9%	89.2% +/- 3.7%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	90.1% +/- 5.1%	83.6% +/- 7.4	93.0% +/- 3.1		Achieved
Former apprenticeship students	N/A	90.4% +/- 4.2%	87.3% +/- 7.2%		Achieved

7. Student Assessment of Usefulness of Knowledge and Skills in Performing Job

System objective Relevance: The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.

Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023-24
Former diploma, associate degree and certificate students	88.9% +/- 2.9%	85.5% +/- 3.2%	84.3% +/- 5.1%	≥90%	Substantially Achieved
Trades foundation and trades-related vocational graduates	88.7% +/- 6.6%	85.4% +/- 7.1%	95.0% +/- 4.0%		Achieved
Former apprenticeship students	N/A	96.7% +/- 3.2%	100.0% +/- 0.0%		Achieved

8. Graduate Unemployment Rate

System objective Relevance: The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023-24
Former diploma, associate degree and certificate students	6.1% +/-1.9%	4.8% +/-1.8%	3.3% +/-2.4%	≤14.5%	Achieved
Trades foundation and trades-related vocational graduates	12.7% +/-6.0%	12.5% +/-5.6%	3.2% +/- 3.2%		Achieved
Former apprenticeship students	N/A	1.6% +/-2.1%	0.0% +/-0.0%		Achieved

Financial Information

For the most recent financial information, please see the Audited Financial Statements available at:

https://www.nlc.bc.ca/wp-content/uploads/2024/05/2024_NLC_Financial_Statements_Final.pdf

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, and In Plain Sight Report Recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples, and In Plain Sight Report recommendations to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p>PROGRESS Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New² • Planned / In Progress / Implemented or Ongoing 	<p>INITIATIVES AND PARTNERSHIPS Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>

1: SOCIAL WORK	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	Re-launch of Indigenous Human Service Worker offerings in Fall 2023 (for the first time since 2019-20) to address demand for culturally relevant programming.
In Progress	Continuation of offering of Social Services Worker Diploma (SSWD) courses that incorporate curriculum updates including added readings and content reflecting Indigenous curricular priorities.

¹ “...” represents omitted text not related to post-secondary education from the original Call to Action.
² New initiatives start in the current reporting year and have not been previously reported on.

12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	A group of 8 Indigenous students from Saulneau First Nation and other First Nations in northeast BC started the first-ever Early Childhood Education and Care Diploma Work Integrated Learning (ECE WIL) cohort with an Indigenous focus in Fall 2023.
Ongoing	<p>NLC's Early Childhood Education and Care Diploma program has embedded concepts related to Truth and Reconciliation and culturally appropriate programming and family-centred care. This is a cornerstone of Early Childhood pedagogical approaches to training in the field.</p> <p>The design of Work Integrated Learning options within the program supports the co-creation of curriculum that reflects the needs and priorities of Indigenous families and communities. We continue to look for ways to ensure collaboration with Indigenous communities includes ECE programming that advances and addresses the needs as they emerge and are expressed by the Indigenous communities we serve.</p>

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	In March 2024, NLC and Doig River First Nation co-hosted "Awakening our Language", a language revitalization gathering on the Fort St. John campus.

23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

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

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	NLC has embedded the new British Columbia College of Nurses and Midwives resource for Indigenous cultural safety, cultural humility, and anti-racism in practical nursing curriculum, and in other health related programs. This standard ensures training is skills-based and that program content which is provincially prescribed and subject to regulatory review and approval is required for all health programs. With the new HCA provincial curriculum to begin Sep 2024, all instructors hired will have to have taken an Indigenous and cultural safety course (a requirement for employees in Northern Health as well).

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	N/A

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	During 2023-24, new training and learning opportunities were provided to staff in areas of Treaty history, local Indigenous cultural knowledge, and cultural safety.

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	During 2023–24, Teacher Candidate students attended the School District 60 Indigenous Education Centre to participate in a sweat lodge, as well as the Tse'K'wa National Heritage Site at Charlie Lake.
Ongoing	Culturally appropriate programming is a cornerstone of Early Childhood pedagogical approaches to training in the field. Our ECE faculty is passionate about truth and reconciliation and creating curriculum that supports culturally safe learning and care.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	N/A

92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Planned	The Business Management programs will go through a program review in the upcoming 24–25 year, and this review could include a review based on this call to action.
New	Students from the Applied Business Technology program attended the <i>Reawakening Our Language</i> gathering in March 2024.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
In Progress	NLC continues to work in partnership with First Nation and Métis communities in the NLC service region to develop a Council for Innovation in Indigenous Education (CIIE). The CIIE will serve as an advisory body for the college's efforts toward reconciliation in post-secondary education.
New	In 2023-24, the CIIE transitional working group with representatives from 10 partner communities completed the new Terms of Reference for the Council.
New	During 2023-24, NLC partnered with the North East Native Advancement Society to plan and deliver cohort training based on identified communities needs and interests, including Professional Cook and in the Caring Fields.

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 – please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

PROGRAM NAME	ACCREDITATION STANDARD DETAILS (IF NONE EXIST, N/A)
Practical Nursing	<ul style="list-style-type: none"> APN and PN curriculum – accreditation requires evidence that demonstrates successful teaching of the Indigenous cultural safety, cultural humility, and anti-racism practice standard. We have obtained accreditation from BCCNM for these programs.
Health Care Assistant	<ul style="list-style-type: none"> HCA new curriculum has been released and will be implemented in Sep 2024. The supplement will be coming out this spring/summer and offers learning resources and activities to embed into the curriculum that support cultural safety and humility.

In Plain Sight recommendation #14 – The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

PROGRAM NAME	PROGRESS	
All Programs	Ongoing	<ul style="list-style-type: none"> We continue to post for instructor and support positions and welcome Indigenous applicants. We are continually looking for opportunities to encourage any Indigenous professional to apply positions in the health and human services department.

In Plain Sight recommendation #18 – The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note – the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
Promote the Indigenous Health Bursary	Enroll and graduate more Indigenous students from each program in the 2024/25 year.	Increased access to healthcare training for Indigenous students.
Meet with each Indigenous applicants to support them through the admission/post admission process.		
Consider ideas on how to de-colonize the approach to demonstrating admission requirements being met.		

In Plain Sight recommendation #21 – All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

PROGRAM	PROGRESS	ACTIONS
Access to Practical Nursing/ Practical Nursing/Health Care Assistant	Provincial curriculum implemented and updated as revisions become available	<ul style="list-style-type: none"> • New HCA provincial curriculum implemented with start date of Sep 2024 • New APN and PN provincial curriculum to be released spring 2025. We have provided course release time for instructors to work on implemented new curriculum, including training components related to cultural safety and humility.

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2023–2024 Institutional Accountability Plan and Report



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