Nicola Valley Institute of Technology

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

April 20, 2005
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April 20, 2005

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

Dear Minister Chong:

Attached is the Nicola Valley Institute of Technology 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 Key Criteria and Performance Measures flowing from the Accountability Framework and the Ministry of Advanced Education’s system priorities. 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
II. INSTITUTIONAL OVERVIEW

A. Institutional Description

1. HISTORY
On September 01, 1995 the 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 institute 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 enrollment of 13 students. Today NVIT enjoys an architectural award winning campus, Eagles’ Perch, the design for which incorporates Aboriginal values and input. NVIT has a combined full and part time student body of over 500 students of which approximately 80% 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. The overall programming focus of the institution, regardless of a program’s field and credential, is on development of the Aboriginal communities. This is accomplished by emphasizing program linkages to the social, economic, land and governance development themes of communities, and by remaining current with evolving related theory and community 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, and BC College Presidents.

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.bcccat.bc.ca. In addition, collaborative degree programs are in place with Simon Fraser University and Thompson Rivers University (formerly University College of the Cariboo), enabling students to earn degrees at NVIT’s Merritt campus.
4. PROGRAMS
The NVIT Board of Governors and Education Council have approved programs and related credentials in:

a) NVIT Programs:
- Aboriginal Community & Health Development (planned for Fall 2005)
- Aboriginal Community Economic Development
- Aboriginal Early Childhood Education
- Aboriginal Human Services
- Academic/Indigenous Studies (University Transfer)
- Administrative Studies
- College Readiness (Adult Basic Education)
- First Nations Public Administration
- Foundational Skills in Counselling
- Information Technology
- Law Enforcement Preparation
- Natural Resource Technology

b) Collaborative Programs:
- NVIT/Simon Fraser University
  - Bachelor of General Studies (Aboriginal Community Economic Development/Business Studies)
- NVIT/Thompson Rivers University (formerly University College of the Cariboo)
  - Bachelor of Social Work

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

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.

The institution’s goals and objectives are linked to the post-secondary system’s direction through shared key criteria and the Accountability Framework’s performance measures.
B. Environmental 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 Increase Rate 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. As of December 31, 2003, BC had 198 (32%) of Canada's 614 Bands. However, this number reflected only 16% (116,136) of Canada's Registered Indian population. The average BC Band size is half that of the average for Canada (587 vs. 1172). BC's average size of 587 compares to 2092, 1632, and 1860 for Alberta, Saskatchewan, and Manitoba respectively. None of Canada's 20 largest Bands (with populations from 4,691 to 21,875) 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 off reserve 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).

   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.

   a) Percentage of Aboriginal Students Increasing. The percentage of students in BC schools who identify themselves as Aboriginal has grown from 5.6% in 1994/1995 to 8.4% in 2003/2004.

   b) High % of Aboriginal Students Do Not Complete Dogwood. 54% of Aboriginal students entering Grade 8 in 1997 did not complete the Grade 12 Dogwood Diploma compared to 18% on non-Aboriginal students. The six-year Dogwood completion rate in 2002/03 was 46% for Aboriginal students and 81% for non-Aboriginal (noncompletion rates of 54% and 19% respectively).

1 - http://www.aic-inac.gc.ca/pr/trs/rip/rip03_e.pdf
3 - http://www12.statcan.ca/english/profil01ab/placeSearchForm1.cfm
c) Low % Grade 12 English and Math Participation. The percentage of Grade 12 Aboriginal students who took English 12 in 2002/03 was 41% compared to 72% for non-Aboriginal students. For Math 12 the respective figures were 9% compared to 36%. The Aboriginal student success rate in English 12 was marginally higher than for 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” and the report for 1999 were the sources for most of the following information. Information identified as being for 2004 was obtained online from the Student Outcomes Reporting System.

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. Preliminary 2004 data suggests an increase to 4.5%.

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 Education. In 1999 32% of Aboriginal former students enrolled in ABE programs compared to 13% for non-Aboriginal former students.

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.

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.

7 - http://outcomes.bcstats.gov.bc.ca/SORS/index.asp
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. While both improved, the 2004 data shows a substantial difference, with Aboriginal former student unemployment at 14% compared to 8% for non-Aboriginal former students. [Note: Approximately three-quarters of NVIT’s base-program students come from outside the Nicola Valley and most are from rural areas where they lived on reserve. Unemployment rates in the communities some of our students come from – and go back to – can exceed 30%! When our graduates go back to their communities they often face severely limited employment opportunities, but it is they who will help build the capacities in their communities to further the economic and social development that in turn will create increased employment opportunities in the future for those that follow]

k) Employment Earnings Similar. In 2004 Aboriginal former students currently employed reported an average monthly salary of $2,398 from “main job”, compared to $2,397 for 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 2004 the figures were much closer, 41% compared to 43% 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 data:

- Approximately 80% of NVIT’s students in base programs are Aboriginal (Status, non-Status, Metis, Inuit);
- Typically, less than 25% in base programs come from the Nicola Valley; over 70% come from elsewhere in British Columbia and approximately 5% come from other parts of Canada;
- Approximately 80% of base-program students undertake full-time studies;
- Student age distribution in base programs is approximately 31% 24 and under, 17% 25-29, 23% 30-39, 18% 40-49, and 11% 50 and over; and
- Male/female distribution is approximately 40%/60%

8 - http://www.aved.gov.bc.ca/datawarehouse/#stdreports
2. Student FTE Production

As the table below illustrates, the number of full-time equivalent students served by NVIT grew 37% between 2000-01 and 2004-05.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Actual</th>
<th>Change</th>
<th>Change %</th>
<th>Funded</th>
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<td>2004-05 (est.)</td>
<td>237 (est.)</td>
<td>+54.4 (est.)</td>
<td>+ 29.8% (est.)</td>
<td>238</td>
</tr>
<tr>
<td>2003-04</td>
<td>182.6</td>
<td>-17.3</td>
<td>- 8.7%</td>
<td>228</td>
</tr>
<tr>
<td>2002-03</td>
<td>199.9</td>
<td>+14.7</td>
<td>+ 7.9%</td>
<td>220</td>
</tr>
<tr>
<td>2001-02</td>
<td>185.2</td>
<td>+12.2</td>
<td>+ 7.1%</td>
<td>213</td>
</tr>
<tr>
<td>2000-01</td>
<td>173.0</td>
<td>+18.5</td>
<td>+ 12.0%</td>
<td>188</td>
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As of early 2005 when this Service Plan was being prepared, the FTE production for 2004-05 was expected to increase by over 50 FTEs compared to the year before. Rough preliminary estimates indicate that 1/3 of 2004-05 growth occurred in on-campus programs during the year and 2/3 through increased credit program delivery in Aboriginal communities. The previous year’s decrease, after several years of modest but steady annual growth, may have been a temporary result of the significant tuition increases at institutions throughout BC after lifting of the provincial tuition freeze.

3. Financial Factors

For fiscal 2004-05 NVIT approved a deficit budget that was funded from financial reserves developed in previous years through effective financial control, operational efficiencies, revenue generation activity, and unplanned but definitely welcomed mid-year allocations from the Ministry of Advanced Education.

For fiscal year 2005-06 and possibly 2006-07 NVIT plans to again operate with deficit budgets funded from its financial reserves.

While this approach is less than ideal, it is of critical institutional importance that we maintain our growth momentum. We currently have the resources to support this strategy but logically, deficit budgeting can only be a temporary, short-term solution. We are pleased to see signals in the Ministry’s preliminary NVIT funding figures for 2006-2008 that suggest the its recognition of our need for such additional base funding.

D. Strategic Issues and Priorities

1. Building Enrollment

a). Our major challenge continues to be building institutional enrollment in order to attain the critical mass necessary to enhance institutional effectiveness and efficiency. We have been able to increase the drawing power of our institution by expanding the number and mix of programs available. By making existing funds go further and through collaboration with other institutions and organizations we have been able to introduce additional programming on campus and in Aboriginal communities.

We expect to be able to continue that approach for one or two more years by utilizing our institutional financial reserves. After that, if growth-supporting funding is not made available and/or generated, we will be forced to reduce our range of programs, losing what we have built up. We anticipate the increase in the number and type of programs will not only increase our student numbers, but that these program additions will increase the overall drawing power of the institution and increase enrollment in existing programs.
But building enrollment is more than just a matter of implementing additional programs. While they are a critical factor, an equal element and development challenge is building enrollment 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 institute’s goals and objectives contained in this service plan reflect steps to accelerate institutional growth over the next few years beyond that specified by the Ministry.

b). Over the longer term, however, there is another enrollment building related issue and that is whether NVIT and the Ministry should start preparing for 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 (formerly University College of the Cariboo) and a General Studies degree in Aboriginal Community Economic Development is delivered in collaboration with Simon Fraser University. We also plan to pursue degree collaboration in Aboriginal health with a degree granting institution once we have implemented our new Aboriginal Community & Health Development diploma program.

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.

2. Student Access and Support
Another major issue continues to be provision of meaningful access for students to our programming. Four key challenges related to this are community-level access, the educational backgrounds of students, relevant support for students, and education funds available to Bands.

a) 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.

b) High % of Aboriginal Population with Less than High School. 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.
c) Relevant Student Support
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, and their requests in mainstream institutions for more Aboriginal content, more support, and smaller classes are some of the arguments creating the need for seeking ways to provide Aboriginal students with enhanced levels of relevant support. A greater argument for student support mechanisms are the incidents of abuse and attempted suicide.

d) Band Education Funding
The education funding available to Bands, while not a provincial issue, continues none-the-less to be an economic barrier to access and a reality for an Aboriginal institution that has a student population that is 85% 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 of 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.
This section contains the institution's Service Plan goals, corresponding supporting objectives, and linkages to the relevant Accountability Framework key criteria 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 is attempting to accelerate its growth rate, with the intent of doubling its student FTEs between 2004-05 and 2008-09. For 2004-05 we have been able to take a major step in reaching that goal. The other 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 only 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 enrollment
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: BUILD STUDENT ENROLLMENT

OBJECTIVES

- Develop and implement a marketing plan
- Increase in-community delivery programs
- Increase breadth & depth of programs
  - Pursue funding for delivery of the Law Enforcement Preparation Program
  - Implement the Aboriginal Community & Health Development diploma program
  - Increase emphasis on university transfer programming
- Continue development and delivery of online courses and the use of educational technology
  - Complete development of First Nations Public Administration for full online delivery
- Increase institutional flexibility to change programming and shift resources

KEY CRITERIA

- Accessibility
  (All citizens have equitable and affordable access to public post-secondary education)
- Accessibility
- Capacity
  (The public post-secondary system is of sufficient size to meet the needs of the province)
- Accessibility
- Efficiency
  (The public post-secondary system is able to deliver education programs to students in a timely and efficient manner)

PERFORMANCE MEASURES

1. Number and percent of public post-secondary students that are Aboriginal
2. Number and percent of public post-secondary students that are Aboriginal
1. Total spaces in BC public post-secondary institutions
2. Number of degrees, diplomas and certificates awarded
1. Number and percent of public post-secondary students that are Aboriginal
1. Number of course sections changed due to demand shifts (NVIT specific measure)
IV. GOALS, OBJECTIVES AND PERFORMANCE MEASURES

GOAL: TO ENHANCE SERVICES SUPPORTING STUDENT SUCCESS

OBJECTIVES

- Further develop the Learning Centre and enhance student tutoring
  - Survey students about Learning Centre, student tutoring, and ASE services
- Maintain or expand adult special education
- Maintain the formalized external counseling arrangement
- Enhance student support and retention measures
  - Maintain or enhance student employment in the institution
  - Expand ways for the physical development of students and access to supporting resources
  - Continue development and evaluation of student assessment and placement
- Develop the use of "hybrid" learning models

KEY CRITERIA

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

PERFORMANCE MEASURES

- 1. Student outcomes – skill gain (seven skills)
- 2. Student satisfaction with education
- 1. Student outcomes – skill gain (seven skills)
- 1. Student satisfaction with education
- 1. Student outcomes – skill gain (seven skills)
- 2. Student satisfaction with quality of instruction
- 3. Student satisfaction with education
IV. GOALS, OBJECTIVES AND PERFORMANCE MEASURES

GOAL: TO EXPAND PROGRAMMING RELEVANCE FOR ABORIGINAL STUDENTS AND COMMUNITIES

- Establish an Aboriginal Language Training Centre
  - Implement a language lab
- Introduce an Aboriginal culture requirement for program completion
- Develop an “inclusive Aboriginal approach” for each program area
- Ensure Aboriginal community development is the base for all programs
- Develop student “choice”: NVIT choices for students, and NVIT as the choice of students

OBJECTIVES

- Comprehensiveness
  (The public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of education)
- Quality
- Quality
- Quality
- Comprehensiveness

KEY CRITERIA

PERFORMANCE MEASURES

- 1. Maintain or increase the number of student registrations in Aboriginal language courses (NVIT specific measure)
- 1. Student satisfaction with education
- 1. Student satisfaction with education
- 1. Student satisfaction with education
- 1. Number and percent of public post-secondary students that are Aboriginal (NVIT specific use of a system “accessibility” measure)
IV. GOALS, OBJECTIVES AND PERFORMANCE MEASURES

GOAL: TO INCREASE ACCESS OPPORTUNITIES FOR ABORIGINAL STUDENTS

OBJECTIVES

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 enrollment services
- Increase horizontal and vertical linkages between programs and services

Expand articulation and linkages with secondary schools

Explore additional delivery collaboration opportunities, particularly in trades, health and 2010 initiatives

Introduce literacy level ABE courses

Introduce a vocational, trades, or apprenticeship program

OBJECTIVES

Efficiency

Accessibility

Accessibility

Accessibility

Comprehensiveness

KEY CRITERIA

PERFORMANCE MEASURES

1. Student satisfaction with transfer

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

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

1. Student spaces in developmental programs

1. Number and percent of public post-secondary students that are Aboriginal (NVIT specific use of a system “accessibility” measure)
GOAL: TO ENHANCE USE OF ABORIGINAL CULTURE, LANGUAGE AND PRACTICE IN PROGRAMS AND SERVICES

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

Increase use of Elders in course delivery

Develop a mechanism to ensure Aboriginal protocol and the decisions of Elders Council are supported

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

Design and implement an Elders sponsored cultural certificate

OBJECTIVES

KEY CRITERIA

Quality

Quality

Quality

Quality

Quality

PERFORMANCE MEASURES

1. Student satisfaction with education

1. Student satisfaction with education

1. Student satisfaction with education

1. Student satisfaction with education

1. Student satisfaction with education

2. Student outcomes - skill gain (seven skills)
The purpose of this section is to present the three-year performance targets for each FTE and non-FTE Performance Measure established in the 2005-06 Budget and Accountability Letter received by the institution. These performance measures link to the measures identified above.9

### TABLE 4: NICOLA VALLEY INSTITUTE OF TECHNOLOGY BASELINE AND PERFORMANCE TARGETS 2005/06 - 2007/8

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Baseline Data</th>
<th>Current Data</th>
<th>Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Data for 2001/02: 229</td>
<td>Data for 2004/05: 238</td>
<td>2005/06 2006/07 2007/08</td>
</tr>
<tr>
<td>Total student spaces</td>
<td></td>
<td></td>
<td>246 254 262</td>
</tr>
<tr>
<td>Number of degrees, diplomas and certificates awarded</td>
<td>88 total credentials awarded (2001/02)</td>
<td>Performance in 2003/04: 64</td>
<td>92 93 95</td>
</tr>
<tr>
<td>BC public post-secondary graduate rate</td>
<td>Data for 2001/02: 83.6%</td>
<td>System performance in 2003/04: 85.3%</td>
<td>Contribute toward achievement of system level target</td>
</tr>
<tr>
<td>Percent of annual educational activity occurring between May and August</td>
<td>Data for 2001/02: 1.3%</td>
<td>System data for 2003/04: College sector: 14.2% System average: 15.0%</td>
<td>Contribute toward achievement of system level target of 21%</td>
</tr>
<tr>
<td>BC public post-secondary participation rates for population 18 – 29</td>
<td>Data for 2003/04: 44.5%</td>
<td>n/a</td>
<td>Contribute toward achievement of system level target</td>
</tr>
<tr>
<td>Student spaces in developmental programs</td>
<td>Data for 2003/04: 40</td>
<td>Data for 2004/05: 47</td>
<td>Maintain or increase Maintain or increase</td>
</tr>
<tr>
<td>Number and percent of public post-secondary students that are Aboriginal</td>
<td>Data for 2002/03:</td>
<td>Performance in 2003/04:</td>
<td></td>
</tr>
<tr>
<td>Total number</td>
<td>307</td>
<td>463</td>
<td>Maintain or increase Maintain or increase Maintain or increase</td>
</tr>
<tr>
<td>Percent</td>
<td>81</td>
<td>74.4</td>
<td></td>
</tr>
<tr>
<td>Student satisfaction with transfer</td>
<td>Data from 2002 survey: 100%</td>
<td>Data from 2004 survey: 100%</td>
<td>Contribute toward achievement of system level target (90% or improvement over time)</td>
</tr>
</tbody>
</table>

---

9 - Annual Key Student Outcomes Indicators for college and institute system institutions can be found at: [http://outcomes.bcstats.gov.bc.ca/Publications/collegereports/keyout/2004keyoutcomes.pdf](http://outcomes.bcstats.gov.bc.ca/Publications/collegereports/keyout/2004keyoutcomes.pdf)
TABLE 4: NICOLA VALLEY INSTITUTE OF TECHNOLOGY BASELINE AND PERFORMANCE TARGETS 2005/06 - 2007/08

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Baseline Data</th>
<th>Current Data</th>
<th>Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Outcomes – skill gain</td>
<td>Data from 2001 survey:</td>
<td>Data from 2004 survey:</td>
<td>Maintain a high level of skill gain (benchmark = 85%) or demonstrate performance improvement over time</td>
</tr>
<tr>
<td>Written communication</td>
<td>69.2%</td>
<td>80.0%</td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>84.6%</td>
<td>82.9%</td>
<td></td>
</tr>
<tr>
<td>Group collaboration</td>
<td>84.6%</td>
<td>80.6%</td>
<td></td>
</tr>
<tr>
<td>Critical analysis</td>
<td>89.2% (03 survey)</td>
<td>81.1%</td>
<td></td>
</tr>
<tr>
<td>Problem resolution</td>
<td>75.0% (03 survey)</td>
<td>70.3%</td>
<td></td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>84.6%</td>
<td>83.3%</td>
<td></td>
</tr>
<tr>
<td>Learn on your own</td>
<td>76.9%</td>
<td>74.3%</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>80.0%</td>
<td>78.9%</td>
<td></td>
</tr>
<tr>
<td>Student satisfaction with education</td>
<td>Data from 2001 survey:</td>
<td>Data from 2004 survey:</td>
<td>Maintain high level of satisfaction (benchmark = 90%) or demonstrate performance improvement over time</td>
</tr>
<tr>
<td>Student satisfaction with quality of instruction</td>
<td>Data from 2001 survey:</td>
<td>Data from 2004 survey:</td>
<td>Maintain a high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time</td>
</tr>
<tr>
<td>Trades training student satisfaction with education</td>
<td>Baseline under development</td>
<td>n/a</td>
<td>TBD</td>
</tr>
<tr>
<td>Number of trainees in industry training</td>
<td>System data for 03/04: Total trainees: 25,479</td>
<td>n/a</td>
<td>Contribute toward system total of 29,300 Contribute toward system total of 33,123 Maintain or increase</td>
</tr>
<tr>
<td>Student assessment of usefulness of knowledge and skills in performing job</td>
<td>Data from 2002 survey: 100%</td>
<td>Data from 2004 survey: 94.1%</td>
<td>Maintain high level of student assessment (benchmark = 90%) or demonstrate performance improvement over time</td>
</tr>
<tr>
<td>Student outcomes – unemployment rate*</td>
<td>Data from 2003 survey: 31.6%</td>
<td>Data from 2004 survey: 28%</td>
<td>Maintain unemployment rate of former NVIT students below rate for persons with only high school credentials or less</td>
</tr>
</tbody>
</table>

*Meaningful measurement of this factor poses a challenge at this time. Approximately three-quarters of NVIT’s students come from outside the Nicola Valley and most are from rural areas where they lived on reserve. Upon graduation they have tended to return to their communities where on-reserve unemployment is often very high. Furthermore, the Student Outcomes Survey figures for NVIT are often based on a very small number of student responses and need to be interpreted with caution.
**SVN: Financial Outlook**

Nicola Valley Institute of Technology  
3 Year Institutional Service Plan  
Summary Financial Report  
(projections as of March 22, 2005)

### OPERATING STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>PROJECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005/06</td>
</tr>
<tr>
<td><strong>Revenue - credits</strong></td>
<td></td>
</tr>
<tr>
<td>Operating Contributions from the Province</td>
<td>$3,946</td>
</tr>
<tr>
<td>Operating Contributions from the federal government</td>
<td>125</td>
</tr>
<tr>
<td>Recognition of DCC/Contributed Surplus - Provincial Sources</td>
<td>449</td>
</tr>
<tr>
<td>Sale of goods and services to Crown corporations and agencies</td>
<td>281</td>
</tr>
<tr>
<td>Other sales of goods and services</td>
<td>622</td>
</tr>
<tr>
<td>Fees and licenses</td>
<td>380</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>5,803</td>
</tr>
</tbody>
</table>

| **Expenses - debits**                              |             |             |             |
| Salaries and benefits                              | 4,118       | 4,309       | 4,515       |
| Cost of goods sold                                 | 178         | 178         | 178         |
| Other operating costs (less amortization & debt servicing) | 1,367      | 1,390       | 1,418       |
| Capital amortization expense                       | 499         | 499         | 499         |
| **Total Expense**                                  | 6,112       | 6,326       | 6,560       |

| **Operating (Gain) Loss**                          |             |             |             |
|                                                     | 310         | 550         | 712         |
| (Gain) loss on sale of capital assets              | -           | -           | -           |

| **Net (Income) Loss**                              | 310         | 550         | 712         |

*The projected deficit for 2005-06 will be funded from the institution’s unrestricted reserves.*