



**NATIVE
EDUCATION
COLLEGE**
YOUR JOURNEY HOME



OUR PATH TO SUCCESS | 5 YEAR STRATEGIC PLAN 2011-2016



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The Purpose of the Strategic Plan

The Native Education College has been on a 40-year journey to provide our students and community with high quality, relevant, and culturally respectful education and training opportunities. Aboriginal students of all ages, levels of ability and backgrounds have benefitted from our culturally safe and supportive learning environment. We are proud to have helped over 3000 students graduate with high school diplomas, college certificates, diplomas, post-secondary transfer credits, and a stronger sense of their place in the world.

The Native Education College leads the way in promoting lifelong learning, as it is one of the core values of Aboriginal ways of teaching. We are embarking on a new phase of our own educational journey as we seeking ways to innovate and expand our programs, alliances and services to support student success.

In the fall of 2010, we began a collaborative and interactive strategic planning process to develop a framework that will guide our College from 2011 to 2016. To identify areas that we can improve upon and opportunities we can pursue, we evaluated the existing educational landscape and gathered feedback from our community through questionnaires, interviews, and focus groups

The result of our work is this 'Strategic Directions Plan' that provides a clear vision of where we want to go and how we will get there. It provides us with a focused direction for growth while enabling us to continue building on our strengths as a culturally-strong, supportive learning environment for Aboriginal adult learners. To establish

our position as a leader in Aboriginal education, the four interconnected directional priorities that will guide our actions to 2016 will be:

1. To develop organizational excellence within our key personnel, systems, partnerships and facilities;
2. To enhance program excellence within new and existing culturally-responsive and relevant programs;
3. To provide more services and innovative learning environments that support student success, and;
4. To create an effective marketing and communications plan to connect to more communities.

As with many teachings of Aboriginal ways of being, we view these goals as interrelated components of a larger body of work. In this case, our larger vision is for a financially and academically strong, culturally rich college that promotes and respects Aboriginal cultures and ways of learning so that Aboriginal students succeed in transitioning to further employment and educational opportunities.

We are positioned well to support the growing number of Aboriginal adult learners who are eager to respond to the challenges and opportunities today's ever-changing, knowledge-based, global economy. We will continue meeting the educational needs of our students as we integrate these strategic priorities into our day-to-day operations. We will engage with our community members and partners as we review our progress, make adjustments, and bring this plan to life.



Message from the President

As the President of the Native Education College, I am honoured to be welcomed into Coast Salish territories. I am surrounded by a community of dedicated staff, volunteer board members, cultural and educational advisors, corporate and government partners, and students of all ages, backgrounds, and Nations. Our strength comes from the collective knowledge we share with each other.

The story of the Native Education College is about resilience, cultural pride and an unwavering determination to build a community that respects and supports Aboriginal people on their lifelong journey of learning. Thousands of students, their families and community champions have joined us for welcoming ceremonies, winter gatherings, Elders' Day celebrations, and graduation ceremonies. Now the children and grandchildren of our graduates are enrolling into programs at our main campus and community-based outreach programs.

To meet the growing numbers of urban Aboriginal adults in the Lower Mainland, we must continue to expand and improve our facilities, student support services, and staff expertise in promoting Aboriginal knowledge and ways of teaching. We must develop new partnerships and strengthen connections with other institutions and agencies to help our students transfer effectively into further education and employment opportunities. We must continue to create innovative curriculum, programs and services to make high quality education more accessible for local Aboriginal students and rural communities.

This Strategic Directions Plan provides a framework to guide our next five years of development. We are positioned to lead the way in providing human resources for Aboriginal cultural tourism, sustainable resource planning, social enterprises, and small business development. Our understanding of holistic health care services, transformative justice, community counselling, and early childhood education establishes the NEC as a leader in indigenous curriculum. Yet we remain focused on our goal of providing transformational educational experiences for our adult learners.

In honour and respect,
Dan Guinan | President of the Native Education College

Tansi!

Message from the Board Chair

As a Métis person with deep and passionate roots, I understand the importance of following protocols to acknowledge and thank the Coast Salish peoples for welcoming me to their traditional territories. I am honoured to work, live and learn in this dynamic, vibrant community known as Metro Vancouver. I feel energized by the strength and resilience of the Aboriginal people from this community who, like others across Canada, have risen above the impact of colonization and racism to move towards creating new relationships based on recognition and respect.

This Strategic Directions Plan supports our goal to position the Native Education College as a provincial and national leader in Aboriginal adult education. To do this, we acknowledge the importance of nurturing and expanding our community connections with past and current students, staff and faculty members, corporate partners, volunteers, community champions, board members and public partners. We also look outward to seek out and sign agreements with other institutions and organizations that will support our vision to promote student success and authentic Aboriginal learning experiences.

Recognizing that we are at a critical phase of our college's history, this plan provides the impetus to assess and evaluate all aspects of what will make us more responsive to the needs of our learners and stakeholders. We outline the need to develop a comprehensive strategy to sustain and also expand our programs so that we can provide additional classroom spaces, renovate and expand

existing campus buildings and attract new financial, political, and human resources.

The Strategic Directions Plan empowers us to focus our energy by communicating the goals, objectives, and performance measures that will meet the needs of Aboriginal communities and our funders. This plan allows us to stand informed, inspired and united in choosing future directions that will provide high quality Aboriginal educational experiences for our students.

But we will remember our roots and those who came before us, for they paved the way for future generations of successful lifelong Aboriginal learners. I look forward to continuing this learning journey with you as our board continues to establish the Native Education College as a national leader in Aboriginal education.

Merçi,
Keith Henry | Proud Métis Citizen



Our Story



The Native Education College is located on the traditional territories of the Coast Salish peoples in the heart of the City of Vancouver. We are blessed to witness individuals transform themselves, their families and their communities with new skills and confidence – yet the story of our College begins with struggle and resilience.

In 1979, the Urban Native Indian Education Society began writing a more culturally responsive chapter of education for urban Aboriginal adults. By 1985, the society moved the Native Education Centre into our current longhouse-style cedar building. Its magnificent post-and-beam structure stands rooted in history with a tall carved cedar pole facing east, to welcome the sun. We have expanded our operations over the years to connect with many rural and on-reserve populations by way of customized training and outreach programs.

In 2007 the name of the society and the college were changed to the NEC Native Education College. The wisdom gathered from generations of Aboriginal learners and educators remains centred in our mission of inspiring excellence in Aboriginal post-secondary education.

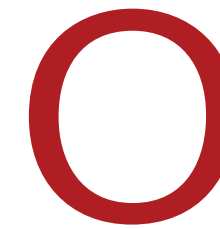
We envision that college will continue to evolve to meet the growing educational needs of the Aboriginal community of Metro Vancouver and the rest of BC. This plan outlines a doubling of enrollments in the next five years and a sharp focus on being the first choice for Aboriginal adult students seeking high quality, innovative learning experiences respectful of Aboriginal ways of teaching and knowing.



Our Vision



The NEC provides a culturally appropriate and supportive learning environment for Aboriginal learners.



Our organizational philosophy sets the context for this strategic plan. Our philosophy is defined by our vision, our mission, our history, and the principles and values that guide our decisions. Together, they

describe who we are, where we came from, what we want to achieve, and how we will get there.

Our vision sets out the ideal state that we want to achieve, and our mission identifies our purpose. Our history provides the context of how we have evolved to identify our values and principles that guide our decision-making and management approach today. When combined, they provide a frame that shapes the development of the directional priorities, goals, and performance measures of this Strategic Directions Plan.

• Our Vision

We envision that the Native Education College will be recognized for its leadership role in promoting excellence in Aboriginal adult education and Aboriginal ways of teaching and knowing, and that learners will choose our College because we provide exceptional learning opportunities in a supportive and innovative environment that respects and reflects the diversity of Aboriginal culture.

• Our Mission Statement

The Native Education College provides a culturally appropriate and supportive learning environment for Aboriginal learners. We offer accessible, relevant courses and services so that Aboriginal adult learners can successfully transition into further educational and employment opportunities. All of our decisions are rooted in Aboriginal values, ways of teaching, and knowing so that our students and staff enjoy learner-centered, supportive and culturally-responsive educational experiences.

▪ Learners will experience a learning environment that respects and reflects the diversity of Aboriginal culture.

▪ Learners get the support they need to achieve their educational goals in a way that respects their individual cultural values.

▪ Learners are prepared for meaningful roles in Aboriginal communities and society in general.

▪ Graduates are prepared for employment or to go on to further their education.

▪ Graduates receive recognition in the form of a certificate, diploma or degree.

▪ There is an informed, respectful working relationship amongst Aboriginal groups.

▪ The public is better informed on Aboriginal education issues.

We strive to include local, authentic Aboriginal knowledge as part of our commitment to promoting Aboriginal education.

Our Principles and Values

The philosophy of the NEC Native Education College is shared by Elders and educational leaders of many Aboriginal Nations across Canada. Though Nations may have distinct languages, beliefs, stories and histories, the teachings of our Elders and cultural experts tell us these principles and values are common to many Aboriginal people.

These principles and values create the foundation that guides us in all of our endeavours; they are the standard upon which our stakeholders can rely. This Strategic Directions Plan, and all that we do at the Native Education College, is rooted in these values.

- **Aboriginal Heritage and Cultural Competency**

We recognize that Aboriginal people have different backgrounds, languages, cultural traditions, protocols socio-economic backgrounds, levels of ability, and experiences with 'formal' mainstream education and traditional education systems. There is not just one Aboriginal culture, history, or group. We strive to attribute specific teachings to the people and Nations who shared those lessons with us. This provides more authentic learning experiences.

- **Honouring Diversity**

In addition to honouring diversity within Aboriginal groups, we acknowledge and value difference in every person. We do not tolerate discrimination on the basis of race, age, colour, ancestry, political belief, religion, marital or family status, financial status, level of physical or mental ability, gender or sexual orientation. We view our differences as a source of strength that unites us in a common vision to create more respectful, inclusive educational experiences for all learners.

- **Being Student-Focused**

Our students and staff represent different age groups, family environments, levels of ability. Many of our students face additional systemic and personal barriers to success, so we help students connect to study support groups, personal counselors, peer networks, cultural advisors, and employer recruiters.

- **Promoting Sustainable Thinking**

We think holistically; we see Mother Earth, her waterways, the air and all of the diverse people, plants, and animals, as important parts of an interconnected, whole ecosystem. This viewpoint holds individuals accountable for their words, actions, and opinions as it reminds us all that we are closely tied to each other and the world around us. This empowers us to incorporate into our own strategic plans and curriculum environmentally friendly, sustainable, and socially responsible ways of teaching and doing business.

- **Affordability and Accessibility**

We strive to find solutions for barriers that face many Aboriginal students. We provide academic and financial counselors, and seek to raise awareness about these issues in the minds of policy makers. We understand that our students, other adult learners, our communities, and our partners may have different needs for the delivery of courses and programs, so we strive to adapt program schedules, customize content, and provide flexible delivery methods.

- **Embracing Innovation**

We welcome new ideas and alternative worldviews that can help us create more innovative learning environments. We continue to seek ways to build on opportunities, address challenges, and improve the delivery of our programs so we can share Aboriginal knowledge and languages with future generations.

- **Showing Gratitude**

We are grateful to the generations that have come before us – they have protected and shared traditional Aboriginal ways of knowing, being and learning. Knowledge has been transferred to us by storytellers, language speakers, educators, medicine people, and artists; to honour their work, we strive to include local, authentic Aboriginal knowledge as part of our commitment to promoting Aboriginal education. We are grateful for this knowledge, as it supports our goal to establish curriculum excellence in delivering the highest quality, innovative and inspiring programs for our students.

- **Showing Humility**

We encourage and empower our people to share their voices, opinions, languages and ideas in a respectful way. We do not boast of our accomplishments, but recognize the benefits of celebrating successes that acknowledge the hard work that people and organizations have done to contribute to the larger community.

- **Sharing Our Gifts**

In the spirit of the potlatch system of Northwest Coast Peoples, we believe that individual wealth is attained when resources are shared among community members – when one shares their knowledge, gifts, time and physical resources, they are considered rich.

- **Speaking Truth**

We encourage people to speak their own truth, as each opinion and thought is valuable to the community. Whether using a Talking Stick, an eagle feather, a microphone, a pen, or a keyboard, we strive to speak only the truth to ourselves and to others.

Environmental Scan: Looking Inward and Outward



This section provides a scan of many factors that influence our planning and operating environment. All organizations are affected by a combination of internal factors (such as their facilities and employees) and external factors (such as provincial policies, demographics, and the economy). Organizations must look both inward and outward at these factors to effectively identify, prepare for and benefit from the challenges and opportunities that they can present.

Though the decisions and actions of the Native Education College are guided by our mission, vision, principles, and values, we have considered many factors to develop the strategic goals, objectives, and measures defined in this Strategic Directions Plan. Data for the environmental scan was gathered from: a literature review of reports written by educators, industry and policy makers; a feasibility study evaluating governance options for the Native Education College; and, extensive stakeholder input (described in detail in the section of this report called “Our Process.”



Approximately 70% of our courses are articulated through credit transfer agreements with other institutions and agencies.

Looking Inward

By looking inward to examine the needs and attributes of our current student population and target market, the state of our facilities, our level of student services and programs, our employee and key personnel capabilities, our internal systems, and our organizational culture, we can identify our own strengths and weaknesses that affect our ability to work towards our vision.

- **About our students and target market**

The Native Education College currently provides students with small class sizes and culturally rich learning environments. Though we are open to all students, in 2010 all of our student population comes from First Nations, Métis, and Inuit communities and self-identified as Aboriginal. Our student body reflects BC's First Nations communities and many nations from the rest of Canada. Our students range in age from 20 to 29, with our average age being 24 years old.

Though our target market is the adult Aboriginal learners in BC, 95% of our students take courses at our main location in Vancouver's Eastside and over 70% of those students live within a 6-kilometre radius of our school. Vancouver has the third largest Aboriginal population (40,310) among Canada's urban centres and the fastest growing demographic in Canada is urban Aboriginal youth.

Though we choose to focus on the assets and 'wealth of knowledge' that our student population bring to our school, we must not ignore the stark reality of their environment. Aboriginal people in Metro Vancouver suffer from relatively poor social conditions, and health conditions. Many urban Aboriginal people are not strongly connected to their traditional culture and languages.

Signs of improvement in the region for Aboriginal people include increases in graduation levels and post-secondary enrolment, entrepreneurial activities, management-level positions for employees and youth engagement in the local economy.

Though improving, the education gap between Aboriginal and non-Aboriginal British Columbians is substantial. Only 49% of Aboriginal students completed high school in 2006-7, compared to 83% of British Columbians. Only 7% of Aboriginal British Columbians had a university degree, compared with 24% of non-Aboriginal British Columbians. Our students are much more likely to be single parents (21% compared to 6% for non-Aboriginal students). Nationally, Aboriginal people aged 25-54 have a higher unemployment rate (13.2%) compared to the non-Aboriginal population's rate (5.2%).

Our urban Aboriginal student population continues to grow rapidly, as does our wider target market of Aboriginal adults in BC. We see the opportunity for the Native Education College to provide effective academic pathways through foundational literacy courses, Adult Basic Education programs, and more coordinated supports. We need to help students transition into post-secondary education, complete our college courses, and transition more effectively to further educational and employment opportunities.

- **About our programs**

Approximately 50% of our students enrolled in Aboriginal Adult Basic Education (AABE) courses, and 20% of those begin with foundational literacy courses. Forty percent of our students pursue post-secondary certificate and diploma programs, and 10% take trades-related training programs. We currently offer certificate programs in

Applied Business Technology, Health Care Assistant, Aboriginal Justice Studies, Aboriginal land Stewardship and Northwest Coast Jewelry Arts. Diploma programs are offered in Family & Community Counseling, Aboriginal Early Childhood Education and Aboriginal Tourism Management.

Through a variety of partnerships we have offered training in the fields of construction, piping, and power line technician. Approximately 70% of our courses are articulated through credit transfer agreements with other institutions and agencies to help our students transfer effectively to further education and employment opportunities.

In our 2010-11 stakeholder surveys, many respondents indicated the need for more continuing studies classes and programs at the College and options to study through on-line learning models. Whether for personal interest, such as cultural classes, or for professional development, there is significant interest in seeing more programs offered after school and work hours.

We must continue to expand foundational literacy programs to help students transition into AABE and higher education programs leading to employment and further education. We can build on past successes creating relevant employment- and career-related courses, continuing studies programs and outreach courses to meet the diverse needs of Aboriginal adult learners.



- **About our facilities**

The majority of our courses are taught in the classrooms of our traditional longhouse-style main campus. The organic, open style of our cedar building contrasts the rigid metal skyscrapers of Vancouver, just as our holistic, inclusive and place-based approach to education contrasts the Eurocentric, top-down style of education. In addition to the 12 classrooms in our main building, we have 2 classrooms and 2 large trades training rooms in an adjacent building on our property. We have ramps, railings, and an elevator to assist students with different levels of physical abilities.

Facilities are beyond capacity and operations require additional rented space throughout the year. Though our longhouse-style main campus is beautiful and welcoming, it was built in 1985; it is aging and office and classroom spaces are for a contemporary college. The trades training centre is located in an adjoining building which received partial renovations in 2007 and requires significant upgrades to allow for construction of additional useable space.

To provide a safe and effective working and learning environment, a substantial upgrade to campus facilities is required. As the college is at capacity; we must assess funding and partnership options that would enable us to secure additional spaces to increase accessibility for Aboriginal students, to address current space shortfalls, and to accommodate the future educational needs of our rapidly growing target market of Aboriginal adult learners.

- **About our level of student services and programs**

In addition to the socio-economic indicators mentioned earlier that pose challenges for Aboriginal adult learners,

the students who find their way to our College are frequently in transition. Many are returning to school after an extended absence from formal learning environments. Many are moving from rural areas to an urban setting, making life-style changes, or changing careers. Others are searching for their roots after a disruption or relocation caused by residential schools, adoption, foster care, or family breakdown.

At Native Education College, we support students by providing access to financial aid, two full-time personal counsellors, a large collection of Aboriginal education resources. Other resources are food services, computer lab, an educational advisor and referrals to community resources such as housing and child care.

Our student population needs more support to better transition into the AABE program, our college courses and further post-secondary education or employment opportunities. We must deal with the immediate issues of making education more accessible for students by reducing or removing barriers, most importantly financial barriers.

- **About our key personnel capabilities**

By leading the way in Aboriginal adult education for 40 years, we have built an extensive family of educators, learners and community supporters. Strong governance supports a culture of organizational excellence, and the Native Education College has directors and society members that represent the diversity of Aboriginal people in BC. We recognize our role as leaders in promoting Aboriginal education – in decolonizing education – to improve student experiences. Just as we challenge and support our students to think holistically and sustainably,

acknowledge differences, honour local knowledge experts, and become lifelong learners, we challenge and support our employees and key personnel to embrace the spirit of active, lifelong learning.

Many of our employees have reached the standard level of education required for their position, and instructional staff must meet the qualification requirements of the Private Career Training Institutes Agency of BC.

We must effectively plan to enhance institutional expertise and capacity and celebrate staff successes publicly to support our goal of becoming recognized as a leader in Aboriginal Education. An innovative marketing strategy must be initiated to document then celebrate the collective knowledge and individual achievements of Native Education College personnel; these profiles can be used for marketing materials, for social media sites, and to increase connections to community.



There is a need to increase Aboriginal involvement in institutional and educational planning and decision-making processes.

Looking Outward

There are significant shifts taking place in our economy, population and political landscape that will have significant implications for our communities, Aboriginal learners, and for BC's post-secondary system as a whole. The key factors influencing these shifts are summarized below.

About our economic and political environment

1. The overall demographics of Canada are shifting towards being a significantly older, larger and more culturally diverse population. In the next 10 years, for the first time in history, more people will be leaving the workforce than entering it (because of declining birth rates over the last few years and the large number of baby boomers are expected to retire).

2. Our economy is shifting from being localized and resource-based to globalized and knowledge-based. The Internet and new technologies provide both opportunities and threats for organizations and communities. There is increased pressure to create innovative systems and improve productivity when employers compete globally for talent, employees can search for opportunities anywhere, and schools can provide learning opportunities on-line in most communities. Jobs are more specialized than before and thus require more post-secondary education and training.

3. BC's 'New Relationship' era is improving relations between BC's government and Aboriginal organizations. In 2005, leaders from BC's provincial government and the First Nations Leadership Council formalized their intent in writing to work more effectively together to develop a New Relationship founded on respect, recognition and reconciliation of Aboriginal rights and title. The Transformative Change Accord and the Métis

Nation Relationship Accord have also influenced the development of new treaties, reconciliation protocols, policies, and Aboriginal economic development advisory boards.

4. A fairly stable BC economy is supporting growth in trades and construction industries. Stimulus packages, the treaty making and development in many First Nation communities continue to stimulate investments in infrastructure and construction projects. By 2019, trades occupation employment is anticipated to have an annual average growth of 2.2 %, and will account for 11.4% of total provincial employment.

This data suggests that the growing, and relatively younger, population of Aboriginal adult learners can fill some of the existing and anticipated labour market demand for both trades and highly-skilled workers. This poses a significant opportunity for the Native Education College to increase enrollment at its main campus, through on-line programs and in its outreach programs directly in Aboriginal communities. The opportunity exists for Native Education College to work with political leaders, private and public partners, employment agencies, and Aboriginal communities to build on its successes in helping to prepare Aboriginal students for post-secondary education, and then in providing students with adequate support and training programs.

• About our educational landscape

In this 'new relationship' era of reconciliation, respect and rights for Aboriginal peoples, BC's government has proposed that institutions and communities should engage one another to establish an agenda for Aboriginal post-secondary action. Aboriginal communities should have a role in shaping programs and services that address the academic, social, emotional, and cultural needs of learners.

In March of 2007, BC's Ministry of Advanced Education announced an investment of \$65 million dollars to support its Aboriginal Post-Secondary Education Strategy. A report outlined some of the major challenges that influence Aboriginal learner's ability and decisions to participate in, persist through and complete post-secondary education in BC. Here are some of the key barriers identified in the report:

• **Low Student Transitions:** A significant percentage of the Aboriginal population does not complete high school; many who do complete high school lack the necessary prerequisites for university-track and vocational training courses/programs.

• **Appropriate Aboriginal Programming:** There are insufficient programs and courses at post-secondary institutions that are developed for Aboriginal learners or that incorporate Aboriginal world view in teaching Pedagogy or curriculum. There is a need for language resources and programs to support the preservation of First Nations languages.

• **Student Service Gaps:** There are considerable gaps in culturally appropriate services for Aboriginal post-secondary learners, which inversely correlate to Aboriginal participation, retention and overall success.

• **Aboriginal Involvement in Decision Making:** There is a need to increase Aboriginal involvement in institutional and educational planning and decision-making processes.

• **Appropriate Role Models:** Post-secondary institutions are primarily comprised of non-Aboriginal faculty and staff, many of whom have a limited understanding of Aboriginal needs.

• **Discrimination:** Social, cultural and racial discrimination continues to persist in the education system resulting in feelings of alienation and exclusion for Aboriginal learners.

• **Geographical Barriers:** Aboriginal people in rural and remote communities have identified the need to access education in their communities and not leave for extended periods of study.

• **Need for Increased Partnership/Coordination Between Public Post-Secondary Institutions, Private Aboriginal institutions, Aboriginal Communities, Industry and Other Organizations:** Success in Aboriginal post-secondary education is greatly influenced by the role that Aboriginal communities and organizations play in the transitioning and bridging of students into public post-secondary institutions and the workforce. Collaboration between Aboriginal institutions, communities and public post-secondary institutions and industry will enhance opportunities for student success.

• **Limited Student Financial Assistance:** There is insufficient funding for Aboriginal post-secondary educational support. This lack of funding is increasingly becoming a barrier to Aboriginal student participation. The report also included references to 'Campus 2020,' a forward-looking, province-wide review of BC's post-

secondary system designed to guide Ministry direction and decisions up to the year 2020. It also includes strategies and actions to support a more coordinated, Aboriginally-determined approach to closing the education gap for Aboriginal peoples. The financial and political support has helped to advance some education goals outlined in the Transformative Change Accord and Métis Nation Relationship Accord implementation plans; in their 2008 Aboriginal Indicator report, MAVED reported 'helping more Aboriginal students start, stay in, and succeed in post-secondary education and training. There are also some broad strategic objectives, performance measures, and results outlined in the 2008 Accountability Framework Standards Manual posted by the Ministry of Advanced Education and Labour Market Development. These strategic objectives that guide public post-secondary institutions in BC:

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

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

Efficiency: The public post-secondary system is able to deliver education programs to students in a timely and efficiently manner.

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

Relevance: The public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of education.

These strategic objectives guide all public post-secondary institutional reporting and planning. Currently in BC, there are 25 publicly funded post-secondary institutions providing over 1,900 programs (see graphic). Only one institution – NVIT (Nicola Valley Institute of Technology) has an Aboriginal focus and a campus in Burnaby; they would be considered our primary competition to attract local Aboriginal adult learners.

As of 2010, there are approximately 430 other competing institutions in BC, including: 17 private and out-of-province public institutions offering degree programs, 400 private career training institutions registered with the Private Career Training Institutions Agency (PCTIA) – a crown agency established by the government, and 13 theological institutions able to grant theological degrees only.

• **About our position in the market**

According to a marketing report in 2007 and stakeholder engagement sessions in 2010, the Native Education College has some distinct competitive advantages over other colleges in BC. The College was seen as having great potential to carve out a defined and sustainable niche in the post-secondary education market as the top college to help Aboriginal adult learners complete their high school equivalency and transition into higher education or employment opportunities.

1. Overall, the employees are highly recognized for their attitude towards creating a supportive, culturally safe learning environment and their ability in supporting Aboriginal adult learners.

2. The central location and accessibility via transit is a distinct advantage.

3. The beautiful longhouse-style building is a culturally significant landmark that needs to be showcased.

According to a marketing report in 2007 and stakeholder engagement sessions in 2010, the Native Education College faces some significant challenges and external threats that they must address. There is a perception of weak branding, marketing and promotion over the last two years, especially since the threat of closure in 2007, which means that the Native Education College lost some credibility as a leader in Aboriginal adult education.

1. There is increased competition from other institutions (for both students and faculty) that have public funding and, therefore, better marketing plans (and possibly services and salaries).

2. The current facility lacks sufficient space and is becoming outdated; it also needs significant seismic and environmental upgrades.

3. Lack of funding and government support for post-secondary institutions is challenging during the current economic downturn. Of primary concern are the financial and political barriers for students such as lack of affordable housing and access to financial support.

We continually work to improve effectiveness and efficiency by establishing – and promoting - rigorous performance measures that also align with the Accountability Framework of the Ministry of Advanced Education and Labour Market Development. Our college must develop an innovative and integrated marketing and communication strategy. Increased targeted marketing activities will help the college to attract both students and employees, and to re-establish its presence as a leader in delivering culturally-responsive, relevant, innovative, and efficient programs to meet the needs of Aboriginal learners. We must work with employment and training agencies to identify and develop programs that can meet labour market needs, especially in the fields of new technologies, health care services, and the trades/construction industry. And we must work with all stakeholders to reduce barriers to learning and to post-secondary education opportunities for Aboriginal learners of all ages.

Process Overview



The Native Education College launched a strategic planning initiative in the fall of 2010 to develop a shared vision and strategic plan for the next five years. To ensure that the process was inclusive and transparent, we held stakeholder engagement sessions to gather input from all areas of our College – our students, student council, faculty, staff, administration, alumni, and Board of Directors. We also solicited feedback from external stakeholders such as business advisors, industry leaders and four levels of government (local, provincial, federal and Aboriginal).

A Strategic Purpose Statement was drafted and the independent consultant Wallace Murray was retained to assist with planning. The leadership team directed the consultant to gather information that would guide the Native Education College in its pursuit of providing high quality Aboriginal educational experiences for our students. Following collection of the data through stakeholder consultation, Spiritlink Communications was contracted to provide contextual analysis of core themes and to draft the Strategic Directions Plan.

Four Strategic Directional Priorities

Through the strategic planning process it became apparent that the over-arching goal of this Strategic Directions Plan was to establish our position as leaders in Aboriginal Adult Education, and that the priority areas could be better classified into these four interconnected strategic directions:

1. To develop organizational excellence within our key personnel, systems, partnerships and facilities;

2. To enhance program excellence with new and existing culturally-responsive, and relevant programs;

3. To support student success by providing more services and innovative learning environments, and;

4. To create an effective marketing and communications plan to increase our profile and connect to more communities.

A clear, concise Strategic Directions Plan can provide the framework to inform and inspire people to come together to move towards our vision: “Leaders in Aboriginal Adult Education.” It includes manageable, achievable steps that we can take to avoid the institutional paralysis that can arise when organizations in transition try to do too many things at the same time.

This Plan outlines four directional priorities and eight goals to help us focus and align our efforts over the next five years. The strategic directions are interconnected and related, yet each has specific goals and performance measures that must be clearly communicated internally and externally so that all key stakeholders can engage in the process of turning this plan into a reality.

Directional Priorities

Directional Priority One: Organizational Excellence

The commitment to achieve organizational excellence requires us to focus on strengthening all of our resources: financial resources, political resources, human resources and organizational resources. We must assess the strengths of the individuals associated with our college, the systems we have in place, and the relationships we have built so that we can assign value to and recognize these resources as the collective assets of the Native Education College. Conversely, any weaknesses in these areas also must be viewed as part of the collective capacity that affects our ability to meet the needs of our students, funders and community stakeholder.

Two goals have been established for this directional priority:

Goal 1.1

We will enhance institutional expertise and capacity by supporting the continued development of a strong Board of Directors, management, faculty and support teams. We will establish vigorous accountability and performance measurement systems and develop a plan to ensure our facilities meet our space needs for educational and administrative functions.

Goal 1.2

We will enhance our strategic alliances & partnerships to ensure that the mission of the Native Education College is supported by our base funding and key funding partnerships.

PERFORMANCE MEASURES:

- Number of faculty attending and presenting at educational conferences
- Assessment of quality and use of facilities
- Number of Ministry of Advanced Education performance objectives measured
- Declining faculty wage gap with public colleges
- Increase in core funding
- Number of project-funded programs
- Number of partnership programs
- Number of corporate partnerships

Directional Priority Two: Program Excellence

The directional priority for program excellence encompasses a learner-centred approach to provide an innovative, culturally-responsive positive learning environment for students and staff. To address the personal and academic needs of our learners and labour market demands, we must expand our breadth and depth programs and courses – including our foundational literacy courses, our cultural classes, professional development courses and college programs. We must improve transferability of credits to degree programs to ensure more successful educational outcomes and results.

Two goals have been established for this directional priority:

Goal 2.1

We will enhance program excellence by expanding the number and delivery methods of our relevant, high-quality programs. We will share our wisdom about the benefits of Aboriginal ways of teaching and cultural protocols by becoming a centre of excellence for Aboriginal Education.

Goal 2.2

We will align programs to support student transitions to employment and further education by working with industry and community leaders to align and articulate existing courses while developing new programs to meet labour market needs.

PERFORMANCE MEASURES:

- Enrollment rates
- Retention rates
- Learner success rates and their level of satisfaction with education, quality of instruction, and skill development
- Graduate employment rates
- Number of new programs developed
- Number of program reviews completed
- Percentage of courses and credits transferrable to degree programs

Directional Priority Three: Successful Students

To create successful students, this directional priority focuses on taking a holistic approach to supporting the range of physical, emotional, mental and spiritual needs of the growing numbers of Aboriginal adult students, especially in urban settings. It calls for us to consider new technologies, additional multi-literacy classes, and partnerships with Elders and organizations that can help us to expand our existing services so that students can more easily access, stay in, and graduate from a healthy, innovative learning environment.

This directional priority has two goals:

Goal 3.1

We will increase accessibility for students for full enrolment in programs by offering flexible scheduling, on-line learning options and outreach programs.

Goal 3.2

We will deliver innovative and culturally-responsive student support services by focusing on reducing barriers (financial, emotional, and physical) and engaging students, staff, key stakeholders in developing and celebrating healthy lifestyle programs.

PERFORMANCE MEASURES

- Number of outreach students transferring to on-campus programs
- Number of courses and programs developed for continuing studies, on-line learning and outreach delivery
- Number of hours of Elders services provided to students
- Number of quality of life/well-being classes developed and offered
- Number of scholarships and bursaries available for NEC students

Directional Priority Four: Effective Communications

Developing effective communications involves creating and implementing a strong branding, marketing and communications strategy to document, celebrate and promote the work that we do to serve our students and community. We fill a much-needed place in the education market for culturally-responsive, student-driven educational experiences, and see ourselves as a destination college for Aboriginal students. This strategic direction encourages us to celebrate our history and successes as we promote a new era of authentic Aboriginal education experiences that celebrate and validate the diversity of Aboriginal people, histories, cultures, and ways of teaching.

This directional priority has two goals:

Goal 4.1

We will develop integrated communications and marketing strategies that will more effectively engage our Alumni, employees and community stakeholders in 'storytelling' the successes of our organization and ways of teaching.

Goal 4.2

We will connect to communities by developing and expanding the scope of our strategic partnerships and affiliation agreements with other institutions supporting employees to educators, students, referral agencies

PERFORMANCE MEASURES

- Number of referrals from other agencies and institutions
- Number of personnel profiles (employees, Board members, Alumni) submitted
- Number of visitors and submissions to social media sites, newsletters
- Learner and graduate success and Alumni loyalty.



Directional Priority Summary

Directional Priority 1: Organizational Excellence

1.1 Enhance institutional expertise and capacity

- Establish vigorous accountability and performance measurement systems
- Support a strong board of directors with provincial representation
- Meet the space needs for educational and administrative functions
- Ensure the human resource plan and policies supports quality instruction and management

1.2 Assess strategic alliance & partnership plan

- Ensure organizational sustainability through increased base funding
- Expand partnerships that offer joint program and service delivery

Directional Priority 2: Program Excellence

2.1 Enhance Program Excellence

- Expand the depth and breadth of culturally-responsive, relevant, high-quality education
- Create a Centre of Excellence in Aboriginal Education
- Develop a Continuing Studies program to provide professional development and cultural (non-credit and credit) knowledge programs

2.2 Align programs to support student transitions to employment and further education

- Improve the transferability of credits to degree programs
- Improve the employment outcomes of graduates

Directional Priority 3: Successful Students

3.1 Increase accessibility for full enrollments

- Meet the flexible scheduling needs of students
- Develop partnerships for outreach programs in communities
- Develop on-line learning options for students

3.2 Deliver Innovative and culturally-responsive student support services

- Reduce or remove financial barriers to entry for Aboriginal students
- Engage students and staff in celebrating healthy lifestyles and provide culturally-grounded holistic supports for personal well-being

Directional Priority 4: Effective Communications

4.1 Develop Integrated Marketing and Communications Strategies

- Develop an integrated, innovative communications and marketing strategy
- Strengthen relationships with referral agencies
- Become a destination Aboriginal college
- More effectively engage alumni in promoting the Native Education College

4.2 Connect to Communities

- Expand strategic partnerships that enhance the work of the NEC
- Increase community awareness of the success of culturally responsive education

Strategic Goal 1: Organizational Excellence

1.1 Enhance institutional expertise and capacity

Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
1.1.1 Establish vigorous accountability and performance measurement systems	Establish Key Performance Indicators in the areas of students, programs, student services, finance, administration	\$12,000	Number of measures in each area	Establish Key Performance Indicators in the areas of students, programs, student services, finance, administration
	Report on AVED Accountability Framework	0	Number of Ministry performance objectives collected (number of 11 relevant indicators collected)	3 of 11 measures collected
Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
1.1.2 Support a strong board of directors with provincial representation	Recruit directors with specific competencies to assist with the sustainability and expansion of the organization	0	Key qualifications of directors; # of regions of province represented; # of profiles posted on website	Executive experience 2, Accounting experience 1,; representation from 2 regions; 0
	Recruit society members representing Aboriginal groups from across BC	\$4,000	# of members, # of regions of province represented in membership	6 members, 2 regions represented (Metro Vancouver, Vancouver Island)
	Strengthen the society membership and board nomination processes	0	Society information posted on websites, number of nominations received and posted	0 pages on websites
Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
1.1.3 Meet the space needs for educational and administrative functions	Create a facility plan that ensures effective and efficient use of existing facilities and any additional space in the Lower Mainland	\$6,000	% of space utilized; Energy efficiency rating	over capacity for current space; had to rent off-site training space for 2 programs in 2010 (cost \$3500/mos.)
	Update furnishings for more efficient use of existing facilities	\$120,000	% of offices/classrooms with contemporary furnishings	\$28,000 board room, reception, classroom furniture and carpeting. \$25,000 classroom projectors

Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
1.1.4 Ensure the human resource plan and policies support quality instruction and management	Work toward faculty parity on salaries	\$100,000 for each 10% increase in salary	Identify % below average public salary.	N/A
	Support faculty to attend and present at conferences related to innovative practices within contemporary Aboriginal post-secondary education	\$10,000	Number of faculty attending and number of conferences.	N/A
	Increase institutional expertise in Aboriginal teaching methodology (concepts like authenticity of Aboriginal knowledge and diversity within Aboriginal groups, stories behind artwork and Elders images in Native Education College, Cultural Ambassadors)	\$8,000	Number of workshops, workshop evaluations	N/A
	Increase faculty development and leadership development opportunities	\$12,000	Number of workshops attended and provided	N/A

1.2 Enhance strategic alliances & partnerships

Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
1.2.1 Ensure organizational sustainability through increased base funding.	Work with key funders to determine process for increases in base funding	\$190,000 for each 10% increase in base funding	Percent increase in base fundng	2010: \$1.9 m
	Work closely with ASETS holders and industry to identify opportunities to increase number of employment-directed skill development programs, certificates or industry-specific programs that respond to Labour Market Needs	0	Number of project funded programs	2010 = 1 ACCESS, 1 ATEP
	Evaluate corporate partnership models and strategies	0	Types and number of corporate partnerships	N/A
	Develop collaborative partnerships with joint funding and employees of both organizations delivering service	0	number of partnership programs and services	2010: 1 Smoking cessation

Strategic Goal 2: Program Excellence

2.1 Enhance Program Excellence

	Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
2.1.1	Expand depth and breadth of culturally-responsive, relevant, high-quality education	Design additional career-focused or industry-focused programming that meets market labor needs	\$80,000	Number of new programs developed	9 programs (FCC, ABT, HCA, NCJA, AJS, AECE, ATO/ATM, ALS, AMHA)
		Develop curriculum to a level appropriate for outreach delivery	\$116,000	Education plan includes review of programs every 2 years; number of programs developed for outreach delivery	# programs reviewed; 0 outreach programs developed to lesson plan level
		Deliver trades training based on funding availability	0		
		Develop and deliver Associate of Arts Degree in Arts and other areas	\$180,000		

	Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
2.1.2	Create a Centre of Excellence in Aboriginal Education	Raise institutional protocols and awareness of authentic and attributed Aboriginal cultural knowledge	\$6,000	Cultural protocol awareness survey	N/A
		Assess and increase institutional expertise in all areas of instruction (assessment tools, use of technology and multi-media, classroom management, facilitation, cultural awareness, etc.)	\$12,000	Cultural protocol committee formed; documented guidelines available/compiled	protocols available on website, in new staff orientation
		Fund and staff Centre of Excellence resource centre	\$120,000	Funding level, Staffing FTE	N/A
		Be a leader in Aboriginal Adult educational methods by documenting and publishing best practices	\$20,000	Number of publications	N/A

Strategic Goal 2: Program Excellence

2.1 Enhance Program Excellence

	Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
2.1.3	Develop a Continuing Studies program to provide professional development and cultural (non-credit and credit) knowledge programs	Assess current capacity and capability to deliver Continuing Studies programs on evenings/weekends	\$40,000	Number of new courses offered. Number of students enrolled	N/A
		Develop partnerships with cultural practitioners and knowledge-keepers on cultural practices of diverse Aboriginal peoples	0	Number of Aboriginal cultures represented. Number of cultural practitioners instructing	N/A
		Develop continuing studies program to meet the organizational needs of Aboriginal community organizations, businesses and individuals	\$90,000	Number of professional development courses offered. Number of organizational partnerships	N/A

2.2 Align programs to support student transitions to employment and further education

	Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
2.2.1	Improve the transferability of credits to degree programs	Assess capacity and capability to develop university associate degrees with partners for improved university transfer	\$8,000	% of credits transferable to degree programs	Transferable courses (%): ALS 5/7 (71%), ATO 12/12 (100%), ATM 10/12 (83%), AJS 10/11 (91%). ECE1 20/20 (100%), ECE 2 5/10 (50%), FCC1 11/11 (100%), FCC2 10/11 (91%), NCJA 5/5 (100%), HCA n/a, ABT 0/15 (0%), CC 6/ 10 (60%) , AABE 25/25 (100%) TOTAL = 119/1R9 (80%)
		Develop a new credential framework that provides a comparison of credits between programs and between institutions for ease of credit transfer	\$24,000	Number and percentage of of programs aligned to new credential framework	N/A
2.2.2	Improve the employment outcomes of graduates	Measure employment outcomes and develop stronger supports for employment transitions.	\$12,000	Percentage of graduates working in a relevant position six months after graduation	N/A

Strategic Goal 3: Successful Students

3.1 Increase accessibility for full enrollments

Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
3.1.1 Meet the flexible scheduling needs of students	Use alternate class times to increase available classroom space and serve working adults	\$20,000	Survey current and enquiring students on schedule preferences; number of students attending alternate class times	N/A
	Develop or partner for spring break and summer camps programs to assist students with young children	\$6,000	Program participation rates	N/A
Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
3.1.2 Develop partnerships for outreach programs in communities	Increase the number of programs delivered to a larger number of communities	0	Number of programs delivered in outreach	N/A
	Develop outreach projects that provide students with advanced transfer into on-campus programs.	\$20,000	Number of students transferring into on-campus programs	N/A
Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
3.1.3 Develop on-line learning options for students	Develop online programming and web conferencing options	\$20,000	% of course available fully online, % blended and with on-line resources; number of web conferences held	Courses on-line 2/149 = 1.5%
	Develop strategy to increase faculty and organizational capacity to deliver on-line learning options for students	\$4,000	% of employees capable of using on-line learning or web conferencing tools; number of rooms equipped for web conferencing	N/A

3.2 Deliver Innovative and culturally-responsive student support services

	Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
3.2.1	Reduce or remove barriers to entry for Aboriginal students	Address financial barriers for students	\$20,000	Number of student loan programs; number of referrals to alternative funding sources	N/A
		Expand and promote additional scholarship/bursary opportunities	\$20,000	Number of scholarships and bursaries within Native Education College; number of students applying for an receiving s/b (internal and external)	N/A
		Increase opportunities for students to access cost-saving programs for transportation, child care, housing, food and other services.	\$20,000	Programs or partnerships created that reduce these barriers; number of referrals to outside agencies; student council reports	N/A
		Develop a Continuing Studies bursary program uniquely positioned and marketed to support professional development of Aboriginal adults	\$20,000	Number of CS bursaries	N/A

	Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
3.2.2	Engage students and staff in celebrating healthy lifestyles and provide culturally-grounded holistic supports for personal well-being	Offer workshops about relevant quality of life/well-being topics such as healthy eating, sleeping, posture needs, safe sexual activities, financial fitness/literacy, pregnancy, etc.	6,000	Number and type of classes/ plans started	N/A
		Provide cultural wellness resources such as smudge and circles	5,000	Number of students advised and student satisfaction with advisory services; reports of number of hours and activities	N/A
		Provide workshops and support activities on physical, mental, emotional and spiritual health	6,000	Number of workshops provided; number of students served / value of workshops delivered in workshop evaluations	N/A
		Improve connections to Elders by creating more systems for Elder participation	30,000	Number of hours Elders in NEC , % Elders of staff FTE	N/A

Strategic Goal 4: Effective Communications

4.1 Develop Integrated Marketing and Communications Strategies

Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
4.1.1 Develop an integrated, innovative communications and marketing strategy	Evaluate branding and marketing activities	\$6,000	Level of brand recognition; satisfaction with outcomes; seasonal internal and external market surveys of awareness of Native Education College programs and services	92% of local Aboriginal community representatives aware of NEC; 76% know someone who has attended Native Education College
	Create new print marketing materials and community engagement plan to increase enrolment by raising awareness, interest, desire and action	\$12,000	Seasonal market surveys of awareness of Native Education College brand and programs; revised marketing plan developed; marketing committee engaged,	number of publications / communication pieces by stakeholders, number of student spaces in each program
	Develop an on-line marketing strategy to take advantage of social media tools	\$6,000	Number of subscribers on social media sites, number of submissions and alumni success stories	May 2011: 972 Facebook likes
	Focus promotional expenditures on penetrating youth target markets; define typical students, jobs found, and target markets, and advantages (over competition) for each program, then market accordingly	\$8,000	Identify typical students and target student markets for each program. Enquiries, applications, enrollment/ participation rate	Inquiries for Fall as of April 21 each year: 2009 - 141; 2010 - 132; 2011 - 187
	Increase employee opportunities to engage in recruiting activities (i.e. provide training and resources to support employee out-reach activities and track successes)	0	Number of employees connecting to number of communities; number of inquiries directly resulting from activities	

4.1 Develop Integrated Marketing and Communications Strategies

Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
4.1.2 Strengthen relationships with referral agencies	Create a relationship with UNN, ASETS, school boards, and other referral agencies for students seeking to complete their basic education	\$10,000	Number of students referred.	N/A
	Create relationships with local school boards for referral of graduates and early-leavers	\$2,000	Number of students referred.	N/A

Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
4.1.3 Become a destination Aboriginal college	Include in the marketing strategy targeted activities to attract more Aboriginal students from existing and new markets in Lower Mainland, across BC and Canada	\$30,000	% of students from BC regions and other provinces, number of students enrolled from new and existing markets	Fall 2010 10% students from outside of Lower Mainland, 3% students from other provinces, 0 students from new markets
	Host education events (conferences, support groups, seminars) and community activities to increase awareness of NEC in Aboriginal, educational and other communities, and to celebrate NEC successes with all stakeholders	\$20,000	Number of people reached, number of partners attracted, number of stakeholders attending frequency of events, number of education events hosted or co-hosted	N/A

Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
4.1.4 More effectively engage alumni in promoting Native Education College	Gather and share alumni employment and education success stories in marketing activities	\$4,000	Number of alumni stories and testimonials posted on website	7

4.2 Connect to Communities

Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
4.2.1 Expand strategic partnerships that enhance the work of the NEC	Develop closer relationships with First Nations Education Coordinators	\$4,000	Number of contacts, frequency of communications	10 coordinators, irregular communication
	Maintain and improve relationships with Urban Aboriginal organizations	\$2,000	Number of memberships, board positions of Native Education College employees. Number of support letters written.	Number of high profile positions of Native Education College employees (currently (Board of MVAEC, Advisor to Aboriginal Front Door Society)
	Collaborate with NVIT Burnaby to identify opportunities to serve the urban Aboriginal community	\$2,000	Number and frequency of meetings with NVIT team	
	Explore advanced placement opportunities for delivering college level programs in high schools	\$10,000	Number and frequency of contacts with high school employment counselors.	
	Develop affiliation agreements with community and post-secondary partners	\$2,000	Number of existing and new affiliation arrangements	FNES, SFU

4.2 Connect to Communities

Objectives	Strategies	Cost Estimate	Measures	2010 Benchmark
4.2.2 Increase community awareness of the success of culturally-responsive education	Participate in events and associations; support initiatives and research that advocate for Aboriginal control over Aboriginal education	\$4,000	Number of memberships, number of speaking engagements, number of articles published	1 membership IAHLA, 2, 0
	Include in all activities/programs/ orientation sessions introduction about Aboriginal ways of teaching and knowing/ links to website	\$4,000	Info posted on website and included in orientation	

Strategic Costs



STRATEGY	ONE TIME	ANNUAL
Work with key funders to determine process for increases in base funding.		\$190,000 for each 10% increase in base funding
Develop and deliver Associate of Arts Degree in Arts and other areas.	\$60,000	\$120,000
Update furnishings for more efficient use of existing facilities.	\$120,000	
Fund and staff Centre of Excellence resource centre	\$40,000	\$80,000
Work toward faculty parity on salaries.		\$100,000 for each 10% increase in salary
Develop continuing studies program to meet the organizational needs of Aboriginal community organizations, businesses and individuals	\$20,000	\$70,000
Design additional career-focused or industry-focused programming that meets market labor needs.		\$80,000
Improve connections to Elders by creating more systems for Elder participation		\$30,000
Include in the marketing strategy targeted activities to attract more Aboriginal students from existing and new markets in Lower Mainland, across BC and Canada.		\$30,000
Use alternate class times to increase available classroom space and serve working adults.		\$20,000
Develop online programming and web conferencing options	\$20,000	
Host education events (conferences, support groups, seminars) and community activities to increase awareness of NEC in Aboriginal, educational and other communities, and to celebrate NEC successes with all stakeholders.	\$20,000	

STRATEGY	ONE TIME	ANNUAL
Expand and promote additional scholarship/bursary opportunities		\$20,000
Develop a Continuing Studies bursary program uniquely positioned and marketed to support professional development of Aboriginal adults		\$20,000
Develop curriculum to a level appropriate for outreach delivery.	\$36,000	\$16,000
Be a leader in Aboriginal Adult educational methods by documenting and publishing best practices	\$15,000	\$5,000
Develop outreach projects that provide students with advanced transfer into on-campus programs.	\$14,000	\$6,000
Increase faculty development and leadership development opportunities		\$12,000
Assess and increase institutional expertise in all areas of instruction (assessment tools, use of technology and multi-media, classroom management, facilitation, cultural awareness, etc.)		\$12,000
Create new print marketing materials and community engagement plan to increase enrolment by raising awareness, interest, desire and action	\$12,000	\$6,000
Develop a new credential framework that provides a comparison of credits between programs and between institutions for ease of credit transfer.	\$24,000	
Measure employment outcomes and develop stronger supports for employment transitions.		\$12,000

STRATEGY	ONE TIME	ANNUAL
Increase opportunities for students to access cost-saving programs for transportation, child care, housing, food and other services.		\$12,000
Address financial barriers for students	\$10,000	\$10,000
Explore advanced placement opportunities for delivering college level programs in high schools.	\$10,000	
Support faculty to attend and present at conferences related to innovative practices within contemporary Aboriginal post-secondary education.		\$10,000
Increase institutional expertise in Aboriginal teaching methodology (concepts like authenticity of Aboriginal knowledge and diversity within Aboriginal groups, stories behind artwork and Elders images in Native Education College, Cultural Ambassadors)		\$8,000
Focus promotional expenditures on penetrating youth target markets; define typical students, jobs found, and target markets, and advantages (over competition) for each program, then market accordingly	\$8,000	
Assess capacity and capability to develop university associate degrees with partners for improved university transfer	\$8,000	
Create a facility plan that ensures effective and efficient use of existing facilities and any additional space in the Lower Mainland.	\$6,000	
Raise institutional protocols and awareness of authentic and attributed Aboriginal cultural knowledge.	\$6,000	

STRATEGY	ONE TIME	ANNUAL
Offer workshops about relevant quality of life/well-being topics such as healthy eating, sleeping, posture needs, safe sexual activities, financial fitness/literacy, pregnancy, etc.		\$6,000
Provide workshops and support activities on physical, mental, emotional and spiritual health		\$6,000
Evaluate branding and marketing activities	\$6,000	
Develop or partner for spring break and summer camps programs to assist students with young children.		\$6,000
Develop an on-line marketing strategy to take advantage of social media tools	\$6,000	
Provide cultural wellness resources such as smudge and circles		\$5,000
Recruit society members representing Aboriginal groups from across BC		\$4,000
Assess current capacity and capability to deliver Continuing Studies programs on evenings/weekends	\$40,000	
Develop strategy to increase faculty and organizational capacity to deliver on-line learning options for students	\$4,000	
Gather and share alumni employment and education success stories in marketing activities	\$4,000	
Develop closer relationships with First Nations Education Coordinators.	\$4,000	

STRATEGY	ONE TIME	ANNUAL
Participate in events and associations; support initiatives and research that advocate for Aboriginal control over Aboriginal education		\$4,000
Include in all activities/programs/ orientation sessions introduction about Aboriginal ways of teaching and knowing/ links to website	\$4,000	
Establish Key Performance Indicators in the areas of students, programs, student services, finance, administration.	\$2,000	\$10,000
Create a relationship with UNN, SETS, school boards, and other referral agencies for students seeking to complete their basic education.	\$2,000	\$8,000
Create relationships with local school boards for referral of graduates and early-leavers.	\$2,000	
Maintain and improve relationships with Urban Aboriginal organizations.	\$2,000	
Collaborate with NVIT Burnaby to identify opportunities to serve the urban Aboriginal community.	\$2,000	
Develop affiliation agreements with community and post-secondary partners.	\$2,000	
TOTAL	\$461,000	\$683,000

BC Post-Secondary Accountability Framework

The Accountability Framework is a set of planning and reporting processes for British Columbia's public post-secondary education system. The purpose of the framework is to ensure individual public post-secondary institutions are accountable to the Ministry and the public for their performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market.

A key component of the framework is a set of annually updated performance measures designed to determine whether strategic objectives are being achieved. The specifications for the performance measures are specified in the Ministry's Accountability Framework Standards Manual.

The performance measures were designed to provide information on the capacity, accessibility, quality, relevance and efficiency of the public post-secondary system in BC.

MINISTRY PERFORMANCE MEASURE

NEC TARGET

Student spaces

Total student spaces

Increase previous year

Developmental program student spaces

Increase previous year

Credentials awarded

Developmental

Increase previous year

Certificate

Increase previous year

Diploma

Increase previous year

Aboriginal student participation

Number of students who are Aboriginal

Increase previous year

Percent of students who are Aboriginal

Increase previous year

Student satisfaction with education

Former developmental students

≥ 90% satisfied

Former certificate and diploma students

≥ 90% satisfied

Student assessment of the quality of instruction

Former developmental students

≥ 90% good instruction

Former certificate and diploma students

≥ 90% good instruction

Student assessment of skill development

Former students' assessment of preparation for:

≥ 85% prepared in all areas

a) written communication

b) oral communication

c) group collaboration

d) critical thinking

e) problem solving

f) independent learning

g) reading comprehension

Student assessment of the usefulness of knowledge and skills in performing job

Former developmental students

≥ 90% useful

Former certificate and diploma students

≥ 90% useful

Unemployment rate

Former certificate and diploma students

≤ regional unemployment rate

Next Steps



This Strategic Directions Plan will guide the Native Education College until 2016. It defines 'what success looks like' for all the key stakeholders to enable them to work and learn at their peak level. It outlines the goals for all departments at the College to accomplish as we all move forward to the next stage of the evolution of the college.

Over the next five years we require additional investments of \$3,876,000 to respond to the growth demands of the college. This will produce an additional 340 seats for Aboriginal learners in full-time programs, such as Associate of Arts, and 400 seats in continuing education. The supports provided would create an even more culturally responsive learning environment and build on the great success of the NEC as an entry point to the PSE system in BC.

The NEC is seeking to tie its performance management into the Accountability Framework of the Ministry of Advanced Education. NEC management will also report on progress toward these initiatives at years two and four of the planning period. At the end of the five year period, the NEC will commission an independent panel to evaluate the performance of the NEC in delivery of these strategic directions.



We recognize the need to embed strategic planning into every aspect of our College activities, yet we will provide room to adapt, like our ancestors, to new challenges, opportunities and environments. As a result of this collaborative college-wide effort, we commit ourselves to become the first choice for Aboriginal adult students seeking high quality, innovative learning experiences respectful of Aboriginal ways of teaching and knowing. Our hope is that we have honoured all of our relations throughout this process.

