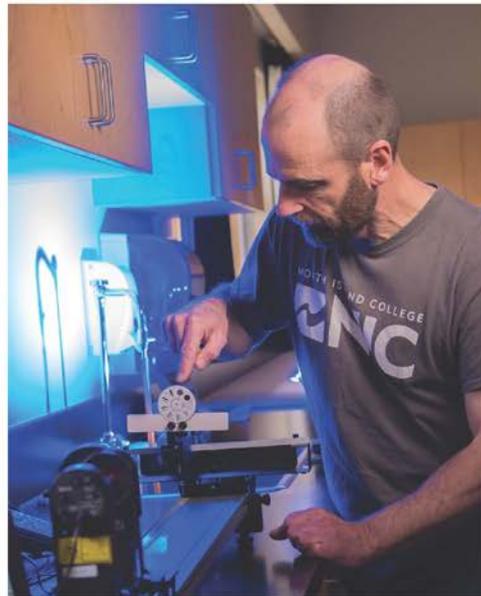
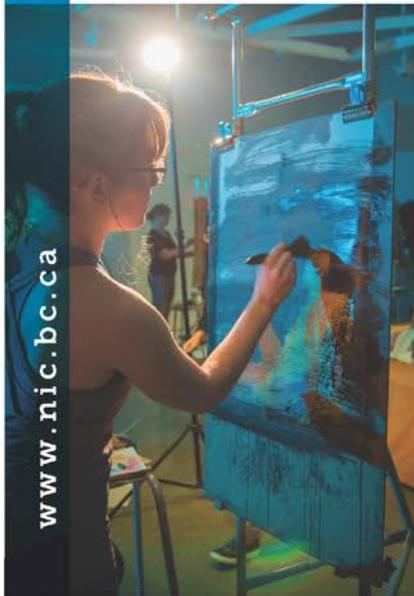


NORTH ISLAND COLLEGE



# INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2017 - 2018 REPORTING CYCLE



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June 14, 2018

Honourable Melanie Mark  
Minister of Advanced Education, Skills & Training  
Parliament Buildings  
Victoria, British Columbia V8V 1X4

Dear Minister,

We are pleased to submit the North Island College (NIC) *Institutional Accountability Plan and Report for the 2017-2018 Reporting Cycle*.

This document has been prepared in accordance with the *Accountability Framework Standards Manual and Guidelines 2017/18 Reporting Cycle for B.C.'s Public Post-Secondary Education System*. It describes our institution's achievements in 2017/18 measured against the Ministry's required performance indicators.

NIC launched our current 2016-2020 Strategic Plan in the fall of 2015. *Plan 2020* addresses the College's regional challenges and opportunities and distinguishes our college's role from other post-secondary institutions across B.C. NIC faculty, staff, administration, and community members have worked together to learn about our communities' needs, to understand our challenges, and to strategize the best ways to deliver programs and services over the five-year period. The nine strategic priorities and 45 goals in *Plan 2020* closely align with Government's mandates and priorities - both NIC's and the Government's priorities together reinforce a focus on the needs of our students and communities.

Government conveys its key issues and policy directives to post-secondary education institutions through an annual mandate letter. NIC's 2017/18 Mandate Letter dated February 3, 2017 required the College to support the strategic priorities of Government such as:

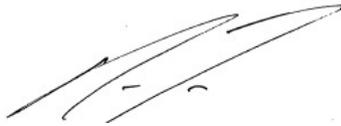
- develop and implement an updated Skills Gap Plan, in alignment with the priorities of *B.C.'s Skills for Jobs Blueprint*;
- continue to deepen B.C.'s talent pool, in support of the #BCTECH strategy, ensuring opportunities for students in the technology sector;
- work in partnership with the Government and Aboriginal communities, organizations and institutes to implement the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*;
- continue to deliver on provincial priorities for international education;
- continue to actively encourage and promote the development and use of online resources;
- continue to actively participate in the development and implementation of a common application system for all public post-secondary institutions in the province;
- promote safe campuses by developing policies and actions to prevent and respond to sexual misconduct and assault of all forms;
- meet or exceed the financial targets identified in the Ministry's three-year Service Plan as tabled under Budget 2017; and,
- continue to maximize the efficient use of public post-secondary administrative resources through participation in the Administrative Service Delivery Transformation initiative.

In the coming year, NIC will closely attend to Government's key commitments as noted in the 2018/19 Mandate Letter dated February 1, 2018:

1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
2. Work closely and in collaboration with Government to support the implementation of priority initiatives. Specific actions include, but are not limited to:
  - a. continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners;
  - b. continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at our institution; and,
  - c. expand technology-related programming and other programs that align with the growing knowledge-based economy.
3. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.
4. Align our institutional processes with the K-12 curriculum changes to ensure the seamless transition of students entering post-secondary education.
5. Work closely with your Ministry to develop a balanced approach to international education.
6. Comply with Government's two percent cap on tuition and mandatory fee increases.

On behalf of North Island College, we convey to you our commitment and accountability for the College's results and plans as presented within this document.

Sincerely,



Derek Lamb  
Chair, Board of Governors



John Bowman  
President

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# STRATEGIC CONTEXT AND DIRECTION

## STRATEGIC CONTEXT

### Institutional Overview

North Island College (NIC) is a comprehensive community college with a service area that spans approximately 80,000 km<sup>2</sup> on central and northern Vancouver Island and parts of the B.C. mainland coast from Desolation Sound to Klemtu. With 157,000<sup>1</sup> residents in its region, NIC serves the largest population of all B.C. rural colleges. The College is honoured to acknowledge operations within the traditional territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions.

Established in 1975 as a distance education institution serving rural and remote areas of central and northern Vancouver Island, the story of NIC is one of innovation, change, challenge, and success. The College began building permanent campuses in the 1990s and now operates four campuses in Comox Valley, Campbell River, Port Alberni and Mount Waddington. The College also operates a learning centre in Ucluelet.

NIC offers a full range of campus-based pathway programming as well as educational, financial aid, disability, counseling, and student advising services, including a dedicated Student Employment Services department that supports nationally accredited co-operative education programs. In keeping with its access-focused roots, NIC serves its diverse and geographically dispersed communities through technology-enabled distance learning and face-to-face in-community programming, which are based on specific local needs and delivered onsite at community and First Nations partners' locations.

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<sup>1</sup> Statistics Canada (2016). *Census Profile, 2016 Census*. Retrieved from <http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/Page.cfm?Lang=E&Geo1=PR&Code1=59&Geo2=&Code2=&Data=Count&SearchText=British%20Columbia&SearchType=Begin&SearchPR=01&B1=All&GeoLevel=PR&GeoCode=59>.

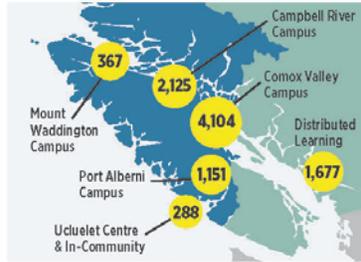


Figure 1, North Island College Region, First Nations Communities and NIC Campuses

# NIC North Island College 2017 Fast Facts

NIC is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories we are situated.

NIC is a publically funded community college dedicated to serving 157,000 people on northern Vancouver Island and the central BC mainland coast. Our central focus is to support student experiences and success. Programming is delivered onsite at four campuses and one learning centre, through technology-enabled distance learning, and many in-community programs developed in partnership with remote communities across our 80,000 km<sup>2</sup> service region.



NIC locations with student headcount

## STAFF COMPOSITION



## NIC STUDENTS SAY\*



they are satisfied with their education



NIC's quality of instruction is high



they were well-prepared by NIC for further studies

\* DACSO survey of former NIC Diploma, Associate Degree and Certificate students

## STUDENTS

8,383 Students

1,249 Indigenous Students

496 International students

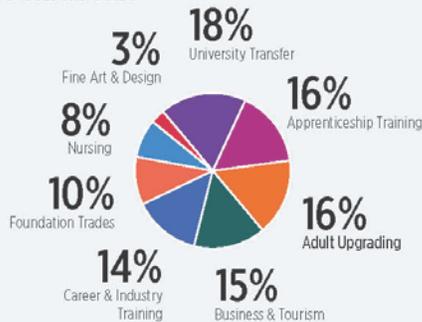
222 Dual Credit high school students

100 Dual Admissions post-secondary students

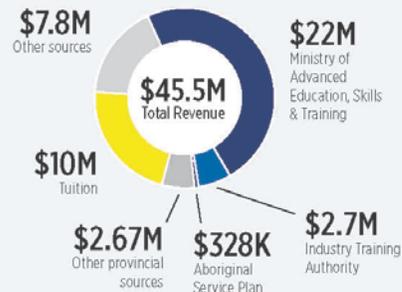
2,187 Domestic FTEs

364 International FTEs

## PROGRAM MIX



## FUNDING



## STUDENT ORIGINS



Students from mainland BC, Canada and other countries

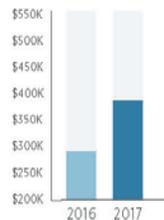


Students from southern Vancouver Island

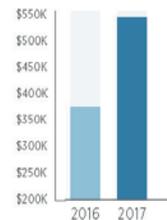


Students from within the NIC region

## SCHOLARSHIPS AND BURSARIES AWARDED



## APPLIED RESEARCH & INNOVATION PROJECTS



For more information, please contact 1-800-715-0914 or [questions@nic.bc.ca](mailto:questions@nic.bc.ca)

[www.nic.bc.ca](http://www.nic.bc.ca)



## Governance

### Board of Governors

NIC's Board of Governors is empowered by B.C.'s *College and Institute Act* to manage, administer, and direct the affairs of the institution in the areas of property, revenue, expenditure, business, and other matters within the context of process and duties afforded it.

The Board's primary responsibility is to oversee the strategic direction and management of the College and ensure it carries out its mission. To that end, the primary functions and roles of the Board are to establish the institution's purpose and direction, to ensure the institution is effectively and efficiently managed, to establish policies that have institution-wide application, and to provide effective communication with the community.

### Senior Leadership Team

NIC's President and CEO leads the College's Senior Leadership Team, which has two primary responsibilities:

1. lead the educational and administrative functions of the College through the establishment of institutional priorities and directions; and
2. ensure institutional accountability and adherence to legislative and Ministry of Advanced Education, Skills & Training policies and directives.

### Education Council

North Island College's Education Council is established by the provincial *College and Institute Act* and is made up of faculty members, administration and support staff, and student representatives. The Council's role is to ensure educational quality at NIC.

The Education Council serves two main functions:

1. to review and approve curriculum and policies that relate to academic standing, academic standards and evaluation of student performance; and
2. to advise the Board of Governors on the development of educational policy related to the implementation and/or cancellation of courses and programs, evaluation of programs and educational services, terms of affiliation with other post-secondary bodies, qualifications for admission policies and criteria for awarding certificates, diplomas and degrees.

## Programs

To meet the education and training needs of the region, NIC offers a broad range of programs tailored to the needs of current and future students. Programming includes: adult upgrading (including adult basic education, English language training, and access for students with disabilities); university transfer; business; tourism; health and community care; fine arts; Indigenous education; continuing education; and Industry Training Authority (ITA) approved foundation trades, technical, and apprenticeship training. The College also offers a significant range of sector-specific training to support local industry and communities. NIC also hosts and supports ElderCollege, which provides lectures and courses on a wide range of topics at low cost for individuals 50 years of age and older (55+ at the Comox Valley Campus). New in 2017/18 is the College's Joy of Lifelong Learning program which offers academic credit courses from a wide array of more than 80 interesting arts, science, creative writing and fine arts academic courses at reduced rates for students aged 55 and up.

By working closely with our community, industry and educational partners, NIC ensures that programs and institutional resources are aligned with regional economic and labour market needs. NIC develops innovative ways to deliver responsive programming on a when-needed, where-needed basis. Curriculum, programs, and services that respond to the shifting occupational structure of the North Island region are continuously in development. Many of these programs are aimed at meeting the training needs of transitioning primary industry workers.

More information about NIC's program offerings can be found online by visiting NIC's website.<sup>2</sup>

### **Partnerships**

With over 114 agreements in place, NIC's work with the B.C. Council on Admissions & Transfer and partner post-secondary institutions provincially, nationally and internationally focusses on supporting post-secondary student mobility and transfer pathways. NIC also has ongoing and expanding partnership agreements with local school districts to provide dual credit programming for high school students and community agreements with local First Nations to enable programming that meets the education and training needs of local communities.

A complete list of NIC's current domestic and international post-secondary, community, and school district partnership agreements can be found online by visiting NIC's website.<sup>3</sup>

### **Applied Research and Innovation**

NIC's Centre for Applied Research, Technology and Innovation (CARTI) connects NIC expert staff and students with local businesses and organizations to develop innovative solutions to current challenges. Exemplary applied learning opportunities are provided for students by working on projects that support innovations with and for community partners. CARTI's goal is to connect communities through research by offering services to support research project development, project management and funding. Funding for all CARTI research units was \$531K in 2017/18, up from \$358K in 2016/17.

More information about applied research and innovation at NIC including projects, services, and research news can be found online by visiting CARTI's website.<sup>4</sup>

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<sup>2</sup> <http://www.nic.bc.ca/programs/default.aspx>

<sup>3</sup> <http://www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements>

<sup>4</sup> <https://www.nic.bc.ca/life-at-nic/applied-research-innovation/>

## Environmental Factors

The environmental factors described in the bullet points that follow represent important considerations for strategic and short-term planning and operations as North Island College works to achieve its mandates, mission and vision.

- **Large and geographically diverse region** - The College serves a vast and diverse region made up of more than 35 First Nations, six school districts, and five regional districts spread over 80,000 km<sup>2</sup> on Vancouver Island and B.C.'s central coast. Many communities in the region are only accessible by boat or air. Each of the many small communities in NIC's service area has important social, labour market, and educational needs that, if met, benefit the entire province. NIC strives to provide access to affordable, high quality, relevant post-secondary education and training as well as adult upgrading on a when-needed, where-needed basis to local communities.
- **Reliance on Provincial funding** - NIC receives 64% of its revenue from the Province making it vulnerable to flat or reduced government funding. The Province's base and one-time funding model for public post-secondary education does not always provide the flexibility required to support labour-market focused, quick-response education and training needed for local communities. Targeted one-time funding initiatives from Government often have uncertain mid- to long-term availability, making it difficult to sustain programs that have been developed and launched.
- **Low tuition** - Tuition and student fees make up 22% of NIC's revenue. NIC has the lowest tuition on Vancouver Island and the Province has limited tuition fee increases to 2% annually (approximately the rate of inflation) since 2005. As a result, similar programs at different institutions in B.C. can have widely varying tuitions and there is no opportunity for NIC to make adjustments even though faculty costs are based on a provincial common grid.
- **Indigenous population** - Indigenous peoples represent a substantially larger portion of the NIC region's population than that seen provincially (13% versus 6%). The proportion of NIC's student population of self-declared Indigenous ancestry is 16%, exceeding the representation in the regional population. The Indigenous population in the NIC region is younger than the overall population with 15-24 year-olds making up 16% of the Indigenous population compared with 9% of the overall population. Within the NIC region, the largest number of Indigenous people live in Alberni-Clayoquot (6,040) and Strathcona (5,855) regional districts where they represent 29% and 28% of the respective local populations.
- **Low preparedness for post-secondary education in the region**
  - Over one-quarter (27%) of secondary school students in the North Island College region do not graduate high school versus 16% for the province overall. Additionally, the percentage of 25-64 year olds living in the North Island College region who don't have at least a high school diploma is 13% compared with 10% provincially. The variation among regional districts within the region is considerable, ranging from approximately 23% for Mount Waddington and Central Coast to 9% in the Comox Valley. Strathcona and Alberni-Clayoquot are in the middle at 12% and 18%, respectively.

- One in five former diploma, associate degree, and certificate students surveyed in 2017 took Adult Basic Education during, or prior to, their studies, a comparatively high proportion relative to other B.C. public post-secondary institutions.

- **Higher proportion of regional population with no post-secondary** - The percentage of 25-64 year olds in the region with no post-secondary credential is 43% compared with 37% provincially. Among regional districts within the region served by the College, the percentage of individuals with no post-secondary credentials is highest in Mount Waddington and the Central Coast, both at 52%, and lowest in the Comox Valley at 38%; Strathcona and Alberni-Clayoquot are in the middle at 44% and 48%, respectively.
- **Most job openings in B.C. will require post-secondary education** - It is forecast that between now and 2027, there will be 917,000 job openings in B.C. It is estimated that 78% of jobs will require some post-secondary education and training - the largest share (42%) will be occupations requiring a diploma, certificate or apprenticeship training; the second largest share (36%) will be in occupations that require a bachelor's, graduate or first professional degree and/or significant work experience. Approximately 70% of these job openings are expected to come from workers leaving the work force, mostly through retirement, with the remaining 30% from new jobs. Regionally, for the Vancouver Island / Coastal development region, the main sources of employment are forecast to be in the Health Care and Social Assistance, Wholesale and Retail Trade, and the Construction sectors.
- **Rapidly growing international student demand** - International student enrolment at NIC has grown substantially over the past five years from just under 200 students in 2013/14 to just under 500 students in 2017/18 with an unprecedented year-over-year increase of almost 120 students (30%) in 2017/18. Rapid growth in international student demand has spurred a focus on sustainable admissions and enrolment practices.
- **Need for student housing at CV Campus** - The city of Courtenay and the surrounding area has a tight housing market with very low rental vacancy rates, a situation that is expected to continue. Difficulty in finding housing serves as a barrier to non-local students living in NIC's 80,000 km<sup>2</sup> service region who wish to take programs at NIC's main campus. Students coming from the northern and western regions, where the majority of First Nations communities are located, trades students who need short-term accommodations, international students, and students with families (i.e. children, partners, and/or elderly parents) are groups that are particularly impacted. Sixty-two percent of students who responded to a market and demand analysis survey in 2018 indicated that it was difficult to find housing within a reasonable distance to campus. NIC is working to finalize a business plan for onsite student housing at the Comox Valley campus.
- **Shrinking number of 18-24-year-olds in the region** - The number of 18-24-year-olds, the traditional demographic for post-secondary education, is expected to shrink from around 11,800 to around 11,000 in the NIC region between 2019 and 2024, a drop of about 7%.
- **Slowly recovering secondary school enrolment** – After declining by 15% from 2011/12 to 2017/18, the number of secondary school students enrolled annually in grades 8-12 in the NIC region is expected to begin a slow recovery over the next few years increasing to approximately 5% below 2011/12 levels by 2025/26.

- **Proportionately older population in the region** - The proportion of individuals aged 65+ living in the NIC region is substantially higher than that seen provincially (23% versus 18%).
- **Pending employee retirements** - Over one-third of all NIC employees are over the age of 55. Faculty are the oldest group, with 42% of faculty over the age of 55.
- **Upgrades at two NIC campuses**
  - NIC's Campbell River campus is undergoing a \$17.6M expansion project. The project will internally separate Timberline Secondary School and NIC into two distinct entities, creating almost 10,000 m<sup>2</sup> of new and renovated space for trades, health, and community care programs, as well as a new library and learning commons, student commons, and Aboriginal student lounge.
  - NIC moved its existing Mount Waddington campus in Port Hardy to a new \$1.4M facility with four classrooms, a computer lab, and a multi-purpose room that doubles as a nursing lab. An interactive TV classroom provides access to university studies classes in real time at other NIC campuses. The new site is more convenient to students commuting by bus from nearby communities and is closer to NIC's community partners.
- **Two new hospitals opened in 2017** - A new 153-bed hospital, co-located with NIC's Comox Valley campus in Courtenay, opened in 2017 fall and another new 95-bed hospital opened in Campbell River where NIC also has a campus. Students in NIC's nursing programs took on the role of patient welcomers, playing a vital role for the experience of patients moving into both of the new hospitals. NIC continues to work with Island Health to optimize the benefits accruing from the North Island hospitals.
- **In-Community delivery model** - NIC is meeting the needs of rural and remote communities through a regional delivery model that centres on in-community program delivery.
- **Distributed learning** - NIC has been an innovator for more than 40 years in providing distributed learning to meet the needs of learners living in small, remote communities. Blended learning, high definition interactive television (ITV), and web-based offerings integrate rapidly evolving online tools and educational technologies to provide students with flexible, distance access to courses, labs and programs.

# STRATEGIC DIRECTION

## Mission, Vision and Values

The foundation of North Island College's success is our commitment to our students and communities. Our vision, mission, and values all stem from a commitment to empowering students and a dedication to embracing our role as a community capacity builder.

### Vision

NIC holds a vision of being a premier community and destination College, in a spectacular west-coast environment that inspires and prepares students for success in a rapidly changing world.

### Mission

NIC is committed to meeting the education and training needs of adults within its service region by providing high quality, affordable higher education and skills training, collaborating with our partners to create pathways to learning, and empowering individuals to achieve their full potential.

### Values

NIC's values are the cornerstone of our organizational culture. All employees are aware of the College's values and incorporate them into their work at NIC.

- Student success
- Access to learning and services
- Accountability
- Quality
- Relevance and responsiveness
- Positive organizational culture
- Social and environmental responsibility

## Mandate Letter Priorities

The B.C. Government annually conveys its key issues and policy directives to post-secondary education institutions through an annual mandate letter. The mandate letter is signed by all members of the North Island College Board of Governors and acknowledges the Board's statutory obligations to act in the best interests of the College in exercising the Board's duties. This section provides a report on North Island College's 2017/18 mandate letter priorities as well as priorities specified in the 2018/19 mandate letter, received in February 2018. Priorities and goals specified in NIC's five-year strategic plan, *NIC Plan 2020*, have considerable overlap with the mandate letter priorities; more information on these can be found in the "NIC Plan 2020: 2017/18 Goals, Actions and Outcomes" section of this document.

### Eliminating Financial Barriers to Education and Training

#### Mandate Letter 2017/18:

- Promote the development and use of online resources and open textbooks to support post-secondary affordability for students.

#### Mandate Letter 2018/19:

- Implement tuition-free ABE and ELL programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.
- Improve education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports.

- In 2017/18, NIC instructors used open educational resources (OER) in humanities, social sciences, mathematics, science, technology, trades, tourism, and adult basic education courses to support access and affordability for students. Some NIC instructors plan to expand incorporation of OER into curriculum in the near term while others who have not yet used them are reviewing proposed open textbooks for adoption. It is noteworthy that in addition to promoting the use of OER as part of course curriculum, NIC instructors have also been contributing to their development by authoring chapters in a BCCampus open textbook on tourism and applying for a BCCampus grant to develop two open resources for biology.
- In 2017, the B.C. Government announced the elimination of tuition fees for Adult Basic Education (ABE) and English language learning (ELL) programs in the K-12 and public post-secondary education systems and an expansion of the provincial tuition waiver program for former youth in care to all 25 B.C. public post-secondary institutions. North Island College implemented both policies effective September 2017, approving the youth in care tuition waiver for nine students.

## Safe and Healthy Campuses

### Mandate Letter 2017/18:

- Promote safe campuses by developing policies and actions to prevent and respond to sexual misconduct and assault of all forms.

### Mandate Letter 2018/19:

- Improve student mental health, safety, and overall well-being, including creating greater awareness of available supports.

- NIC implemented *Policy #3-34 - Sexual Violence and Misconduct*<sup>5</sup> in 2017 which articulates how the College will create an environment free from sexual violence and misconduct by:
  - offering education and training programs to the college community that are pertinent to this policy, including programs aimed at awareness and prevention of sexual violence and misconduct;
  - creating a safe environment in which reporting by complainants is facilitated;
  - providing supports to complainants; and
  - responding to and addressing complaints of sexual violence and/or misconduct.
- Following implementation of Policy #3-34, a series of sexual violence and misconduct workshops were offered to the NIC college community to provide guidance about handling disclosures of sexual violence and misconduct, definitions of consent, bystander interventions, and other important related aspects. NIC's Teaching and Learning Committee also hosted training for faculty to equip them with the knowledge, skills, and resources to respond to disclosures of sexual assault and provide empowering support to survivors. To ensure ongoing access to information and resources for survivors and individuals who have received disclosure, a sexual violence and misconduct support portal has been launched on NIC's public website.<sup>6</sup> The portal also provides quick and easy access to contact information for NIC security and counselling services, emergency and medical services, and community support agencies.
- Beyond implementation of Policy #3-34 in 2017, NIC continued to offer a wide range of ongoing supports and services to ensure student safety and promote student mental health and overall well-being. The College provides a high level of campus security with established emergency protocols and designated, certified first aid attendants onsite daily at all campuses. Counselling services are available to all students including career and educational counselling, problem solving and strategies to help with time management, reducing anxiety and stress and study skills, sexual violence support, and referral to external services. Crisis counselling is also available.

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<sup>5</sup> <https://www.nic.bc.ca/pdf/policy-3-34-sexual-violence-and-misconduct.pdf>

<sup>6</sup> <https://www.nic.bc.ca/student-services/counselling/sexual-violence-misconduct-support/>

- Indigenous Elders-in-Residence play an important role at NIC in providing a culturally welcoming environment for Indigenous students. They take leadership roles in ceremonial matters and visit NIC classrooms and Aboriginal student lounges to share teachings and provide their unique perspectives from their respective traditions. Elders are also available to staff and students interested in Indigenous culture or in need of guidance; all students are welcome to consult with the Elders for support and guidance. Elders also work closely with NIC's Aboriginal education advisors and contribute to policy, program, and curriculum development. Ninety-three percent of self-declared Indigenous students surveyed indicated that they were satisfied or very satisfied meeting with an Elder.

### Preparing Students for High Opportunity Jobs

#### Mandate Letter 2017/18:

- Develop and implement an updated Skills Gap Plan.
- Support the #BCTECH strategy.

#### Mandate Letter 2018/19:

- Expand technology-related programming and other programs that align with the growing knowledge-based economy.

- In 2017/18, NIC enrolled 435 student FTEs in Skills Gap Plan targeted programs, including Bachelor of Science in Nursing, Licensed Practical Nurse, Health Care Assistant, Early Childhood Care and Education, Human Services and Social Services, Accounting, Marketing, Business Management, Applied Business Technology (leading to high opportunity administrative assistant occupations), University Transfer, and Adult Basic Education. NIC has met all Skills Gap Plan enrolment targets each year since the process was launched in 2014/15.
- NIC provides direct support to the #BCTECH Strategy's talent pillar by offering credit programs that directly lead to careers in the technology sector.
  - The College offers five Interactive Media and Graphic Design streams:
    - Mobile Application Development Certificate,
    - Web and Mobile Application Development Diploma,
    - Communications Design Diploma,
    - Advanced Communication & Interactive Design Diploma, and
    - Web Design Certificate.
  - NIC has offered a one-year study plan in engineering since 2010, allowing students to transfer to UVic to complete their program and launch their engineering career. Starting 2017 fall term, NIC offered an Engineering Foundations Certificate with the added benefit of providing students with a credential for their résumé and increased access to other post-secondary institutions.

- For more than two decades, NIC has offered the Industrial Automation Technician Diploma and Electronics Technician Core Certificate programs.
- NIC is actively working to expand its technology program offerings in 2019/20 with plans to offer a new computer information systems certificate. The Province has provided the College with \$100K to support planning to enroll 20 student FTEs in 2019/20, increasing capacity to 40 student FTEs in 2020/21. Once the spaces are fully implemented, ongoing funding is expected to increase to \$400K annually. NIC has been consulting with industry and employers during the program's development stages to ensure students graduate with the basic knowledge and skills to meet the needs of businesses in the region. The certificate is designed to help people start working as IT professionals in less than a year and could feed into NIC's existing university transfer partnerships and interactive media programs.

### Indigenous Education

Mandate Letter 2017/18:

- Implement the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* to increase the participation and success of Aboriginal learners.

Mandate Letter 2018/19:

- Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the *TRC Calls to Action* and The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

The Province's *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, the *Truth & Reconciliation Commission's Calls to Action*, and *The United Nations Declaration of the Rights of Indigenous Peoples* provide overarching direction for post-secondary educational institutions to address historic and current barriers to Indigenous student access, transition, retention, and successful completion of education and training programs. At the core of Indigenous education at NIC is an organization-wide commitment to serve the region's diverse and geographically dispersed Indigenous students and communities in the way that best meets their needs via the following initiatives.

- The Aboriginal Education Department at NIC continues to work closely with Indigenous communities and organizations in the North Island region to:
  - develop plans that meet the educational and training goals of Aboriginal learners across the region;

- receive advice and direction from NIC's Northern, Central and West Coast regional advisory committees and NIC's Aboriginal Education Council in the development of the College's Aboriginal Service Plan;
  - work in concert with NIC's Senior Leadership Team, Senior Education Team, and Education Council to develop strategies and priorities that respond directly to the *Truth and Reconciliation Commission's Calls to Action*; and,
  - explore opportunities for community collaborations, institutional partnerships, research, curriculum development, and development of other tools and resources that support the success of Indigenous students.
- Provincial funding (\$370K) secured via the College's Aboriginal Service Plan made the following initiatives possible in 2017/18:
  - continuing to provide active frontline student support via Aboriginal Education Advisors, Elders-in-Residence, and local community Elders - student feedback indicates this plays an important role in student access, retention, success, and satisfaction;
  - continuing to offer Kwak'wala language classes with strong participation in the Northern Region;
  - commencing the Tourism Bridging Program with Tourism and Hospitality pre-entry courses in the Northern Region;
  - continuing the Tourism and Hospitality program in Port Hardy;
  - developing a new cohort for an in-community Early Childhood & Care Education Certificate in Ahousaht on Flores Island with the support of a program Elder to fill a need brought forward by the community;
  - implementation of new Nuuchahnulth language classes at the 096/097 level, and continuing to plan with communities for further Nuuchahnulth language classes in future;
  - offering a pre-health block in the West Coast Region with a cultural component provided through partnership with Nuuchahnulth Tribal Council; and
  - increasing our total First Nation Education Agreements to 47 (February 2011- February 2018).
- As the College continues to increase partnerships with local First Nation communities and urban Indigenous organizations, the work being done to meet NIC's commitments under the *Colleges and Institutes Canada Indigenous Education Protocol* needs to continue in a timely manner. As a result, NIC's 2018/19 Aboriginal Service Plan will see an increase in community outreach activities and engagement to ensure that development of new policies relating to Indigenous education will be informed, shaped, and guided by communities and NIC departments.
- Indigenization of programs and curricula at NIC was ongoing in 2017/18 with development of four First Nations language credit courses in response to the TRC Calls to Action and further Indigenization of the Early Childhood Care and Education and Human Service Worker programs. New program offerings included a Community Mental Health Worker certificate in partnership with the Nuuchahnulth Tribal Council in Port Hardy and an Awi'nakola land-based learning program that included a Kwak'wala First Nations language course. An Aboriginal Leadership

certificate was also developed in 2017/18 for launch in 2018/19. More information about NIC's programs, courses, and research with Indigenous focus can be found on the College's website.<sup>7</sup>

- To ensure access to health and community care programs for Indigenous students, NIC received continuation of special program approval for designated Indigenous seats by the B.C. Human Rights Tribunal in 2017/18. The designated seat allocations have been extended to October 2022 in the following programs:
  - Practical Nursing (two seats),
  - Bachelor of Science in Nursing (three seats),
  - Human Service Worker (two seats),
  - Health Care Assistant (two seats), and
  - Early Childhood Care and Education (two seats).

### International Education

Mandate Letter 2017/18:

- Deliver on provincial priorities for international education including opportunities to advance the two-way flow of students, educators and ideas.

Mandate Letter 2018/19:

- Develop a balanced approach to international education.

- NIC has embraced the challenge of delivering on provincial priorities for international education by working to advance the two-way flow of students, educators and ideas between countries. Highlights from 2017/18 included the following initiatives.
  - NIC increased efforts to create awareness among students of the opportunities and benefits of study abroad activities, as well as expanded agreements with international exchange partner institutions, resulting in larger numbers of both incoming and outgoing exchange students as well as students and faculty participating in field schools. Initiatives that will permit further expansion are underway with preparations for a future field school in the Philippines.
  - NIC launched several initiatives to support internationalization at home, including a new course offering, sponsorship of student-led cultural activities, staff and faculty training, expanded participation in International Education Week, and participation in the Changemaker Forum for a second year.
- Given the substantial growth in international student enrolment the College has seen in recent years, as well as the expanded interest from prospective international students seeking

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<sup>7</sup> <https://www.nic.bc.ca/aboriginal-education/aboriginal-curriculum/>

admission over the past year, the College has been keenly engaged with developing a sustainable, balanced approach to international education. An *International Education and Internationalization Action Plan for 2018/19* has been developed specifying six key actions focused on achieving sustainable growth in international student enrolment.

1. Implement target-based enrolment planning by setting campus and program based targets and caps for international students that support all learners and increase program offerings for Canadian students.
2. Diversify the countries of origin of international students in order to mitigate against significant changes in the global supply of international students, and to expose domestic students to a wider array of cultures and experiences.
3. Review and refine recruitment channels and processes in accordance with campus, program and country of origin targets. This process will be complemented by more stringent criteria for the selection and training of recruitment agents to ensure student academic preparedness and educational interest.
4. Review and refine application and admissions processes in accordance with campus, program and country of origin targets. Optimize use of available data to establish benchmarks.
5. Examine previous education and success rates of international students by term groups in order to revise and refine country and program targets.
6. Enhance the communication and integration of information between NIC's Office of Global Engagement and other College departments to coordinate enrolment planning strategies and activities.

### Sound Financial Management

Mandate Letter 2017/18:

- Meet or exceed the financial targets identified in the Ministry's three-year Service Plan.
- Participate in the Administrative Service Delivery Transformation initiative.

Mandate Letter 2018/19:

- Comply with government's 2% cap on tuition and mandatory fee increases.

- B.C. public post-secondary education institutions are required by law to submit balanced budgets each year to the Provincial Government. The Province also requires institutions to provide regular, detailed financial reports to ensure that revenues and expenditures are in accordance with the budget submitted. NIC's 2017/18 audited financial statements report a balanced budget, thereby contributing to achieving the financial targets identified in the Ministry's three-year Service Plan. NIC has consistently met Government's requirements to deliver balanced budgets and maintains a strong commitment to continuing this trend in future reporting cycles.

- The Administrative Services Delivery Transformation (ASDT) initiative is an effort led by the public post-secondary sector in B.C. that seeks to reduce costs and improve non-academic service delivery by finding administrative efficiencies and sharing expertise. NIC employees have served in leadership roles on sector-wide procurement initiatives via membership on the ASDT Steering Committee and the Finance Centre of Excellence Committee. NIC has also had membership the Enterprise Resource Planning (ERP) Working Group, tasked with developing a strategy for enhanced collaboration and increased ERP optimization for the sector. The College is currently participating in the Commercial Card Project, aimed at consolidating purchasing volumes to obtain greater rebates, and the Central Deposit Program, focused on increasing interest-income for participating institutions and reducing Government borrowing.
- NIC complied with Government's 2% cap on tuition and mandatory fee increases in 2017/18 and plans to follow Government directives on tuition 2018/19.

### Seamless Transitions for High School Students

#### Mandate Letter 2018/19:

- Align institutional processes with the K-12 curriculum changes to ensure the seamless transition of students entering post-secondary education.

- North Island College's Senior Education Team (SET) has developed a subcommittee to review the new K-12 curriculum and determine equivalencies between it and courses from the old K-12 curriculum. SET approved an omnibus process in 2017/18 that allows course and program supervisors to review the committee's equivalency determinations and either adopt the omnibus program or choose alternative admissions from the new curriculum. The omnibus process remains underway and is nearing completion.

## EducationPlannerBC

### Mandate Letter 2017/18:

- Participate in the development and implementation of a common application system for all public post-secondary institutions in the province.

- NIC has contributed to ongoing development of EducationPlannerBC (EPBC), formerly known as the Common Application System, in 2017/18 via participation on the EPBC Operations Working Group. The group's recent and continuing projects include:
  - development of technical upgrades to standardize the applicant profile portion of the application form;
  - development of a risk register to identify responsibilities for risk management and response strategies;
  - addressing barriers for groups who are under-represented at post-secondary institutions;
  - development of information sharing agreements; and
  - creating an online resource with updated information on EPBC status, outages, and maintenance notices.

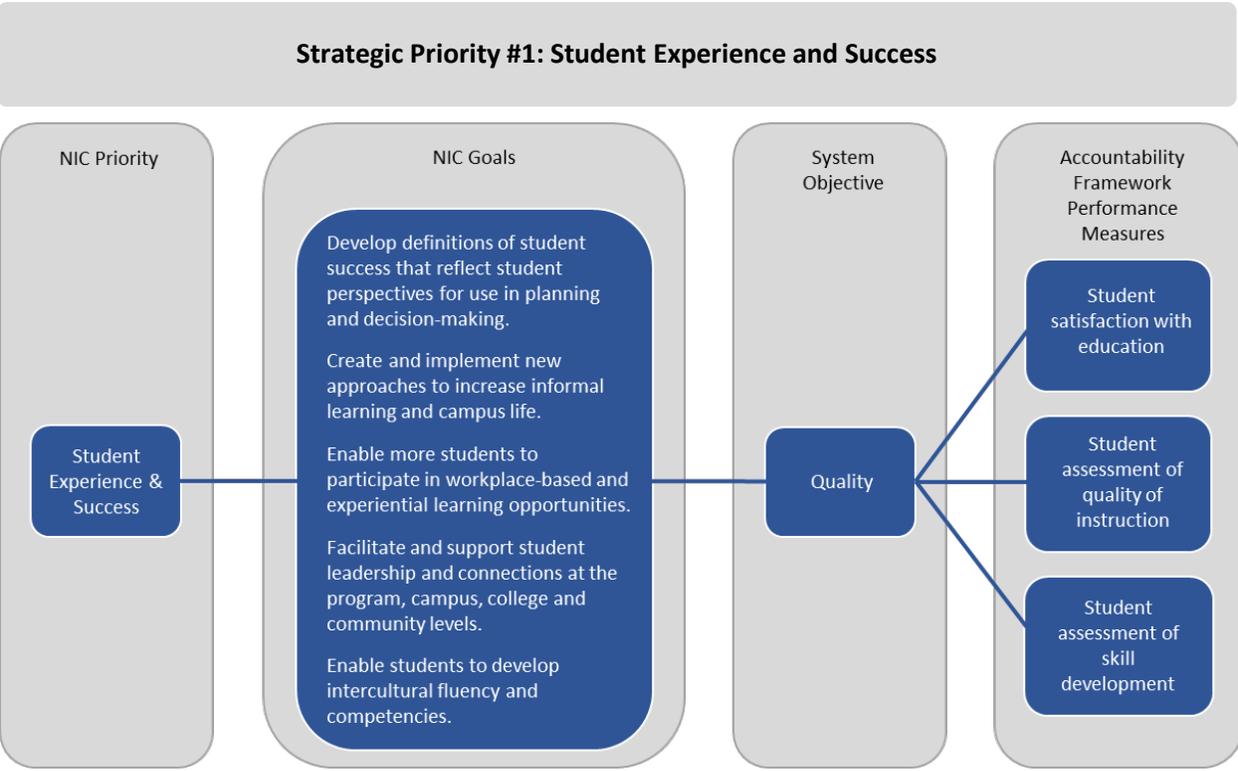
# PERFORMANCE PLAN

## NIC Plan 2020: 2017/18 Goals, Actions and Outcomes

Launched in the fall of 2015, North Island College’s 2016-2020 Strategic Plan, *NIC Plan 2020*,<sup>8</sup> addresses NIC’s regional opportunities and challenges and distinguishes NIC’s role from other post-secondary institutions across B.C. The plan identifies nine over-arching strategic priorities and 44 related goals with a central focus on supporting student experiences and success.

The diagrams in this section illustrate how NIC’s priorities and goals align with the B.C. post-secondary system objectives and associated Accountability Framework performance measures. NIC’s key actions and outcomes in 2017/18, the second year of NIC Plan 2020, are described in bullets below each diagram.

A report on NIC’s targets, results and assessments for the Accountability Framework performance measures in 2017/18 can be found in the section titled “Performance Measures, Targets and Results.”



<sup>8</sup> North Island College’s 2016-2020 Strategic Plan, *NIC Plan 2020*, can be viewed online at [http://www.nic.bc.ca/about\\_us/College\\_plan/](http://www.nic.bc.ca/about_us/College_plan/)

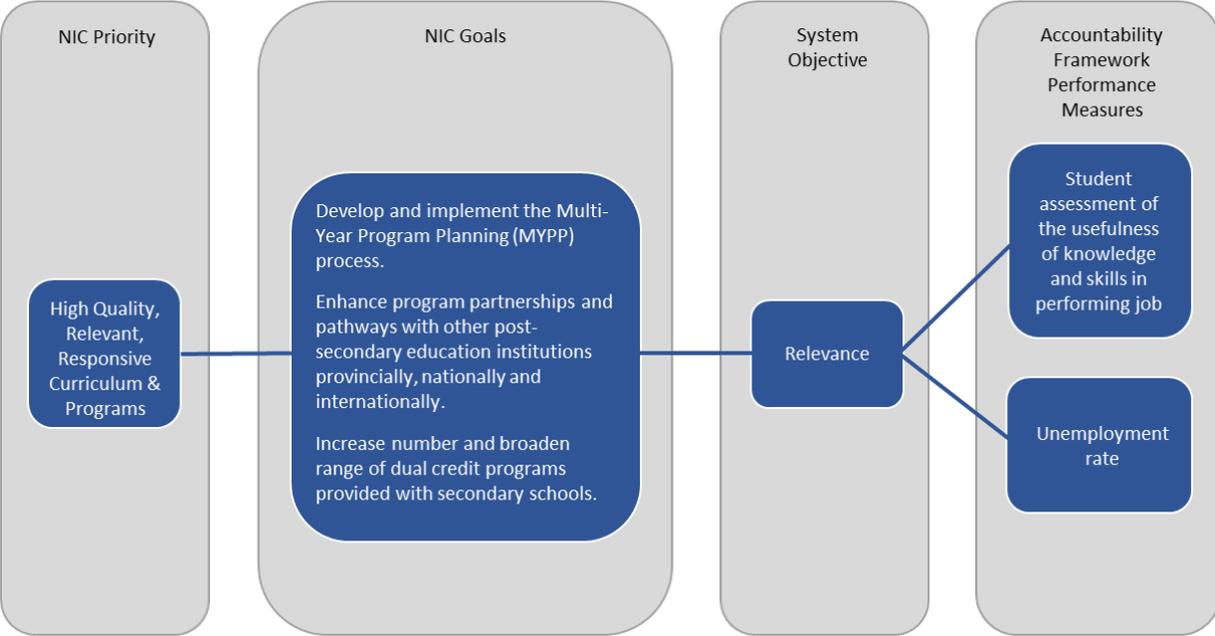
2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
<p><b>Develop definitions of student success that reflect student perspectives for use in planning and decision-making.</b></p>	<p>Gather feedback from students on how NIC is meeting its student success goals.</p>	<ul style="list-style-type: none"> <li>• Asked student leaders to identify what student success means to them. Members defined and prioritized key areas of student success as academic, well-being, career-building, easy access to support services, social components and campus life.</li> <li>• Participated in the BC Student Outcomes Survey, where 94% of students in certificate, diploma and associate degree programs were satisfied with their education in 2017. The numbers were similar for NIC’s apprenticeship programs (93%) and higher for bachelor’s degree programs (100%).</li> <li>• 88% of self-declared Indigenous students were satisfied NIC helped them meet their education goals in 2017/18; between 81% and 88% reported experiencing a culturally welcoming environment, safety and respect on campus, and effective academic and personal support.</li> </ul>
<p><b>Create and implement new approaches to increase informal learning and campus life.</b></p>	<p>Sustain a high quality peer tutoring service.</p>	<ul style="list-style-type: none"> <li>• NIC students in Port Alberni, the Comox Valley and Campbell River booked 1,300 peer tutoring appointments between September 2017 and March 2018. In the fall and winter terms, 30 active tutors taught math, business, chemistry, statistics, study skills and more in person or online.</li> <li>• Students also booked 600 appointments for writing help with peer tutors.</li> </ul>
	<p>Expand Library &amp; Learning Commons services to students.</p>	<ul style="list-style-type: none"> <li>• Renovated the Comox Valley campus’ Library &amp; Learning Commons to include dedicated quiet rooms and group study spaces as well as additional computers. The space has since become a more active study, research and learning hub.</li> <li>• Expanded library use with additional student support, Saturday hours and the piloting of Sunday hours in the fall session. More than 14,600 students have taken part in one of 4,846 group room bookings.</li> <li>• Plans are underway for a Library and Learning Commons in Campbell River.</li> </ul>
	<p>Increase student writing support services.</p>	<ul style="list-style-type: none"> <li>• WriteAway, a provincially available online writing service, saw a 40% increase in NIC student submissions this fall and an 80% year over year increase in the winter term.</li> <li>• NIC plans expand its online writing resources with common writing tips for students and faculty.</li> </ul>

	Create recreational, literary, cultural and social activities to provide informal learning, and social opportunities across areas of study.	<ul style="list-style-type: none"> <li>• NIC and the North Island Students Union (NISU) continue to support free indoor soccer and volleyball in the Comox Valley.</li> <li>• Sought feedback on additional sports.</li> <li>• Polled Campbell River students and found an interest in athletic clubs, service learning projects, documentary films and one-time sporting events.</li> <li>• NIC's Write Here Readers Series hosted 40 authors, including a series of monthly readings and NIC's first-ever North Island Writers' Conference.</li> <li>• Hosted established Canadian artists in the Artist Talk Lecture Series, brought in leadership speakers, student-run art events and cultural gatherings.</li> </ul>
<b>Enable more students to participate in workplace-based and experiential learning opportunities.</b>	Develop more opportunities for workplace learning.	<ul style="list-style-type: none"> <li>• Experienced a 32% increase in students participating in co-op education and business internships from the 2015/16 baseline year.</li> <li>• Re-accredited NIC's co-op program for another six years to December 2023.</li> </ul>
	Connect students with employers to help them identify career opportunities and pathways to employment.	<ul style="list-style-type: none"> <li>• Hosted the 8<sup>th</sup> Annual Career Fair in the Comox Valley with 40 employers providing career planning and employment information to students. Approximately 250 students participated in this year's fair, a 25% increase over last year.</li> <li>• Held hiring fairs at three campuses, in addition to info sessions and employment workshops in Port Alberni and Port Hardy.</li> <li>• Planned additional networking and career fairs for 2018/2019, including NIC's first career fair in Campbell River.</li> </ul>
<b>Facilitate and support student leadership and connections at the program, campus, College and community levels.</b>	Foster student leadership opportunities.	<ul style="list-style-type: none"> <li>• Increased NIC's Student Leadership Team to 22 members, including 10 international students. As NIC's largest ever team, it employed its own work-study student, brought in guest speakers and participated in many campus-wide student events.</li> <li>• Two student leaders returned as alumni this year to mentor new students.</li> <li>• The team organized a successful student leadership retreat, with 28 domestic and international students from all program areas, including one student from Thompson Rivers University in Kamloops. The team has already scheduled its next retreat for January 2019.</li> <li>• Created an NIC Open House student panel to speak to Grade 11 students on why they chose NIC.</li> </ul>
<b>Enable students to develop intercultural fluency and competencies.</b>	Create opportunities to foster understanding of world religious views in modern times, including Indigenous perspectives.	<ul style="list-style-type: none"> <li>• NIC's Office of Global Engagement organized several cultural events, including a multi-faith panel discussing First Nations, Buddhist, Islamic and Humanist perspectives.</li> </ul>

See also "Strategic Priority #4: Aboriginal Education and Indigenization" and "Strategic Priority #5, International Education and Internationalization."

**Strategic Priority #2:  
High Quality, Relevant, Responsive Curriculum & Programs**



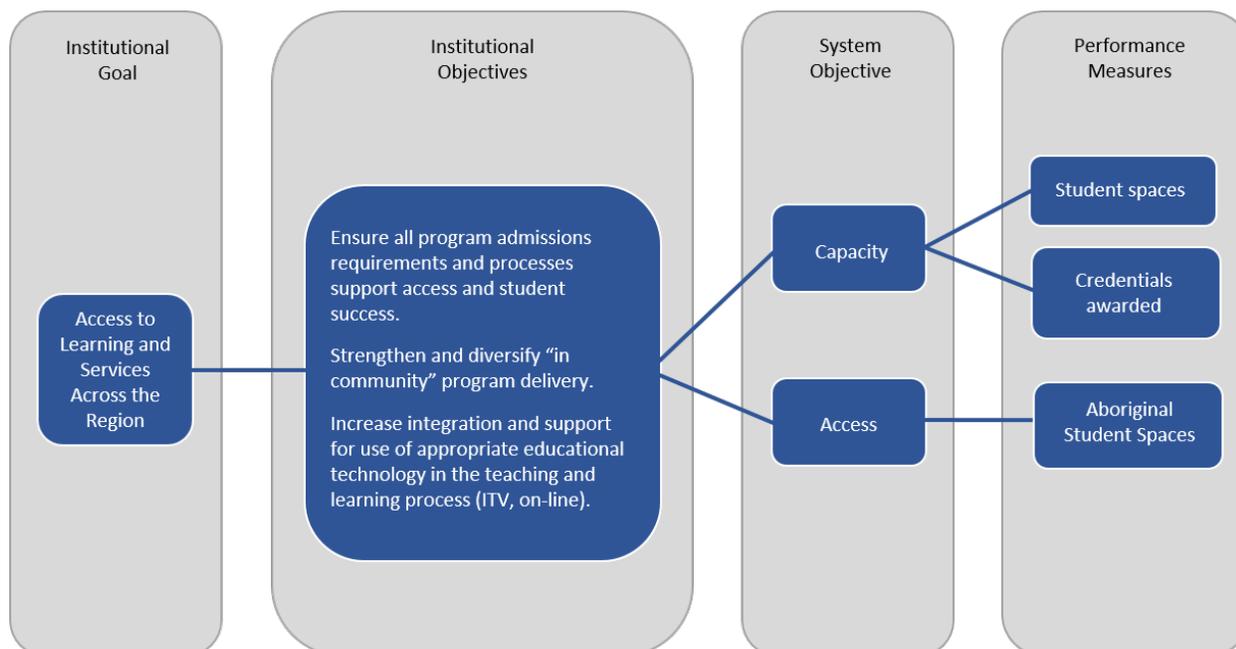
2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
Develop and implement the Multi-Year Program Planning (MYPP) process.	Develop and implement a college-wide multi-year program planning process to achieve optimum program enrolment, regionally responsive programming for students and communities, and effective quality standards.	<ul style="list-style-type: none"> <li>Completed second-year of MYPP resulting in four additional math science Interactive TV (ITV) course offerings to two school districts.</li> <li>Offered four new face-to-face business courses in Campbell River to 56 students, leading the way for new business programming at the campus.</li> <li>Early Childhood Care and Education (ECCE) faculty consulted with regional Elders, community, and advisors to revise courses and include Indigenous ways of knowing and being into curriculum.</li> <li>Provided leave for ECCE faculty to prepare for in-community rotational ECCE certificate and practicums.</li> <li>Developing curriculum for Electronics Core Automation as part of NIC's growing STEM offerings.</li> <li>Developing culinary course modules and diploma program, specializing in regional and molecular cuisine.</li> <li>Reviewing NIC's Metal Fabrication program, consulting with industry, and developing curriculum.</li> <li>Human Service Worker program faculty researched and provided recommendation to support alternative admissions process and support systems that are</li> </ul>

		<p>culturally sensitive to Indigenous learners for students entering the program.</p> <ul style="list-style-type: none"> <li>• NIC’s Senior Education Team (SET) approved more than \$348,918 to support departmental MYPPs in 2018/19.</li> </ul>
	Develop and reinvigorate programs based on regional demand and student need.	<ul style="list-style-type: none"> <li>• Developed and delivered Film and TV Crew Training programs in both Campbell River and Port Alberni, in partnership with the Island North Film Commission (INFilm). Several students obtained local employment immediately after the training.</li> <li>• Supported a Coastal Forest Resource certificate and Underground Mining Essentials certificate with Continuing Education and Training. Several students obtained local employment immediately after training.</li> <li>• Expanded sections of core trades programs, including Carpentry Foundation in Port Alberni and a pilot Prep Cook certificate in Campbell River.</li> <li>• Developed and delivered a 27-week Employment Transition/Culinary Assistant program in Port Alberni to meet the needs of students who have barriers to learning and employment and have an interest in working in the food service industry.</li> </ul>
	Indigenize the curriculum to improve learning outcomes and strengthen content for students.	<ul style="list-style-type: none"> <li>• Developed an Aboriginal Leadership certificate, to be delivered in 2018/19. Co-developing specific curriculum sections with Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish Nations to create a space for Indigenous teachings and traditional knowledge sharing.</li> <li>• Developed or delivered four First Nations language courses in support of the TRC calls to action, including Kwak’wala and Nuu-chah-nulth language courses at the ABE level.</li> <li>• Developed a Kwak’wala reading and writing course, scheduled for delivery in Jan. 2019.</li> <li>• Developed and delivered an Awi’nakola land-based learning program offering ABE-level Kwak’wala, English and Math outside of the traditional classroom in Port Hardy. This program will continue in 2018/2019.</li> <li>• Revised the Early Childhood Care and Education, Human Service Worker curriculum to work with Elders, community and advisors to revise courses and support students in community practicums to include Indigenous ways of knowing and being.</li> <li>• Delivered two first-year university transfer English courses to produce parallel streams of Indigenous and non-Indigenous content for improved outcomes.</li> <li>• Offered a pre-Tourism bridging courses and programs, as well as a Tourism and Hospitality certificate in Port Hardy with First Nations support.</li> <li>• Aboriginal Education director continues to work with departments to discuss additional ways to Indigenize curriculum.</li> </ul>

	Provide additional course offerings to meet student demand.	<ul style="list-style-type: none"> <li>• Increased first-year business delivery in Campbell River, with four first-year courses.</li> <li>• Offered two first-year university-level math and science courses via ITV in Port McNeill and Parksville.</li> <li>• Additional courses planned across academic divisions through 2018/19 MYPP process.</li> </ul>
	Develop, implement, and strengthen curriculum in trades and technical programs.	<ul style="list-style-type: none"> <li>• Developing a provincially funded computer technology certificate to address skills gaps and demand for technology expertise in North Island business and industry. Consultation with industry continues as staff develop curriculum for implementation in fall 2019.</li> <li>• Updated curriculum for trades programs, as a part of ITA harmonized trades delivery initiative.</li> <li>• Enhanced and develop Aquaculture Technician certificate and diploma programs.</li> <li>• Studying feasibility for specialty culinary courses, culinary diploma and metal fabrication program.</li> <li>• Underway: additional curriculum development planning across academic divisions through 2018/19 MYPP.</li> </ul>
<b>Enhance program partnerships and pathways with other post-secondary education institutions provincially, nationally and internationally.</b>	Expand and maintain educational partnership agreements.	<ul style="list-style-type: none"> <li>• NIC now has 114 active partnership agreements in 2017/18, including 43 Canadian agreements, 46 international agreements, 18 community agreements and seven agreements with local school districts. Fourteen new agreements were signed in 2017/18.</li> </ul>
	Expand and maintain post-secondary educational pathway opportunities for students.	<ul style="list-style-type: none"> <li>• Launched a transfer pathway for McDonald's employees who complete McDonald's Management Development Program. Employees get consideration for up to 24 credits in NIC's business programs.</li> <li>• Collaborated with the College of New Caledonia and Okanagan College to sign a MOU to continue access to online Applied Business Technology programs and prepare students for high demand office administrative positions.</li> </ul>
<b>Increase the number and broaden the range of dual credit programs provided in partnership with secondary schools.</b>	Expand and maintain dual credit offerings and agreements.	<ul style="list-style-type: none"> <li>• In total, 222 students enrolled in dual credit courses at NIC in 2017/18, a 31% increase over the previous year.</li> <li>• Strengthen existing agreements with Comox Valley, Campbell River, Port Alberni, Qualicum, North Island and Gulf Island School Districts.</li> <li>• Offered trades sampler and discovery programs in collaboration with the Campbell River School District and the Tla-o-qui-aht First Nation.</li> </ul>

### Strategic Priority #3: Access to Learning and Services Across the Region

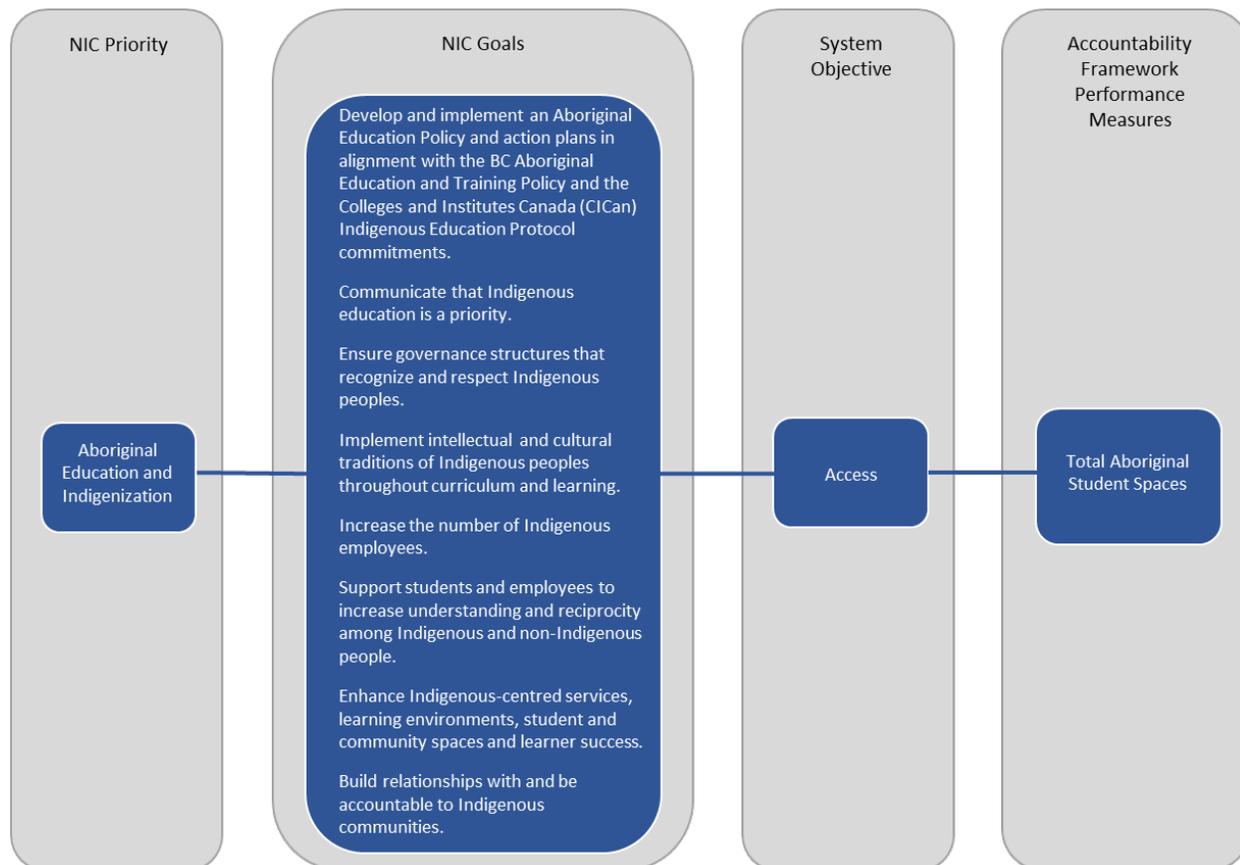


#### 2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
Ensure all program admissions requirements and processes support access and student success.	Eliminate cultural bias and provide immediate assessment results to international students.	<ul style="list-style-type: none"> <li>Ongoing.</li> </ul>
	Improve access opportunities for Aboriginal students interested in trades and tourism programs.	<ul style="list-style-type: none"> <li>Collaborated with Vancouver Island University to offer Aboriginal Eco-Tourism program for Indigenous students across the region.</li> <li>Operated two short-term introductory construction trades programs for members of the Toquaht Nation and Tla-o-qui-aht Nation.</li> <li>Offered pre-tourism, tourism certificates and programs in Mount Waddington. Programs will continue in 2018.</li> <li>Developing a Building Maintenance Worker – Aboriginal Community Focus to provide Indigenous community members with building maintenance skills for mechanical systems, plumbing, roof systems, windows, general cleaning and mould remediation.</li> </ul>
	Create new advising tools and align admissions requirements with new K-12 curriculum.	<ul style="list-style-type: none"> <li>Implemented advising tools created in 2016/17.</li> <li>Established a committee to review B.C.'s changing K-12 curriculum and the effect of restructured courses on NIC admission requirements.</li> <li>Hired a staff member to review course equivalencies and adopt or suggest alternate courses from the new curriculum.</li> </ul>

<p><b>Strengthen and diversify "in community" program delivery.</b></p>	<p>Work with community, First Nations and industry partners to improve student access to post-secondary education.</p>	<ul style="list-style-type: none"> <li>• Provided 66 in-community contracts serving students from Ucluelet to Bella Coola in diverse program areas, including a Community Mental Health Worker certificate in Port Alberni with the Nuu-chah-nulth Tribal Council.</li> </ul>
<p><b>Increase integration and support for use of appropriate educational technology in the teaching and learning process (ITV, online).</b></p>	<p>Increase instructional delivery of ITV and upgrade and expand locations to support concurrent course delivery.</p>	<ul style="list-style-type: none"> <li>• NIC's Interactive TV (ITV) rooms ran at peak capacity in 2071/18, with 79 hours of weekly instruction in the fall and 81.5 hours in the winter session.</li> <li>• Delivered Early Childhood Care &amp; Education via Skype for Business between students in Port Hardy and Alert Bay to improve student access.</li> <li>• Created a second dedicated ITV classroom for students in Port Alberni.</li> </ul>
	<p>Increase online educational technology use to improve access to resources and allow students and faculty to collaborate with each other.</p>	<ul style="list-style-type: none"> <li>• Supported tutors with an online forum providing consistent training materials, communication tools and online community to connect with other peer tutors.</li> </ul>
	<p>Improve technical support services for students.</p>	<ul style="list-style-type: none"> <li>• Expanded student technical support in the new Library and Learning Commons. This resulted in 39% more walk-ups to the new library support desk, 42% more web visits and more than double the number of people participating in workshops at the beginning of each term.</li> </ul>

## Strategic Priority #4: Aboriginal Education and Indigenization

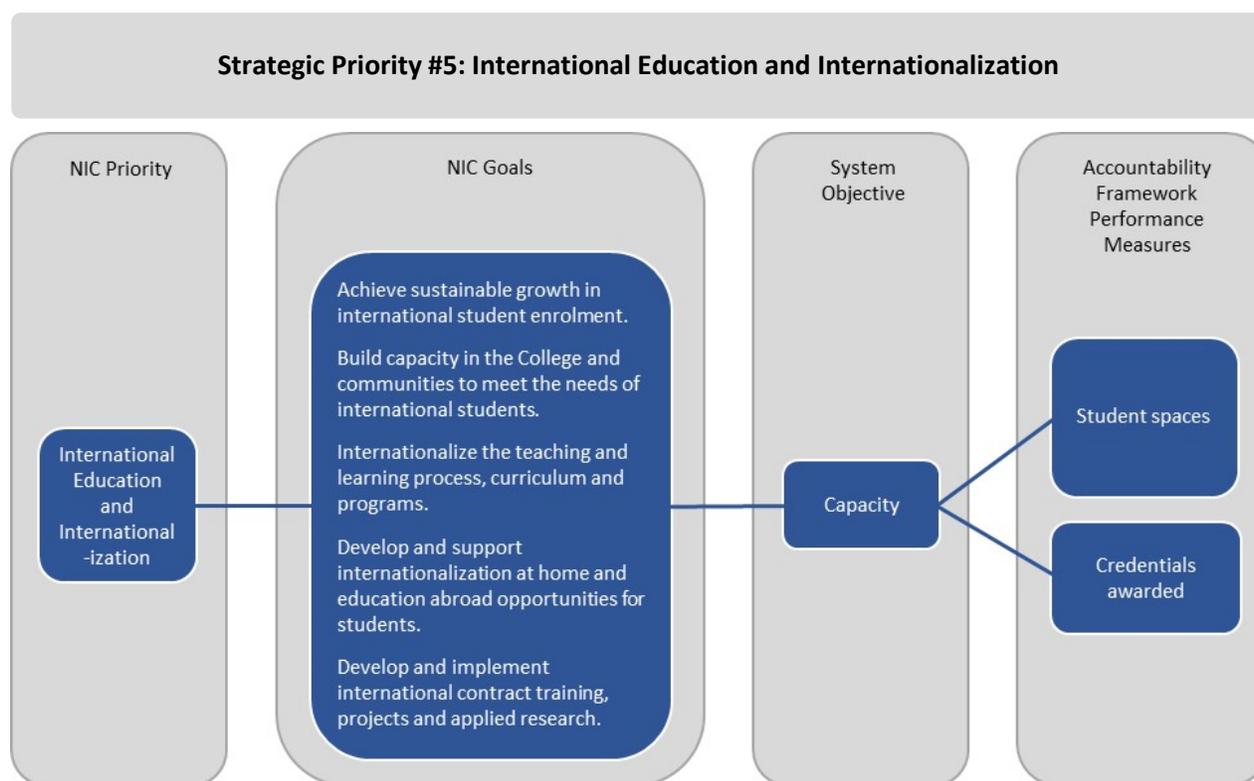


### 2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
<b>Develop and implement an Aboriginal Education Policy and action plans in alignment with the BC Aboriginal Education and Training Policy and the Colleges and Institutes Canada (CICan) Indigenous Education Protocol commitments.</b>	Develop overall Aboriginal Education policy and guidelines for use within newly developed Aboriginal Education Information Binder.	<ul style="list-style-type: none"> <li>Review materials with Regional Advisory Committees, Aboriginal Education Council (AEC), SET and SLT and determine completion timelines.</li> <li>Work to develop communication plan and Aboriginal Education policy.</li> <li>Plan a celebration and signing event with Board of Governors to adopt new Aboriginal Education policy.</li> </ul>
<b>Communicate that Indigenous education is a priority.</b>	Develop a marketing plan for internal and external audiences, including regular ad space and monthly editorials to highlight program and student success.	<ul style="list-style-type: none"> <li>Current stories running in First Nations Drum and Hashilth-sa; need to assess current audiences and publications.</li> </ul>
	Enhance social media presence to communicate with students, communities and organizations to ensure local	<ul style="list-style-type: none"> <li>Created Facebook account and group used by Elders and advisors to share events across campuses. Additional plans to set up and maintain media and social media presence.</li> </ul>

	communities feel welcomed and are encouraged to share ideas and feedback.	
<b>Ensure governance structures recognize and respect Indigenous peoples.</b>	Review Regional Advisory Committees and Aboriginal Education Council (AEC) Terms of Reference documents to ensure authentic community voices shape policies that sustain relationships between the College and communities.	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<b>Implement intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning.</b>	Review and update existing policies relating to intellectual property, traditional knowledge and copyrights.	<ul style="list-style-type: none"> <li>• Working to summarize existing NIC policies for review by Regional Advisory Committees/AEC, SET and SLT.</li> <li>• Ensure partnership and education agreements include clear language around copyright, intellectual property and protection of rights.</li> </ul>
	Develop and implement an Indigenization policy and strategy that further clarifies the importance of Indigenous content, knowledge and teachings within NIC's curriculum and programs.	<ul style="list-style-type: none"> <li>• Working to draft a strategy for Regional Advisory Committees / AEC to review, discuss and develop.</li> <li>• Working to create a simple template for departments to identify activities, curriculum and resources that inform their Indigenization plans / ideas.</li> <li>• Establish a meeting schedule between Aboriginal Education and each department to develop plans and report to Regional Advisory Committees / AEC.</li> </ul>
<b>Increase the number of Indigenous employees.</b>	Plan for Elder positions at all four campuses to be regularized. Consider options for new employment positions and anticipated contract positions.	<ul style="list-style-type: none"> <li>• Four regularized campus elder positions, one at each NIC campus, and three contract positions are now in place.</li> </ul>
	Further discussion on Human Rights exemptions for instructors of specific courses and programs.	<ul style="list-style-type: none"> <li>• Working to ensure Human Rights Tribunal permissions are sought and approved to designate specific positions for Aboriginal peoples.</li> </ul>
	Apply for Human Rights Tribunal approval of a policy update regarding 'self-identifying as Aboriginal' on employment applications.	<ul style="list-style-type: none"> <li>• Discussions are ongoing on Regional Advisory Committees, AEC, SET and SLT meeting agendas.</li> </ul>
<b>Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous people.</b>	Encourage participation in activities that provide understanding of traditional Aboriginal ways and values, or increase knowledge and self-awareness of Aboriginal history in Canada.	<ul style="list-style-type: none"> <li>• Identified successful training such as Yukon College's First Nations 101. Develop similar training for staff, students and faculty.</li> <li>• Supported opportunities for 'The Village Workshop' to be included in NIC's programs and courses. Exploring opportunities to offer workshop to staff and students.</li> <li>• Ongoing: promote opportunities for employees to attend Aboriginal community cultural events.</li> </ul>
<b>Enhance Indigenous-centred services, learning environments, student and</b>	Open Aboriginal student lounges to provide improved	<ul style="list-style-type: none"> <li>• Opened Comox Valley lounge in fall 2017.</li> <li>• Included First Nation symbols and art into design of new Mount Waddington campus in Port Hardy.</li> </ul>

community spaces, and learner success.	learning spaces and services for Indigenous students.	<ul style="list-style-type: none"> <li>All NIC Campuses now have Aboriginal student lounges.</li> </ul>
	Work with the K'omoks First Nation to formally recognize their traditional territory.	<ul style="list-style-type: none"> <li>Working to commission a new pole carving at the Comox Valley campus.</li> </ul>
Build relationships with and be accountable to Indigenous communities.	Co-develop educational agreement templates to ensure the goals, objectives, IP/copyright and important elements meet NIC and community needs, and are written in plain English.	<ul style="list-style-type: none"> <li>Working to review and update educational agreements and include in new partnership agreements.</li> </ul>



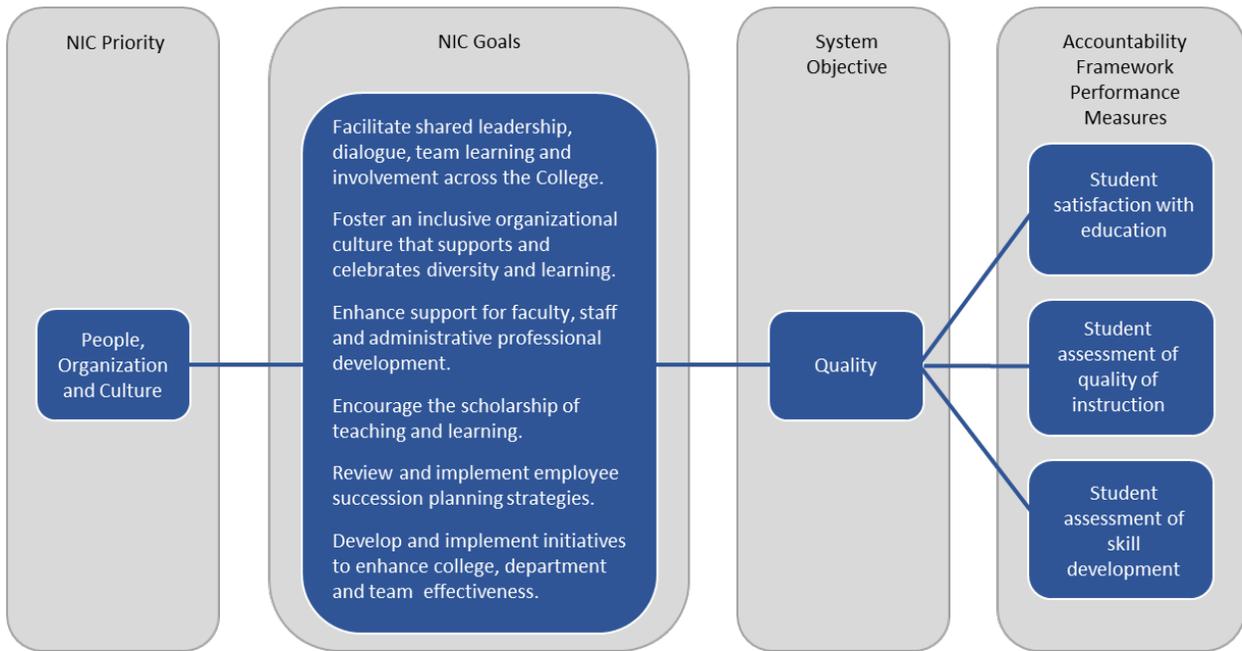
### 2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
Achieve sustainable growth in international student enrolment.	Create, implement, and strengthen a strategic international recruitment and marketing plan.	<ul style="list-style-type: none"> <li>Committed to a three-year enrolment management plan starting in the 2019/2020 academic year to refine recruitment channels, admissions and application processes; create campus and program targets for international students to support all learners and increase program offerings for Canadian students; diversify international students' countries of origin to mitigate against global changes and expose domestic students to a wider array of cultures. The process will also examine past</li> </ul>

		international students' education and success rates to refine country and program targets.
	Integrate international enrolment within NIC's multi-year planning.	<ul style="list-style-type: none"> <li>• Restructured NIC's Office of Global Engagement within NIC's Academic Division.</li> <li>• In development: enhance communications between the Office of Global Engagement and other departments to co-ordinate enrolment planning strategies, admissions and activities.</li> </ul>
<b>Build capacity in the College and communities to meet the needs of international students.</b>	Increase and diversify program offerings for all students by offering additional term tracks, course sections and additional programming in business at the Campbell River campus.	<ul style="list-style-type: none"> <li>• Expanding Global Business Management program into Campbell River in fall 2018 to bring 75 international students to Campbell River.</li> <li>• Expanding availability of existing services and introducing new supports where needed (academic writing course and supports, math, additional invigilation, instructional assistants) in Campbell River.</li> </ul>
	Create faculty and staff professional development opportunities overseas.	<ul style="list-style-type: none"> <li>• Three employees participated in Leave for Change in 2017/18, volunteering their time with institutional partners in developing countries to encourage fresh perspectives new skills, global understandings and confidence.</li> <li>• Held faculty workshops on challenges of working with diverse international learners.</li> <li>• Human Services faculty completed a trip to the Philippines to prepare students for a field school and development working partnership with Cebu Normal University.</li> </ul>
	Create peer mentoring and support programs with domestic students.	<ul style="list-style-type: none"> <li>• Program has started with goal to recruit more mentors in fall 2018.</li> </ul>
	Develop a staffing strategy to support enhanced offerings in key program areas.	<ul style="list-style-type: none"> <li>• Hired faculty versed in global learning competencies.</li> <li>• Increased support staff positions in key admissions, advising, Library and Learning Commons and international staff to support students.</li> </ul>
	Support students' abilities to enrol and succeed by expanding accommodation options for all students.	<ul style="list-style-type: none"> <li>• Initiate consultation and develop business case for student residence at the Comox Valley campus.</li> </ul>
<b>Internationalize the teaching and learning process, curriculum, and programs.</b>	Create an elective course to provide students with intercultural competencies.	<ul style="list-style-type: none"> <li>• Delivered a tuition-free elective to grow students' intercultural awareness and skills, with plans to regularize in 2018/19.</li> </ul>
<b>Develop and support Internationalization at home and education abroad opportunities for students.</b>	Grow NIC's study abroad offerings through new exchanges and field schools.	<ul style="list-style-type: none"> <li>• NIC's study abroad and exchange programs grew exponentially in 2017/18. Thirty-one students from NIC's nursing, human services, university studies and fine arts departments travelled to rural Nepal, the Philippines and Greece in the summer of 2017 and spring of 2018 as part of NIC field school courses.</li> </ul>

		<ul style="list-style-type: none"> <li>• Exchange students from five countries studied at NIC this year. Outgoing students have studied at Disney, in California and Florida, Japan and Denmark. One student also received a \$5,000 CIGan scholarship to study in Brazil this summer.</li> <li>• Planning to increase study abroad scholarship budget and increase the number of field schools by 4% per year.</li> <li>• Working to expand institutional exchange partners in countries and programs of interest to students.</li> </ul>
	Launch student participation in Uniterria Students Without Borders Program.	<ul style="list-style-type: none"> <li>• Underway: budget, seek academic credit, set student participation target.</li> </ul>
	Develop robust student ambassador program that includes domestic and international students.	<ul style="list-style-type: none"> <li>• In development</li> </ul>
	Expand International Education Week activities.	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
	Organize International Development Week events.	<ul style="list-style-type: none"> <li>• In development</li> </ul>
<b>Develop international contract training, projects, and applied research.</b>	Continue to solicit and develop short-term and customized programs for clients.	<ul style="list-style-type: none"> <li>• Hosted 20 Chinese students in Customized Cruise Line Service training. Continue to seek and support clients with their training needs.</li> </ul>
	Collaborate on international research.	<ul style="list-style-type: none"> <li>• In development</li> </ul>

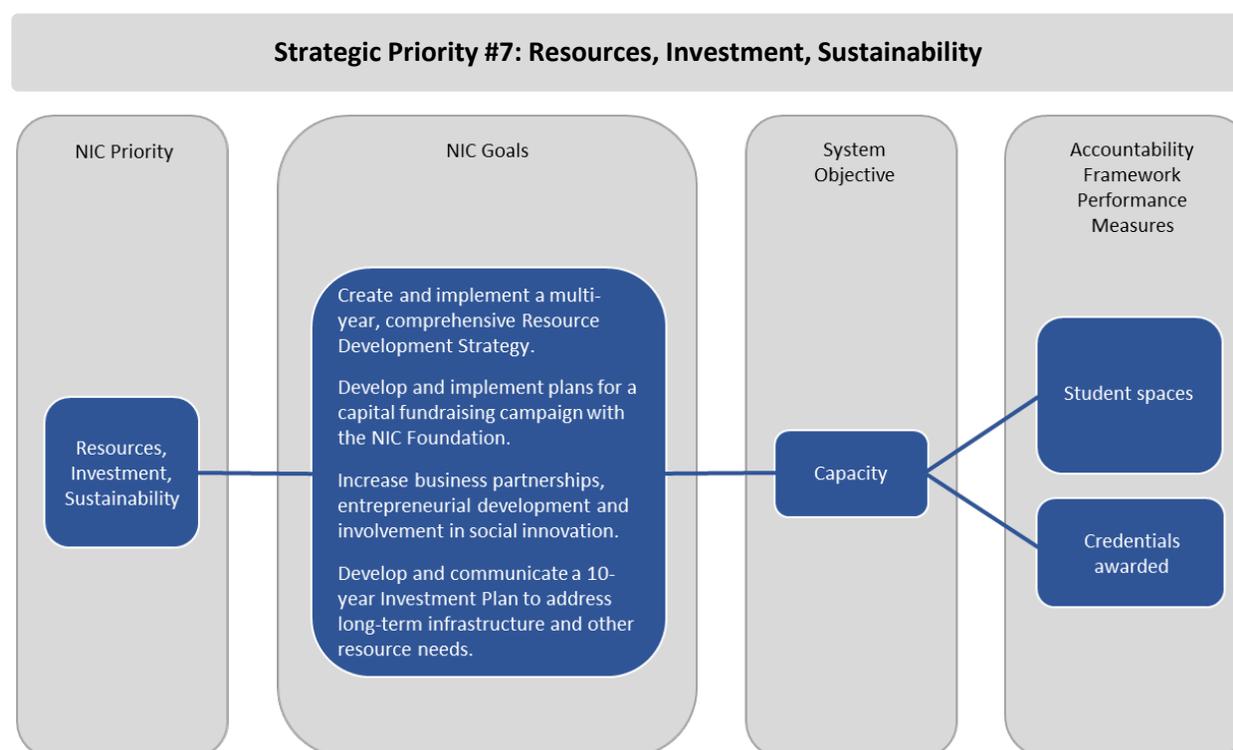
## Strategic Priority #6: People, Organization and Culture



### 2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
<b>Facilitate shared leadership, dialogue, team learning and involvement across the College.</b>	Review recommendations and implement initiatives to respond to employee feedback gathered from a comprehensive employee engagement survey undertaken in late 2016.	<ul style="list-style-type: none"> <li>Engaged in formal and informal processes to improve communication and provide for increased employee participation, including an internal communications survey, more frequent town hall meetings and campus-wide committees on student housing and more.</li> </ul>
<b>Foster an inclusive organizational culture that supports and celebrates diversity and learning.</b>	Continue a Diversity Matters@NIC committee made up of a cross-section of NIC community members, including students, to guide a college-wide diversity and inclusion project.	<ul style="list-style-type: none"> <li>Developed process and methods to gather perceptions and implement improvements. Conversation circles held with staff across campuses to gather feedback and ideas for future initiatives.</li> </ul>
	<i>See also "Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous people" in "Strategic Priority 4: Aboriginal Education and Indigenization."</i>	
<b>Enhance support for faculty, staff, and administrative professional development.</b>	Continue to support faculty, support staff and administrative employees in maintaining and increasing their professional skills.	<ul style="list-style-type: none"> <li>Reviewed and updated professional/career development manuals.</li> <li>Explore increased access to group professional development opportunities for faculty and staff and create standalone professional development days separate from staff celebration events.</li> </ul>
<b>Encourage the scholarship of teaching and learning.</b>	Improve access to the NICFA Common Professional Development Fund by broadening the scope of eligible activities and increasing	<ul style="list-style-type: none"> <li>The development fund supported 20 activities in 2017/18, allocating \$63.6K.</li> </ul>

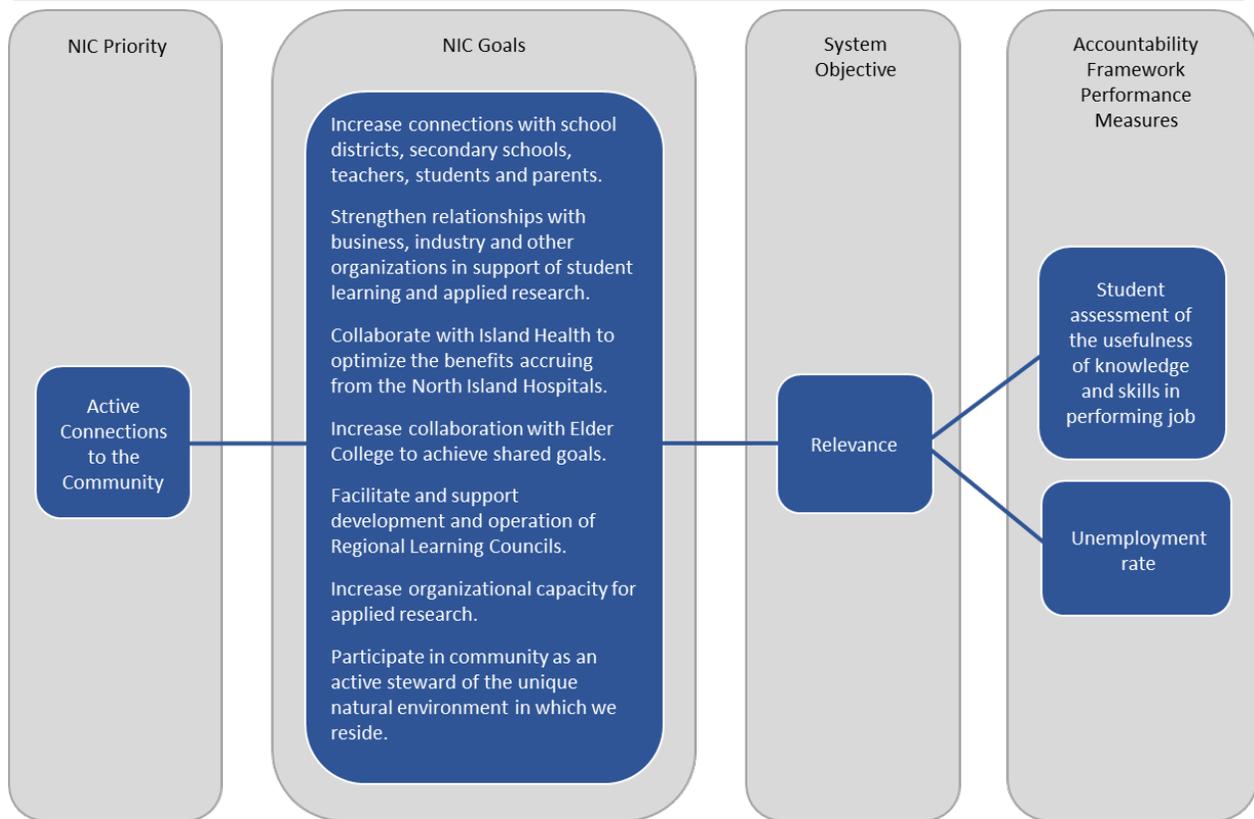
	faculty awareness of eligible coverage and process.	
	Encourage faculty to participate in professional development opportunities across B.C.	<ul style="list-style-type: none"> <li>• Offered a professional development day at the Comox Valley campus in August; additional events planned.</li> <li>• The Teaching and Learning Committee’s three largest events included a seminar with UBC expert in teaching excellence, a team-based learning workshop, and a three-day welcome back event in August, including workshops on Indigenizing the curriculum, sexual harassment, the library and learning commons, ITV, Blackboard Learn, Academic Integrity and more. The welcome back returned in a bootcamp format in January.</li> </ul>
<b>Review and implement employee succession planning strategies.</b>	Provide support for administrative staff development.	<ul style="list-style-type: none"> <li>• Several administrators served in acting roles in 2017/18 to cover leaves of absence allowing each to gain valuable knowledge and experience and prepare for future promotional opportunities.</li> </ul>
<b>Develop and implement initiatives to enhance College, department and team effectiveness.</b>	Organize and implement departmental training initiatives to address group learning needs.	<ul style="list-style-type: none"> <li>• Several departments organized and participated in group training to support skill development and knowledge enhancement.</li> </ul>
	Facilitate team-building activities to improve employee health.	<ul style="list-style-type: none"> <li>• Human Resources organized Canadian Mental Health Week activities in May 2017; the initiative continued in 2018.</li> </ul>



2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
<b>Create and implement a multi-year, comprehensive Resource Development Strategy.</b>	Work with industry, business, and government to support long-term development strategies.	<ul style="list-style-type: none"> <li>NIC became one of two B.C. colleges to receive funding from the Labour Market Partnership program, a joint initiative between the B.C. Ministry of Jobs, Tourism and Skills Training and the Government of Canada. NIC received almost \$1.1M, including \$600K to develop curriculum and pilot delivery of the Aquaculture Technician diploma and \$488K to develop curriculum and pilot delivery of a TV and Film Crew Training program.</li> </ul>
<b>Develop and implement plans for a capital fundraising campaign with the NIC Foundation.</b>	Develop a campaign to raise funds for equipment, technology and student awards for the Campbell River campus expansion.	<ul style="list-style-type: none"> <li>Established a Leadership Cabinet of influential community members and assisted with the research and development of a donor prospect list.</li> <li>Developed and integrated an itemized sponsorship opportunities list with the donor prospect list.</li> <li>Created a case for support video detailing the \$17.6 million Campbell River campus expansion and renovation project. The video has been shown to select audiences.</li> <li>Written grant proposals have commenced based on preliminary discussions with federal, provincial and local funding sources.</li> <li>Met with several lead donor prospects with more scheduled for spring, summer and fall 2018.</li> </ul>
<b>Increase business partnerships, entrepreneurial development and involvement in social innovation.</b>	Strengthen connections to business organizations via director positions with the Comox Valley and Campbell River Chambers of Commerce and the Innovation Island Technology Association.	<ul style="list-style-type: none"> <li>Increased collaboration with business leaders through executive positions on chamber boards in the Comox Valley and Campbell River, as well as the Innovation Island Technology Association. This saw support for mentorship programs, research grants and program funding, sponsorship of annual community awards, and increased engagement and awareness of NIC goals.</li> </ul>
	<i>See "Strategic Priority #8: Active Connections to the Community" for more applied research partnerships.</i>	
<b>Develop and communicate a 10-year Investment Plan to address long-term infrastructure and other resource needs.</b>	Work with the NIC Foundation and community stakeholders to develop an investment plan.	<ul style="list-style-type: none"> <li>Completed a new constitution and bylaws for the NIC Foundation, approved by the BC Societies Registry.</li> <li>Established a record level of student awards for the third consecutive year with more than \$126K in new awards created in 2017/18, representing a 43% increase in scholarships and bursaries available to NIC students.</li> <li>Developing an Agreement in Principle between the NIC Foundation and NIC to provide a framework for long-term investment and strategic plans.</li> <li>A comprehensive overhaul of NIC Foundation policies and procedures is underway.</li> </ul>

## Strategic Priority #8: Active Connections to Community



### 2017/18 Goals, Actions and Outcomes

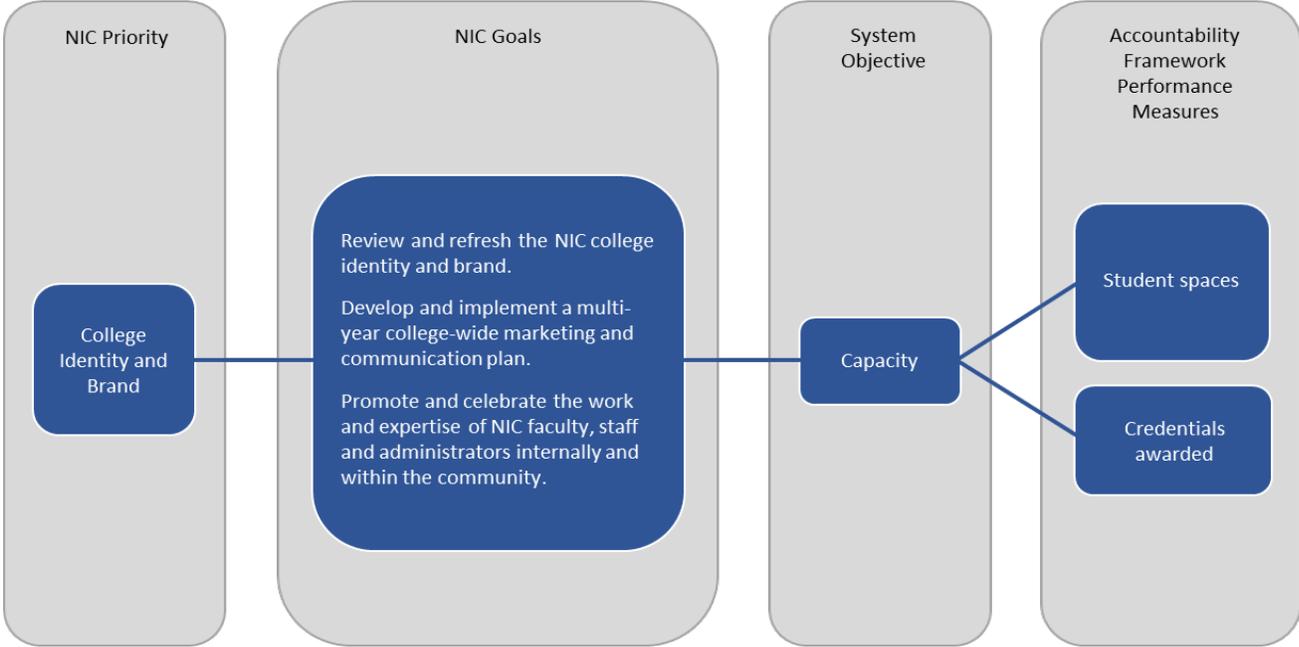
Goal	Action	Outcome/ Status
<b>Increase connections with school districts, secondary schools, teachers, students and parents.</b>	Strengthen high school open houses and parent student information nights to demonstrate relevant programs and career paths for students across program areas.	<ul style="list-style-type: none"> <li>• Hosted almost 1,400 Grade 11 students from across the region at two open houses, one in the Comox Valley and one in Port Alberni.</li> <li>• Held a Parent Student Info Night in the Comox Valley for the second year with 175 students and family members in attendance.</li> <li>• Attended the high school parent student night in Port Alberni, where parents, students and families were already attending.</li> <li>• Planning to offer a Parent Student Info Night in Campbell River in the future.</li> <li>• Hosted a Fine Arts discovery day for Alberni District Secondary School students and faculty.</li> </ul>

	Increase communication with school district advisors and counsellors.	<ul style="list-style-type: none"> <li>• Hosted an advising session at Open House 2018 and will continue to seek opportunities to be present at parent/school information nights (PAC, graduation meetings, etc.).</li> <li>• Hosted a second, well-attended counsellor session in March 2018.</li> <li>• Held meetings with school district stakeholders in Port Alberni, Comox Valley, and Oceanside to focus on delivery of dual credit courses, the High School Partnership Initiative, and related events.</li> </ul>
	Collaborate with school districts on science and technology offerings.	<ul style="list-style-type: none"> <li>• Collaborated with regional school districts to deliver robot camps to 149 youth, providing an introduction to NIC, career insights, and pathway opportunities for young families.</li> </ul>
	<i>See also "Increase the number and broaden the range of dual credit programs provided in partnership with secondary schools." in "Strategic Priority 2: High Quality, Relevant, Responsive Curriculum &amp; Programs"</i>	
<b>Strengthen relationships with business, industry, and other organizations in support of student learning and applied research.</b>	Strengthen relationship with the B.C. Salmon Farmers' Association (BCSFA) and B.C. Shellfish Growers' Association (BCSGA).	<ul style="list-style-type: none"> <li>• NIC's Centre for Applied Research Technology and Innovation (CARTI) received several grants with the support of both associations, including: <ul style="list-style-type: none"> <li>• \$600K to pilot delivery of an Aquaculture Technician diploma (continued from previous year);</li> <li>• \$150K to investigate how salmon farms act as floating reef habitats;</li> <li>• \$134K for micro-hatchery equipment to research seed diversification;</li> <li>• \$25K to install anti-predator netting to improve oyster seed survival;</li> <li>• \$25K to develop new virus detection tools for the shellfish industry; and</li> <li>• \$25K to investigate if kelp can address ocean acidification issues in hatchery production of shellfish.</li> </ul> </li> <li>• NIC has also conducted the single largest study to explore B.C.'s kelp growing potential. Kelp lines were installed at more than 30 farm sites off Vancouver Island with BCSFA support.</li> </ul>
	Explore opportunities to study tidal and wave energy.	<ul style="list-style-type: none"> <li>• Discussions continue with academic and industry colleagues specializing in the marine renewable energy sector.</li> </ul>
	Support alumni association in collaboration with alumni champions.	<ul style="list-style-type: none"> <li>• Supported one event, led by students.</li> <li>• Additional development is being undertaken through business degree spring mixer.</li> </ul>
	Strengthen relationship with Colleges and Institutes Canada (CICan).	<ul style="list-style-type: none"> <li>• Hosted the CICan preconference for rural and remote colleges with several NIC faculty leading panel presentations.</li> <li>• Faculty participated and presented at CICan national conference in Victoria.</li> </ul>

	Collaborate with the Comox Valley Chamber of Commerce to encourage and promote entrepreneurship, mentorship and student connections with the business community via programs and targeted events.	<ul style="list-style-type: none"> <li>• Ran the Global Leaders of Tomorrow mentorship program and sponsored the Comox Valley Chamber tech event in October; in exchange, students were given free tickets to attend the networking component.</li> </ul>
	Partner with the Community Justice Centre in support of student learning.	<ul style="list-style-type: none"> <li>• Formulated partnership between NIC and the Comox Valley Community Justice Centre in March 2017 to support the Annual Campagnolo Lectures in Restorative Justice, improve public knowledge of the justice system, and enhance educational opportunities for students.</li> </ul>
<b>Collaborate with Island Health to optimize the benefits accruing from the North Island Hospitals.</b>	Create new programs to address Island Health hiring needs.	<ul style="list-style-type: none"> <li>• Developed pathway for licensed practical nurses to bridge into years 3 and 4 of NIC's Bachelor of Science in Nursing (BSN) program.</li> <li>• Participated in four themed (Mental Health, Mat/Child, Med/Surg, Palliative) simulation events with BSN students, BSN faculty and residents from UBC Strathcona Family Practice Residency Program.</li> <li>• Completed initial feasibility study for a pilot Rehabilitation Assistant diploma.</li> </ul>
	Identify the role students can play in the Comox Valley and Campbell River hospitals, which opened in fall 2017.	<ul style="list-style-type: none"> <li>• Completing a study on the effect of using patient welcomers in the hospital moves when 68 students took on patient welcomer roles in September and October 2017.</li> </ul>
<b>Increase collaboration with ElderCollege to achieve shared goals.</b>	Work with ElderCollege executive to share best practices and assess program challenges.	<ul style="list-style-type: none"> <li>• Establish liaison meetings with ElderCollege executive from all three campuses to explore potential synergies across regions.</li> </ul>
	Implement the Joy of Lifelong Learning program, enabling adults 55+ to easily access more than 80 affordable academic credit courses.	<ul style="list-style-type: none"> <li>• Launched in September 2017, with Comox Valley ElderCollege participation.</li> </ul>
<b>Facilitate and support development and operation of Regional Learning Councils (Alberni Valley, Mount Waddington, the West Coast and Campbell River).</b>	Create learning councils with regional First Nations, school districts, local government, non-profit organizations and industry to identify, advise and support regional education needs.	<ul style="list-style-type: none"> <li>• Campbell River Learning Council work deferred until after Campbell River campus expansion complete, Mount Waddington council on hold. Progress continues with Port Alberni Learning Council.</li> </ul>
<b>Increase organizational capacity for applied research.</b>	Expand the Centre for Applied Research Technology and Innovation (CARTI) and scope of its work.	<ul style="list-style-type: none"> <li>• Applied for infrastructure, equipment, and research grants.</li> <li>• Continue to employ a research assistant.</li> <li>• Twelve students hired to work on applied research projects, providing exemplary experiential learning opportunities.</li> </ul>
	Apply for SSHRC grant to investigate how leadership principles are embedded in the Kwak'wala language.	<ul style="list-style-type: none"> <li>• Received \$24.6K grant. Research has been conducted within the Mount Waddington region and was recently presented at the CICan Rural and Remote Pre-Conference symposium.</li> </ul>

	Focus on clean technologies and building capacity in seafood production and processing.	<ul style="list-style-type: none"> <li>• Exploring opportunities to work with Vancouver Island University, the Ministry of Agriculture, and the B.C. Shellfish Growers Association.</li> </ul>
	Extend NIC's NSERC funded Industrial Research Chair for Colleges in Sustainable Aquaculture grant and highlight work internationally to raise awareness of NIC expertise.	<ul style="list-style-type: none"> <li>• Grant extended as part of a \$1M, five-year contract with additional contributions from community.</li> <li>• Advanced Research Assistant position increased from a sessional to a regular faculty position.</li> <li>• Plans to hire up to four students each year are underway.</li> </ul>
	Expand the diversity of research initiatives and increase the number of faculty members participating.	<ul style="list-style-type: none"> <li>• Facilitated a \$212K grant from SSHRC for BSN faculty to work with three local First Nation health authorities to provide an immersion experience for first-year nurses.</li> <li>• Provided support for B.C. Shellfish Growers with two new NSERC-funded applied research initiatives.</li> </ul>
<b>Participate in community as an active steward of the unique environment in which we live.</b>	Continue to reduce greenhouse gas emissions from natural gas and electricity consumption.	<ul style="list-style-type: none"> <li>• From 2013 to 2016, NIC upgraded its HVAC systems and lowered its natural gas consumption for a 21% decrease in greenhouse gas emissions; during the same time, LED lighting upgrades reduced electricity consumption and lowered greenhouse gas emissions by 31%.</li> </ul>
	Participate in Bike to Work Week.	<ul style="list-style-type: none"> <li>• Seventy-two NIC employees cycled 2,221 km and saved 481 kg in GHGs in 2017.</li> </ul>
	Encourage participation in community environmental stewardship projects.	<ul style="list-style-type: none"> <li>• Hosted a Kus-kus-sum information session with Project Watershed in support of student and staff participation in a campaign to purchase and restore the decommissioned Field Sawmill site in Courtenay.</li> </ul>

**Strategic Priority #9: College Identity and Brand**



2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome / Status
<b>Review and refresh the NIC identity and brand.</b>	Strengthen and renew the NIC logo.	<ul style="list-style-type: none"> <li>Continued to replace and roll out the new NIC logo on materials, merchandise etc.</li> </ul>
	Develop the NIC website.	<ul style="list-style-type: none"> <li>New website launched in 2018, key features include:               <ul style="list-style-type: none"> <li>responsive design, ability to scale to mobile devices and desktop computers;</li> <li>ability to access key NIC databases in real time for consistent, quality information;</li> <li>students-first navigation;</li> <li>ability for users to self-serve key information, empowering ambassadors throughout the region; and</li> <li>ability to focus content on distinct needs of programs and areas of study.</li> </ul> </li> </ul>
	Grow the NIC newsroom.	<ul style="list-style-type: none"> <li>Followed BC government lead in creating news pages with updated news, events, stories and media coverage, by region and area of study</li> <li>Ability to adapt as stories develop and share related stories</li> </ul>
	Expand scope of rebranded Office of Global Engagement materials to profile student experiences and support, campus life and NIC advantages.	<ul style="list-style-type: none"> <li>Created full scale marketing materials and applied them to NIC's 2018 <i>International Viewbook</i>, pop-up banners, press ads, marketing videos, and print collateral.</li> <li>Launched a mobile-friendly, responsive design website.</li> </ul>

		<ul style="list-style-type: none"> <li>• Communication tools translated into four languages.</li> </ul>
	Establish new NIC Foundation logo, branding, and materials.	<ul style="list-style-type: none"> <li>• Supported branding and website created last year with video testimonials.</li> </ul>
<b>Develop and implement a multi-year, College-wide marketing and communication plan.</b>	Create a multi-year college-wide marketing and communication plan.	<ul style="list-style-type: none"> <li>• Working with several departments to integrate marketing needs, publications and materials within the scope of larger NIC communication plan.</li> <li>• Developed print and online pages for specific users, including Student Employment Services, Assessment Services, NIC's capital campaign, military, and more through new website, with ongoing refinements and adjustments.</li> </ul>
	Collaborate with media to publish news stories.	<ul style="list-style-type: none"> <li>• Record number of news releases published in 2017 with coverage secured in local, provincial, niche, national media channels.</li> </ul>
	Continue to share campus life, programs, and culture via social media channels to inform the public and create awareness of NIC brand, people, and culture.	<ul style="list-style-type: none"> <li>• Ongoing: continue to support six social media channels (Facebook, Twitter, LinkedIn, Instagram, YouTube and Google +).</li> </ul>
	Expand the High School Partnership Initiative to increase awareness of NIC programs and enrolment.	<ul style="list-style-type: none"> <li>• Installed promotional material, posters or TV screens in every public and private high school in Port Hardy, Port McNeill, Zeballos, Gold River, Campbell River, Comox, Courtenay, Port Alberni, Ucluelet, Qualicum Beach, and Parksville including alternative and private high schools. Each school is at various phases of the initiative, which includes posters (Phase 1), digital signage (Phase 2) and artwork from NIC fine arts alumni (Phase 3).</li> </ul>
	Continue to develop a strategic promotional material buying network across departments.	<ul style="list-style-type: none"> <li>• Continue departmental bulk orders of promotional materials, providing economies of scale, better pricing, and uniform branding.</li> <li>• Student Services is promoting the wearing of the NIC brand to employees and students at events.</li> </ul>
	Strengthen community connections and build awareness of NIC through promotional tent rentals.	<ul style="list-style-type: none"> <li>• Ongoing: NIC tents available to employees, community partners and sponsorship recipients.</li> </ul>
<b>Promote and celebrate the work and expertise of NIC faculty, staff, and administrators internally and within the community.</b>	Expand faculty profiles on the NIC website to build awareness of faculty expertise.	<ul style="list-style-type: none"> <li>• Ongoing: more than 65 faculty profiles now online, with individual faculty promoted weekly.</li> </ul>
	Work with departments to solicit notable student and staff achievements and success stories.	<ul style="list-style-type: none"> <li>• Ongoing: integrate work into web content, news coverage, high school marketing initiative and more.</li> </ul>

# Performance Measures, Targets and Results

Tables 1 and 2 at the end of this section provide NIC's 2017/18 performance targets, results and assessments for each applicable performance measure included in the Ministry of Advanced Education, Skills & Training's Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the *Accountability Framework Standards Manual and Guidelines* online at the Ministry of Advanced Education, Skills and Training's website.<sup>9</sup>

NIC exceeded, achieved or substantially achieved 17 of the 19 assessed performance measures in the 2017/18 cycle.

The Student Satisfaction with Education, Student Assessment of the Quality of Instruction, Student Assessment of Skill Development, and Student Assessment of Usefulness of Knowledge and Skills in Performing Job performance measures are based on surveys of former NIC diploma, associate degree, and certificate students; former apprenticeship students; and bachelor degree graduates. NIC exceeded or achieved the targets for all of these measures in 2017/18, affirming the quality and relevance of the College's broad range of educational programming. The College consistently receives high levels of positive feedback from students on these measures.

The unemployment rate performance measure achievements for diploma, associate degree, and certificate students and former apprenticeship students were achieved and exceeded, respectively, indicating that students coming out of those NIC programs have a lower unemployment rate than individuals with high school credentials or less. The unemployment rate performance measure for bachelor degree graduates was not assessed this cycle; however, unemployment for this group has averaged 3% over the past three years, indicating that virtually all of NIC's bachelor degree graduates find employment after completing their studies.

The Total Student Spaces and Developmental Student Spaces full-time equivalent (FTE) performance measures were not achieved, with 1,535 FTEs enrolled toward the 2,248 FTE Total Student Spaces target and 359 FTEs enrolled toward the 572 FTE Developmental Student Spaces target.

The Developmental Student Spaces measure includes all domestic student adult upgrading FTEs in Adult Basic Education (ABE), Access for Students with Disabilities (ASD) and English as a Second Language (ESL) programs. NIC began charging tuition for adult upgrading programs in the fall of 2015 as a result of Government funding and policy changes. ABE FTEs declined by 21% in 2015/16 and there was a further decline of 16% in 2016/17; with ABE becoming tuition free again in the fall of 2017, FTEs increased by 9% in the 2017/18 fiscal year. As mentioned, ESL FTEs are also a component of the Developmental Student Spaces measure and these have declined in 2017/18 by just under 70% due to the loss of the Language Instruction for Newcomers to Canada (LINC) program, which has enrolled an average of 30 FTEs annually for the past three years. A substantial structural decline in ASD FTEs that occurred in 2015/16 (44% from

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<sup>9</sup> [http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf).

the prior year) as a result of converting the program to a tuition-based model continues in 2017/18 and will persist going forward. The combined ABE, ESL and ASD FTE decline over the past few years has resulted in Developmental Student Spaces FTEs being substantially below target and has contributed substantially to Total Student Spaces FTEs being below target.

Nursing and Other Allied Health Programs FTEs continue to be well above target in 2017/18; as has been the case historically, NIC's health programs were enrolled at capacity.

It is noteworthy that NIC enrolled 1,040 FTEs in 2017/18 that did not count toward the 2,248 FTE Total Student Spaces target. Industry Training Authority (ITA) funded foundation trades, technology, and apprenticeship programs enrolled 652 FTEs. The College's Bachelor of Science in Nursing program, offered in partnership with Vancouver Island University (VIU), enrolled 24 fourth-year student FTEs counted by VIU in addition to the 105 FTEs counted by NIC. The College also enrolled 364 international student FTEs in 2017/18 – up 30% from the previous year – that are not counted toward the Total Student Spaces target.

Environmental factors like relatively low levels of preparedness for post-secondary education, the predominantly part-time nature of the College's student population, and the sheer size of NIC's geographic region (80,000 km<sup>2</sup>) present significant challenges to achieving FTE performance targets. The College's commitment to providing responsive programming as close to home as possible for local communities creates additional challenges given higher program delivery costs and challenges to optimizing FTE enrolment in small communities. Although these, as well as many of the other nuances described in the preceding paragraphs, are not captured in some of the Student Spaces FTE measures, North Island College has demonstrated a consistent, long-term capacity for efficiently and effectively providing access to affordable, high quality, relevant education and training to individuals living in the NIC region.

*Table 1, Accountability Framework performance measures, 2017/18 reporting cycle*

Performance measure <sup>1</sup>	Reporting year			
	2016/17 Actual	2017/18 Target	2017/18 Actual	2017/18 Assessment
<b>Student spaces<sup>2</sup></b>				
Total student spaces	1,606	2,248	1,535	Not Achieved
Nursing and other allied health programs	211	179	231	Exceeded
Developmental	360	572	359	Not Achieved
<b>Credentials awarded<sup>3</sup></b>				
Number	530	511	520	Achieved
<b>Aboriginal student spaces<sup>4</sup></b>				
Total Aboriginal student spaces	372	≥13%	405	Exceeded
Ministry (AEST)	299		328	
Industry Training Authority (ITA)	73		77	

<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.0%	1.7%	≥ 90%	93.8%	1.8%	Achieved
Former apprenticeship students	95.5%	3.2%		93.2%	4.5%	Achieved
Bachelor degree graduates	100.0%	0.0%		100.0%	0.0%	Exceeded
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.3%	1.4%	≥ 90%	94.1%	1.7%	Achieved
Former apprenticeship students	98.5%	1.9%		89.8%	5.4%	Achieved
Bachelor degree graduates	97.1%	2.9%		95.8%	4.9%	Exceeded
<b>Student assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.4%	1.9%	≥ 85%	87.7%	2.2%	Achieved
Former apprenticeship students	84.2%	6.2%		87.8%	6.1%	Exceeded
Bachelor degree graduates	91.9%	4.8%		79.8%	9.2%	Achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	80.2%	4.0%	≥ 90%	88.3%	3.6%	Achieved
Former apprenticeship students	91.5%	4.9%		92.2%	5.5%	Achieved
Bachelor degree graduates	100.0%	0.0%		91.7%	6.8%	Achieved
<b>Unemployment rate</b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	9.5%	2.7%	≤ 10.4%	13.4%	3.3%	Achieved
Former apprenticeship students	9.2%	4.6%		8.9%	5.4%	Exceeded
Bachelor degree graduates	2.9%	2.9%		N/A	N/A	Not Assessed

Table 2, Accountability Framework performance measures, 2017/18 reporting cycle, Assessment of Skill Development component measures

Performance measure <sup>1</sup>	Reporting year					
	2016/17 Actual		2017/18 Target	2017/18 Actual		2017/18 Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Skill development (avg. %)	89.4%	1.9%	≥ 85%	87.7%	2.2%	Achieved
Written communication	85.2%	2.8%		82.5%	3.3%	
Oral communication	82.3%	3.1%		82.5%	3.2%	
Group collaboration	88.6%	2.1%		89.6%	2.3%	
Critical analysis	94.5%	1.5%		90.1%	2.2%	
Problem resolution	89.8%	2.0%		85.6%	2.7%	
Learn on your own	89.3%	2.1%		87.9%	2.4%	
Reading and comprehension	94.0%	1.6%		93.9%	1.8%	
<b>Former apprenticeship students' assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Skill development (avg. %)	84.2%	6.2%	≥ 85%	87.8%	6.1%	Exceeded
Written communication	*	*		*	*	
Oral communication	*	*		*	*	
Group collaboration	76.7%	7.3%		92.3%	5.4%	
Critical analysis	90.5%	4.8%		89.7%	5.5%	
Problem resolution	83.9%	6.1%		86.0%	6.4%	
Learn on your own	91.9%	4.5%		89.5%	5.7%	
Reading and comprehension	89.1%	5.0%		94.7%	4.1%	
<b>Bachelor degree graduates' assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Skill development (avg. %)	91.9%	4.8%	≥ 85%	79.8%	9.2%	Achieved
Written communication	100.0%	0.0%		*	*	
Oral communication	91.4%	4.9%		*	*	
Group collaboration	88.6%	5.5%		83.3%	9.2%	
Critical analysis	82.9%	6.6%		91.7%	6.8%	
Problem resolution	94.3%	4.0%		79.2%	10.0%	
Learn on your own	90.9%	5.5%		*	*	
Reading and comprehension	97.0%	3.3%		91.7%	6.8%	

The Accountability Framework performance measures in the preceding tables are assessed per the scale described below.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

**Notes for Tables 1 and 2:**

<sup>1</sup> Please consult the 2017/18 Standards Manual for a current description of each measure. See [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf).

<sup>2</sup> Results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year; results from the 2017/18 reporting year are based on data from the 2017/18 fiscal year. Excludes Industry Training Authority student spaces.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2017/18 reporting year are a three-year average of the 2014/15, 2015/16, and 2016/17 fiscal years. Changes have been made to the Credentials Awarded methodology. The details of the new methodology can be found on page 17 of the 2017/18 Standards Manual . Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

<sup>4</sup> Results from the 2016/17 reporting year are based on data from the 2015/16 fiscal year; results from the 2017/18 reporting period are based on data from the 2016/17 fiscal year.

<sup>5</sup> Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

<sup>6</sup> Changes have been made to the Student assessment of skill development methodology to better reflect the answers provided by individual students. The details of the new methodology can be found on page 21 of the 2017/18 Standards Manual . Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

# FINANCIAL INFORMATION

NIC's most recent audited financial statements are available online at the B.C. Government's website.<sup>10</sup>

For more information about North Island College's financial management principles and processes, please see the "Sound Financial Management" section of this document under "Mandate Letter Priorities."

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<sup>10</sup> <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>

NORTH ISLAND COLLEGE



**INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT**

2017 - 2018 REPORTING CYCLE