

NORTH ISLAND COLLEGE



# INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2018 - 2019 REPORTING CYCLE



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

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June 13, 2019

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 2018/19 Reporting Cycle.

This document has been prepared in accordance with the Accountability Framework Standards and Guidelines Manual for the 2018/19 Reporting Cycle for BC's Public Post-Secondary Education System. It describes our institution's achievements in 2018/19 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 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 in the next five years. The nine strategic priorities and 44 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 2018/19 Mandate Letter dated February 1, 2018 required the College to support Government's key commitments as follows:

1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples;
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 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.
  - 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; and
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,

A handwritten signature in black ink, appearing to read 'Jane Murphy'.

Jane Murphy  
Chair, Board of Governors

A handwritten signature in black ink, appearing to read 'John Bowman'.

John Bowman  
President

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# STRATEGIC CONTEXT AND DIRECTION

## Strategic Context

### Institutional Overview

North Island College (NIC) is a comprehensive community college, which serves the people and communities across approximately 80,000 km<sup>2</sup> of Vancouver Island and parts of the B.C. Central Coast from Bamfield to Bella Coola. With 157,000 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.

NIC's story is one of innovation, change, challenge and success. Established in 1975 as a distance education institution, the College originally served residents in remote logging camps and coastal communities through 24 learning centres. In the 1990s, as population in resource-dependent communities declined, NIC moved to a campus-based model at four sites in Campbell River, Comox Valley, Port Alberni and Port Hardy as well as a learning centre in Ucluelet.

NIC offers a full range of pathway and credentialed programming as well as educational, financial aid, disability, counseling and student advising services, including dedicated employment support with work-integrated learning and a nationally accredited co-operative education program. In keeping with its access-focused roots, NIC continues to serve diverse and geographically dispersed communities through distance learning, interactive television and online learning as well as face-to-face programming in communities, based on the specific local needs of First Nations and community partners.



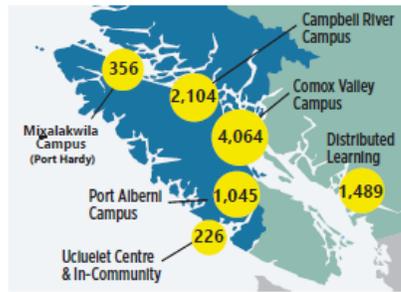


North Island College Region, First Nations Communities and NIC Campuses

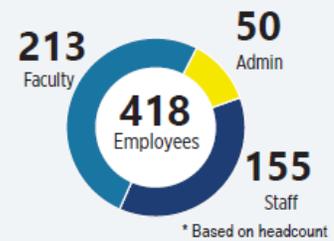
# NIC North Island College 2018 Fast Facts

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 publicly 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.



## EMPLOYEE COMPOSITION\*



## NIC STUDENTS SAY\*



are satisfied with their education at NIC



NIC's quality of instruction is high



were well-prepared by NIC for further studies

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

## STUDENT HEADCOUNT\*

**8,053**  
Students total

**1,246**  
Aboriginal students

**564**  
International students

**173**  
Dual Credit high school students

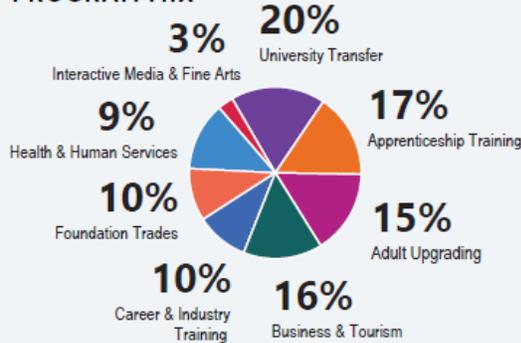
**82**  
Dual Admissions post-secondary students

**2,234**  
Domestic FTEs

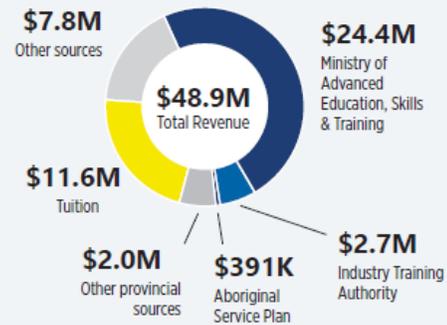
**506**  
International FTEs

\* Based on fiscal year

## PROGRAM MIX\*



## COLLEGE REVENUE



## DOMESTIC STUDENT ORIGINS



Students from within the NIC region

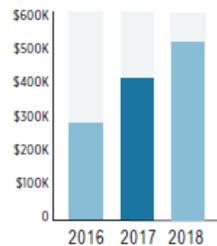


Students from mainland BC, Canada and other provinces

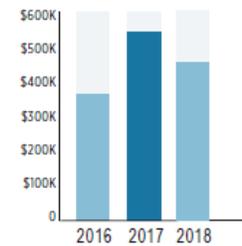


Students from southern Vancouver Island

## SCHOLARSHIPS AND BURSARIES AVAILABLE



## 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)



## **Campuses**

Within its 80,000 km<sup>2</sup> service area, NIC operates four campuses in the Comox Valley, Campbell River, Port Alberni and Port Hardy as well as a learning centre in Ucluelet.

### **Comox Valley Campus**

The Comox Valley campus, located in Courtenay, is NIC's largest campus in terms of physical size, range of programming and number of students served. Home to the College's administrative centre, the campus also houses the largest share of NIC employees.

Amenities include a library, First Nations lounge, bookstore, cafeteria, student lounge and daycare. The Comox Valley Aquatic Centre, a swimming pool and fitness facility operated by the Comox Valley Regional District and the nearby Comox Valley campus of the North Island Hospital are adjacent to NIC's Comox Valley campus.

Since opening at its current location in 1992, the campus has been steadily growing to accommodate student need. Additions have included the Shadbolt Fine Art studios (1996), Tyee Hall (2004) university transfer and student amenity building and more recently, a Trades Training centre (2011), which uses 60 to 70 percent less energy than typical buildings of its size. NIC's Comox Valley Master Site Plan identifies the need for new classroom spaces for programs now operating from temporary portables as well as the College's first student housing facilities.

### **Campbell River Campus**

NIC's Campbell River campus is the College's second largest campus and home to the bulk of NIC's trades and apprenticeship programming. Originally opened in 1997 as a shared facility with Timberline Secondary School, the campus was the site of a significant provincial and federal investment announcement in 2017 to meet the education and training needs of the Campbell River community. The \$17.6M expansion and renovation internally separates Timberline Secondary School and NIC into two distinct entities, creating almost 10,000 m<sup>2</sup> (105,000 sq. ft.) of new and renovated space for Heavy Duty, Aircraft Structures, Professional Cook and Aquaculture students as well as a new Library and Learning Commons, Aboriginal lounge, bistro and lab facilities for health and human services students. In addition to new and renovated campus amenities, the campus also includes a bookstore and daycare.

The College's five-year campus plan, or CAM-Plan, anticipates expansion of the student population by 15% by 2023, through program diversification and a balanced growth in international students and programs. The plan also envisions the campus as a regional learning hub for the North Island, with programming extending outward through technology-enabled modes of instructional delivery and regional in-community offerings.

### **Port Alberni Campus**

Constructed in 1994, the Port Alberni campus is NIC's third largest campus, serving the local area and the West Coast from two sites: a Roger Street campus and a trades-focused Tebo Vocational Centre. The Roger Street campus has been expanded once, in 2012, with a \$1.35M teaching kitchen.

The campus includes a First Nations gathering place and lounge, a library, bookstore, bistro and cafeteria.

### **Mixalakwila Campus in Port Hardy**

NIC's delivery model on the North Island has changed significantly over the years, moving from a large number of learning centres in resource communities in the first 25 years of NIC's existence to a single consolidated location in Port Hardy in 2004.

In 2018, the campus location changed again, with a regional campus opening at the Thunderbird Mall in Port Hardy. The \$1.4M campus is more accessible to students and community members in the region's core transportation, service and shopping areas.

In spring 2019, the campus was the first NIC location to receive an Indigenous name. Regional Elders chose the Kwak'waka name Mixalakwila (pronounced me - xa- la- kwee - la), to signify the College as a place where dreams can come true. The name honours and acknowledges the traditional territory of the Nation and demonstrates NIC's commitment to enhancing Indigenous-centred services, learning environments, student and community spaces and learner success.

### **Ucluelet Centre**

The Ucluelet centre provides vital service to the northwestern coastal region of Vancouver Island. The centre provides students in surrounding communities the opportunity to access a variety of Adult Basic Education, Early Childhood Care and Education, university transfer and continuing education courses on the West Coast.

## **Programs and Pathways**

As a comprehensive college focused on student success and community-relevant programming, NIC offers 90 credit programs and more than 900 individual courses. The majority of the College's programs are one- and two-year certificate and diploma offerings in a diverse range of academic areas that offer pathways to university and employment. NIC also offers four-year degrees in business administration and nursing (in partnership with Vancouver Island University) as well as short-term trades foundation and apprenticeship programs, technology programs, wide ranging health and human services programs, business, tourism, fine art and design and sector-specific industry training programs and courses and more.

Program highlights can be found online at [www.nic.bc.ca/programs-courses](http://www.nic.bc.ca/programs-courses).

### **Access Pathway Programming**

Access pathway and adult upgrading courses and programs form a large and integral part of NIC's educational portfolio. Over one-quarter (27%) of secondary school students in the North Island College region do not graduate high school (compared with 16% for the province) and 13% of 25-64 year olds living in the North Island College region don't have at least a high school diploma (compared with 10% provincially). Twenty-five percent of students enrolled in credit courses at NIC (15% of FTEs) in 2018/19 took access pathway and adult upgrading courses.

Over the last few years, the College has dedicated resources to increase access into academic programs and develop programs with multiple entrance and exit points for students in various stages of their education and career preparation. With the commitment to providing programming to students as close to home as possible, the College provides region-wide access to Adult Basic Education courses. The College's Department of Accessible Learning has a long history of providing employment transition and

access courses and programs for students with documented physical, cognitive or mental health disabilities as well as a range of support services and learning accommodations.

### **Aboriginal Education**

Aboriginal Education continues to be a key focus area for NIC with 13% of the population in the College's service area comprised of Indigenous peoples (compared with 6% for the province) and 21% of NIC's domestic student population enrolled in credit courses (19% of FTEs) of self-declared Aboriginal ancestry.

Aboriginal Education programming at NIC is informed and guided by four central documents: 1) the *Truth and Reconciliation Commission's Calls to Action*; 2) the *United Nations Declaration on the Rights of Indigenous Peoples*; 3) the *B.C. Aboriginal Post-Secondary Education and Training Framework*; and 4) *College and Institutes Canada (CICan) Indigenous Education Protocol*. A critical piece to ensuring regional relevance, as well as quality and access, is NIC's partnership and ongoing work with Indigenous communities, regional advisory committees and the Aboriginal Education Council to identify and prioritize Indigenous programs and services. This vital collaborative engagement process provides insight, supports communities and informs the College's programming priorities.

In the past three years (2015-2018), the College has signed more than 20 new education agreements with First Nations communities, resulting in new program offerings and timely consultations in key program areas. The College also continues to bring faculty to Indigenous students in their home communities, giving learners across the region access to innovative, community-relevant programs and services.

Since 2015, the College has also grown its Indigenous-centred supports and services, expanding priority admission policies to students with Aboriginal ancestry in several health and human services programs. It has hired Elders in residence at every campus and integrated Elders into in-community programs to better support employees and students in their own communities. The Aboriginal Scholars Program provides ongoing support to students and Aboriginal Student Lounges at each campus to provide students with cultural safety and a place of belonging. The spaces are a home away from home for students to relax, connect and study as well as meet with an Elder in Residence or Aboriginal advisor.

### **International Education**

International student enrolment at NIC has grown almost ten-fold over the past decade from 57 students in 2008/09 to 564 students in 2018/19. Thirteen percent of students enrolled in credit courses at NIC (18% of FTEs) are international students.

Growth in international education at NIC has substantially enhanced programming and transformed campus culture in Comox Valley and Campbell River. The College added 75 new course sections from January 2018 to January 2019 funded by international student tuition revenue. As a result, more than 650 domestic students were able to register in courses and programs that would otherwise not be available.

Rapid growth in international student demand over the past couple of years has spurred a focus on sustainable admissions, enrolment practices, student services and classroom dynamics.

### **Continuing Education and Training**

Continuing Education and Training (CET) is at the heart of NIC's commitment to providing equitable student access, supported learning pathways and efficient workforce transitions for community members and under-represented groups across our four major regions. For many rural residents in our catchment areas, non-credit courses, in-demand skills training and in-community pathway programs are their first

college experience. In keeping with NIC's mandate to empower adult learners, deliver relevant and responsive education and skills training and create student access and learning pathways for community members, there were 4,281 students enrolled in CET courses in 2018/19, estimated as more than half (53%) of all NIC students.

Continuing Education also has a robust contract training division, with the ability to design and deliver customized education and skills training in partnership with employers, industry, First Nations, government, employment and community service agencies. In 2018/19, NIC delivered 72 on-campus, in-community and online training contracts.

One of CET's specialty areas is coordinating ElderCollege courses and lecture series for individuals 50 and over (55 in the Comox Valley), working collaboratively with a vibrant ElderCollege executive at our three main campus locations. Over the past year, NIC offered an eclectic mix of 266 general interest courses for 1,376 ElderCollege members in Comox Valley, Campbell River and Port Alberni. Dozens of dedicated volunteers host and support a broad range of courses and current topics, making courses as widely available and affordable as possible.

## **Partnerships**

Partnerships are a means of achieving distinct educational offerings while increasing access to post-secondary education for students and better serving local communities.

NIC is among the most active post-secondary institutions in B.C. seeking collaborations and partnerships with secondary and other post-secondary institutions to facilitate the transition of students from the K-12 system to post-secondary education and training. The College has made it a priority to expand domestic and international educational pathways and opportunities for students. Community and industry partnership development is ongoing and remains crucial to ensuring program access and relevance for remote learners and local economies. NIC maintains a current list of partnerships at [www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements](http://www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements).

## **Applied Research**

Applied research at community colleges provides exceptional opportunities for students and staff to apply their skills to address persistent challenges identified by local business, industry, not-for profit and community groups. This approach results in practical innovations leading to economic growth and social improvement, while informing program development and connecting students to community research. NIC's applied research initiatives have grown in recent years through the work of the Centre for Applied Research, Technology and Innovation (CARTI).

CARTI was created in 2012 to match students and staff with opportunities to work on challenges proposed by local businesses. These projects provide students with experiential learning opportunities that inform their career paths, faculty with opportunities to remain current in their areas of expertise and local businesses with business solutions and potential future employees. Since 2012, CARTI has supported 22 projects, with 55 paid student research assistants, engaged with 34 partner businesses and organizations and has secured more than \$2.8M in project funding.

For more information on research projects, policies or processes visit [www.nic.bc.ca/life-at-nic/applied-research-innovation](http://www.nic.bc.ca/life-at-nic/applied-research-innovation).

## Environmental Factors

The environmental factors described in the following bullet points 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 central and northern Vancouver Island and B.C.'s Central Coast.
  - With just under 157,000 residents in its region, NIC serves the largest population of all B.C. rural colleges.
  - Many communities in the region, especially First Nations communities, 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.
    - NIC is meeting the needs of rural and remote communities through a regional delivery model that centres on in-community program delivery.
    - NIC has used distributed learning for 45 years to provide students living in small communities with flexible, distance access to courses, labs and programs.
- **Indigenous population**
  - Thirteen percent of the NIC region's population is comprised of Indigenous peoples. B.C. overall has a much lower proportion at 6%.
  - Twenty-one percent of NIC's domestic student population enrolled in credit courses (19% of FTEs) is of self-declared Aboriginal ancestry.
  - 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, regional districts where the largest number of Indigenous people live are Alberni-Clayoquot (6,035) and Strathcona (5,855) where they represent 20% and 13% of the respective local populations.
  - Within the NIC region, the regional districts with the highest percentages of Indigenous people are Central Coast (2,045) and Mount Waddington (3,340) at 62% and 31%, respectively.
- **Rapidly growing international student demand**
  - Thirteen percent of students enrolled in credit courses at NIC (18% of FTEs) are international students.

- International student enrolment at NIC has grown almost ten-fold over the past decade from 57 students in 2008/09 to 564 students in 2018/19.
- Rapid growth in international student demand has spurred a focus on sustainable admissions, enrolment practices, student services and classroom dynamics.
- The College added 75 new course sections from January 2018 to January 2019 funded by international student tuition revenue. As a result, more than 650 domestic students were able to register in courses and programs that would otherwise not be available.
- **Need for student housing at Comox Valley campus**
  - Sixty-two percent of students who responded to a market and demand analysis survey in 2018 indicated it was difficult to find housing within a reasonable distance to 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 is a barrier for non-local students in NIC's 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 particularly impacted groups.
- **Low preparedness for post-secondary education in the region**
  - Twenty-seven percent of secondary school students in the North Island College region do not graduate high school versus 16% for the province overall.
  - Thirteen percent of 25-64 year olds living in the region don't have at least a high school diploma compared with 10% provincially.
    - The rates among regional districts vary considerably, ranging from 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.
  - Just under one in four diploma, associate degree and certificate students surveyed in 2018 (23%) took Adult Basic Education during, or prior to, their studies, a comparatively high proportion relative to other B.C. public post-secondary institutions - 18% for rural colleges and 12% for the rest of B.C.'s college, institute and teaching intensive universities.
- **High proportion of regional population with no post-secondary education**
  - Forty-three percent of 25-64 year olds in the region have no post-secondary credential compared with 37% provincially.
  - The percentage of individuals with no post-secondary credential 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.
- **Shrinking number of 18-24-year-olds in the region**
  - The traditional post-secondary population of 18-24 year-olds in the NIC region is projected to decrease by 4% (466 people) between 2020 and 2025. The decline is

expected to reverse after 2025, however, with expected growth of 3% (356 people) over 2020 levels by 2030.

- Provincial populations are forecast to decline by 11% between 2020 and 2025 but by 2030 numbers will rebound substantially, showing a decline of only 7% over 2020 levels.
- **Slowly recovering secondary school enrolment in the region**
  - After more than a decade of declining enrolment in Grades 8-12, the trend is expected to reverse beginning in 2019 with anticipated growth of 10% (735 students) between 2020 and 2025. K-7 enrolment is expected to shrink by 2% (186 students) during this period with 2021 marking the reversal of a six-year growth trend for primary school enrolment in the region.
- **Ageing Population**
  - The proportion of individuals aged 65+ in the NIC region is substantially higher than that seen provincially (25% versus 20%). By 2025 this will shift even higher to 28% in the NIC region versus 22% for the province.
  - Higher dependency levels are one outcome of an ageing population as greater proportion of young people are likely to be caring for older family members.
  - According to the *2018 British Columbia Labour Market Outlook*, most future job openings in B.C. over the next decade will come from vacancies created by retiring workers and every major industry will see at least half of job openings because of retirements.
    - Seventy-one percent of job openings regionally (Vancouver Island/Coast region) will replace retiring workers versus 68% for the province.
- **Distributed learning / educational technology**
  - NIC has used distributed learning for 45 years to provide students living in small communities with flexible, access to courses, labs and programs across an expansive 80,000 km<sup>2</sup> geographical area.
  - In the past 15 years, the College has moved beyond traditional correspondence and online delivery methods to implement sophisticated blended learning models that combine face-to-face, Interactive television (ITV) and online learning.
  - High definition, room-based video conferencing equipment at every campus creates a strong foundation for Interactive television (ITV) course delivery, which is now available from Port Hardy to Ucluelet and Parksville as well as NIC's main campuses.
- **Automation / Machine Learning / Artificial Intelligence**
  - Automation is the use of technology to replace, change, or assist physical or mental tasks traditionally done by people.
  - Employment is not expected to be reduced due to automation over the next 10 years, rather certain tasks will become automated rather than the whole job. As a result, it will be key for those in the labour force to adapt to changing job requirements and to learn new skills and competencies.
  - The majority of workers in B.C. will likely be affected by automation in some way with the greatest impact on lower skilled occupations requiring high school or less.

- An estimated 166,000 job openings in B.C. over the next 10 years will be in occupations that have a high chance of being affected by automation.
- **Canada's Digital Supercluster is located in British Columbia**
  - The Government of Canada is investing up to \$950 million over five years to support industry-led innovation superclusters across the country and accelerate economic growth, productivity and competitiveness across five superclusters. The British Columbia-based Digital Technology Supercluster will receive \$153 million of this funding.
  - B.C.'s Ministry of Advanced Education, Skills and Training has indicated an opportunity for public post-secondary institutions to collaborate with industries, government ministries, crown agencies and non-governmental organizations in digital research and development projects.
- **Low unemployment**
  - B.C.'s unemployment rate averaged around 4.7% in 2018, the lowest among the provinces.
  - Research has shown that “employment and unemployment rates much more than the number of high school graduates or other population trends – which are important over time but very slow moving – are the biggest factors driving enrolment for community colleges, for-profit colleges and some open-access four-year institutions.”<sup>1</sup>
- **Over three quarters of job openings in B.C. will require post-secondary education**
  - Seventy-seven percent of the 903,000 job openings expected in the next decade will require some level of post-secondary education or training.
    - Forty-one percent will be in occupations requiring a diploma, certificate or apprenticeship training.
    - Thirty-six percent will be in positions requiring a bachelor's, graduate or first professional degree.
    - Twenty-three percent of job openings will be available for those with a high school education or less.

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<sup>1</sup> Inside Higher Ed. 2015. Retrieved March 26, 2019 from: <https://www.insidehighered.com/views/2015/08/27/unemployment-rate-community-college-enrollments-and-tough-choices-essay>.

# 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 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. All members of the North Island College Board of Governors sign the mandate letter, acknowledging 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 2018/19 mandate letter priorities as well as priorities specified in the 2019/20 mandate letter, received in February 2019. 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: 2018/19 Goals, Actions and Outcomes” section of this document.

### Mandate Letter Priorities: Indigenous Education

#### 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 UN Declaration on the Rights of Indigenous Peoples.

#### Mandate Letter 2019/20:

- Implement the education-related *TRC Calls to Action* relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the *TRC Calls to Action* and the UN Declaration on the Rights of Indigenous Peoples.

TRC CALL TO ACTION <sup>2</sup> AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented) <sup>3</sup>	INITIATIVE AND PARTNERSHIP DETAILS (Please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)
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<sup>2</sup> “...” represents omitted text not related to post-secondary education from the original Call to Action.

<sup>3</sup> Use N/A if there is no relevant program on this subject offered at institution.

<p><b>1: SOCIAL WORK</b></p> <p>We call upon the federal, provincial, territorial and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	Implemented	<p><a href="#">Education Assistant/Community Support Worker Certificate – Indigenous Focus</a></p> <p>This annual program in Port Alberni provides a greater understanding of the culture and history of Indigenous learners. Students develop intercultural communication skills, learn about contemporary Canadian social and family issues with a focus on Indigenous populations and study First Nations education. Students participate directly in cultural events such as potlatches, witnessing governance and lahal games. The program promotes volunteering and community participation and is based on the concept that self-awareness is integral to the ability to help others. The Medicine Wheel paradigm provides a model of human health and balance. This program has been offered successfully in First Nations communities such as Ahousaht and Port Hardy, at each Nations’ request, under the Aboriginal Service Plan.</p>
	Implemented	<p><a href="#">Human Services Programs</a></p> <p>Indigenous content, including the history and impacts of residential schools are embedded and interwoven throughout all Human Services’ curriculum. While there are not mandatory courses, teachings and opportunities to work with Aboriginal organizations and communities are available.</p> <ul style="list-style-type: none"> <li>• All Human Service students participate in The Village Workshop with Kathi Camilleri, an experiential activity exploring the history and impacts of residential schools. Elders in Residence attend classes throughout the programs to provide teachings around cultural sensitivity, Indigenous ways of knowing and being.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>• NIC purchased Calls to Action booklets through the National Centre for Truth and Reconciliation, University of Manitoba for all students in the Faculty of Health and Human Services. Consultation with NIC’s Aboriginal Education facilitator and Elders in Residence are underway to guide faculty in developing ceremonial and learning components to support the distribution of the booklets.</li> </ul>

<p><b>12: EARLY CHILDHOOD EDUCATION</b></p> <p>We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	Implemented	<p><a href="#">Early Childhood Care and Education certificate</a> (ECCE)</p> <p>North Island College offers a full time ECCE certificate at the Comox Valley and Port Alberni campuses and part time out of Port Hardy, as well as in a blended format accessible to students in Ucluelet, Port Alberni, Comox Valley, Campbell River and Port Hardy. NIC offers the ECCE <a href="#">diploma</a> part time through a hybridized delivery including Interactive Television to five NIC locations. NIC has also offered the ECCE assistant and certificate programs in remote communities, such as Bella Coola, Zeballos, Tofino, Alert Bay and Ahousaht through face-to-face and blended delivery options.</p>
	Implemented	<p>The B.C. Early Learning Framework and its companion document “From Theory to Practice” are required texts integrated across NIC’s courses and programs. Furthermore, they are the base documents for proposed research in pedagogical narration with the NIC campus childcare centres and key early learning partners in communities. Course development and design, including student assignments, incorporate the B.C. First Nations Early Childhood Educator Occupational Standards and the B.C. First Nations Early Childhood Development Framework. This year, the new Canadian Indigenous Early Learning and Child Care Framework has been added as well as the United Nations Declaration on the Rights of Indigenous Peoples.</p>
	In Progress	<p>In consultation with NIC Elders and ECCE Advisory Committee, NIC delivers programs in partnership with First Nation communities. The Indigenization and decolonization of course curriculum continues to be a priority, including participation on a provincial collaboration to revise sector competencies and evaluation strategies. Revisions to course descriptions are being presented to Education Council in fall 2019.</p>
	Implemented	<p>Indigenous content, including history and impacts of residential schools, are embedded and interwoven throughout the Early Childhood Education curriculum. Required courses include teachings and opportunities to work with Aboriginal organizations and communities.</p> <ul style="list-style-type: none"> <li>• ECCE students participate in workshops with an experiential focus for exploring the history and impacts of residential schools, such as the Village Workshop with Kathi Camilleri.</li> <li>• Students who attended the ECCE national conference this year created and shared curriculum on Jordon’s Principle, inspired by a keynote address by Cindy Blackstock.</li> <li>• NIC and community Elders attend classes throughout the program to provide teachings around cultural sensitivity, Indigenous ways of knowing and being and curriculum content including song, language, food and nature.</li> </ul>

	<p>Implemented</p> <p>In Progress</p>	<p>Practicum placements include Head Start programs on and off reserve, Aboriginal Infant Development and Aboriginal Supported Child Development.</p> <p>NIC purchased Calls to Action booklets through the National Centre for Truth and Reconciliation, University of Manitoba for all students in the Faculty of Health and Human Services. Consultation with NIC’s Aboriginal education facilitator and Elders in Residence are underway to guide faculty in developing ceremonial and learning components to support the distribution of the booklets.</p>
<p><b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b></p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>Implemented</p> <p>In Progress</p>	<p><a href="#">Provincial Level ABE Courses in Indigenous Languages</a></p> <ul style="list-style-type: none"> <li>• Delivery of KWA 096, 097 in Campbell River and Comox Valley</li> <li>• Delivery of NCN 096, 097 in Port Alberni</li> <li>• Delivery of KWA 096, 097, 098 in Port Hardy as a component of the Awi’nakola Land Based Learning</li> </ul> <p><a href="#">Indigenous Language Proficiency Certificate</a></p> <p>NIC proposes to develop a one-year (30 credit) Indigenous Language Proficiency certificate, with options to exit for work or to ladder to further studies at NIC and/or transfer to further studies at other institutions. The proposed program is being developed in direct response to government calls to action and with the support of First Nations communities in the region. The project will focus on the development of an Indigenous Language Proficiency certificate, targeting Kwak’wala. The framework will be designed to support revitalization initiatives in other languages. Consultation with NIC’s Indigenous Advisory Committees and First Nations communities took place in spring 2019. Program and course development work will take place in summer 2019 and the 2019/20 academic year. The First Nations Education Steering Committee and the Indigenous Adult and Higher Learning Association’s <a href="#">Indigenous Language Degree Framework</a> provides the certificate’s general framework. The certificate will meet transfer requirements to other B.C. post-secondary institutions, where possible. Advisory Committees and communities will provide input on whether the framework meets local needs and provide advice on program content, delivery options and other needs.</p>
<p><b>23: HEALTH-CARE PROFESSIONALS</b></p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities and provide cultural competency training for all healthcare professionals.</p>	<p>Implemented</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Practical Nursing (two seats);</li> <li>• Bachelor of Science in Nursing (three seats);</li> <li>• Human Service Worker (two seats);</li> <li>• Health Care Assistant (two seats); and</li> <li>• Early Childhood Care and Education (two seats).</li> </ul>

<p><b>24: MEDICAL AND NURSING SCHOOLS</b></p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.</p>	Implemented	<p><u><a href="#">Bachelor of Science in Nursing (BSN)</a></u></p> <p>North Island College’s BSN degree program is actively engaged in creating culturally safe curriculum and learning environments in collaboration with Aboriginal people and communities. Cultural safety as a way of being recognizes the need to make the power structures embedded in educational processes explicit. Through a continual process of decolonization we strive to value and incorporate Indigenous ways of knowing, being and doing throughout curriculum.</p>
	Implemented	<p>The program’s Elder in Residence co-teaches classes in all years of the program and regularly visits all health-related programs at the campus as a guest speaker. The Elder is involved in organizing cultural activities and/or Aboriginal student events on campus, supports and works with other NIC Elders, makes community connections by attending Elders’ luncheons in community and represents NIC on multiple Vancouver Island health organizations on behalf of Aboriginal Health. The Elder provides culturally relevant and respectful teaching for all students and faculty and provides mentorship to self-identified Aboriginal students enrolled in health programs at the campus.</p>
	Implemented	<p>NIC’s BSN program is actively engaged in creating culturally safe curriculum and learning environments in collaboration with Aboriginal people and communities. Cultural safety as a way of being recognizes the need to make the power structures embedded in educational processes explicit. Through a continual process of decolonization we strive to value and incorporate Indigenous ways of knowing, being and doing throughout our curriculum.</p> <p>The following are specific examples from a much broader philosophy, foundational to the entire program:</p> <p><b>Big House Wellness Day</b></p> <p>First-year students and practicum instructors participate in a full day of learning in the K’ómoks Nation Big House with a focus on First Nations perspectives and experiences of wellness. This event is planned by K’ómoks Nation Elders, health representatives, KDC Nursing, NIC Elders and nursing faculty. Guided by the Elders, students learn from community members through ceremony, discussion, story and experiential learning. The event is attended by K’ómoks Nation community members including youth, as part of their school experience.</p> <p><b>Relational Practice Courses</b></p> <p>All BSN students in Year 1, 2 and 3 of the program take three relational courses, which incorporate culturally inclusive processes consistent with the First Peoples Principles of Learning. Indigenous content is prioritized and offered in relationship with First Nations people and our local context.</p> <p><b>Relational Practice 1</b></p>

		<p>This course provides opportunities for students to explore self and identity as a relational person. Examples include participation in The Village Workshop with Kathi Camilleri, an experiential activity exploring the history and impacts of residential schools.</p> <p><b>Relational Practice 2</b> Students in Relational Practice 2 develop an understanding of their relationship with clients, family and nursing team and begin to reflect critically on ethical ways of being in relationship. Examples include a discussion circle including the Aboriginal liaison nurse about Aboriginal meanings and health experiences.</p> <p><b>Relational Practice 3</b> This course emphasizes engaging with the complexities of difference in everyday nursing practice and the challenges they might pose in-relation with clients. Colonization and cultural safety are central themes, including discussion circles, story sharing with First Nation’s people. Examples include the film, “We were Children,” which tells the story of two First Nations people who experienced abuse in residential school.</p> <p><b>Health &amp; Wellness in Aboriginal Communities (NUR-410)</b> This course examines concepts of Aboriginal health and healing using Aboriginal processes and ways of knowing for curriculum construction and delivery. It includes pre- and post-assignments and five consecutive days learning in an Aboriginal community within the region. Students explore the Aboriginal worldview of health and wellness and examine the historical and contemporary significance of health issues for Aboriginal communities through interaction with local Elders and community representatives. This course also examine the nurse's role with individuals, families and communities from social justice and cultural safety perspectives. Participants will have the opportunity to explore their own relational practice through reflection on their own ethnocentricities and personal meanings and through active engagement with Aboriginal community members and processes.</p> <p><b>Practice Opportunities</b> The nursing program is committed to partnerships with First Nations communities, health authorities and friendship centres. These partnerships provide opportunities for shared learning as well as student practice experiences in all four years of the program. Students have opportunities to focus their third and fourth-year practice experiences with First Peoples in community and leadership practice contexts.</p>
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<p><b>28: LAW SCHOOLS</b>  We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and antiracism.</p>		<p>N/A</p>
<p><b>57: PUBLIC SERVANTS</b>  We call upon federal, provincial, territorial and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.</p>	<p>Implemented</p>	<p>In Fall 2018, NIC partnered with CUPE Local 3479 to utilize CUPE Career Development funds and College-paid work time to support the pilot of an offering of San’yas Indigenous Cultural Safety Training to 25 support staff employees, with possibility of further funded training cohorts of support staff provided the pilot was successful.</p> <p>The San’yas ICS program is an online, facilitated training program designed to increase Aboriginal-specific knowledge, enhance individual self-awareness and strength skills for any professional working directly or indirectly with Indigenous peoples. Through an interactive learning methodology, participants examine culture, stereotyping, and the consequences and legacies of colonization and are introduced to tools for developing more effective communication and relationship-building schools.</p> <p>The San’yas was developed by the Provincial Health Services Authority for use in BC’s health care sector though the Core ICS program is applicable to any public sector organization.</p> <p>NIC trained 50 administrative/supervisory staff with the same program in 2017 and are actively exploring the expansion of this program and/or alternative training options for all faculty and staff in this area.</p>

<p><b>62: TEACHER EDUCATION</b></p> <p>We call upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>		N/A
<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b></p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations.</p>		N/A

<p><b>92: BUSINESS SCHOOLS</b></p> <p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights and anti-racism.</p>	<p>Implemented</p>	<p><u><a href="#">Aboriginal Leadership Certificate</a></u></p> <p>NIC developed this certificate with First Nations in the region, working with NIC's three Aboriginal Advisory Committees and Aboriginal Education Advisory Council, as well as content experts and community representatives. The input informed the certificate development, learning outcomes; curriculum content; delivery methods; integration of First Nations knowledge, ways of knowing and perspectives; strategies to support student success; and other aspects of the program.</p> <p>Students gain practical tools and knowledge to work at management and administrator levels of Aboriginal organizations across Canada. Individual courses transfer to various post-secondary degrees and programs across BC, including First Nations Studies.</p> <p>Upon certificate completion, students will:</p> <ul style="list-style-type: none"> <li>• Understand historical and contemporary Indigenous governance models and issues;</li> <li>• Effectively communicate in professional, cultural and community settings;</li> <li>• Develop strategic management competencies of critical and strategic thinking skills;</li> <li>• Have greater self-awareness including identity and connectedness to culture and teachings; and</li> <li>• Understand financial management and administration in a leadership context.</li> </ul> <p><u>Program Articulation and Faculty Development</u></p> <ul style="list-style-type: none"> <li>• NIC hosted the 2019 Articulation and Conference for business, office administration, tourism, hospitality and culinary. The conference's keynote speaker, Kevin Lamoureux, spoke on reconciliation and contributing to a better Canada. About 100 educators from more than 20 B.C. higher education institutes participated.</li> </ul>
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<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b></p> <p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.</li> <li>2. Indigenous individuals, particularly children, have the right to all levels and forms of education.</li> </ol> <p><i>Article 15</i></p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</li> </ol> <p><i>Article 21</i></p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</li> </ol>	<p>Implemented</p>	<p>NIC works with Indigenous communities, regional advisory committees and the Aboriginal Education Council to identify and prioritize Indigenous programs and services. This vital collaborative engagement process provides insight, supports communities and informs NIC’s programming priorities.</p> <p><u>Regional Advisory Committees</u></p> <ul style="list-style-type: none"> <li>• Three Regional Advisory Committee (Northern, Central, West Coast);</li> <li>• First Nations communities and urban Aboriginal organizations appoint members;</li> <li>• Identify local education and training priorities;</li> <li>• Help inform through advice, input, feedback and recommendations;</li> <li>• Advise on local community development and economic development plans; and</li> <li>• Meet a minimum of three times a year</li> </ul> <p><u>Aboriginal Education Council (AEC)</u></p> <p>The AEC gives voice to the educational goals of Aboriginal People in the region and provides advice and direction to the NIC community in all matters relating to NIC’s vision, mission and strategic directions, namely:</p> <ul style="list-style-type: none"> <li>• Guidance in developing and implementing the Aboriginal Service Plan; Approval of the finalized plan and priorities;</li> <li>• Responsive curriculum;</li> <li>• Student access, retention and success;</li> <li>• In-community programming transition support;</li> <li>• Being an active community partner;</li> <li>• Developing, strengthening and expanding strategic partnerships;</li> <li>• Raising awareness about post-secondary education throughout the region; and</li> <li>• Strengthening and developing NIC staff/faculty skills to support the Colleges and Institutes Canada Indigenous Education Protocol.</li> </ul> <p><u>In-Community Programming</u></p> <p>In the past three years (2015-2018), NIC has signed more than 20 new education agreements with First Nations, resulting in new programs and timely consultations in key program areas. Led by our community partners, this has included Nation-informed trades training, shellfish and hatchery program consultations, a Community Mental Health Care Worker program with the Nuu-Chah-nulth Tribal Council and tourism and hospitality management programs with the Gwa’sala-’Nakwaxda’xw Nations. NIC continues to bring faculty and programs to Indigenous students in their home communities, giving learners access to innovative, community-relevant programs and services. This includes Early Childhood Care and Education, Adult Basic Education and Carpentry programs in Ahousaht, Esowista and Tofino, tourism and human service worker programs in Port Hardy, Adult Basic Education in Gold River and Bella Coola.</p>
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## Mandate Letter Priorities: Access and Priority Programs

### Mandate Letter 2018/19:

Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:

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

### Mandate Letter 2019/20:

Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:

- a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.
- b. Expanding programming aligned with high-demand occupations and priority sectors (such as trades, technology and health).
- c. Expanding co-op and work-integrated learning opportunities for all students.

- North Island College provides tuition-free Adult Basic Education (ABE) at every campus and in-community across the region, providing students with courses and skills to complete their B.C. Graduation diploma and prepare to enter post-secondary programs. Delivery methods vary to improve student access and completion rates and include face-to-face, online and land-based learning models. NIC is honoured to work with First Nations partners across the region to provide opportunities to students in community. In 2018/19, the College worked with the Ahousaht First Nation, the Mowachaht-Muchalaht First Nation in Tsaxana, the Nuxalk Nation in Bella Coola and the Toquaht and Tla-o-qui-aht First Nations near Tofino, to provide adult upgrading courses. The courses are often a foundation for additional programming at the request of First Nation partners. Since introducing its first Kwak'wala Language course in Port Hardy in 2016, the College has introduced and significantly expanded ABE-level Kwak'wala courses in Port Hardy, Campbell River and the Comox Valley. The College has also offered Nuu-Chah-nulth language programming to students in Port Alberni since September 2018.
- The College has approved 27 youth-in-care waivers in the three years since implementation.
- NIC operates a wide-range of Health and Human Service programs, many of which address in-demand occupations identified in the B.C. Skills Gap Plan. These include a long-standing Bachelor of Science in Nursing program in collaboration with VIU, a Licensed Practical Nursing program and Health Care Assistant program. In 2018, NIC received provincial funding to expand Health Care Assistant programming to Denman and Hornby Islands, as well as increase the total number of FTEs in Campbell River, Port Hardy and the Comox Valley. Early Childhood Care and Education programs expanded in 2018 with more flexible, part-time evening and weekend institute, which provides opportunities for educators in the workforce to upgrade their skills and meet certification requirements. The College also received funding in 2019 for ECCE, Pre-Health Block and Health Care Assistant programming in partnership with the Tla-o-qui-aht First Nation.

- NIC's technical programs directly lead to careers in the growing technology sector and include five Interactive Media and Graphic Design streams; a one-year Engineering Foundations certificate, which provides students with a credential for their resumé and increased access to other post-secondary institutions as well as long-standing Industrial Automation Technician and Electronics Technician Core programs. Expansion includes a new Computer Information Systems certificate to ensure students graduate with the skills to meet regional business needs. The Province provided NIC with \$100K to support planning to enrol 20 student FTEs, increasing capacity to 40 student FTEs future years. Once the spaces are fully implemented, ongoing funding is expected to increase to \$400K annually.
- NIC has responded to in-demand occupations in the trades sector with expansion of a new Culinary Business Operations diploma and advanced diploma in fall 2019; delivery of Prep Cook programs in Port Alberni and Campbell River in 2018/19 and again in 2019/20. In addition, NIC delivered an Aquaculture Technician certificate in Campbell River, with the diploma scheduled to run in fall 2019. A shellfish certificate and a hatchery technician program are in development. Additional programs include a Coastal Forest Worker program, Coastal Log Scaling, expansion of electrical seats and an Indigenous Apprenticeship Carpentry Pathway program on the West Coast.
- Work-Integrated Learning (WIL) plays a key role in ensuring student success. Students gain experience while creating community connections that help them build their own network, develop transferable skills and provide a successful transition to the workforce, while providing valuable employees to community stakeholders. NIC offers nationally accredited co-op programs and internship opportunities to students in business and tourism and hospitality management programs. In recent years, the College has expanded the scope of workplace learning opportunities from mandatory work placements and practice experiences for health and human services students to new co-operative education opportunities for culinary students. NIC also invested in a new online work integrated learning platform called CareerCentral, which provides employment supports for students, alumni and employers.

### Mandate Letter Priorities: Safe and Healthy Campuses

#### Mandate Letter 2018/19:

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

#### Mandate Letter 2019/20:

- Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.

- NIC implemented Policy #3-34 - Sexual Violence and Misconduct in 2017 which articulates how the College will create an environment free from sexual violence and misconduct by:
  - Offering pertinent education and training programs to the college community, 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.
  
- In 2018/19, the College initiated consent campaigns on campus, increased counselling services and workshops on how to respond to students in distress and created a tool for all employees offering comprehensive information about policy and resources for sexual violence survivors.
  
- Additionally, NIC offers 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.
  
- In the coming year, the College intends to enhance our high level of support services with the following new or anticipated initiatives:
  - NIC Mental Health and Well-being Strategy: a framework for the development and implementation of action plans to support positive student mental health and well-being to enhance all students' potential for success;
  - Early Assist: Early Assist is a reporting system that provides NIC faculty and staff opportunities to identify students who may be struggling personally or academically and offer them appropriate support and services at an early stage; and
  - #IamNICe Campaign: To foster and promote kindness (to self and others), so students, staff and faculty feel more connected within the NIC communities. The campaign will focus on events and activities that support the dimensions of well-being (social, emotional, physical, financial, academic etc.) and the student life cycle.
  
- NIC provides 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. Elders take leadership roles in ceremonial matters and visit NIC classrooms and lounges to share teachings and provide unique perspectives from their respective traditions. Elders are available to staff and students interested in Indigenous culture or in need of guidance and work closely with NIC's Aboriginal education advisors to contribute to policy, program and curriculum development.

### Mandate Letter Priorities: 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.

#### Mandate Letter 2019/20:

- Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

- In 2018, NIC revised program level admission requirements to align with the new K-12 curriculum. The College's Education Committee approved revisions in May 2019.
- NIC meets regularly with representatives from VIU, school districts and the Ministry to discuss curriculum and explore ways to increase collaboration to better support student transitions.
- NIC faculty also participated in the Breaking Ground: Connecting K-12, Post-Secondary and Ministry workshop, which facilitated conversation on the revised K-12 curriculum and increased collaboration between K-12 teachers and post-secondary faculty.

### Mandate Letter Priorities: EducationPlannerBC

#### Mandate Letter 2019/20:

- Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.

- NIC contributed to ongoing development of EducationPlannerBC (EPBC) in 2018/19, via participation on the EPBC Steering Committee and the EPBC Operations Working Group.

## Mandate Letter Priorities: International Education

### Mandate Letter 2018/19:

- Develop a balanced approach to international education.

### Mandate Letter 2019/20:

- Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

- NIC has embraced provincial priorities for international education by working to advance the two-way flow of students, educators and ideas between countries in 2018/19 as follows:
  - Increased efforts to create awareness among students of the opportunities and benefits of study abroad activities, in addition to expanded agreements with international exchange partner institutions. NIC became a member of the University Mobility in the Asia Pacific (UMAP) and established a bursary program for students interested in study abroad. The College has supported a planning and risk management visit for two faculty to lay the groundwork for a humanities field school in Turkey for spring 2020.
  - NIC is finalizing a double degree opportunity (BBA/BA) with University of Savoie Mont Blanc in France to complement our double degree with Robert Gordon University in Scotland.
  - The College launched several initiatives to support internationalization at home including finalizing a visiting scholar request from a partner university in Belgium and sending fine art and business department chairs to NIC partner Limerick Institute of Technology (LIT) in Ireland to build their professional expertise.
- 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 admission over the past year, the College has been keenly engaged with developing a sustainable, balanced approach to international education. The International Education and Internationalization Action Plan for 2018/19 has been developed and implemented. Six key actions focused on achieving sustainable growth in international student enrolment, including:
  1. Implement target-based enrolment planning by setting campus and program based targets 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 departments to coordinate enrolment planning strategies and activities.
- Developed NIC's first academic contract cohort program to be delivered in Port Alberni. The Early Childhood Care and Education (ECCE) program will allow four domestic student spaces.

### Mandate Letter Priorities: Sound Financial Management

#### Mandate Letter 2019/20:

- Comply with government's two percent cap on tuition and mandatory fee increases.

#### Mandate Letter 2019/20:

- Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.
- Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

- 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 revenues and expenditures are in accordance with the budget submitted. NIC's 2018/19 audited financial statements report a small surplus. NIC consistently meets requirements to deliver balanced budgets and maintains a strong commitment to continuing this trend in future reporting cycles; by doing so, the College contributes to achieving the financial targets identified in the Ministry's three-year Service Plan.
- Led by a provincial Administrative Service Delivery Transformation (ASDT) Steering Committee, sector-wide procurement of goods and services has been a primary strategy for generating collective value. North Island College employees have served in leadership roles on sector-wide procurement initiatives via membership on the ASDT Steering Committee and the Financial Services Committee.
- NIC complied with the Province's two percent cap on tuition and mandatory fee increases in 2018/19 and plans to do so in 2019/20.

# PERFORMANCE PLAN

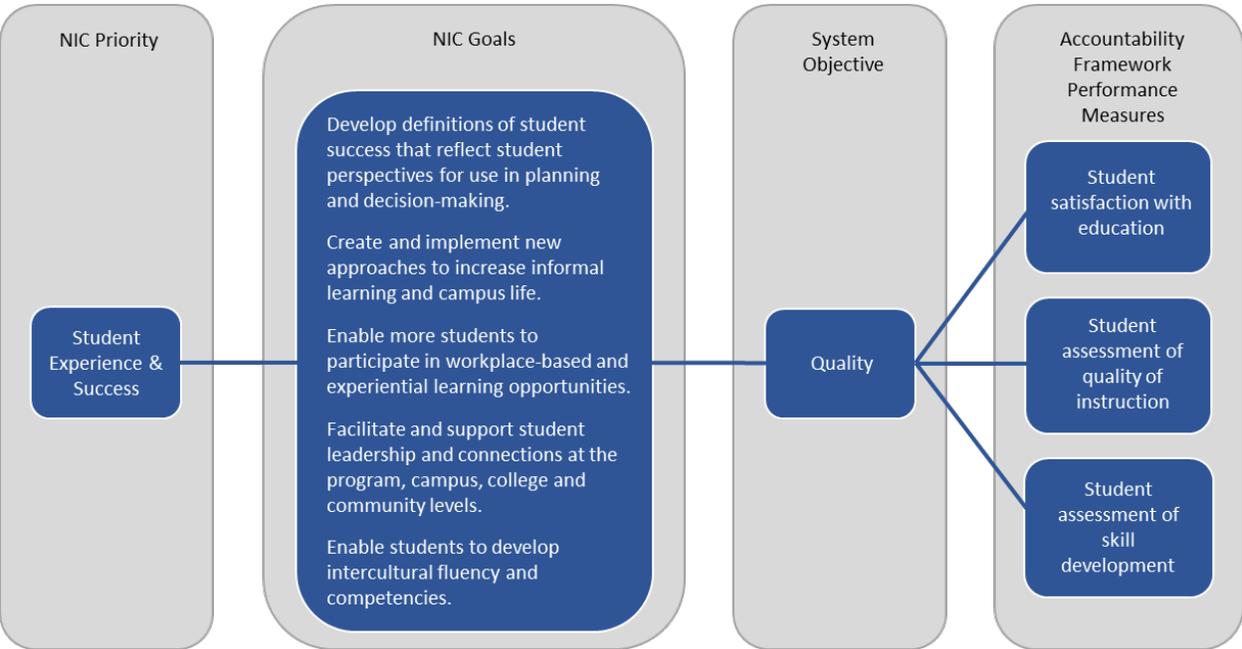
## NIC Plan 2020: 2018/19 Goals, Actions and Outcomes

Launched in the fall of 2015, North Island College’s 2016-2020 Strategic Plan, *NIC Plan 2020*,<sup>4</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. Bullets below each diagram describe NIC’s key actions and outcomes in 2018/19.

A report on NIC’s targets, results and assessments for the Accountability Framework performance measures in 2018/19 is available in the section, “Performance Measures, Targets and Results.”

### Strategic Priority #1: Student Experience and Success



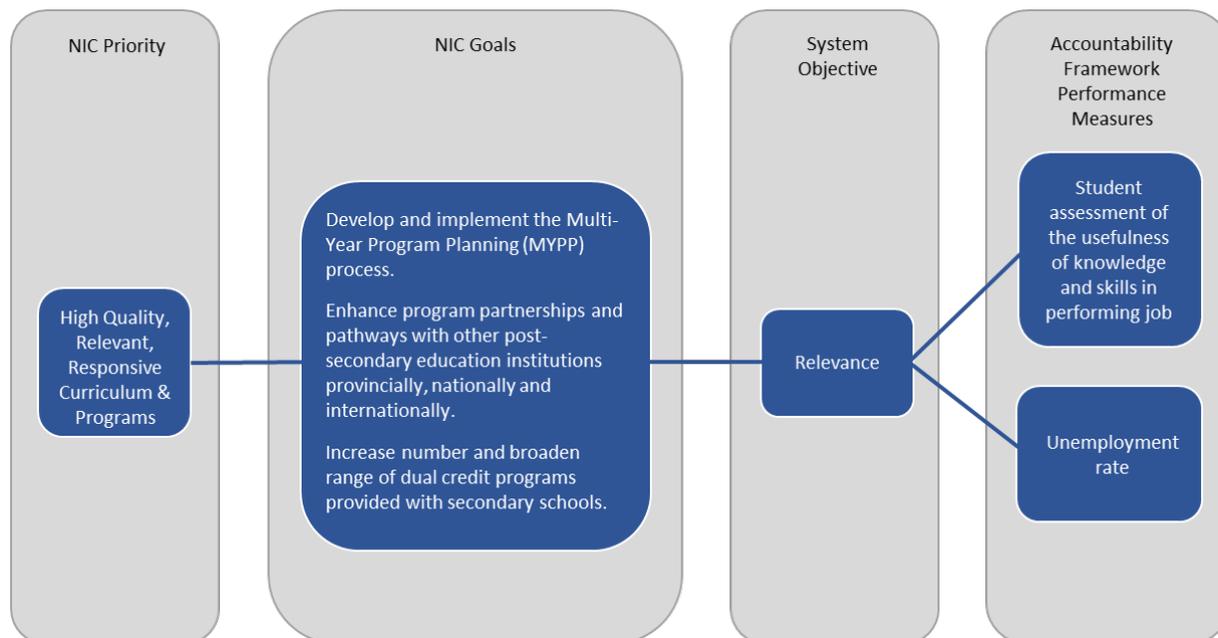
<sup>4</sup>View North Island College’s 2016-2020 Strategic Plan, *NIC Plan 2020*, at [www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/](http://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/).

## 2018/19 Goals, Actions and Outcomes

NIC Goal	Status	Action / Outcome
Develop definitions of student success that reflect student perspectives for use in planning and decision-making.	In Progress	<ul style="list-style-type: none"> <li>Participated in the B.C. Student Outcomes Survey, where 90% of students in certificate, diploma and associate degree programs were satisfied with their education in 2018. The numbers were higher for NIC's bachelor's degree programs (93%) and apprenticeship programs (96%).</li> <li>91% of self-declared Indigenous students were satisfied NIC helped them meet their education goals in 2018/19; between 83% and 88% reported experiencing a culturally welcoming environment, safety and respect on campus and effective academic and personal support.</li> </ul>
Create and implement new approaches to increase informal learning and campus life.	In Progress	<ul style="list-style-type: none"> <li>Hired a campus life manager in December 2018.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>Developing a business case for NIC's first on-campus housing in the Comox Valley in consultation with students, community and staff.</li> </ul> <p><i>See "Mandate Letter Priorities: Safe and Healthy Campuses" for Health and Wellness initiatives.</i></p>
	Implemented in Comox Valley; Expanded services and locations in progress	<p><u>Library &amp; Learning Commons</u></p> <ul style="list-style-type: none"> <li>Library &amp; Learning Commons use continues to grow. This has resulted in increased services, including academic and technical supports, peer tutoring, online writing and research support at Comox Valley, Campbell River and Port Alberni campuses. Remote access is available to Port Hardy and in-community.</li> <li>More than 17,639 students have taken part in one of 6,474 group room bookings, up from 14,600 students and 4,864 bookings in 2017/18.</li> <li>Campbell River's Library &amp; Learning Commons will open in fall 2019.</li> </ul>
	Implemented	<p><u>High-Quality, Sustainable Peer Tutoring Service</u></p> <ul style="list-style-type: none"> <li>Forty peer tutors supported students in business, math and sciences, English, social sciences, humanities, interactive media and trades.</li> <li>Collectively, they provided more than 1,450 hours of tutoring during 2018/19 academic year, with service continued through spring/summer.</li> </ul>
	Implemented	<p><u>Increase Student Services and Supports</u></p> <ul style="list-style-type: none"> <li>WriteAway, a provincial online writing service, saw a 13% increase in usage with more than 229 student submissions.</li> <li>Students booked more than 1,100 appointments for writing support, including a 1600% increase in Campbell River and an 1100% increase in Port Alberni from the previous year.</li> <li>Students booked more than 400 math support appointments and participated in four statistics workshops.</li> </ul>
In Progress	<p><u>Improve Recreational, Literary, Cultural and Social Activities to Provide Informal Learning and Social Connections Across Areas of Study.</u></p> <ul style="list-style-type: none"> <li>Worked with the student union to offer drop-in recreation leagues in the Comox Valley.</li> <li>Several departments hosted authors, artists, films, art events and cultural gatherings to support informal learning opportunities across campuses, including the Write Here Readers Series, Artist Talk Lecture series, Fine Art Events, Global Learning Initiatives, Interactive Media Showcases and more.</li> <li>Student Services hosted author Robert R. Brown who provided a free student and community workshop based on his book <i>Wealthening Like Rabbits</i> during Financial Literacy Week.</li> </ul>	



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



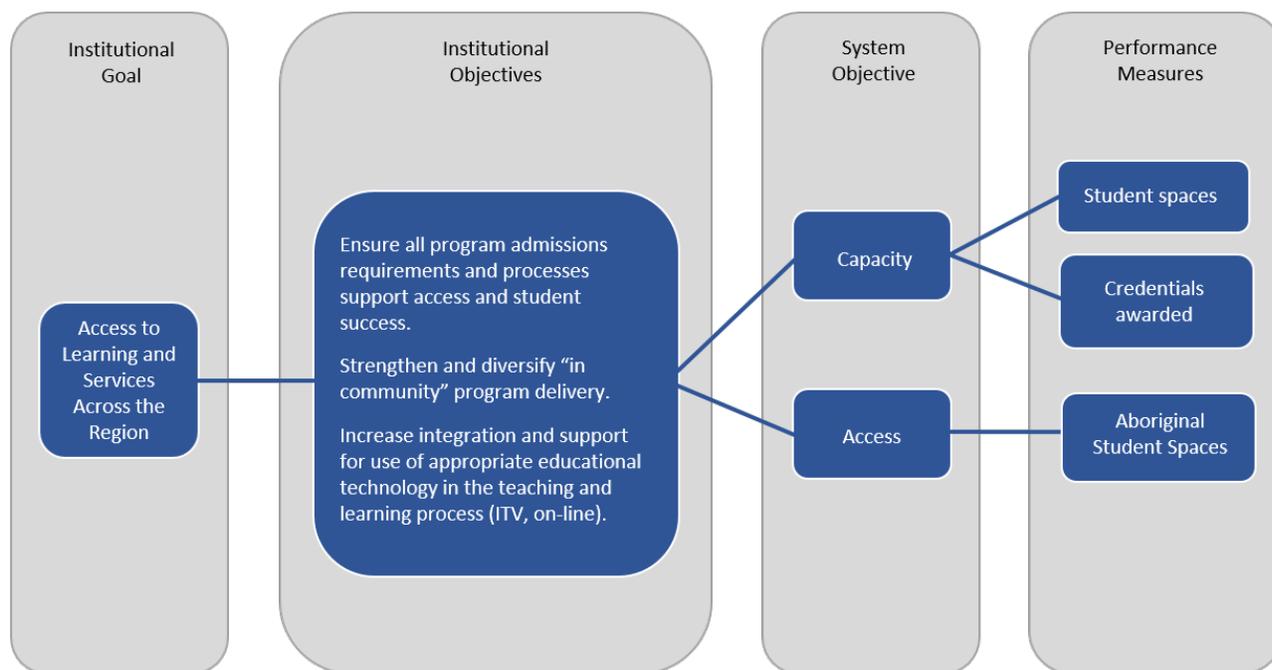
### 2018/19 Goals, Actions and Outcomes

Goal	Status	Action / Outcome
Develop and implement the Multi-Year Program Planning (MYPP) process.	Implemented	<p><u>Develop and Implement a College-Wide Multi-Year Program Planning Process to Achieve Optimum Program Enrolment, Regionally Responsive Programming and Effective Quality Standards</u></p> <ul style="list-style-type: none"> <li>Completed third year of multi-year program planning and approved approximately \$348,000 in 2018/19, based on adjudication of departmental priorities, including: <ul style="list-style-type: none"> <li>Fine Art and Design: Increased program capacity; researched and developed proposal for Interactive Media co-op option.</li> <li>Applied Business Technology: Developed curriculum.</li> <li>Business: Reviewed Bachelor of Business Administration degree, developed second-year online courses, funded scholarships, supported alumni event; hosted articulation committee meeting and conference.</li> <li>Tourism: Delivered mixology and oenology courses.</li> <li>Health and Human Services: Provided additional Early Childhood Care and Education (ECCE) courses, coordinated and developed in-community ECCE programs; comprehensive Human Services program review; facilitated implementation and training of Practical Nursing entry at Campbell River and Port Alberni, including ITV; and established a selective entry research project and developed Future Directions for Patient Simulation for the Bachelor of Science, Nursing program.</li> <li>University Studies: Enhanced curriculum for first-year Space, Science Astronomy courses, developed web-based first-year psychology and English courses.</li> <li>Trades and Technical: Developed AutoCAD course and reviewed and developed Joinery Certificate &amp; Apprenticeship program.</li> </ul> </li> </ul>

	Implemented	<ul style="list-style-type: none"> <li>Allocated funds to deliver two English courses with First Nation partners, developed curriculum for humanities, applied business technology, business and Aboriginal education courses and programs and reviewed a post-degree diploma in business.</li> </ul>
	In Progress	<u>Develop &amp; Reinvigorate Programs Based on Regional Demand &amp; Student Need</u> <ul style="list-style-type: none"> <li>University Studies: 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 anticipated implementation in 2020.</li> </ul>
	Implemented	<ul style="list-style-type: none"> <li>Fine Art and Design: Redeveloped Professional Photography certificate for fall 2019 start.</li> </ul>
	Implemented	<ul style="list-style-type: none"> <li>Health and Human Services: <ul style="list-style-type: none"> <li>Developed an accelerated Early Childhood Care and Education certificate to include part-time offerings to working students;</li> <li>Expanded ECCE programming on the West Coast, with the Tla-o-qui-aht First Nation, as well as in Alert Bay, Port Hardy, Campbell River, Comox Valley and Port Alberni and Ahousaht.</li> <li>Expanded Health Care Assistant program to Hornby &amp; Denman Islands.</li> </ul> </li> </ul>
	Implemented	<ul style="list-style-type: none"> <li>Trades and Technical: <ul style="list-style-type: none"> <li>Developed Culinary Business Operations diploma and advanced diploma, for delivery in fall 2019;</li> <li>Offered Prep Cook program in Port Alberni and Campbell River;</li> <li>Delivered Aquaculture Technician certificate in Campbell River, with the diploma scheduled to run in fall 2019. Developing a Shellfish Aquaculture Technician certificate for delivery in 2019/20;</li> <li>Developed a Coastal Forest Worker certificate for delivery in 2020; and</li> <li>Delivered Coastal Log Scaling to students in Campbell River.</li> </ul> </li> <li>Regional training contracts (Continuing Education and Training): <ul style="list-style-type: none"> <li>Cruise line service training with the City of Port Alberni;</li> <li>Employment-preparation trades training in Port Hardy, with the Industry Training Authority and Kwakiutl, Gwa'sala-Nakwaxda'xw and Quatsino First Nations; and</li> <li>B.C. Wildfire Training in Port Alberni and Campbell River. The programs continue in 2019/20.</li> </ul> </li> </ul> <p><i>See additional initiatives, under "Strategic Priority 3, Access to Learning and Services Across the Region" and "Mandate Letter Priorities."</i></p>
	Implemented	<u>Indigenize the Curriculum to Improve Learning Outcomes and Strengthen Content for Students</u> <ul style="list-style-type: none"> <li>Delivered an Aboriginal Leadership certificate in partnership with Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish Nations to create space for Indigenous teachings and traditional knowledge sharing.</li> </ul>
	Implemented	<ul style="list-style-type: none"> <li>Delivered First Nations language courses at all campuses, in support of the TRC Calls to Action. Courses included two Kwak'wala and two Nuu-chah-nulth immersion language courses and a third Kwak'wala reading and writing course.</li> </ul>
	Implemented	<ul style="list-style-type: none"> <li>Delivered land-based learning program offering ABE-level Kwak'wala, English and math outside of the traditional classroom in Port Hardy.</li> </ul>
	Implemented	<ul style="list-style-type: none"> <li>Delivered two new English courses to address the rising interest in Aboriginal content, serve NIC's growing number of Aboriginal students and meet the Truth and Reconciliation Commission Calls to Action. English 116, Essay Writing &amp; Indigenous Perspectives, introduces university-level research and</li> </ul>

	In Progress  In Progress	<p>writing, with a focus on the works of contemporary Indigenous scholars, authors and teachers. English 127, Indigenous Literatures in Canada, emphasizes Indigenous historical, political and cultural contexts in literature.</p> <ul style="list-style-type: none"> <li>• Offering a pre-health block on the West Coast with a cultural component provided with the Nuu-chah-nulth Tribal Council.</li> <li>• Developing an Indigenous Language Proficiency certificate to address the ongoing language revitalization through immersion based programs. This program development is in direct response to the TRC Call to Action 16.</li> </ul> <p><i>See additional initiatives, under Strategic Priority 4, "Aboriginal Education and Indigenization", "Mandate Letter Priorities" and Strategic Priority 3, "Access to Learning and Services Across the Region."</i></p>
	In Progress	<p><u>Provide Additional Course Sections to Meet Demand.</u></p> <ul style="list-style-type: none"> <li>• Increased business and university transfer courses in Campbell River, to meet the needs of community and new international students</li> <li>• Added a second intake for Electrical Foundation students in 2018 to meet demand and reduce wait lists.</li> <li>• Additional courses planned through 2019/20 MYPP.</li> </ul>
	In Progress	<p><u>Develop, Implement and Strengthen Curriculum</u></p> <ul style="list-style-type: none"> <li>• Developed two second-year physics courses to augment the Engineering certificate and the Associate of Science degree.</li> <li>• Work with the ITA to updated trades program curriculum, as a part of ITA harmonized trades and seek funding for high-demand trades occupations.</li> <li>• Final review and labour market evaluation of TV and Film Crew Training.</li> </ul>
<b>Enhance program partnerships and pathways with other post-secondary education institutions provincially, nationally and internationally.</b>	In Progress  In Progress Implemented	<p><u>Liaise with Communities, Secondary and Post-Secondary Institutions to Improve Educational Pathways for Students.</u></p> <ul style="list-style-type: none"> <li>• NIC now has 88 active partnership agreements in 2018/19, including 33 Canadian agreements, 39 international agreements, nine community agreements and seven agreements with local school districts.</li> </ul> <p><u>Strengthen Existing Programs to Improve Transferability and Student Success</u></p> <ul style="list-style-type: none"> <li>• Audit, review and develop strategy for domestic partnerships.</li> <li>• Signed a Guaranteed Admission Agreement with Royal Roads University for NIC students to move seamlessly into Year 3 at Royal Roads.</li> </ul> <p><i>See also, "Strategic Priority 5: International Education and Internationalization."</i></p>
<b>Increase the number and broaden the range of dual credit programs provided in partnership with secondary schools.</b>	Implemented  Implemented	<p><u>Continue and Expand Dual Credit Courses to School Districts</u></p> <ul style="list-style-type: none"> <li>• 190 students enrolled in dual credit courses at NIC in fiscal year 2018/19, including dual credit and youth in trades programs.</li> <li>• Collaborated with the school districts to offer Trades Sampler programs.</li> <li>• Strengthened existing agreements with Comox Valley, Campbell River, Port Alberni, Qualicum, North Island and Gulf Island School Districts.</li> </ul> <p><u>Review Processes to Support Dual Credit Development and Curriculum</u></p> <ul style="list-style-type: none"> <li>• Provided funding for release time for Curriculum Committee and Planning and Standards chairs.</li> <li>• Reviewed software to support curriculum processes.</li> </ul>

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

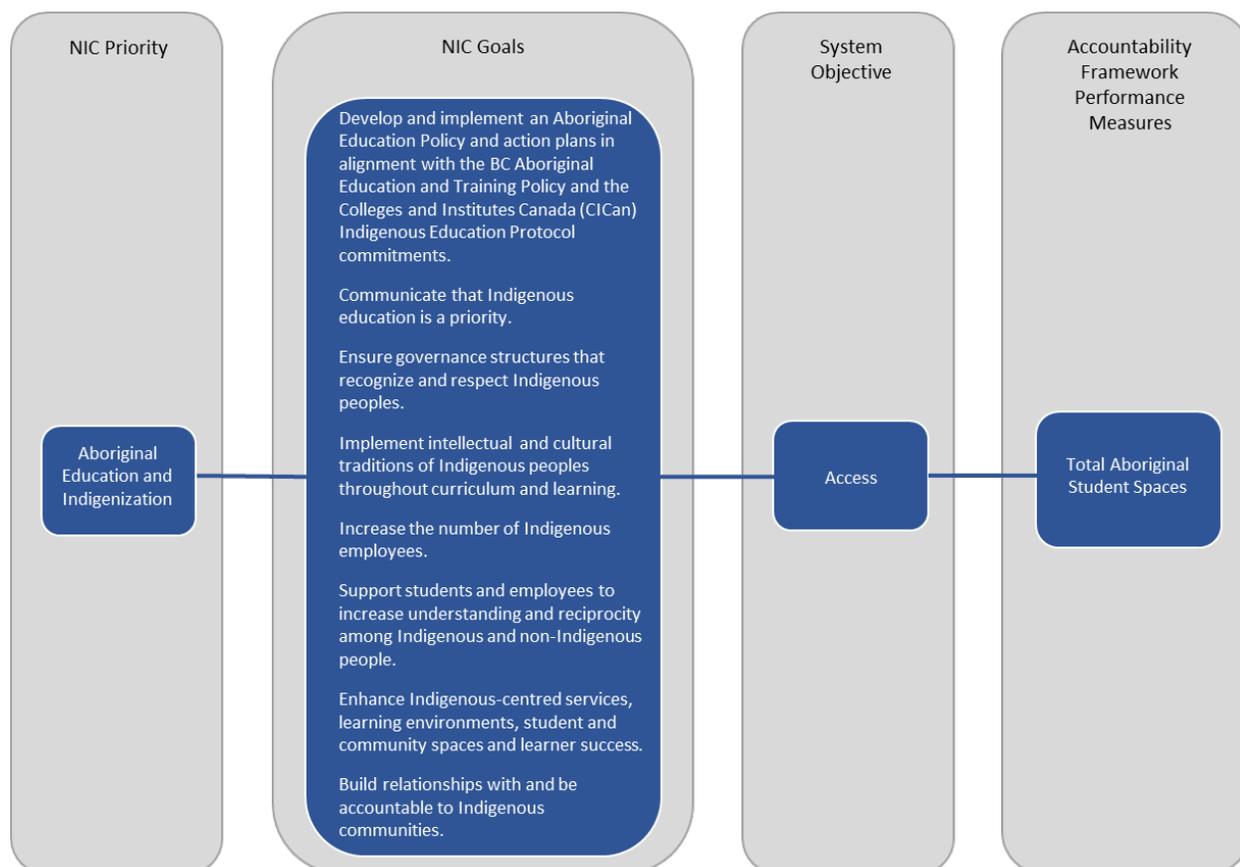


#### 2018/19 Goals, Actions and Outcomes

Goal	Status	Action / Outcome
Ensure all program admissions requirements and processes support access and student success.	Implemented	<u>Eliminate Cultural Bias, Provide Immediate Assessment Results to OGE Students</u> <ul style="list-style-type: none"> <li>Implemented new assessment services; moved English assessment to Accuplacer to create non-bias, culturally sensitive, more efficient results; created online math practical assessment.</li> <li>New faculty orientation and professional development opportunities support development of inclusive, multi-cultural, teaching and learning culture.</li> </ul>
	Implemented	<u>Create Advising Tools and Clearer Admission Requirements to Improve Student Communications</u> <ul style="list-style-type: none"> <li>Created online educational advising appointment system and booking tool.</li> </ul>
	Implemented	<u>Review Admission Process for K-12 Curriculum and Graduation Readiness</u> <ul style="list-style-type: none"> <li>Completed admission review for new K-12 curriculum.</li> <li>Updated learning outcomes and evaluation criteria at the course and program level, including approved course descriptions.</li> </ul>
Strengthen and diversify in community program delivery.	Implemented	<u>Work with Community, First Nations and Industry to Improve Student Access to Post-Secondary Education</u> <ul style="list-style-type: none"> <li>Collaborated with VIU to offer Aboriginal Eco-Tourism program for Indigenous students across the region.</li> <li>Offered pre-tourism, tourism certificates and programs in Port Hardy.</li> <li>NIC's Department of Access and Learning Support provides programs and services to students with cognitive or development disabilities. In 2018/19 and again in 2019/20, NIC developed and delivered a 27-week Employment Transition/Kitchen Assistant Culinary Assistant program in Port Alberni and Campbell River 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>

	Implemented	<p><u>Deliver Customized Education and Skills Training with Employers, Industry, First Nations, Government, Employment and Community Service Agencies</u></p> <ul style="list-style-type: none"> <li>• In 2018/19, NIC’s Continuing Education and Training department delivered 72 on-campus, in-community and online contracts, including: <ul style="list-style-type: none"> <li>• Carpentry Career Pathway with the Tla-o-qui-aht First Nation funded by Aboriginal Community-Based Training Fund, Ministry of Advanced Education, Skills Training (AEST).</li> <li>• Market Gardener Training with the Port Alberni Shelter Society funded by a Community Workforce Response Grant, AEST.</li> <li>• Land-based Indigenous Archeology and Field Skills Certification (Pachina Bay locations, Bamfield) with the Huu-ay-aht First Nations and LGL Environmental Consultants as part of the Kwispaa LNG Employment and Training initiative.</li> </ul> </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>In Progress</p> <p>Implemented</p> <p>Implemented</p>	<p><u>Increase Instructional Delivery of ITV and Upgrade and Expand Locations</u></p> <ul style="list-style-type: none"> <li>• NIC’s Interactive TV rooms continue to run at peak capacity.</li> <li>• Delivered Early Childhood Care and Education program between students in Port Hardy and Alert Bay to improve student access.</li> <li>• Developing a dedicated ITV classroom for nursing students in Campbell River.</li> </ul> <p><u>Increase Online Educational Technology Use to improve Access to Resources and Student Collaboration</u></p> <ul style="list-style-type: none"> <li>• Created online forum for tutors providing consistent training materials and communication tools.</li> </ul> <p><u>Improve Technical Support Services for Students</u></p> <ul style="list-style-type: none"> <li>• After expanding student technical support in the Library &amp; Learning Commons, in 2017/2018, awareness of student technical support increased significantly with increased growth online and by phone.</li> <li>• 1,000 students accessed one of 56 face-to-face workshops in 2018/19.</li> <li>• Twelve student-use laptops available in the Comox Valley (9), Campbell River (2) and Port Alberni (1).</li> </ul>

## Strategic Priority #4: Aboriginal Education and Indigenization



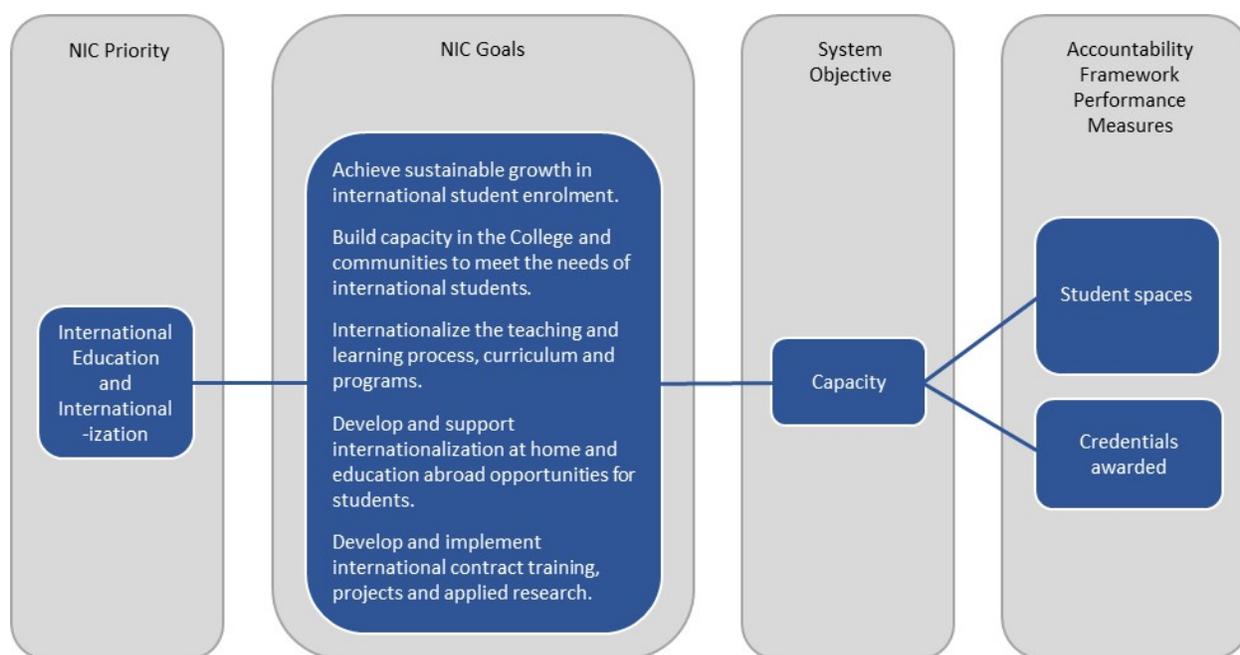
### 2018/19 Goals, Actions and Outcomes

Goal	Status	Action / Outcome
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.	Postponed	<ul style="list-style-type: none"> <li>Development of an Indigenization Policy/Plan/Framework will require substantial community consultation and input to reflect the needs, wishes and guidance of the Nations we serve. For this to be an authentic and meaningful document, community voices have to be forefront. Both the BC Aboriginal Post-Secondary Education and Training Policy Framework and <i>Plan 2020</i> are coming to an end and the Aboriginal Education Council recommends waiting to align an Indigenization plan with the new updated guiding documents. Further resources will be needed to undertake this large project.</li> </ul>
Communicate that Indigenous education is a priority.	In Progress In Progress	<ul style="list-style-type: none"> <li>Develop quarterly Aboriginal Education Newsletter, highlighting Indigenous initiatives throughout the College and region. First newsletter in May 2019.</li> <li>Enhance social media presence (Facebook, Twitter) to communicate with students, communities and organizations to ensure local communities feel welcomed and are encouraged to share ideas and feedback.</li> </ul>

<p><b>Ensure governance structures recognize and respect Indigenous peoples.</b></p>	<p>In Progress  In Progress</p>	<ul style="list-style-type: none"> <li>Review Regional Aboriginal Education Advisory Committees and Aboriginal Education Council Terms of Reference to ensure a clear role and scope, as well as outline timelines to ensure authentic community voices shape new policies and ongoing relationships between the College and communities.</li> <li>Hold annual meetings between the Aboriginal Education Council, Board of Governors and Education Council to review relationships and share progress and initiatives in regards to Truth &amp; Reconciliation and United Nations Declaration on the Rights of Indigenous Peoples.</li> </ul>
<p><b>Implement intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning.</b></p>	<p>In Progress  Implemented</p>	<ul style="list-style-type: none"> <li>Review and update existing policies relating to intellectual property, traditional knowledge, copyrights.</li> </ul> <p><u>Create an Aboriginal Education Facilitator position to Develop and Coordinate Educational Elements of the Indigenization Process at NIC</u></p> <ul style="list-style-type: none"> <li>The position successfully hosted workshops and gatherings for the Board and employees across campuses. They also build capacity within NIC and serve as a resource to First Nations students and faculty on the Indigenization of curriculum and learning.</li> </ul> <p><i>See specific initiatives in “Mandate Letter Priorities”, “Strategic Priority 2: High Quality, Relevant, Responsive Curriculum and Programs” and “Strategic Priority 3 Access to Learning and Services Across the Region.”</i></p>
<p><b>Increase the number of Indigenous employees.</b></p>	<p>Implemented  In Progress</p>	<p><u>Elders and new Position Regularization</u></p> <ul style="list-style-type: none"> <li>Regularized four Elders in Residence positions and Aboriginal Education Facilitator position, considering options for new positions.</li> </ul> <p><u>Human Rights Exemptions</u></p> <ul style="list-style-type: none"> <li>Discuss Human Rights exemptions for specific course and program faculty.</li> <li>Discuss application for approval of a policy update on ‘self-identifying as Aboriginal’ on employment applications with Regional Aboriginal Education Advisory Committees, Aboriginal Education Council, Senior Education Team and Senior Leadership Team.</li> </ul>
<p><b>Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous people.</b></p>	<p>In Progress</p>	<p><u>Encourage Participation in Activities that Provide Understanding of Traditional Aboriginal Ways and Values, or Increase Knowledge and Self-Awareness of Aboriginal History in Canada</u></p> <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>Support opportunities for 'The Village Workshop' and 'Kairos Blanket Exercise' to be included in NIC's programs and courses. Explore resources and opportunities to offer workshop to staff and students.</li> <li>Promote opportunities for employees to attend Aboriginal community cultural events.</li> </ul>
<p><b>Enhance Indigenous-centred services, learning environments, student and community spaces and learner success.</b></p>	<p>In Progress  Implemented  In Progress  In Progress  Implemented</p>	<ul style="list-style-type: none"> <li>Work with the Gathering Place sub-committee and architect to design a new Campbell River Gathering Place adjacent to the Aboriginal Student Lounge.</li> <li>NIC received a Kwak’wala name for its campus in Port Hardy. It now goes by the name Mixalakwila, meaning “maker of what’s been dreamt about.”</li> <li>Work with the K’ómoks First Nation to formally recognize their traditional territory, including a commissioning new pole carving at the Comox Valley campus through the K’ómoks First Nation’s Guardian Pole Project.</li> <li>Set student targets to implement the Indigenous Scholars programs at all four campuses. The program supports students and Aboriginal Student Lounges to provide students with cultural safety and a place of belonging. The program will reviewed in summer 2019.</li> <li>Provide active frontline student support via Aboriginal Education advisors, Elders in Residence and community Elders.</li> </ul>

Build relationships with and be accountable to Indigenous communities.	In Progress	<u>Hold Regular Meetings with Regional Aboriginal Education Advisory Committees (AEAC) and the Aboriginal Education Council (AEC) to Identify Programming and Responsive Curriculum</u> <ul style="list-style-type: none"> <li>• Minimum of three regional AEAC and AEC meetings each per year.</li> <li>• Receive guidance in the development and implementation of the Aboriginal Service Plan and approval of the finalized plan and priorities.</li> </ul>
	In Progress	<u>Co-develop Educational Agreement Templates to Ensure Goals, Objectives and Other Elements Meet Community Needs and are Written in Plain English</u> <ul style="list-style-type: none"> <li>• Review Education and Partnership Agreements (EAs) to update content. New EA templates are in place.</li> <li>• Develop Memorandums of Understanding with First Nations communities for long-term program planning.</li> </ul>

## Strategic Priority #5: International Education and Internationalization

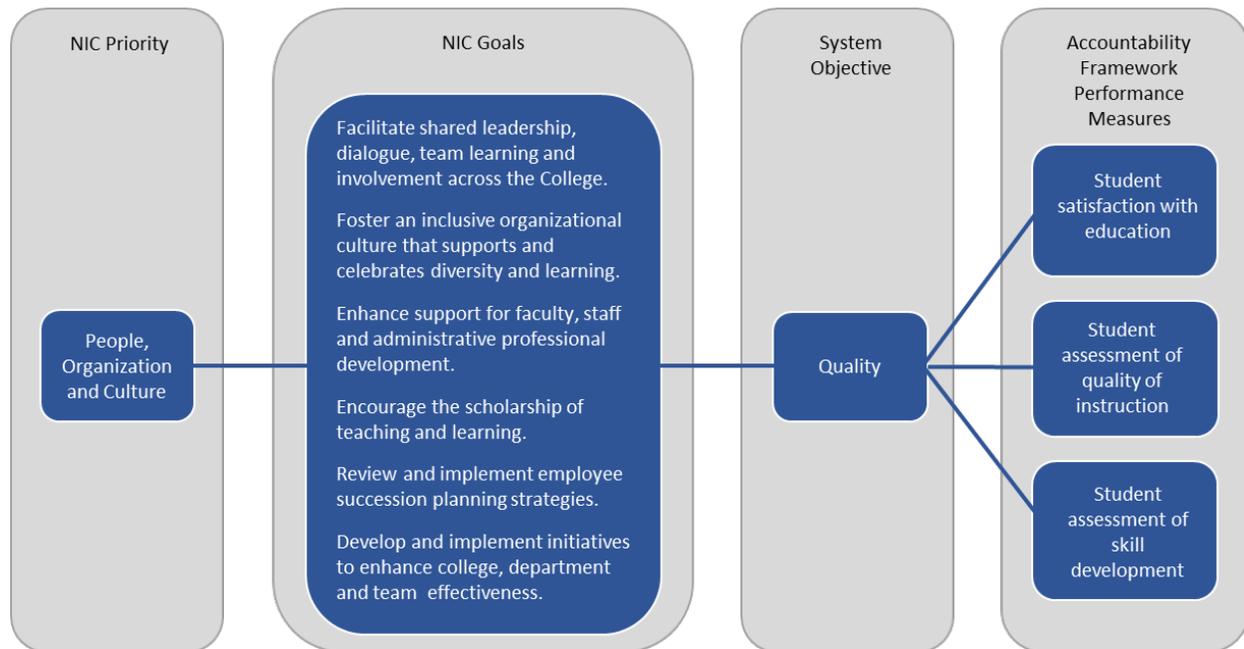


### 2018/19 Goals, Actions and Outcomes

Goal	Status	Action / Outcome
Achieve sustainable growth in international student enrolment.	In Progress	<u>Create, Implement and Strengthen a Strategic International Recruitment and Marketing Plan</u> <ul style="list-style-type: none"> <li>• Committed to an on-going enrolment management plan in 2018/19 to refine recruitment channels, admissions and application processes.</li> <li>• Set campus and program targets for international students to support all learners and increase program offerings for Canadian students.</li> <li>• Diversify international students' countries of origin to mitigate against global risk and expose domestic students to a wider array of cultures.</li> <li>• Examine past international students' education and success rates to refine country and program targets.</li> </ul>
	Implemented In Progress	<u>Integrate International Enrolment within NIC's Multi-Year Program Planning</u> <ul style="list-style-type: none"> <li>• Restructured NIC's Office of Global Engagement within Academic Division.</li> <li>• Encourage greater collaboration between admissions and the Office of Global Engagement (OGE).</li> </ul>

	In Progress	<ul style="list-style-type: none"> <li>Enhance communications between OGE and other departments to co-ordinate enrolment planning and activities.</li> </ul>
<b>Build capacity in the College and communities to meet the needs of international students.</b>	Implemented	<u>Increase and Diversify Program Offerings for all Students with Additional Term Tracks, Sections and Business Programming in Campbell River</u> <ul style="list-style-type: none"> <li>Expanded Global Business Management program in fall 2018, to bring 75+ international students to Campbell River.</li> <li>Expanded services and introduced supports where needed (academic writing course and supports, math, invigilation, instructional assistants).</li> <li>Re-organized budget model to ensure international revenue was directed to institutional capacity needs.</li> </ul>
	Implemented	<u>Create Faculty and Staff Professional Development Opportunities Overseas</u> <ul style="list-style-type: none"> <li>Three employees participated in Leave for Change in 2018/19, volunteering time with institutional partners in developing countries to encourage fresh perspectives, new skills, global understandings and confidence.</li> <li>Business and fine art chairs travelled to Limerick Institute of Technology to participate in a weeklong professional development event.</li> <li>Approved funding for two humanities faculty to visit Turkey to mitigate risk and establish an itinerary for a field school for spring 2020.</li> </ul>
	Implemented	<u>Created Peer Mentoring and Support Programs with Domestic Students</u>
	Transferred	<u>Develop Staffing Strategy to Support Enhanced Offerings in Key Areas</u> <ul style="list-style-type: none"> <li>Transferred to VP Finance to distribute accordingly.</li> </ul>
	Transferred	<u>Support Students' Ability to Enrol and Succeed by Expanding Accommodation Options for all Students</u> <ul style="list-style-type: none"> <li>Transferred homestay delivery to Canada Homestay Network to improve service and broaden geographical reach.</li> </ul>
<b>Internationalize the teaching and learning process, curriculum and programs.</b>	Implemented	<ul style="list-style-type: none"> <li>Create an elective intercultural competencies course.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>Laid the groundwork with Aboriginal Education to establish an educational and cultural link to Kapi'olani Community College in Hawaii.</li> <li>Held workshops on challenges of working with diverse learners.</li> </ul>
<b>Develop and support Internationalization at home and education abroad opportunities for students.</b>	Implemented	<u>Grow Study Abroad Offerings Through new Exchanges and Field Schools</u> <ul style="list-style-type: none"> <li>New study abroad bursary established.</li> <li>NIC students participated in out-bound exchange in Paris, France and Nagoya, Japan. Delivered a tourism field school in Las Vegas.</li> <li>One incoming Emerging Leaders in the Americas student from Mexico and another from Belgium attended NIC.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>Major expansion in study abroad options with NIC joining UMAP (35 countries) and developing new partnerships in France (Savoie/Burgundy), Germany (Heidelberg) and Ireland (Limerick, Carlow).</li> </ul>
	Implemented	<ul style="list-style-type: none"> <li>Launch international paid internships for students.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>Develop robust student ambassador program in with Student Services, including domestic and international students.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>Expand and organize International Education Week and International Development Week activities and events.</li> </ul>
<b>Develop international contract training, projects and applied research.</b>	In Progress	<u>Continue to Solicit and Develop Short-term, Customized Programs</u> <ul style="list-style-type: none"> <li>Develop ECCE cohort program in Port Alberni and consider additional health and human services program options/locations.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>Consider ways to use UMAP to deliver short programs for students.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>Faculty from Karel de Groote University (Belgium) visiting in summer to deliver programming and consider research opportunities.</li> </ul>

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

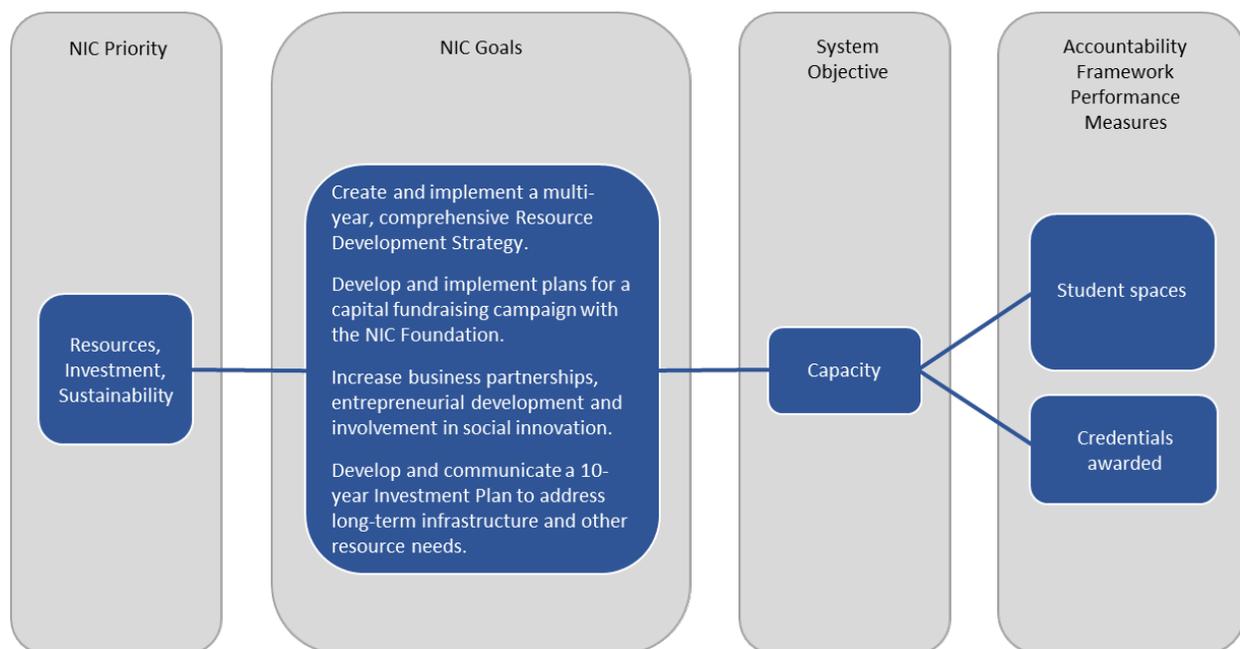


### 2018/19 Goals, Actions and Outcomes

NIC Goal	Status	Action / Outcome
Facilitate shared leadership, dialogue, team learning and involvement across the College.	In Progress	<u>Employee Engagement Survey</u> <ul style="list-style-type: none"> <li>NIC’s Senior Leadership Team, with input from NIC’s Senior Educational Team, developed an action plan to help prioritize and move forward on 20 key initiatives under the key themes of Decision-Making, Connecting, Flow of Information, Planning and Walk the Talk.</li> <li>Many of the initiatives are being integrated with the development of Plan 2025 in 2019/20.</li> </ul>
Foster an inclusive organizational culture that supports and celebrates diversity and learning.	In Progress	<u>Create a Diversity Steering Committee to Increase Awareness of Diversity and Develop Opportunities for Change</u> <ul style="list-style-type: none"> <li>The committee has identified projects for short, medium and long-term change.</li> </ul>
Enhance support for faculty, staff and administrative professional development.	In Progress	<u>Support Employees in Maintaining and Increasing their Professional Skills</u> <ul style="list-style-type: none"> <li>Review and update professional/career development manuals.</li> <li>Increased access to professional development funding for sessional faculty and provided increased funding to support faculty-identified group learning activities.</li> </ul>

Encourage the scholarship of teaching and learning.	Implemented	<u>Support Employees in Maintaining and Increasing their Professional Skills</u> <ul style="list-style-type: none"> <li>NICFA PD and Common PD members offered to attend department meetings to give a joint presentation on PD funds and opportunities. Information sessions were subsequently held at six department meetings.</li> <li>The Common PD fund approved 29 activities in 2018/19, allocating \$69,553.</li> </ul>
	Implemented	<u>Expand College-wide Teaching and Learning Resources</u> <ul style="list-style-type: none"> <li>Hired faculty and facilitators in five areas: <ul style="list-style-type: none"> <li>.75 FTE Global learning faculty;</li> <li>.5 FTE Distributed Learning Facilitator;</li> <li>.5 FTE Teaching and Learning Facilitator;</li> <li>.5 FTE Aboriginal Education Facilitator; and</li> <li>1 FTE Director Teaching Learning and Innovation, (posted) Teaching and Learning faculty, Aboriginal Education faculty).</li> </ul> </li> </ul>
	In Progress	<u>Facilitators supported a number of professional development initiatives throughout 2018/19, including:</u> <ul style="list-style-type: none"> <li>Fall and winter faculty bootcamps on academic integrity, ITV, Blackboard Learn and Library &amp; Learning Commons.</li> <li>Three Introduction to Team-based Learning workshops.</li> <li>Faculty, staff and administrators discussed, <i>An Urgency of Teachers</i> at a Pedagogy Book Club.</li> <li>An online Supporting Linguistically and Culturally Diverse Learners course for faculty who meet regularly to discuss content and share perspectives.</li> <li>Two Program Review information sessions.</li> <li>ITV Training for faculty transitioning to ITV teaching.</li> </ul>
Review and implement employee succession planning strategies.	In Progress	<u>Develop a Strategy to Support Staff, Administration Succession Planning</u> <ul style="list-style-type: none"> <li>NIC filled several acting roles in 2018/19 internally to cover leaves of absence or undertake special projects, allowing incumbents to gain valuable experience and prepare for future promotional opportunities.</li> <li>NIC filled several new middle-management roles, particularly in Student Services and Health and Human services, in response to expanded service/programming needs (some through internal promotion). This will create better long-term opportunities for succession planning.</li> </ul>
Develop and implement initiatives to enhance College, department and team effectiveness.	In Progress	<u>Facilitate Team-Building Activities to Improve Employee Health</u> <ul style="list-style-type: none"> <li>Human Resources organized Canadian Mental Health Week activities in May 2018; the initiative continued in 2019.</li> <li>Human Resources will be working with Student Services in 2019/20 to look for opportunities for integrated mental health activities and programs to support all college community members.</li> </ul>

## Strategic Priority #7: Resources, Investment, Sustainability

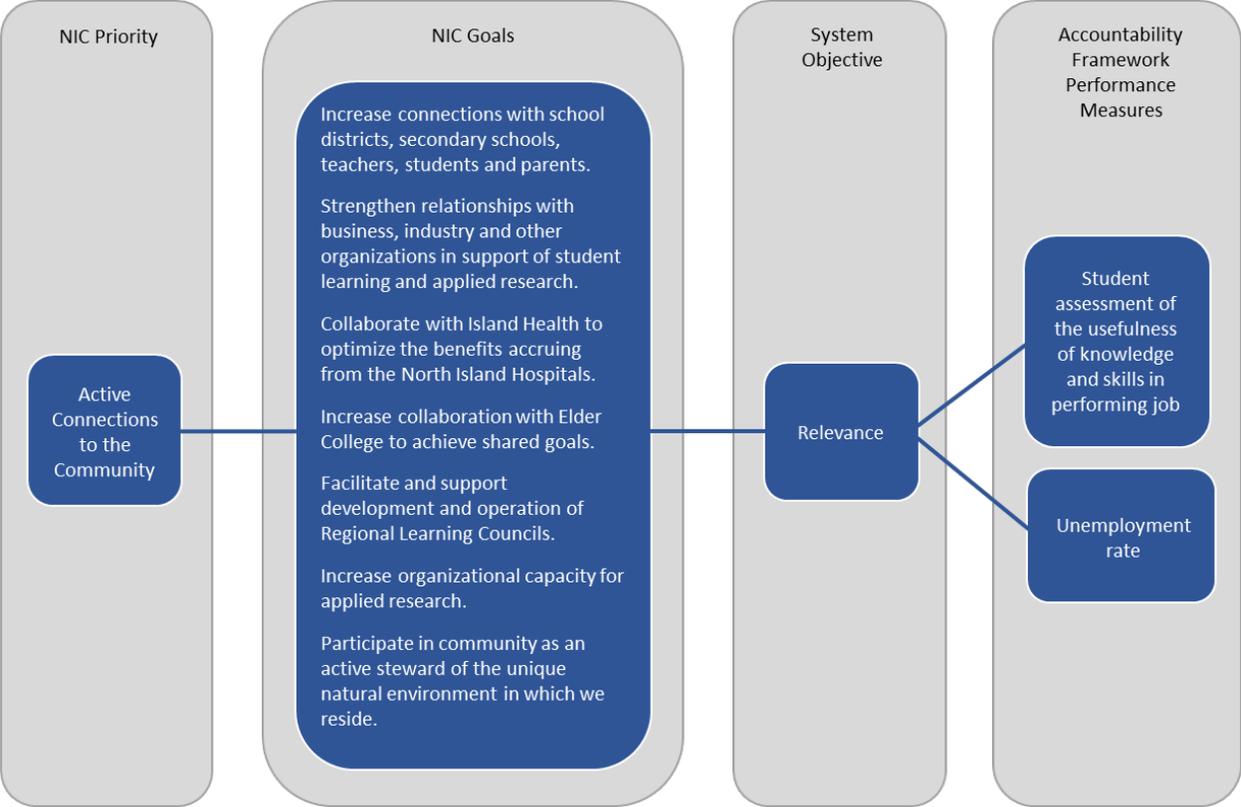


### 2018/19 Goals, Actions and Outcomes

Goal	Status	Action / Outcome
<b>Create and implement a multi-year, comprehensive Resource Development Strategy.</b>	Implemented	<p><u>Work with Industry, Business, Government and Foundations to Support Long-Term Development Strategies</u></p> <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. Programs are delivered or reviewed in 2018/19 and 19/20.</li> </ul>
<b>Develop and implement plans for a capital fundraising campaign with the NIC Foundation.</b>	In Progress	<ul style="list-style-type: none"> <li>The Campbell River campaign team continues to work with a Leadership Cabinet of influential community members to develop relationships with and solicit donors;</li> <li>Several grant proposals are in various stages of completion with federal, provincial and local funding sources.</li> </ul>
<b>Increase business partnerships, entrepreneurial development and involvement in social innovation.</b>	In Progress	<p><u>Strengthen Connections to Business Organizations via Increased Collaboration with Community Partners and Stakeholders</u></p> <ul style="list-style-type: none"> <li>Collaboration continues with community leaders through several strategic partnerships, including the Comox Valley Economic Development Society, the Comox Valley and Campbell River Chambers of Commerce, Innovation Island Technology Association, North Island Employment Foundations Society, Nanwakolas Council, Probus Clubs, etc. This has resulted in support for mentorships, research grants, program funding, annual community award sponsorships and increased engagement and awareness of NIC goals.</li> </ul> <p><i>See "Strategic Priority #8: Active Connections to the Community" for applied research partnerships.</i></p>

<b>Develop and communicate a 10-year Investment Plan to address long-term infrastructure and other resource needs.</b>	In Progress	<b>Infrastructure Planning</b> <ul style="list-style-type: none"> <li>• Completing a \$17.6M project in Campbell River to consolidate programs at one campus location. Set to open officially in fall 2019, the project creates new shops for Heavy Duty Mechanic and Aircraft Structures students and space for additional classrooms, culinary training, a Library &amp; Learning Commons and more.</li> <li>• Housing will continue to be top priority in capital planning.</li> </ul>
	Implemented	<b>Work with the NIC Foundation and Community Stakeholders to Develop an Investment Plan</b> <ul style="list-style-type: none"> <li>• A record \$517,000 in NIC Foundation awards are available to students in 2019/20. This represents a 93% increase in the past five years.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>• The NIC Foundation Board is undergoing a comprehensive process to improve its investment and endowment policies to address long-term sustainability and investment market fluctuations.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>• An overhaul of NIC Foundation policies and procedures is more than 75% complete.</li> </ul>
	In Progress	<ul style="list-style-type: none"> <li>• An Agreement in Principle between the NIC Foundation and NIC is underway. The agreement lays the groundwork for the Foundation’s strategic and long-term investment plans.</li> </ul>

**Strategic Priority #8: Active Connections to Community**



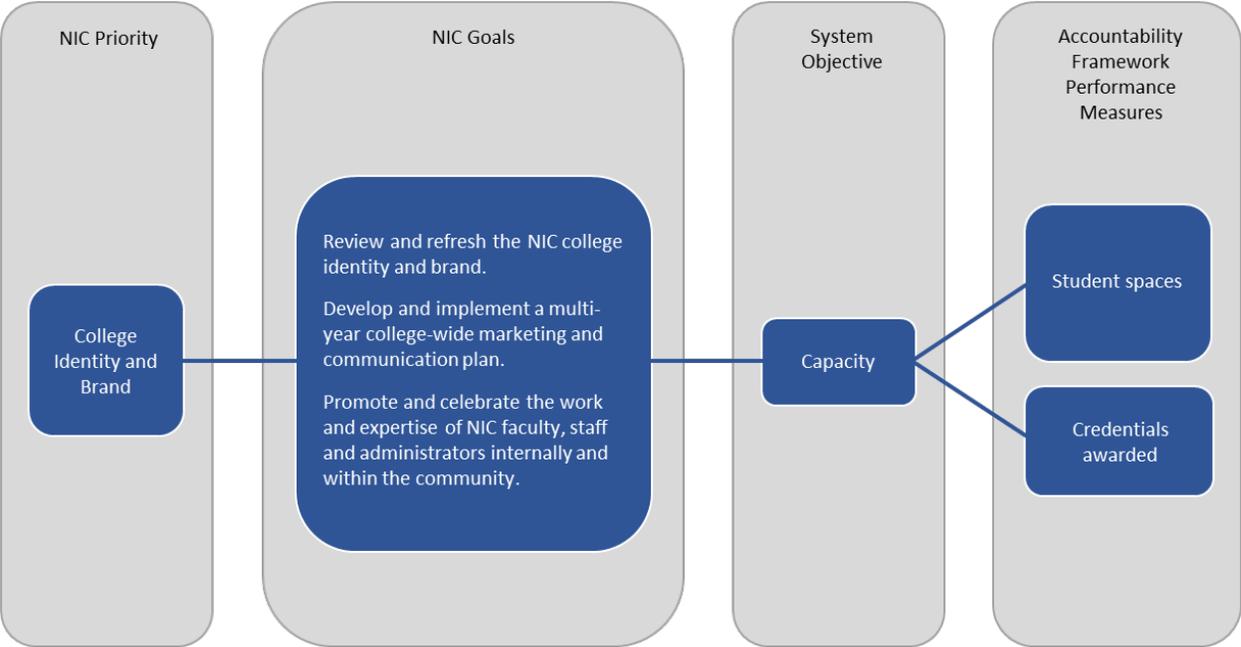
## 2018/19 Goals, Actions and Outcomes

Goal	Status	Action
<b>Increase connections with school districts, secondary schools, teachers, students and parents.</b>	Implemented	<u>Strengthen High School Open Houses, Parent Student Information Nights and Events to Demonstrate Programs and Career Paths</u> <ul style="list-style-type: none"> <li>Improved collaboration with Alberni District Secondary School resulting in a 90% increase in dual credit programming.</li> <li>Hosted 1,000 Grade 11 students from across the region at two open houses in the Comox Valley and Port Alberni.</li> <li>Held Parent Student Info Nights in the Comox Valley and Campbell River. Recruitment staff also attended two parent-teacher nights in Port Alberni.</li> <li>Campus tours in Campbell River and the Comox Valley increased substantially in 2018 with over 110 tours completed from September through December in comparison to 53 in 2016.</li> <li>More than 300 high school students attended high school presentations in 2018, which included Post-Secondary 101 visits, dual credit options and program specific presentations.</li> <li>Promoted NIC Summer Camps at Campbell River School District Summer School Open House.</li> </ul>
	Implemented	<u>Increase Communication with School District Advisors &amp; Counsellors</u> <ul style="list-style-type: none"> <li>Student recruiters hosted their third annual high school counsellor session, which was well attended and resulted in the launch of a new counsellor page on the NIC website.</li> <li>Recruiters continue to prepare and send high school counsellor newsletters three times per year to various districts.</li> </ul>
	Implemented	<u>Collaborate with School Districts on Specific Projects and Learning</u> <ul style="list-style-type: none"> <li>Math and science faculty held a math skills competition again this year with participants from Grade 8-12.</li> <li>Worked with school districts to deliver robotics camps to 239 youth, introducing them to NIC, career insights and pathway opportunities. More than 500 students have now participated in the camps, which teach Science, Technology, Engineering and Math (STEM) skills to prospective students; including LEGO Robotics Camp partnerships with the Gold River School District and Navigate - NIDES North Island Distributed Education School in the Comox Valley (co-presenting).</li> </ul> <p><i>See also Strategic Priority 2: "High Quality, Relevant, Responsive Curriculum &amp; Programs.</i></p>
<b>Strengthen relationships with business, industry and other organizations in support of student learning and applied research.</b>	Implemented	<u>B.C. Salmon Farmers' Association (BCSFA) and B.C. Shellfish Growers' Association (BCSGA)</u> <ul style="list-style-type: none"> <li>NIC's Centre for Applied Research Technology and Innovation 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>\$134K for micro-hatchery equipment to research seed diversification.</li> </ul> </li> <li>Continued to sponsor and participate in BCSFA and BCSGA events including AGMs, Seafood Festival and Science events.</li> <li>Collaborated with BCSGA and VIU to support a regional Shellfish Innovation Centre.</li> </ul>

	Implemented	<u>Colleges and Institutes Canada (CICan)</u> <ul style="list-style-type: none"> <li>Two groups from NIC presented at CICan’s national conference in Niagara Falls.</li> <li>An NIC Senior Leadership Team member is faculty at CICan’s Leadership Institute for the third straight year.</li> </ul>
	Implemented	<u>Chambers of Commerce, Comox Valley Community Justice Centre, Multi-Cultural and Immigrant Services Association of North Vancouver Island</u> <ul style="list-style-type: none"> <li>The Global Leaders of Tomorrow mentorship program continues with the Comox Valley Chamber of Commerce with planned expansion to the Campbell River Chamber of Commerce.</li> <li>NIC and the Comox Valley’s Community Justice Centre continued their partnership to improve public knowledge of the justice system and enhance educational opportunities for students, hosting two events.</li> <li>Signed Memorandum of Understanding with the Immigrant Welcome Centre to serve immigrants in the service area.</li> </ul>
<b>Collaborate with Island Health to optimize the benefits accruing from the North Island Hospitals.</b>	Implemented	<u>Create Programs and Intakes to Address Island Health Hiring Needs</u> <ul style="list-style-type: none"> <li>Provided 10 additional seats for the Health Care Assistant certificate in the Comox Valley</li> <li>LPN/BSN Access program for licensed practical nurses developed in 2017/18. Anticipate 16 additional nursing graduates in 2020.</li> <li>University of Victoria-Master of Arts in Leadership Studies with a Rural Health and Indigenous focus cohort graduates in July 2020.</li> </ul>
	Implemented	<u>Identify Students’ Role in Comox Valley and Campbell River Hospitals 2017 Opening</u> <ul style="list-style-type: none"> <li>Seventy-eight students participated in a research project to evaluate the use of nursing students as support persons during major hospital moves. Completed with Island Health Professional Practice Office and NIC Health and Human Services faculty.</li> </ul>
<b>Increase collaboration with ElderCollege to achieve shared goals.</b>	In Progress	<u>Work with ElderCollege to Share Best Practices and Assess Program Challenges</u> <ul style="list-style-type: none"> <li>Offered 266 general interest courses to 1,376 ElderCollege members in Comox Valley, Campbell River and Port Alberni.</li> <li>Developed a curriculum analysis of ElderCollege member course registration patterns and preferences.</li> <li>Developing a series of ElderCollege fundraising and friend-raising lectures, attracting premiere instructors from across B.C.</li> <li>Creating a commemorative plaque and a celebration to mark Comox Valley ElderCollege’s 20th Anniversary on September 13, 2019 at NIC.</li> </ul>
<b>Facilitate and support development and operation of Regional Learning Councils (Alberni Valley, Mount Waddington, the West Coast and Campbell River).</b>	In Progress	<ul style="list-style-type: none"> <li>Created Learning Councils with regional First Nations, school districts, local government, non-profit organizations and industry to identify, advise and support regional education needs in Port Alberni and Port Hardy.</li> </ul>
<b>Increase organizational capacity for applied research.</b>	Implemented	<u>Expand the Centre for Applied Research Technology and Innovation (CARTI) and Scope of its Work</u> <ul style="list-style-type: none"> <li>Applied for and received several infrastructure, equipment and research grants.</li> </ul>

	<p>In Progress</p> <p>Implemented</p>	<ul style="list-style-type: none"> <li>Continued to employ a research assistant and hired seven students to work on applied research projects, providing exemplary experiential learning opportunities.</li> </ul> <p><u>Focus on Clean Technologies and Building Capacity in Seafood Production and Processing</u></p> <ul style="list-style-type: none"> <li>Exploring opportunities to work with VIU, the Ministry of Agriculture and the B.C. Shellfish Growers Association.</li> </ul> <p><u>Expand the Diversity of Research Initiatives and Increase the Number of Faculty Participating</u></p> <ul style="list-style-type: none"> <li>Facilitated a \$212K Social Sciences and Humanities Research Council grant for faculty to work with three First Nation health authorities and provide an immersion experience for first-year nurses.</li> <li>Supported B.C. Shellfish Growers with two Natural Sciences and Engineering Research Council initiatives supporting First Nations on Vancouver Island’s West Coast to develop kelp operations.</li> </ul>
<p>Participate in community as an active steward of the unique environment in which we live.</p>	<p>In Progress</p>	<p><u>Reduce Greenhouse Gas Emissions</u></p> <ul style="list-style-type: none"> <li>NIC emitted 911 tonnes of greenhouse gas emissions in 2018, a decrease of 190 tonnes (equivalent) from 2017 and a 26% decrease from 2011. The College was carbon neutral in 2018, achieved through reduced emissions, sustainability measures and carbon offsets.</li> </ul> <p><u>Encourage Participation in Community Environmental Stewardship</u></p> <ul style="list-style-type: none"> <li>In spring 2018, NIC participated in GoByBike Week (formerly Bike to Work) and cycled 1,282 km with 139 trips saving 277 kg of greenhouse gases. In October, 10 Campbell River riders travelled 901 km and saved 196 kg of greenhouse gases.</li> </ul>

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



## 2018/19 Goals, Actions and Outcomes

Goal	Action	Outcome / Status
<b>Review and refresh the NIC identity and brand.</b>	Implemented	<u>Strengthen and Renew the NIC Logo and Sub Brands</u> <ul style="list-style-type: none"> <li>Created a new logo and web page for the Adventure Guiding program. The improved promotional material should draw more prospective students to this destination program.</li> <li>Created new logos and promotional materials for several NIC sub brands including new lines of program-specific promotional clothing, which are selling well. Students say they feel an increased sense of belonging and program pride when they wear the hoodies and other items.</li> </ul>
	In Progress	<u>Develop NIC Website</u> <ul style="list-style-type: none"> <li>Created a responsive NIC website in 2018/19. Improvements are ongoing.</li> </ul>
	Implemented	<u>Grow NIC Newsroom</u> <ul style="list-style-type: none"> <li>Experienced a 107% increase in media releases as part of an earned media strategy, resulting in more local, provincial and national media coverage.</li> </ul>
	In Progress	<u>Expand rebranded Office of Global Engagement Materials to Profile Student Experiences and Supports, Campus Life and NIC Advantage</u> <ul style="list-style-type: none"> <li>Continue to improve marketing materials for domestic and international student recruitment in Viewbooks, pop-up banners, press ads, video and print collateral.</li> </ul>
<b>Develop and implement a multi-year, college-wide marketing and communication plan.</b>	In Progress	<u>Strategic Marketing and Communication Plan</u> <ul style="list-style-type: none"> <li>Created a Strategic Marketing Plan Advisory Committee to provide input into the new five-year plan. More than 30 people participate in the committee, which meets throughout the year.</li> </ul>
	Implemented	<ul style="list-style-type: none"> <li>Support campus life, programs and culture via Facebook, Twitter, LinkedIn, Instagram and YouTube.</li> </ul>
	Implemented	<u>Expand the High School Partnership Initiative (HSPI) to Increase Awareness of NIC Programs and Enrolment</u> <ul style="list-style-type: none"> <li>Continued to expand the HSPI, with two Comox Valley high schools joining the partnership. NIC promotional material, posters and TV screens are in Port Hardy, Port McNeill, Zeballos, Gold River, Comox, Courtenay, Port Alberni, Ucluelet, Qualicum Beach and Parksville high schools. Each school is at various phases of the initiative with Alberni District Secondary School and Vanier Secondary at Phase 3, including digital signage and fine art alumni artwork.</li> </ul>
	Implemented	<u>Further Develop a Strategic Promotional Material-Buying Network</u> <ul style="list-style-type: none"> <li>Departments continue to bulk order promotional materials, providing economies of scale, better pricing and uniform branding.</li> </ul>
	Implemented	<u>Strengthen Identity and Brand Awareness throughout B.C.</u> <ul style="list-style-type: none"> <li>New promotional initiatives launched to increase NIC identity and brand awareness, including NIC's first digital and highway billboards, BC Ferries advertising and TV promotion.</li> </ul>
<b>Promote and celebrate the work and expertise of NIC faculty, staff and administrators internally and within the community.</b>	Implemented	<u>Expand Faculty Profiles Online to Build Awareness of Faculty Expertise</u> <ul style="list-style-type: none"> <li>78 faculty profiles are online, with individual faculty promoted weekly.</li> </ul> <u>Share Student and Staff Achievements and Success Stories</u> <ul style="list-style-type: none"> <li>Several faculty and students were in local, provincial and national media including NIC alumna Tina Tang, featured in <i>The Globe and Mail</i> and CTV as one of Canada's best young chefs.</li> </ul>

## PERFORMANCE MEASURES, TARGETS AND RESULTS

Tables 1 and 2 at the end of this section provide NIC's 2018/19 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>5</sup>

NIC exceeded, achieved or substantially achieved 18 of the 20 performance measures in the 2018/19 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 students in trades programs, former apprenticeship students; and bachelor degree graduates. NIC exceeded, achieved, or substantially achieved the targets for all of these measures in 2018/19, 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; former apprenticeship students; and bachelor degree graduates were all exceeded.

Nursing and Other Allied Health Programs FTEs continue to be well above target in 2018/19.

Developmental adult upgrading program FTEs were substantially below the target of 572 FTEs with 369 FTEs enrolled. Although this was a three percent increase (10 FTEs) over the previous year, NIC has been substantially below target since 2015/16 when tuition for adult upgrading programs was introduced as a result of Government funding and policy changes. Developmental program FTEs declined substantially in 2015/16 and have not recovered even though the tuition policy was reversed in 2017/18 for Adult Basic Education (ABE) and domestic English as a Second Language (ESL) programs. Permanent reductions in developmental program FTEs are now coming from no longer offering ESL pathway programs to domestic students. ABE FTEs have shown a modest increase of two percent (seven FTEs) over last year but remain substantially below levels seen prior to 2015/16. In consideration of these factors, NIC has worked with AEST over the past year on revisions to the Developmental Student Spaces target, reducing the College's target for ABE to 341 FTEs in 2019/20, increasing to 375 FTEs in 2020/21 and increasing further to 412 FTEs in 2021/22.

The Total Student Spaces performance measure was not achieved, with 1,509 FTEs enrolled toward the 2,302 FTE 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

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<sup>5</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 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 factors are not accounted for in 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.

It is noteworthy that NIC enrolled 1,254 FTEs in 2018/19 that did not count toward Ministry targets. Industry Training Authority (ITA) funded foundation trades, technology and apprenticeship programs enrolled 725 FTEs. The College’s Bachelor of Science in Nursing program, offered in partnership with Vancouver Island University (VIU), enrolled 23 fourth-year student FTEs counted by VIU in addition to the 125 FTEs counted by NIC. The College also enrolled 506 international student FTEs in 2018/19 – up 39% from the previous year – that are not counted toward Ministry targets.

*Table 1, Accountability Framework performance measures, 2018/19 reporting cycle*

Performance measure <sup>1</sup>	Reporting year					
	2017/18 Actual	2018/19 Target	2018/19 Actual	2018/19 Assessment		
<b>Student spaces (FTEs)<sup>2</sup></b>						
Total student spaces	1,535	2,302	1,509	Not Achieved		
Nursing and other allied health programs	231	229	258	Exceeded		
Developmental	359	572	369	Not Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	520	507	520	Achieved		
<b>Aboriginal student spaces (FTEs)<sup>4</sup></b>						
Total Aboriginal student spaces	405	≥13%	420	Exceeded		
Ministry (AEST)	328		334			
Industry Training Authority (ITA)	78		87			
<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.8%	1.8%	≥ 90%	89.5%	2.1%	Achieved
Former apprenticeship students	93.2%	4.5%		96.3%	5.5%	Exceeded
Bachelor degree graduates	100.0%	0.0%		92.6%	5.4%	Achieved
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	94.1%	1.7%	≥ 90%	92.0%	1.9%	Achieved
Former apprenticeship students	89.8%	5.4%		92.6%	7.6%	Exceeded
Bachelor degree graduates	95.8%	4.9%		100.0%	0.0%	Exceeded

<b>Student assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	87.7%	2.2%	≥ 85%	85.3%	2.4%	Achieved
Former apprenticeship students	87.8%	6.0%		86.9%	9.6%	Exceeded
Bachelor degree graduates	79.8%	9.2%		92.4%	5.2%	Exceeded
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	88.3%	3.6%	≥ 90%	79.0%	4.1%	Substantially achieved
Former apprenticeship students	92.2%	5.5%		90.9%	9.8%	Exceeded
Bachelor degree graduates	91.7%	6.8%		96.2%	4.2%	Exceeded
<b>Unemployment rate<sup>6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	13.4%	3.3%	≤ 8.6%	7.1%	2.4%	Exceeded
Former apprenticeship students	8.9%	5.4%		11.5%	9.6%	Exceeded
Bachelor degree graduates	0.0%	0.0%		0.0%	0.0%	Exceeded

Table 2, Accountability Framework performance measures, 2018/19 reporting cycle, Assessment of Skill Development component measures

Performance measure <sup>1</sup>	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	87.7%	2.2%	≥ 85%	85.3%	2.4%	Achieved
Written communication	82.5%	3.3%		80.8%	3.3%	
Oral communication	82.5%	3.2%		73.9%	3.8%	
Group collaboration	89.6%	2.3%		83.3%	2.7%	
Critical analysis	90.1%	2.2%		91.2%	2.0%	
Problem resolution	85.6%	2.7%		85.2%	2.6%	
Learn on your own	87.9%	2.4%		88.2%	2.3%	
Reading and comprehension	93.9%	1.8%		89.3%	2.2%	
<b>Former apprenticeship students' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	87.8%	6.0%	≥ 85%	86.9%	9.6%	Exceeded
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	92.3%	5.4%		N/A	N/A	
Critical analysis	89.7%	5.5%		88.5%	9.6%	
Problem resolution	86.0%	6.4%		N/A	N/A	
Learn on your own	89.5%	5.7%		N/A	N/A	
Reading and comprehension	94.7%	4.1%		96.2%	5.8%	
<b>Bachelor degree graduates' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	79.8%	9.2%	≥ 85%	92.4%	5.2%	Exceeded
Written communication	N/A	N/A		96.0%	4.6%	
Oral communication	N/A	N/A		88.9%	6.5%	
Group collaboration	83.3%	9.2%		96.3%	3.9%	
Critical analysis	91.7%	6.8%		100.0%	0.0%	
Problem resolution	79.2%	10.0%		85.2%	7.3%	
Learn on your own	N/A	N/A		88.9%	6.5%	
Reading and comprehension	91.7%	6.8%		92.0%	6.3%	

The Accountability Framework performance measures in the preceding tables are assessed per the scale described below. Note that the margin of error is added to the actual value before assessments are made for “>=” targets and subtracted from the actual value before assessments are made for “<=” targets.

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 2018/19 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 2017/18 reporting year are based on data from the 2017/18 fiscal year; results from the 2018/19 reporting period are based on data from the 2018/19 fiscal year.

<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 2018/19 reporting year are a three-year average of the 2015/16, 2016/17 and 2017/18 fiscal years.

<sup>4</sup> Results from the 2017/18 reporting year are based on data from the 2016/17 fiscal year; results from the 2018/19 reporting period are based on data from the 2017/18 fiscal year.

<sup>5</sup> Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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> Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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%.

# FINANCIAL INFORMATION

NIC's most recent audited financial statements are available online at <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>.

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."

NORTH ISLAND COLLEGE



## **INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT**

2018 - 2019 REPORTING CYCLE