



NORTH ISLAND COLLEGE



Institutional Accountability Plan & Report

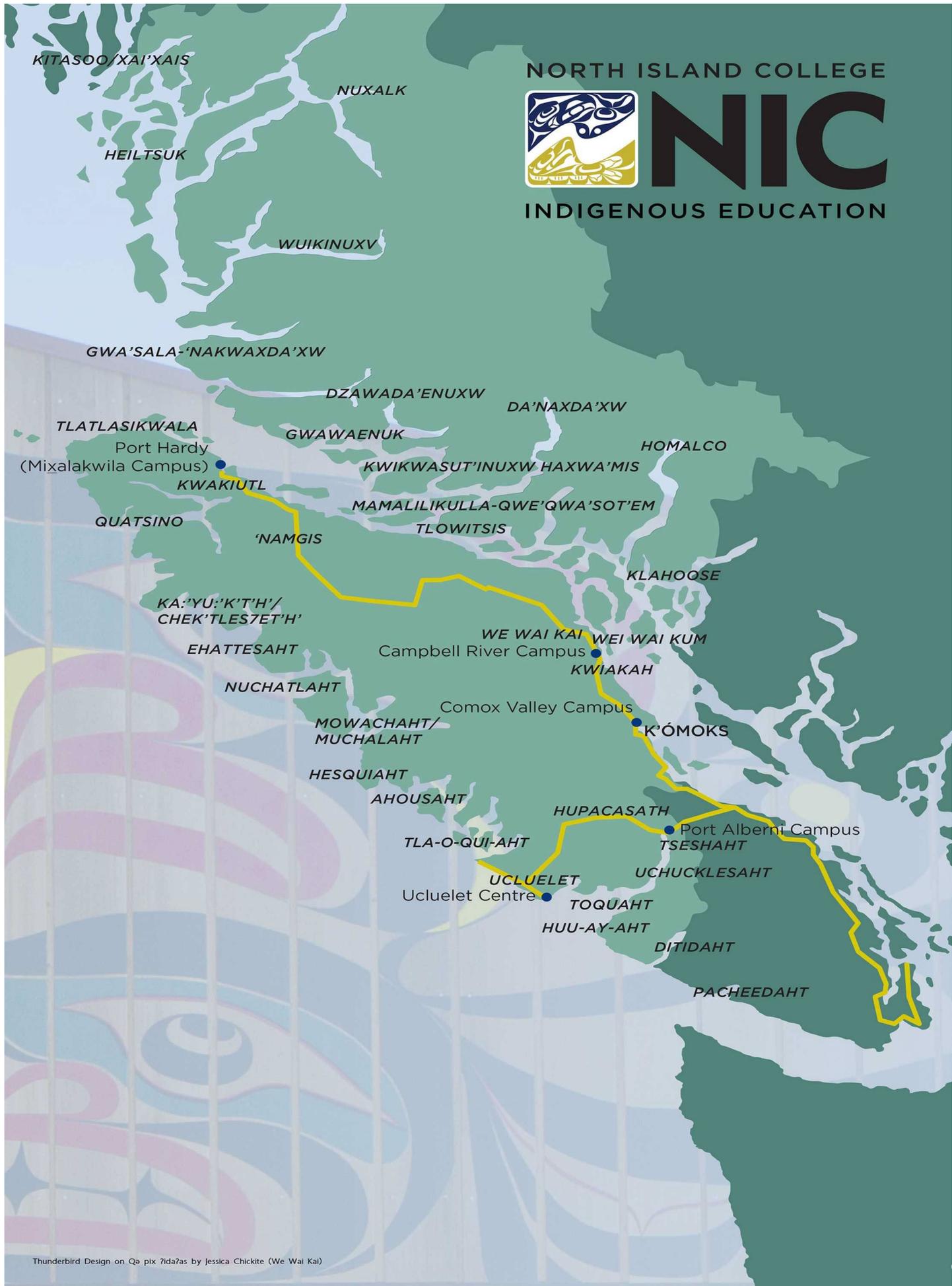
2023 - 2024 REPORTING CYCLE

www.nic.bc.ca

TERRITORIAL ACKNOWLEDGMENT

North Island College is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuuchahnulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.





KITASOO/XAI'XAIS

NUXALK

HEILTSUK

WUIKINUXV

GWA'SALA-'NAKWAXDA'XW

DZAWADA'ENUXW

DA'NAXDA'XW

TLATLASIKWALA

Port Hardy

(Mixelakwila Campus)

GWAWAENUK

KWIKWASUT'INUXW HAXWA'MIS

HOMALCO

KWAKIUTL

MAMALIKULLA-QWE'QWA'SOT'EM

QUATSINO

'NAMGIS

TLOWITSIS

KLAHOOSE

KA:'YU:'K'T'H'/
CHEK'TLES7ET'H'

EHATTESAHT

WE WAI KAI
Campbell River Campus

WEI WAI KUM

KWIAKAH

NUCHATLAHT

Comox Valley Campus

K'ÓMOKS

MOWACHAHT/
MUCHALAHT

HESQUIAHT

AHOUSAHT

HUPACASATH

Port Alberni Campus

TLA-O-QUI-AHT

TSESHAHT

UCLUELET
Ucluelet Centre

UCHUCKLESAHT

TOQUAHT

HUU-AY-AHT

DITIDAHT

PACHEEDAHT

NORTH ISLAND COLLEGE



NIC

INDIGENOUS EDUCATION

ACCOUNTABILITY STATEMENT

June 27, 2024

Honourable Lisa Beare
Minister of Post Secondary Education and Future Skills
Parliament Buildings
Victoria, British Columbia V8V 1X4

NORTH ISLAND COLLEGE



Dear Minister Beare,

On behalf of North Island College (NIC), we are pleased to present the NIC *Institutional Accountability Plan and Report for the 2023/24 Reporting Cycle* (IAPR) and express our accountability for the results within it. The IAPR demonstrates alignment of NIC's unique goals and achievements with Government mandates and strategic initiatives.

Sincerely,

A handwritten signature in dark ink, appearing to read "Patricia Trasolini".

Patricia Trasolini, Chair

A handwritten signature in dark ink, appearing to read "Lisa Domae".

Lisa Domae, President

NIC Board of Governors

North Island College

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1. STRATEGIC DIRECTION AND CONTEXT

1.1 Institutional Overview

North Island College (NIC) is a comprehensive community college, which serves the people and communities across approximately 80,000 km² of Vancouver Island and parts of the B.C. Central Coast from Bamfield to Bella Coola. With 169,000 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 and unceded territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions.

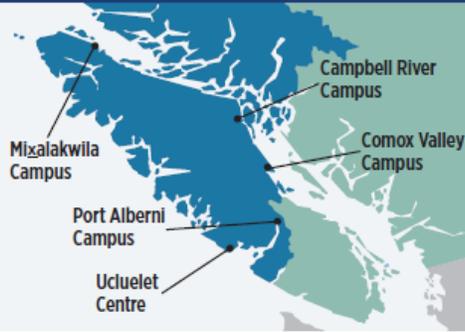
NIC's story is one of innovation, change, challenge and success. Established in 1975 as a distance education institution, the college originally served residents in remote logging camps and coastal communities through a network of 24 learning centres. As the regional population underwent urbanization in the 1990s, NIC moved to a campus-based model at four sites in Campbell River, Comox Valley (main campus and NIC @ St. Joe's at the former St. Joseph's General Hospital), Port Alberni, the Mixalakwila campus in Port Hardy as well as a learning centre in Ucluelet.



Our niche lies in a deeply held commitment to being community-driven and student-centred. Students receive wrap-around services, including educational, financial aid, accessible learning, counseling, student advising and dedicated employment support with work-integrated learning while accessing a full range of education pathways, credentialed programs and short-term skills training.

We are grounded in community. In keeping with our access-focused roots, NIC continues to serve students in diverse and geographically dispersed communities through distance and digital learning as well as onsite programming in communities based on the specific needs of local First Nations and community partners.

NIC North Island College 2023/24 Fast Facts

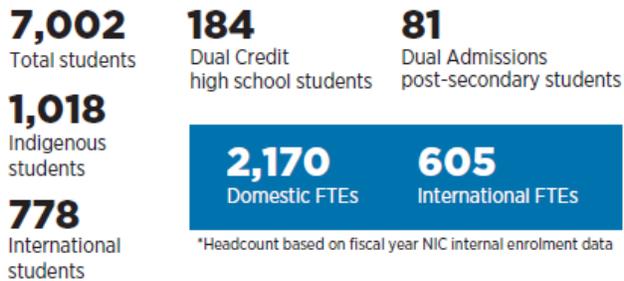


NIC REGION

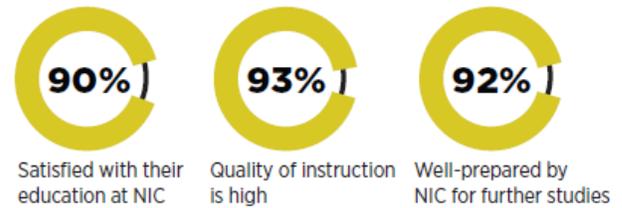
North Island College is a comprehensive community college that focuses on student success. We proudly serve the 169,000 people throughout our 80,000 km² service region, which includes northern Vancouver Island and B.C.'s mainland coast from Bamfield to Bella Coola.

Dedicated to Indigenization, access and wrap-around student supports, NIC works with local communities, government and industry to build healthy and thriving communities, one student at a time.

STUDENT ENROLMENT*

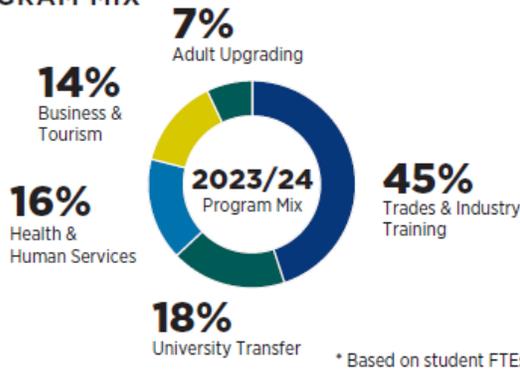


NIC STUDENTS SAY*

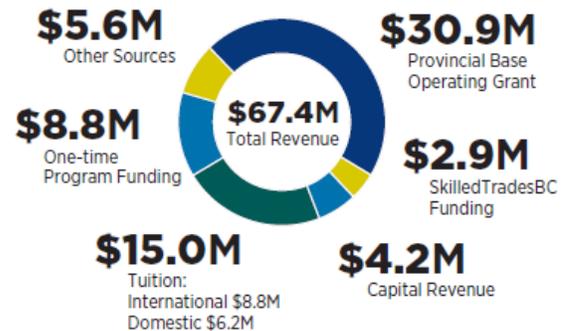


*BC Student Outcomes survey of Diploma, Associate Degree and Certificate students

PROGRAM MIX*



COLLEGE REVENUE



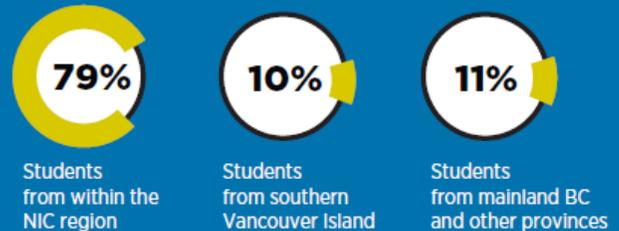
2023 AWARDS*



438
student recipients
\$570,040
in Awards available to students

*as of September 30, 2023

DOMESTIC STUDENT ORIGINS



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.

For more information, please contact communications@nic.bc.ca | www.nic.bc.ca

1.2 Strategic Direction

1.2.1 Integrated Strategic Planning

NIC's strategic plan, [BUILD 2026](#), was created in response to community needs. It was first developed during the height of the COVID-19 pandemic with the voices of more than 1,500 students, First Nations representatives, communities, industries, governments and employees.

Under the guidance of the NIC [Indigenous Education Council](#)¹ and the NIC community, NIC co-launched BUILD with [Working Together – North Island College Indigenization Plan 2021-2026](#), the first Indigenous Education Plan in NIC history in the summer of 2021.

The two plans work in tandem toward lasting and meaningful reconciliation.

BUILD and Working Together are supported by [Widening our Doorways 2026](#), NIC's academic plan and [Journeying Together](#), NIC's Indigenous-serving internationalization plan which provides international students with Indigenous knowledge and understandings throughout their studies at NIC.

Together with [CARE](#)², a student mental health and well-being plan, and our people plan, [Thriving Together](#), they represent NIC's continued commitment to keep listening and responding with programs, services and delivery methods that support communities and student learning.

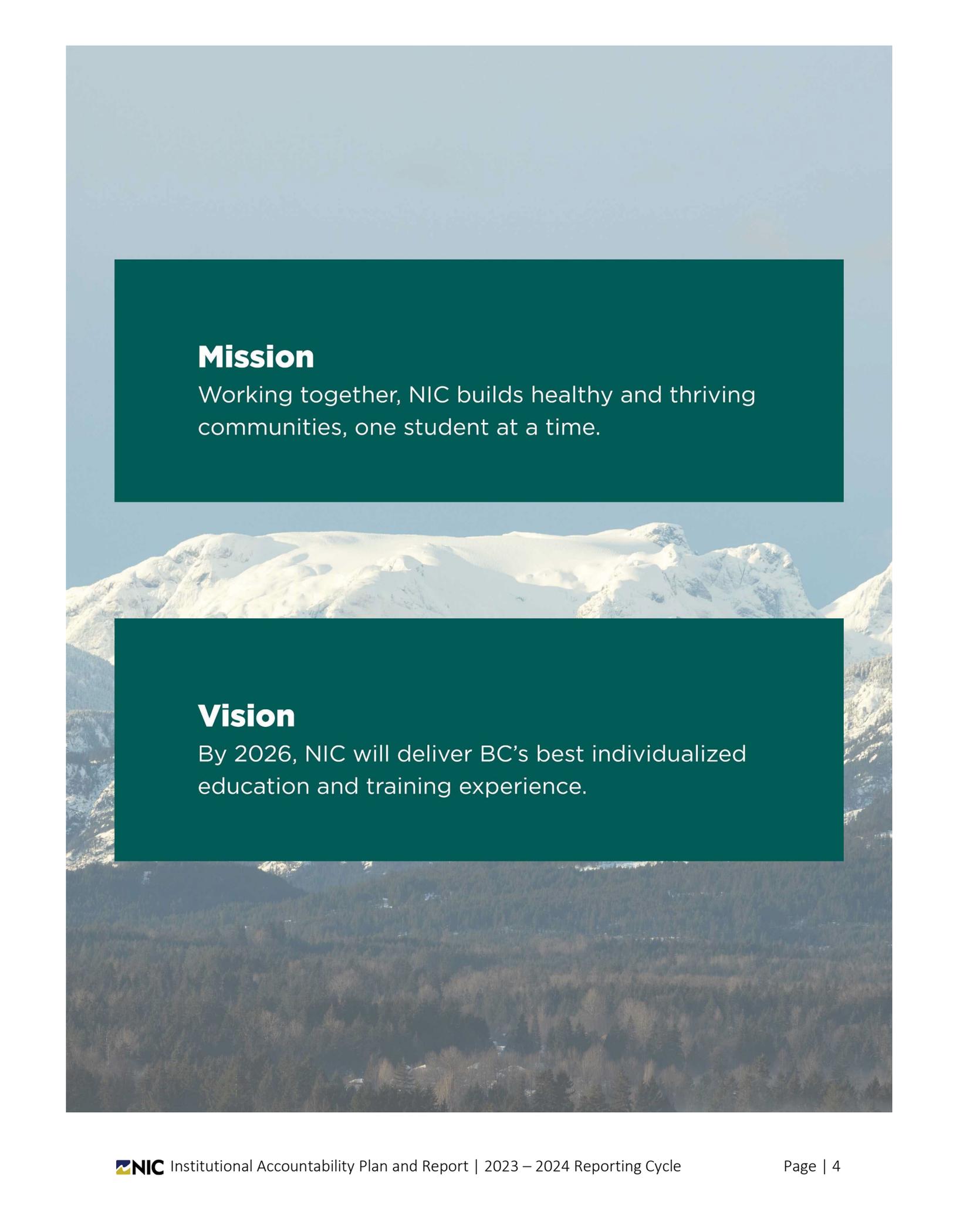
Aligned with provincial priorities, these plans provide a framework for working with government ministries, communities, employers and industry to implement post-secondary education and skills training programs that serve the needs of students across the region.

A report on performance measure results for year three of BUILD can be found in "2. Performance Plan and Report: BUILD 2026."

Ongoing engagement with NIC's integrated planning initiatives can be found on NIC's [online engagement platform](#).



¹ View the Ministry of Post-Secondary Education and Future Skills' Indigenous Leading Practices in Post-Secondary Education online at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training/indigenous-leading-practices>.



Mission

Working together, NIC builds healthy and thriving communities, one student at a time.

Vision

By 2026, NIC will deliver BC's best individualized education and training experience.

1.3 Strategic Context

1.3.1 Navigating Change

NIC's most important contribution to the economic, social and environmental health of British Columbians is our accessible, flexible and responsive approach to learning. The NIC approach increases participation of people living in the NIC service area in the province's skilled economies. As an active member of B.C.'s public post-secondary system, we fully embrace our purpose as a B.C. college and our role as an anchor institution in the over 50 rural and remote communities, inclusive of 35 First Nations, that we have the privilege of serving.

We are a community college that is passionate about providing comprehensive, relevant education and training to the people living in the NIC service area inclusive of the North Island, Northern Central Island and Pacific Rim regions of Vancouver Island as well as the Central Coast region of the B.C. mainland. Our broad range of affordable, year-round, high-quality offerings are a gateway to business, industry and further post-secondary education. Embedded in community, we bring our resources and knowledge to civic tables to work together to grow the well-being of the people and localities we serve. We collaborate with First Nations, local governments, businesses, industry and local communities to create high-quality education and training that is culturally relevant, environmentally sustainable and based on regional labour market needs. This practical and relationship-based approach to education and training is essential to the economic health of people living in the NIC service area. Our partners identify prospective programming and prospective students, ensuring that a growing number of local citizens have access to education and training, leading to rewarding careers in high-demand and high-income fields.

Our accessible and comprehensive programming contributes to a resilient and adaptable workforce that helps our region thrive, even in challenging times. Over 20% of NIC's domestic students are learners who return after an absence of a year or more to further their skills and employability in a subsequent program. NIC graduates keep daycares, social service agencies, hospitals, medical clinics and schools open. Our graduates in accounting, office administration, trades, culinary arts, technology, web design and marketing serve the small businesses, trades, forestry operations, mines, aquaculture farms and tourism sector businesses that ground North Island economies.

NIC's fundamental challenge in enhancing our contribution to B.C.'s economic, social and environmental health is the diverse and rapidly shifting needs of the region's people and economies. The NIC region's people have a wide array of education and training needs ranging from traditional degree pathways to career, vocational, technology, trades, upgrading, industry and resource training. The NIC 80,000 km² coastal, multi-island and inland service area lies within B.C.'s Vancouver Island/Coast economic region, making up approximately 85% of the region's geographic area and 20% of the population. The Vancouver Island/Coast economic region accounts for about 16% of B.C.'s workers and is forecast to have 174,700 job openings over the next ten years, of which 67% will replace retiring workers.

With the 65+ demographic being the fastest growing segment of the NIC region population, forecasts show that by 2027 there will be three retirees for every five working age people (compared with two retirees for every five working age people for B.C.). A growing number of domestic NIC students - with an average age of 30 and 54% of whom are female - are reskilling and upskilling for second and third careers as economic and labour market conditions continue to shift in the region's primarily service- and

resource-based economies. These students, older than the traditional 18-24 post-secondary demographic, illustrate the part-time nature of the learning journey for the majority of NIC students – just under two-thirds of students in NIC’s credit programs study part time in addition to the hours spent at work and caring for families. NIC’s commitment to personalized, flexible, affordable and close-to-home access to post-secondary education and training that incorporates an optimal balance of in-person, digital and blended delivery options is vital to supporting the needs of the region’s learners.

Developed in the early stages of the province’s recovery from the COVID-19 pandemic, our co-strategic plans [BUILD 2026](#) and [Working Together – North Island College Indigenization Plan 2021-2026](#) have set the course for the many partnerships with community organizations, municipalities, regional First Nations, industry and business associations that allow NIC to be an important contributor to regional economic diversification strategies and labour force development plans. We continually strive to widen and grow our program offerings and research capacities across vital economic sectors including trades, tech-relevant, healthcare and in emerging the blue and green economies through work-integrated learning, dual credit, and short-term and micro-credential programs.

1.3.2 Supporting Local Communities to Build Resilient Economies

NIC’s community capacity building extends beyond meeting core labour market needs. Rural and remote people living in the NIC service area are facing major technological, economic, environmental and regulatory changes in key industries like forestry, mining and aquaculture. NIC supports these transitions with programming that blends social and environmental awareness with the skills that technologization requires. For example, developed at local industry tables, NIC’s Coastal Forest Worker Certificate integrates teachings about Indigenous lands and culture and leading environmental practices with hands-on skills acquisition and employability outcomes. Additionally, our Coastal Forestry Diploma program successfully completed the [Technology Accreditation Canada](#) (TAC) audit in November 2023. This accreditation is a significant milestone for the program, signifying national and international recognition as a technical, science-based program endorsed by engineering and forestry professionals. The attainment of accreditation allows the diploma to be listed as an accredited program on the [Forest Professionals of BC](#) (FPBC) website and NIC to display both TAC and FPBC logos on our own website.

Given the profound changes and rapid shifts in many of the NIC region’s key industries, NIC’s labour market programming is increasingly oriented towards regional economic diversification. For example, the college’s growing applied research expertise to advance clean economic diversification through localized innovation activities that improve the province’s social and environmental health. Our students’ learning extends beyond the classroom to solve real-world challenges, which embed experiential learning opportunities within social innovation projects. By partnering with small companies like [Nova Harvest](#) and local First Nations, NIC’s student researchers are increasing the viability of the environmentally sustainable seaweed industry. Economic development and diversification initiatives like these have the revenue potential to provide high-wage jobs in small communities while being sustainable and culturally appropriate.

Innovation in self-directed, flexible learning such as stackable, short-term credentials is an essential and growing strategy for training an adaptable and resilient workforce in the NIC region. NIC is proud to offer these needed training opportunities through initiatives such B.C. Government’s [StrongerBC future skills grant](#). In fall of 2023, NIC offered six micro-credentials in B.C. Wildfire Essentials, Marine Training, Office

and Clerical Training, Craft Brewery Operations, Building Service Worker, and Marketing in the Digital Economy to 142 students.

Flexible learning with integrated student services offered year-round facilitates access and successful program completion with exit points that fit with learners' life circumstances and goals. NIC looks forward to continuing to work with Ministry and sector colleagues to ensure that learning achieved through new and innovative micro-credentials is stackable and transferable. Detailed information on customized short-term and micro-credential programs delivered by NIC in 2023/24 can be found in "Micro-credentials" in Appendix II and progress on NIC's strategic priority of delivering customized training and programs can be found in "2.5.3 Self-Directed and Customized Learning."

Like B.C. and the rest of Canada, the aging population of the NIC region escalates demand for healthcare professionals, especially in rural and remote communities where people must travel long distances if there are in-community service shortages. People trained in communities where they have put down roots with family and friends tend to stay in those communities, underscoring the importance of local access to health programming offered by NIC. In fall 2023, NIC welcomed the first cohort of a new, 18-seat, base-funded, part-time Licensed Practical Nursing (LPN) Access to Bachelor of Science in Nursing program. The Ministry of Post-Secondary Education and Future Skills also provided one-time funding for an additional six seats, allowing NIC to offer 24 seats to qualified LPNs. Fully enrolled in 2023/24, this program supports the province's acute need for registered nurses.

NIC has also prioritized the province's need for Early Child Care and Education (ECCE) through bolstering international student enrolment. Three cohorts of international students completed the ECCE Diploma program in Port Alberni, Campbell River, and Comox Valley and a new international diploma cohort started in fall 2023 at the Comox Valley campus. These were offered in addition to base-funded, domestic student ECCE Certificate and Diploma intakes in Port Alberni, Campbell River and Comox Valley. A one-time, part-time ECCE Certificate offering funded by the Ministry of Post-Secondary Education and Future Skills started on the West Coast of Vancouver Island at NIC's Ucluelet Centre in fall 2023. Dual credit courses were offered to students in School Districts 70 and 71 (i.e., Port Alberni and Comox Valley) and NIC partnered with [Nuu-Chah-Nulth Employment and Training Program](#) to offer a *Health, Safety, and Nutrition in Childcare Settings* course (ECC-168) to qualify individuals to work as ECCE assistants.

All of this contributed to the highest ECCE enrolment in NIC history (100 FTEs) in 2023/24. NIC will continue to collaborate to grow the number of ECCE graduates to help local employers fill job vacancies and parents overcome barriers to work and education. Early childhood educators and assistants are high-demand occupations for the Vancouver Island/Coast economic region, with just over 2,300 job openings forecast over the next ten years with one-third replacing workers retiring from the workforce.

Construction of a Centre of Excellence in Early Learning at the Comox Valley campus is anticipated to begin in summer 2024 for opening in fall 2025. Made possible with funding from the Province and the Government of Canada, the project will involve expansion of the on-campus, independently owned Beaufort Children's Centre providing an additional 75 childcare spaces to address waitlist pressures on the existing 53. Expanded classroom space for NIC's early childhood care and education programs will provide increased teaching and learning capacity vital to NIC's role in enabling the regional workforce.

1.3.3 Prioritizing Reconciliation

NIC recognizes the authority and direction of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions on whose traditional and unceded territories the college campuses are situated. NIC also acknowledges the four Métis Chartered Communities throughout the region. With the guidance of Indigenous leadership, Elders, students and employees, we are committed to supporting Indigenous-led education and celebrating Indigenous knowledge. Under their leadership, we promote reconciliation with Indigenous Peoples through our actions and commitments. NIC's commitment to reconciliation is enshrined in our governance model, strategic plan, academic plan, Indigenization plan, global learning plan and operations.

In this work, we are accountable to the NIC [Indigenous Education Council](#) (IEC) composed of members from each of the 35 First Nations, four Métis Chartered Communities and local Indigenous organizations. A leading practice in B.C.,² the IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction in all matters relating to NIC's vision, mission and strategic direction. Three regional advisory committees identify local education and training priorities and advise on community and economic development plans.

In 2021, the IEC launched [Working Together – North Island College Indigenization Plan 2021-2026](#), the college's first Indigenization plan. The plan adopts B.C.'s Declaration on the Rights of Indigenous People Act as its reconciliation framework and actions the [Colleges and Institutes Canada Indigenous Education Protocol](#) to bring this framework to life. Working Together commits NIC to:

1. Action - Making Indigenous education a priority.
2. Governance - Ensuring governance structures recognize and respect Indigenous Peoples.
3. Teaching and learning - Including intellectual and cultural traditions of Indigenous Peoples in curriculum and learning approaches.
4. Understanding and reciprocity - Increasing understanding and reciprocity among Indigenous and non-Indigenous Peoples.
5. Employee recruitment - Increasing the number of Indigenous employees, including Indigenous senior administrators.
6. The learning environment - Establishing Indigenous-centred holistic services and learning environments.
7. Building relationships - Being accountable in Indigenous communities in support of self-determination.

NIC works to fulfill each of these commitments to reconciliation through specific goals and actions that aim to restore balance, address the social divide and eliminate racism and socio-economic inequity. Reporting annually to the NIC community, Working Together has advanced key initiatives and operational changes in accordance with these commitments (see "2.5.1 Indigenous-led Education").

All NIC students have access to [Elders](#) and [Indigenous Education Navigators](#) at all four NIC campuses to assist with developing educational plans, liaising with instructors, contacting Indigenous sponsorship organizations and other education-related and personal guidance needs. With the support of the [NIC](#)

² View the Ministry of Post-Secondary Education and Future Skills' Indigenous Leading Practices in Post-Secondary Education online at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training/indigenous-leading-practices>.

[Foundation](#), NIC has also established an [Aboriginal Scholars](#) program. Aboriginal scholars work with a Navigator to create an achievement plan based on individual goals. The goals can be academic, spiritual, emotional and/or physical, to support students and provide life skills to help them during their educational journey and beyond. Students work with their Navigator throughout the term to keep on track and access services and support that will help them achieve their goals. At the end of each term, students earn a scholarship based on the successes of their individual achievement plans.

Indigenous-led learning continues to be the top priority for the NIC Office of Indigenous Education, with continued support for First Nations to bring self-determined education and training to their communities to meet their specific goals and objectives. With the support of the NIC Associate Director and Manager of Indigenous and Regional Partnerships, 15 program intakes—including early childhood care and education, trades, and Indigenous education, leadership, and language—were delivered to over 200 students in partnership with local First Nations in 2023/24 (see “Appendix III – Report on Lasting and Meaningful Reconciliation” for a complete list of programs).

A highlight in 2023/24 was the continued success of Indigenous language offerings. In partnership with Ehattesaht and Tla-o-qui-aht First Nations and Ehattesaht, Tla-o-qui-aht and Ahousaht First Nations, NIC offered two cohorts of the Indigenous Language Fluency Certificate in Nuu-chah-nulth language with just over 40 students enrolled. In partnership with Homalco, K'ómoks, Klahoose and Tla'amin First Nations NIC launched new Ayajuthem language ABE courses in October 2023 with just over 30 students enrolled. All courses were offered digitally, providing opportunities for students in remote communities to access Indigenous language learning from their home villages. Digital delivery provided an enhanced opportunity for multi-generational learning - children, siblings, parents, grandparents, and Elders were all able to hear Indigenous language in their homes. Another highlight was the completion of 13 Port Alberni students in the Indigenous Leadership Certificate program in December 2023.

1.3.4 Breaking Barriers to Equitable and Inclusive Access

Equitable and inclusive access to post-secondary education and training is at the heart of NIC’s institutional vision, mission and our role in B.C.’s post-secondary education system. NIC serves regional population with some of B.C.’s lowest levels of post-secondary education and most significant systemic barriers to economic participation.

The [BC Labour Market Outlook: 2023 Edition](#) predicts that nearly 75% of B.C.’s 998,000 job openings in the next decade will require post-secondary education and training; however, only 58% of the working-age population in the NIC region have post-secondary education (compared to 66% provincially). Inequity is apparent in the region’s Indigenous working-age population of which only 43% have a post-secondary credential and who represent 14% of the region’s population. On Northern Vancouver Island, for example, only three-in-ten (31%) of the Indigenous working-age population have a post-secondary credential. The proportion of Indigenous Peoples is highest in rural and remote areas of the NIC service area, ranging up to just under 30% on Northern Vancouver Island and 66% on the Central Coast; by comparison, only 6% of the province’s population is Indigenous.

The NIC region includes a higher proportion of people with barriers to post-secondary education than the B.C. average. About one-in-five secondary school students in the region do not graduate from high

school, ranging up to 40% on Northern Vancouver Island (compared with 8% for the province). Fourteen percent of working age people living in the NIC region don't have a high school diploma (compared with 10% provincially), ranging up to one-in-four on Northern Vancouver Island and the Central Coast. Sixteen percent of NIC's former diploma, associate degree and certificate students surveyed in 2023 took adult basic education upgrading courses during, or prior to, their studies - a comparatively high proportion relative to other B.C. public colleges, institutes and teaching intensive universities as a group at 10%.

NIC's developmental education offerings provide an important pathway to post-secondary education especially for students in the rural and remote areas of the NIC region where the selection of high school courses can be limited. To expand access, we have developed flexible-intake, digital and blended delivery options with multiple start dates during the year. Nonetheless, some developmental learners benefit most from structured, in-person instruction so maintaining these offerings is essential, especially in rural communities even though class sizes may be small. NIC's suite of adult basic education offerings and services provide high school graduation equivalency, a requirement of many of the major employers in the NIC region. The *BC Labour Market Outlook: 2023 Edition* estimates that there will be just over 127,000 job openings in B.C. over the next ten years requiring high school and/or occupation-specific training.

The B.C. Government's \$19.2M investment to remove the age restriction for the [Provincial Tuition Waiver Program](#) in August 2023 has resulted in former youth in care seeking to attend NIC encountering fewer barriers to their access to post-secondary education and training. Thirty-six former youth in care benefited from the B.C. Government's Provincial Tuition Waiver Program at NIC in 2023/24 representing an increase of 56% over last year. In addition to the tuition waiver, twenty-one students also received the Learning for Future Grant (LFG) of \$3,500 per program year to assist with additional education-related costs not covered by the PTWP. To further support former youth in care in 2023/24, NIC expanded outreach to include all in-community contacts working with youth and continues to promote these programs through our social media channels and ongoing outreach avenues. The Financial Aid/Educational Advisor is the designated contact for former youth in care at NIC, supporting funding as well as educational planning, registration and referral to other services.

Affordable housing is a serious barrier for people seeking post-secondary education and training in B.C. Thanks to B.C.'s [Homes for People Action Plan](#) construction is underway on NIC's first [Student Housing Commons](#) at the Comox Valley campus with a scheduled opening in fall 2025. The 217 bed Student Housing Commons will meet a diversity of students' housing needs, from single student to family housing, and offering various lease lengths to accommodate learners across all NIC programs from weeks-long apprenticeship training to four-year degrees. NIC will offer priority access for both Indigenous and former-youth-in-care students. Equally important, agreements with the Beaufort Childcare Centre on the Comox Valley campus will offer prioritized childcare spaces for students with families living in student housing. NIC continues to monitor demand for student housing across our region and has just completed a survey of demand for the Campbell River and Port Alberni campus regions with each community evidencing significant demand.

To help make education more affordable, NIC also offers several forms of student financial assistance. The North Island College Foundation offered \$570K in student support in 2023/24, the majority going to students with the highest financial need. Emergency funds are available to students throughout the year through the NIC Student Services. Financial need is particularly strong for students who regularly

commute from remote areas of the region whose median after-tax household income is well below the B.C. average at \$59K in 2020 compared with \$76K for B.C.

Also through the support of the NIC Foundation NIC offers the Awi'nakola (meaning 'we are one with the land and sea') program which combines in-class instruction with land-based cultural learning. Instructors draw on Kwak'wala and Kwakwaka'wakw ways of knowing and being to inform academic learning. Courses focus on the basic conversation, structure and pronunciation of Kwak'wala as well as classes in both English and math.

Our low tuition costs open opportunities for thousands of students across the NIC service area who tell us that rising tuition, housing, transportation and food costs are impacting their ability to earn a credential and they cannot endure a higher cost burden. At \$3,269 per year for arts programs, NIC continued to have the lowest tuition on Vancouver Island in 2023/24 making us one of the most affordable post-secondary institutions in B.C. Tuition-free adult basic education upgrading courses and support services help reduce barriers for some of the region's most underserved learners. Many one-time, customized programs at NIC are also tuition-free, supported by the provincial [Community Workforce Response Grant](#); these programs often embed tuition-free upgrading and cultural supports.

1.3.5 Fostering Collaborative Connections

Collaboration forms a necessary part of our core operations at NIC. Collaboration is necessary to achieve efficiency in expanding affordable, relevant learning opportunities for people living in the NIC region, especially for those in rural and remote areas. NIC's diverse and evolving partnerships provide residents of the region with learning opportunities that span the public and private sectors and connect them with learning institutions across the province and across the globe.

A top strategic priority for NIC is collaborating and partnering with local employers to grow community-driven, real-world work experiences and placements (see "2.5.2 Community-Connected Learning"). Working alongside professionals, students gain insights into industry practices, trends and challenges, enhancing their understanding of the workplace. This knowledge helps them make informed career decisions and establish valuable relationships that may lead to future job opportunities or mentorship. NIC enrolled 910 students in 68 work-integrated learning (WIL) offerings in 2023/24 (excluding trades apprenticeships), the second highest ever after 2022/23 with 921 students enrolled.

Additionally, NIC enrolled the highest number of FTEs ever in [Skilled Trades BC](#) foundation and apprenticeship programs in 2023/24 with 775 FTEs enrolled, a 3% increase over the previous year. The apprenticeship training model combines periods of on-the-job training with employers who serve as mentors and periods of classroom instruction where students receive theoretical knowledge and a broader understanding of the principles and concepts underpinning their chosen field.

NIC also partners with eight local school districts to jump start local high school students' futures through a wide range of [dual credit options](#) that allow students to earn college credit while still in high school. NIC enrolled 184 dual credit students in 19 programs in 2023/24 including foundation trades programs (105 students), university studies and business programs (73 students), and health and community care programs (five students). These school district-funded offerings reduce student costs and facilitate the transition from high school to the B.C. post-secondary system.

NIC continues to maintain and expand dual admission and transfer agreements with the University of Victoria (UVic) and Vancouver Island University (VIU) – the two B.C. universities to which NIC students are most mobile – as well as numerous other Canadian and global post-secondary partnership and community agreements. These collaborations benefit both students and partner institutions. NIC students can enter their second or third year of degree programs seamlessly while boosting enrolment at partnership institutions in the latter years of undergraduate degree programs. International partnerships allow NIC students to travel internationally while paying affordable NIC tuition or to stay at home longer, earning lower-cost NIC credentials and transfer credits before moving to more expensive institutions further from home.

Our dual admissions agreement with UVic allows students to be admitted to UVic while taking their first two years of study at NIC. During this dual admission period, students are eligible for scholarships and bursaries from both institutions. UVic is also our partner for an engineering program transfer agreement which allows students to take their first-year courses at NIC and then transfer directly into the second year of UVic’s engineering programs, including biomedical engineering.

Our pathway agreement with VIU allows NIC students to take their first two years of study at NIC before completing their Bachelor of Arts or Bachelor of Science at VIU. NIC’s Communication Design Diploma graduates can also transfer their full credits to the VIU Bachelor of Design in Graphic Design. These admission guarantees provide a secure pathway for students who wish to take advantage of the lower-cost, closer to home instruction that NIC provides.

Additionally, VIU and NIC have a new pathway program to VIU’s Bachelor of Education program. Developed by NIC’s Indigenous Education department in partnership with First Nations communities, this pathway allows NIC students who complete a certificate in language fluency or the Aboriginal Leadership certificate to be admitted to VIU in the third year of the BEd.

NIC has expanded partnerships and learning pathways beyond the post-secondary sector with learning partnerships with Canada’s military and McDonald’s Corporation of Canada. Our Credit for Rank program allows advanced standing for military service members in a variety of in-demand NIC programs. This agreement formally recognizes members’ on-the-job learning and allows them to continue their education throughout their postings, enhancing their readiness for post-service social and economic contributions. A similar program with McDonald’s Canada provides McDonald’s employees who have completed management training with the restaurateur up to 28 credits in NIC’s Bachelor of Applied Business Administration programs. This partnership acknowledges the value of workplace learning and facilitates students’ ability to advance in their post-secondary studies while pursuing needed employment.

1.3.6 Innovating for Global Learning and Engagement

Global learning enriches the educational experience of all students at NIC, builds a diverse campus community and is key to supporting NIC’s sustainability. It brings the world to NIC and provides all students opportunities to study, learn and gain international experience. NIC values international students’ many contributions to the communities we serve and, in the spirit of reconciliation, seeks to connect international and Indigenous students with communities through learning.

In fall 2022, NIC launched [Journeying Together](#), Canada's first ever Indigenous-serving internationalization plan developed under the guidance of the NIC Indigenous Education Council, NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. In 2023, NIC was recognized nationally with the Internationalization and Reconciliation Award of Excellence from the [Canadian Bureau for International Education](#) as well as an Excellence in Global Engagement Award from [Colleges and Institutes Canada](#).

NIC's strategic priority in global learning is to expand international enrolment and international partnership agreements while maintaining a high level of international student satisfaction with our supportive learning environment (see "2.5.4 Global Learning"). In 2023/24, 84% of international student respondents agreed or strongly agreed this was the case, exceeding the target of 81%. Assistance is provided at each stage of a student's journey to NIC with pre-arrival information and sessions, support finding accommodation and full orientation at each campus. NIC provides a strong welcome to the unceded territories where students are studying and students have access to full [regulated international student immigration adviser](#) supported immigration advising, program advising, personal counselling, on- and off-campus social activities, and assistance with finding employment.

NIC enrolled 778 students (605 FTEs) from 47 different countries in 2023/24 (as compared to 37 home countries in 2022/23). The college expects to continue to provide high labour market demand programs for international students at the Port Alberni, Comox Valley and Campbell River campuses in 2024/25.

NIC continued to grow opportunities for international and domestic students in 2023/24 by expanding international projects, study abroad opportunities and partnerships. The college supported 59 students, 17 faculty, five administrators and two Elders to gain international experience in Spain, Jordan, Germany, Japan, Kenya, Tanzania, Sri Lanka, Mexico, Romania and New Zealand. NIC also continues to collaborate with global partners in three key ongoing international projects:

1. Indigenous-Serving Special Topics Collaborative Online Indigenous Intercultural Learning Framework,
2. Western Canada Mobility Network, and
3. Kenya Blue Economy Skills Development.

NIC continues to disburse study-abroad scholarships for students (37 Indigenous and 49 non-Indigenous students since 2022) as well as funds to support specific study abroad and project support for faculty, staff and administrators. These activities have been funded through institutional funding, Colleges and Institutes Canada project funding, [Global Skills Opportunity](#) scholarships, and the [Ike Barber Transfer Scholarship](#).

2. PERFORMANCE PLAN AND REPORT: BUILD 2026

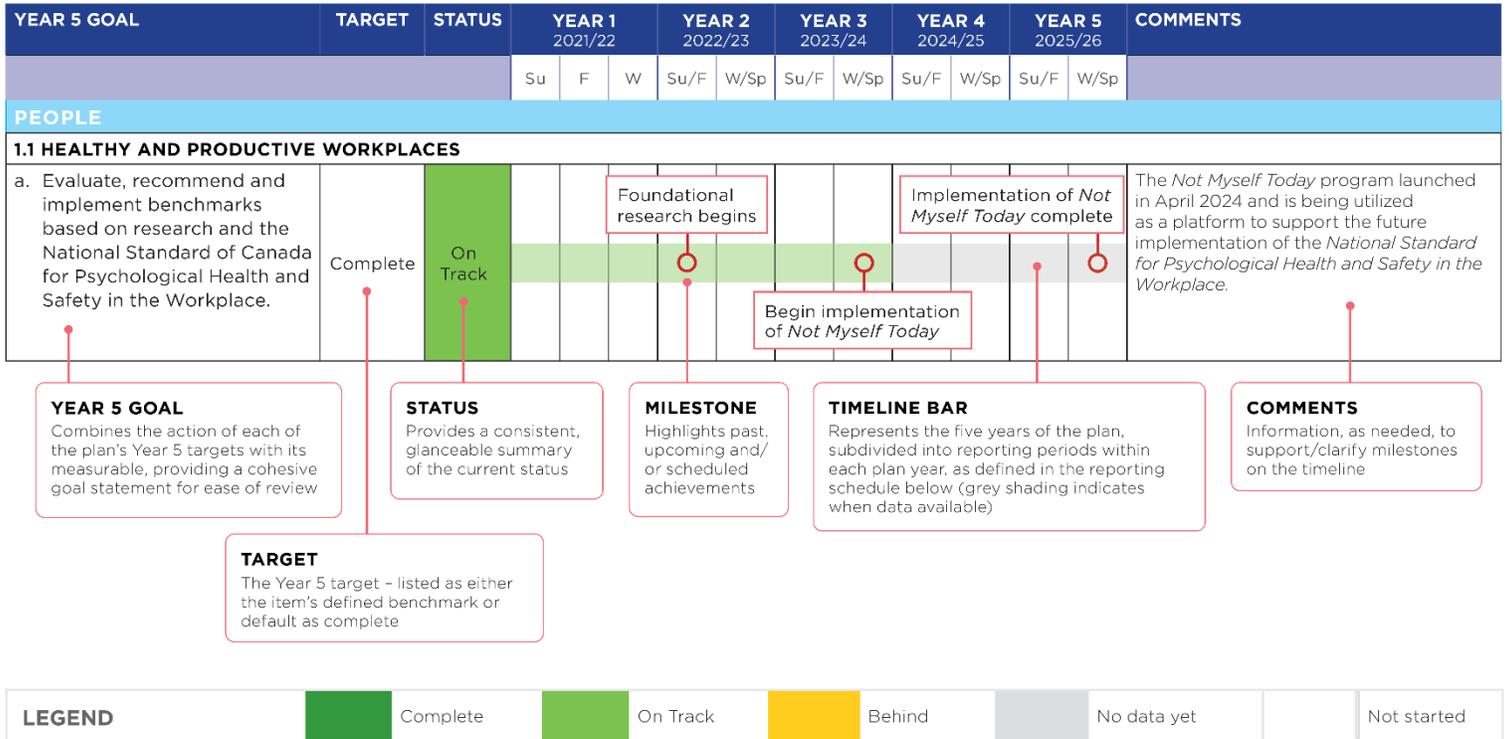
This section provides an overview of priorities, actions and outcomes for *BUILD 2026*, NIC’s 2021-2026 strategic plan, organized by the plan’s main architectural themes. BUILD uses architecture as an analogy to illustrate a responsive, student-centred strategic plan. It envisions stronger, thriving, integrated places of learning that reflect and support the richness of the region, and opens NIC to the communities it serves, creating a welcoming educational home for students and communities to call their own. Additionally, BUILD incorporates a strong commitment to the five foundational principles established by Government in 2020: putting people first; working toward lasting and meaningful reconciliation; supporting equity and anti-racism; ensuring a better future through fighting climate change and meeting our greenhouse gas reduction targets; and supporting a strong, sustainable economy that works for everyone. It is evident in this section as well as in “Appendix II – Implementation of Ministry Directives and Strategic Priorities” and “Appendix III – Report on Lasting and Meaningful Reconciliation” that BUILD is also well-aligned with Ministry mandates and directives for NIC as well as Government’s economic, workforce and climate action plans, *StrongerBC*, *Future Ready Action Plan* and *CleanBC*. A separate report on NIC’s 2023/24 targets, results and assessments for the Ministry of Post-Secondary Education and Future Skills’ Accountability Framework performance measures is provided in “Appendix I – Accountability Framework Performance Measures Results.”

Figures 1 and 2 below illustrate the BUILD architecture and how to interpret the dashboard graphics for the performance measures in the remainder of this section.

Figure 1, BUILD Architecture



Figure 2, How the Dashboard Graphics Work



BUILD 2026 REPORTING

PLAN YEAR	YEAR 1			YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	2021/22			2022/23		2023/24		2024/25		2025/26	
Term	Summer	Fall	Winter	Summer/Fall	Winter/Spring	Summer/Fall	Winter/Spring	Summer/Fall	Winter/Spring	Summer/Fall	Winter/Spring
Measurement Period	May to Aug 2021	Sep to Dec 2021	Jan to Apr 2022	July to December 2022	January to June 2023	July to December 2023	January to June 2024	July to December 2024	January to June 2025	July to December 2025	January to June 2026
Reporting Date	Sep 21	Jan 22	Jun 22	February 2023	June 2023	February 2024	June 2024	February 2025	June 2025	February 2026	June 2026

Launched in the summer of 2021 (see “1.2.1 Integrated Strategic Planning”), the 2023/24 fiscal year marked the end of BUILD’s third year. As illustrated in the remainder of this section, of the 58 goals stated in BUILD 2026, 17 are now complete, 38 are on track, two are behind and one has no data yet.

2.1.3 Employee Engagement and Collaboration

All NIC employees are valued. The ability to share perspectives with colleagues across college campuses, groups and department areas creates a culture of collaboration that shares knowledge and makes NIC a more positive, engaging place to work. We will empower people to collaborate, inspire and support each other.

Outcome: A culture of collaboration supported by peer networks.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
PEOPLE														
2.1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION														
a. Develop and implement an internal communications strategy.	Complete	On Track												
						Strategy consultation complete		Draft strategy complete						
								Begin implementation						

2.2 Foundation: Our Commitment to Strengthening Core Operations

The quality of NIC’s teaching and learning experiences, its financial health, information technology framework, and its campuses and centres are the foundation for the delivery of NIC’s education and training programs. They provide the basis necessary to achieve our vision, mission and mandate. Properly laid, the foundation also withstands the unavoidable pressures on today’s operating environment. We will strengthen our core operations to make NIC more resilient and agile.

2.2.1 Teaching and Learning

Exceptional teaching and learning experiences are key to each student’s academic success. While the educational landscape continues to change, we will support students’ learning needs and experiences by encouraging excellence and learning within our faculty groups. We will systemically support and enhance the quality of instruction at NIC through the development of a comprehensive teaching and learning strategy.

Outcome: Teaching excellence.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.2.1 TEACHING AND LEARNING														
a. Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs.	≥ 90%	On Track				96%	93%	93%						
b. Implement a student-learning-experience survey.	Complete	On Track			Survey complete			Implementation in TT programs						
							Implementation in HHS and ASM	Implementation institution-wide						
c. Implement combined teaching-and-learning/digital-learning strategy.	Complete	On Track						Begin draft Roadmap						The “Roadmap for Enhancing Quality Student Learning” will set standards for teaching and learning for the next five years.
									Complete Roadmap					

2.2.2 Finances

NIC has a long history of strong and sound financial management, in keeping with our responsibility to the Province and people of the region. This ensures our sustainability over the long term, giving confidence to students and employees, as we recover from the pandemic and guard against future challenges and threats to our financial security. We will develop a responsive financial model to eliminate the deficit and create fiscal health.

Outcome: Fiscal strength.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS																																											
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp																																												
FOUNDATION																																																									
2.2.2 FINANCES																																																									
a. Balanced budget within three years of the pandemic ending.	Balanced	Complete												NIC has returned a modest surplus of \$78K in 2023/24, well ahead of its budgeted deficit.																																											
			<table border="1"> <tr> <td>Projected:</td> <td>(\$1.5M)</td> <td>(\$793K)</td> <td>(\$642K)</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Actual:</td> <td>\$57K</td> <td>(\$741K)</td> <td>\$78K</td> <td></td> </tr> </table>												Projected:	(\$1.5M)	(\$793K)	(\$642K)	0										Actual:	\$57K	(\$741K)	\$78K																									
Projected:	(\$1.5M)	(\$793K)	(\$642K)	0																																																					
Actual:	\$57K	(\$741K)	\$78K																																																						
b. Long-term financial health (positive net asset position).	> \$2.8M	On Track												The College's net assets for 2023/24 increased to over \$4.8M as a result of the annual surplus.																																											
			<table border="1"> <tr> <td>Projected in 2021:</td> <td>\$3.9M</td> <td>\$2.8M</td> <td>\$2.1M</td> <td>\$2.1M</td> <td>\$2.2M</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Current Projections:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>\$4.8M</td> <td>\$4.8M</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Actual:</td> <td>\$5.4M</td> <td>\$4.7M</td> <td>\$4.8M</td> <td></td> </tr> </table>												Projected in 2021:	\$3.9M	\$2.8M	\$2.1M	\$2.1M	\$2.2M									Current Projections:						\$4.8M	\$4.8M							Actual:	\$5.4M	\$4.7M	\$4.8M											
Projected in 2021:	\$3.9M	\$2.8M	\$2.1M	\$2.1M	\$2.2M																																																				
Current Projections:						\$4.8M	\$4.8M																																																		
Actual:	\$5.4M	\$4.7M	\$4.8M																																																						

2.2.3 Information Technology

NIC's need for a more robust and effective Information Technology (IT) framework was reinforced throughout the pandemic. A solid network, resilient hardware and an integrated suite of applications and services for students and employees require additional investment to meet 21st-century learning needs. We will actively and intentionally leverage our IT capacity through planning and investment.

Outcome: Resilient, stable and secure IT services with predictable costs.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS																																											
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp																																												
FOUNDATION																																																									
2.2.3 INFORMATION TECHNOLOGY																																																									
a. Implement IT Service Management (ITSM) model*.	Complete	Complete																																																							
			<table border="1"> <tr> <td>TeamDynamix (ITSM) complete</td> <td></td> </tr> </table>												TeamDynamix (ITSM) complete																																										
TeamDynamix (ITSM) complete																																																									
b. Improve NIC's cybersecurity risk-mitigation and response capabilities.	NIST CSF Score ≥ 2.9	On Track																																																							
			<table border="1"> <tr> <td>2022 Score 1.9</td> <td></td> </tr> <tr> <td>2023 Score 2.3</td> <td></td> </tr> <tr> <td>2024 Score assigned</td> <td></td> </tr> </table>												2022 Score 1.9														2023 Score 2.3														2024 Score assigned														
2022 Score 1.9																																																									
2023 Score 2.3																																																									
2024 Score assigned																																																									

* IT Service Management Model (ITSM) is a set of policies, practices and procedures for consistently improving the processes, activities and supports required to deliver customer-service oriented technologies in alignment with business goals.

2.2.4 Integrated Enrolment

Integrated enrolment planning is a collaborative, college-wide process to ensure NIC offers, administers and promotes a forward-thinking and relevant mix of program types and student spaces in the region and beyond. Important planning considerations include government priorities, labour market needs and, most importantly, student demand. We will adjust our offerings through data-driven, program-specific, regionally responsive, collaborative enrolment planning and review that responds to student demand and guides our resourcing.

Outcome: Optimum college-wide domestic and international enrolment.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.2.4 INTEGRATED ENROLMENT														
a. Define optimum enrolment for NIC.	Complete	Complete												
			Optimum enrolment established											
b. Implement enrolment targets for all programs.	Complete	Complete												
			Template implemented											
			Annual process implemented											
c. Develop and implement an integrated, strategic enrolment-management planning process.	Complete	No data yet												
									Begin draft planning process					The Strategic Enrolment-Management Planning process will launch in Fall 2024.
									Implement process					

2.2.5 Campuses and Centres

Since 1975, NIC’s facilities have changed with the region’s needs. Once a collection of 24 regional learning centres, NIC now operates four campuses in Campbell River, Comox Valley, Port Alberni and Mixelakwila (Port Hardy), and the Ucluelet centre. In 2019, we opened the temporary St. Joe’s location of the Comox Valley campus to meet burgeoning program needs. We will review the capacity of our teaching locations, re-imagine our places, spaces and programming, and support the development of living-learning communities* through student housing.

Outcome: Thriving, inspired and integrated campuses and centres.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.2.5 CAMPUSES AND CENTRES														
a. Develop Campus Master Planning concepts and share with communities.	Complete	On Track												To align with the Ministry’s prioritization of capital housing projects over the next two cycles, NIC’s efforts have shifted to the development of student housing in both Campbell River and Port Alberni. Campus planning continues to support the replacement of the Tebo Centre in Port Alberni and the Village portables in Comox Valley as well as the expansion of the Campbell River campus.
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus.	Complete	On Track												
c. Develop a business case for an NIC Housing Commons at the Campbell River campus.	Complete	On Track												The demand study demonstrated a need for 170 single-student beds and an additional 60 family units. The NIC Student Housing Advisory Committee has begun meeting, and community partners have expressed enthusiastic support for the project.

* Living-learning communities are places where students live in a supported environment that directly connects them to peers and supports.

2.4.1 Program Entry

At NIC we recognize that learning happens in a variety of ways, both inside and outside traditional classrooms. We will enable more students to achieve their goals through NIC. We will review programs to ensure they support students with multiple access points and provide pathways to learning for under-represented students.

Outcome: Wider access to courses and programs.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
DOORWAYS														
2.4.1 PROGRAM ENTRY														
a. Increase the % of full-time equivalents (FTEs)* in access** courses and initiatives above 40%.	> 40%	On Track				72%	60%	54%						

* Full-time Equivalent (FTE) is the metric used to measure enrolment across BC public post-secondary institutions. Full-time students count as one FTE while students taking part-time course loads count as less than one FTE.

** Access includes off-campus, non-traditional credit courses delivered at a time or place that is more available to students. This involves programs delivered off-campus, face-to-face, across the region, Adult Basic Education, Employment Transition, Joy of Lifelong Learning, dual credit and dual admission courses as well as evening and weekend courses.

2.4.2 Learning and Services

Time and place can render post-secondary learning and services inaccessible for students with multiple family and work commitments. We will increase access to education and training by offering students flexible learning and service options.

Outcome: Serve more adult students through flexible delivery.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
DOORWAYS														
2.4.2 LEARNING AND SERVICES														
a. Increase % of courses with more than one entry point per year above 27%.	> 27%	On Track				28%	28%	36%						
b. Increase the % of courses with multiple modes of delivery above 9%.	> 9%	On Track				44%	33%	27%						
c. Develop and implement fully operational digital service strategy.	Complete	Complete				Strategy complete		Strategy implementation		Three-year rolling action plan				

2.4.3 Pathways to Learning

NIC links students, community, employers, industry and educational institutions. We welcome students from education institutions on Vancouver Island, across B.C. and around the world. We are a gateway for learning. We will connect students to learning opportunities close to home and across B.C.

Outcome: Seamless transitions to and from NIC.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
DOORWAYS														
2.4.3 PATHWAYS TO LEARNING														
a. Maintain dual-credit enrolment above 170.	> 170	On Track				253 enrolments				184 enrolments				The Ministry of Education and Child Care is in the process of finalizing a new dual-credit framework by Fall 2024. This is expected to result in an increase in dual-credit enrolments in the 2024/25 academic year.
							275 enrolments							
b. Maintain or increase the # of partnership agreements each year, equal to or above 40.	≥ 40	On Track				75 partnership agreements				64 partnership agreements				
							77 partnership agreements							

2.5 Rooms: Our Commitment to High-Quality, Relevant and Responsive Programming

Learning is NIC’s reason for being. Our high-quality, relevant and responsive programming draws students from across B.C. and around the world. COVID-19 has shifted local and global industries, regional labour markets, employment rates and individual student needs. We will examine and renew our programs, the types of credentials we offer and the needs of the unique communities we serve.

2.5.1 Indigenous-led Education

Serving the unique 35 First Nations of the Nuu-chah-nulth, Kwakwaka’wakw and Coast Salish traditions has strengthened NIC’s programming, spaces and services. With the guidance of Indigenous leadership, Elders, students and employees, we are committed to supporting Indigenous-led education and celebrating Indigenous knowledge. We will work collaboratively with Indigenous communities to develop and deliver unique programming that incorporates Indigenous knowledge, language and culture.

Outcome: Indigenous-led learning.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
2.5.1 INDIGENOUS-LED EDUCATION														
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population.	≥ 14%	On Track				19% Indigenous students			20% Indigenous students					
						20% Indigenous students								
b. Maintain or increase % of Indigenous students satisfied with NIC’s help in achieving educational goals, above or equal to 90%.	≥ 90%	Behind	90%		90%		86%		Next data available					The Indigenous Education Council (IEC) continues to identify strategies that can be implemented to enhance Indigenous student satisfaction.
c. Implement Indigenization Plan recommendations.	Complete	On Track				Indigenization plan costing complete			Working Together Dashboard Year 2					
						Working Together Dashboard Year 1			Working Together Dashboard Year 3					

2.5.2 Community-Connected Learning

Community-driven, applied learning provides students with tactile understandings of their studies and new connections to employers and industry. We will enrich student learning through student-centred, community-relevant learning.

Outcome: Place-based learning.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
2.5.2 COMMUNITY-CONNECTED LEARNING														
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants.	> 700	On Track				916 students			910 students					
							921 students							
b. Implement place-based learning initiatives in program renewal plans.	Complete	Complete							Strategy implemented					
c. Open an expanded and fully operational integrated child-care and learning facility at the Comox Valley campus.	Complete	On Track				Business case development	Business case approved	Builder selected	Centre of Excellence in Early Learning open					
							\$14.2M Ministry funding achieved	Construction begins						

2.5.3 Self-Directed and Customized Learning

Rapid economic and social change is being unevenly felt across the region. Students now need more accessible skills and credentials that provide access to changing economies. We will offer individualized and customized education and training to meet the changing needs of students, industry and communities.

Outcome: Individualized advising support and customizable training or programs.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
2.5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING														
a. Increase # of students with advising support above 425 students.	> 425	On Track				547	543	576	593	759				Advising services provided by the new, grant-funded Access Navigator positions combined with established advising services to far exceed the target in this measure.
b. Maintain or increase # of short-term and micro-credential programs above 14.	≥ 14	On Track				24		26		26				

2.5.4 Global Learning

Global learning enriches the educational experience of all students at NIC, builds a diverse campus community and supports NIC’s sustainability. It brings the world to NIC and provides all students opportunities to study, learn and gain international experience. COVID-19 affected student mobility worldwide, with many students beginning their studies in their home countries. We value international students’ many contributions to the communities we serve and look forward to connecting international and Indigenous students with communities through learning. We will develop a phased plan to broaden and renew international education at NIC.

Outcome: Revitalize and diversify international engagement at NIC.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
2.5.4 GLOBAL LEARNING														
a. Increase # of new international student enrolments each year above 214 new students.	> 214	On Track				194 new students 2021/22				304 new students 2022/23			369 new students 2023/24	
b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally.	Complete	Complete				All goals met				All goals met			24 employees engaged in international activity	International programs continue to expand, with NIC faculty members, students and Elders engaged in France, Japan, Kenya, Mexico, New Zealand and Tanzania.
c. Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 81%.	≥ 81%	On Track								84%			Next survey	

2.5.5 Program Response and Renewal

NIC’s courses and programs must continuously evolve to continue to be responsive to the changing needs of students, communities, businesses and industries across the region. In a world where there are growing questions about the value and relevancy of post-secondary education, we strive to be the touch point for the region’s students. NIC will continue to deliver high-quality, relevant and responsive programming.

Outcome: High-quality, relevant and responsive programming.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
2.5.5 PROGRAM RESPONSE AND RENEWAL														
a. Complete renewal plans* for all programs.	Complete	Complete				Program renewal plans complete	2022/23 progress reports complete							
						2023/24 renewal plans complete								
b. Complete Provincial Quality Assurance Process Audit (QAPA)**.	Complete	Complete				QAPA orientation		QAPA Panel Visit	Institutional report submitted				Action items underway	
							Institutional response & final summary complete							

* Program renewal plans provide programming and embedded services for workers, small business owners and industries negatively affected by the pandemic.

** An external review process, required by all public post-secondary institutions, Government of BC website: bit.ly/BCQAPA

2.6 Windows: Our Commitment to Raising Awareness About Quality and Diversity of Learning

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, 90% or more students tell us they are satisfied with their education, say our quality of instruction is high and feel well prepared for further studies. Yet, there remains a lack of awareness about who we are, what we do and what sets us apart from other post-secondary institutions. We will raise awareness about the quality and diversity of learning at NIC.

2.7 Roof: Our Commitment to Accountable Governance and Social Responsibility

Good governance puts values and principles into practice every day. It ensures programs are accountable to the people who fund our work including governments, the public and students, and our social responsibilities to each other and the planet. We will develop diverse, inclusive and accountable processes that support college employees and provide new opportunities to contribute.

2.7.1 Reconciliation

Meaningful reconciliation with Indigenous Peoples and communities requires inclusive policies and processes that invite Indigenous participation and perspectives in NIC decision-making. We will include Indigenous worldviews in governance processes across the College.

Outcome: Adoption of the Truth and Reconciliation Commission’s (TRC) Calls to Action for education and the UN Declaration on the Rights of Indigenous Peoples.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOF														
2.7.1 RECONCILIATION														
a. 75% of employees complete NIC-specific Indigenous, intercultural competency training.	≥ 75%	Behind							Framework complete				Module review/ approval	
												Develop 3 final modules	Pilot delivery	
b. 100% of all named program areas with clear, measurable commitments to address specific TRC Calls to Action for education.	Complete	Complete			All commitments defined									

2.7.2 Diversity, Equity and Inclusion

Everybody has the right to see themselves respectfully represented in the NIC community and its places. This is a core value, central to our mission and integral to students and employees alike. We will meaningfully foster diversity, equity and inclusion by creating safe learning and workplaces and eliminating the inequities in NIC classrooms, systems and structures.

Outcome: A diverse, equitable and inclusive college that welcomes all.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOF														
2.7.2 DIVERSITY, EQUITY AND INCLUSION														
a. Maintain or increase 88% (2020) of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background."	≥ 88%	On Track												
						Canadian Campus Wellbeing Survey				Next survey				
						88%								
b. Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."	≥ 88%	On Track												
						Canadian Campus Wellbeing Survey				Next survey				
						88%								
c. Implement Diversity, Equity and Inclusion (DEI) Strategy.	Complete	On Track												
						Draft DEI policy		DEI Strategy and Action Plan work commence		Implement DEI Strategy				
						Accessibility Plan launched				DEI strategy complete				

2.7.3 Transparency and Accountability

Transparent decision-making builds a culture of trust and respect. We will facilitate open dialogue, collaboration and consultation, to manage risk, achieve our goals and obtain results.

Outcome: Clear, productive and accountable organizational structure that uses a respectful and consultative decision-making framework.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOF														
2.7.3 TRANSPARENCY AND ACCOUNTABILITY														
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs.	Complete	Complete												
						New administrative structure								Being revised as needed.
b. Increase engagement with the North Island Students' Union (NISU).	Complete	Complete												
						New MOU with NISU								

2.8 Environment: Our Commitment to Sustaining the Planet for Future Generations

The places where we live, learn, work and play matter. The incredibly biodiverse coastal mountains, ocean and forests which form the landscape we live on are key to our identities, inspire us, and support the health and economies of people. We will implement practices that acknowledge the cultural significance of the traditional lands on which we are gathered and sustain the planet for future generations.

2.8.1 Climate and Sustainability

As a forward-focused organization that improves people’s futures through education and training, NIC is grateful to support people in the region in their environmental efforts. This includes the most vulnerable members of society, who disproportionately experience the impacts of climate change. We will combat climate change through education, research and operations.

Outcome: Climate change education and research.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ENVIRONMENT														
2.8.1 CLIMATE AND SUSTAINABILITY														
a. Reduce greenhouse gas emissions.	Complete	On Track												NIC’s five-year capital plan includes two projects that will reduce its reliance on inefficient leased spaces. Without approval of these projects, NIC will be challenged to reach its targets set out in the Greenhouse Gas Reduction Targets Act.
b. Implement process to track # of courses, research and applied-learning initiatives that include sustainability.	Complete	Complete												
c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS).	Complete	On Track												To help inform climate-action initiatives, NIC’s Climate and Sustainability Committee continues to review STARS gap analysis in addition to a CleanBC Energy study commissioned to provide recommendations for reducing NIC’s energy consumption and greenhouse-gas emissions.

2.9 Communities: Our Commitment to the People of the NIC Region

Communities come together through NIC. We anchor the region’s communities through education, training, knowledge and innovation. We work with people, industry, Indigenous and not-for-profit organizations to enrich learning. The mutually beneficial exchange of knowledge and resources leads to healthy and thriving people and communities. It also leads to a healthy college. We will serve the social and economic development needs of the people and region.

2.9.1 Serving the People of the Region

Each of the communities in the region we serve is unique in their cultures, economies, and access to digital technology and infrastructure. Before the pandemic, fewer people across the region were prepared for further education than the provincial average, and the pandemic may have created new obstacles on their educational path. We believe all students and communities should have access to education. We will serve all communities, including those with barriers to participation in education and the economy.

Outcome: Higher enrolment from within the region.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
COMMUNITIES														
2.9.1 SERVING THE PEOPLE OF THE REGION														
a. Increase above 278 the # of students participating in custom regional and in-community programming.	> 278	On Track				353	374	287						

2.9.2 Community Engagement

NIC is a meeting place where communities come together and work to enrich the region’s health and sustainability through education. This is possible only if we are in conversation with those around us, if we are open to hearing a diverse range of voices and if we are committed to work in concert to tackle the issues in front of us. We will support the people and communities we serve through active collaboration and engagement.

Outcome: To be at the heart of civic conversations.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
COMMUNITIES														
2.9.2 COMMUNITY ENGAGEMENT														
a. Create community-engagement strategy.	Complete	Complete				Consultation complete	Draft strategy complete	Final strategy approved						
						Draft strategy in development		Final strategy shared with community consultees						

2.9.3 Social and Economic Development Of The Region

NIC is a publicly funded college established by the provincial government to serve the people and communities of the region. In doing so, we support the region’s health and sustainability. We will intentionally use human, financial and physical resources to promote social and economic development.

Outcome: To be a hub for knowledge, service and innovation in the North Island.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
COMMUNITIES														
2.9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION														
a. Create alumni-relations capacity.	Complete	On Track												An approved alumni-relations plan is on track, with NIC's first alumni-engagement events held in Campbell River, Comox Valley and Port Alberni in May 2024.
b. Increase the number of active community partnerships to enhance programming.	12	On Track												
c. Increase # of students involved in research projects to greater than 13 students.	> 13	On Track												

3. FINANCIAL INFORMATION

Table 1 below summarizes NIC’s financial results over the past five years. NIC’s revenues have recovered from the impacts of the COVID-19 pandemic. This is largely due to the short-term nature of NIC’s programming, which resulted in a quick drop-off in revenues when the pandemic hit, but also a comparatively quicker recovery. The lingering effects of significant inflationary pressures have negatively impacted the college’s operations and NIC has responded by curtailing non-staff-related operating expenses where possible.

Table 1, North Island College – Five-Year Financial Statement Summary (Fiscal Year)

	ESTIMATED	ACTUAL			
	FY 23/24	FY 22/23	FY 21/22	FY 20/21	FY 19/20
Total Revenues	\$67,423,849	\$58,172,953	\$55,647,837	\$49,206,690	\$51,446,446
Total Expenses	\$67,345,312	\$58,913,715	\$55,590,858	\$50,820,385	\$52,357,861
Net Surplus (Deficit)	\$78,537	(\$740,762)	\$56,979	(\$1,613,695)	(\$911,415)
Accumulated Surplus (Net Assets) balance	\$4,820,868	\$4,742,331	\$5,483,093	\$5,426,114	\$7,039,809

NIC’s most recent audited financial statements can be viewed on the [Ministry’s website](#).

Please see “2.2.2 Finances” for a progress update on NIC’s strategic priorities for strong and sound financial management in 2023/24.

APPENDIX I – ACCOUNTABILITY FRAMEWORK

PERFORMANCE MEASURE RESULTS

Tables 2 and 3 at the end of this section provide NIC’s 2023/24 performance targets, results and assessments for each performance measure included in the Ministry of Post-Secondary Education and Future Skills’ 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 and Guidelines Manual](#) on the Ministry’s website.

NIC achieved 20 of the 23 assessed Accountability Framework performance measures in the 2023/24 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 students. NIC achieved targets for all these measures in 2023/24, as in all previous accountability plan reporting years, affirming continued delivery of high-quality, relevant educational programming and training.

NIC also achieved the Total Indigenous Student Spaces target of $\geq 14\%$ of total domestic student FTEs with 20% Indigenous student FTEs enrolled. Note that the target for this Accountability Framework performance measure is set internally by NIC based on the proportion of self-declared Indigenous people in the NIC regional population as identified in Statistics Canada’s 2021 Census of Population.

Developmental program FTEs were substantially below the target of 256 FTEs with 163 domestic student FTEs enrolled in Adult Basic Education (ABE) courses compared with 179 FTEs last year. ABE domestic student enrolment continued to decline in 2023/24, consistent with a sector-wide trend in B.C.’s public post-secondary system that’s held for more than a decade. Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access” for more information on NIC’s strategic context for adult basic education.

The Total Student Spaces performance measure, targeting Ministry funded domestic student FTEs was also not achieved in 2023/24 with 1,395 FTEs enrolled toward the 2,385 FTE target. Notably, SkilledTradesBC funded trades and apprenticeship FTEs, international student FTEs and Bachelor of Science in Nursing Degree partnership FTEs offered in partnership with Vancouver Island University - totaling 1,402 FTEs, or 51% of total FTEs - are not counted toward Ministry targets. Please see “1.3 Strategic Context” for a detailed narrative on NIC’s strategies and challenges related to providing post-secondary education and training in the NIC region.

Table 2, Accountability Framework Performance Measures, 2023/24 Reporting Cycle

Performance Measure ¹	Reporting Year					
	2022/23 Actual	2023/24 Target	2023/24 Actual	2023/24 Assessment		
Student spaces (FTEs)²						
Total student spaces	1,510	2,385	1,395	Not Achieved		
Nursing and other allied health programs	309	260	305	Achieved		
Developmental	179	256	163	Not Achieved		
Credentials awarded³						
Total credentials	521	N/A	643	Not Assessed		
Bachelor		≥15	12	Not Achieved		
Certificate		≥400	430	Achieved		
Developmental		N/A	N/A	Not Assessed		
Diploma		≥87	97	Achieved		
Graduate, first professional and post-degree		N/A	N/A	Not Assessed		
Short certificate		≥57	95	Achieved		
Indigenous student spaces (FTEs)⁴						
Total Indigenous student spaces	459	≥14% of total domestic student FTEs	449	Achieved		
Ministry (PSFS)	371		345	Not Assessed		
SkilledTradesBC	88		104	Not Assessed		
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.7%	2.2%	≥ 90%	90.4%	2.6%	Achieved
Trades foundation and trades-related vocational graduates	96.1%	2.9%		94.5%	3.5%	Achieved
Former apprenticeship students	95.5%	3.6%		94.3%	4.7%	Achieved
Bachelor degree graduates	90.0%	7.1%		N/A	N/A	Not Assessed

Performance Measure ¹	Reporting Year					
	2022/23 Actual		2023/24 Target	2023/24 Actual		2023/24 Assessment
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.9%	1.8%	≥ 90%	92.8%	2.2%	Achieved
Trades foundation and trades-related vocational graduates	100.0%	0.0%		96.7%	2.7%	Achieved
Former apprenticeship students	97.0%	3.0%		96.3%	3.7%	Achieved
Bachelor degree graduates	90.0%	7.1%		N/A	N/A	Not Assessed
Student assessment of skill development⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	85.9%	2.5%	≥ 85%	89.5%	2.4%	Achieved
Trades foundation and trades-related vocational graduates	91.6%	3.7%		89.3%	3.9%	Achieved
Former apprenticeship students	86.0%	5.4%		87.4%	5.5%	Achieved
Bachelor degree graduates	89.4%	6.5%		N/A	N/A	Not Assessed
Student assessment of usefulness of knowledge and skills in performing job⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.4%	2.9%	≥ 90%	95.3%	2.6%	Achieved
Trades foundation and trades-related vocational graduates	81.7%	7.5%		85.5%	6.3%	Achieved
Former apprenticeship students	93.7%	4.5%		96.2%	3.9%	Achieved
Bachelor degree graduates	96.4%	4.8%		N/A	N/A	Not Assessed
Unemployment rate⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	3.8%	1.8%	≤ 8.5%	2.8%	2.0%	Achieved
Trades foundation and trades-related vocational graduates	10.3%	5.2%		4.9%	3.6%	Achieved
Former apprenticeship students	0.0%	0.0%		1.9%	2.7%	Achieved
Bachelor degree graduates	3.3%	4.3%		N/A	N/A	Not Assessed

Table 3, Accountability Framework Performance Measures, 2023/24 Reporting Cycle, Assessment of Skill Development Component Measures

Performance Measure ¹	Reporting year					
	2022/23 Actual		2023/24 Target	2023/24 Actual		2023/24 Assessment
Former diploma, associate degree and certificate students' assessment of skill development⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	85.9%	2.5%	≥ 85%	89.5%	2.4%	Achieved
Written communication	83.1%	2.9%		90.4%	2.7%	
Oral communication	82.7%	2.9%		83.3%	3.5%	
Group collaboration	86.1%	2.6%		86.5%	3.1%	
Critical analysis	91.9%	2.0%		92.4%	2.3%	
Problem resolution	84.8%	2.7%		90.2%	2.7%	
Learn on your own	84.9%	2.6%		91.5%	2.5%	
Reading and comprehension	90.6%	2.1%		91.2%	2.5%	
Trades foundation and trades-related vocational graduates' assessment of skill development⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	91.6%	3.7%	≥ 85%	89.3%	3.9%	Achieved
Written communication	76.6%	10.0%		N/A	N/A	
Oral communication	85.2%	7.5%		81.0%	8.6%	
Group collaboration	94.6%	3.6%		93.1%	4.0%	
Critical analysis	96.1%	3.0%		93.3%	3.9%	
Problem resolution	96.0%	3.1%		93.3%	3.9%	
Learn on your own	89.5%	4.7%		86.8%	5.2%	
Reading and comprehension	98.6%	1.8%		93.3%	3.9%	
Former apprenticeship students' assessment of skill development⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	86.0%	5.4%	≥ 85%	87.4%	5.5%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	80.0%	7.7%		92.0%	5.8%	
Critical analysis	95.1%	4.1%		96.0%	4.2%	
Problem resolution	93.8%	4.4%		92.2%	5.6%	
Learn on your own	85.9%	6.3%		87.8%	7.1%	
Reading and comprehension	96.9%	3.1%		96.2%	3.8%	

Performance Measure ¹	Reporting year					
	2022/23 Actual		2023/24 Target	2023/24 Actual		2023/24 Assessment
Bachelor degree graduates' assessment of skill development⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	89.4%	6.5%	≥ 85%	N/A	N/A	Not Assessed
Written communication	92.9%	6.6%		N/A	N/A	
Oral communication	88.9%	8.4%		N/A	N/A	
Group collaboration	90.0%	7.1%		N/A	N/A	
Critical analysis	93.1%	6.3%		N/A	N/A	
Problem resolution	83.3%	8.9%		N/A	N/A	
Learn on your own	85.2%	9.5%		N/A	N/A	
Reading and comprehension	89.3%	7.9%		N/A	N/A	

Notes for Tables 2 and 3

¹ Please consult the 2023/24 [Accountability Framework Standards and Guidelines Manual](#) for a detailed description of each measure.

² Results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year; results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year. Only Ministry-funded full-time equivalents are included.

³ Annual performance is based on the number of credentials awarded in the most recent fiscal years; e.g., results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Targets are set in the previous reporting year for the next reporting cycle; e.g., targets for the 2023/24 reporting year are a three-year average of the 2020/21, 2021/22, and 2022/23 fiscal years. However, before the 2023/24 reporting year, annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g., results from the 2022/2023 reporting year are based on a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

⁴ Results for the previous fiscal year are reported for Indigenous Student Spaces. Results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year; results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year. Both Ministry and SkilledTradesBC funded full-time equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

⁵ Results from the 2023/24 reporting year are based on 2023 BC Student Outcomes survey data; results from the 2022/23 reporting year are based on 2022 BC Student Outcomes survey data.

APPENDIX II – IMPLEMENTATION OF MINISTRY DIRECTIVES AND STRATEGIC PRIORITIES

Mandate Letter 2023/24

This section provides specific examples of how NIC has worked toward achieving priorities in NIC’s 2023/24 Mandate Letter from the Minister of Post-Secondary Education and Future Skills.

Priority 1
Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.
Achievements
<p>StrongerBC: Future Ready Action Plan</p> <p>The BC Labour Market Outlook: 2023 Edition forecasts 998,000 job openings in B.C. over the next ten years (2023-2033), about 75% of which will require workers to have post-secondary education and training, or management or supervisory experience (i.e., TEERs 0, 1, 2, and 3). The NIC service region lies within B.C.’s Vancouver Island/Coast economic region (VICR) and makes up approximately 85% of the geographic area and approximately 20% of the population. The VICR is forecast to have 174,700 job openings over the next ten years, of which 67% will replace retiring workers. NIC’s 50 years of experience serving rural and remote regions of the North Island, Northern Central Island and Pacific Rim regions of Vancouver Island as well as the Central Coast region of the B.C. mainland, with guidance from the 35 local First Nations on whose traditional and unceded territories the NIC campuses are situated, has shown that training people in place allows them to live and prosper in those places.</p> <p>The B.C. Government’s StrongerBC: Future Ready Action Plan is an important commitment to the social and economic prosperity of the people and communities served by NIC. NIC remained well-aligned with the five pillars of the <i>StrongerBC: Future Ready Action Plan</i> in 2023/24 and remains committed to supporting the plan in future years as shown in the following bullets.</p> <p>People Seeking Post-secondary Education</p> <ul style="list-style-type: none"> • Please see “1.3.1 Navigating Change” • Please see “1.3.2 Supporting Local Communities to Build Resilient Economies” • Please see “1.3.3 Prioritizing Reconciliation” • Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access” • Please see “1.3.5 Fostering Collaborative Connections” • Please see “1.3.6 Innovating for Global Learning and Engagement” • Please see “2.4.3 Pathways to learning” • Please see “2.5.3 Self-Directed and Customized Learning” • Please see “2.9.1 Serving the People of the Region” • Please see “2.9.2 Community Engagement” • Please see “Micro-credentials” in “Mandate Letter 2023/24” • Please see “Health Seat Expansion” in “Mandate Letter 2023/24” • Please see “Tech relevant Seat Expansion” in “Mandate Letter 2023/24”

- Please see “K-12 Transitions and Dual Credit Programming” in “Ministry’s Strategic Initiatives”
- Please see “Co-op, Work-Integrated Learning and Career Planning” in “Ministry’s Strategic Initiatives”
- Please see “Appendix III – Report on Lasting and Meaningful Reconciliation”

People Looking to Reskill for In-demand Jobs

- Please see “1.3.1 Navigating Change”
- Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”
- Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”
- Please see “Tech-relevant seat expansion” in “Letter of Direction 2022/23”
- Please see “1.3.5 Fostering Collaborative Connections”
- The B.C. Government’s [StrongerBC future skills grant](#) reduces financial barriers by providing British Columbians aged 19 years or older with access to up to \$3,500 to cover the costs of tuition for eligible short-term skills training. NIC enrolled 142 students in six programs funded by the future skills grant in 2023/24:
 - BC Wildfire Essentials,
 - Office & Clerical Training,
 - Marine Training, Master Ltd,
 - Craft Brewery Operations,
 - Marketing in the Digital Economy, and
 - Building Service Worker – Comprehensive.

In partnership with the Ministry of Post-Secondary Education and Future Skills, NIC is compiling its funding application for programs aligned with labour market demand identified in the [BC Labour Market Outlook: 2023 Edition](#) to be offered in 2024/25.
- Please see “2.5.3 Self-Directed and Customized Learning”
- Please see “2.9.1 Serving the People of the Region”
- Please see “Tech relevant Seat Expansion” in “Mandate Letter 2023/24”
- Please see “Micro-credentials” in “Mandate Letter 2023/24”

People Facing Barriers

- Please see “1.3.1 Navigating Change”
- Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”
- Please see “1.3.3 Prioritizing Reconciliation”
- Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”
- Please see “2.2.5 Campuses and Centres”
- Please see “2.3.2 Student Support and Persistence”
- Please see “2.3.1 Student Well-Being”
- Please see “2.4.1 Program Entry”
- Please see “2.4.2 Learning and Services
- Please see “2.5.2 Community-Connected Learning”
- Please see “2.5.3 Self-Directed and Customized Learning”
- Please see “2.7.2 Diversity, Equity and Inclusion”
- Please see “2.9.1 Serving the People of the Region”
- Please see “Priority 2” in “Mandate Letter 2023/24” which speaks to ensuring Indigenous voices are reflected in trades training decision-making.
- Please see “Priority 3” in “Mandate Letter 2023/24” which speaks to providing culturally sensitive and safe learning environments for Indigenous learners.

- Please see “Former Youth in Care” in “Ministry’s Strategic Initiatives”
- Please see “Appendix III – Report on Lasting and Meaningful Reconciliation”

Indigenous Peoples

- Please see “1.3.3 Prioritizing Reconciliation”
- Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”
- Please see “2.5.1 Indigenous-led Education”
- Please see “2.7.1 Reconciliation”
- Please see “2.7.2 Diversity, Equity and Inclusion”
- Please see “Priority 2” in “Mandate Letter 2023/24” which speaks to ensuring Indigenous voices are reflected in trades training decision-making.
- Please see “Priority 3” in “Mandate Letter 2023/24” which speaks to providing culturally sensitive and safe learning environments for Indigenous learners.
- Please see “Appendix III – Report on Lasting and Meaningful Reconciliation”

People New to B.C.

- Please see “1.3.6 Innovating for Global Learning and Engagement”
- Please see “2.5.4 Global Learning”
- Please see “Priority 4” in “Ministry’s Strategic Initiatives” which speaks to developing and implementing protections for international students that support their fair treatment.
- Please see “United Nations Declaration on the Rights of Indigenous Peoples Implementation” in “Appendix III – Report on Lasting and Meaningful Reconciliation” which provides an overview of [Journeying Together](#), Canada’s first ever Indigenous-serving internationalization plan developed under the guidance of the NIC [Indigenous Education Council](#).

Micro-Credentials

- In response to regional labour market needs, NIC delivered 26 customized short-term and micro-credential programs in 2023/24, enrolling just under 1,100 students (192 FTEs). Over the past three years, NIC enrolled over 3,370 students (676 FTEs) in 47 distinct programs including a comprehensive suite of motion picture micro-credentials offered in partnership with inFILM, the Vancouver Island North Film Commission.
- In 2023/24, NIC enrolled 142 students in six tuition-free, vocational training programs funded through the StrongerBC Future Skills Grant including B.C. Wildfire Essentials, Marine Training, Office and Clerical Training, Craft Brewery Operations, Building Service Worker, and Marketing in the Digital Economy.
- Other notable offerings in 2023/24 were B.C. Wildfire Crew Member, Heavy Equipment Operator, Guardianship and Land Protection, Timber Cruising, Introduction to Natural Resource Management, Eos Arrow GPS and Field Maps, Digital Content Production, Building Deconstruction and Salvage, Craft Brewing and Malting, Meat Processing Fundamentals, Food Prep and Mobile Kitchen Training, and Trades Sampler Plus.
- Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”
- Please see “2.5.3 Self-Directed and Customized Learning”

Health Seat Expansion

- NIC enrolled the third highest ever health program FTEs in 2023/24 with 305 FTEs enrolled. The prior year was the second highest at 309 FTEs and the year before, 2021/22, was the highest ever at 316 FTEs which was a 14% increase over 2020/21.

- Programs offered in 2023/24 included Bachelor of Science in Nursing, Bachelor of Science in Nursing – Option C, Practical Nursing, Health Care Assistant, Island Pre-Health Science, Activity Assistant and Hospital Unit Clerk.
- Please see “1.3.1 Navigating Change”

Tech-relevant Seat Expansion

- NIC expanded tech-relevant FTEs by 7% in 2023/24 to 110 FTEs following a 25% year-over-year increase the previous year. Tech-relevant FTEs were the highest in NIC’s history in 2023/24, having almost tripled since pre-pandemic 2019/20.
- NIC’s tech-relevant offerings in 2023/24 consisted of eleven programs across digital design and development, communication design, and web and mobile application development, including the Digital Content Production Micro-credential.
- NIC has received Ministry funding approval for expanded delivery of the Web and Mobile Application Development Diploma that includes an additional 10 FTEs in 2023/24 and 20 FTEs each year thereafter through 2027/28.
- NIC’s digital design and development programs have been immensely successful in exposing students to industry, incorporating work-integrated learning and specific in-demand curriculum, and establishing an ethos of creativity and entrepreneurial know-how.

Priority 2

Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.

Achievements

- In 2023/24, the following trades training initiatives incorporated feedback and direction from Indigenous leaders and students as well as industry partners.
 - Strengthened the Coastal Forest Worker Certificate and Coastal Forest Technology Diploma curricula through the program advisory table, practicing professionals, subject matter experts and community leaders. Curricula honor Indigenous lands, traditional practices, land access and rights, traditional plants, community and Nation engagement, and planning for the future. NIC’s Coastal Forestry Technology Diploma program is now accredited by Technology Accreditation Canada, Canada’s globally recognized accreditation body for engineering, technology and applied science professions.
 - Delivered two Heavy Equipment Operator Training intakes in partnership with Tseshaht First Nations and Homalco First Nations (20 students).
 - Delivered Trades Discovery in Tofino at the Tla-o-qui-aht First Nation focusing on carpentry pathway and preparation (12 students).
 - Delivered Deconstruction & Salvage in Port Alberni in collaboration with local government and First Nations with focus on carpentry and safety (12 students).
 - Delivery of B.C. Wildfire Crew Training in Port Alberni in partnership with Tseshaht First Nations (12 students).
 - Advanced new courses, inclusive of micro-credentials, with a new and distinct learning outcome: “apply intercultural and local Indigenous perspectives in meaningful and respectful ways in relation to this course.”
 - Hosted students from Kyuquot in collaboration with the Construction Foundation of BC for College for a Day with students shadowing selected trades programs. Students and educators participated in dialogue relevant to future programming focused on students’ interests and needs.

- Hosted North Island Regional Skills at the Campbell River campus in collaboration with School District 71. The event provided an opportunity to hear directly from educators, industry and Indigenous students regarding programming considerations.
- The following initiatives are underway for implementation in 2024/25:
 - Collaborating with local First Nations to source funding for an in-community Carpentry Foundation offering in Mount Waddington.
 - Working with the SkilledTradesBC and the BC Construction Association to offer a Nation-based Building Maintenance Worker program.
- In 2023/24, NIC offered [priority admission BC Human Rights Tribunal seats](#) in 11 trades programs: Automotive Service Technician Foundation, Carpentry Foundation, Coastal Forest Technology Certificate, Coastal Forest Technology Diploma, Culinary Business Operations Certificate, Culinary Business Operations Diploma, Electrician Foundation, Fabricator-Welder Foundation, Furniture Design and Joinery Certificate, Heavy Mechanical Foundation, and Plumbing and Piping Foundation.
- Please see “2.5.1 Indigenous-led Education”
- Please see “2.7.1 Reconciliation”
- Please see “Appendix III – Report on Lasting and Meaningful Reconciliation”

Priority 3

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

Achievements

- Community consultations and the NIC [Indigenous Education Council](#) have made it clear that there is an inherent need for a ‘core competency course’ that covers foundational information about Indigenous Peoples and local perspectives from Indigenous Nations on whose land NIC campuses reside. The course is under development and will be mandatory for staff and faculty.
- The Indigenous Education Facilitator plays a pivotal role in supporting faculty members at North Island College. By offering guidance, resources, and expertise, the facilitator assists instructors in effectively integrating Indigenous perspectives, knowledge, and practices into their teaching methodologies. Through workshops, one-on-one consultations, and collaborative initiatives, the facilitator equips faculty with the tools they need to navigate culturally sensitive topics, develop culturally relevant curricula, and foster an inclusive learning environment. Their deep understanding of Indigenous cultures and traditions, combined with their educational expertise, empowers faculty to engage with Indigenous content in respectful and meaningful ways.
- NIC continues to expand Elder- and Navigator-guided, in-person and digital [Indigenous student supports](#). All NIC students have access to Elders and Indigenous Education Navigators at all four NIC campuses to assist with developing educational plans, liaising with instructors, contacting Indigenous sponsorship organizations and other education-related and personal guidance needs.
- With the support of the [NIC Foundation](#), NIC has also established an [Aboriginal Scholars](#) program. Aboriginal scholars work with a Navigator to create an achievement plan based on individual goals. The goals can be academic, spiritual, emotional and/or physical, to support students and provide life skills to help them during their educational journey and beyond. Students work with their Navigator throughout the term to keep on track and access services and support that will help them achieve their goals. At the end of each term, students earn a scholarship based on the successes of their individual achievement plans.
- NIC will continue to balance programming through curriculum development in all disciplinary areas. Our goal is to ensure all academic programs include at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with that field of study. Program areas named in the [Truth](#)

[and Reconciliation Commission's Calls to Action](#) have committed to implementing the education-related Calls to Action as well as the articles related to education in the [United Nations Declaration on the Rights of Indigenous Peoples.](#)”

- Please see “2.5.1 Indigenous-led Education”
- Please see “2.7.1 Reconciliation”
- Please see “Priority 2” in “Mandate Letter 2023/24” which speaks to ensuring Indigenous voices are reflected in trades training decision-making.
- Please see “Appendix III – Report on Lasting and Meaningful Reconciliation”

Priority 4

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

Achievements

- Global learning is a strategic priority for NIC that commits to expanding international enrolment and international partnership agreements while maintaining a high level of international student satisfaction that NIC provides a supportive learning environment.
- Assistance is provided at each stage of a student’s journey with pre-arrival information and sessions, support finding accommodation and full orientation on each of our campuses. NIC provides a strong welcome to the unceded territories where international students are studying and students have access to full [regulated international student immigration adviser](#) supported immigration advising, program advising, personal counselling, on- and off-campus social activities and assistance with finding employment.
- In fall 2022, NIC launched [Journeying Together](#), Canada’s first ever Indigenous-serving internationalization plan developed under the guidance of the NIC [Indigenous Education Council](#), NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. In 2023, NIC was recognized nationally with the Internationalization and Reconciliation Award of Excellence from the Canadian Bureau for International Education as well an Excellence in Global Engagement Award from Colleges and Institutes Canada.
- NIC’s year-one [2022/2023 Journeying Together Annual Report](#) and [2022/2023 Journeying Together Dashboard](#) can be viewed on NIC’s public website; the year-two annual report and dashboard are in progress.
- Please see “1.3.6 Innovating for Global Learning and Engagement”
- Please see “2.5.4 Global Learning”

Priority 5

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

Achievements

- The Budget Transparency and Accountability Act requires public post-secondary institutions to finish the year in a balanced or surplus financial position unless deficit approval is provided by the Minister of Finance. NIC received approval to run a \$0.600 million deficit in the 2023/24 fiscal year, and has finished the year with a small surplus, exceeding this target.

Priority 6
Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.
Achievements
<ul style="list-style-type: none"> • NIC complied with the B.C. Government’s two percent cap on tuition and mandatory fee increases in 2023/24 to help make sure tuition and fee increases remain low and predictable. NIC will continue to submit annual tuition and mandatory fees data to the Ministry. • Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”

Ministry's Strategic Initiatives

This section provides specific examples of how NIC has worked toward achieving long-term strategic priorities of the Ministry of Post-Secondary Education and Future Skills.

Sexual Violence and Misconduct Prevention and Response

Engagement to Validate the Ministry's Sexualized Violence Action Plan

- NIC has engaged in conversations at the Sexualized Violence Advisory Group and an action plan validation session to date. The College looks forward to further conversations about how to activate the 12 actions in the five priority areas articulated in the Ministry's *Sexualized Violence Action Plan*.

Awareness and Prevention Activities

- NIC's Sexualized Violence Education Team (SVET) worked on the following initiatives in 2023/24 to support sexualized violence prevention and response:
 - *Developing a Consent Culture*,
 - *What is Gender-Based Violence*, and
 - *Technology-Facilitated Gender-Based Violence*.
- NIC collaborated with College of the Rockies and Selkirk College in 2023/24 to present five workshops for students and employees from all three institutions:
 - *Starting a Conversation About Mental Health*,
 - *Consent Culture*,
 - *Active Bystander*,
 - *Supporting Survivors*, and
 - *Starting a Conversation About Suicide*.
- NIC is a member of BCcampus's Intersectional Sexualized Violence project group and the Ministry's Sexualized Violence Advisory Group.
- NIC updated its [sexualized violence prevention and response webpage](#) in 2023/24.

Training Sessions Offered to Employees and Students

- NIC launched the [Sexualized Violence: Safer Campuses for Everyone Training – Employee Edition](#) on December 1, 2023, as a requirement for all new and existing employees. Informed by advisory and working groups composed of faculty, staff, and students from B.C.'s post-secondary sector, with representatives from large campuses as well as rural institutions, this training was developed by BCcampus as an open educational resource to improve prevention and response to sexual violence. In total, 125 NIC employees completed the training in 2023/24.
- A *Safer Campuses Sexualized Violence Prevention and Response Training* module is being developed for students.
- Two members of NIC's SVET completed Conducting [Sexual Misconduct Investigations Training](#) in December 2023, building institutional expertise and expanding collegial relationships with colleagues at B.C. post-secondary institutions.
- NIC launched [Technology-Facilitated Sexualized Violence Training](#) for students on its Learn Anywhere portal. This training was developed by a collective of students, staff, and faculty from B.C. post-secondary institutions as well as representatives from the Government of British Columbia. The training was funded by the Ministry of Post-Secondary Education and Future Skills and Women and Gender Equality Canada.

Sexualized Violence Policy Review

- NIC's SVET completed a review of NIC's [Sexualized Violence Prevention and Response Policy #3-34](#) in September 2023 resulting in expansion of the "Definitions," updates to "Appendix B - Resources for NIC Community Members Who Have Experienced Sexual Violence," and updates to "Appendix C - Support for Students and Employees Who Have Experienced Sexualized Violence."

Former Youth in Care

Participation

- The 2023/24 fiscal year saw 36 former youth in care (FYIC) benefit from the Provincial Tuition Waiver Program (PTWP) representing an enrolment increase of 56% over last year with just under \$124K distributed.
- Twenty-one students also received the Learning for Future Grant (LFG), which provides an annual grant of \$3,500 per program year to eligible FYIC students to assist with additional education-related costs that are not covered by the PTWP (e.g., textbooks, computers, supplies, etc.).

Supports

Describe how PSI is working or planning to coordinate and augment wraparound supports for FYIC, vulnerable, and under-represented students, both on campus and within the community.

- NIC's Access Navigator reaches out to each student who receives a denied or delayed admission offer to support them with gaining admission requirements for their desired program and advise about alternative programs that ladder into their educational and career goals. Moreover, a personal connection is made with each approved FYIC student to connect them with advising, financial aid and other wraparound supports.
- NIC's Financial Aid/Educational Advisor continues to participate fully in provincial community of practice meetings.
- Ministry of Children and Family Development (MCFD) team meetings were attended in multiple communities. Successful referrals from NIC's Financial Aid Team back to MCFD established youth agreements leading to increased student supports.
- Established relationships with three new Strength Abilities and Journey of Empowerment coordinators in Comox Valley, Campbell River and Mount Waddington.
- Met with social workers in local communities to expand wraparound supports.
- Sponsored career entrance programs such as trades foundation and marine training and trades with tuition waiver funding.
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "2.5.3 Self-Directed and Customized Learning"

Describe strategies your institution employs to identify FYIC students on campus, including those interested in post-secondary education who may not be attending, and how your institution supports students to self-identify as FYIC to institution representatives.

- Updated NIC's enrolment services team, general advisors and department chairs, as well as local school districts of expansion and changes. Maintaining current awareness of the PTWP and LFG programs among these groups serves to increase word of mouth referrals and foster community knowledge.
- Recognizing that Indigenous students are disproportionately represented, NIC's Indigenous Navigators have specifically communicated the PTWP opportunity in our Indigenous student newsletter and have sent wraparound support offers to numerous local contacts including First Nations, band offices, school district agencies and community support groups.

- Continued to promote the PTWP and LFG programs along with other financial aid opportunities in student newsletters.
- Continued to improve NIC’s digital and website presence to support and inform FYIC:
 - [PTWP FAQ on NIC’s website](#),
 - [PTWP application form on NIC’s website](#),
 - [Media highlights of success stories](#), and
 - Social media campaigns on Facebook, LinkedIn and Twitter with a combined reach of just under 3,500 people.

K-12 Transitions and Dual Credit Programming

- NIC enrolled 184 dual credit students in 19 programs in 2023/24 including university studies and business programs (73 students), health and community care programs (five students) and foundation trades programs (105 students). These school district-funded offerings reduce student costs and facilitate the transition from high school to the B.C. post-secondary system. The Ministry of Education and Child Care is in the process of finalizing a new dual credit framework by fall 2024. As a result, NIC expects that dual credit enrolment will increase in 2024/25.
- NIC hosted an inaugural *Parent/Student Dual Credit Information Evening* in Campbell River with 160 parents/guardians and students in attendance. Primarily focused on the skilled trades, 160 parents/guardians and students attended to learn about dual credit, school district course planning and opportunities at NIC.
- Please see “1.3.5 Fostering Collaborative Connections”
- Please see “2.4.3 Pathways to Learning”
- Please see “2.9.1 Serving the People of the Region”

Co-op, Work-Integrated Learning and Career Planning

- NIC enrolled 910 students in 68 [work-integrated learning](#) (WIL) offerings in 2023/24 (excluding trades apprenticeships), the second highest ever after 2022/23 with 921 students enrolled.
- International student enrolment in WIL offerings was the highest ever in 2023/24 with 164 students enrolled making up 18% of total WIL headcount.
- WIL offerings included co-op, practicum, internship and work experience placements in health, human services, trades, business, Indigenous education, vocational and accessible learning programs.
- Additionally, NIC enrolled the second highest number of students ever in trades apprenticeship training offerings in 2023/24 with 503 students (553 FTEs) enrolled. The previous year, 2022/23, was the highest ever with 509 students (580 FTEs) enrolled.
- NIC has implemented significant institutional changes to enhance WIL support for students. The college is shifting to a decentralized model that incorporates WIL directly into NIC’s academic division, moving from student services. This strategic change aims to enhance and expand curricular WIL offerings within the Faculty of Arts, Science, and Management, specifically in cooperative education and internships. Additionally, new WIL staff positions have been added to support this expansion.
- WIL/Career Services staff will continue collaborating closely with student services to organize and promote college-wide career fairs and employer engagement events, both on and off campus. Career Services staff are actively involved in all new student orientation events and activities.
- All NIC students retain access to WIL and Career Service support, with the flexibility to choose their preferred mode of interaction—whether face-to-face on campus, via phone, or through virtual meetings online. This approach ensures that all students benefit from tailored, accessible career support that aligns with their individual needs.

- Please see “1.3.5 Fostering Collaborative Connections”
- Please see “2.5.2 Community-Connected Learning”

APPENDIX III – REPORT ON LASTING AND MEANINGFUL RECONCILIATION

This section reports on NIC’s progress toward implementing the [Truth and Reconciliation Commission of Canada’s education-related Calls to Action](#) as well as the articles related to education in the [United Nations Declaration on the Rights of Indigenous Peoples](#) and [In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care](#) report recommendations for public post-secondary institutions in B.C.

TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION	
1: SOCIAL WORK	
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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>New In Progress</p>	<ul style="list-style-type: none"> Content on the history and impact of residential schools on Indigenous people is included in NIC’s social work programs. All students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action by the the National Centre for Truth and Reconciliation in ceremony with Elders. Reserved seats and priority admission for students of Indigenous ancestry. Access to Indigenous Navigators for academic advising and personal counselling needs. Funding has been secured to offer a reconciliation training workshop for faculty and community partners delivered by Ladders to Kindness Training.
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Culturally appropriate curriculum</p> <ul style="list-style-type: none"> Curriculum based on the B.C. Early Learning Framework and the the Indigenous Early Learning and Child Care Framework and the First Peoples Principles of Learning. Embedded the First Nations Health Authority resources for determinants of health, nutrition, wellness, and spiritual health in curriculum. Embedded culturally appropriate ways of knowing and being in learning outcomes and assessments in approved course description revisions. More intention placed on Indigenous pedagogical processes such as discussion circles, ceremony, land-based and immersion learning experiences to support course revisions. Received increased funding support for a second Faculty Pedagogist Position from the Early Childhood Pedagogy Network, an initiative within ChildCareBC’s strategy to support early childhood educators to expand the faculty pedagogist position to provide leadership to faculty, students and early learning programs in a pedagogy of listening to deepen understanding of honouring children’s knowledge and skills within their local contexts and times.

Ongoing	<ul style="list-style-type: none"> Collaborated with the First Nations Pedagogies Network through its partnership with the BC Aboriginal Child Care Society and the Métis Nation British Columbia who are dedicated to the cultural continuance and revitalization of early childhood education with First Nations children, families, cultures and communities on Indigenous terms.
Ongoing	<ul style="list-style-type: none"> <i>Speaking Our Truth: A Journey of Reconciliation</i> by Monique Gray Smith is a required program text.
Ongoing	<ul style="list-style-type: none"> All students are gifted with the <i>Truth & Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in ceremony with Elders.
Ongoing	<ul style="list-style-type: none"> Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.
Ongoing	<ul style="list-style-type: none"> More intention placed on the inclusion of Indigenous authors and artists perspectives including in required readings across multiple courses.
Ongoing	<ul style="list-style-type: none"> Increased Indigenous Practicum Placement opportunities.
Ongoing	<ul style="list-style-type: none"> Added a collection of children’s books and resources to the student lending library on racism and the diversity of families.
Ongoing	<ul style="list-style-type: none"> Moved to the Science of Early Childhood Education, a free “living textbook” for development and guidance courses, for Indigenous and Canadian content not found in traditional textbooks.
Ongoing	<ul style="list-style-type: none"> Increased orientation to Aboriginal Infant Development Programs, including speech and language and supported child development programs and resources.
	<p><u>Student supports</u></p>
Ongoing	<ul style="list-style-type: none"> Reserved seating and priority admission for students of Indigenous ancestry.
Ongoing	<ul style="list-style-type: none"> Funding applications for the Early Childhood Educators of BC Education Support Fund with priority going to students who self-identify as Indigenous (First Nations, Métis or Inuit).
Ongoing	<ul style="list-style-type: none"> Access to Indigenous advisors/counsellors for academic and personal counselling needs.
Ongoing	<ul style="list-style-type: none"> Strengthened work-integrated learning options to support student practice in home communities.
Ongoing	<ul style="list-style-type: none"> Work-based practicums created to support students staying in early learning employment while completing credential.
Ongoing	<ul style="list-style-type: none"> Elders in Residence and Indigenous community partners are invited to co-create and share content and knowledge as co-teachers with faculty, facilitators and guest presenters.
	<p><u>Cultural Awareness Workshops</u></p>
Ongoing	<ul style="list-style-type: none"> Partnered with the Nuyumbalees Cultural Centre on Cape Mudge, Quathiaski Cove.
Ongoing	<ul style="list-style-type: none"> Faculty attended <i>Sharing Métis Culture</i> workshops and integrated resources into teaching.
	<p><u>Faculty Supports</u></p>
Ongoing	<ul style="list-style-type: none"> Membership in Early Childhood Educators of BC a requirement for faculty.
Ongoing	<ul style="list-style-type: none"> Membership in the British Columbia Aboriginal Child Care Society is a requirement for faculty.
Ongoing	<ul style="list-style-type: none"> Faculty engage in professional development in First Nations history, culture and traditions including the use of the open textbook, Pulling Together - A Guide for Indigenization of Post-Secondary Institutions, by BCcampus.
Ongoing	<ul style="list-style-type: none"> Professional development topics focus on racism, prejudice and discrimination, including an examination of program texts and children’s literature through this lens.
Ongoing	<ul style="list-style-type: none"> Added equity literacy as a lens of support.
Ongoing	<ul style="list-style-type: none"> Guided on advancing innovative pathways and weaving Indigenous-serving approaches into practice through NIC’s Indigenizing internationalization plan, Journeying Together.
Ongoing	<ul style="list-style-type: none"> Participation on <i>Early Years Community Tables</i> now includes opportunities and resources for Indigenization applied to the terms of references, meeting structures and agendas.

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New Implemented	<ul style="list-style-type: none"> Indigenous Language Fluency Certificate in Nuu-chah-nulth language was offered in partnership with Ehattesaht and Tla-o-qui-aht First Nations via digital delivery in fall 2023.
New In Progress	<ul style="list-style-type: none"> Development of Indigenous Language Fluency Certificate in Ayajuthem language has been created in collaboration with Homalco, K'ómoks, Klahoose and Tla-amin First Nations.
In Progress	<ul style="list-style-type: none"> Indigenous Language Fluency Certificate in Nuu-chah-nulth language offered in partnership with Ehattesaht, Tla-o-qui-aht and Ahousaht and First Nations via digital delivery started in fall 2022 and is ongoing with an expected completion date in fall 2024.
New Implemented	<ul style="list-style-type: none"> Delivered the Awi'nakola program which combines in-class instruction with land-based cultural learning. Instructors draw on Kwak'waka and Kwakwaka'wakw ways of knowing and being to inform academic learning. The classes are structured to focus on student strengths and the language to nourish their spirit and work at their level.
Ongoing	<ul style="list-style-type: none"> Access to Indigenous Navigators for academic advising and personal counselling needs.
Ongoing	<ul style="list-style-type: none"> Elders in Residence on campus to provide support and guidance and deliver cultural teachings through guest presentations in the certificate and diploma programs.
Implemented	<ul style="list-style-type: none"> Partnered with Sanyakola Language Group to host a two-day language symposium with language warriors, Elders in Residence, NIC language instructors and knowledge holders from communities. Participants reflected on language revitalization, shared expertise and ideas and mapped new pathways to support language revitalization.
New In Progress	<ul style="list-style-type: none"> Delivery of two ABE-level courses in Ayajuthem language underway in collaboration with Homalco, K'ómoks, Klahoose and Tla'amin Nations.

23: HEALTH-CARE PROFESSIONALS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> In collaboration with the NIC’s Practical Nursing program, a cohort of Health Care Assistant (HCA) program students and faculty participated in a cultural day at the Campbell River campus gathering space for a full day of listening, learning and dialogue. The event was facilitated by a NIC Elder in Residence with highlights as follows: <ul style="list-style-type: none"> A land acknowledgement, followed by an introduction to the TRC Calls to Action and a discussion of the history of the residential school system. A smudging ceremony in which each student took part in a ceremonial cleanse. A video sharing the lived experience of Indigenous Peoples accessing healthcare at Westcoast General Hospital in Port Alberni. The video summarized an equity-based research initiative to develop an action plan for addressing barriers to accessing healthcare. Students discussed how they could work to prevent mistreatment and stigmas in B.C.’s healthcare system. Finally, each student was gifted with an <i>It Starts with Me</i> pledge feather from the First Nations Health Authority representing commitment to anti-racism, cultural safety and humility.
Ongoing	<ul style="list-style-type: none"> HCA students and faculty participated in <i>Walk with Me</i> events at the Comox Valley campus, walking and listening to recordings of personal lived experiences of individuals affected by the opioid crisis. Participants shared personal responses and new perspectives with the option to have their words included in the research project results.
Ongoing	<ul style="list-style-type: none"> HCA students and faculty met with an educator of Indigenous ancestry who provided relevant and personal dialogue including discussion of the impacts of colonialism and residential schools.
Ongoing	<ul style="list-style-type: none"> Students and faculty from two HCA cohorts participated in the <i>Blanket Exercise</i>, an online learning experience presented by KAIROS.
Ongoing	<ul style="list-style-type: none"> HCA faculty continue to maintain currency of education on approaching and incorporating cultural sensitivity and perspective in health care and teaching. Faculty completed cultural safety modules by the University of Victoria, Indigenous Canada modules from the University of Alberta and a webinar with the Canadian Association of Schools of Nursing on implementing the TRC Calls to Action in nursing education. Curriculum focused on person-centred care, cultural diversity, and providing compassionate and culturally sensitive care.
Ongoing	<ul style="list-style-type: none"> HCA students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action in ceremony with Elders.
Ongoing	<ul style="list-style-type: none"> The HCA program has reserved seating and priority admission for students of Indigenous ancestry.
Ongoing	<ul style="list-style-type: none"> Access to Indigenous Education Navigators for academic advising and personal counselling needs.

24: MEDICAL AND NURSING SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>New Implemented</p> <p>New In Progress</p> <p>New Planned</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>New Implemented</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Bachelor of Science in Nursing Degree (BSN)</p> <ul style="list-style-type: none"> • Faculty members attended the Canadian Association of Schools of Nursing conference in spring 2023 where the focus was on anti-discriminatory pedagogy in nursing education. NIC faculty delivered two presentations on: <ol style="list-style-type: none"> 1. health and wellness in First Nations communities, and 2. critical race theory as an approach to support the TRC Calls to Action for nursing education. • Select second- and third-year students will be participating in a <i>Health and Wellness in First Nations Communities</i> field school in Kingcome. This course will be led by a BSN faculty member in collaboration with NIC Elders in Residence and the community of Kingcome. Topics include contemporary and colonial intersections of health, wellness, reconciliation and cultural safety. • Faculty plan to participate in a workshop held by NIC Elders in Residence focused on changing mindsets and engaging in transformation reconciliation. • Content related to Indigenous health and wellness, Indigenous ways of knowing and cultural safety is woven throughout all courses in the BSN program, particularly in the relational practice courses. • First- and third-year students in the BSN program attend the <i>Building Bridges through Understanding the Village</i> workshop hosted at the K'ómoks Big House. • Third-year BSN students research national, provincial and local responses to the TRC Calls to Action. • Third-year BSN students take NIC's <i>Global Health Issues</i> course, which has a significant focus on the TRC Calls to Action and anti-racism. • BSN students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action in ceremony with Elders. • Reserved seating and priority admission for students of Indigenous ancestry in the BSN program. • Access to Indigenous Navigators for academic advising and personal counselling needs. <p>Practical Nursing Diploma (PN)</p> <ul style="list-style-type: none"> • Mandatory course content covering key findings from the In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care report was developed and implemented in 2023/24. • PN students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action in ceremony with Elders. • Reserved seating and priority admission for students of Indigenous ancestry in the PN program. • PN Students are required to maintain a portfolio through all four levels of the program on topics covering: inclusivity, post-colonial understanding, respect, Indigenous knowledge and culturally safe communication. • Students complete a unit on diversity-in-practice focused on collaborating with Indigenous

Ongoing	<p>community members and increasing Indigenous knowledge by participating in a community cultural experience.</p> <ul style="list-style-type: none"> Students read and discuss the book <i>Beyond the Orange Shirt Story</i>, a collection of stories from family and friends of Phyllis Webstad. There is an accompanying learning module that all students complete.
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28: LAW SCHOOLS

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

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

57: PUBLIC SERVANTS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New Implemented	<ul style="list-style-type: none"> Offered the <i>Day on the Land</i> professional-development event with Homalco First Nation for faculty, staff and administrators. The event provided the opportunity for staff, faculty and administrators to gain a better understanding of each other’s perspectives, encourage critical thinking and learn from each other.
New Implemented	<ul style="list-style-type: none"> Offered skills-based workshops with faculty on creating inclusive, Indigenized, intercultural learning outcomes.
New Implemented	<ul style="list-style-type: none"> Provided core competency monthly drop-in sessions for faculty to discuss inter-culturalization.
Ongoing	<ul style="list-style-type: none"> Developing a six-week digital learning module that will provide insight into the local context and history of First Nations on whose traditional territories NIC’s campuses and centres are situated. This training provides faculty with the opportunity to reflect and examine their practice and guides them in the development of new teaching and learning methods as well as support and services for students.
Ongoing	<ul style="list-style-type: none"> Developing an Indigenous education resource website to support faculty with Indigenizing their courses, curriculum and practices. The website will also house Truth and Reconciliation resources.

62: TEACHER EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New Implemented	<ul style="list-style-type: none"> Governed by the Nuu-chah-nulth values of respect, order and protocols, Elder’s teaching, sustainability, children as the future, responsibility, accountability, preparation, family, community and celebration, Nuu-chah-nulth Tribal Council partners with North Island College to create a Nuu-chah-nulth Pathways to Education program. The Pathways to Education program combines in-class instruction with land-based cultural and personal learning to prepare Nuu-chah-nulth students for third-year entrance into the Bachelor of Education at Vancouver Island University. This pathway program delivers five Indigenous-focused, first-year courses and includes recognition of previously completed Indigenous language fluency courses and Indigenous leadership courses. Through the Pathways to Education program, instructors draw on Nuu-chah-nulth ways of knowing and being to inform academic learning. The classes are structured to focus on student strengths and the language to nourish their spirit and work at their level. Nineteen students are currently enrolled.

86: JOURNALISM AND MEDIA SCHOOLS

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

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

92: BUSINESS SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> • Students in NIC’s business programs take elective credits from the following Indigenous-focused courses added in fulfilment of the Truth and Reconciliation Commission’s Call to Action 92: <ul style="list-style-type: none"> • ABG-100, <i>Histories and Impacts of Colonization</i>; • ABG-102, <i>Governance and Organizational Structures</i>; • ABG-103, <i>Vision, Values, Philosophies and Ethics</i>; • ABG-105, <i>Politics, Policy and Practice</i>; • ABG-110, <i>Community Development & Planning</i>; • ABG-111, <i>Economic Development</i>; • ANT-250, <i>Ethnology of North America</i>; • ENG-127, <i>Indigenous Literatures in Canada</i>; • FNS-160, <i>First Nations Education: Traditional and Contemporary</i>; • GLS-140, <i>Fishing, Indigeneity and the Asia Pacific I</i>; • GLS-240, <i>Fishing, Indigeneity and the Asia Pacific II</i>; • GLS-241, <i>Field School: Fishing, Indigeneity and the Asia Pacific</i>; • HIS-246, <i>Domination and Resistance: A History of Imperialism and Colonialism</i>; and, • SOC-130, <i>First Nations Sociology</i>.
Ongoing	<ul style="list-style-type: none"> • ENG-166, <i>Effective Organizational Communications</i>, focuses on the oral and written communication skills required to function in administrator and leadership positions within Indigenous organizations and communities. Students examine and practice the writing process in various capacities specific, but not always limited, to Indigenous organizations, including email etiquette, minute-taking, briefing notes and professional letter writing. Students also learn reporting processes, both written and electronic, with a particular focus on Indigenous and Northern Affairs Canada and other provincial and national Indigenous funding organizations. Students also gain research skills necessary to access and apply to funding sources, and to write formal reports.
Ongoing	<ul style="list-style-type: none"> • ENG-116, <i>Essay Writing & Indigenous Perspectives</i>, introduces university-level research and writing in the humanities and social sciences and/or natural sciences with a specific focus on contemporary Indigenous issues in Canada. Students critically analyze and study the writing, oral and aural practices of Indigenous scholars and teachers in a variety of disciplines and settings. Emphasis is placed on respecting and interweaving non-Indigenous and Indigenous ways of knowing and research methodologies.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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

Article 14

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

Article 15

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

Article 21

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NIC recognizes the authority and direction of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions on whose traditional and unceded territories the college campuses are situated. NIC also acknowledges the four Métis Chartered Communities throughout the region. With the guidance of Indigenous leadership, Elders, students and employees, NIC is committed to supporting Indigenous-led education and celebrating Indigenous knowledge.</p> <p>Indigenous Education Council</p> <ul style="list-style-type: none"> • NIC is accountable to the NIC Indigenous Education Council³ (IEC) composed of members from each of the 35 First Nations, four Métis Chartered Communities and local Indigenous organizations. A leading practice in B.C., the IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction in all matters relating to NIC's mission, vision and strategic direction, namely: <ul style="list-style-type: none"> • working in collaboration with NIC, to guide the development and implementation of the Working Together – North Island College Indigenization Plan 2021-2026; • providing guidance in developing responsive curriculum; • providing guidance on student access, retention and success; • providing guidance on in-community programming transition support; • being an active community partner; • developing, strengthening and expanding strategic partnerships; • raising awareness about post-secondary education throughout the region; and, • strengthening NIC employees' skills to support the Colleges and Institutes Canada Indigenous Education Protocol.
Ongoing	<ul style="list-style-type: none"> • The IEC continues to explore the development of a co-governance model with NIC's Board of Governors.

³ View the Ministry of Post-Secondary Education and Future Skills' Indigenous Leading Practices in Post-Secondary Education online at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training/indigenous-leading-practices>.

Ongoing	<p>Regional Advisory Committees</p> <ul style="list-style-type: none"> The Indigenous Education Council is made up of three First Nations regional advisory committees: Central, Northern, and West Coast, with members appointed by First Nations communities and urban Indigenous organizations. The committees meet a minimum of three times per year to: <ul style="list-style-type: none"> identify local education and training priorities, and advise on local community development and economic development plans.
Ongoing	<p>Working Together – North Island College Indigenization Plan</p> <ul style="list-style-type: none"> In 2021, the NIC Indigenous Education Council launched Working Together – North Island College Indigenization Plan 2021-2026, the college’s first Indigenization plan. The plan adopts B.C.’s Declaration on the Rights of Indigenous People Act as its reconciliation framework and actions the Colleges and Institutes Canada Indigenous Education Protocol to bring this framework to life. Working Together commits NIC to: <ol style="list-style-type: none"> Action - Making Indigenous education a priority. Governance - Ensuring governance structures recognize and respect Indigenous Peoples. Teaching and learning - Including intellectual and cultural traditions of Indigenous Peoples in curriculum and learning approaches. Understanding and reciprocity - Increasing understanding and reciprocity among Indigenous and non-Indigenous Peoples. Employee recruitment - Increasing the number of Indigenous employees, including Indigenous senior administrators. The learning environment - Establishing Indigenous-centred holistic services and learning environments. Building relationships - Being accountable in Indigenous communities in support of self-determination. <p>NIC works to fulfill each of these commitments to reconciliation through specific goals and actions that aim to restore balance, address the social divide and eliminate racism and socio-economic inequity.</p>
Ongoing	<ul style="list-style-type: none"> Reporting annually to the NIC community, Working Together has advanced key initiatives and operational changes in accordance with these commitments (see “2.5.1 Indigenous-led Education” and “2.7.1 Reconciliation”).
Ongoing	<ul style="list-style-type: none"> NIC’s year-two 2022/2023 Working Together Dashboard can be viewed on NIC’s engage website; the year-three annual dashboard is in progress.
Ongoing	<p>Indigenous Employees</p> <ul style="list-style-type: none"> NIC continues work to restore balance in the college’s governance structures by increasing the representation of Indigenous Peoples on NIC boards, councils and committees (Working Together Goal 2.1) .
Ongoing	<ul style="list-style-type: none"> NIC continues to review policies and operational practices to ensure they recognize Indigenous People’s human rights and the equity and inclusion of Indigenous students, faculty, staff and community members. Three goals specified in Working Together form part of a larger strategy to achieve personnel balance in the organization by increasing the number of Indigenous employees including in senior leadership positions (Working Together Goals 5.1, 5.2 and 5.3).
Ongoing	<ul style="list-style-type: none"> NIC maintains special program approval through the BC Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> Executive Director of Indigenous Education,

	<ul style="list-style-type: none"> • Indigenous Education Navigator, • Elder in Residence, • faculty in Indigenous programming, • Indigenous Counsellor, • Indigenous Project Analyst, and • Manager and Associate of Indigenous and Regional Partnerships.
Ongoing	<p>Journeying Together - NIC's Indigenizing Internationalization Plan</p> <ul style="list-style-type: none"> • In fall 2022, NIC launched Journeying Together, Canada's first ever Indigenous-serving internationalization plan developed under the guidance of the NIC Indigenous Education Council, NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. In 2023, NIC was recognized nationally with the Internationalization and Reconciliation Award of Excellence from the Canadian Bureau for International Education as well as an Excellence in Global Engagement Award from Colleges and Institutes Canada.
New In Progress	<ul style="list-style-type: none"> • To expand Indigenous-serving international partnerships in 2023/24, members of the NIC executive met with representatives at several Māori-serving institutions in New Zealand including University of Auckland, Auckland University of Technology, Te Whare Wānanga o Awanuiārangiri, Whakatane Campus, Te Rito Maioha, University of Otago, Waikato University and Te Pūkenga.
New In Progress	<ul style="list-style-type: none"> • NIC has initiated new Indigenous study-abroad partnerships and field schools, offering unique opportunities for Indigenous students to engage with global Indigenous communities. These initiatives include collaborations with Tè Pukenga and Waikato University in New Zealand, a Japan field school focusing on immigration and Indigeneity, as well as a Collaborative Online Indigenous Intercultural Learning (COIIL) framework, further emphasizing NIC's holistic approach to fostering understanding, respect and reconciliation through embracing Indigenous values, knowledge and language in education.
	<p>First Nations Partnership Programs</p>
New Implemented	<ul style="list-style-type: none"> • Delivered Early Childhood Education Certificate in partnership with Kwakiutl, Gwa'sala-'Nakwaxda'xw Nations and Quatsino First Nation (6 students).
New Implemented	<ul style="list-style-type: none"> • Delivered two Heavy Equipment Operator Training in partnership with Tseshaht First Nations and Homalco First Nations (20 students).
New Implemented	<ul style="list-style-type: none"> • Delivered B.C. Wildfire Training in partnership with Tseshaht First Nations (12 students).
New Implemented	<ul style="list-style-type: none"> • Delivered Trades Discovery on-site in Tofino at the Tla-o-qui-aht First Nation focusing on carpentry pathway and preparation (12 students).
New Implemented	<ul style="list-style-type: none"> • Delivered Meat Processing Fundamentals program in partnership with We Wai Kai First Nations (8 students).
New Implemented	<ul style="list-style-type: none"> • Delivered Indigenous Language Fluency Certificate in Nuu-chah-nulth language was offered in partnership with Ehattesaht and Tla-o-qui-aht First Nations (43 students).
New Implemented	<ul style="list-style-type: none"> • Delivered Ayajuthem language courses in collaboration with the Homalco, K'ómoks, Klahoose and Tla'amin Nations (32 students).
New Implemented	<ul style="list-style-type: none"> • Partnered with Sanyakola Language Group to host a two-day language symposium with language warriors, Elders in Residence, NIC language instructors and knowledge holders from communities. Participants reflected on language revitalization, shared expertise and ideas and mapped new pathways to support language revitalization.

New Implemented	<ul style="list-style-type: none"> Delivered Pathways to Nuu-chah-nulth Teacher Training in partnership with Nuu-chah-nulth Tribal Council (20 students).
New Implemented	<ul style="list-style-type: none"> Delivered Indigenous Guardian & Land Stewardship in partnership with Homalco First Nation (15 students).
New Implemented	<ul style="list-style-type: none"> Delivered Office Assistant Certificate program in partnership with Wuikinuxv First Nation (13 students).
Ongoing	<ul style="list-style-type: none"> Delivered Indigenous Leadership Certificate (14 students).
Ongoing	<ul style="list-style-type: none"> Delivered Awi'nakola program which combines in-class instruction with land-based cultural learning. Instructors draw on Kwak'wala and Kwakwaka'wakw ways of knowing and being to inform academic learning. The classes are structured to focus on student strengths and the language to nourish their spirit and work at their level (19 students).
	<p>Breaking Barriers to Equitable and Inclusive Access</p>
Ongoing	<ul style="list-style-type: none"> Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
	<p>Indigenous-led Education</p>
Ongoing	<ul style="list-style-type: none"> Please see "2.5.1 Indigenous-led Education"
	<p>Reconciliation</p>
Ongoing	<ul style="list-style-type: none"> Please see "2.7.1 Reconciliation"
	<p>Diversity, Equity and Inclusion</p>
Ongoing	<ul style="list-style-type: none"> Please see "2.7.2 Diversity, Equity and Inclusion"
	<p>Ensuring Indigenous Voices are Reflected in Trades Training Decision-Making</p>
Ongoing	<ul style="list-style-type: none"> Please see "Priority 2" in "Mandate Letter 2023/24"
	<p>Providing Culturally Sensitive and Safe Learning Environments for Indigenous Learners</p>
Ongoing	<ul style="list-style-type: none"> Please see "Priority 3" in "Mandate Letter 2023/24"

IN PLAIN SIGHT REPORT RECOMMENDATIONS

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

Program Name	Accreditation Standard Details (If none exist, N/A)
Bachelor of Science in Nursing Degree Practical Nursing Diploma	<p>The BC College of Nurses and Midwives establishes the following standards for Registered Nurses and Licensed Practical Nurses.</p> <ul style="list-style-type: none"> • Self-reflective practice (it starts with me). • Building knowledge through education. • Anti-racist practice (taking action). • Creating safe health care experiences. • Person-led care (relational care). • Strengths-based and trauma-informed practice (looking below the surface). <p>The Canadian Association of Schools of Nursing establishes and promotes national standards of excellence for nursing education across Canada.</p> <ul style="list-style-type: none"> • Canadian schools of nursing: The curriculum addresses “Action 24” of the Truth and Reconciliation Commission for programs of nursing to integrate the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.
Health Care Assistant Certificate	<p>The following standards have been set out by the BC Care Aid & Community Health Worker Registry to provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client:</p> <ul style="list-style-type: none"> • Respect the individuality, diversity, and dignity of clients and families. • Display cultural sensitivity and cultural humility when interacting with clients and families from diverse backgrounds and cultures. • Provide culturally safe and sensitive care. • Discuss traditional medicines, healing practices, and alternative forms of healing.

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

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

Program	Progress	Actions
Practical Nursing Diploma (PN) Health Care Assistant Certificate (HCA)	New	<ul style="list-style-type: none"> • An Indigenous instructor teaches in both the PN and HCA programs.

Bachelor of Science in Nursing Degree	Ongoing	<ul style="list-style-type: none"> NIC continues its efforts to hire an Indigenous instructor to facilitate in-person field school experiences in a remote First Nations community as part of the <i>Health and Wellness in First Nations Communities</i> course.
Bachelor of Science in Nursing Degree	Ongoing	<ul style="list-style-type: none"> NIC continues to have an Elder in Residence assigned to the Faculty of Health and Human Services. The Elder is a registered nurse and has supported NIC's health programs for decades.

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

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

Strategies	Targets by Program Area	Outcomes
Regular intakes have 2 seats reserved for self-identified Indigenous students.	Bachelor of Science in Nursing Degree: two seats in 2023/24.	16 students
Regular intakes have 2 seats reserved for self-identified Indigenous students.	Practical Nursing Diploma: two seats in 2023/24.	<10 students
Regular intakes have 2 seats reserved for self-identified Indigenous students.	Health Care Assistant Certificate: eight seats in 2023/24.	15 students
One-time in-community cohort intakes offered in specific First Nations Communities.	Health Care Assistant Certificate: zero seats in 2023/24.	No intakes offered in 2023/24 but intakes were offered in each of the five prior years except 2020/21 (i.e., COVID year one).

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

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

Program	Progress	Actions
Bachelor of Science in Nursing Degree	N/A	<ul style="list-style-type: none"> <li data-bbox="748 480 1455 573">Please see “Truth and Reconciliation Commission Calls to Action, 24: Medical and Nursing Schools” in “Appendix III – Report on Lasting and Meaningful Reconciliation.”
Practical Nursing Diploma	N/A	<ul style="list-style-type: none"> <li data-bbox="748 613 1455 705">Please see “Truth and Reconciliation Commission Calls to Action, 24: Medical and Nursing Schools” in “Appendix III – Report on Lasting and Meaningful Reconciliation.”
Health Care Assistant Certificate	N/A	<ul style="list-style-type: none"> <li data-bbox="748 747 1455 840">Please see “Truth and Reconciliation Commission Calls to Action, 23: Health-Care Professionals” in “Appendix III – Report on Lasting and Meaningful Reconciliation.”

NORTH ISLAND COLLEGE



Institutional Accountability Plan & Report

2023 - 2024 REPORTING CYCLE

About the cover

Pauline Papp is a student in the Access to Practical Nursing (APN) program at North Island College, graduating with her colleagues in June—the first cohort for the APN. She lives in Nanaimo but is originally from Port Alberni and first attended NIC through the health care assistant (HCA) program. She started working as a care aide in 2018 and registered for nursing when the province invested in more programs for HCAs to become licensed practical nurses (LPN).

COVER PHOTO BY PAIGE HEMSTREET

