

NORTH ISLAND COLLEGE



INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2015 - 2016 REPORTING CYCLE



www.nic.bc.ca

July 12, 2016

Honourable Andrew Wilkinson
Minister of Advanced Education
Government of British Columbia

Dear Minister Wilkinson,

We are pleased to submit the North Island College (NIC) *Institutional Accountability Plan and Report for the 2015-2016 Reporting Cycle*.

This document has been prepared in accordance with the *Accountability Framework Standards Manual and Guidelines, 2015/16 Reporting Cycle, for B.C.'s Public Post-Secondary Education System*. It describes our institution's achievements in 2015/16 measured against the Ministry's required performance indicators.

NIC launched our new 2016-2020 Strategic Plan in the fall of 2015. *NIC Plan 2020* addresses the college's regional challenges and opportunities and distinguishes our college's role from other post-secondary institutions across B.C. NIC faculty, staff, administration, and community members have worked together to learn about our communities' needs, to understand our challenges, and to strategize the best ways to deliver programs and services in the next five years. The nine strategic priorities and 44 goals in *NIC Plan 2020* demonstrate close alignment with government's mandates and priorities - both NIC's and the government's priorities together reinforce a focus on the needs of our students and communities.

Government conveys its key issues and policy directives to post-secondary education institutions through an annual mandate letter. NIC's *2015/16 Mandate Letter* required the college to support strategic priorities of government by agreeing to: operate under the Taxpayer Accountability Principles; assist in implementing *B.C.'s Skills for Jobs Blueprint*; assist in advancing key strategies within the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, and the *International Education Strategy*; maintain balanced or surplus financial results unless government approval is provided; and support the Administrative Service Delivery Transformation initiative.

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

Sincerely,



Bruce Bell
Chair, Board of Governors



President

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STRATEGIC CONTEXT AND DIRECTION

STRATEGIC CONTEXT

Institutional Overview

Celebrating its 40th anniversary in 2015, North Island College (NIC) is a comprehensive community college with a service area that spans approximately 80,000 km² on central and northern Vancouver Island and parts of the B.C. mainland coast from Desolation Sound to Klemtu (see Figure 1). With just under 155,000 residents in its region, NIC serves the largest population of all B.C. rural colleges. The college is honoured to acknowledge operations within the traditional territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions.

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

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

Institutional Structure

Board of Governors

NIC's Board of Governors is empowered by B.C.'s *College and Institute Act* to manage, administer, and direct the affairs of the institution in the areas of property, revenue, expenditure, business, and other matters within the context of process and duties accorded it. The Board of Governors is comprised of nine government appointed members, one elected faculty member, one elected staff member and two elected student members. The Chair of the Education Council and the President are ex-officio Board Members.

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



Figure 1, North Island College Region

Senior Leadership Team

NIC's President and CEO heads the college's Senior Leadership Team, which has two primary responsibilities: 1) lead the educational and administrative functions of the college through the establishment of institutional priorities and directions; and 2) ensure institutional accountability and adherence to legislative and Ministry of Advanced Education policies and directives.

Employees

There are three employee groups at NIC: instructors represented by the North Island College Faculty Association (NICFA); support staff represented by the Canadian Union of Public Employees (CUPE), Local 3479; and administrative staff who are "exempt" from CUPE and NICFA membership.

The number of college employees increased from 402 in 2013 to 448 in 2016, while the distribution among employee groups remained nearly unchanged - just over half (irrespective of part-time or full-time status) are part of the faculty association; just over a third are CUPE; and just over a tenth are administrators in exempt positions. Across all groups, around three-fifths are full-time and two-fifths are part-time.

Two-thirds of all employees are based at the Comox Valley campus, one-fifth are based at the Campbell River campus, a tenth are based at the Port Alberni campus, around 3% are based at the Mount Waddington campus, and less than 1% of employees are based at the learning centre in Ucluelet.

Scholarships

Established in 1991, the North Island College Foundation is a non-profit organization with a primary objective to raise funds to support scholarships and bursaries and a secondary objective of fundraise for needed equipment and educational resources. Governed by a volunteer Board of Directors made up of community leaders from the college region, the Foundation actively seeks donations for the college.

In 2015/16 the NIC Foundation distributed student awards totaling \$250,000. In 2016/17 the Foundation will provide \$270,000 in scholarships and bursaries to students.

Programs and Partnerships

To meet the education and training needs of its region, NIC offers a broad range of programs tailored to the needs of current and future students. Current programs include: adult upgrading (including adult basic education, English language training and access for students with disabilities), university transfer, business, tourism, health care, fine arts, Aboriginal education and Industry Training Authority (ITA) approved foundation trades, technical, and apprenticeship training. The college also offers a significant range of sector-specific industry training. NIC also hosts and supports ElderCollege, which provides lectures and courses on a wide range of topics at low-cost for individuals 50 years of age and older (55+ at the Comox Valley Campus).

As shown in Figure 2, University Studies and Business and Tourism programs together constitute approximately one-quarter of NIC’s programming; Trades and Apprenticeships combined make up nearly one-third; Adult Upgrading makes up approximately one-fifth; career programs and industry training makes up 13%; and, Nursing and Health Related programs make up around one-tenth.

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

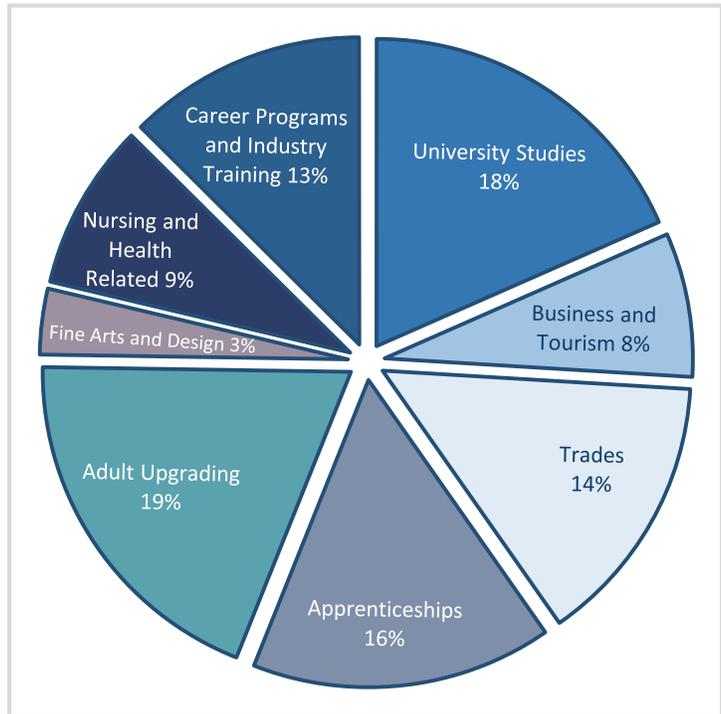
More information about NIC’s program offerings can be found online by visiting <http://www.nic.bc.ca/programs/default.aspx>. A complete list of NIC’s current partnership agreements can be found online at http://www.nic.bc.ca/about_us/Partnership_Agreements.

Student Population

8,476 students took courses at NIC in 2015/16, with 4,297 students enrolled in credit courses and 4,179 students enrolled in only short-duration courses such as community education, first aid, marine or industry training. Figure 3 disaggregates enrolment by type of course (short duration or credit) and mode of delivery (campus-based, in-community and distributed learning).

The demographic characteristics of students at NIC has, over the last few years, been relatively stable in terms of median age and male-to-female ratio. The median age of students in credit courses in 2015/16 was 25 years - 60% were female (40% male). Students enrolled in short-duration courses, which tend to be interest-based or offer retraining for workers already in the labour market, had a median age of 39, with nearly equal numbers of females and males.

Figure 2, 2015/16 Full-Time Equivalent Enrolments in NIC’s Major Program Areas



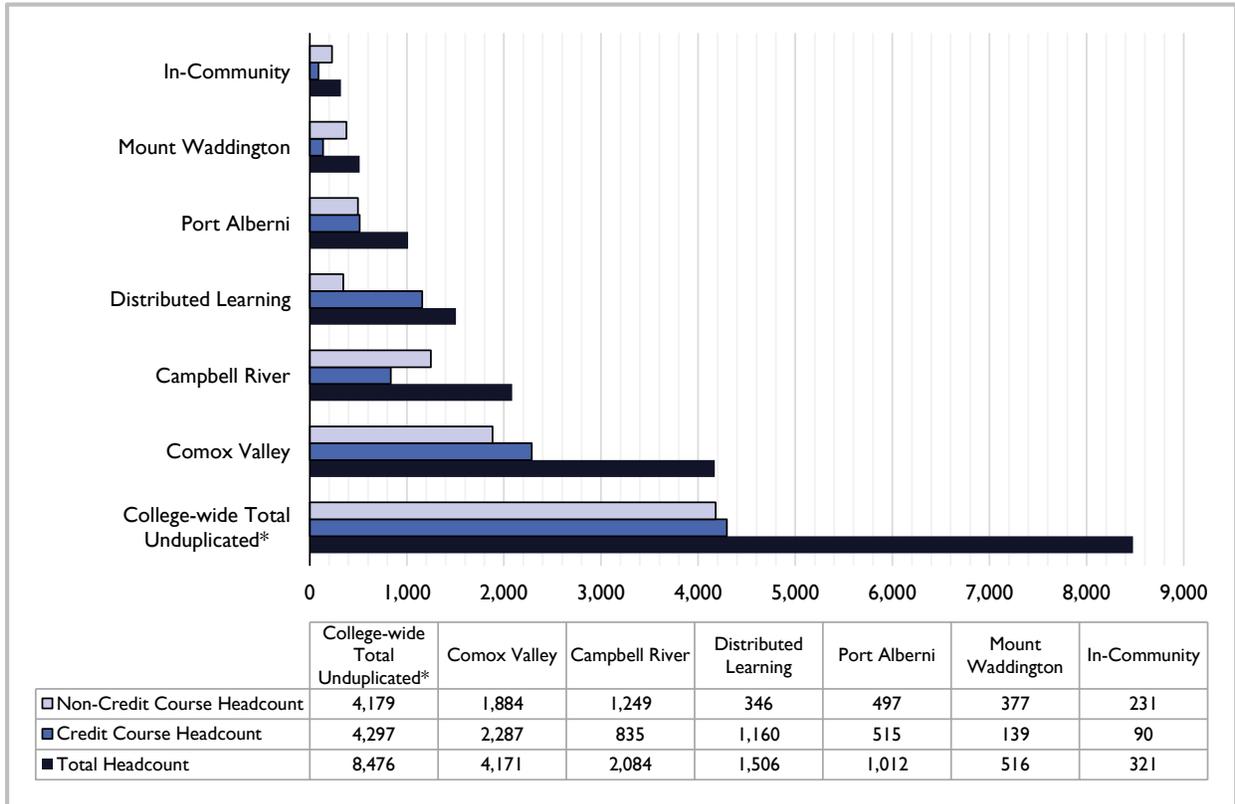


Figure 3, 2015/16 Unduplicated Headcount by Location and Course Type, NIC

Nine-tenths of NIC students are local residents of the college’s catchment area: the North Island and Central Coast.¹ Half of the remaining students (around 5%) come from other parts of Vancouver Island. A growing international student population is adding cultural diversity at NIC.

As shown in Figure 3, of the 8,476 students who took courses at NIC, just under half took courses at the Comox Valley campus, around a quarter took courses at the Campbell River campus, just under a fifth engaged in distributed learning, just over a tenth took courses at the Port Alberni campus, just over 5% took courses at the Mount Waddington campus, and just under 4% took courses in-community.

Aboriginal Students

1,045 students of self-declared Aboriginal ancestry took courses at NIC in 2015/16, comprising around 12% of the student population. The proportion of Aboriginal students at NIC is around the same proportion of Aboriginal people living in the college’s service area. As the map of First Nations and traditional territories below makes clear (see Figure 4), First Nations are widely distributed throughout the NIC region. Many First Nations communities are not within commutable proximity to one of NIC’s four campuses. To increase access and relevance for Aboriginal learners, the college is committed to a regional delivery model of education whereby programming and instruction are delivered in partnership with First Nations, in Aboriginal communities, based on specific community economic and social needs.

¹ See NIC’s Environmental Scan at https://www.nic.bc.ca/PDF_docs/about_us/college_plan/Environmental_Scan_2016-2020.pdf



Figure 4, First Nations Communities, North Island College Region

International Students

In 2015/16, Figure 5 shows that NIC hosted 326 international students from 32 countries, including India (134 FTEs), China (55 FTEs), Japan (23 FTEs), Nigeria (9 FTEs), and South Korea (8 FTEs). As a proportion of all FTEs at NIC, international students grew from 3% in 2011/12 to 11% in 2015/16.

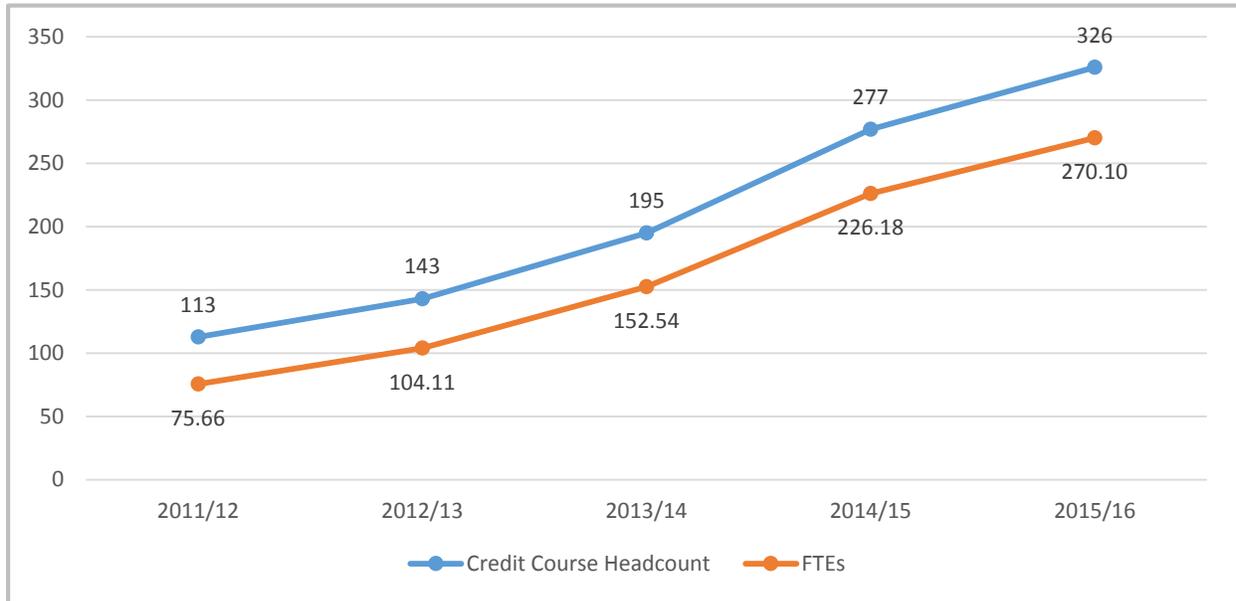


Figure 5, NIC International Student Headcount in Credit Courses and FTEs, 2011/12 – 2015/16

International student enrolment has been concentrated in three main program areas for the past five years: *business and tourism*, *university studies*, and *English as a second language*. In 2015/16, over half of international students took courses in *business and tourism*. More than half also took courses in *university studies*, a quarter took courses in *English as a second language*, and 6% took courses in *fine arts and design*.

Continuing Education Students

4,868 students at NIC took at least one course offered through NIC’s School of Continuing Education and Training in 2015/16. This means that nearly 3 out of 5 NIC students are accessing continuing education and training courses, many of whom are enrolled in other programs. The vast majority of students enrolled in non-credit general interest, Elder College, short-term vocational and first aid courses. Just under 180 students were enrolled in credentialed programming offered through NIC’s School of Continuing Education and Training in 2015/16, including Animal Care Aide, Hospital Unit Clerk, Log Scaling, and Metal Jewellery Design, Building Service Worker, Coastal Forest Resource, and Underground Mining Essentials.

Understanding the North Island

North Island College serves a region that is slowly recovering economically from years of decline in the natural resource sectors that historically dominated local economies. Many communities within the North Island College Region (NICR) continue to face challenging socio-economic conditions, but growth in industrial sectors like aquaculture and energy and service sectors like tourism and health are leading a slow but steady resurgence in population and opportunities. The relative decline of the timber industry and related wood processing jobs² is still felt across the north island and nearby coastal regions. Closures of sawmills and pulp and paper mills reduced tax revenue and jobs; while many people stayed, and things are improving: income remains suppressed compared to the provincial average, educational attainment remains relatively low, and social issues and health remain relatively high.

Historic Population Trends

Government data³ indicate a tiny overall decrease in the population of the NICR between 2011 and 2015—from 154,919 to 154,747—while the province as a whole grew slightly. Stability in population exists in some regional districts and communities, but others are experiencing decline. In particular, some pulp-and-paper and/or extractive dependent communities like Port Alice and Port Hardy have experienced declines in their overall population. This pattern is not uniform across natural-resource dependent communities and regions, however, with Campbell River growing modestly. Tofino, a key tourist destination, grew around 2% between 2011 and 2015.

Population change for regional districts (RD) within the NICR between 2011 and 2015 were as follows: Comox Valley RD grew slightly to nearly 65,000 people; Strathcona RD grew by about 1,500 people to around 45,500; Alberni-Clayoquot Regional District (RD) declined by about 1,500 people to around 30,000 people; Mount Waddington RD declined slightly to just under 11,400 people; and, Central Coast RD shrunk very slightly to around 3,200 people.

Aboriginal Population

According to the 2011 National Household Survey, there are just over 17,000 people who identify as Aboriginal living in the NIC Region (NICR), which includes over 14,000 First Nations and around 3,000 Métis.⁴ Significantly higher than the provincial average of around 5%, Aboriginal people account for about 12% of the NICR population. Compared with other B.C. rural college regions, the NICR is lower than Northwest (30%), about the same as Northern Lights (14%) and New Caledonia (13%), and higher than the College of the Rockies (6%) and Selkirk (4%).⁵

The Aboriginal population in the NICR is younger than the overall average as of 2011, with 18-24 year-olds making up around 11% of the Aboriginal population and 9% of the overall population. In relation to

² Preston, D. & Baikie, S. (2010). *Forestry in Transition*. Campbell River: NIEFS. Retrieved from www.niefs.net/Transitioning_Forestry_Sector_%20Jan2011.pdf on June 9, 2015.

³ BC Stats (2014). *B.C. Development Region, Regional District and Municipal Population Estimates 2011-2015*. Retrieved from <http://bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationEstimates.aspx> on April 11, 2016.

⁴ Data for 2011 are based on the National Household Survey. Retrieved from <http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm> on June 5, 2015.

⁵ BC Stats (2012). *College Region 11 – North Island: Statistical Profile*. Retrieved from <http://www.bcstats.gov.bc.ca/StatisticsBySubject/SocialStatistics/SocioEconomicProfilesIndices/Profiles.aspx> on June 6, 2015.

the regional districts (RD) within the NICR, the largest number of Aboriginal people live in the Alberni-Clayoquot RD (5,125) and then Strathcona RD (4,655).

Socio-Economic Conditions in the North Island College Region

Overall Regional Socio-Economic Index

The Overall Regional Socio-Economic Index (ORSEI),⁶ a tool created by BC Stats using data from the 2006 Census and the 2011 National Household Survey, presents specific indexes around economics, children, youth, crime, health, and education, and then combines these into a meta-index. The ORSEI—which is available for regional districts (RDs), local health areas, and school districts—indicates variation within the NICR that largely mirrors natural resource dependence and decline over the last few decades.

Comox-Strathcona (still combined into one region in the indexes)⁷ experiences more desirable socio-economic conditions and is near the top of regional districts in the province (6 of 26). Mount Waddington (22 of 26) and Alberni-Clayoquot (24 of 26) face far more challenges and are near the bottom. The latter two RDs are near the bottom of all the topical indices that make up the ORSEI. Central Coast was not included because of small population numbers.

Income

Income data from the 2011 National Household Survey, the most recent available, shows the average family income in the NICR is \$72,299, well below the provincial average of \$91,967. Within the NICR there exists significant unevenness in average family income. According to 2011 data,⁸ Mount Waddington, Comox Valley, and Strathcona have the highest average family income while Central Coast, at around \$60,000, has the lowest. Individual income within the NICR's regional districts follows a similar pattern.⁹

Unemployment, Income Assistance, and Employment Insurance

Current unemployment rates are uneven across the province. Recent Statistics Canada data finds unemployment in the “Southern Coastal” region¹⁰ unemployment declined from 8.6% at the beginning of 2014 to 6.9% in spring of 2015 but then went back up to 8.9% in the winter of 2016.¹¹ Unemployment, income assistance and employment insurance are all important indicators for understanding decision-making of potential and current students, as well as career trajectories. As of 2012, the most recent year such data are available, the percentage of individuals in the NICR receiving income assistance (and who are employable) was 1.3% of the population (the B.C. average was 0.9%). The percentage of the population in the NIC region receiving employment insurance (EI) was 2.2%, above the provincial average of 1.5% but in the middle of college regions.

⁶ BC Stats (2015). *RD Indices Reports*. Retrieved from <http://www.bcstats.gov.bc.ca/StatisticsBySubject/SocialStatistics/SocioEconomicProfilesIndices/SocioEconomicIndices/RDReports.aspx> on May 21, 2015.

⁷ BC Stats retains the Comox-Strathcona aggregation for historical comparability. The Comox-Strathcona Regional District was split in 2008 into the Comox Valley Regional District and the Strathcona Regional District.

⁸ Data for 2011 are based on the National Household Survey. Retrieved from <http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm> on June 5, 2015.

⁹ Data for 2011 are from the National Household Survey. Retrieved from <http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm> on June 5, 2015.

¹⁰ The “Southern Coastal” region includes Alberni-Clayoquot Regional District, Capital Regional District, Comox-Strathcona Regional District, Cowichan Valley Regional District, Fraser Valley Regional District, Nanimo Regional District, Powell River Regional District, Squamish-Lillooet Regional District and Sunshine Coast Regional District.

¹¹ Human Resources and Skills Development Canada. *Unemployment Rates for the EI Economic Regions*. Retrieved from <http://srv129.services.gc.ca/rbin/eng/rates.aspx?id=2016#data> on April 25, 2016.

Occupational Composition in the NICR

Jobs in the North Island College region (NICR)¹² are dominated by occupations in sales and service (around a quarter) and trades, transport and equipment operators (around a fifth). This pattern is slowly shifting, however, as these two areas shrunk about 13% each between 2006 and 2011 while health related occupations grew by 27%.

The most recent occupational data for the five regional districts (RDs) within the NICR is 2011. Total employment is dominated by the Comox Valley RD (CVRD), with just under thirty thousand people in the labour force as of 2011. The Strathcona RD (SRD) includes almost twenty thousand people in the labour force. Alberni-Clayoquot RD (ACRD) has a labour force of just under thirteen thousand, Mount Waddington RD (MWRD) is just over five thousand, and the Central Coast RD (CCRD) is just over one thousand.

Composition of the labour force is relatively similar across the regional districts. Sales and service occupations are largest in all RDs except Mount Waddington. Trades, transport and equipment operator occupations are under a fifth for all RDs. Management occupations and business, finance and administrative occupations are both just over a tenth in all RDs. Occupations in education, law and social, community and government services account for around a tenth of all jobs in ACRD, CVRD and SRD, but play a more major role in MWRD and CCRD.

Educational Attainment

Both high school graduation rates and post-secondary completion rates in NIC's catchment area have historically been much lower than provincial rates. Recent data, however, suggest that a higher percentage of 18-year-olds are graduating from high school in the NICR. Data from 2007/08 shows that 37% of 18-year-olds did not graduate high school in the NICR versus 26% for the province. Newer data indicate that between 2009/10 and 2011/12 the non-graduation rate in the region fell to 26%, on par with the provincial rate. Nonetheless, considerable variation continues to exist across the region's communities, with substantially higher non-graduation rates in rural and remote areas.

Post-secondary completion rates remain low in the NICR with 41% of 25-64-year-olds having no post-secondary credentials compared with 35% provincially in 2011. The following subsections provide further, currently available comparative data for high school attainment and post-secondary non-completion.¹³

High School Attainment: B.C. College Regions and NICR School Districts

The high school non-completion rate of 18-year-olds in the NICR is nearly identical to the provincial average of 26%. Compared with other rural college regions, NICR's high school non-completion rate of just under 26% is lower than the Northwest (35%) and Northern Lights (41%), but higher than the Rockies (21%) and Selkirk (16%). Within the NICR, secondary school non-completion tends to be greater (i.e., worse) in small, remote, and/or economically struggling communities. For example, among school districts, average non-completion rates for the 2009/10 to 2011/12 period were 20% for Comox Valley and 21% for Campbell River. These rates contrast with higher school non-completion in the other school

¹² Data for 2011 are based on the National Household Survey. Retrieved from <http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm> on May 14, 2014.

¹³ Data for 2011 is based on the National Household Survey. Retrieved from <http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm> on June 5, 2015.

districts in NIC region, including Alberni (38%), the Central Coast (49%), and Vancouver Island North (35%).¹⁴

Post-Secondary Non-Completion: NICR Regional Districts

Social science research has firmly established that children of parents with post-secondary schooling are much more likely to both attend and graduate from post-secondary themselves,¹⁵ a fact important to recruitment, enrolment and long-term planning at NIC. Examining regional districts (RD) within the NIC region, levels of post-secondary educational attainment are uneven. The 2011 National Household Survey found that the percentage of the 25-64-year-olds who have no post-secondary credential is over half in the Central Coast RD, around half in the Mt. Waddington RD and the Alberni-Clayoquot RD, over 40% in the Strathcona RD, and just over a third in the Comox Valley RD.¹⁶

Composite Index of Education

BC Stats creates a “composite index of education” (CIE)¹⁷ for regional districts, local health areas, and school districts. The current index combines data from the 2006 Census with the 2011 National Household Survey. The CIE¹⁸ uses: the percentage of the entire population who haven’t completed high school; post-secondary non-completion rates of 25-64-year-olds; high school non-completion rates of 18-year-olds; Grade 12 provincial exam non-completion (math, chemistry, and English); the percentage of Grade 4 students below standard in reading, writing, and math. The regional districts (RDs) in the NICR range from slightly above the middle (Comox-Strathcona) to near the bottom (Alberni-Clayoquot, at 21 out of 26, and Mount Waddington, at 23 out of 26). Central Coast was not included because of small numbers.

¹⁴ BC Stats (2012). *School Districts 49, 70, 71, 72, 85*. Retrieved from <http://www.bcstats.gov.bc.ca/StatisticsBySubject/SocialStatistics/SocioEconomicProfilesIndices/Profiles.aspx> on June 9, 2015. Note that no data are available for Vancouver Island West.

¹⁵ Statistics Canada (2011). *Intergenerational education mobility*. Retrieved from <http://www.statcan.gc.ca/pub/11-008-x/2011002/article/11536-eng.htm> on June 9, 2015.

¹⁶ Data for 2011 is based on the National Household Survey. Retrieved from <http://www12.statcan.gc.ca/nhs-enm/index-eng.cfm> on June 5, 2015.

¹⁷ BC Stats (2015). *RD Indices Reports*. Retrieved from <http://www.bcstats.gov.bc.ca/StatisticsBySubject/SocialStatistics/SocioEconomicProfilesIndices/SocioEconomicIndices/RDReports.aspx> on May 21, 2015.

¹⁸ The index is weighted. The measures are listed in order of their weighting.

Projections: Identifying Risks and Opportunities

Long-Term Demographic Recovery

Projected Population Change

Between 2017 and 2022 the population of the North Island College region (NICR)¹⁹ is expected to increase by about 7,000 people (4.4%). Data in Table 1 suggests that population growth is anticipated for all regional districts in the NICR. The Comox Valley and Strathcona regional districts (RDs) are expected to grow by approximately 4,000 and 1,600 people (6.0% and 3.5%), respectively. Alberni-Clayoquot RD is expected to grow by just over 650 people and has the lowest projected rate of growth (2.1%). Mount Waddington RD is expected to grow by just over 450 people (3.9%) and Central Coast RD is expected to grow by approximately 160 people (4.8%).

Table 1, NICR Population Projections, 2017-2022

	2017	2022	# Change	% Change
Alberni-Clayoquot	31,245	31,913	668	2.1%
Strathcona	45,853	47,467	1,614	3.5%
Comox Valley	66,934	70,955	4,021	6.0%
Mount Waddington	11,765	12,225	460	3.9%
Central Coast	3,386	3,548	162	4.8%
NICR Total	159,183	166,108	6,925	4.4%
BC Total	4,807,320	5,114,799	307,479	6.4%

NICR Population Projections by Age Group

Like the rest of the province, the NICR's population structure is aging, with those 65+ increasing as a proportion of the total population. The proportion of 18-24-year-olds, the traditional demographic for post-secondary education, is expected to shrink proportionally in the NICR from 8% in 2017 to 7% in 2022. In actual numbers, 18-24-year-olds will shrink by 2022 from around 12,700 to around 11,700, a drop of about 8%.²⁰

For 18-24 year-olds, the Comox Valley is expected to shrink by almost 10% (500 individuals) to around 4,800; Strathcona is expected to shrink 6% (200 individuals) to around 3,300; Alberni-Clayoquot is expected to shrink 11% (300 individuals) to around 2,300; Mount Waddington RD is expected to decline by 3% to approximately 1,000; and, the Central Coast will decline around 3% to 250.

School District Enrolment

The overall number of K-12 students in the NIC region is expected to begin a slow recovery after declining over the last decade.²¹ As Figure 6 suggests, however, a compositional shift will occur toward younger students as K-7 enrolment begins to increase while enrolment in grades 8 through 12 is predicted to decline until around 2017/18. By 2023/24, enrolment in grades 8-12 is predicted to have rebounded somewhat.

¹⁹ BC Stats table from P.E.O.P.L.E. 2015. Retrieved from <http://bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationProjections.aspx> on April 20, 2016

²⁰ Custom table created by BC Stats using P.E.O.P.L.E. 2015.

²¹ B.C. Ministry of Education (March, 2015). *Projection Report for Public School Headcount Enrolments: 2014/15*. Retrieved Dec. 21, 2015, from <http://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/archive/1558a-2014.pdf>.

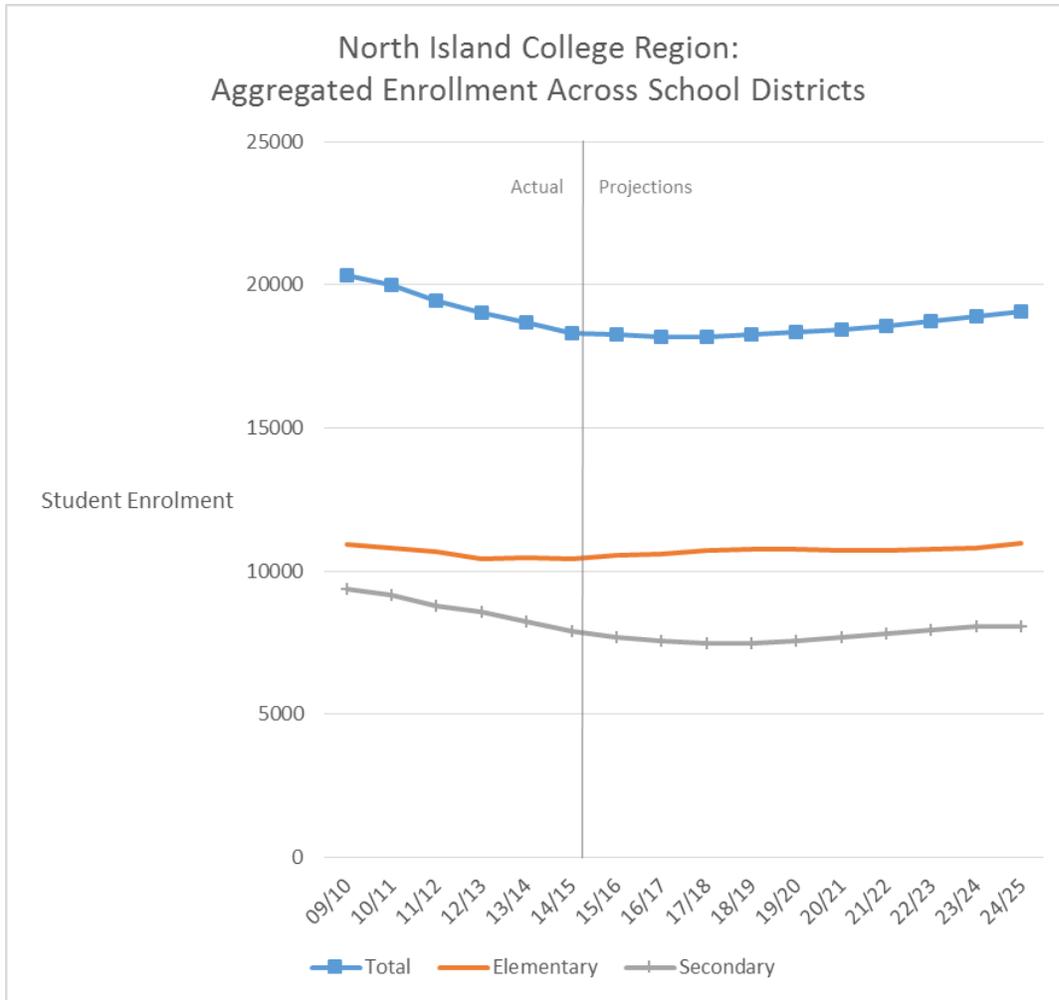


Figure 6, Aggregated Enrollment, School Districts in the North Island College Region

Enrolment by School District

NIC generally draws students from six school districts (SDs): Central Coast (SD 49), Alberni (SD 70), Comox Valley (SD 71), Campbell River (SD 72), Vancouver Island West (SD 84), and Vancouver Island North (SD 85).²² Districts vary significantly in size; nearly half of all students in the NIC catchment area are enrolled in the Comox Valley. About a quarter are enrolled in Campbell River, about a fifth are enrolled in Alberni, and much smaller numbers come from Vancouver Island West, Vancouver Island North, and Central Coast.

Figure 7 shows enrolment for the individual districts. Rates of growth and decline are uneven across the six school districts. Among the bigger districts it is expected that only Comox Valley will experience

²² B.C. Ministry of Education (March 2014). *Projection Report for Public School Aged Headcount Enrolments (excludes adults): 2013/14*. Retrieved from <http://www2.gov.bc.ca/gov/DownloadAsset?assetid=4DAFBEO817D74A9E8850007FCEBD0E44&filename=1558b-2013.pdf> on June 9, 2015.

significant growth. Campbell River is predicted to decline slightly but nearly recover by 2024/25 and Alberni is expected to decline slowly and then hold steady slightly below 2009/10 enrolment levels. Among the smaller districts, Central Coast and Vancouver Island West are predicted to grow while Vancouver Island North is expected to decline significantly compared to 2009/10 enrolment.

Economic Resurgence

The value of building related activity in the NICR grew slightly between 2014 and 2015—from around 210,000 permits to around 215,000 permits. However, when 2015 is compared to the boom years between 2005 and 2008, building related activity remains suppressed. As of

December 31, 2015, the NICR remains over 40% down from its 2006 peak while the broader Vancouver Island / Coast Development Region (VICR)²³ continues its recovery and is now just 14% below 2006 levels.²⁴ The province as a whole has moved from recovery to growth and is now almost 14% above 2006 levels. Nationally, building related activity continues a steady ascent, despite a downturn during the last recession, and is nearly 30% above 2006 levels.

The regional disaggregation of value-of-building-projects within the NICR uncovers the unevenness of recovery. Alberni-Clayoquot Regional District (RD) remains about down by nearly 70% compared to 2006. Mount Waddington RD experienced a sharp decline in 2015 and is down over 30% from 2006. A 2013 spike in building activity within the recently created Strathcona Regional District (SRD) has levelled off.

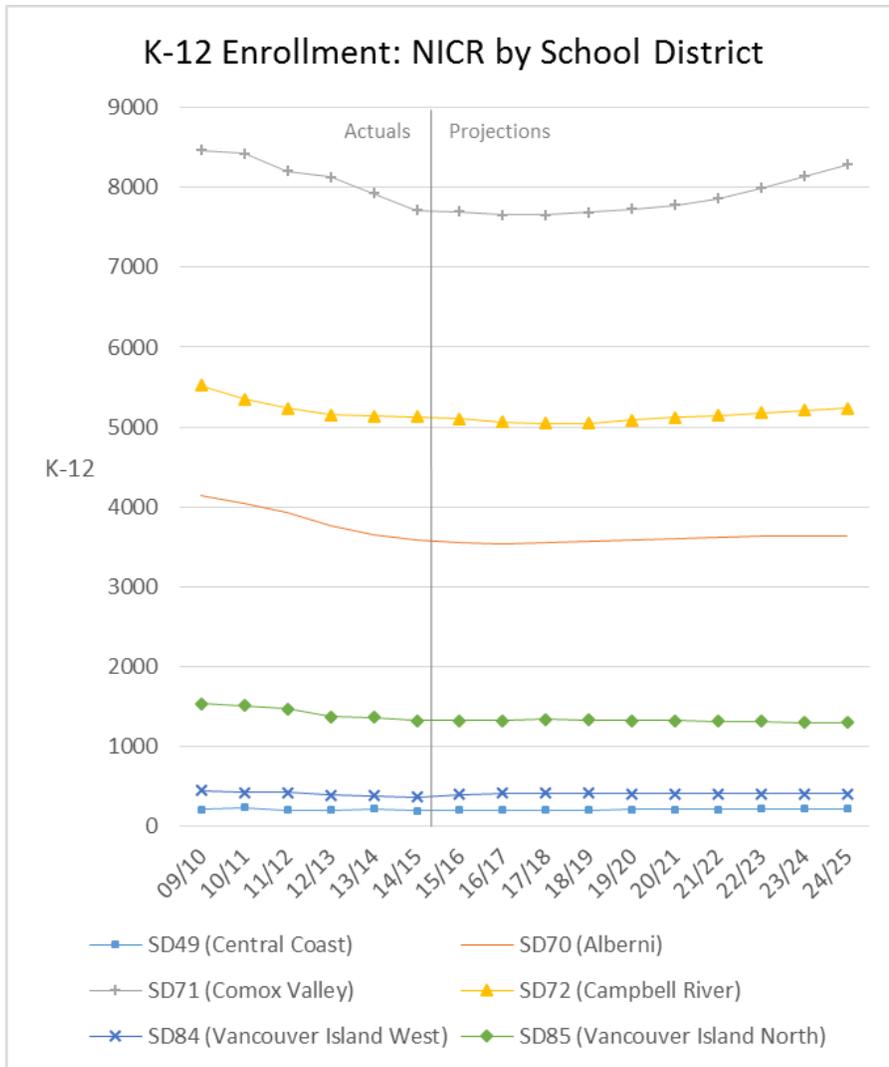


Figure 7, K-12 Enrollment by School District, North Island College Region

²³ The VICR aggregates the NIC college region with the South-Central Coast and South Island, including Victoria and Nanaimo to form the second largest development region in B.C. by population.

²⁴ BC Stats (2015). Building Permits, Housing Starts and Sales. Retrieved from <http://bcstats.gov.bc.ca/StatisticsBySubject/Economy/BuildingPermitsHousingStartsandSales.aspx> on March 6, 2016.

Also recently created, when the Comox-Strathcona Regional District was split,²⁵ the Comox Valley RD is up dramatically, with total building permits 50% more than 2009. A series of planned but not confirmed major projects in health, energy, and aquaculture could drive growth in the central and eastern areas of the NICR.

The Government of B.C.'s *Major Project Inventory*²⁶ indicates a broad range of public and private sector initiatives have been proposed, including: seismic upgrades on a high school in Courtenay; a wind farm near Port Hardy; a gold mine near Tofino; a sports facility in Tofino; and hydroelectric projects in Ucluelet and Port Alice. As well, liquid natural gas (LNG) facilities have been proposed: two in the Alberni Valley region and one near Campbell River. The value of these three LNG projects is over \$33 billion. Other proposed projects amount to \$6.2 billion. The value of projects where construction has started is approximately \$2 billion. Projects that are underway include: hospitals in Campbell River and the Comox Valley; the replacement of the John Hart Generating Station and variety of other energy infrastructure construction; and a resort near Ucluelet.

A number of LNG projects on Vancouver Island are on hold; the decisions made around these projects will have tremendous impact on economic activity in the region. This pause on LNG projects is not unique to the NICR, of course. Across the Province, a number of LNG and other major projects are on hold, and investment projections for B.C. have been downgraded from \$59.2B to \$51.4B in the *British Columbia 2024 Labour Market Outlook*.²⁷

Occupational Opportunities

By 2024, the Government of B.C. expects 935,000 job openings. Over two-thirds of these job openings will come from retirements and deaths, with the remaining third from new jobs. While investment and demand are expected to decline somewhat, the Province still projects that supply and demand of labour will be nearly matched, with supply exceeding demand by just thousands by 2024.

A long-term labour market outlook (through 2024) is not available for the NICR but is available for the larger Vancouver Island / Coast development region (VICR), of which the NICR is a part. The VICR aggregates the NICR with the South-Central Coast and South Island, including Victoria and Nanaimo, to form the second largest development region in B.C. by population. The number of projected job openings in the VICR, just under 158,900, is also second highest in the province, behind only the Mainland / Southwest development region (which includes Vancouver). Similar to the province as a whole, one-third of the VICR job openings will be new jobs (“expansion demand”) while two-thirds will be from retirements or deaths. The 158,900 job openings will account for just under a fifth of all job openings across the province.

Growth in employment demand is expected to average 1.3% per year, a bit higher than the provincial average. Within the VICR, the ten jobs expanding the fastest²⁸ through 2024 (i.e., those jobs having the highest annual average employment demand growth) include: boat assemblers, insurance adjusters and

²⁵ The Comox-Strathcona Regional District was split on February 15, 2008.

²⁶ Government of B.C. (December 2015). BC Major Projects Inventory. Retrieved from <http://www2.gov.bc.ca/gov/content/employment-business/economic-development/industry/bc-major-projects-inventory> on April 14, 2016

²⁷ Retrieved from https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024_C.pdf.aspx on May 19, 2016.

²⁸ Does not include health occupations.

claims examiners, insurance agents and brokers, underground production and development miners, architectural technologists and technicians, architects, non-destructive testers and inspections technicians, land surveyors, other professional engineers, and executive housekeepers.

The largest industries by employment include: health care and social assistance, retail and wholesale trade, and accommodation and food services. The five industries projected to grow the fastest²⁹ include: transportation equipment manufacturing, mining and quarrying, insurance carriers and related activities, community colleges, and architectural, engineering, and related services.

Figure 8 shows that job openings in the VICR³⁰, organized by broad, two-digit National Occupational Classification system (NOC),³¹ are projected to be dominated by six occupational areas: 1) sales and

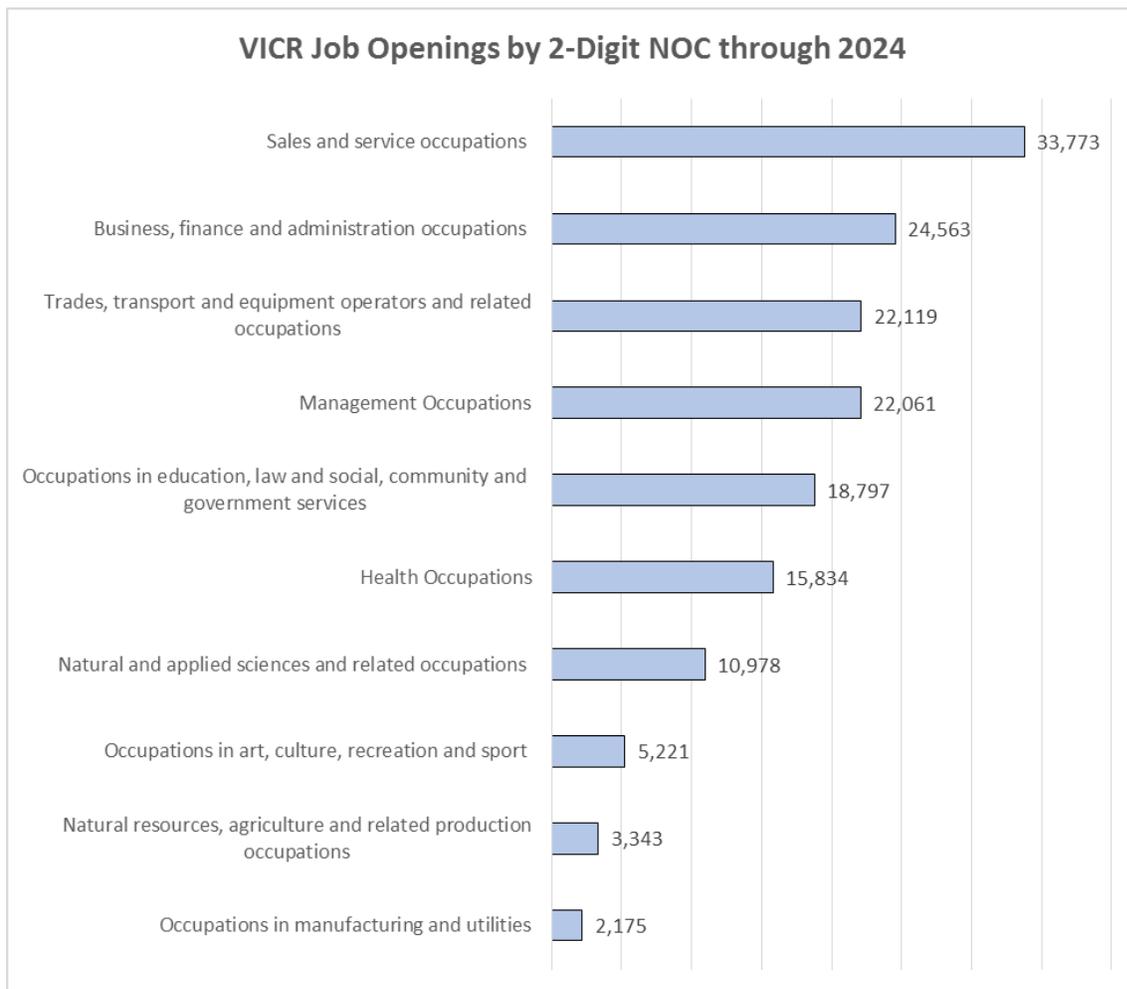


Figure 8, Projected Job Openings in the VICR through 2024

²⁹ Does not include health industries.

³⁰ WorkBC (2015). *British Columbia 2024 Labour Market Outlook*. Retrieved from https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024_C.pdf.aspx on April 12, 2016.

³¹ For more information on the NOC, see: <http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/Welcome.aspx>. From the NOC website: “The National Occupational Classification (NOC) is the nationally accepted reference on occupations in Canada. It organizes over 40,000 job titles into 500 occupational group descriptions.”

services; 2) business, finance and administration; 3) management; 4) trades, transport and equipment operators and related occupations; 5) education, law and social, community and government services; and 6) health.

Looking at job openings by the type of education and/or training necessary, Figure 9 suggests that over 50,000, or a third of all openings, will demand college education or apprenticeship training. Another third will demand university education. About a quarter will require high school and/or occupation-specific training. Around 10% will need only on-the-job training.

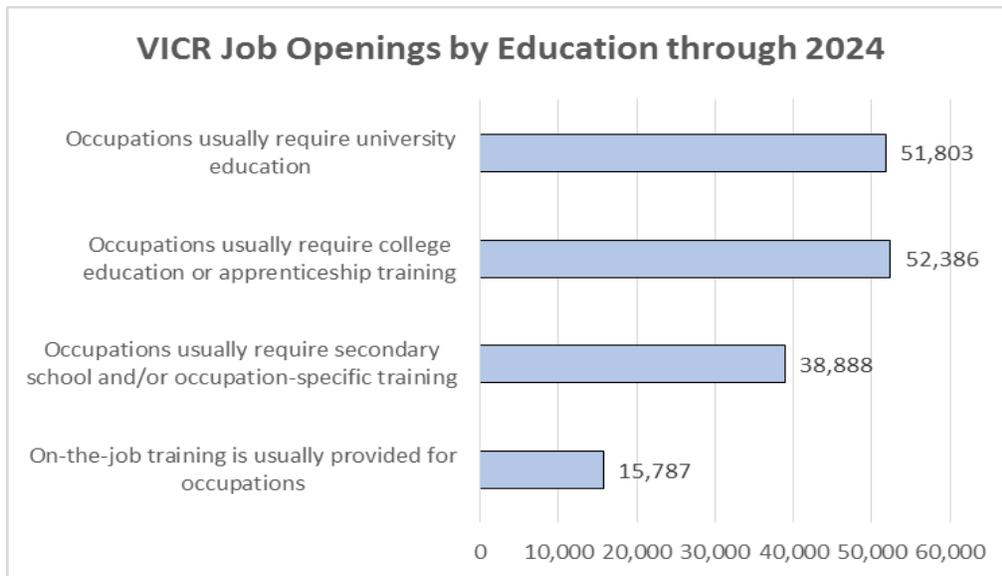


Figure 9, Projected VICR Job Openings by Level / Type of Education through 2024

Table 2 breaks out jobs at the most detailed four-digit NOC levels, grouping occupations by type and level of education and then ranking them within those groupings by number of job openings through 2024. The table then provides wage data for each occupation, based on 2013 data from the Employment and Social Development Canada (ESDC) Job Bank.

What emerges from the projections is a VICR region with a relatively diverse, balanced occupational mixture. While wage continues to correlate with education level, there are still many good paying jobs with high numbers of openings that demand college-level credentials, and even some good paying jobs demanding secondary school and/or on-the-job training. Reflecting the findings on job openings at the two-digit NOC level, job openings in the VICR will be dominated by occupations linked to retail sales and wholesale trade, including managers and salespeople. Among occupations demanding college-level education or apprenticeship training—skill level B—job openings will be highest for administrative officers and administrative assistants while openings for accounting technicians and bookkeepers will also be substantial. Oriented to the public sector, social and community service worker job openings are in the top five.

Table 2, Occupations with the Largest Number of Job Openings (4 digit NOC) in the VICR through 2024

Skill Level	NOC	OCCUPATION ³²	Expansion	Replacement	Job Openings	Wage
	O: USUALLY REQUIRING A COMBINATION OF EDUCATION AND EXPERIENCE					
O	0621	Retail and wholesale trade managers	1,610	3,570	5,170	\$23.63
	0631	Restaurant and food service managers	510	840	1,350	\$18.50
	0121	Insurance, real estate and financial brokerage managers	360	980	1,340	\$43.27*
	0711	Construction managers	350	800	1,150	\$39.00
	0632	Accommodation service managers	370	520	890	\$20.19
	A: USUALLY REQUIRING A UNIVERSITY DEGREE					
A	4032	Elementary school and kindergarten teachers	300	1,710	2,010	\$32.54
	2171	Information systems analysts and consultants	380	980	1,360	\$34.38
	1111	Financial auditors and accountants	190	1,080	1,270	\$26.37
	4021	College and other vocational instructors	470	750	1,220	\$31.00
	4031	Secondary school teachers	170	930	1,100	\$34.07
	B: USUALLY REQUIRING COLLEGE EDUCATION OR APPRENTICESHIP TRAINING					
B	1221	Administrative officers	780	2,650	3,420	\$21.00
	1241	Administrative assistants	720	2,020	2,740	\$20.47
	7271	Carpenters	1,020	1,690	2,710	\$22.00
	4212	Social and community service workers	760	1,560	2,310	\$18.50
	1311	Accounting technicians and bookkeepers	430	1,560	2,000	\$19.23
	C: USUALLY REQUIRING SECONDARY SCHOOL AND/OR OCCUPATION-SPECIFIC TRAINING					
C	6421	Retail salespersons	2,800	3,620	6,420	\$12.00
	7511	Transport truck drivers	690	1,540	2,230	\$23.48
	1411	General office support workers	680	1,510	2,190	\$18.31
	1414	Receptionists	730	1,170	1,900	\$16.10
	4412	Home support workers, housekeepers and related occupations	600	1,220	1,820	\$18.00
	D: USUALLY REQUIRING ON-THE-JOB TRAINING					
D	6731	Light duty cleaners	1,420	1,380	2,800	\$14.50
	6733	Janitors, caretakers and building superintendents	960	1,640	2,610	\$15.00
	6711	Food counter attendants, kitchen helpers and related support occup.	1,620	840	2,460	\$11.00
	6611	Cashiers	1,320	950	2,270	\$11.00
	8612	Landscaping and grounds maintenance labourers	880	480	1,360	\$18.00

³² Data source for wage: ESDC Job Bank, 2013 median hourly wage for Vancouver Island/Coast unless otherwise noted. For occupations with a "*", median hourly wage for B.C. is provided as wage data for these occupations are not available for Vancouver Island / Coast. Health Occupations are not included. Table 2 does not include Top High Opportunity Health Professions.

STRATEGIC DIRECTION

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

Mission, Vision and Values

Vision

NIC holds a vision of being a premier community and destination college, in a spectacular west-coast environment, that inspires and prepares students for success in a rapidly changing world. NIC will fulfill its vision by being:

- a vibrant community of learners – embracing their goals and shaping their worlds;
- a gateway to education, work, and life;
- a central force in improving the cultural and socio-economic well-being of the communities we serve; and
- a respectful steward of our unique natural setting.

Together, we will create a workplace that inspires personal growth and delivers results to our students, partners, and citizens.

Mission

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

Values

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

Student success - We empower students to become self-reliant, lifelong learners capable of integrating what they learn with how they live and work.

Access – We ensure access to learning opportunities, regardless of geographic, technological, financial, social, educational or historic barriers.

Accountability – Our individual and organizational performance fosters public trust and community confidence.

Quality – We are committed to continuous improvement and achieving the highest quality possible.

Relevance and responsiveness – We provide learning opportunities that are relevant to the lives and work of our students and delivered in a creative, flexible, timely and collaborative manner.

Positive organizational culture – Ours is an organizational culture that operates in an open and honest manner, is based on mutual trust and respect, values creativity and risk taking, encourages innovative and strategic thinking, and affirms excellence.

Social and environmental responsibility – We are actively engaged in the economic and social development of our communities and are active stewards of the unique natural environment in which we reside.

NIC Plan 2020

Launched in the fall of 2015, North Island College’s 2016-2020 Strategic Plan, formally titled *NIC Plan 2020*,³³ addresses NIC’s regional challenges and opportunities and distinguishes NIC’s role from other post-secondary institutions across B.C. The Plan is the result of the hard work and dedication of more than 500 stakeholders. Faculty, staff, administration, and community members worked together to learn about our communities’ needs, to understand our challenges, and to strategize the best ways to deliver programs and services in the next five years.

The plan identifies nine over-arching strategic priorities and 44 related goals with a central focus on supporting student experiences and success. These priorities reflect NIC’s mandate as a publicly funded community college and demonstrate alignment with government’s strategic objectives for B.C. public post-secondary education (see “Strategic Priorities and Goals”). NIC’s strategic priorities also show that the college continues to learn from communities while leading the way in providing access to high quality, relevant education, training and service to students.

Integrated with *NIC Plan 2020* is the college’s Multi-Year Program Planning (MYPP) process for planning credit and credentialed programming. The process is based on three-year rolling plans, ensuring that NIC programs are aligned with student demand, community needs, government direction, and institutional and faculty priorities. Key goals of MYPP include establishing optimum program enrolment, developing a regionally responsive program mix and ensuring effective program quality standards.

Strategic Priorities

NIC Plan 2020’s nine over-arching strategic priorities are:

- Student experiences and success;
- High-quality, relevant, responsive curriculum and programs;
- Access to learning and services across the region;
- Aboriginal education and Indigenization;
- International education and internationalization;
- People, organization, culture;
- Resources, investment, sustainability;
- Active connections to community; and
- College identity and brand.

Each strategic priority is supported by related goals. See the graphics in the “Strategic Priorities and Goals” section for a description of the 44 goals contained in *NIC Plan 2020*.

³³ North Island College’s 2016-2020 Strategic Plan, *NIC Plan 2020*, can be viewed online at http://www.nic.bc.ca/about_us/college_plan/

2015/16 Mandate Letter Priorities: Responsiveness and Value to Students, Communities, and Government

The B.C. Government annually conveys its key issues and policy directives to post-secondary education institutions through an annual mandate letter. The mandate letter is signed by all members of the North Island College Board of Governors and acknowledges the Board's statutory obligations to act in the best interests of the college and affirms compliance to government's Taxpayer Accountability Principles³⁴ in exercising the Board's duties. North Island College's *2015/16 Mandate Letter*³⁵ requires NIC to support strategic priorities of government by agreeing to: operate under the Taxpayer Accountability Principles; assist in implementing *B.C.'s Skills for Jobs Blueprint*; assist in advancing key strategies within *B.C.'s Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, and *B.C.'s International Education Strategy*; maintain balanced or surplus financial results unless government approval is provided; and support government's Public Post-Secondary Administrative Service Delivery Transformation initiative.

Taxpayer Accountability Principles

In June of 2014, the B.C. Government announced that provincial public sector organizations, including post-secondary institutions, would operate under new taxpayer accountability principles that strengthen accountability, promote cost control, and ensure operation in the best interest of taxpayers. The B.C. Government's six taxpayer accountability principles are:

- accountability,
- respect,
- integrity,
- cost consciousness (efficiency),
- service, and
- appropriate compensation.

The following sections describe how government's taxpayer accountability principles are incorporated into North Island College's organizational values, planning, policies and practices. As such, the principles are built into the college's ongoing business, ensuring that decisions and actions reflect the priorities and values of government and the citizens of B.C.

Accountability

Accountability to government and citizens of B.C. has long been a fundamental component of NIC's organizational culture, enshrined in the following value statement (see the "Mission, Vision, and Values" section in this document for a complete description of NIC's organizational values):

"Our individual and organizational performance fosters public trust and community confidence."

³⁴ The full Taxpayer Accountability Principles can be downloaded from http://www2.gov.bc.ca/assets/gov/government/ministries-organizations/central-agencies/crown-agencies-resource-office/taxpayer_accountability_principles.pdf.

³⁵ North Island College's *2015/16 Mandate Letter* can be viewed at http://www.nic.bc.ca/about_us/pdf/20150528%20Final%202015-16%20Mandate%20Letter%20-%20NIC.pdf.

To this effect, NIC manages responsibilities in a transparent manner and according to a set of common public sector principles and processes:

- North Island College is required by law to adhere to its mandate as a B.C. college described in *B.C.'s College and Institute Act*.³⁶
- As part of the government reporting entity, NIC is required to submit publicly available, quarterly financial reports to government as described in the *Budget Transparency and Accountability Act*.³⁷
- Under the Ministry of Advanced Education's Accountability Framework³⁸, NIC submits an annual, publicly available institutional accountability plan and report (IAPR) describing what actions were taken and the accomplishments achieved related to key priorities described in government's annual mandate letter. In addition, the IAPR reports on progress toward the goals and system objectives of the ministry as established by Accountability Framework performance measures (see the "Performance Measures, Targets and Results" section of this document).

The nine strategic priorities and 44 goals in North Island College's five-year strategic plan (see graphics in the "Strategic Priorities and Goals" section in this document) demonstrate close alignment with government mandates and priorities; both the college priorities and government priorities together reinforce a focus on meeting the needs of NIC's students and communities. The college's strategic plan was developed with input from 500 stakeholders attending 32 consultation meetings across the NIC region. All internal planning, including the college's educational, capital and tactical plans, flow from this alignment ensuring that decision making and actions are directly linked to government direction and requirements, and that they are efficiently and effectively focused to support of the needs of students and communities.

Integrity and Respect: Code of Conduct

Making decisions and taking actions that are transparent, ethical and free from conflict of interest are key components of institutional integrity. To promote a culture of integrity and respect, NIC has developed a strong ethical code of conduct policy that includes conflict of interest and post-employment provisions for all employees. Per *Policy #1-20, Code of Ethical Conduct*,³⁹ North Island College employees are expected to exhibit the highest standards of conduct, be accountable for their actions and act in an ethical and honest manner at all times. Principle 1.3 of the Code states that, "The language and conduct of employees shall reflect social standards of courtesy, respect and dignity, including a considered effort to effective communication across cultures." This flows from a broader institutional value to promote an organizational culture based on mutual trust and respect that operates in an open and honest manner.

Cost Consciousness (Efficiency) and Service

NIC continually strives to strengthen cost management capabilities and foster a culture of cost-consciousness at all levels of the organization. The college maintains a clear focus on positive outcomes

³⁶ The full *College and Institute Act* is available at http://www.bclaws.ca/civix/document/id/complete/statreg/96052_01.

³⁷ The full *Budget Transparency and Accountability Act* is available at http://www.bclaws.ca/Recon/document/ID/freeside/00_00023_01.

³⁸ See <http://www.aved.gov.bc.ca/framework/> for a description of the Framework.

³⁹ NIC's full Code of Ethical Conduct is available at http://www.nic.bc.ca/PDF_docs/policies/Section1/1-20%20Code%20of%20Ethical%20Conduct.pdf.

for students, communities, employees and citizens of B.C. by delivering cost-efficient, effective, value-for-money programs and services.

North Island College's Multi-Year Program Planning (MYPP) process is a college-wide process for planning credit, credentialed and apprenticeship programming within the context of the College's strategic plan. At the centre of the MYPP process are NIC's educational departments and schools, which develop rolling three-year plans for base and cost-recovery funded credit-based programming. These program plans form the basis of service and financial planning necessary for the college to efficiently deliver financially sustainable educational programs in a cost-effective manner. The program plans build in flexibility that allows the college to respond to changing external and internal environmental factors and priorities, including shifts in market demands and in post-secondary education in B.C., Canada and around the globe. Moreover, MYPP provides a framework for strategically allocating available financial resources to programs and services that optimally meet the needs of students and communities, including labour market needs. NIC's MYPP framework promotes the efficient use of government grants, responsiveness to government policy and direction, and accountability to the taxpayer.

In addition to delivering cost-effective programs and services, North Island College maintains a keen organizational commitment to efficiently procuring goods and services. Recently, via the Public Post-Secondary Administrative Services Delivery Transformation (ASDT) initiative (see section titled "Public Post-Secondary Administrative Services Delivery Transformation"), NIC has taken leadership roles in partnering both with other B.C. public post-secondary institutions and with the Ministry of Advanced Education toward achieving administrative efficiencies, reducing costs, avoiding cost increases, sharing of best practices, and enhancing the range and quality of services across B.C.'s public post-secondary education sector. NIC has also participated in several joint procurement opportunities made available through the ASDT and remains committed to finding further administrative efficiencies through collaboration and shared services.

In 2014, Economic Modeling Specialists International (EMSI) completed an economic-impact and return-on-investment analysis of NIC.⁴⁰ Findings suggest the college and its students added over \$223 million in 2012/13 to the region through operations, spending, higher earnings and increased productivity. This is over 4% of the Gross Regional Product. College operations accounted for more than \$36 million, with a third of this money directed toward expenses for facilities, professional services, and supplies. Spending by out-of-region students generated over \$2 million. Former NIC students working in the region generated higher earnings and productivity gains of almost \$187 million.

EMSI estimates that, individually, students receive \$3.20 in higher future earnings for every dollar they invest at NIC. The province receives, on average, a 6.4% rate of return on the funding directed to NIC. Broken out, this includes: a) over \$290 million in added income; and b) savings of over \$5 million based on reduced crime, increased employment, and positive health outcomes.

Appropriate Compensation

NIC complies with a rigorous, standardized approach to employee compensation and performance management, which reflects appropriate compensation in accordance with its approved compensation

⁴⁰ Economic Modeling Specialists International (2014). *Demonstrating the Value of North Island College: Analysis of the Economic Impact and Return on Investment of Education*. EMSI and BC Colleges.

plan and other directives of government and is consistent with government’s taxpayer accountability principles and respectful of the taxpayer. In 2015/16, NIC revised its Compensation Philosophy to guide the development of compensation programs and ensure that compensation is in alignment with the taxpayer accountability principles while remaining a tool to help the college attract and retain qualified staff in a competitive and changing labour market environment.

B.C.’s Skills for Jobs Blueprint

In 2014, the Provincial Government launched the *B.C.’s Skills for Jobs Blueprint* (the Blueprint),⁴¹ which outlines government’s plan to re-engineer education and training so that British Columbians will have the skills needed to fill anticipated job openings in the province. The Blueprint is based on three overarching objectives to make education and training more effective and more relevant to the needs of industry and the workplace:

1. A head-start to hands-on learning in schools.
2. A shift in education and training to better match with jobs in demand.
3. A stronger partnership with industry and labour to deliver training and apprenticeships.

In support of the Blueprint, all B.C. public post-secondary institutions develop annual Skills Gap Plans that highlight areas of their programming that directly align with labour market priorities, such as: the top 100 high opportunity occupations identified in the *British Columbia 2024 Labour Market Outlook*,⁴² health human resource needs as identified by the Ministry of Health, regional or specialized labour market needs, programs for Aboriginal learners, and programs for persons with disabilities. In 2015/16 NIC enrolled 252 student FTEs in Skills Gap Plan targeted programs, including Bachelor of Science in Nursing (BSN), Licensed Practical Nurse, Health Care Assistant, Early Childhood Care and Education, Human Services and Social Services, Accounting, Applied Business Technology (leading to high opportunity administrative assistant occupations) and Adult Basic Education (ABE). It should be noted that ABE is an important component of NIC’s Skills Gap Plan given that high school completion rates and preparedness for post-secondary education in the region are low. Many students require upgrading to meet the minimum admission requirements for programs that will provide credentials leading to the jobs they desire. Having completed two years of the Skills Gap Plan process so far, NIC has met all enrolment targets; the college plans to allocate an additional 107 FTEs in 2016/17 to expand existing Skills Gap Plan programs and target new programs in Interactive Media Communications Design, Marketing and Business Management.

In addition to Skills Gap Plan programs funded through NIC’s 2015/16 base grant from the Ministry of Advanced Education, NIC offered several one-time funded intakes in trades, health and human services, industry training, adult upgrading and access pathway programs that directly support Blueprint objectives. Programs offered at NIC campuses included Heavy Duty Mechanical Foundation and Apprentice, Lather Apprentice, Welding Foundation (including ACE-IT),⁴³ Plumbing Apprentice, Electrical Foundation, Trades Discovery, Employment Transition Construction Labourer for persons with disabilities,

⁴¹ Retrieved from https://www.workbc.ca/getmedia/4c54646a-93fa-4566-b148-f43a3f27b240/Booklet_BCBlueprint_web_140428.pdf.aspx on May 19, 2016.

⁴² Retrieved from https://www.workbc.ca/getmedia/9e0cadba-16d9-49d5-971b-7e9afd2561d7/BC-LM-Outlook-2014-2024_C.pdf.aspx on May 19, 2016.

⁴³ ACE-IT stands for Accelerated Credit Enrolment in Industry Training and is a program that allows high school students to attend and receive credit for trades training classes.

Coastal Forest Resource, Building Service Worker, Health Care Assistant, and Aboriginal Education Assistant/Community Support Worker. In-community offerings included: Adult Basic Education (ABE) in Ahousaht, Bella Coola and Gold River; Pathways to Employment in Bella Coola; Building Service Worker in Port Alice; and Underground Mining in Lillooet.

Identifying, developing and providing education and training that meets the needs of regional labour markets requires ongoing engagement at a local level with stakeholders and constituents. This is especially important for NIC given the significant regional demographic, social, economic and labour market variation within its 80,000 km² service area. Many of these labour market needs are not revealed in provincial and national labour market data sources; however, identifying and meeting them are critical to fostering community social and economic development. By partnering with First Nations, community representatives, industry leaders and organizations, school districts and post-secondary institutions, NIC identifies local needs and develops programming that meets them. NIC seeks wherever possible to deliver programs in communities at the request of its partners, eliminating barriers to education such as transportation, childcare, and living allowances.

Of particular relevance to the Blueprint is NIC's ongoing partnership with Island Health. Beginning in 2014, Island Health committed \$2.75 million to the college over 10 years for the development of health-related programming. NIC continues to work closely with Island Health to consider regional occupational forecasts and to develop new programming. These activities coincide with the construction of a new hospital adjacent to NIC's Comox Valley campus and a new hospital in Campbell River, both scheduled for completion in 2017.

In regards to future programming, NIC has committed to the Blueprint by acknowledging it as a key factor in the college's recently developed and implemented Multi-Year Program Planning (MYPP) process. The MYPP has initiated a comprehensive review of all educational programming at the college with educational departments considering what changes they should make to ensure NIC continues to meet student, business and industry needs over the next three years. To ensure the success of departmental efforts, MYPP is being aligned with multi-year budgeting so that NIC resources are effectively and efficiently allocated to strong program plans.

Incorporating and expanding on MYPP, a further organization-wide commitment to the Blueprint can be found in NIC's strategic plan, which provides focus for college-wide departmental planning and operations for a five-year period. Several priorities in NIC's 2016-2020 strategic plan ensure ongoing support for Blueprint priorities focused on post-secondary education, training and services, including objectives for high school and post-secondary educational partnerships, dual credit programming, work-based and experiential learning opportunities, preparing and matching students with jobs, business and industry partnerships, community-based delivery of education and training, First Nations partnerships, enhancing Aboriginal education and indigenous-centred services, access for persons with disabilities, and harnessing innovative solutions for distance and remote delivery of education.

Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan

The Ministry of Advanced Education's *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*⁴⁴ outlines a plan for improving post-secondary opportunities and outcomes for First Nations, Métis and Inuit peoples in B.C. It sets out a vision, principles and goals, informed by evidence-based policies and leading practices, to address systemic barriers and support systemic institutional change to support Aboriginal learners. The 2020 Vision is that: "Aboriginal learners succeed in an integrated, relevant, and effective British Columbia post-secondary education system that enhances their participation in the social, cultural and economic life of their communities, the province, and global society". Five goals support the plan's long-term vision:

1. Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities and relationships between public post-secondary institutions and Aboriginal communities are based on mutual respect.
2. Community-based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities.
3. Financial barriers to accessing and completing postsecondary education and training are reduced for Aboriginal learners.
4. Aboriginal learners transition seamlessly from K–12 to post-secondary education.
5. Continuous improvement is based on research, data-tracking and sharing of leading practices.

On May 1, 2015, NIC's President and CEO, John Bowman, joined representatives of 22 First Nations at the K'omoks First Nation Big house to sign the *Colleges and Institutes Canada Indigenous Educational Protocol* (CICIEP).⁴⁵

Signatory institutions to the CICIEP agree to:

1. Commit to making Indigenous education a priority.
2. Ensure governance structures recognize and respect Indigenous peoples.
3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centred holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

The commitments in the CICIEP complement the vision and goals identified in the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*. Guided by these two documents,

⁴⁴ Ministry of Advanced Education and Training (June, 2012). Retrieved from http://www.aved.gov.bc.ca/aboriginal/docs/Aboriginal_Action_Plan.pdf on May 12, 2016.

⁴⁵ Colleges and Institutes Canada. Retrieved from <http://www.collegesinstitutes.ca/policyfocus/indigenous-learners/protocol/> on May 12, 2016.

Aboriginal-youth focused plans in *B.C.'s Skills for Jobs Blueprint*, government's Taxpayer Accountability Principles of accountability, service and respect, and ongoing consultation with local First Nations stakeholders, North Island College has affirmed "Aboriginal Education and Indigenization" as one of its core strategic priorities.

The priority includes eight goals: 1) Develop and implement an Aboriginal Education Policy and Action Plan in alignment with the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* and the CICIEP commitments; 2) Communicate that indigenous education is a priority; 3) Ensure governance structures recognize/respect Indigenous peoples; 4) Implement intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning; 5) Increase the number of Indigenous employees; 6) Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous people; 7) Enhance Indigenous-centred services, learning environments, student and community spaces and learner success; and 8) Build relationships with and be accountable to Indigenous communities.

At the core of Aboriginal education at NIC is an organization-wide commitment to serve the region's diverse and geographically dispersed Aboriginal students and communities in the way that best meets their needs: at one of our four campuses, through technology-enabled distance learning, in community, and/or at First Nations partner's locations. Programming is responsive to locally defined First Nation needs and incorporates necessary supports in remote regions. To achieve this, NIC links directly to three First Nations regional advisory committees (Central, Northern, and West Coast) that collectively form the Aboriginal Education Advisory Council (AEAC). The AEAC provides guidance to the college to ensure the provision of comprehensive education and support services relevant to the needs of Aboriginal people and to ensure that the college works with Aboriginal people in culturally appropriate ways.

The AEAC has been instrumental in developing and guiding the direction of NIC's *2016/7 – 2018/19 Aboriginal Service Plan (ASP)* with goals of:

1. Increasing access, retention, completion and transition opportunities for Aboriginal learners.
2. Strengthening partnerships and collaboration in Aboriginal post-secondary education.
3. Increasing the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.

In 2015/16 the college contributed \$164,417 towards jointly funded ASP Initiatives, plus an additional \$149,457 towards institutional initiatives and roles like the Director and Assistant to the Director of Aboriginal Education positions.

Between February 2011 and February 2016, NIC established 37 Educational Agreements with First Nations communities to support programming. Experience has shown the need to identify a cohort of prospective students and allow for sufficient time for fundamental upgrading to be completed before program implementation. This response model has been very successful, as NIC works with local stakeholders to establish and meet a specific local need – be it social or economic. This model has resulted in delivery of a wide variety of core programming with indigenous content, including First Nations Studies courses, Work Preparedness Training, Indigenous Language programming, and Educational Assistant/Community Support Worker programs. In addition, in 2015/16 NIC provided one-time funded offerings that included Pathways to Employment with Nuxalk Nation in Bella Coola; Employment Transition Construction Labourer, Kitchen Attendant, WHMIS and Foodsafe in Port Alberni;

Underground Mining in partnership with Lillooet First Nation; an Aboriginal Ecotourism program in partnership with VIU and Heiltsuk Tribal Council; and an indigenous focus Educational Assistant/Community Support worker intake in Port Hardy. NIC also delivered Adult Basic Education courses in partnership with First Nations in Ahousaht, Gold River, Bella Coola, and Campbell River. Adult Basic Education partnerships are also underway with the Dzawada'enuxw First Nation in Kingcome Inlet.

Further in-community ABE offerings are needed, especially for Aboriginal communities that otherwise must send their youth away (to non-First Nations communities) to complete grade 12. The college serves a vast and diverse 80,000 km² region that is home to 35 First Nations, many of which are not in close proximity to an NIC campus and may only be accessible by boat or air.

Based on student satisfaction surveys conducted for NIC's Aboriginal Service Plan, frontline student supports via the Aboriginal Education Advisors and Elders in Residence play a vital role in student access, success, and retention.

Aboriginal Education Advisors make themselves available to students by maintaining office hours at NIC's four regional campuses; being present in the Aboriginal student study areas, and being present at relevant cultural events. As well, Aboriginal Education Advisors travel and make themselves available by phone and email, provide educational guidance and help students secure financial support, and invigilate assessment placements in-community.

Elders in Residence travel among campuses, provide cultural guidance, and foster traditional knowledge. Elders maintain office hours at our Comox Valley and Campbell River campuses, are frequently available in the Aboriginal student study areas, and attend relevant cultural events. Elder support has been integrated into community programming such as the certificate in Early Childhood Care and Education in Ahousaht and the indigenous focus Educational Assistant / Community Support certificate in Port Hardy.

Proposed Aboriginal education programs and activities for 2016/17 are organized by the regions represented by NIC's First Nations regional advisory committees:

Central Region priorities include continuing the Elders in Residence program, as our Elders are strongly valued by students as noted in the Aboriginal Student Satisfaction Survey. Separate, ongoing funding will specifically support the Elder in Residence to the Bachelor of Science in Nursing program. Elders will support increased access, retention and completion for Aboriginal learners, and ensure that cultural relevancy is integrated into the educational experience. A youth camp has been identified as a strategy to support transition from the K-12 system.

The *Northern Region* has identified training, over a three-year timeline, as a priority to support economic development in the region. In support of student access, success, and retention, Elder support has also been proposed. A Tourism Bridging program has been proposed that would be a two-year pathway into an indigenous focus Tourism and Hospitality Management Certificate program.

West Coast Region priorities include the continuation of the Early Childhood Care and Education certificate in Ahousaht. Other planned initiatives include curriculum development in both transition and portfolio courses, language revitalization courses, and an indigenous youth camp.

International Education Strategy

B.C.'s Ministry of Advanced Education has developed an International Education Strategy that seeks a) to bring students from other countries to Canada to study and b) to provide domestic B.C. students with robust study-abroad opportunities. At the centre of the strategy are three goals:

1. Create a globally oriented education system in British Columbia.
2. Ensure that all students receive quality learning and life experiences.
3. Maximize the benefits of international education - social, cultural and economic - for all British Columbia communities, families and businesses.

NIC, through its Office of Global Engagement (OGE), has embraced this challenge through enhanced recruitment of international students from diverse geographical regions, new international student support programs, field schools and reciprocal exchanges, co-op placements, international partnerships, and on-campus and community initiatives that foster internationalization and intercultural intelligence.

A Global Learning Facilitator, a non-teaching faculty member, supports both faculty and students with regard to the academic aspects of internationalization at the college. This position drives curriculum internationalization workshops, diversity and intercultural competence training, and dynamic face-to-face and online tools. The Global Learning Facilitator also seeks internationalization learning opportunities that parallel indigenization learning especially in relationship to respect, reciprocity and reconciliation.

A Global Learning Innovation Fund (GLIF) has been introduced to encourage creative initiatives by individuals and groups at the college and in surrounding communities. OGE administers this flexible, innovation-focused tool that provides \$30,000 in annual funding for projects (up to \$5,000) with a global/international focus that include community members/organizations, at least one NIC faculty and at least one NIC student or recent graduate.

This broad, complementary collection of projects and programs both supports and extends NIC's strategic priority of internationalization, which is made up of five core goals:

1. Achieve sustainable growth in international student enrolment.
2. Build capacity in the college and communities to meet the needs of international students.
3. Internationalize the teaching and learning process, curriculum and programs.
4. Develop and support internationalization at home and education abroad opportunities for students.
5. Develop and implement international contract training, projects and applied research.

The results so far have been encouraging. In recent years international education has been a primary growth area for the college in terms of enrolment, diversity and revenue. Over the last five years, NIC has experienced rapid growth in its international student numbers, especially at the Comox Valley campus, growing from approximately 50 in 2010/2011 to over 300 in 2015/2016. International student enrolment at NIC has historically been concentrated in three main program areas: business, university studies, and English language training.

Since 2010/11, revenue from international education has allowed the college to offer additional sections of academic programming for domestic students in areas of high student demand, including business, interactive media, sciences, and English. A 2012 report estimates that each international student at NIC

contributes approximately \$30,000 to the local economy through tuition fees, academic supplies, accommodations, transport, and discretionary spending.⁴⁶

Study abroad opportunities at NIC are growing with increased effort to encourage students to participate. Currently NIC offers exchange and co-op/internship opportunities in 15 countries spanning North America, South America, Europe, and Asia, with three new exchange agreements signed in 2015/2016 with institutions in Japan, Norway, and France. Also in 2015/2016 over 15 students participated in field schools to Greece, Bosnia and Croatia. Many of these students were supported by scholarships and bursaries from a dedicated \$50,000 fund. NIC also supports its faculty who visit existing partner institutions and organizations.

An agreement signed with World University Service of Canada and the Centre for International Studies and Cooperation last year has resulted in three NIC staff taking part in Leave for Change, a Uniterra program which pairs employees with organizations in developing countries for three to four weeks during the summer to build professional skills while contributing to lasting local change.

NIC's Office of Global Engagement has taken steps to ensure that momentum built so far will continue. To that end, the OGE is engaged in a restructuring of its current staffing model, adding 2.5 positions and shifting other positions to provide more direct support for students and more internationalization initiatives at the college and in the community. The physical office space is set to expand to accommodate these changes and provide a more open, welcoming space for all students. A student mentoring program and ambitious calendar of events for 2016/2017 will promote greater student, faculty, and community engagement.

Sound Financial Management

Maintaining and improving NIC's financial health is a key priority for NIC; the college's capacity to provide access for students and serve regional communities with high quality, relevant and responsive programs and services depends on efficient and effective resource-use to create a position of long-term financial sustainability. Sound financial management provides the basis for planning, organizational stability and certainty for students, communities and NIC employees.

NIC receives significant funding from government and, as such, is accountable to taxpayers for the use of these resources. This includes ensuring expenditures throughout the organization are reasonable, appropriate, and support the core mandate of the institution. Serving as a framework for budget decisions are a) the college's strategic plan, educational program plans, and tactical plans and b) the *B.C. College and Institute Act* and government policies and priorities, including the *Taxpayer Accountability Principles*.

B.C. public post-secondary education institutions are required by law to submit balanced budgets each year to the Provincial Government. The government also requires institutions to provide regular, detailed financial reports to ensure that revenues and expenditures are in accordance with the budget submitted. The college's 2015/16 audited financial statements, available online for public review at the link in the "Financial Information" section of this document, report a balanced budget and a small surplus for the

⁴⁶ Vann Struth Consulting Group Inc. (2012). *International Education in the Comox Valley: Current and Potential Economic Impacts*. Retrieved from http://www.bccie.bc.ca/sites/bccie_society/files/EconomicImpactAnalysis_Comox%20Valley.pdf on February 5, 2015.

fiscal year. NIC has consistently met the government's requirements to deliver balanced budgets and maintains a strong commitment to continuing this trend in future reporting cycles.

Public Post-Secondary Administrative Service Delivery Transformation

The Administrative Services Delivery Transformation (ASDT)⁴⁷ initiative is an effort led by the public post-secondary sector in B.C. that seeks to reduce costs and improve non-academic service delivery by finding administrative efficiencies and sharing expertise. The initiative brings together all 25 B.C. public post-secondary institutions in partnership with the Ministry of Advanced Education to provide a unique opportunity to share perspectives, innovate, and increase collaboration to benefit the sector. The ASDT builds on the successes of the informal, small group collaboration and sharing of best practices and services that have been part of the public post-secondary sector way of operating for many years.

Led by the ASDT Steering Committee, sector-wide procurement of goods and services has been a primary strategy for generating collective value. North Island College employees have served in leadership roles on sector-wide procurement initiatives via membership on the Joint Procurement Committee and as a business sponsor on the Procure-to-Pay project, an administrative systems opportunity focused on lowering costs through strategic sourcing, early payment discounts and streamlining of current paper-intensive processes. NIC has also had membership the Enterprise Resource Planning (ERP) Working Group, tasked with developing a strategy for enhanced collaboration and increased ERP optimization for the sector. Operationally, NIC has engaged with ASDT initiatives to procure goods and services like office supplies, courier services, trades equipment, and natural gas. The college is participating in the Commercial Card Project, aimed at consolidating purchasing volumes to obtain greater rebates, and the Central Deposit Program, focused on increasing interest-income for participating institutions and reducing government borrowing.

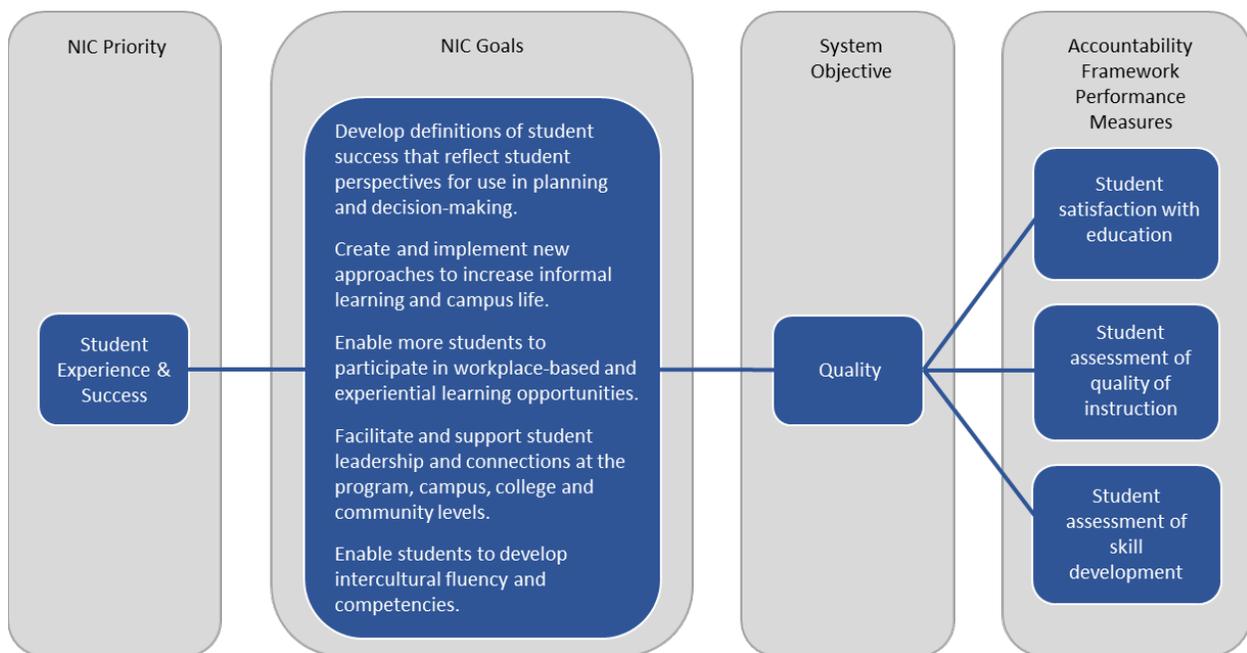
⁴⁷ http://www.aved.gov.bc.ca/administrative_service_delivery/welcome.htm

PERFORMANCE PLAN

Strategic Priorities and Goals

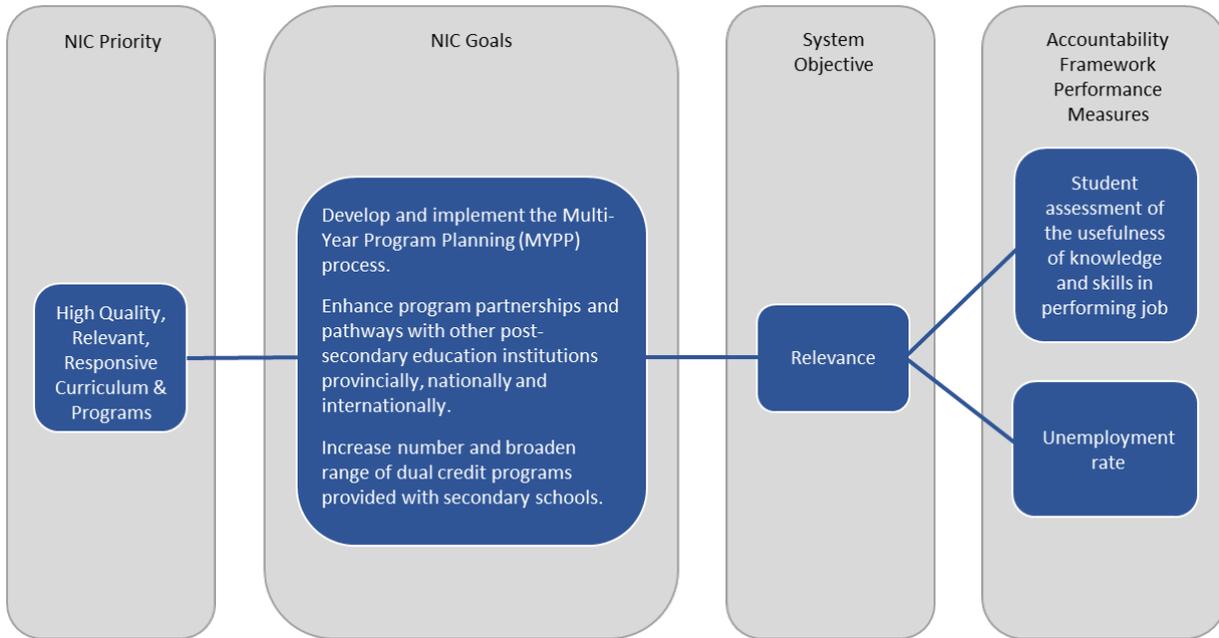
The nine over-arching strategic priorities that form the core of NIC’s 2016-2020 Strategic Plan, *NIC Plan 2020*,⁴⁸ are presented in graphical form in this section. The diagrams that follow show the goals associated with each of NIC’s strategic priorities and illustrate how they align with the B.C. post-secondary system objectives and associated Accountability Framework performance measures.

Strategic Priority #1: Student Experience and Success

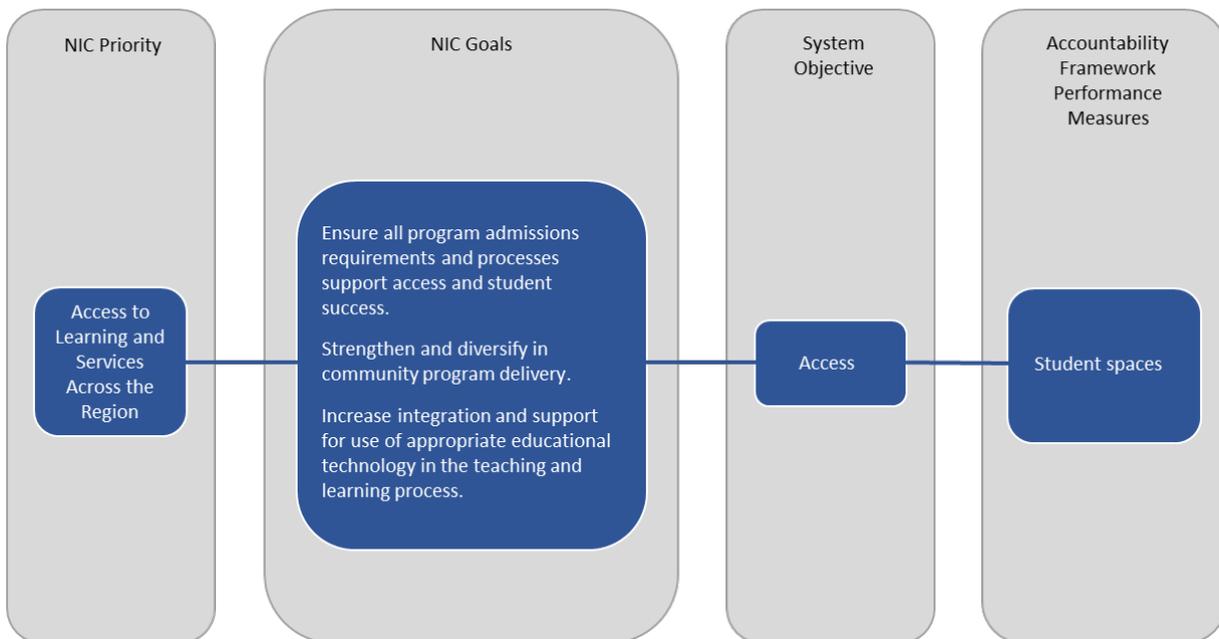


⁴⁸ North Island College’s 2016-2020 Strategic Plan, *NIC Plan 2020*, can be viewed online at http://www.nic.bc.ca/about_us/college_plan/

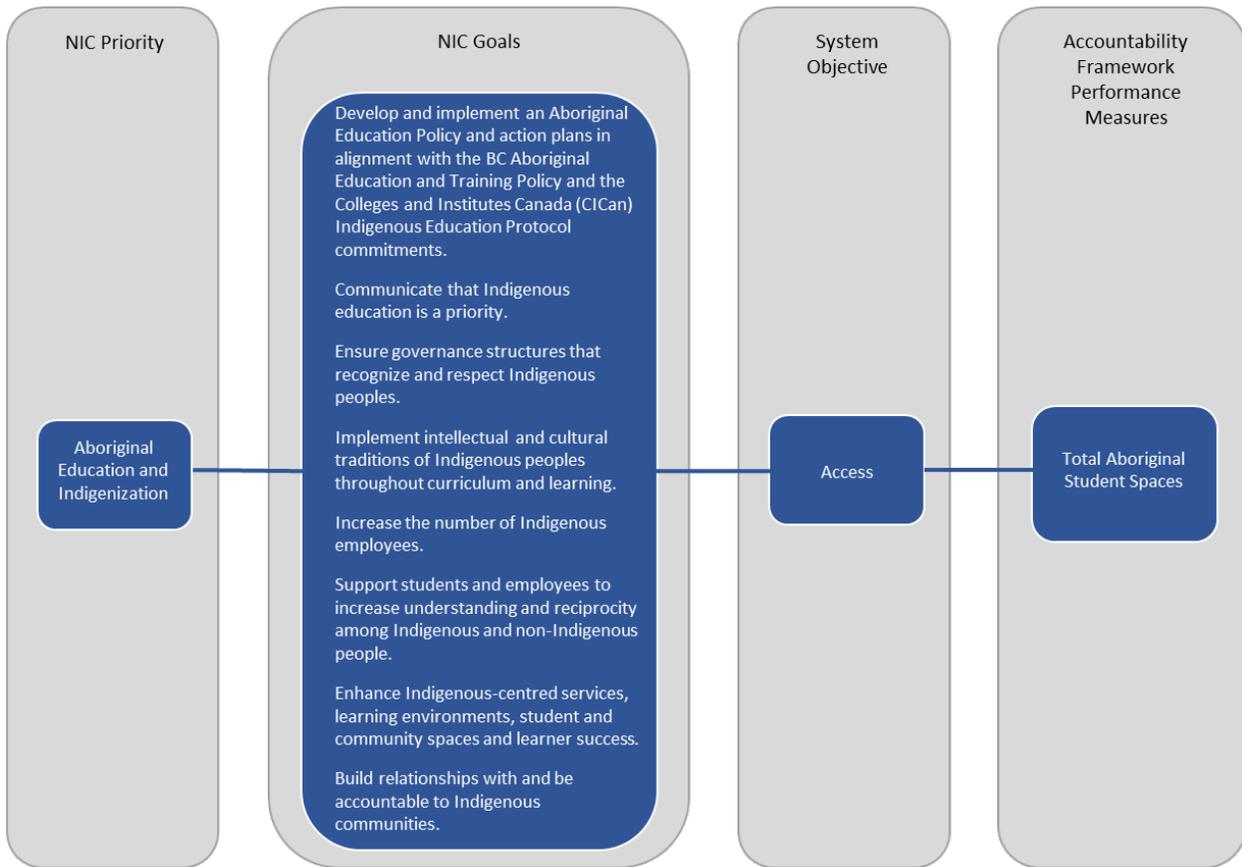
Strategic Priority #2: High Quality, Relevant, Responsive Curriculum & Programs



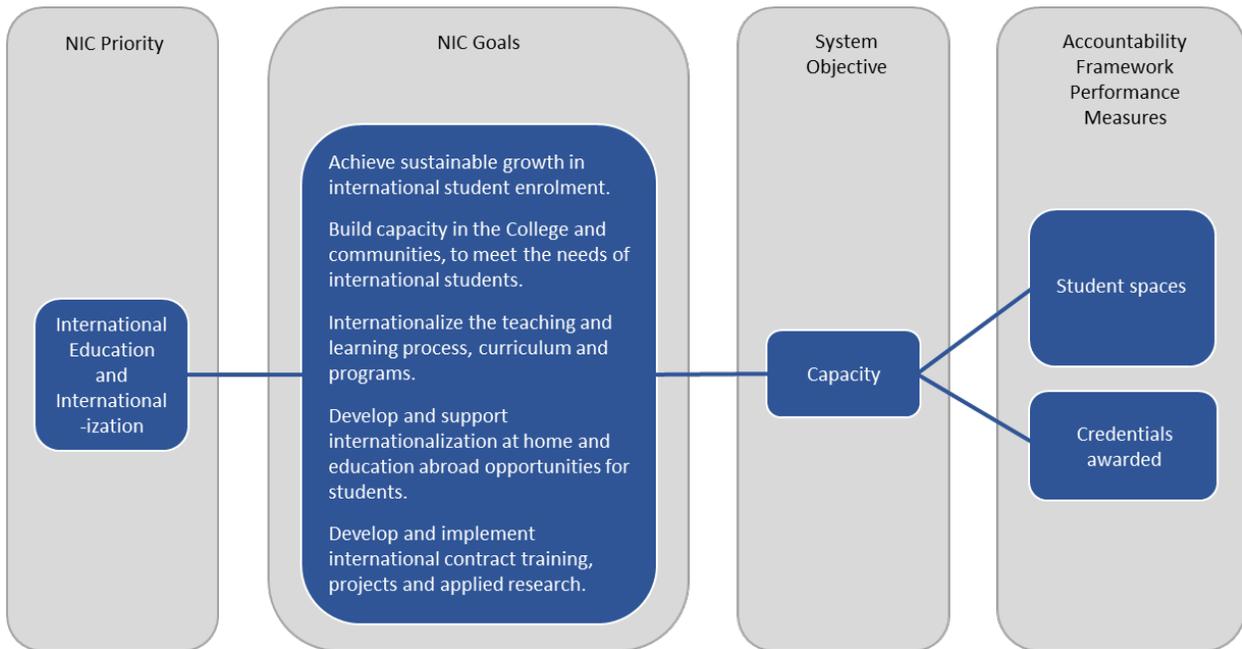
Strategic Priority #3: Access to Learning and Services Across the Region



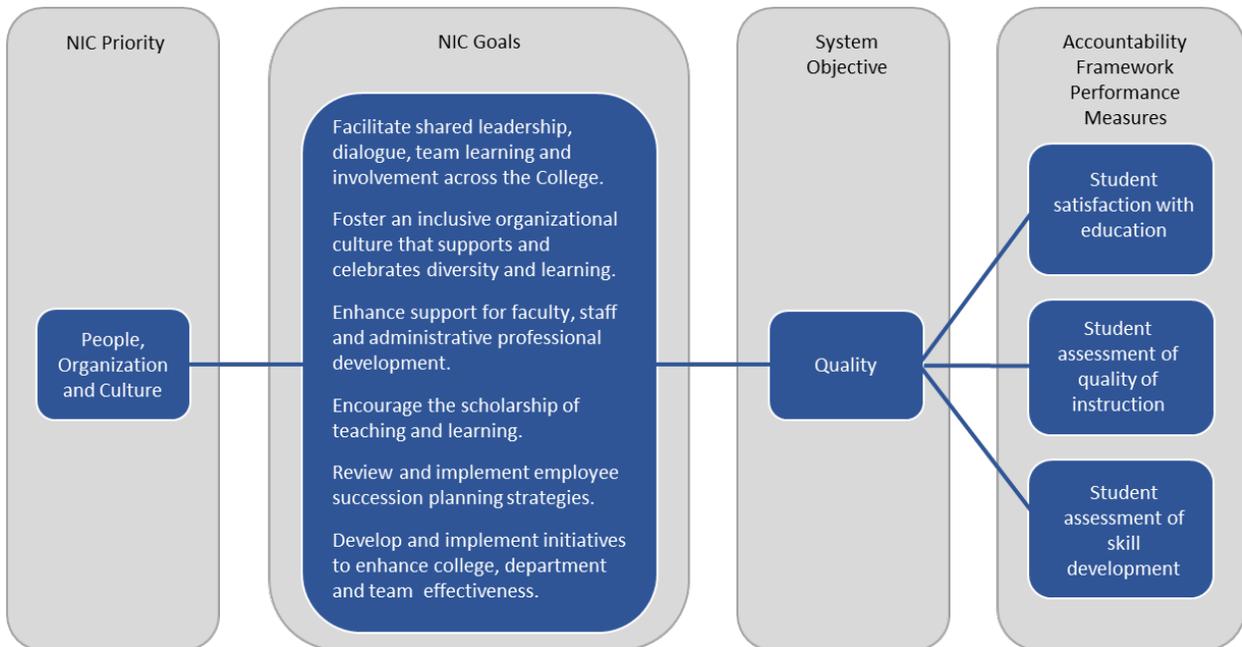
Strategic Priority #4: Aboriginal Education and Indigenization



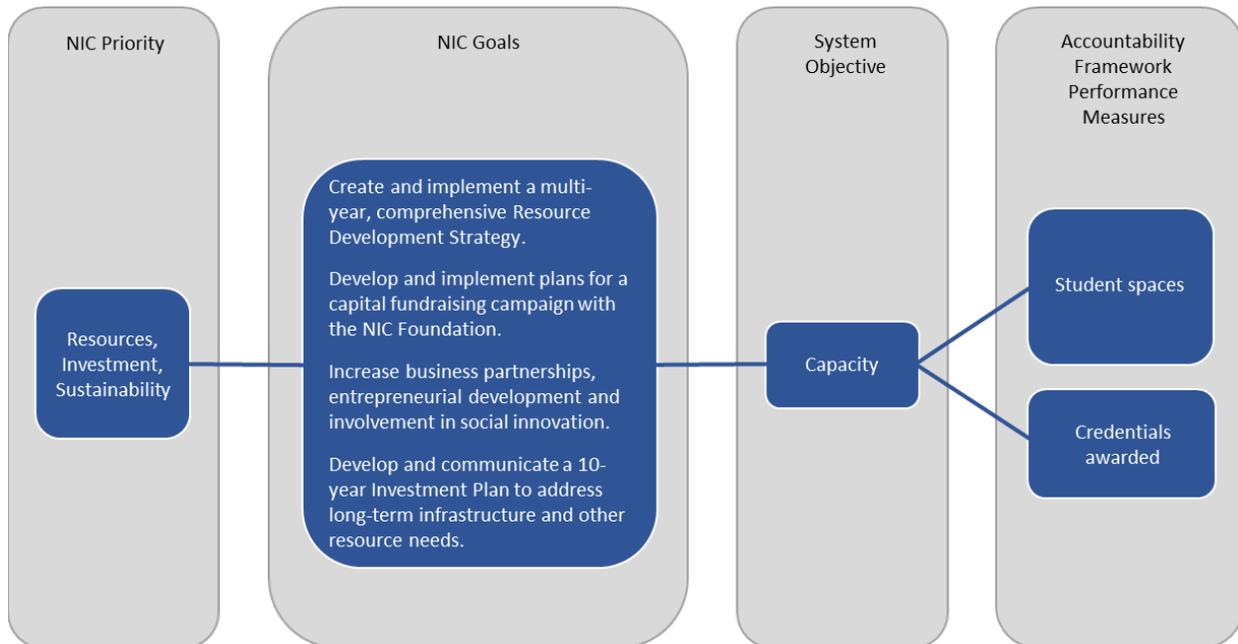
Strategic Priority #5: International Education and Internationalization



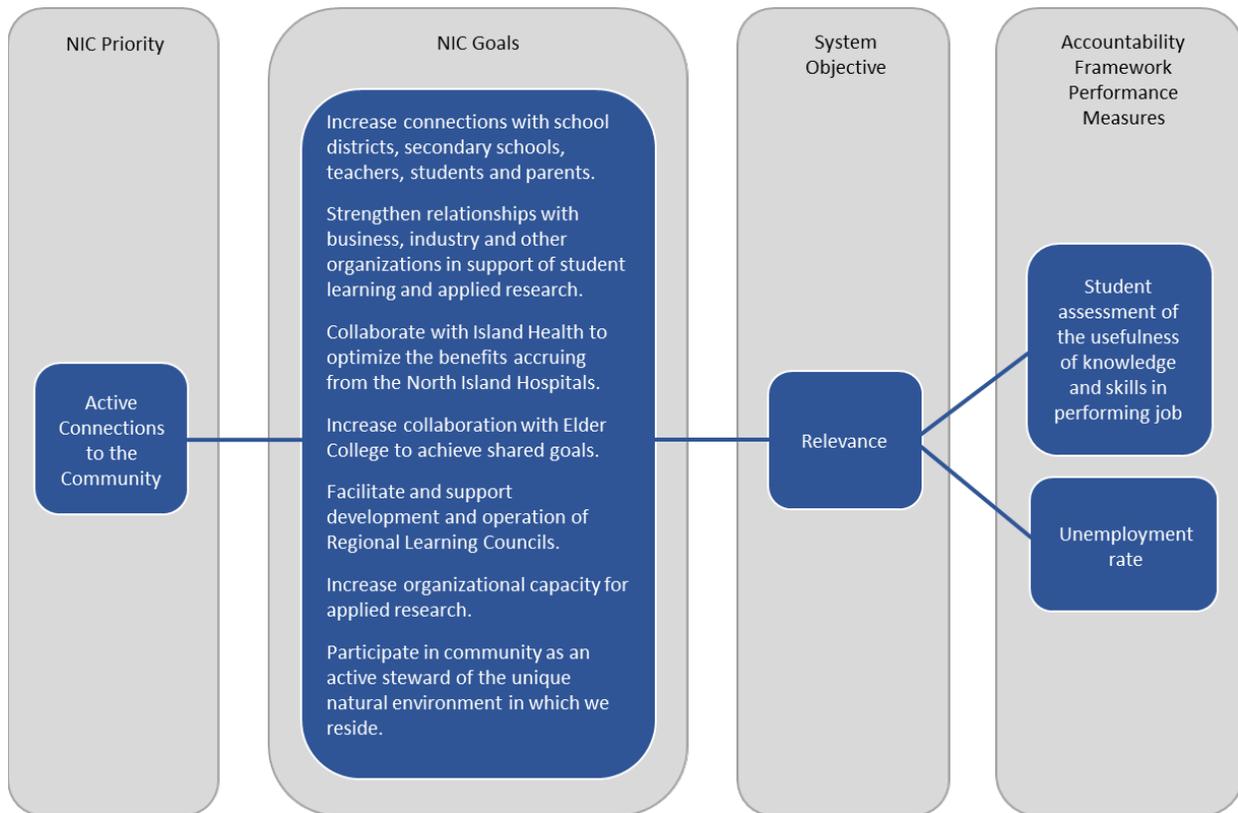
Strategic Priority #6: People, Organization and Culture



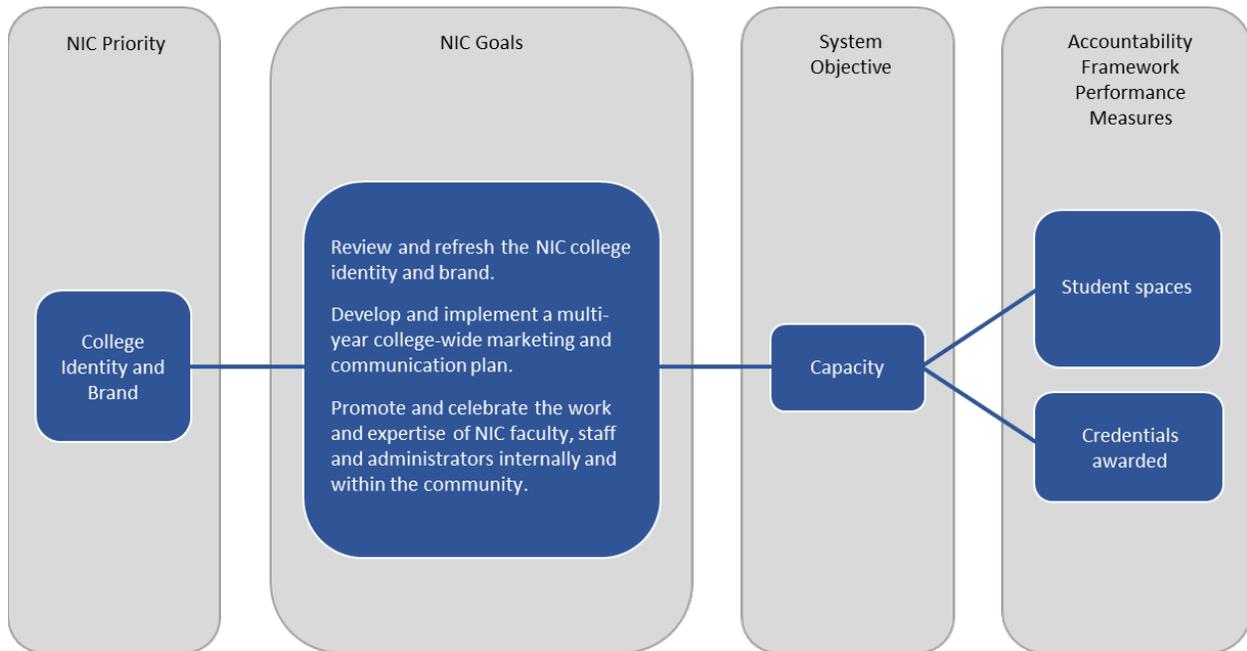
Strategic Priority #7: Resources, Investment, Sustainability



Strategic Priority #8: Active Connections to Community



Strategic Priority #9: College Identity and Brand



Performance Measures, Targets and Results

Tables 3 and 4 at the end of this section provide NIC's 2015/16 performance targets, results and assessments for each applicable performance measure included in the Ministry of Advanced Education's Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the *Accountability Framework Standards Manual and Guidelines* online at http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf.

NIC exceeded, achieved or substantially achieved 17 of the 19 assessed performance measures in the 2015/16 cycle. The Total Student Spaces and Developmental Student Spaces full-time equivalent (FTE) performance measures were not achieved, with 1,617 FTEs enrolled toward the 2,208 FTE Total Student Spaces target and 430 FTEs enrolled toward the 572 FTE Developmental Student Spaces target. NIC's Aboriginal Student Spaces performance measure is not assessed for this cycle; however, the college is working with its Aboriginal Education Advisory Council to develop a target for the 2016/17 reporting cycle.

Developmental Student Spaces FTEs include all domestic student adult upgrading FTEs in Adult Basic Education (ABE), Access for Students with Disabilities (ASD) and English as a Second Language (ESL) programs. NIC began charging tuition for adult upgrading programs in the fall of 2015 as a result of funding and policy changes by the Ministry of Advanced Education, and it is possible that this has contributed to a previously unseen 21% annual decline in ABE FTEs.

Related is a substantial structural decline in ASD FTEs as a result of converting the program to a tuition-based model. Although there was no decline in actual ASD student enrolment in 2015/16 from the previous year, FTEs were 44% lower due to changes in the program's course contact hour profile which has resulted in each student generating comparatively fewer FTEs. The decline in combined ABE and ASD FTEs has resulted in Developmental Student Spaces FTEs being substantially below target for the first time ever and has been one of the main contributors to lower Total Student Spaces FTEs in 2015/16.

Overall, domestic student FTEs counted toward the Total Student Spaces target declined 6% in 2015/16 from the previous year. In addition to fewer ABE and ASD FTEs, substantially fewer FTEs were enrolled by NIC's School of Continuing Education & Training in industry training contract programs. FTEs were lower by 54% as provincial contracts for the delivery of Labour Market Agreement programming declined due to changes in the tendering process.

It is noteworthy that NIC delivered 958 FTEs in 2015/16 that did not count toward the 2,208 FTE Total Student Spaces target. Enrolment in Industry Training Authority (ITA) funded foundation-level trades, technology and apprenticeship programs was among historical highs, resulting in 648 FTEs. 40 FTEs were delivered onsite at NIC's Comox Valley campus in partnership with B.C. universities: Bachelor of Science in Nursing and Bachelor of Arts in Liberal Studies in partnership with Vancouver Island University, and Bachelor of Fine Arts in partnership with Emily Carr University. 270 international student FTEs were also enrolled – the highest ever for NIC, up 19% from the previous year.

Environmental factors like the low secondary-school completion rates of North Island residents in comparison to the provincial average, the predominantly part-time nature of the college's student

population, and the sheer size of NIC's geographic region (at 80,000 km²) present significant challenges to achieving FTE performance targets. NIC's commitment to providing responsive programming as close to home as possible for regional communities adds a layer of complexity given higher program delivery costs and challenges to optimizing enrolment in small communities. Nonetheless, the college has demonstrated a consistent, long-term capacity for achieving efficiencies in providing access to high quality, relevant education and training, and it is anticipated that the NIC's new Multi-Year Program Planning process will contribute to greater effectiveness in the future.

Table 3, Accountability Framework performance measures, 2015/16 reporting cycle

Performance measure ¹	Reporting year					
	2014/15 Actual	2015/16 Target	2015/16 Actual	2015/16 Assessment		
Student spaces²						
Total student spaces	1,732	2,208	1,617	Not Achieved		
Nursing and other allied health programs	206	179	209	Exceeded		
Developmental	562	572	430	Not Achieved		
Credentials awarded³						
Number	572	536	561	Achieved		
Aboriginal student spaces⁴						
Total Aboriginal student spaces	457	N/A	428	Not Assessed		
Ministry (AVED)	407		357			
Industry Training Authority (ITA)	50		71			
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.4%	1.8%	≥ 90%	91.9%	2.0%	Achieved
Apprenticeship graduates	98.2%	2.5%		94.4%	3.7%	Achieved
Bachelor degree graduates	96.6%	3.7%		94.7%	4.3%	Exceeded
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	94.9%	1.6%	≥ 90%	94.0%	1.9%	Achieved
Apprenticeship graduates	100.0%	0.0%		95.7%	3.3%	Achieved
Bachelor degree graduates	96.6%	3.7%		94.6%	4.5%	Exceeded
Student assessment of skill development⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	Results not comparable ⁷		≥ 85%	85.9%	2.7%	Achieved
Apprenticeship graduates	Results not comparable ⁷			91.3%	5.4%	Exceeded
Bachelor degree graduates	88.3%	6.8%		90.5%	5.5%	Exceeded

Student assessment of usefulness of knowledge and skills in performing job ⁵						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	78.3%	4.7%	≥ 90%	82.0%	4.6%	Substantially achieved
Apprenticeship graduates	97.5%	4.0%		93.1%	4.9%	Achieved
Bachelor degree graduates	92.3%	6.4%		100.0%	0.0%	Exceeded
Unemployment rate ^{5,6}						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	14.2%	3.5%	≤ 10.2%	8.7%	3.2%	Achieved
Apprenticeship graduates	24.5%	8.7%		7.9%	4.8%	Achieved
Bachelor degree graduates	3.7%	4.3%		3.1%	4.2%	Exceeded

Table 4, Accountability Framework performance measures, 2015/16 reporting cycle, assessment of skill development component measures

Performance measure	Reporting year					
	2014/15 Actual		2015/16 Target	2015/16 Actual		2015/16 Assessment
Former diploma, certificate, and associate degree students' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	Results not comparable ⁷		≥ 85%	85.9%	2.7%	Achieved
Written communication				83.5%	3.2%	
Oral communication				75.2%	3.7%	
Group collaboration				86.4%	2.6%	
Critical analysis				90.5%	2.2%	
Problem resolution				89.9%	2.4%	
Learn on your own				88.2%	2.5%	
Reading and comprehension				87.8%	2.6%	
Apprenticeship graduates' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	Results not comparable ⁷		≥ 85%	91.3%	5.4%	Exceeded
Written communication				84.2%	9.8%	
Oral communication				79.1%	10.0%	
Group collaboration				95.5%	3.5%	
Critical analysis				94.1%	3.9%	
Problem resolution				94.0%	4.0%	
Learn on your own				95.5%	3.6%	
Reading and comprehension				97.0%	2.9%	

Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	88.3%	6.8%	≥ 85%	90.5%	5.5%	Exceeded
Written communication	89.3%	6.7%		91.9%	5.5%	
Oral communication	96.6%	3.7%		94.7%	4.3%	
Group collaboration	86.2%	7.1%		91.9%	5.5%	
Critical analysis	89.7%	6.2%		84.2%	7.1%	
Problem resolution	82.1%	8.3%		81.6%	7.5%	
Learn on your own	89.3%	6.7%		91.9%	5.5%	
Reading and comprehension	85.2%	8.1%		97.4%	3.1%	

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

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

Notes for Tables 3 and 4:

- ¹ Please consult the 2015/16 Standards Manual for a current description of each measure. See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf.
- ² Results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year; results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year. Excludes Industry Training Authority student spaces.
- ³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.
- ⁴ Results from the 2014/15 reporting year are based on data from the 2013/14 fiscal year; results from the 2015/16 reporting period are based on data from the 2014/15 fiscal year.
- ⁵ Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.
- ⁶ Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.
- ⁷ In 2015, the wording of the skills development questions changed for the former diploma, associate degree and certificate students and apprenticeship graduates surveys. Until 2014, respondents were asked to indicate the "extent to which their in-school training provided them with opportunities to develop various professional skills" and used a five-point scale. In 2015, respondents were asked "how helpful their program was at developing a number of professional skills" and used a four-point scale.

FINANCIAL INFORMATION

Please see North Island College’s most recent audited financial statements available online at www.aved.gov.bc.ca/gre/financial.htm.

For more information about North Island College’s financial management principles and processes, please see the “Sound Financial Management” section of this document.

NORTH ISLAND COLLEGE



INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2015-2016 REPORTING CYCLE