

NORTH ISLAND COLLEGE



ENVIRONMENTAL SCAN

In Support of the 2020-2025 Strategic Planning Process | October 2019



www.nic.bc.ca

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INTRODUCTION

North Island College: Serving the People and Communities in Our Region

North Island College (NIC) is a comprehensive community college which serves the people and communities across approximately 80,000 km² of Vancouver Island and parts of the B.C. mainland coast from Bamfield to Bella Coola. With 157,000 residents in its region, NIC serves the largest population of all B.C. rural colleges. The College is honoured to acknowledge operations within the traditional territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions.

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

NIC offers a full range of pathway programming as well as educational, financial aid, disability, counseling and student advising services, including dedicated employment support with work-integrated learning and a nationally accredited co-operative education program. In

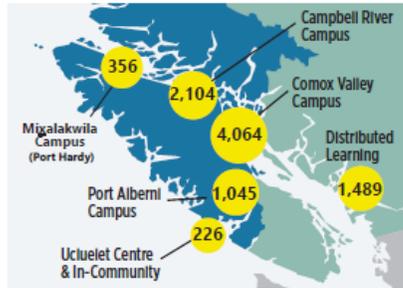
keeping with its access-focused roots, NIC continues to serve diverse and geographically dispersed communities through distance learning, interactive television and online learning as well as face-to-face programming in communities, based on the specific local needs of First Nations and community partners.



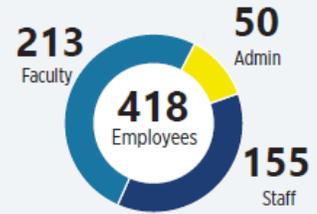
NIC North Island College 2018 Fast Facts

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

NIC is a publicly funded community college dedicated to serving 157,000 people on northern Vancouver Island and the central BC mainland coast. Our central focus is to support student experiences and success. Programming is delivered onsite at four campuses and one learning centre, through technology-enabled distance learning, and many in-community programs developed in partnership with remote communities across our 80,000 km² service region.



EMPLOYEE COMPOSITION*



* Based on headcount

NIC STUDENTS SAY*



are satisfied with their education at NIC



NIC's quality of instruction is high



were well-prepared by NIC for further studies

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

STUDENT HEADCOUNT*

8,053
Students total

1,246
Aboriginal students

564
International students

173
Dual Credit high school students

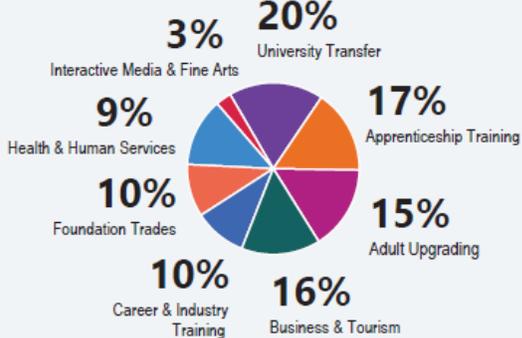
82
Dual Admissions post-secondary students

2,234
Domestic FTEs

506
International FTEs

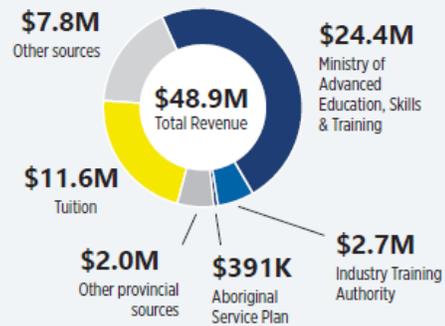
* Based on fiscal year

PROGRAM MIX*

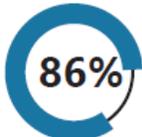


* Based on student FTEs

COLLEGE REVENUE



DOMESTIC STUDENT ORIGINS



Students from within the NIC region

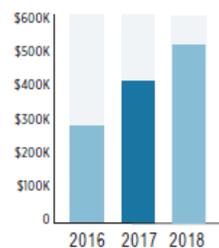


Students from mainland BC, Canada and other provinces

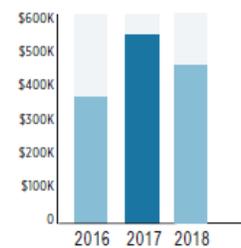


Students from southern Vancouver Island

SCHOLARSHIPS AND BURSARIES AVAILABLE



APPLIED RESEARCH & INNOVATION PROJECTS



For more information, please contact 1-800-715-0914 or questions@nic.bc.ca

www.nic.bc.ca



KEY ENVIRONMENTAL FACTORS

The environmental factors described in sections that follow represent important considerations for strategic and short-term planning and operations as North Island College works to achieve its mandates, mission and vision. A STEEP grouping model has been applied. STEEP is commonly used to gain insight into the past, current and future of an organization's external and internal environments.

STEER = Social + Technological + Economic + Environmental + Political

Social Factors

- **Indigenous population**
 - NIC operates within the traditional territories of 35 First Nations.
 - Thirteen percent of the NIC region's population is comprised of Indigenous peoples. The province of B.C. overall has a much lower proportion at 6%.
 - Twenty One percent of NIC's domestic student population enrolled in credit courses (19% of FTEs) is of self-declared Aboriginal ancestry.
 - The Indigenous population in the NIC region is younger than the overall population with 15-24 year-olds making up 16% of the Indigenous population compared with 9% of the overall population.
 - Within the NIC region, regional districts where the largest number of Indigenous people live in Alberni-Clayoquot (6,035) and Strathcona (5,855) where they represent 20% and 13% of the respective local populations.
 - Within the NIC region, the regional districts with the highest percentages of Indigenous people are Central Coast (2,045) and Mount Waddington (3,340) at 62% and 31%, respectively.
- **Rapidly growing international student demand**
 - Thirteen percent of students enrolled in credit courses at NIC (18% of FTEs) are international students.
 - International student enrolment at NIC has grown almost ten-fold over the past decade from 57 students in 2008/09 to 564 students in 2018/19 with an increase of 187 students in the last two years alone.
 - Rapid growth in international student demand has spurred a focus on sustainable admissions and enrolment practices, student services and classroom dynamics.
 - At 14% of total revenue, tuition from international students has become a significant source of revenue for the College.
 - The College added 75 new course sections from January 2018 to January 2019 funded by international student tuition revenue. As a result, more than 650 domestic students were able to register in courses and programs that would otherwise not be available.

- **Need for student housing at Comox Valley campus**
 - Sixty-two percent of students who responded to a market and demand analysis survey in 2018 indicated that it was difficult to find housing within a reasonable distance to campus.
 - The city of Courtenay and the surrounding area has a tight housing market with very low rental vacancy rates, a situation that is expected to continue.
 - Difficulty in finding housing serves as a barrier to non-local students living in NIC's 80,000 km² service region who wish to take programs at NIC's main campus.
 - Students coming from the northern and western regions, where the majority of First Nations communities are located, trades students who need short-term accommodations, international students and students with families (i.e. children, partners and/or elderly parents) are groups that are particularly impacted.
- **Low preparedness for post-secondary education in the region**
 - Just under one-quarter (23%) of secondary school students in the North Island College region do not graduate high school versus 16% for the province overall.
 - Thirteen percent of 25-64 year olds living in the North Island College region don't have at least a high school diploma compared with 10% provincially.
 - The variation among regional districts within the region is considerable, ranging from approximately 23% for Mount Waddington and Central Coast to 9% in the Comox Valley. Strathcona and Alberni-Clayoquot are in the middle at 12% and 18%, respectively.
 - Just under one in four diploma, associate degree and certificate students surveyed in 2018 (23%) took Adult Basic Education during, or prior to, their studies, a comparatively high proportion relative to other B.C. public post-secondary institutions - 18% for rural colleges and 12% for the rest of the B.C. college, institute and teaching intensive university sector.
- **High proportion of regional population with no post-secondary education**
 - Forty-three percent of 25-64 year olds in the region have no post-secondary credential compared with 37% provincially.
 - Within the NIC region, the percentage of individuals with no post-secondary credentials is highest in Mount Waddington and the Central Coast, both at 52%, and lowest in the Comox Valley at 38%; Strathcona and Alberni-Clayoquot are in the middle at 44% and 48%, respectively.
- **Shrinking number of 18-24-year-olds in the region**
 - The traditional post-secondary population of 18-24 year-olds in the NIC region is projected to decrease by 4% (466 people) between 2020 and 2025. The decline is expected to reverse after 2025, however, with expected growth of 3% (356 people) over 2020 levels by 2030.

- The province is forecast to decline by 11% between 2020 and 2025 but by 2030 numbers will rebound substantially, showing a decline of only 7% over 2020 levels.
- **Slowly recovering secondary school enrolment in the region**
 - After more than a decade of declining enrolment in grades 8-12, the trend is expected to reverse beginning in 2019 with anticipated growth of 10% (735 students) between 2020 and 2025. K-7 enrolment is expected to shrink by 2% (186 students) during this period with 2021 marking the reversal of a six-year growth trend for primary school enrolment in the region.
- **Ageing Population**
 - The proportion of individuals aged 65+ living in the NIC region is substantially higher than that seen provincially (25% versus 20%) and by 2025 this will shift even higher to 28% in the NIC region versus 22% for the province.
 - Higher dependency levels are one outcome of an ageing population as greater proportion of young people are likely to be caring for older family members.
 - According to the *2018 British Columbia Labour Market Outlook*, most future job openings in B.C. over the next decade will come from vacancies created by retiring workers, and every major industry will see at least half of job openings because of retirements.
 - Seventy-one percent of job openings regionally (Vancouver Island/Coast region) will replace retiring workers versus 68% for the province.
- **Pending employee retirements**
 - Seventy-two percent of NIC employees are nearing or beyond the age of early retirement.
 - Thirty-seven percent of NIC employees are in the 46-55 age group.
 - Thirty-five percent of NIC employees are in the 55+ age group.
 - Faculty is the oldest employee group with 43% over the age of 55, followed by support staff at 27% and administrators at 24%.
- **NIC's Centre for Applied Research, Technology and Innovation (CARTI) is connecting communities through research**
 - Since 2012, CARTI has supported 22 projects, with 55 paid student research assistants, engaged with 34 partner businesses and organizations and has secured more than \$2.8M in project funding.
 - Applied research at community colleges provides opportunities for students and staff to apply their skills to address persistent challenges identified by local business, industry, not-for profit or community groups.
- **NIC is partnering with educational institutions, communities and industry to increase access to post-secondary education for students and better serve local communities**

- NIC is among the most active post-secondary institutions in B.C., seeking collaborations and partnerships with secondary and other post-secondary institutions to facilitate the transition of students from the K-12 system to post-secondary education and training.
- The College has made it a priority to expand domestic and international educational pathways and opportunities for students.
- Community and industry partnership development is ongoing and remains crucial to ensuring program access and relevance for remote learners and local economies.

Technological Factors

- **Distributed learning / educational technology**
 - NIC has used distributed learning for 45 years to provide students living in small communities with flexible, distance access to courses, labs and programs across an expansive 80,000 km² geographical area.
 - In the past 15 years, the College has moved beyond traditional correspondence and online delivery methods to implement sophisticated blended learning models that combine face-to-face, interactive television (ITV) and online learning.
 - High definition, room-based video conferencing equipment at every campus creates a strong foundation for interactive television (ITV) course delivery, which is now available from Port Hardy to Ucluelet and Parksville as well as NIC's main campuses.
 - Blackboard Learn, NIC's Learning Management System is at the core of our blended learning strategy, allowing students to combine face-to-face and distance delivery methods to access assignments, classroom materials and lectures, take quizzes, form discussion groups and more.
 - The College also uses Microsoft Skype for Business, a desktop conferencing service, and Microsoft Surface laptops to increase the interactivity and collegiality of online courses and to provide more services for distance students. Employees and administrators also use Skype for Business as a communications tool to connect more efficiently.

- **Automation / Machine Learning / Artificial Intelligence**
 - Automation is the use of technology to replace, change, or assist physical or mental tasks traditionally done by people.
 - Employment in B.C. is not expected to be reduced as a result of automation over the next 10 years - certain tasks will become automated rather than the whole job. As a result, it will be key for those in the labour force to adapt to changing job requirements and to learn new skills and competencies.
 - It is expected that the majority of workers in the province will likely be affected by automation in some way with the greatest impact on lower skilled occupations requiring high school or less.
 - 166,000 job openings in B.C. over the next 10 years will be in occupations that have a high chance of being affected by automation.

- **Canada's Digital Supercluster is located in British Columbia**
 - The Government of Canada is investing up to \$950 million over five years to support industry-led innovation superclusters across the country and accelerate economic growth, productivity and competitiveness across five Superclusters. The British Columbia-based Digital Technology Supercluster will receive \$153 million of this funding.

- B.C.'s Ministry of Advanced Education, Skills and Training has indicated that there is an opportunity for public post-secondary institutions to collaborate with industries, government ministries, crown agencies and non-governmental organizations in digital research and development projects.

Economic Factors

- **Low unemployment**
 - B.C.'s unemployment rate averaged around 4.7% in 2018, the lowest among the provinces.
 - Research has shown that “employment and unemployment rates much more than the number of high school graduates or other population trends – which are important over time but very slow moving – are the biggest factors driving enrolment for community colleges, for-profit colleges and some open-access four –year institutions.”¹
- **Slowing but healthy B.C. economy with a boost from LNG**
 - After two years of booming 3.5% average growth, B.C.'s economy is on track to moderate in 2018 and 2019 to a still-healthy pace of 2.3% and 2.0%, respectively. A mix of slowing housing market activity and growing labour market constraints have been at the root of the downshift in 2018. In contrast, prospects for 2020 recently received a significant shot in the arm by the confirmation that LNG Canada will press ahead with its \$40 billion investment project.
- **Over three quarters of job openings in B.C. will require post-secondary education**
 - Seventy-seven percent of the 903,000 job openings expected in the next decade will require some level of post-secondary education or training.
 - Forty-one percent will be in occupations requiring a diploma, certificate or apprenticeship training
 - Thirty-six percent will be in positions requiring a bachelor's, graduate or first professional degree.
 - Twenty-three percent of job openings will be available for those with a high school education or less.
- **The majority of job openings will be concentrated in a few key occupational groups**
 - Nearly three quarters of projected job openings in B.C. over the next 10 years are expected to be in five occupational groups:
 - Sales and Service;
 - Business, Finance and Administration;
 - Management;
 - Trades, Transport and Equipment Operators and Related; and
 - Education, Law and Social, Community and Government Services.
 - Regionally, for NIC (Vancouver Island/Coast region), high demand jobs will be in

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

- Sales and Service;
 - Business, Finance and Administration;
 - Health; and
 - Management.
 - Notable are jobs in information systems analysis, interactive media development, computer programming, and jobs in computer and information systems management.
- **People and communication skills will be important for future jobs**
 - As we move through the next decade, the *2018 British Columbia Labour Market Outlook* reveals a strong demand for people skills, especially those in communication areas such as active listening, speaking and reading comprehension as well as critical thinking.
 - Active listening is identified as a very important skill for 73% of total projected job openings.
 - Social perceptiveness, and judgement and decision making are also deemed as very important competencies for almost 40% of total projected job openings by 2028.

Environmental Factors

- **Large and geographically diverse region**
 - The College serves a vast and diverse region made up of more than 35 First Nations, six school districts and five regional districts spread over 80,000 km² on central and northern Vancouver Island and B.C.'s Central Coast.
 - With just under 157,000 residents in its region, NIC serves the largest population of all B.C. rural colleges.
 - The geography of the NIC region is one of the College's biggest challenges in providing education and services to the region's people and communities.
 - Many communities in the region, especially First Nations communities, are only accessible by boat or air (see Figure 46 in "Appendix F – Maps").
 - Each of the many small communities in NIC's service area has important social, labour market and educational needs that, if met, benefit the entire province.
 - NIC strives to provide access to affordable, high quality, relevant post-secondary education and training as well as adult upgrading on a when-needed, where-needed basis to local communities.
 - NIC is meeting the needs of rural and remote communities through a regional delivery model that centres on in-community program delivery.
 - NIC has used distributed learning for 45 years to provide students living in small communities with flexible, distance access to courses, labs and programs
- **Recent facilities upgrades at two NIC campuses**
 - NIC's Campbell River campus is undergoing a \$17.6M expansion project. The project will internally separate Timberline Secondary School and NIC into two distinct entities, creating almost 10,000 m² of new and renovated space for trades, health and community care programs, as well as a new library and learning commons, student commons and Aboriginal student lounge.
 - NIC recently moved its existing Mount Waddington campus in Port Hardy to a new \$1.4M facility with four classrooms, a computer lab and a multi-purpose room that doubles as a nursing lab. An interactive TV classroom provides access to university studies classes in real time at other NIC campuses. The new site is more convenient to students commuting by bus from nearby communities and is closer to NIC's community partners.
- **Two brand new hospitals opened in 2017**
 - A new 153-bed hospital opened in Courtenay, co-located with NIC's Comox Valley campus.
 - A new 95-bed hospital opened in Campbell River.
 - NIC continues to work with Island Health to optimize the benefits accruing from the North Island hospitals.
- **Provincial government's new climate strategy is focused on GHG reduction**

- The provincial government's new climate strategy will outline significant greenhouse gas reduction measures in 2019/20 while supporting program and service objectives through economic growth powered by clean, renewable energy, supported by technological innovation.
- NIC has been asked to align its operations with government's new climate plan.

Political Factors

- **NIC has a high reliance on provincial government funding**
 - NIC received 60% of its revenue from the Province in 2018/19 making it vulnerable to flat or reduced government funding.
 - The range in annual funding amounts over the past six years is considerable with the College receiving \$2.7M fewer dollars in 2015/16 than in both 2013/14 and 2018/19, a difference of 9%. The variance is predominantly due to fluctuations in targeted one-time funding initiatives under the Province's base and one-time funding model for public post-secondary education.
 - The uncertainty of available funding inherent in this model does not always provide NIC with the flexibility required to support labour-market focused, quick-response education and training needed for local communities, a complex and important component of the College's program offerings.
 - Uncertain mid- to long-term availability of funds presents challenges for sustaining programs that have been developed and launched.
- **Government mandated 2% cap on tuition fee increases**
 - The B.C. government has limited tuition fee increases to 2% annually - approximately the rate of inflation - since 2005. As a result, similar programs at different institutions in B.C. can have widely varying tuition fees and there is no opportunity for NIC to make adjustments.
 - Tuition made up 26% of NIC's revenue in 2018/19 (12% domestic and 14% international).
 - NIC has the lowest domestic student tuition on Vancouver Island and also one of the lowest provincially (i.e. one of eight charging tuition under \$3K for arts programs).
- **NDP Government's key commitments to British Columbians**
 - In the 2017 provincial election, the British Columbia Liberal Party was defeated and the British Columbia New Democratic Party (NDP) was elected in a minority government with the confidence and supply of the Green Party of British Columbia.
 - The NDP Government's key commitments to British Columbians are:
 - make life more affordable,
 - deliver the services that people count on, and
 - build a strong, sustainable, innovative economy that works for everyone.
 - The next provincial election will occur on, or before, October 16, 2021 marking another potential shift in the political climate for B.C. public post-secondary institutions.
- **NIC's 2019/20 Mandate Letter priorities from the Ministry of Advanced Education, Skills and Training**
 - Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and

other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the *Truth and Reconciliation Commission's Calls to Action* and the *United Nations Declaration of the Rights of Indigenous Peoples*.

- Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:
 - improving access to post-secondary education with a focus on vulnerable and under-represented students;
 - expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health); and
 - expanding co-op and work-integrated learning opportunities for all students.
- Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.
- Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.
- Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.
- Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.
- Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.
- Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

NORTH ISLAND COLLEGE INTERNAL SCAN

Mission, Vision and Values

Our 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.

Our Vision for the Future

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.

Our Values

At NIC, our values frame everything we do and express our commitment to our students, communities, residents of our region and ourselves.

- **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.

Governance

Board of Governors

NIC's Board of Governors is empowered by B.C.'s *College and Institute Act* to manage, administer and direct the College's affairs. The Board represents regional communities and makes policy-level decisions to guide the organization. The Board oversees the strategic direction of the College and consists of eight or more government-appointed community members, an elected staff and faculty member and two elected students. The Chair of the Education Council and the President are ex-officio Board Members.

Senior Leadership Team

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

Senior Education Team

The Senior Education Team includes senior educational positions at the College and members of the Senior Leadership Team. The team provides educational direction, leadership and instructional program planning on behalf of the College as delegated by the North Island College Board of Governors through the President.

Education Council

Established by B.C.'s *College and Institute Act*, North Island College's Education Council consists of NIC faculty, administration, staff and student representatives. The council ensures educational quality at NIC through two main functions: 1) the council reviews and approves curriculum and policies relating to academic standing or standards as well as student performance evaluations; and 2) it advises the Board of Governors on educational policy developments, including course and program implementation or cancellations, program and educational service evaluations, affiliations with other post-secondary bodies, qualifications for admission policies and criteria for awarding certificates, diplomas and degrees.

Campuses

NIC operates four campuses in the Comox Valley, Campbell River, Port Alberni and Port Hardy as well as a learning centre in Ucluelet. For a full list of programs available at each campus, see “Appendix C – List of Programs” or online at www.nic.bc.ca/programs-courses.

Comox Valley Campus

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

Since opening at its current location in 1992, the campus has been steadily growing to accommodate student need. Additions have included the Shadbolt Fine Art studios (1996), Tye Hall (2004) university transfer and student amenity building, and more recently, a Trades Training centre (2011), which uses 60 to 70 percent less energy than typical buildings of its size.

The campus is home to NIC’s Bachelor of Science in Nursing degree offered in collaboration with Vancouver Island University, a School of Fine art and Design and a Bachelor of Business Administration degree, with majors in General Management, Accounting and Marketing. Like many NIC campuses, it offers access to a broad range of program areas, including university transfer, health and human services, business, office administration, tourism and hospitality management, trades foundation and apprenticeship programs, as well as continuing education and training and Adult Basic Education courses.

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

NIC’s Comox Valley Master Site Plan identifies the need for new classroom spaces for programs now operating from temporary portables as well as the College’s first student housing facilities.

Campbell River Campus

NIC’s Campbell River campus is the College’s second largest campus and home to the bulk of NIC’s trades and apprenticeship programming. Originally opened in 1997 as a shared facility with Timberline Secondary School, the campus was the site of a significant provincial and federal investment announcement in 2017 to meet the education and training needs of the Campbell River community.

The \$17.6M expansion and renovation internally separates Timberline Secondary School and NIC into two distinct entities, creating almost 10,000 m² (105,000 sq. ft.) of new and renovated space for Heavy Duty, Aircraft Structures, Professional Cook and Aquaculture students as well as a new Library and Learning Commons, Aboriginal lounge, bistro and lab facilities for health and human services students.

The College's five-year campus plan, or CAM-Plan, anticipates expansion of the student population by 15% by 2023, through program diversification and a balanced growth in international students and programs. This includes more access to high-demand health and human services programs, as well as increased university arts and science programs, business, industry and technical training as well as access and upgrading programs. The plan also envisions the campus as a regional learning hub for the North Island, with programming extending outward through technology-enabled modes of instructional delivery and regional in-community offerings.

Progress started in 2018, with the addition of more university transfer courses and the arrival of Campbell River's first cohort of Business Administration Post-Degree program, which brings larger numbers of international students to the community.

Campus upgrades will be complete by fall 2019, after which trades programs in the nearby Vigar Vocational Centre will move to the Dogwood campus where students will have better access to the college community and support services.

Programs unique to the Campbell River campus include Lik^wala/Kwak^wala language courses, several specific transportation, resource and construction trades programs as well as culinary, industrial automation and continuing education and training programs, including B.C. Wildfire Crew Member Training, Enhanced Security Guard Training, Hospital Unit Clerk, Metal Jewellery Design and more.

In addition to the new and renovated campus amenities above, the campus also includes a bookstore and daycare.

Port Alberni Campus

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

The College works with the Alberni Valley Learning Council to identify regional education and training needs and implement programs.

While the campus prides itself on the wide range of programs available, courses and programs unique to the campus include Nuuchahnulth language courses, a Joinery/Cabinetmaking program, strong Community Support Worker - Indigenous Focus and Employment Transitions programs as well as culinary programs, serving the area's restaurant industry.

The campus also boasts a strong relationship with the Alberni District's Career Education Program, which has seen growing numbers of students complete dual credit university transfer courses, health, early childhood care and education, business or trades programs while they are still in high school. For the last six years (2013-2018), the completion rate for students taking eight Youth Train in Trades programs has consistently been 100 per cent.

NIC's Department of Continuing Education and Training delivers skills-based training throughout the region in collaboration with First Nations, industry and community partners. These responsive programs

include a Trades Discovery and Carpentry Career Pathway Programs with Tla-o-qui-aht First Nation, Wildfire Crew Member Training with Strategic Forest Management, Cruise Line Service Training with the City of Port Alberni and the Port Authority and Market Gardener Training with the Port Alberni Shelter Society.

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

Mixalakwila Campus in Port Hardy (me - xa- la- kwee - la)

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

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

The campus has been home to several innovative programs including Awi'nakola, a land-based Adult Basic Education program that teaches community-relevant English, math and Kwak'wala language courses. The Kwak'wala courses represent NIC's first Indigenous language courses, developed with local Elders and First Nations communities. The model has since expanded to include, the Comox Valley, community specific Kwak'wala dialects in Campbell River and Nuu-chah-nulth language courses in Port Alberni.

Campus programming is driven by community need, requiring responsive and flexible programming to change annually. The campus regularly offers Adult Basic Education in the fall and winter terms and offers Early Childhood Care and Education, Health Care Assistant, Tourism and Hospitality Management and University Studies programs, as well as many additional offerings to meet current and emerging labour market needs. Technology-enabled learning connects Port Hardy students to Early Childhood Care and Education students in Alert Bay and connects university transfer students with classmates at other campuses.

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

Ucluelet Centre

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

Programs and Pathways

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

Program highlights by region can be found in the previous section, "Campuses"; while college-wide program summaries can be found in "Appendix C – List of Programs" or online at www.nic.bc.ca/programs-courses.

Access Pathway Programming

Access and upgrading courses and programs form a large and integral part of NIC's educational portfolio. Over the last few years, the College has dedicated resources to increase access into academic programs and develop programs with multiple entrance and exit points for students in various stages of their education and career preparation.

With the commitment to providing programming to students as close to home as possible, the college provides region-wide access to Adult Basic Education courses.

Many programs bridge upgrading with academic, or career entry programs, laddering options for students transitioning to new careers. Block transfer agreements ease students' transition to universities across B.C. These bridging programs include the creation and expansion of in-community programs developed with First Nations and community partners, a collaboration with VIU to offer Aboriginal Eco-Tourism for First Nations students and several Department of Continuing Education and Training partnerships offering carpentry, trades discovery and biology pathway programs.

The College's Department of Accessible Learning has a long history of providing employment transition and access courses and programs for students with documented physical, cognitive or mental health disabilities as well as a range of support services and learning accommodations.

University Transfer

The College offers strong science, technology, engineering and math (STEM) options including a one-year Engineering Foundations certificate and a two-year Associate of Science degree for students who wish to credential before completing a degree. The area also includes Electronics Technician and Industrial Automation Technician programs and a computer science program now in development.

Arts and humanities students access first- and second-year university-transfer courses and programs through the College's two-year Associate of Arts degree, Criminology diploma, flexible pre-major program, university transfer pathways and 200-plus university studies courses.

NIC's strong university partnership agreements provide guaranteed access to universities and colleges across B.C. and Canada in a number of program areas while school district partnerships provide opportunities for high school students to access university pathways through dual credit and youth in trades programming. More information on NIC's partnerships with high schools and universities can be found in the "Partnerships" section of this document.

Fine Art and Design

NIC offers three fine art focused programs, five interactive media credentials and transfer agreements to degree programs in B.C. and Alberta. It provides students with the opportunity to develop their creativity and critical thinking skills and keep pace with BC's rapidly growing digital technology sector as they pursue new careers, open their own business or prepare to transfer to degree.

Business, Office Administration and Tourism & Hospitality Management

From preparing the next generation of adventure guides, to studying global tourism operations, and hospitality management, NIC offers six tourism credentials, with options that provide practical, on-the-job experience and study abroad options for one of B.C.'s largest sectors. In addition to the Bachelor of Business Administration degree and post degree diplomas, NIC's School of Business offers a one-year certificate a two-year diploma to prepare the Island's next business owners, managers, accountants and marketing professionals. Office administration programs also support students interested in a range of office administration specialties.

Health and Human Services

Health and Human Services students make a positive change in the lives of others. NIC's graduates are in high demand in the health care and human services fields, learning how to support individuals and build stronger, healthier communities. NIC's Health and Human Services graduates are nationally recognized and highly sought after for their leadership, practical skills and cultural knowledge, developed through our strong network and community work placement opportunities. Health and Human Services offers the Bachelor of Science in Nursing degree, Practical Nursing Diploma, Health Care Assistant Certificate, Human Services Diploma, Social Services Diploma, Human Services Certificate – Educational Assistant (Community Support and Indigenous focus), Early Childhood Care and Education Certificate, Early Childhood Care and Education Diploma, Early Childhood Care and Education Assistant Course.

Trades and Technical Programs

In partnership with the Industry Training Authority, the College offers trades and technical programs ranging from pilot TV and Film Crew Training programs to four levels of Carpentry, Electrician, Plumbing and Heavy Duty Apprenticeship programs, whose graduates fuel the North Island's construction and transportation industries. Short-term resource industry certificates provide Island industries with current aquaculture, forestry and mining graduates who can quickly adapt to changing industries while culinary, automotive and aircraft structures graduates support the Island's hospitality and

transportation sectors. The College is proud to offer access to high school students through the ITA's Youth Train in Trades program.

Continuing Education and Training

Continuing Education and Training (CET) is at the heart of NIC's commitment to providing equitable student access, supported learning pathways, and efficient workforce transitions for local community members and under-represented groups across our four major regions. For many rural residents in our catchment areas, CET non-credit courses, in-demand skills training, and in-community pathway programs are their first College experience. In keeping with CET's mandate to support and empower adult learners, to deliver relevant and responsive education and skills training, and to create student access and learning pathways for community members, there were 4,281 students enrolled in CET courses in 2018/19 -- estimated as more than half (53%) of all NIC students. The department aims to increase local access to College courses and programs that lead to meaningful jobs and rewarding careers, and that enable rural areas to attract and retain their local workforce.

CET offers a broad range of non-credit, short-term vocational, personal interest, and professional development offerings, totalling 578 short-term vocational and personal interest courses and 68 credit-based courses. In this way, we provide courses and programs that appeal to youth, re-entry adults, First Nations citizens, and other adult learners. CET offerings address skills gaps and labour market needs, locally and regionally, in relevant work-related areas, including: marine transport/safety, wildfire, introductory trades, building service and security, and retail/customer service and computer training. The following credentialed programs address personal interest and professional development needs: Metal Jewelry Design, Coastal Log Scaling, Animal Care Aide and Hospital Unit Clerk. CET enrolment in these cohort-based credentialed programs reached 53 students in 2018/19.

The CET Department is an accredited WorkSafeBC Training Agency and a Red Cross Training Partner, and our first aid and safety courses are a vital part of our individual offerings and contract training delivery in all our campus regions. In 2018/19 there were 1,288 registrants in 118 first aid and safety courses. These courses provide certified skills training for our community members, while addressing the contract training needs of local employers. The department also provides first aid and occupational health and safety industry certification for students enrolled in our NIC applied programs for Trades and Technical, Health and Human Services, and Tourism and Hospitality.

One of CET's specialty areas is coordinating ElderCollege courses and lecture series, working collaboratively with a vibrant ElderCollege Executive at our three main campus locations. Over the past year, an eclectic mix of 266 general interest courses were offered for 1,376 ElderCollege members in Comox Valley, Campbell River, and Port Alberni. Just under 80 percent of ElderCollege members are based in the Comox Valley, and these engaged individuals attended over 190 courses and lectures. Dozens of dedicated volunteers host and support a broad range of courses and current topics, making courses widely available and keeping course fees as low as possible. ElderCollege Comox Valley

celebrates its 20th Anniversary in the Fall 2019 - making it one of the most successful older adult programs of its kind in North America.

CET has a robust contract training division, with the ability to design and deliver customized education and skills training in partnership with employers, industry, First Nations, government, employment and community service agencies. In 2018/19, CET delivered 72 training contracts that included on-campus, in-community, and online offerings. Examples of these regional training contracts, include: cruise line service training (blended format) with the City of Port Alberni; market gardener training (incubator farm application) with the Port Alberni Shelter Society; Indigenous Archeology and Field Skills certification (land-based training) with the Huu-ay-aht First Nations; wildfire crew training in Port Alberni and Campbell River with Strategic Forest Products; and employment-preparation trades training in Port Hardy, with the Industry Training Authority and Kwakiutl, Gwa'sala-Nakwaxda'xw, and Quatsino First Nations.

Aboriginal Education

NIC's Aboriginal Education programs are informed by four central documents: 1) the *Truth and Reconciliation Commission's Calls to Action*; 2) the *United Nations Declaration of the Rights of Indigenous People*; 3) the *B.C. Aboriginal Post-Secondary Education and Training Framework*; and 4) *College and Institutes Canada (CICan) Indigenous Education Protocol*.

As a part of that process, the College works with Indigenous communities, regional advisory committees and the Aboriginal Education Council to identify and prioritize Indigenous programs and services. This vital collaborative engagement process provides insight, supports communities and informs the College's programming priorities.

In the past three years (2015-2018), the College has signed more than 20 new education agreements with First Nations communities, resulting in new program offerings and timely consultations in key program areas. Led by our community partners, this has included Nation-informed trades training, shellfish and hatchery program consultations, the creation of a Community Mental Health Care Worker program in collaboration with the Nuu-Chah-nulth Tribal Council and tourism and hospitality management programs with the Gwa'sala-'Nakwaxda'xw Nations.

Developed with First Nations Elders at each location, the College now proudly offers tuition-free Nuu-chah-nulth language courses in Port Alberni, Kwak'wala in the Comox Valley and Port Hardy and Lik'wala/Kwak'wala in Campbell River. The College has also developed or revised several Aboriginal Education programs and courses in recent years to reflect Indigenous programming needs and perspectives. These include a new Aboriginal Leadership certificate connecting students across the region and an Awi'nakola land-based upgrading program at the soon-to-be renamed Mixalakwila campus in Port Hardy.

The College also continues to bring faculty to Indigenous students in their home communities, giving learners across the region access to innovative, community-relevant programs and services. This

includes Early Childhood Care and Education, Adult Basic Education and Carpentry Foundation programs in Ahousaht, Esowista and Tofino, Tourism programs in Port Hardy, Adult Basic Education in Gold River as well as Applied Business Technology and Adult Basic Education in Bella Coola.

NIC continues to indigenize curriculum, including changes to the Education Assistant Community Support Worker, Indigenous Focus program, Human Service Worker and Health Care Assistant courses, and two university transferable English literature and writing courses. Several programs also strive to include Indigenous ways of knowing, including a Bachelor of Science in Nursing degree field school into remote First Nations communities and First Nations art and engraving courses in the Metal Jewellery Design certificate.

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

International Education

International student enrolment at NIC has grown almost ten-fold over the past decade from 57 students in 2008/09 to 564 students in 2018/19 with an increase of 187 students in the last two years alone. Thirteen percent of students enrolled in credit courses at NIC (18% of FTEs) are international students. At 14% of total revenue in 2018/19, tuition from international students has become a significant source of revenue for the College. Growth in international education at NIC has substantially enhanced programming and transformed campus culture in Comox Valley and Campbell River.

In 2018, the College created its first 14-week summer term to manage peak enrolment at the Comox Valley campus. NIC expanded some summer offerings to Campbell River, where it introduced a full post degree diploma in global business management in fall 2018. The College is developing an enrolment management plan to balance and diversify international student enrolment across programs and campuses to support more sustainable growth.

While the sections added as the result of international student enrolment and revenue varies annually, the College added 75 new course sections from January 2018 to January 2019. As a result, more than 650 domestic students were able to register in courses and programs that would otherwise not be available.

This growth is also noticeable in a range of expanded services, including the increased availability of a Global Learning Facilitator to support faculty with intercultural competencies and course delivery. The College also hired additional faculty and instructional assistants, employment advisors, exam proctors and peer tutors, and expanded staff hours and supports in the Library and Learning Commons, Student Technical Services, counselling, food services and security.

As part of its focus on internationalization, the College continues to support study abroad opportunities. From 2015 to 2019, the College has welcomed 25 incoming students and supported 63 outbound students in term-based exchange opportunities and short-term field schools.

Work-Integrated Learning

Work-Integrated learning (WIL) plays a key role in ensuring student success and NIC is committed to maintaining and developing strong partnerships with businesses and community organizations. WIL allows students to gain valuable workplace experience while creating community connections that can help students build their own network and develop valuable transferable skills. Effective WIL programs are mutually beneficial for all stakeholders and increase student success when transitioning from their studies to the workforce.

The College offers nationally accredited co-op programs and internship opportunities to students in business administration and tourism and hospitality programs. Students may also participate in a Disney International Academic Exchange at Disneyworld in Orlando, Florida.

In recent years, the College has expanded the scope of workplace learning opportunities from mandatory work placements and practice experiences for health and human services students to new co-operative education opportunities for culinary students.

In addition, dedicated employment sites for students and alumni, job search supports, career fairs, networking events and mentorship opportunities connect students and employers throughout the year.

Distributed Learning / Educational Technology

NIC has used distributed learning for 45 years to meet the needs of students living in small communities across an expansive 80,000 km² geographical area. In the past 15 years, the College has moved beyond traditional correspondence and online delivery methods to implement sophisticated blended learning models that combine face-to-face, interactive television (ITV) and online learning.

To meet the growing demand for blended and distance learning, NIC initiated several internal processes and new technologies while expanding the scope of existing tools and supports for students and faculty.

Blackboard Learn, NIC's Learning Management System is at the core of our blended learning strategy, allowing students to combine face-to-face and distance delivery methods to access assignments, classroom materials and lectures, take quizzes, form discussion groups and more.

High definition, room-based video conferencing equipment at every campus creates a strong foundation for interactive television (ITV) course delivery, which is available from Port Hardy to Ucluelet and Parksville as well as NIC's main campuses. Dedicated ITV facilities in practical nursing classrooms in 2019 in Campbell River and Port Alberni allows NIC to offer the high-demand program annually in each community, maximizing capacity and connecting Island nursing students with shared curriculum.

The College also uses Microsoft Skype for Business, a desktop conferencing service, and Microsoft Surface laptops to increase the interactivity and collegiality of online courses and to provide more

services for distance students. Skype for Business supports Early Childhood Care and Education students in such remote island locations as Alert Bay while NIC's peer-to-peer tutoring program uses laptops to enable students to support each other across campuses and in more remote areas of the service area. Employees and administrators also use Skype for Business as a communications tool to connect more efficiently, reducing face-to-face and phone meetings while improving the quality of meetings that would otherwise happen via teleconference. Similarly, Skype for Students in the Library and Learning Commons facilitates group collaboration, math and English support between Comox Valley students and faculty and those at other campuses. The service will continue to grow with the development of new library facilities in Campbell River.

Partnerships

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

NIC is among the most active post-secondary institutions in B.C. seeking collaborations and partnerships with secondary and other post-secondary institutions to facilitate the transition of students from the K-12 system to post-secondary education and training. The College has made it a priority to expand domestic and international educational pathways and opportunities for students. Community and industry partnership development is ongoing and remains crucial to ensuring program access and relevance for remote learners and local economies. A snapshot of existing partnership agreements has been placed in "Appendix D – List of Partnership Agreements." An updated list is online at www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements.

Secondary School Partnerships

NIC has partnerships with six school districts (SDs), including SD 64 Gulf Islands, SD 69 Qualicum, SD 70 Port Alberni, SD 71 Comox Valley, SD 72 Campbell River and SD 85 Vancouver Island North (see "Appendix F - Maps"). These partnerships enable delivery of post-secondary, dual credit courses and Youth Train in Trades programs to high school students in a wide variety of program areas.

Dual and Guaranteed Admissions Post-Secondary Partnerships

In addition to many block transfer and mobility agreements, the College proudly offers dual and guaranteed admission partnerships to improve students' access to university. NIC students secure their seat at university, explore their interests or develop university-level research skills in engaging classes while living in the community and receiving full credit for NIC coursework. Universities with which NIC has a dual/guaranteed-admissions partnership include the University of Victoria, the University of Northern British Columbia, Vancouver Island University and Royal Roads University.

Vancouver Island Post-Secondary Alliance

In 2014, Vancouver Island's five post-secondary institutions – Camosun College, NIC, Royal Roads University, Vancouver Island University and the University of Victoria – signed the Vancouver Island Post-Secondary Alliance agreement, re-affirming their commitment to work together to further support students and contribute to the social and economic prosperity of Vancouver Island and B.C. The Alliance enables NIC, through partnership and collaboration, to offer greater educational opportunity to regional residents.

International Partnerships

Developing and supporting strong international partnerships supports internationalization at home and education abroad opportunities for students, a key strategic priority for NIC.

The College continues to build relationships with universities around the world to prepare students to work in a global economy, build experiential learning and international perspectives into curriculum and provide opportunities to participate in joint research activities.

In 2018/19, NIC's Office of Global Engagement signed the University Mobility in Asia and the Pacific (UMAP) Multilateral Student Exchange Program, an agreement to streamline the study abroad process for students interested in studying at 500 institutions in 35 Pacific Rim countries. The agreement is one of the ways student can learn around the world while earning transferable credits toward their NIC credential around the world.

The partnership is one of 29 additional agreements NIC has with colleges and universities in Europe, Asia, North and South Americas. In addition, 19 employees participated in international opportunities in the past five years, including the Uniterra Leave for Change partnership, available to employees choosing to spend their vacation time working with educational partners in poor and marginalized countries in Africa, Asia and the Americas to help build institutional capacity.

Community and Industry Partnerships

NIC relies on strong relationships with a broad spectrum of First Nations, government and community and business agencies to provide locally responsive, relevant programming across the region.

The College regional advisory committees and the Aboriginal Education Council identify and prioritize Indigenous programs and services. The Indigenous Education protocol provides a vision for improving relations with First Nations partners as we develop and deliver in-community programs that support people, communities and economies across the region.

NIC also engages with educational partners, community and business organizations, including local literacy, multicultural and immigrant organizations to serve the educational needs of residents throughout the region. Students also work with local businesses and chambers of commerce to gain mentorship, internship or co-op, research or practice experiences in a number of program areas.

Through its Department of Continuing Education and Training, Health and Trades and Technical divisions, the College also works with industry to develop and deliver accessible, quick-response training aligned with local labour market demand. Industry partners provide access to work experience opportunities as well as to stakeholders' sites, equipment and personnel. This includes, but is not limited to, development and delivery of pilot TV and Film training, health care assistant programs on Hornby Island, aquaculture, wildfire and forestry management programs and more.

For more on community partnerships, please see the relevant sections of the "Programs and Pathways" section above.

Applied Research

Applied research at community colleges provides exceptional opportunities for students and staff to apply their skills to address persistent challenges identified by local business, industry, not-for profit or community groups.

This approach results in practical innovations leading to economic growth and social improvement, while informing program development and connecting students to community research. NIC's applied research initiatives have grown in recent years with the formation of the Centre for Applied Research, Technology and Innovation (CARTI) and the Scholarly Activity and Research Committee.

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

NIC's Scholarly Activity and Research Committee promotes research opportunities with North Island College and supports faculty and staff wishing to engage in applied research and innovation opportunities. The committee also supports the policy framework that guides applied research activities at NIC.

Research activity involving human subjects is guided by NIC's Research Ethics Board, which ensures research respects participants' rights, welfare and safety. The Board assesses the ethical acceptability of research by considering the research's foreseeable risks, potential benefits and ethical implications. The independently operated board reports directly to the Office of the President.

NIC is a member of BC Applied Research and Innovation Network (BCARIN), a network of colleges and institutes throughout B.C. who collaborate on promoting applied research opportunities and benefits. In addition, NIC collaborates with Vancouver Island's five public post-secondary institutions to work with community partners to provide quality research on areas of interest to Vancouver Island residents.

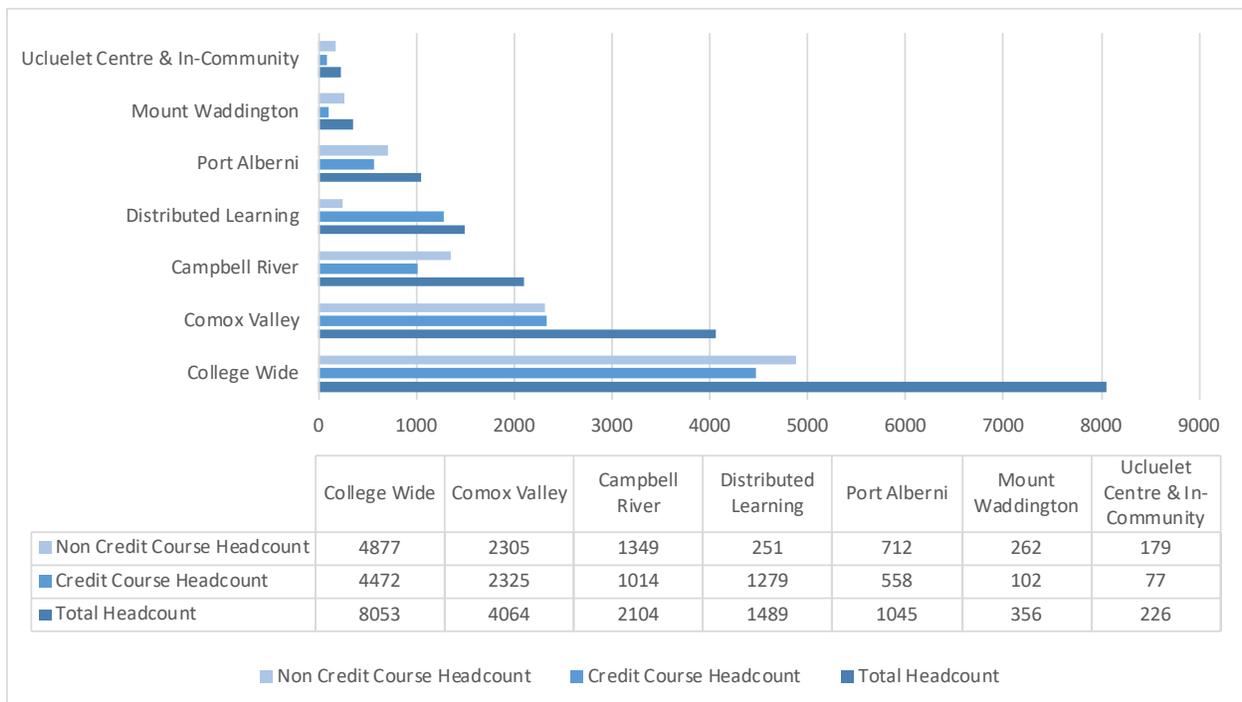
For more information on research projects, policies or processes visit www.nic.bc.ca/life-at-nic/applied-research-innovation.

Students

8,053 domestic and international students took courses at NIC in 2018/19, with 4,472 students enrolled in at least one credit course and 4,877 students who enrolled in non-credit, short-duration continuing education courses ranging from skills-based training in first aid, marine training, welding upgrading and professional driver training to personal interest courses.

Figure 1 disaggregates enrolment by mode of delivery - campus-based, in-community and distributed learning - and type of course - credit or non-credit - and illustrates the relative size of the student populations at NIC campuses.

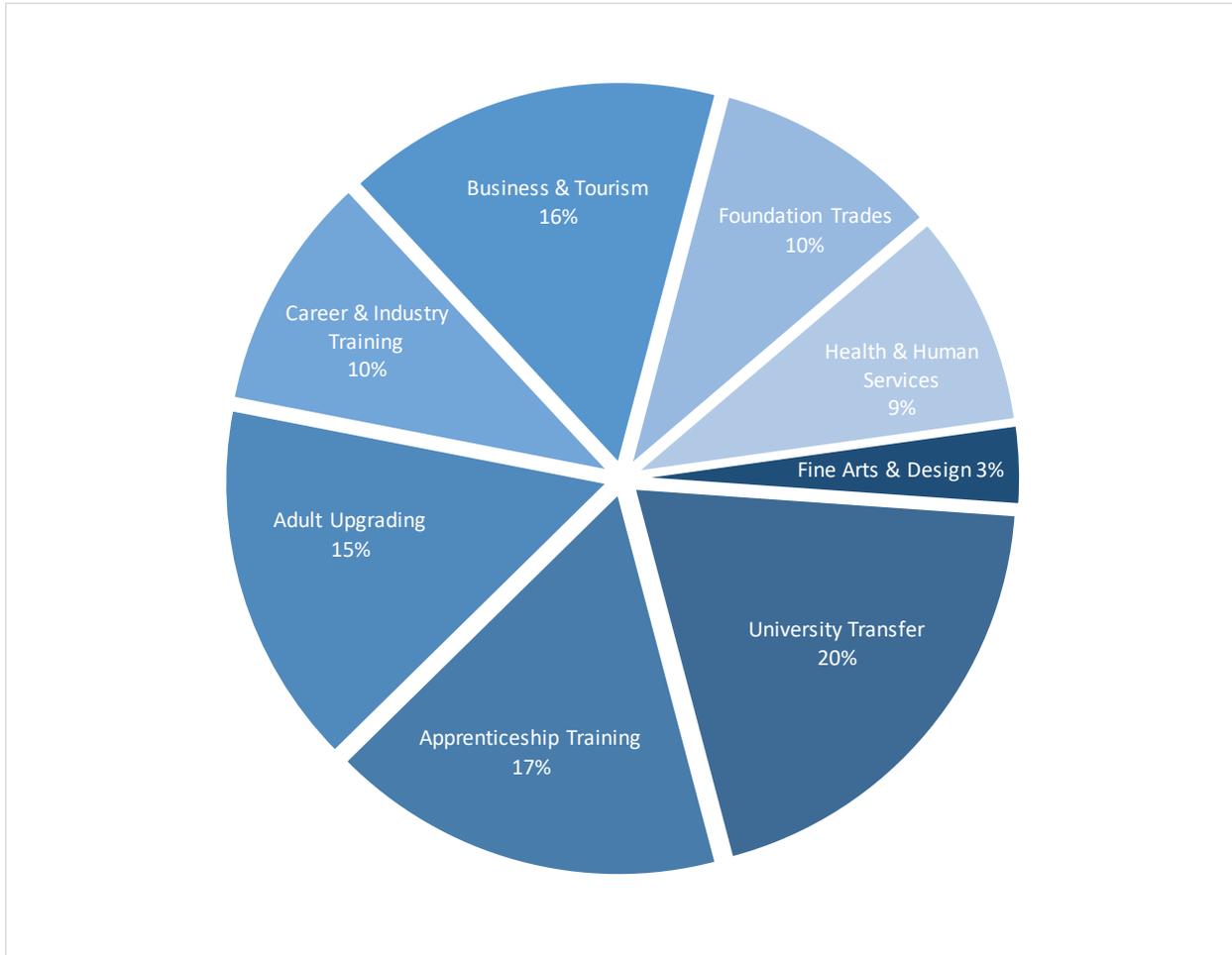
Figure 1, Headcount by Location and Course Type, Domestic and International Students, NIC, 2018/19*



* STUDENTS OFTEN TAKE COURSES AT MULTIPLE CAMPUSES; HOWEVER, THEY ARE ONLY COUNTED ONCE IN COLLEGE-WIDE. STUDENTS MAY ALSO ENROL IN BOTH CREDIT AND NON-CREDIT COURSES; HOWEVER, THEY ARE ONLY COUNTED ONCE IN TOTAL HEADCOUNT. DISTRIBUTED LEARNING CONSISTS OF DISTANCE-BASED COURSES DELIVERED EITHER ONLINE OR VIA INTERACTIVE TELEVISION.

Figure 2 shows the overall program mix for student full-time equivalent enrolments (FTEs) in 2018/19, including both domestic and international student FTEs. Just under one fifth of FTEs were in *University Transfer*; approximately one sixth of FTEs were in *Apprenticeship Training*; approximately one seventh of FTEs were in each of *Adult Upgrading*, *Business & Tourism*, and *Health & Human Services*; one tenth of FTEs were in *Foundation Trades*; 7% of FTEs were in *Career & Industry Training*; and 3% of FTEs were in *Fine Arts & Design*.

Figure 2, Enrolment by Program Area, Domestic and International Student FTEs, NIC, 2018/19²



The vast majority (86%) of domestic students enrolled in credit courses in 2018/19 were residents of the NIC region before attending NIC, affirming the importance of the College’s role in providing access to

² Student full-time equivalent enrolments (FTEs) represent the enrolment activity of students in a given instructional year. Each full-time student in a full-time program generates one FTE. Part-time student enrolments are converted into full-time equivalents based on their course registrations as a proportion of a full-time course load (e.g. a student taking 50% of a full course load generates 0.5 FTEs).

post-secondary education for people living in the middle and northern parts of Vancouver Island and the Central Coast. An additional nine percent of domestic students came to NIC from southern Vancouver Island, four percent came from the B.C. mainland and two percent came from out of province.

Thirteen percent of students enrolled in credit courses at NIC in 2018/19 were international students. International student enrolment at NIC has grown almost ten-fold over the past decade from 57 students in 2008/09 to 564 students in 2018/19 with an increase of 187 students in the last two years alone. Growth in international education at NIC has substantially enhanced programming and transformed campus culture in Comox Valley and Campbell River.

Students of self-declared Aboriginal ancestry formed 21% of domestic students enrolled in credit courses in 2018/19. Aboriginal students are an important demographic for NIC because Indigenous peoples constitute a substantial portion of the population in the College's service area - 13% compared with 6% for the province overall. Moreover, the College operates within the traditional territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions. NIC works with Indigenous communities, regional advisory committees and NIC's Aboriginal Education Council to identify and prioritize Indigenous programs and services.

The sections that follow present demographic and enrolment data for NIC students separated into domestic, Aboriginal and international student categories.

Domestic Students³

Number of students enrolled in 2018/19

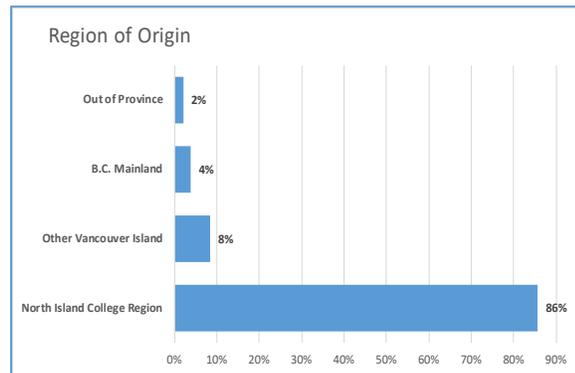
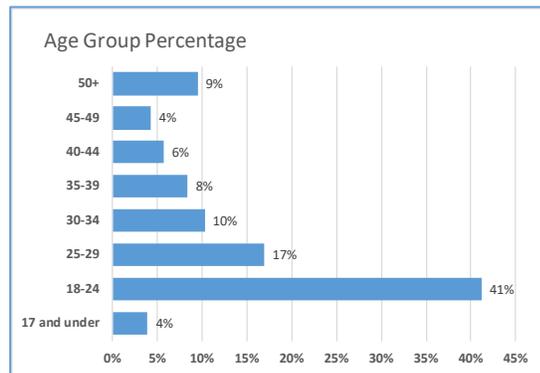
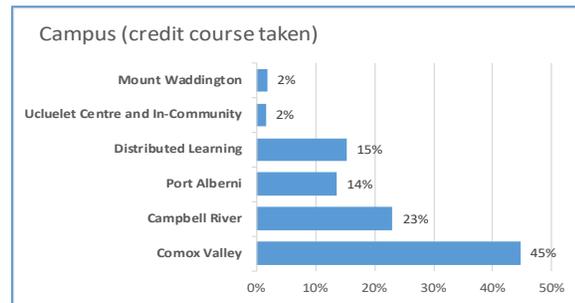
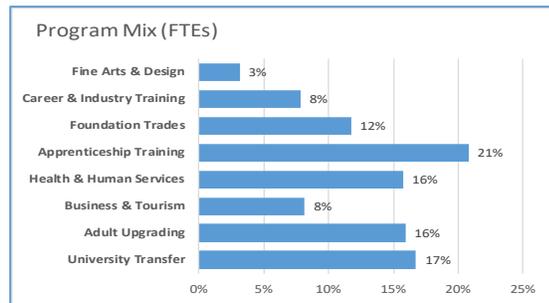
- Credit course headcount: 3,908
- Total headcount (credit + non-credit): 7,474
- FTEs: 2,334

Percent self-declared Aboriginal

- Credit course headcount: 21%
- Total headcount (credit + non-credit): 16%
- FTEs: 19%

Demographics

- Median age: 26
- Average age: 30
- Percent female: 60%



³ Based on 2018/19 domestic student credit enrolment data except where non-credit enrolment or FTEs are specified. Includes students of self-declared Aboriginal ancestry.

Figure 3 shows student headcount and full-time equivalent enrolment (FTEs) for domestic students at NIC for the past 14 years. All enrolment metrics show a similar pattern of growth to a peak in 2009/10 or 2010/11 followed by decline. FTEs have declined from their peak of 2,598 in 2010/11 by 10% (264 FTEs). Credit course headcount has declined from its peak of 4,640 in 2009/10 by 16% (732 students). Total headcount, which includes enrolment in both credit and non-credit courses has declined from its peak of 9,940 in 2010/11 by 25% (2,466 students).

It should be noted that enrolment in credit courses contributes to the vast majority (approximately 84%) of FTEs generated in a given year. Therefore, even though actual numbers of students enrolled in non-credit courses may exceed those enrolled in credit courses, they contribute to a relatively small portion of FTEs and large year-over-year changes in non-credit course headcount will impact FTEs substantially less than small changes in credit course headcount.

Figure 3, Headcount and FTEs, Domestic Students, NIC, 2005/06 – 2018/19

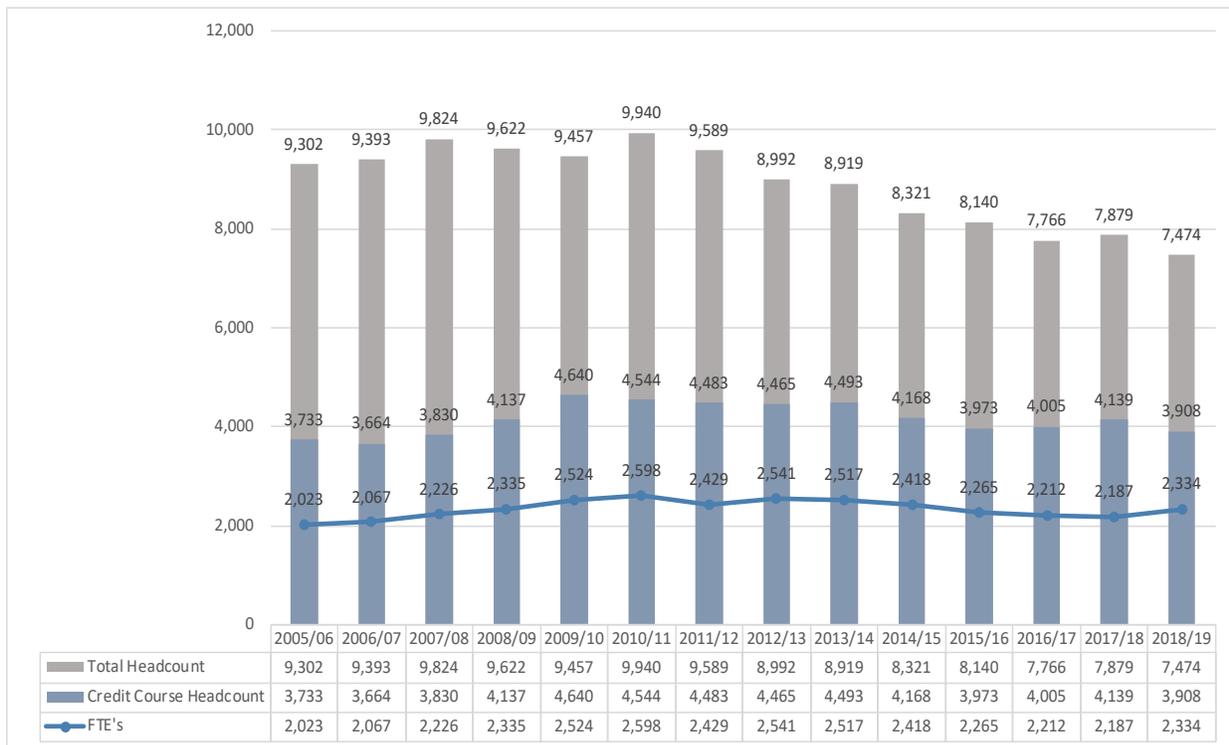


Figure 4 shows domestic student headcount in credit courses for the past 14 years broken out by major program area. The vast majority of domestic students have been enrolled in *University Transfer* and *Adult Upgrading* which has included Adult Basic Education (ABE), Accessible Learning and English Language Learning (including both settlement and academic English programs). *Adult Upgrading* enrolment has declined substantially over most of the period with many contributing factors like overall declining ABE enrolment in the B.C post-secondary education system and the introduction of tuition in 2015/16 which contributed to some of the largest year-over-year declines and was just recently reversed in 2017/18. The recent cancellation of NIC’s settlement English language program (LINC) as well as the academic English Language program for domestic students has also contributed to the decline in *Adult Upgrading*.

Figure 4, Headcount in Credit Courses by Program Group, Domestic Students, NIC, 2005/06 - 2018/19

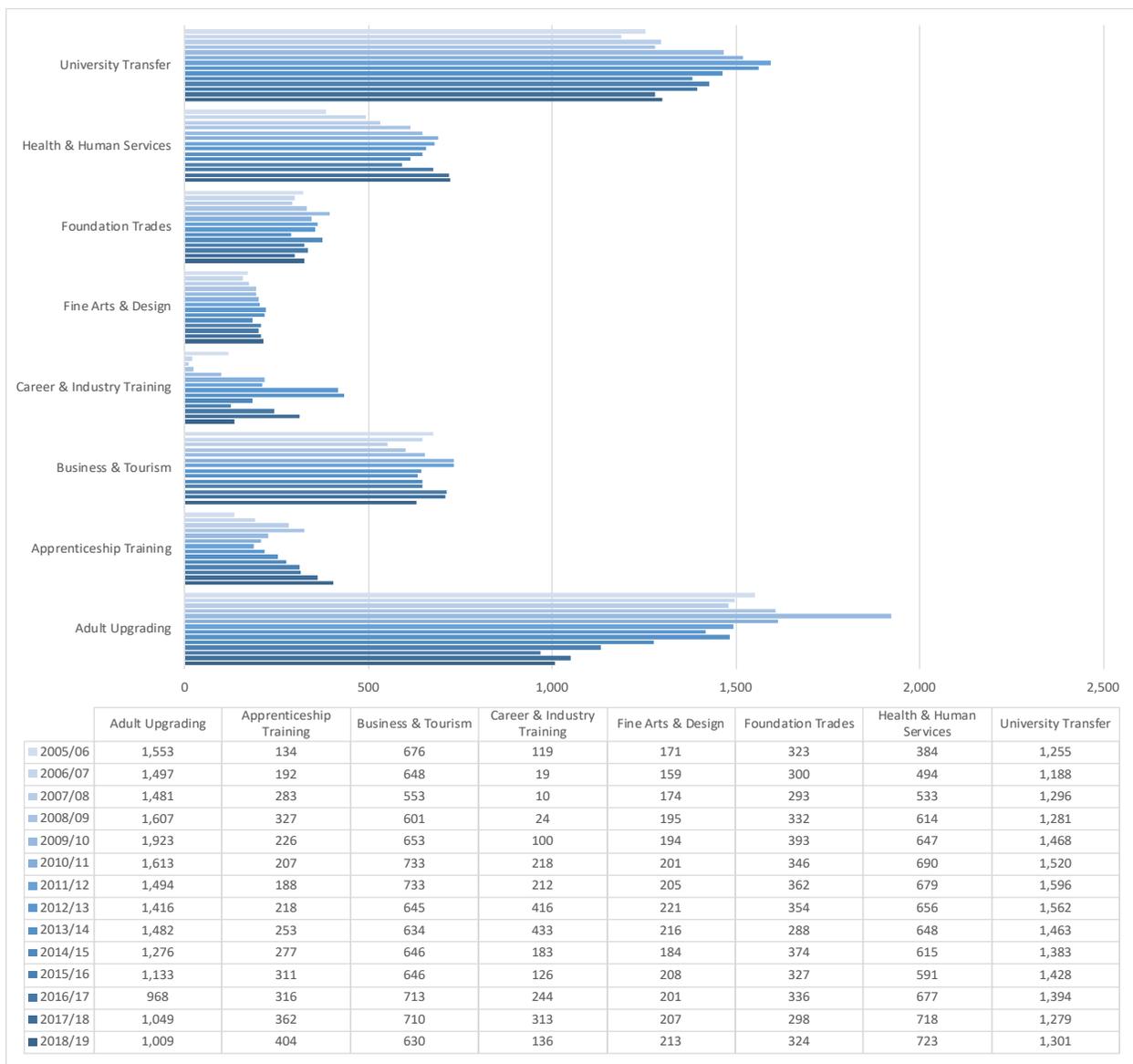


Figure 5 shows domestic student headcount in credit courses for the past 14 years broken out by NIC campus, distributed learning (distance, online and interactive television delivery courses) and in-community delivery which has been grouped with Ucluelet Centre. The majority of students have taken courses at *Comox Valley* campus over the period, followed by *Distributed Learning*, *Campbell River*, *Port Alberni*, *Mount Waddington* and *Ucluelet Centre & In-Community*.

Figure 5, Headcount in Credit Courses by Location, Domestic Students, NIC, 2005/06 – 2018/19

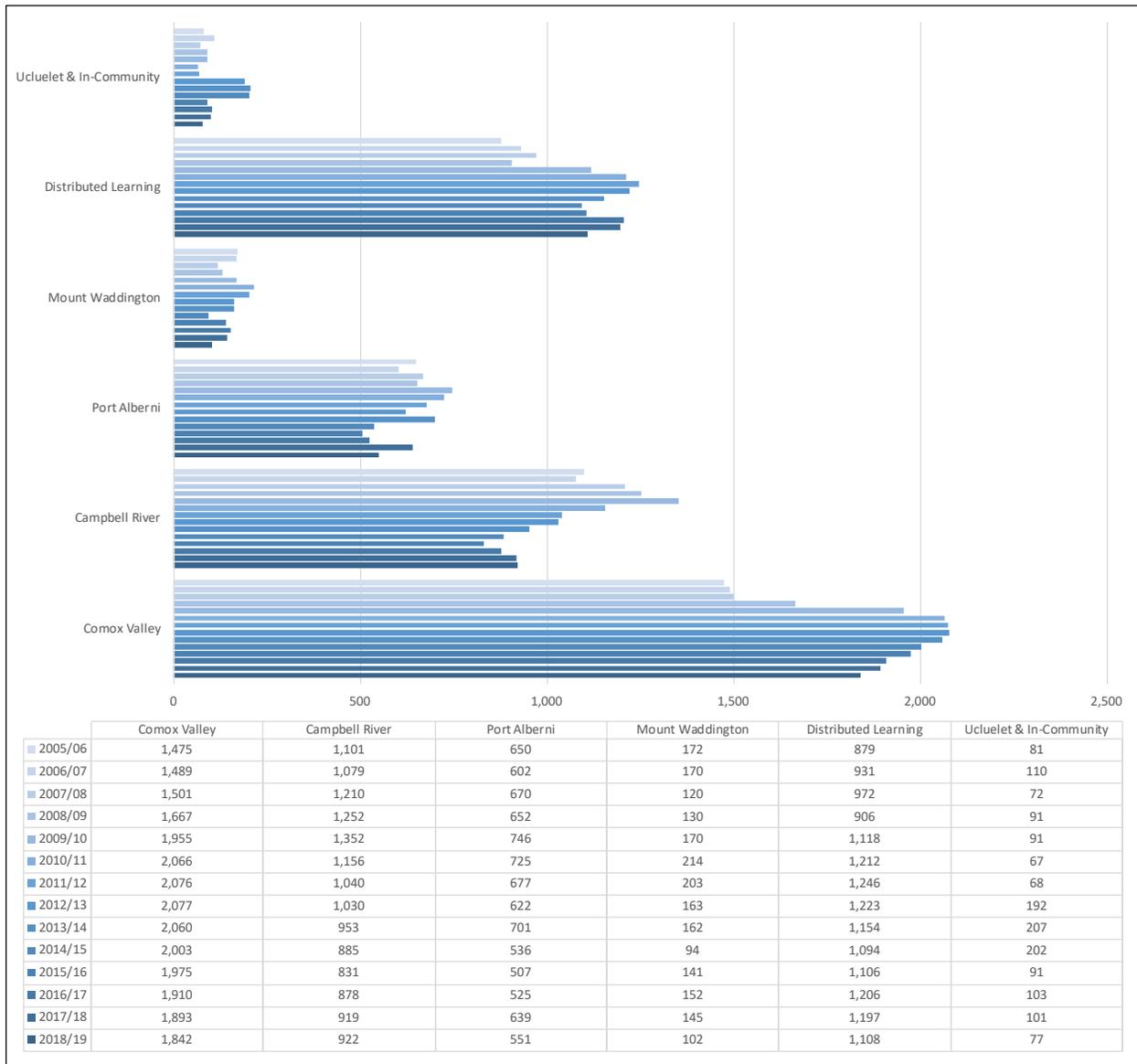
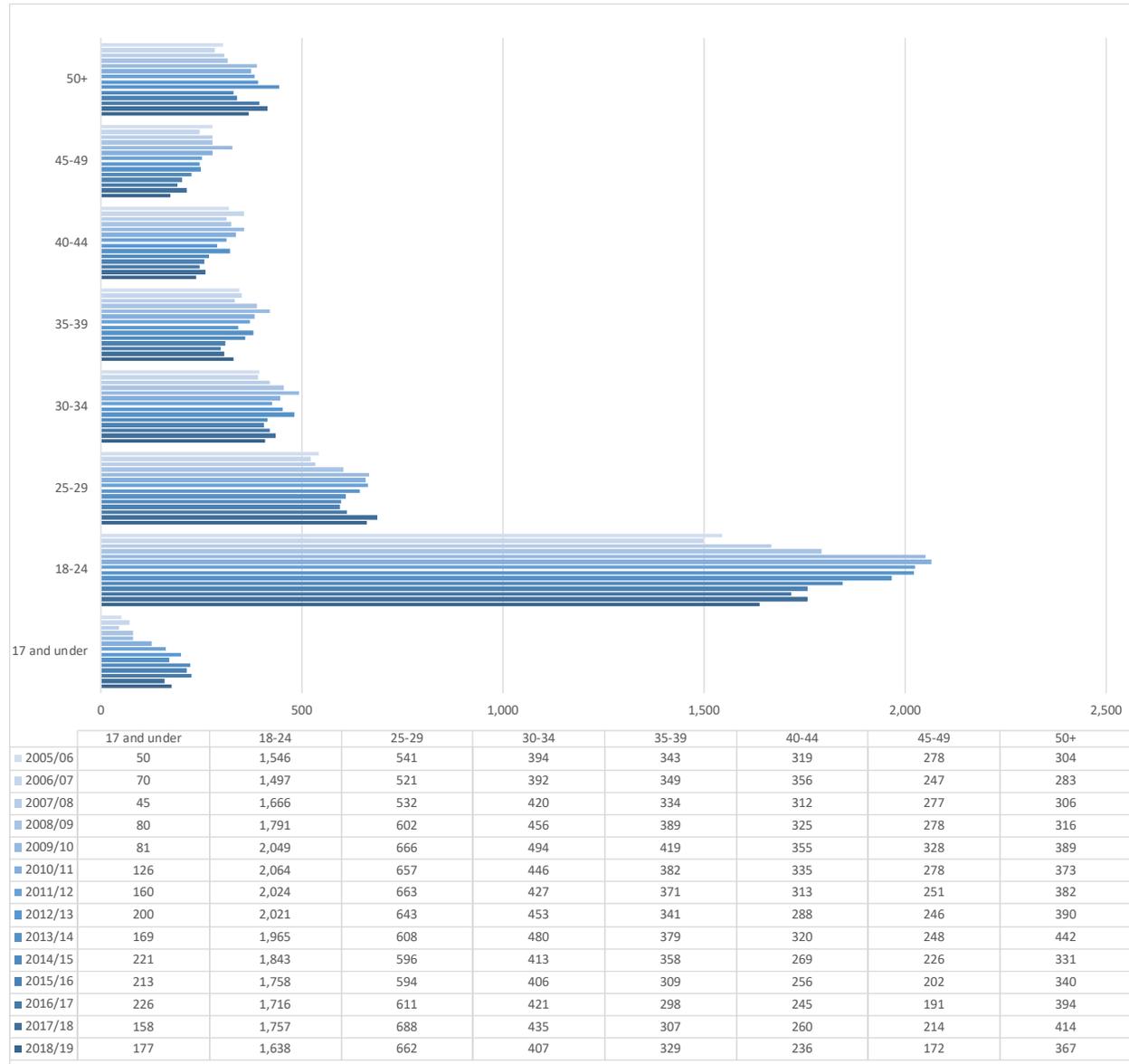


Figure 6 shows enrolment trends for domestic students enrolled in credit courses by age group for the past 14 years.

Figure 6, Headcount Credit Courses by Age Group, Domestic Students, NIC, 2005/06 – 2018/19



Aboriginal Students^{4,5}

Number of students enrolled in 2017/18

- Credit course headcount: 875
- Total headcount (credit + non-credit): 1,246
- FTEs: 420

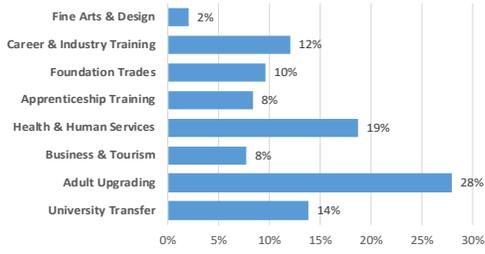
Percent of domestic student enrolment:

- Credit course headcount: 21%
- Total headcount (credit + non-credit): 16%
- FTEs: 19%

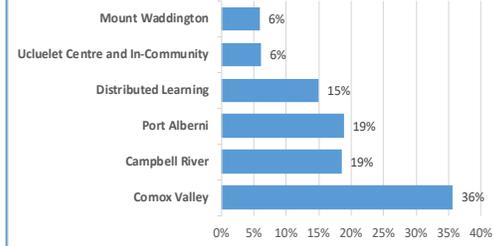
Demographics

- Median age: 26
- Average age: 30
- Percent female: 67%

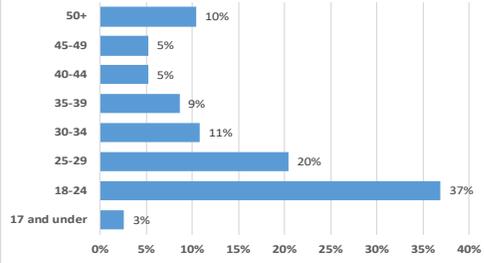
Program Mix (FTEs)



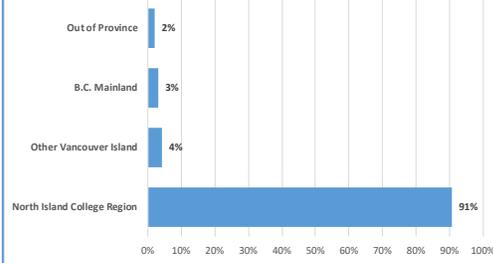
Campus (credit course taken)



Age Group Percentage



Region of Origin



⁴ Indigenous peoples must self declare per B.C.'s Aboriginal Administrative Data Standard when they apply to NIC if they wish to be identified. To be consistent with language used in the provincial standard, the term Aboriginal is used when describing data for students who have self-identified. It should be noted that the quality of reports are dependent on the quality and completeness of the underlying self-identification data. Since self-identification data were incomplete for 2018/19 during the creation of this environmental scan, 2017/18 is the most current year reported for Aboriginal student data.

⁵ Based on 2017/18 Aboriginal student credit enrolment data except where non-credit data or FTEs are specified. FTEs are reported per NIC's 2018/19 Institutional Accountability Plan & Report.

Figure 7 shows Aboriginal student headcount and full-time equivalent enrolment (FTEs) at NIC for the past 13 years. All enrolment metrics show a similar pattern of growth followed by decline to a bottom in 2015/16 and a rebound in 2016/17. Total headcount peaked in 2010/11 at 1,492 students and declined by 16% (246 students) to 2017/18. FTEs also peaked in 2010/11 at 503 FTEs and declined by 17% (83 FTEs) to 2017/18. Credit course headcount, the main driver of FTEs, peaked three years later in 2013/14 at 925 students and then declined by 6% (51 students) to 2017/18. In general, enrolment trends for Aboriginal students parallel those for overall domestic student enrolment; however, government one-time funding in a given year for Indigenous and in-community programs can have a proportionately greater impact on Aboriginal student enrolment. It is noteworthy that despite the enrolment declines shown in Figure 7, Aboriginal student FTEs as a percentage of domestic student FTEs have grown from 16% in 2005/06 to 19% in 2017/18.

Figure 7, Student Headcount and FTEs, Aboriginal Students, NIC, 2005/06 – 2017/18

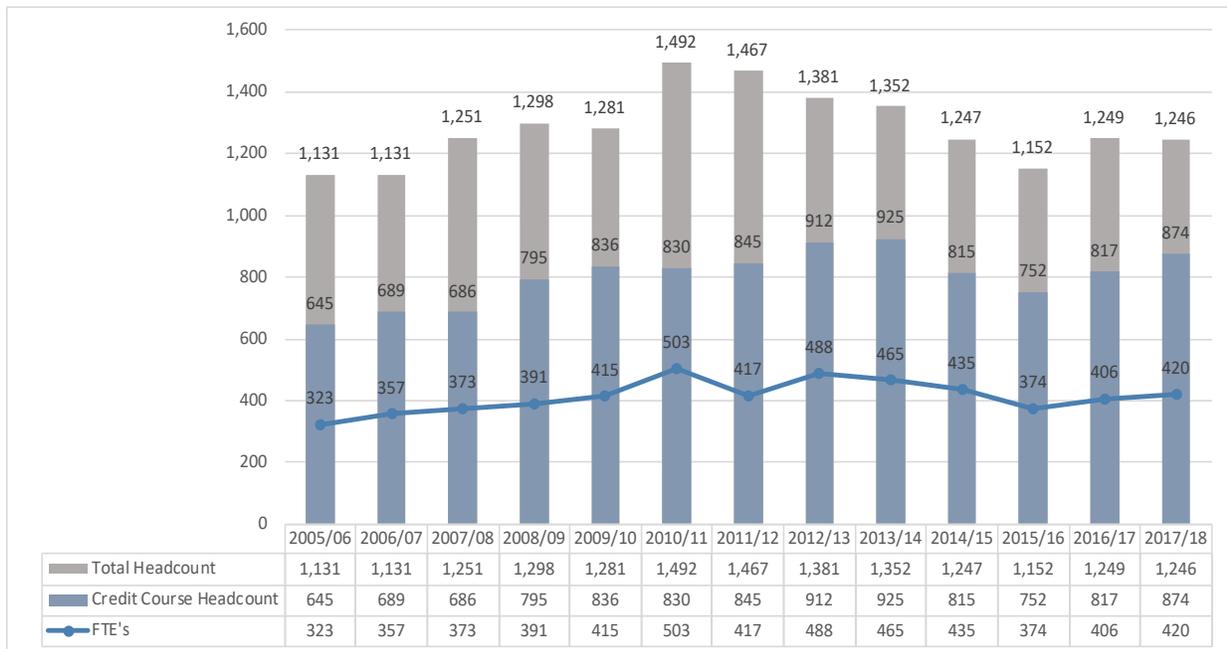
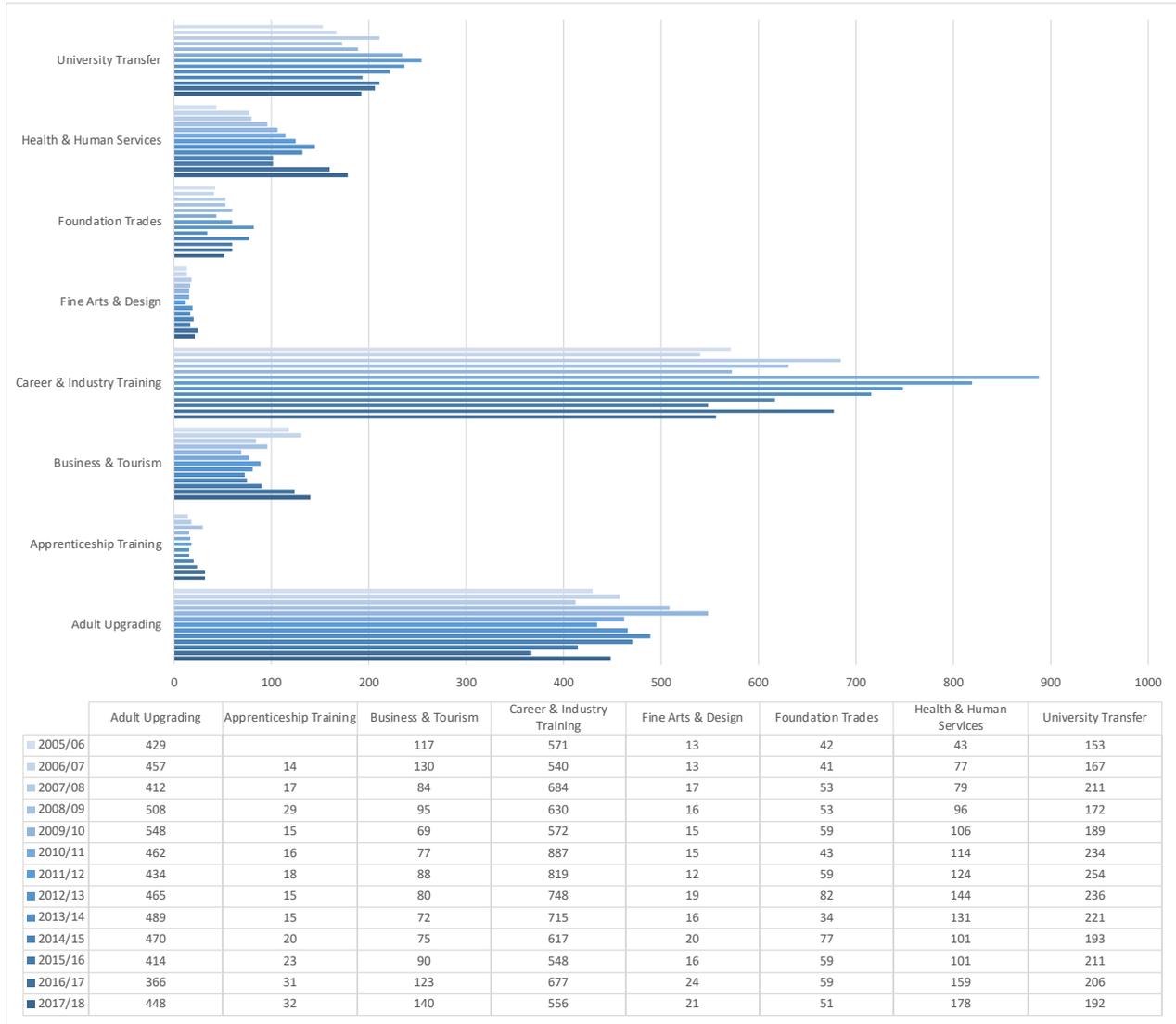


Figure 8 shows Aboriginal student headcount in credit courses by program area for the past 13 years broken out by major program area. The vast majority of Aboriginal students have been enrolled in *Adult Upgrading* (mostly ABE courses) followed by *University Transfer*, *Health & Human Services*, *Business & Tourism*, *Career & Industry Training*, *Foundation Trades*, *Apprenticeship Training* and *Fine Arts and Design*.

Figure 8, Headcount in Credit Courses by Program Area, Aboriginal Students, NIC, 2005/06-2017/18



* VALUES LESS THAN 10 HAVE BEEN MASKED AND SHOW AS BLANK IN THE DATA TABLE.

Figure 9 shows Aboriginal student headcount in credit courses for the past 13 years broken out by NIC campus, distributed learning (distance, online and interactive television delivery courses) and in-community delivery which includes Ucluelet Centre. The majority of students have taken courses at *Comox Valley* campus over the period, followed by *Distributed Learning*, *Port Alberni* and *Campbell River*. Smaller numbers of students took courses at *Mount Waddington* and *Ucluelet Centre & In-Community*. The majority of students taking courses and programs delivered in-community in a given year are Aboriginal.

Figure 9, Headcount in Credit Courses by Location, Aboriginal Students, NIC, 2005/06 - 2017/18

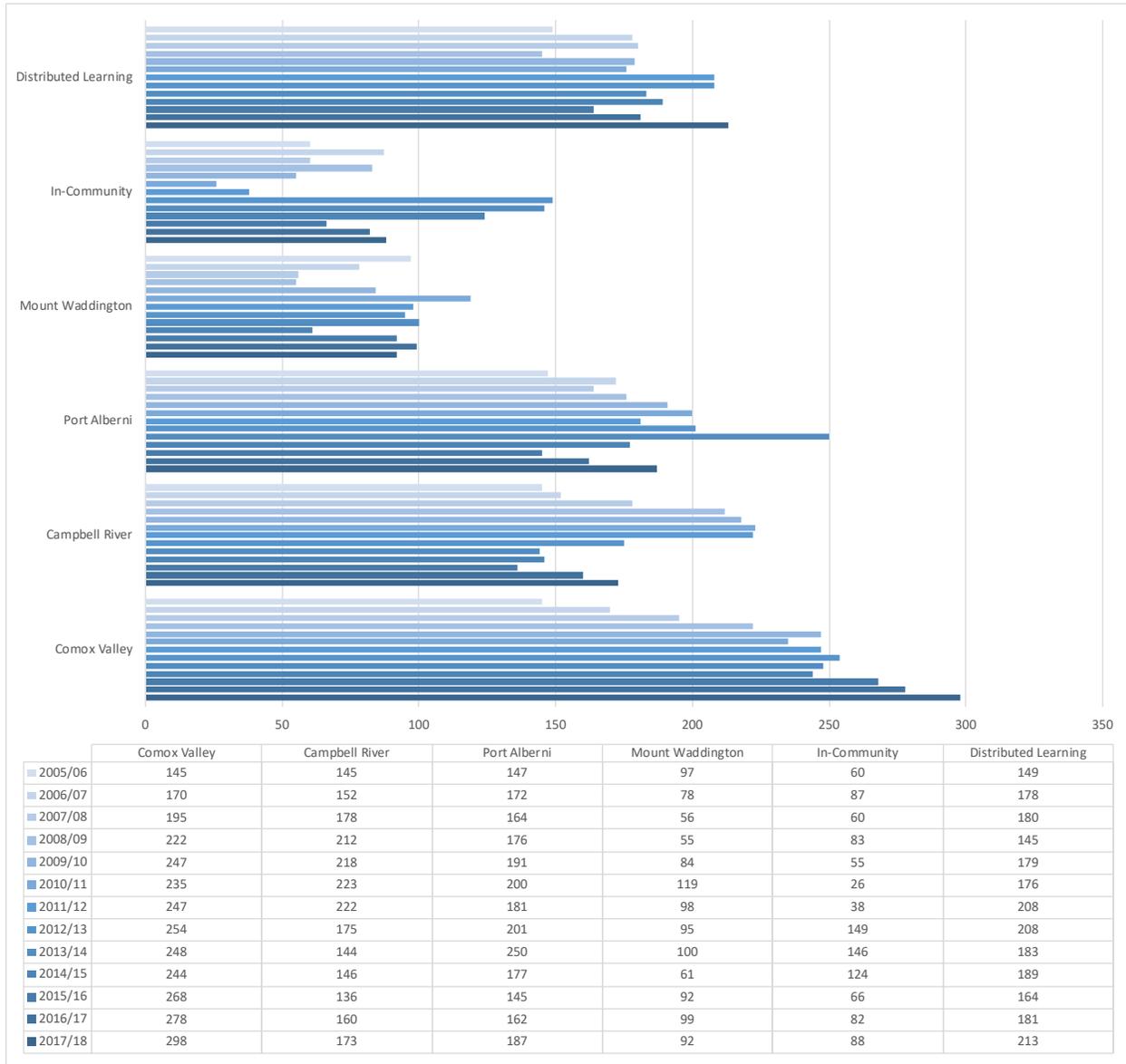
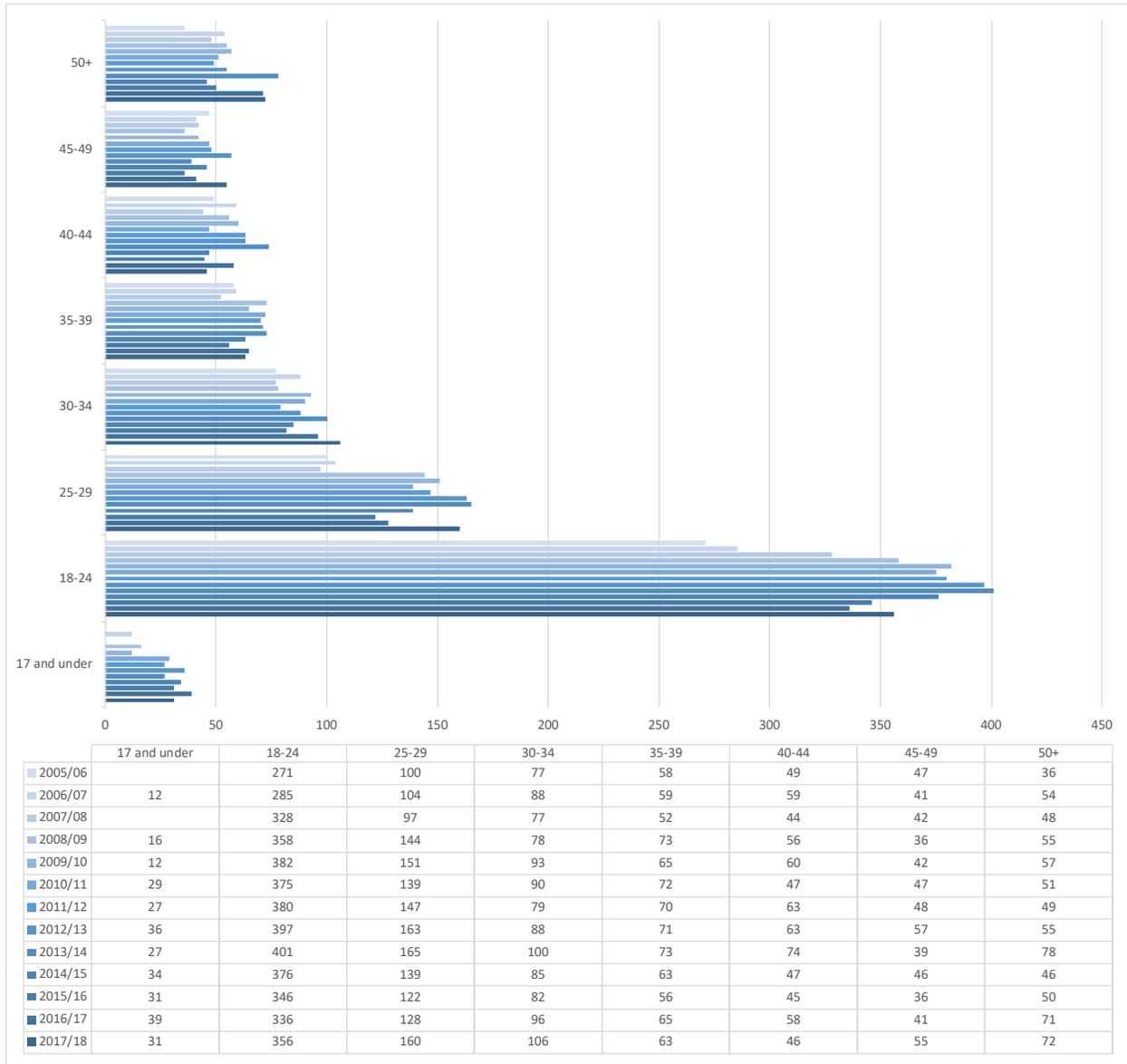


Figure 10 shows enrolment trends for Aboriginal students enrolled in credit courses by age group for the past 13 years.

Figure 10, Headcount in Credit Courses by Age Group, Aboriginal Students, NIC, 2005/06 - 2017/18



* VALUES LESS THAN 10 HAVE BEEN MASKED AND SHOW AS BLANK IN THE DATA TABLE.

International Students⁶

Number of students enrolled in 2018/19

- Credit course headcount: 564
- Total headcount (credit + non-credit): 579
- FTEs: 506

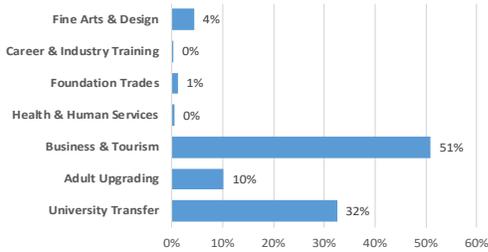
Percent of total student enrolment:

- Credit course headcount: 13%
- Total headcount (credit + non-credit): 7%
- FTEs: 18%

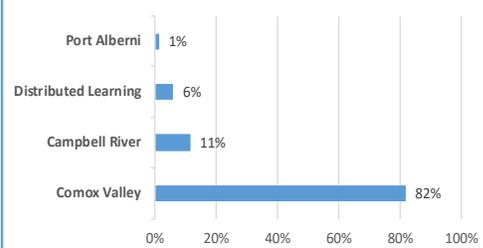
Demographics

- Median age: 22
- Average age: 22
- Percent female: 43%

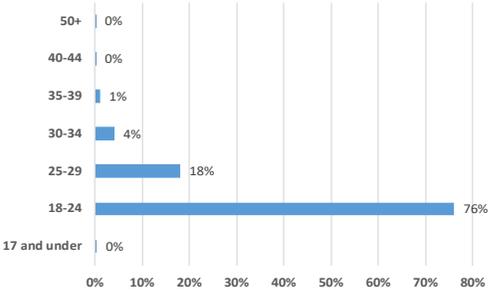
Program Mix (FTEs)



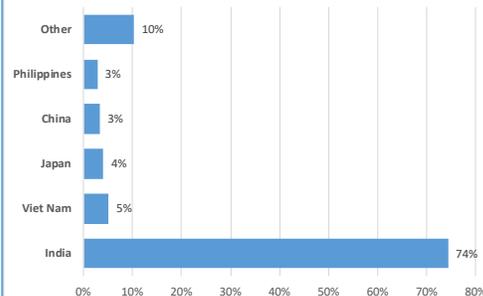
Campus (credit course taken)



Age Group Percentage



Country of Origin (34 Countries)



⁶ Based on 2018/19 international student credit enrolment data except where non-credit enrolment or FTEs are specified.

Figure 11 shows headcount in credit courses and full-time equivalent enrolment (FTEs) for international students at NIC for the past 14 years. Headcount has grown almost ten-fold over the past decade from 57 students in 2008/09 to 564 students in 2018/19 with an increase of 187 students in the last two years alone. FTEs saw the largest year-over-year increase in 2018/19, growing by 142 FTEs (42%), and outpacing headcount growth of 68 students indicating that a larger proportion of international students were enrolled full time.

Figure 11, Headcount in Credit Courses and FTEs, International Students, NIC, 2005/06 – 2018/19

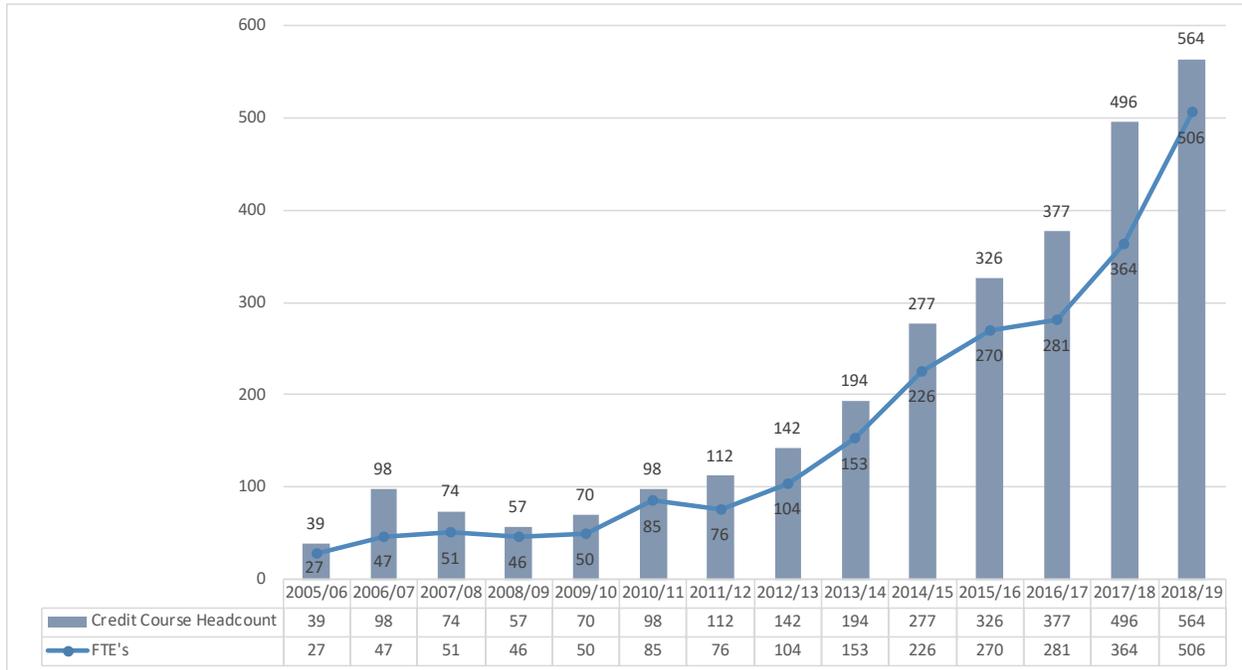
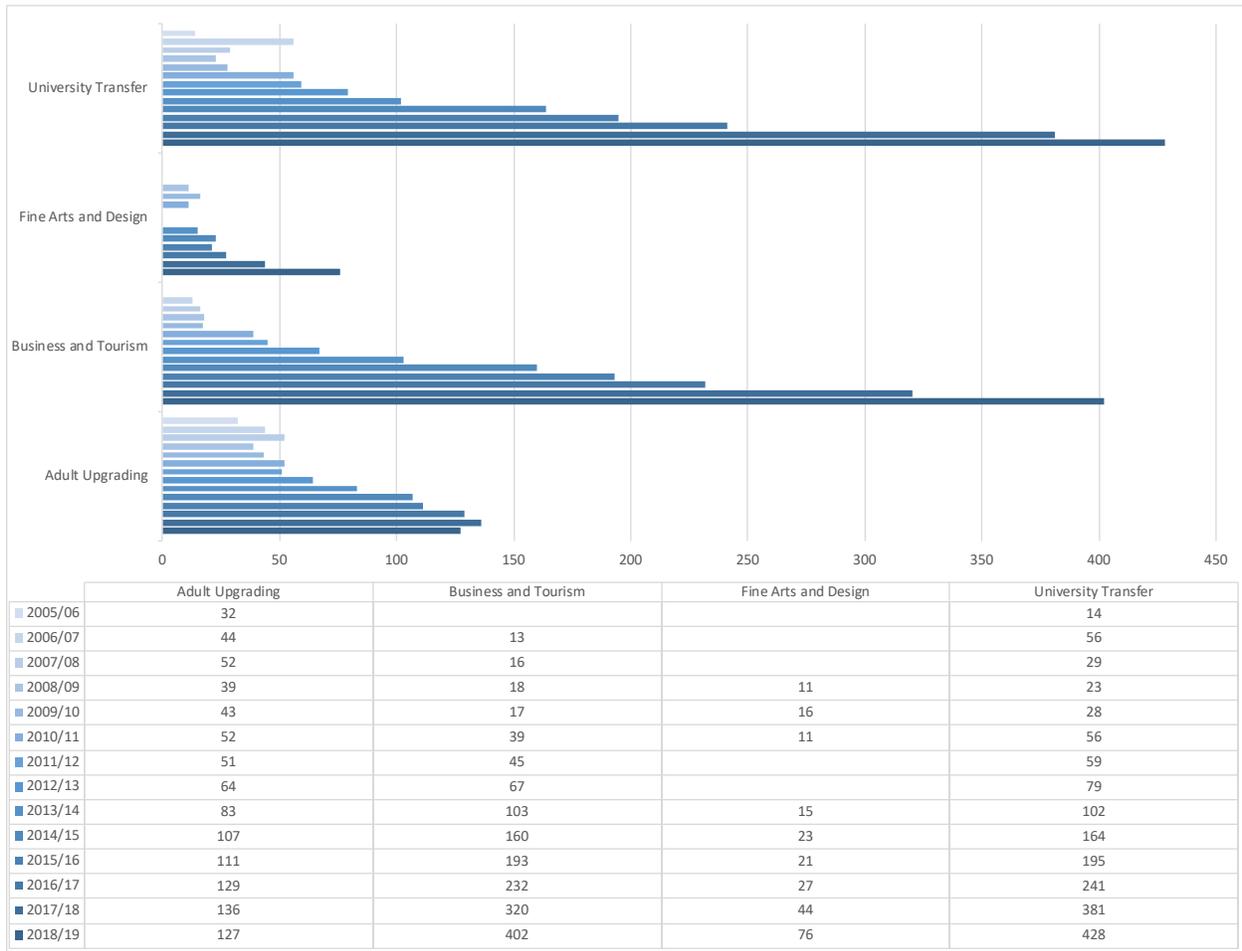


Figure 12 shows international student headcount in credit courses for the past 14 years broken out by major program area. The vast majority of international students have been enrolled in *University Transfer* and *Business & Tourism* with smaller numbers in *Adult Upgrading* and *Fine Arts & Design*. A few international students enrol in *Health & Human Services* and *Foundation Trades* but numbers are very small, averaging about four students in each for the past five years. The majority of students taking *Adult Upgrading* over the period have been enrolled in NIC’s Academic English Language program; however, numbers enrolled in Adult Basic Education (ABE) have been growing since about 2013/14 and beginning in 2017/18 more students were enrolled in ABE than the Academic English Language program.

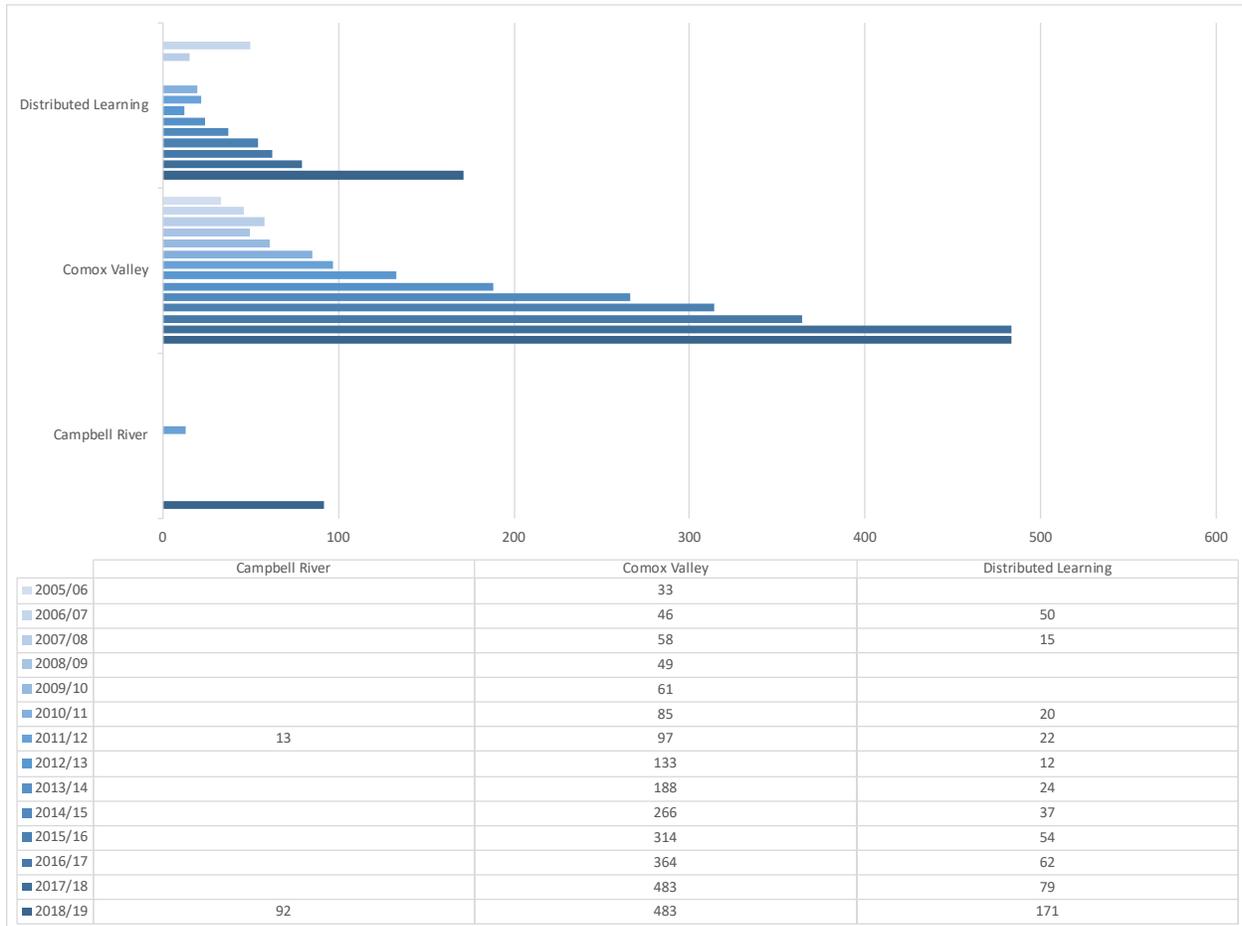
Figure 12 Headcount in Credit Courses by Program Area, International Students, NIC, 2005/06 – 2018/19



* VALUES LESS THAN 10 HAVE BEEN MASKED AND SHOW AS BLANK IN THE DATA TABLE.

Figure 13 shows international student headcount in credit courses for the past 14 years broken out by NIC campus and distributed learning (distance, online and interactive television delivery courses). Historically, almost all international students have taken courses at *Comox Valley* and via *Distributed Learning* delivery. Very small numbers of students have taken courses at *Campbell River* and *Port Alberni*, averaging between four and five students at each over the past five years. Business program offerings at *Campbell River* were expanded for international students in 2018/19 as part of the College’s five-year campus plan, or CAM-Plan, spiking enrolment to 92 students.

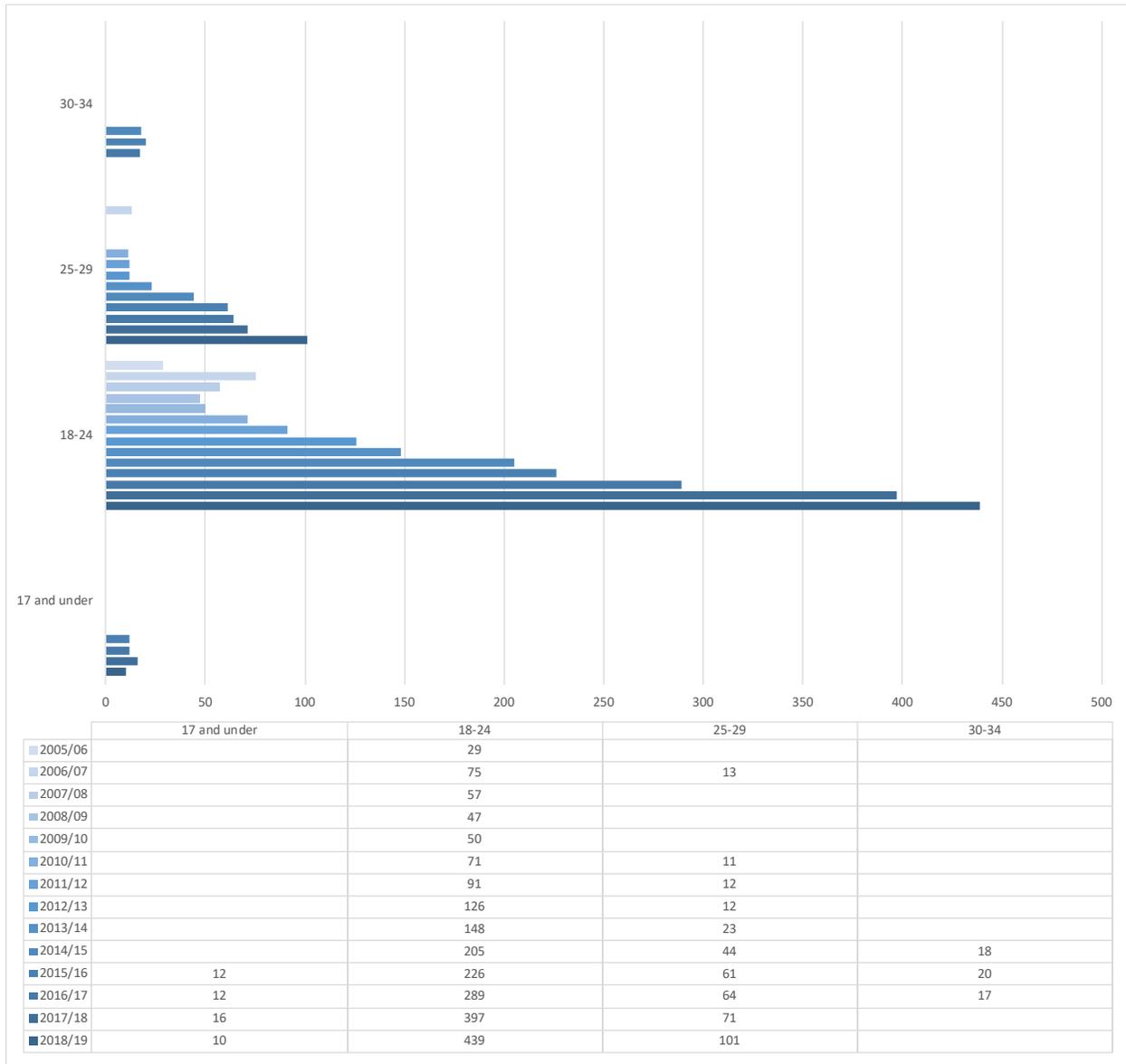
Figure 13, Headcount in Credit Courses by Campus, International Students, NIC, 2005/06 – 2018/19



* VALUES LESS THAN 10 HAVE BEEN MASKED AND SHOW AS BLANK IN THE DATA TABLE.

Figure 14 shows enrolment trends for international students enrolled in credit courses by age group for the past 14 years.

Figure 14, Headcount in Credit Courses by Age Group, International Students, NIC, 2005/06 – 2018/19



* VALUES LESS THAN 10 HAVE BEEN MASKED AND SHOW AS BLANK IN THE DATA TABLE.

Student Outcomes

In cooperation with the B.C. Student Outcomes Research Forum, participating colleges, universities and institutes partake in annual surveys of former students nine to twenty months after completing all, or a significant portion, of their program. Former students are asked questions about their employment and any further education they have taken since leaving their post-secondary programs. They are also asked for specific feedback on many aspects of the programs and courses they took and to assess their level of satisfaction with their overall educational experience. Survey results are used by participating institutions for program evaluation and improvement; by the Ministry of Advanced Education, Skills and Training for accountability performance measure reporting; by prospective and existing students for making knowledgeable choices about post-secondary education; and by counsellors and advisors to help students plan their education and careers.

NIC currently participates in four surveys each year:

- the Diploma, Associate degree and Certificate Student Outcomes Survey (DACSO) of former students who completed a certificate or diploma program, or have completed at least 24 credits in an arts & sciences associate degree program or bachelor degree laddering program;
- the Trades Foundation and Trades-Related Vocational Student Outcomes Survey of program completers;
- the Apprenticeship Student Outcomes Survey (APPSO) of former students who have completed the final year of their apprenticeship technical training; and
- the Baccalaureate Graduate Survey (BGS) of graduates from bachelor degree programs.

Survey results are made public on the BC Student Outcomes website in the form of publications, infographics and a dashboard reporting tool that can be found at www.outcomes.bcstats.gov.bc.ca/Default/Home.aspx.

Evaluation of Education

Tables 1 and 2 show former students' evaluation of education and evaluation of skills development for NIC compared with other B.C. rural colleges (*Rural Colleges*) and the remaining B.C. public post-secondary institutions in the college, institute and teaching intensive university sectors (*Rest of B.C.*).⁷

The data are broken down into key respondent groups - former students in *Certificate, Diploma and Arts & Sciences Programs; Apprenticeships; Trades; and Degree Programs.*

Data points for NIC are highlighted in bold text where they are higher than, or equal to, the comparator groups.

NIC compares favourably with the *Rural Colleges* and *Rest of B.C.*, ranking higher or equivalent on most of the measures in Tables 1 and 2. Three areas of skill development where NIC mostly scores lower than the comparator groups are *Speak Effectively, Work Effectively with Others* and *Analyse and Think Critically*, all important skills for the current and future labour markets as well as for students continuing their education.

Table 1, Evaluation of Education, NIC, Rural Colleges, Rest of B.C., 2014 – 2018*

	NIC	Rural Colleges	Rest of B.C.
Student satisfaction with education	93%		
Certificate, Diploma, and Arts & Sciences Programs	92%	93%	93%
Trades	94%	91%	91%
Apprenticeship	95%	94%	94%
Degree Programs	97%	N/A	95%
Student assessment of quality of instruction	94%		
Certificate, Diploma, and Arts & Sciences Programs	94%	94%	94%
Trades	95%	93%	92%
Apprenticeship	96%	96%	95%
Degree Programs	97%	N/A	95%
Student assessment of usefulness of knowledge and skills in performing job	85%		
Certificate and Diploma Programs (excluding Arts & Sciences)	82%	85%	85%
Trades	81%	77%	82%
Apprenticeship	93%	92%	93%
Degree Programs	97%	N/A	90%

* *RURAL COLLEGES* INCLUDES ALL RURAL COLLEGES EXCEPT NIC; *REST OF B.C.* INCLUDES ALL B.C. PUBLIC-POST SECONDARY INSTITUTIONS IN THE COLLEGE, INSTITUTE AND TEACHING-INTENSIVE UNIVERSITY SECTORS EXCLUDING THE RURAL COLLEGES. *DEGREE PROGRAMS* DATA ARE FROM STUDENTS SURVEYED IN 2013-2017, THE MOST CURRENT DATA AVAILABLE FROM THE BGS SURVEY. *STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB* EXCLUDES DATA FOR STUDENTS IN UNIVERSITY ARTS AND SCIENCES TRANSFER STREAMS AS MOST OF THESE STUDENTS HAVE NOT COMPLETED THEIR EDUCATION AT THE TIME OF THE SURVEY.

⁷ B.C. Student Outcomes. 2018 DACSO and APPSO pivot tables. 2017 BGS pivot tables.

Table 2, Evaluation of Skills Development, NIC, Rural Colleges, Rest of B.C., 2014 – 2018*

	NIC	Rural Colleges	Rest of B.C.
Write clearly and concisely			
Certificate, Diploma, and Arts & Sciences Programs	85%	87%	83%
Trades	74%	72%	71%
Apprenticeship	79%	74%	71%
Degree Programs	88%	N/A	86%
Speak effectively			
Certificate, Diploma, and Arts & Sciences Programs	80%	85%	81%
Trades	74%	76%	75%
Apprenticeship	73%	78%	74%
Degree Programs	90%	N/A	88%
Read and comprehend materials			
Certificate, Diploma, and Arts & Sciences Programs	90%	92%	91%
Trades	97%	95%	92%
Apprenticeship	94%	93%	92%
Degree Programs	93%	N/A	88%
Work effectively with others			
Certificate, Diploma, and Arts & Sciences Programs	85%	90%	88%
Trades	91%	93%	91%
Apprenticeship	88%	90%	88%
Degree Programs	89%	N/A	88%
Analyse and think critically			
Certificate, Diploma, and Arts & Sciences Programs	91%	92%	90%
Trades	93%	92%	89%
Apprenticeship	91%	93%	91%
Degree Programs	87%	N/A	93%
Resolve issues or problems			
Certificate, Diploma, and Arts & Sciences Programs	86%	87%	86%
Trades	91%	90%	88%
Apprenticeship	88%	90%	88%
Degree Programs	86%	N/A	85%
Learn on your own			
Certificate, Diploma, and Arts & Sciences Programs	87%	91%	88%
Trades	92%	91%	88%
Apprenticeship	92%	91%	89%
Degree Programs	89%	N/A	91%
Conduct research			
Degree Programs	83%	N/A	83%
Use mathematics			
Trades	99%	92%	86%
Apprenticeship	95%	91%	90%
Degree Programs	86%	N/A	65%
Use tools and equipment			
Trades	97%	93%	95%
Apprenticeship	95%	91%	90%

* *RURAL COLLEGES* INCLUDES ALL RURAL COLLEGES EXCEPT NIC; *REST OF B.C.* INCLUDES ALL B.C. PUBLIC-POST SECONDARY INSTITUTIONS IN THE COLLEGE, INSTITUTE AND TEACHING-INTENSIVE UNIVERSITY SECTORS EXCLUDING THE RURAL COLLEGES. *DEGREE PROGRAMS* DATA ARE FROM STUDENTS SURVEYED IN 2013-2017, THE MOST CURRENT DATA AVAILABLE FROM THE BGS SURVEY.

Further Education

Table 3 presents data from DACSO survey respondents about further education they had taken after finishing or leaving their post-secondary program.⁸

Data for NIC are compared with those for other B.C. rural colleges (*Rural Colleges*) and the remaining B.C. public post-secondary institutions in the college, institute and teaching intensive university sectors (*Rest of B.C.*).

Data points for NIC are highlighted in bold text where they are higher than, or equal to, the comparator groups.

Certificate & Diploma Programs consists of respondents who were mainly in one- and two-year certificate and diploma programs, excluding trades programs. Respondents who were in these programs had completely, or mostly, finished their education at the time they were surveyed.

Arts & Sciences Programs is made up of students in university arts and sciences transfer streams who had completed at least 24 credits before leaving the institution they were attending. These students are typically on four-year degree program pathways and, as expected, Table 3, shows that a substantially larger proportion of these students had taken further studies than students in *Certificate & Diploma Programs* (74% versus 34%).

NIC's *Arts & Sciences Programs* respondents were more satisfied with their transfer experience than those in *Certificate & Diploma Programs* (85% versus 73%). Eighty-nine percent of NIC respondents in both groups stated that further studies taken were related to their previous education and over 90% felt that their education had prepared them for further studies.

⁸ Ibid.

Table 3, Further Education, DACSO Survey Respondents, NIC, Rural Colleges, Rest of B.C., 2014 - 2018*

	NIC	Rural Colleges	Rest of B.C.
Have taken further studies			
Certificate & Diploma Programs	34%	34%	34%
Arts & Sciences Programs	74%	68%	67%
Further studies at a B.C. public post-secondary institution			
Certificate & Diploma Programs	89%	83%	83%
Arts & Sciences Programs	97%	84%	92%
Very well or somewhat prepared for further studies			
Certificate & Diploma Programs	92%	93%	93%
Arts & Sciences Programs	94%	93%	92%
Very satisfied or satisfied with transfer			
Certificate & Diploma Programs	73%	75%	78%
Arts & Sciences Programs	85%	86%	86%
Further studies very or somewhat related			
Certificate & Diploma Programs	89%	88%	86%
Arts & Sciences Programs	89%	86%	84%
Currently studying			
Certificate & Diploma Programs	28%	28%	28%
Arts & Sciences Programs	69%	62%	61%

* *RURAL COLLEGES* INCLUDES ALL RURAL COLLEGES EXCEPT NIC; *REST OF B.C.* INCLUDES ALL B.C. PUBLIC-POST SECONDARY INSTITUTIONS IN THE COLLEGE, INSTITUTE AND TEACHING-INTENSIVE UNIVERSITY SECTORS EXCLUDING THE RURAL COLLEGES.

Employment Outcomes

Table 4 shows employment outcomes of former NIC students surveyed in 2018 compared with those for other B.C. rural colleges (*Rural Colleges*) and the remaining B.C. public post-secondary institutions in the college, institute and teaching intensive university sectors (*Rest of B.C.*).⁹

The data are broken down into key respondent groups for whom employment outcomes are relevant - former students in *Certificate & Diploma Programs*, *Apprenticeships*, *Trades* and *Degree Programs*. Data for students in university arts and sciences transfer streams are not included as most of these students have not completed their education at the time of the survey.

Data points for NIC are highlighted in bold text where they are higher than the comparator groups.

⁹ Ibid.

Table 4, Employment Outcomes, NIC, Rural Colleges, Rest of B.C., 2018*

	NIC	Rural Colleges	Rest of B.C.
Currently employed			
Certificate & Diploma Programs	86%	79%	85%
Apprenticeships	85%	93%	93%
Trades	78%	80%	83%
Degree Programs	100%	N/A	90%
Rated education very or somewhat useful in getting job			
Certificate & Diploma Programs	85%	84%	86%
Apprenticeships	91%	93%	93%
Trades	73%	80%	84%
Degree Programs	92%	N/A	90%
Currently in training-related job			
Certificate & Diploma Programs	81%	76%	79%
Apprenticeships	91%	89%	92%
Trades	64%	69%	79%
Degree Programs	92%	N/A	82%
Employed in permanent job			
Certificate & Diploma Programs	89%	77%	82%
Apprenticeships	100%	95%	95%
Trades	94%	86%	90%
Hourly wage (mean) in main job			
Certificate & Diploma Programs	\$19	\$21	\$24
Apprenticeships	\$36	\$37	\$32
Trades	\$19	\$22	\$20
Degree Programs	\$62,554	N/A	\$56,822

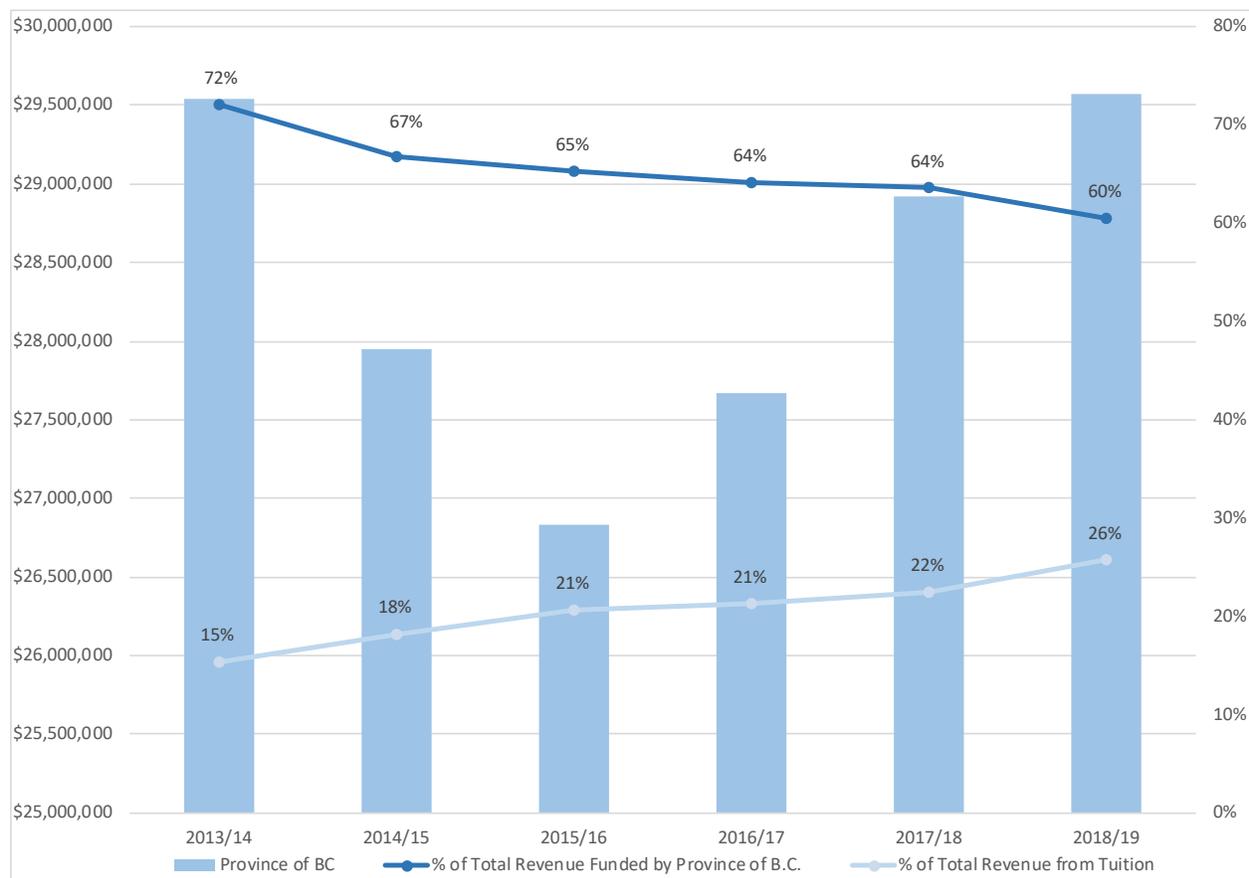
* *RURAL COLLEGES* INCLUDES ALL RURAL COLLEGES EXCEPT NIC; *REST OF B.C.* INCLUDES ALL B.C. PUBLIC-POST SECONDARY INSTITUTIONS IN THE COLLEGE, INSTITUTE AND TEACHING-INTENSIVE UNIVERSITY SECTORS EXCLUDING THE RURAL COLLEGES. *DEGREE PROGRAMS* DATA ARE FROM STUDENTS SURVEYED IN 2017, THE MOST CURRENT YEAR OF DATA AVAILABLE FROM THE BGS SURVEY. HOURLY WAGE (MEAN) IN MAIN JOB IS AVERAGE ANNUAL SALARY FOR *DEGREE PROGRAMS*. EXCLUDES DATA FOR *CERTIFICATE & DIPLOMA PROGRAMS* STUDENTS IN UNIVERSITY ARTS AND SCIENCES TRANSFER STREAMS AS MOST OF THESE STUDENTS HAVE NOT COMPLETED THEIR EDUCATION AT THE TIME OF THE SURVEY.

Funding, Revenues and Expenses

Funding from the provincial government for the past six years is illustrated by the blue columns in Figure 15. Funding was at a low in 2015/16 and has just recovered back to 2013/14 levels in 2018/19. The range in annual funding amounts is considerable with the College receiving \$2.7M fewer dollars in 2015/16 than in both 2013/14 and 2018/19, a difference of 9%. The variance is predominantly due to fluctuations in targeted one-time funding initiatives under the Province’s base and one-time funding model for public post-secondary education. The uncertainty of available funding inherent in this model does not always provide NIC with the flexibility required to support labour-market focused, quick-response education and training needed for local communities, a complex and important component of the College’s program offerings. Uncertain mid- to long-term availability of funds presents additional challenges for sustaining programs that have been developed and launched.

The College has a high reliance on provincial funding but, as the lines in Figure 15 show, this has been steadily decreasing while revenue from tuition has been steadily increasing. In 2013/14, NIC received 72% of its total revenue from the province but by 2018/19 this decreased to 60%; for the same years, the percentage of total revenue from tuition increased from 15% to 26%.

Figure 15, Provincial Funding and Tuition as a Percent of Total Revenue, NIC, 2013-2018



International student tuition has been the main driver of increased tuition revenues at NIC over the past five years. As the lines in Figure 16 show, international student tuition as a percentage of total revenue increased from 4% in 2013/14 to 14% in 2018/19 while the percentage of domestic student tuition increased only slightly from 11% to 12%. As indicated by the bars in Figure 16, international student tuition exceeded domestic student tuition for the first time in 2018/19 at \$6.76M versus \$5.83M. At just under \$7M and 14% of total revenue, international student tuition has grown to become a significant source of revenue for NIC.

Figure 16, Domestic and International Tuition as a Percent of Total Revenue, NIC, 2013-2018

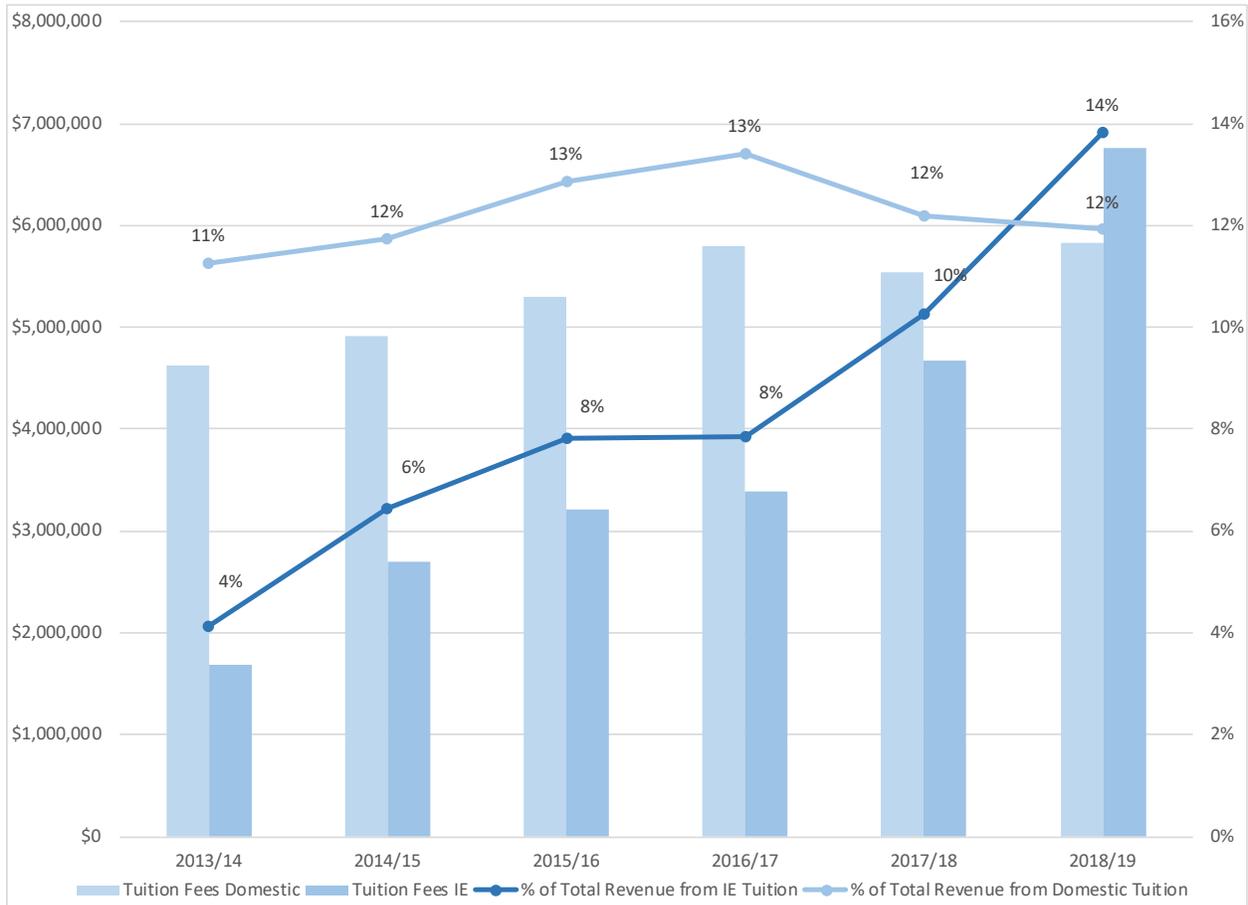


Table 5 provides detail for the College’s revenues and expenses over the past six years.

Table 5, Revenues and Expenses, NIC, 2013-2018

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Revenues						
Province of BC	\$29.54M	\$27.94M	\$26.83M	\$27.67M	\$28.92M	\$29.57M
Tuition Fees Domestic	\$4.62M	\$4.92M	\$5.30M	\$5.79M	\$5.54M	\$5.83M
Tuition Fees International	\$1.69M	\$2.70M	\$3.21M	\$3.38M	\$4.67M	\$6.76M
Other	\$5.14M	\$6.30M	\$5.79M	\$6.32M	\$6.35M	\$6.74M
Total Revenues	\$40.99M	\$41.86M	\$41.12M	\$43.17M	\$45.48M	\$48.89M
Expenses						
Salaries and Benefits	\$28.44M	\$28.51M	\$28.68M	\$29.73M	\$31.44M	\$33.96M
Facility Costs	\$2.79M	\$2.76M	\$2.39M	\$2.74M	\$3.13M	\$3.59M
Other	\$9.75M	\$10.59M	\$10.05M	\$10.69M	\$10.90M	\$11.29M
Total Expenses	\$40.99M	\$41.86M	\$41.12M	\$43.16M	\$45.47M	\$48.84M

NIC’s audited financial statements as well as those for other B.C. public post-secondary institutions may be viewed on the Ministry of Advanced Education, Skills and Training’s website at www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements.

Tuition Fees

In March 2002, the provincial government lifted a six-year freeze on tuition fees at B.C. public post-secondary institutions and returned powers for tuition fee decisions to each institution's Board of Governors. All public post-secondary institutions have raised their tuition fees since 2002; however, since 2005 the Ministry of Advanced Education, Skills and Training has limited tuition fee increases to the rate of inflation, which has meant a maximum increase of approximately 2% annually.

Comparative tuition data going back to 2009/10 are shown for university studies arts programs offered at B.C. public post-secondary institutions in "Appendix C – Tuition Fees."

The data show that, at \$2,963 per year in 2018/19, NIC continued to offer considerably lower tuition than other Vancouver Island institutions. Camosun College, next lowest, costs 15% more per year at \$3,415. Vancouver Island University and the University of Victoria are in the middle, costing more by 50% (\$4,433) and 89% (\$5,585), respectively; and Royal Roads is the highest, costing more than double at \$7,200.

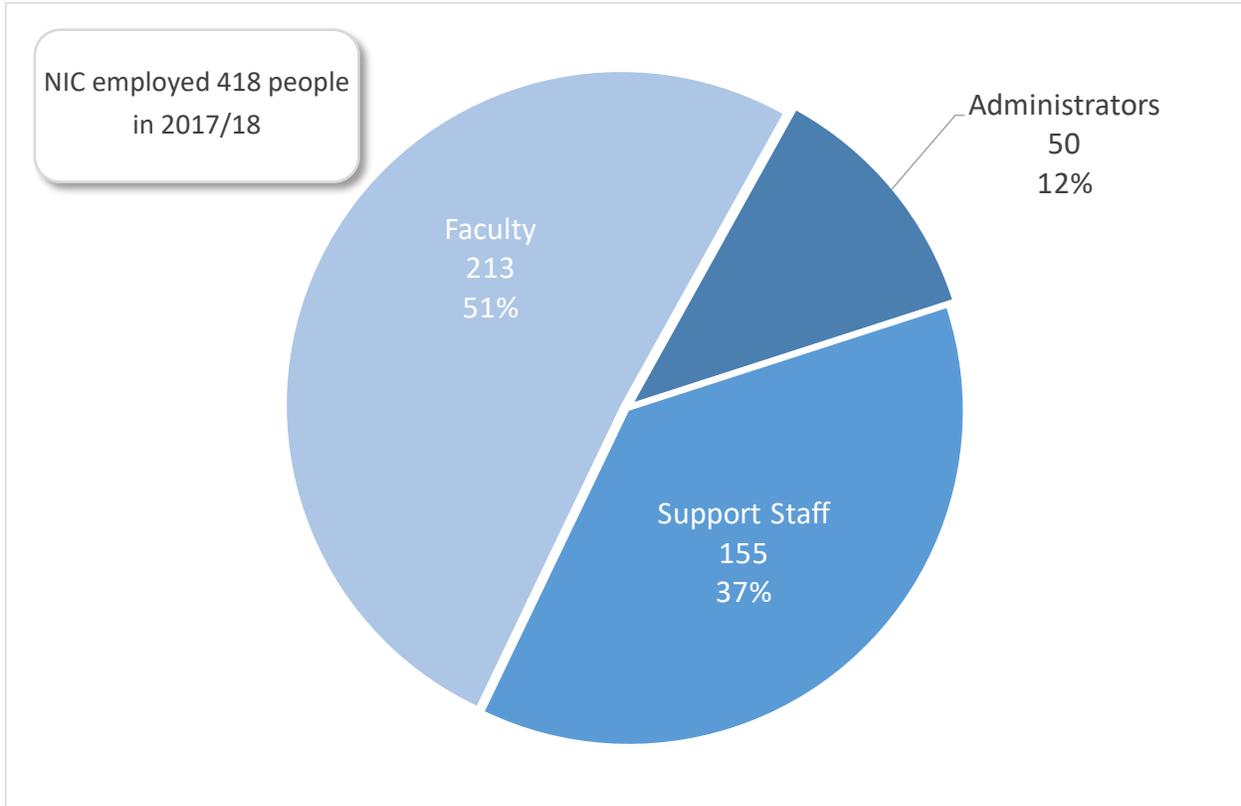
NIC is also among eight institutions of 25 in the province - mostly the rural colleges - that offered tuition under \$3,000 for arts programs making, it one of the most affordable public post-secondary institutions in B.C.

Historically, Adult Upgrading programs – Adult Basic Education (ABE), English Language Learning (ELL) and Accessible Learning – have been offered tuition free at NIC; however, as a result of government funding and policy changes that impacted all B.C. public post-secondary institutions in the fall of 2015, the College began charging tuition for Adult Upgrading. With a government decision to make ABE and ELL tuition free again in the fall of 2017, NIC was able to remove tuition from these programs but tuition remains attached to Accessible Learning programs. Youth in care also have access to free tuition at all 25 of B.C.'s public post-secondary institutions, including NIC, as a result of a provincial government access initiative implemented in the fall of 2017.

Employees

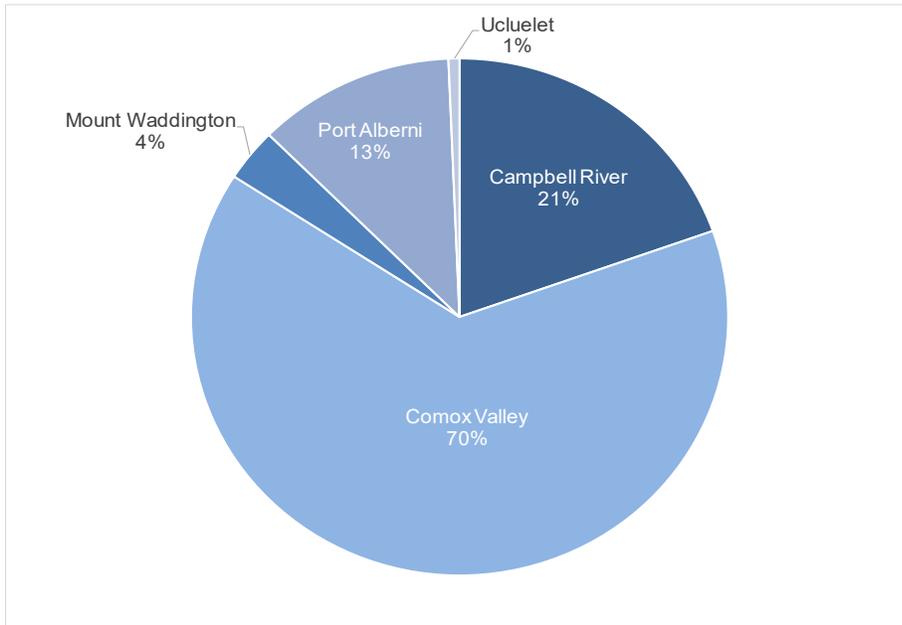
NIC employed 418 people in 2017/18 with 258 in full-time positions and 160 part-time positions. Figure 17 shows that faculty made up the largest employee group at 51% (213 people), support staff were the second largest at 37% (155 people) and administrators were the smallest group at 12% (50 people).

Figure 17, Number and Percent of Employee Groups, NIC, 2017/18



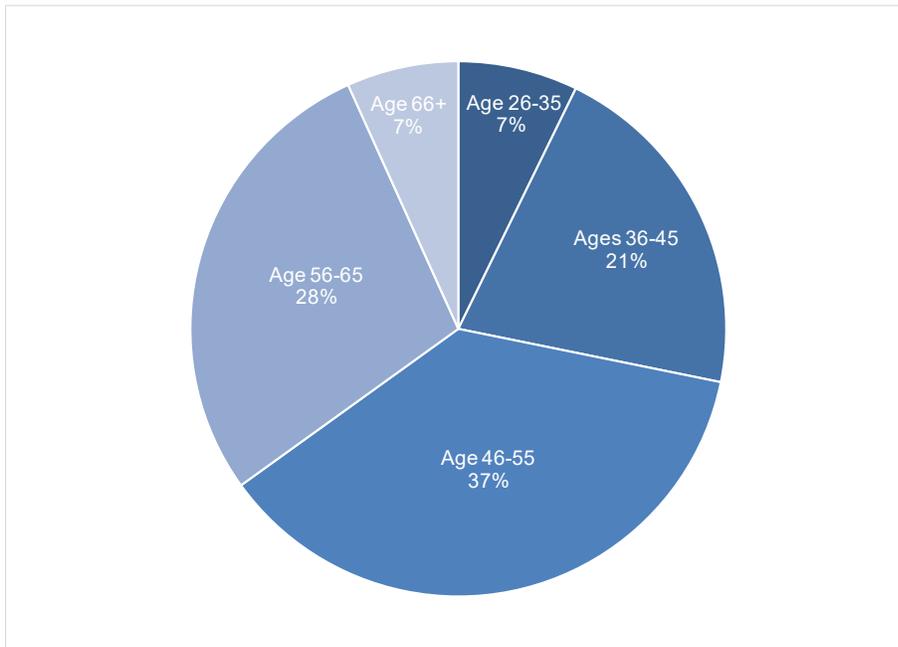
As Figure 18 shows, the bulk of NIC employees (70%) work at the Comox Valley campus, the College's largest campus and administrative centre. Just over a fifth work at the Campbell River campus and 13% are employed in Port Alberni. Mount Waddington has 4% of all NIC employees and Ucluelet has less than 1%. It should be noted that some employees work at more than one campus, especially between the Comox Valley and Campbell River campuses, which is why the percentages in Figure 18 add up to more than 100%.

Figure 18, Work Locations of NIC Employees, 2017/18



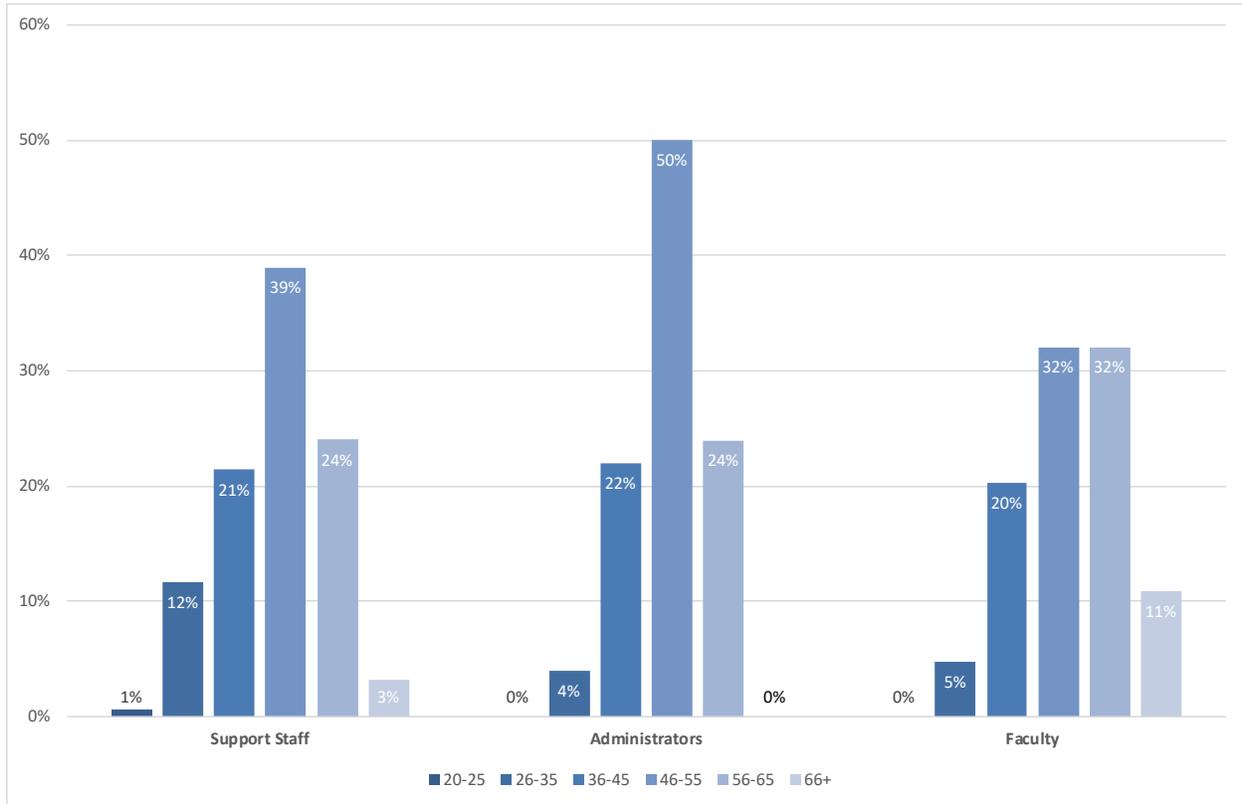
Like the broader population in the NIC region, a large proportion of NIC employees are concentrated in older age groups (72% are over age 45). Figure 19 shows that 35% of College employees are beyond the age of early retirement (i.e. over age 55). The majority of NIC employees (37%) are in the 46-55 age group and are nearing, or at, the age of early retirement.

Figure 19, Age groups of NIC Employees, 2017/18



Looking further into the age characteristics of NIC employees, Figure 20 shows the proportion of employees in a given age group for the three employee groups at NIC. All groups have a significant proportion of employees over age 55 - the highest in Faculty at 43% followed by Support Staff at 27% and Administrators at 24%.

Figure 20, Age Group Percentages of NIC Employees by Employee Group, 2017/18



NORTH ISLAND COLLEGE REGIONAL SCAN

NIC's serves a vast and geographically diverse region spanning approximately 80,000 km² over the middle and northern sections Vancouver Island and parts of the B.C. mainland coast from Bamfield to Bella Coola.

With just under 157,000 residents in its region, NIC serves the largest population of all B.C. rural colleges. Many communities in the region, especially First Nations communities, are not within commutable distance to an NIC campus and some are only accessible by boat or air (see Figure 46 in "Appendix F – Maps").

The geography of the NIC region is one of the College's biggest challenges in providing education and services to the region's people and communities.

The sections that follow provide insight into the complex and constantly changing external environment in which the College operates by presenting geographic, demographic, and socioeconomic data for the region. Current and future population trends are explored along with high school enrolment patterns and rates of transition to post-secondary education. The section concludes by providing an overview of provincial and regional labour market projections and economic data.

Population and Demographics

Current Population

Based on 2016 Census data provided by Statistics Canada,¹⁰ the population of the North Island College region (NICR) grew by a modest 1.0% between 2011 and 2016 to 156,533. British Columbia grew more quickly by 5.6% (to 4,648,055) slightly higher than the national rate of 5.0% (to 35,151,728). Among Canadian provinces, Alberta grew the fastest at 11.6% to 4,067,175 - over twice the national rate.

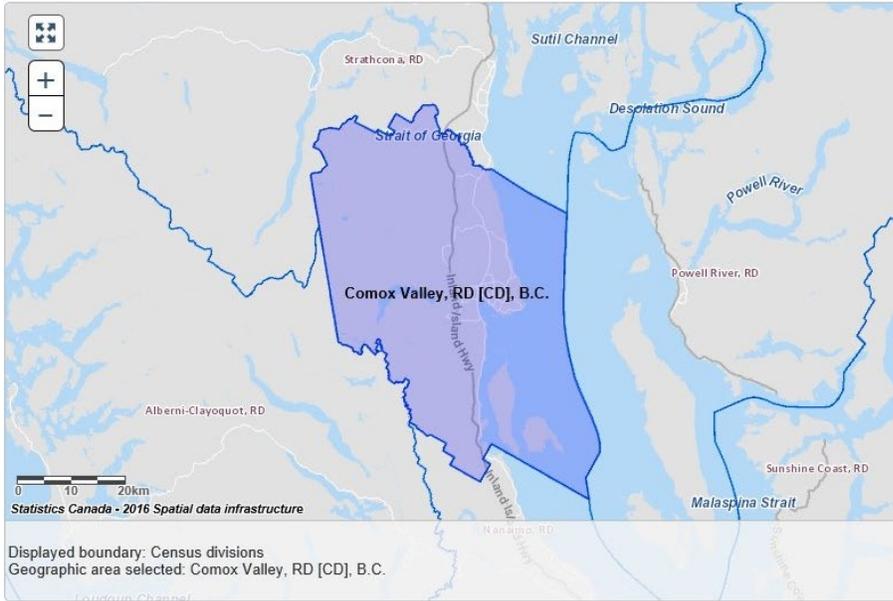
Data from the 2016 Census show that there approximately 21,100 people who identify as Aboriginal living in the NICR, which includes over 16,200 First Nations, around 4,300 Métis and just over 100 Inuit. Significantly higher than the provincial average of around 6%, Aboriginal people account for about 13% of the NICR population. The Aboriginal population in the NICR is younger than the non-Aboriginal average as of 2016, with 15-24 year-olds making up around 16% of the Aboriginal population and 9% of the non-Aboriginal population. 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.

The following sections present population and demographic profiles of the five regional districts in the NICR, including geographic data, age, sex and Aboriginal identity.

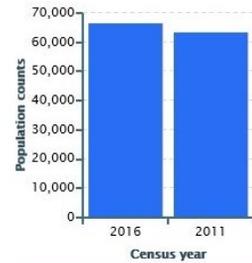
¹⁰Statistics Canada. 2017. Focus on Geography Series, 2016 Census. Statistics Canada Catalogue no. 98-404-X2016001. Ottawa, Ontario. Data products, 2016 Census. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Index-eng.cfm?TOPIC=2> on February 9, 2019.

Comox Valley Regional District

- In 2016, the enumerated population of Comox Valley (Regional district) was 66,527, which represents a change of 4.7% from 2011. This compares to the provincial average of 5.6% and the national average of 5.0%.
- The land area of Comox Valley (Regional district) is 1,699.90 square kilometres and the population density was 39.1 people per square kilometre.
- In 2016, there were 29,573 private dwellings occupied in Comox Valley (Regional district), which represent a change of 6.1% from 2011.



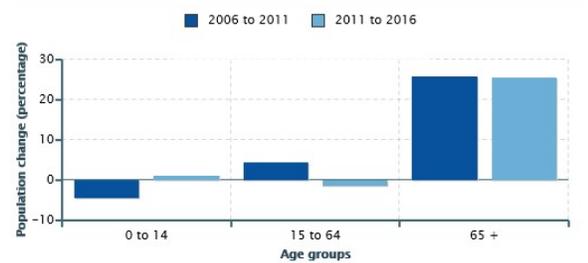
Population, 2016 and 2011 censuses



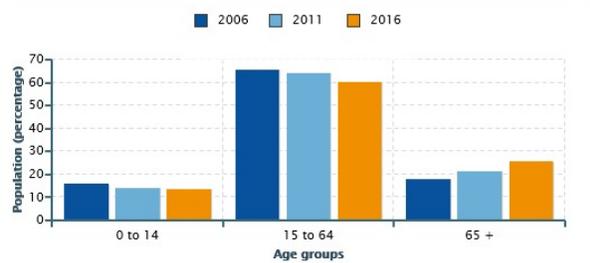
Comox Valley - Age distributions by broad age groups and sex, 2016 Census

Age groups	Both sexes	Males	Females
0 to 14	13.8%	14.8%	12.9%
15 to 64	60.5%	59.9%	61.1%
65 and over	25.6%	25.3%	25.9%

Population change by broad age groups, Comox Valley 2006 to 2016

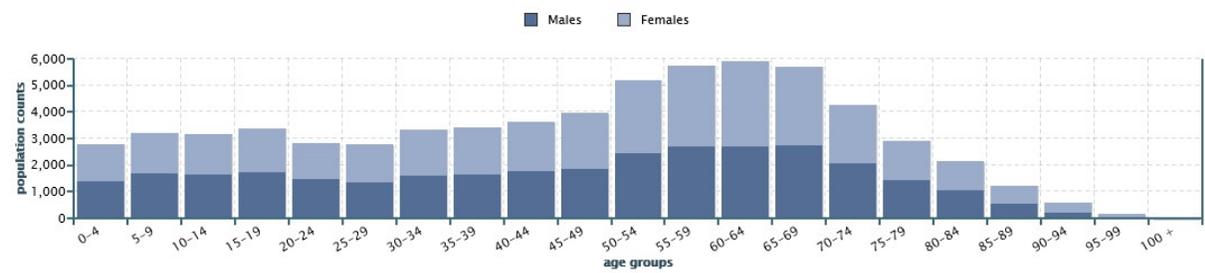


Percentage of the population by broad age groups, Comox Valley, 2006 to 2016

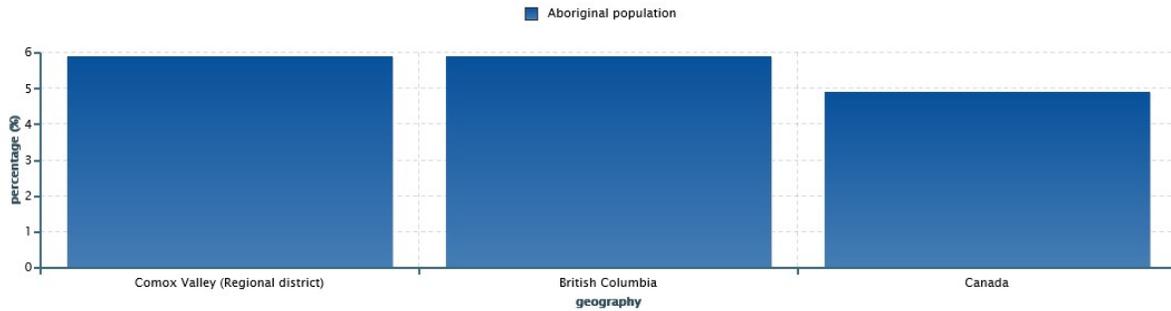


- In 2016, 9,190 children aged 0 to 14 and 17,060 persons aged 65 and over were enumerated in Comox Valley, representing respectively 13.8% and 25.6% of the total population.
- The working age population (15 to 64) represented 60.5% of the total population. In comparison, for Canada the proportions of children, of seniors and in age of working were 16.6%, 16.9% and 66.5% in 2016.

Population by five-year age groups and sex, Comox Valley, 2016



Aboriginal population as a proportion of the total population, Comox Valley and higher-level geographies, 2016



- In 2016, there were 3,825 Aboriginal people in Comox Valley, making up 5.9% of the population.
- The majority of the Aboriginal population reported a single Aboriginal identity – either First Nations, Métis or Inuk (Inuit). Of the Aboriginal population in Comox Valley, 55.7% (2,130) were First Nations people, 40.3% (1,540) were Métis, and 1.0% (40) were Inuit.
- Within the First Nations population, 47.2% (1,005) had Registered or Treaty Indian status, as defined under the *Indian Act*. The other 52.8% (1,125) of the First Nations population did not have Registered or Treaty Indian status.
- In addition to those who reported a single Aboriginal identity, 65 people reported more than one Aboriginal identity and 50 were defined as having an Aboriginal identity that was not included elsewhere.

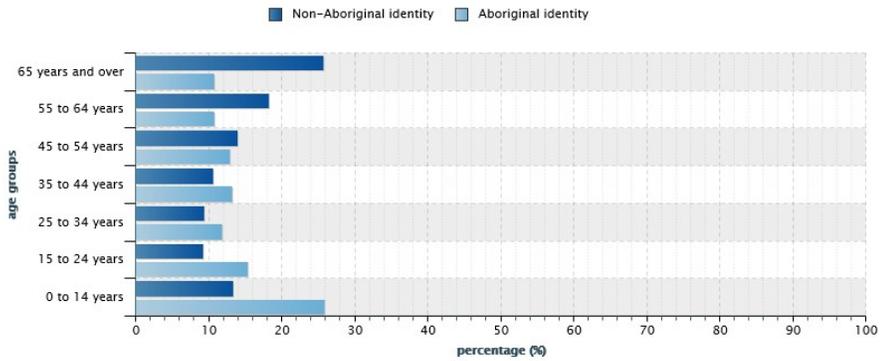
In general, the Aboriginal population is younger than the non-Aboriginal population.

Aboriginal children aged 14 and under represented 25.8% of the total Aboriginal population, while non-Aboriginal children aged 14 and under accounted for 13.3% of the non-Aboriginal population.

The average age of the Aboriginal population in Comox Valley was 34.5 years, compared with 46.9 years for the non-Aboriginal population.

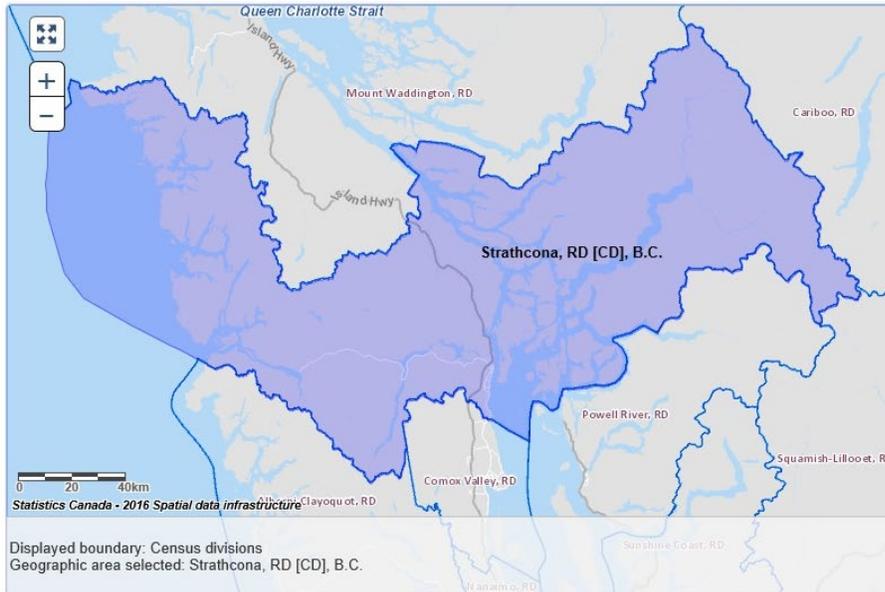
The average age was 32.1 years for First Nations people; it was 38.0 years for Métis; and it was 27.6 years for Inuit.

Age distribution by Aboriginal identity, Comox Valley, 2016

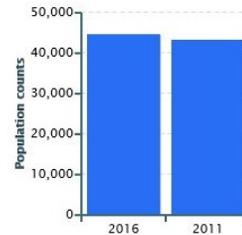


Strathcona Regional District

- In 2016, the enumerated population of Strathcona (Regional district) was 44,671, which represents a change of 3.3% from 2011. This compares to the provincial average of 5.6% and the national average of 5.0%.
- The land area of Strathcona (Regional district) is 18,278.06 square kilometres and the population density was 2.4 people per square kilometre.
- In 2016, there were 19,610 private dwellings occupied in Strathcona (Regional district), which represent a change of 5.3% from 2011.



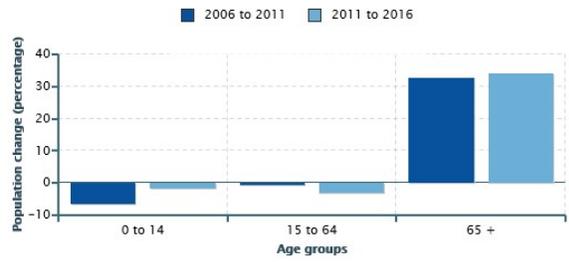
Population, 2016 and 2011 censuses



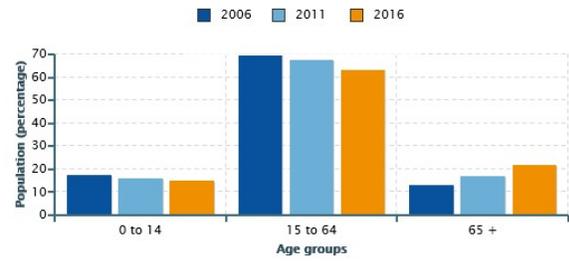
Strathcona - Age distributions by broad age groups and sex, 2016 Census

Age groups	Both sexes	Males	Females
0 to 14	15.0%	15.7%	14.4%
15 to 64	63.2%	62.4%	64.0%
65 and over	21.8%	21.9%	21.6%

Population change by broad age groups, Strathcona 2006 to 2016

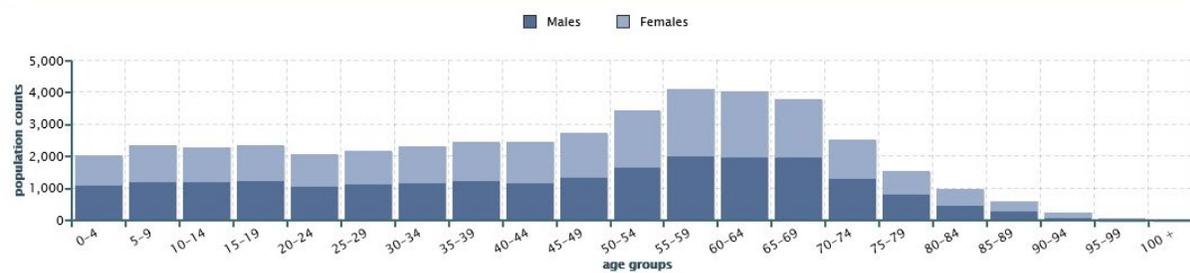


Percentage of the population by broad age groups, Strathcona, 2006 to 2016

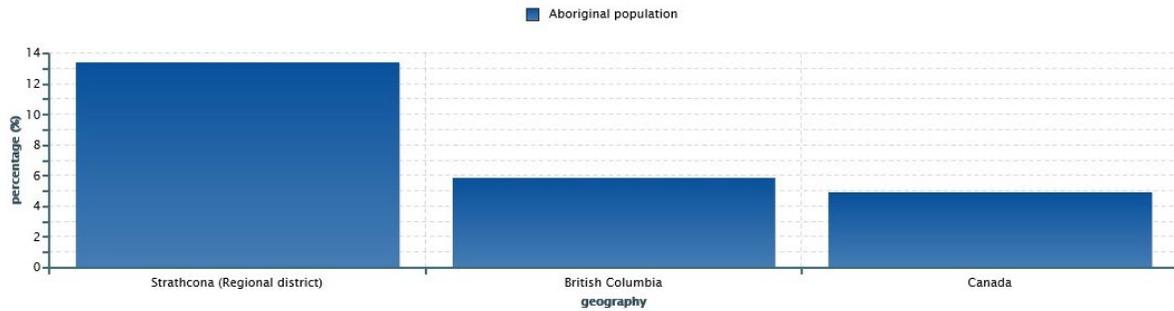


- In 2016, 6,715 children aged 0 to 14 and 9,735 persons aged 65 and over were enumerated in Strathcona, representing respectively 15.0% and 21.8% of the total population.
- The working age population (15 to 64) represented 63.2% of the total population. In comparison, for Canada the proportions of children, of seniors and in age of working were 16.6%, 16.9% and 66.5% in 2016.

Population by five-year age groups and sex, Strathcona, 2016



Aboriginal population as a proportion of the total population, Strathcona and higher-level geographies, 2016



- In 2016, there were 5,855 Aboriginal people in Strathcona, making up 13.4% of the population.
- The majority of the Aboriginal population reported a single Aboriginal identity – either First Nations, Métis or Inuk (Inuit). Of the Aboriginal population in Strathcona, 74.6% (4,365) were First Nations people, 22.6% (1,325) were Métis, and 0.9% (50) were Inuit.
- Within the First Nations population, 75.6% (3,300) had Registered or Treaty Indian status, as defined under the *Indian Act*. The other 24.3% (1,060) of the First Nations population did not have Registered or Treaty Indian status.
- In addition to those who reported a single Aboriginal identity, 65 people reported more than one Aboriginal identity and 60 were defined as having an Aboriginal identity that was not included elsewhere.

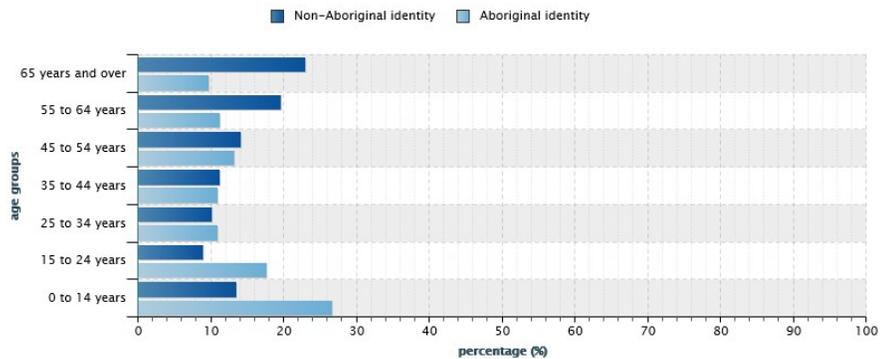
In general, the Aboriginal population is younger than the non-Aboriginal population.

Aboriginal children aged 14 and under represented 26.6% of the total Aboriginal population, while non-Aboriginal children aged 14 and under accounted for 13.5% of the non-Aboriginal population.

The average age of the Aboriginal population in Strathcona was 33.4 years, compared with 45.8 years for the non-Aboriginal population.

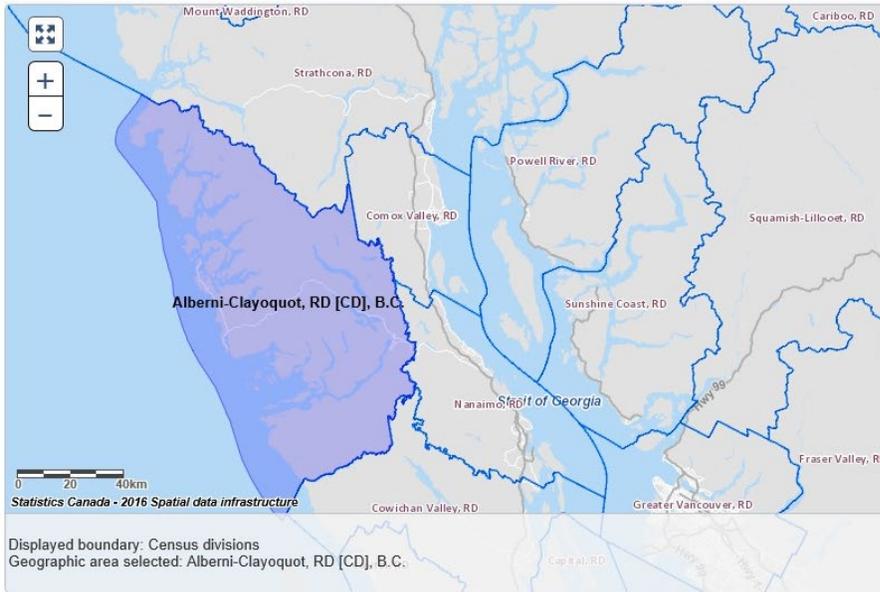
The average age was 31.4 years for First Nations people; it was 39.4 years for Métis; and it was 19.3 years for Inuit.

Age distribution by Aboriginal identity, Strathcona, 2016

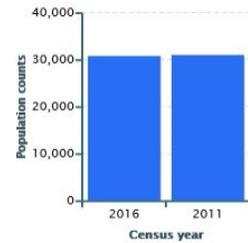


Alberni-Clayoquot Regional District

- In 2016, the enumerated population of Alberni-Clayoquot (Regional district) was 30,981, which represents a change of -0.3% from 2011. This compares to the provincial average of 5.6% and the national average of 5.0%.
- The land area of Alberni-Clayoquot (Regional district) is 6,589.15 square kilometres and the population density was 4.7 people per square kilometre.
- In 2016, there were 13,654 private dwellings occupied in Alberni-Clayoquot (Regional district), which represent a change of 2.0% from 2011.



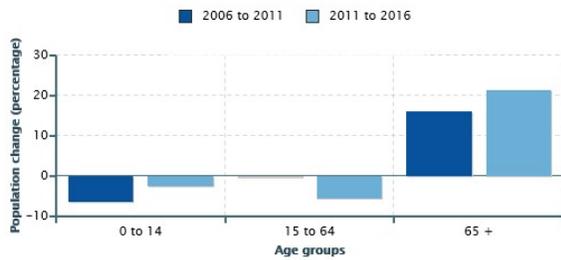
Population, 2016 and 2011 censuses



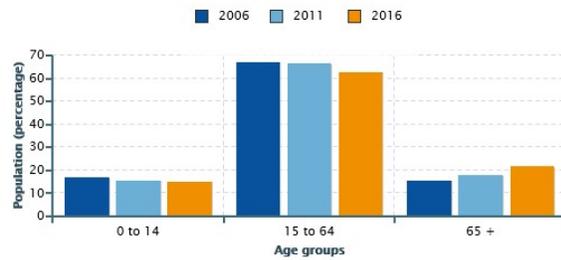
Alberni-Clayoquot - Age distributions by broad age groups and sex, 2016 Census

Age groups	Both sexes	Males	Females
0 to 14	15.3%	15.5%	15.1%
15 to 64	62.9%	62.9%	62.8%
65 and over	21.8%	21.6%	22.1%

Population change by broad age groups, Alberni-Clayoquot 2006 to 2016

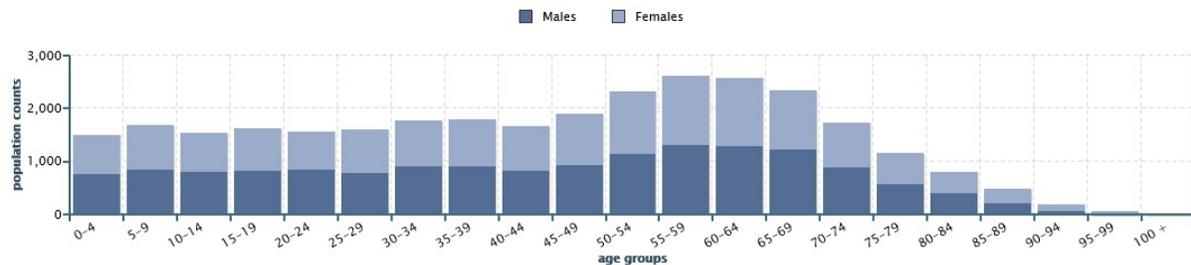


Percentage of the population by broad age groups, Alberni-Clayoquot, 2006 to 2016

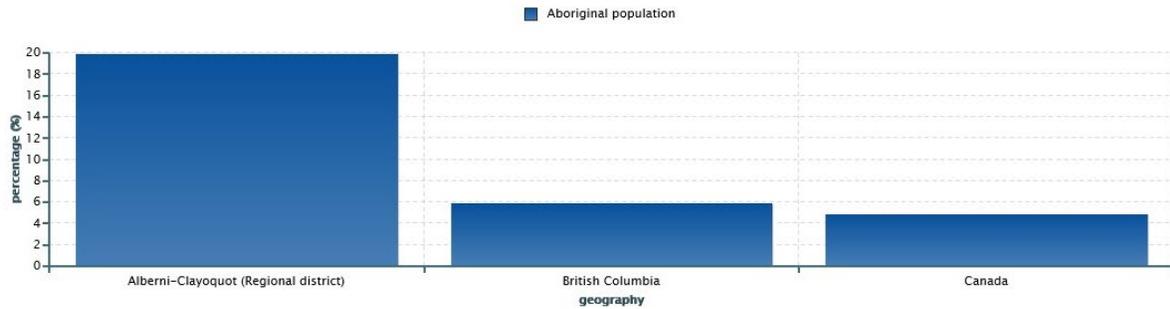


- In 2016, 4,740 children aged 0 to 14 and 6,760 persons aged 65 and over were enumerated in Alberni-Clayoquot, representing respectively 15.3% and 21.8% of the total population.
- The working age population (15 to 64) represented 62.9% of the total population. In comparison, for Canada the proportions of children, of seniors and in age of working were 16.6%, 16.9% and 66.5% in 2016.

Population by five-year age groups and sex, Alberni-Clayoquot, 2016



Aboriginal population as a proportion of the total population, Alberni–Clayoquot and higher-level geographies, 2016



- In 2016, there were 6,035 Aboriginal people in Alberni-Clayoquot, making up 19.9% of the population.
- The majority of the Aboriginal population reported a single Aboriginal identity – either First Nations, Métis or Inuk (Inuit). Of the Aboriginal population in Alberni-Clayoquot, 78.8% (4,755) were First Nations people, 18.7% (1,130) were Métis, and 0.4% (25) were Inuit.
- Within the First Nations population, 89.5% (4,255) had Registered or Treaty Indian status, as defined under the *Indian Act*. The other 10.6% (505) of the First Nations population did not have Registered or Treaty Indian status.
- In addition to those who reported a single Aboriginal identity, 55 people reported more than one Aboriginal identity and 70 were defined as having an Aboriginal identity that was not included elsewhere.

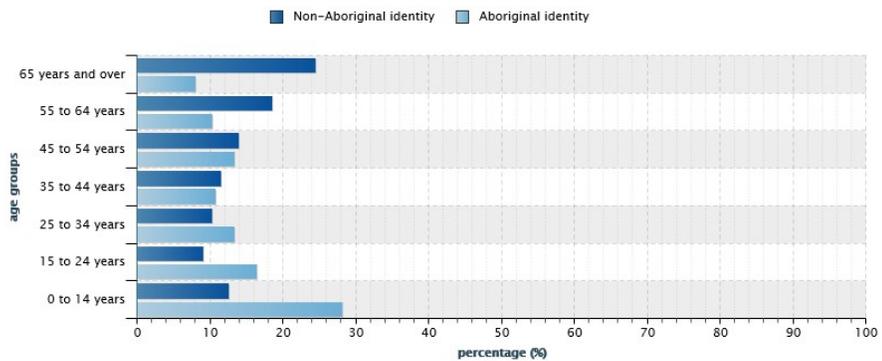
In general, the Aboriginal population is younger than the non-Aboriginal population.

Aboriginal children aged 14 and under represented 28.1% of the total Aboriginal population, while non-Aboriginal children aged 14 and under accounted for 12.5% of the non-Aboriginal population.

The average age of the Aboriginal population in Alberni-Clayoquot was 32.4 years, compared with 46.6 years for the non-Aboriginal population.

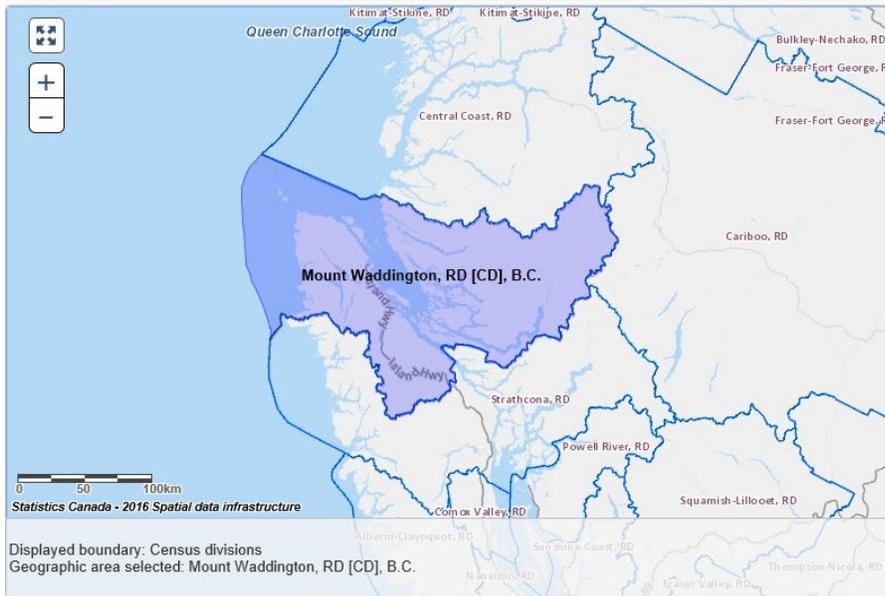
The average age was 30.4 years for First Nations people; it was 40.1 years for Métis; and it was 30.3 years for Inuit.

Age distribution by Aboriginal identity, Alberni–Clayoquot, 2016

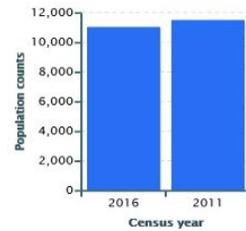


Mount Waddington Regional District

- In 2016, the enumerated population of Mount Waddington (Regional district) was 11,035, which represents a change of -4.1% from 2011. This compares to the provincial average of 5.6% and the national average of 5.0%.
- The land area of Mount Waddington (Regional district) is 20,244.27 square kilometres and the population density was 0.5 people per square kilometre.
- In 2016, there were 4,850 private dwellings occupied in Mount Waddington (Regional district), which represent a change of -0.5% from 2011.



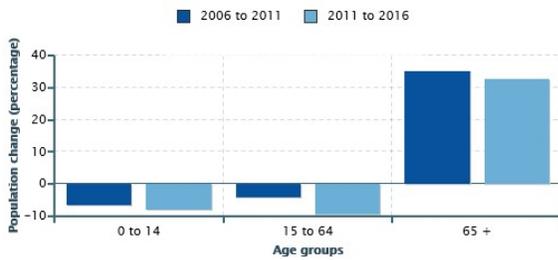
Population, 2016 and 2011 censuses



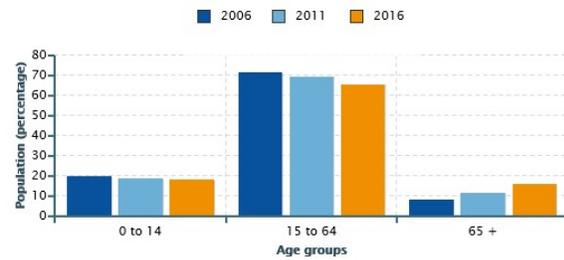
Mount Waddington - Age distributions by broad age groups and sex, 2016 Census

Age groups	Both sexes	Males	Females
0 to 14	18.1%	18.1%	18.1%
15 to 64	65.7%	64.8%	66.8%
65 and over	16.2%	17.1%	15.2%

Population change by broad age groups, Mount Waddington 2006 to 2016

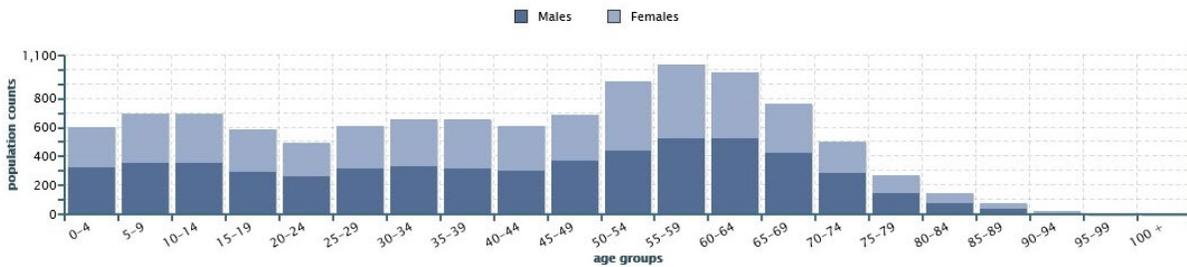


Percentage of the population by broad age groups, Mount Waddington, 2006 to 2016

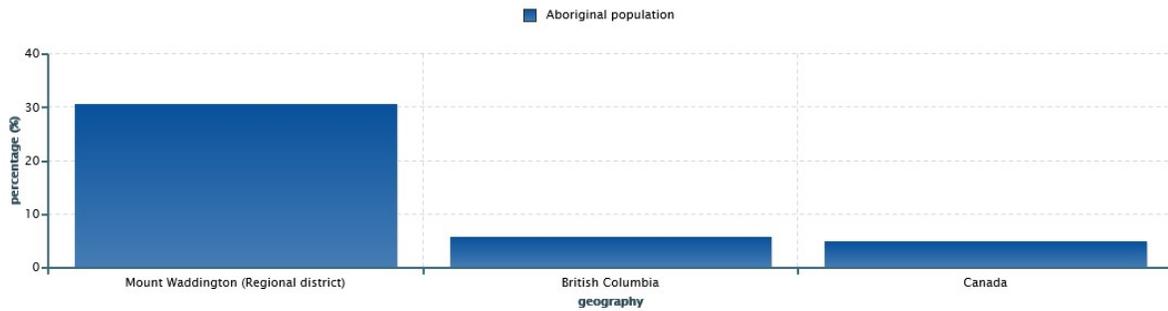


- In 2016, 1,995 children aged 0 to 14 and 1,785 persons aged 65 and over were enumerated in Mount Waddington, representing respectively 18.1% and 16.2% of the total population.
- The working age population (15 to 64) represented 65.7% of the total population. In comparison, for Canada the proportions of children, of seniors and in age of working were 16.6%, 16.9% and 66.5% in 2016.

Population by five-year age groups and sex, Mount Waddington, 2016



Aboriginal population as a proportion of the total population, Mount Waddington and higher-level geographies, 2016



- In 2016, there were 3,340 Aboriginal people in Mount Waddington, making up 30.7% of the population.
- The majority of the Aboriginal population reported a single Aboriginal identity – either First Nations, Métis or Inuk (Inuit). Of the Aboriginal population in Mount Waddington, 89.7% (2,995) were First Nations people, 9.3% (310) were Métis, and 0.0% (0) were Inuit.
- Within the First Nations population, 88.1% (2,640) had Registered or Treaty Indian status, as defined under the *Indian Act*. The other 11.9% (355) of the First Nations population did not have Registered or Treaty Indian status.
- In addition to those who reported a single Aboriginal identity, 15 people reported more than one Aboriginal identity and 20 were defined as having an Aboriginal identity that was not included elsewhere.

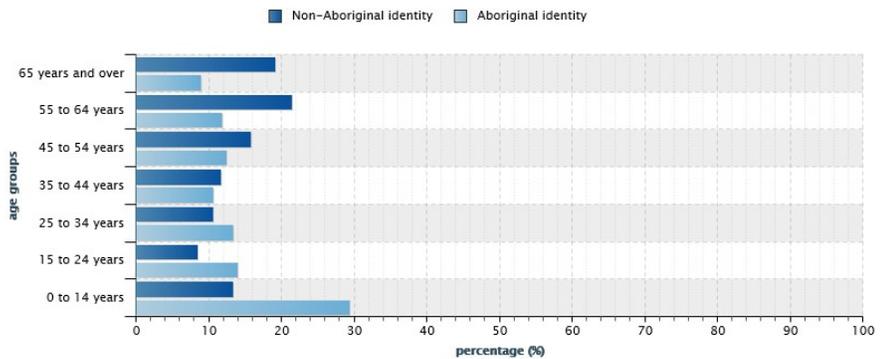
In general, the Aboriginal population is younger than the non-Aboriginal population.

Aboriginal children aged 14 and under represented 29.3% of the total Aboriginal population, while non-Aboriginal children aged 14 and under accounted for 13.3% of the non-Aboriginal population.

The average age of the Aboriginal population in Mount Waddington was 32.7 years, compared with 45.1 years for the non-Aboriginal population.

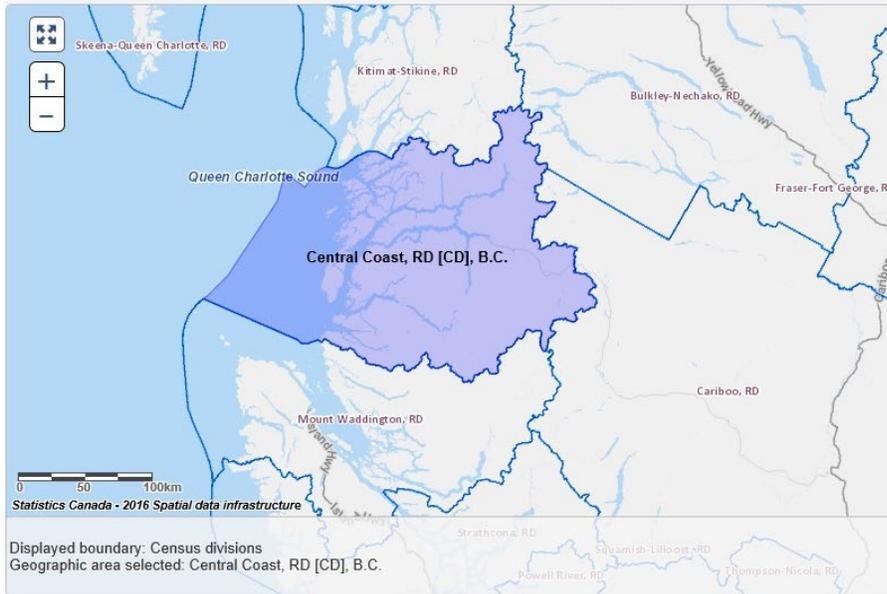
The average age was 32.0 years for First Nations people; it was 40.8 years for Métis; and it was 0.0 years for Inuit.

Age distribution by Aboriginal identity, Mount Waddington, 2016

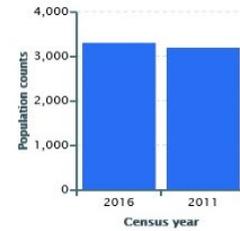


Central Coast Regional District

- In 2016, the enumerated population of Central Coast (Regional district) was 3,319, which represents a change of 3.5% from 2011. This compares to the provincial average of 5.6% and the national average of 5.0%.
- The land area of Central Coast (Regional district) is 24,491.85 square kilometres and the population density was 0.1 people per square kilometre.
- In 2016, there were 1,284 private dwellings occupied in Central Coast (Regional district), which represent a change of 6.1% from 2011.



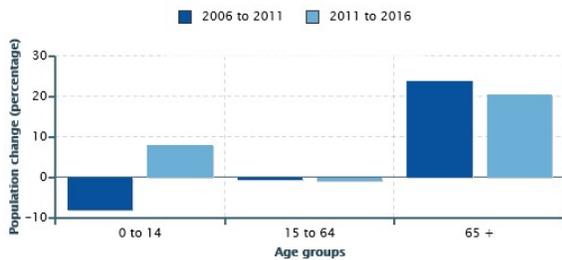
Population, 2016 and 2011 censuses



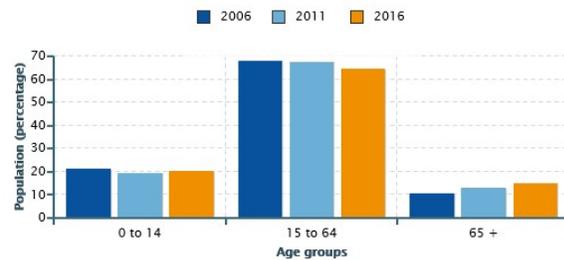
Central Coast - Age distributions by broad age groups and sex, 2016 Census

Age groups	Both sexes	Males	Females
0 to 14	20.3%	21.1%	19.4%
15 to 64	64.6%	63.6%	65.5%
65 and over	15.1%	15.3%	14.7%

Population change by broad age groups, Central Coast 2006 to 2016

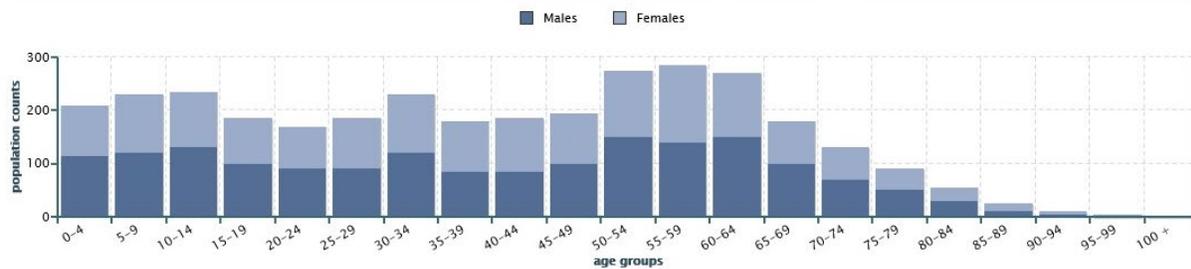


Percentage of the population by broad age groups, Central Coast, 2006 to 2016

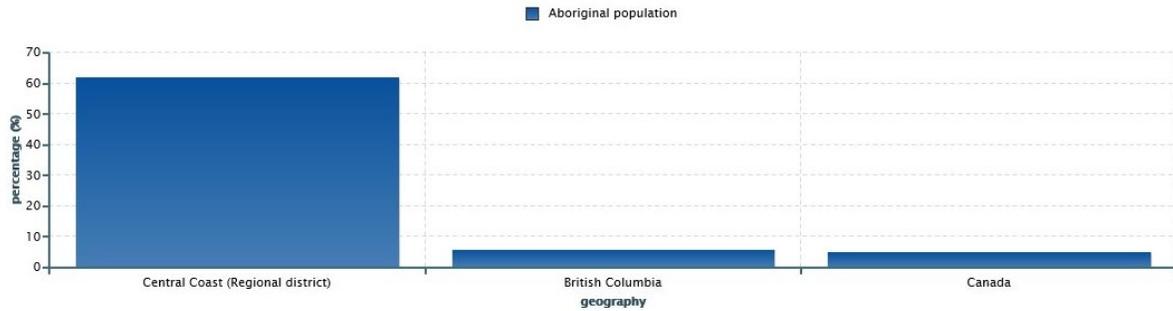


- In 2016, 675 children aged 0 to 14 and 500 persons aged 65 and over were enumerated in Central Coast, representing respectively 20.3% and 15.1% of the total population.
- The working age population (15 to 64) represented 64.6% of the total population. In comparison, for Canada the proportions of children, of seniors and in age of working were 16.6%, 16.9% and 66.5% in 2016.

Population by five-year age groups and sex, Central Coast, 2016



Aboriginal population as a proportion of the total population, Central Coast and higher-level geographies, 2016



- In 2016, there were 2,045 Aboriginal people in Central Coast, making up 62.0% of the population.
- The majority of the Aboriginal population reported a single Aboriginal identity – either First Nations, Métis or Inuk (Inuit). Of the Aboriginal population in Central Coast, 97.8% (2,000) were First Nations people, 1.2% (25) were Métis, and 0.0% (0) were Inuit.
- Within the First Nations population, 98.5% (1,970) had Registered or Treaty Indian status, as defined under the *Indian Act*. The other 1.8% (35) of the First Nations population did not have Registered or Treaty Indian status.
- In addition to those who reported a single Aboriginal identity, 10 people reported more than one Aboriginal identity and 10 were defined as having an Aboriginal identity that was not included elsewhere.

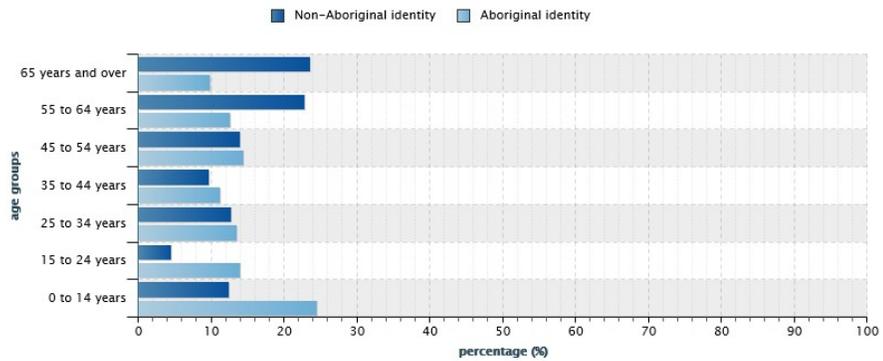
In general, the Aboriginal population is younger than the non-Aboriginal population.

Aboriginal children aged 14 and under represented 24.4% of the total Aboriginal population, while non-Aboriginal children aged 14 and under accounted for 12.4% of the non-Aboriginal population.

The average age of the Aboriginal population in Central Coast was 35.3 years, compared with 47.8 years for the non-Aboriginal population.

The average age was 35.0 years for First Nations people; it was 49.7 years for Métis; and it was 0.0 years for Inuit.

Age distribution by Aboriginal identity, Central Coast, 2016



Projected Population Change

BC Stats provides population estimates and projections based on the PEOPLE model. This method "grows" the population from the latest base year estimate by forecasting births, deaths and migration by age. These forecasts are based on past trends modified to account for possible future changes and, consequently, should be viewed as only one possible scenario of future population.

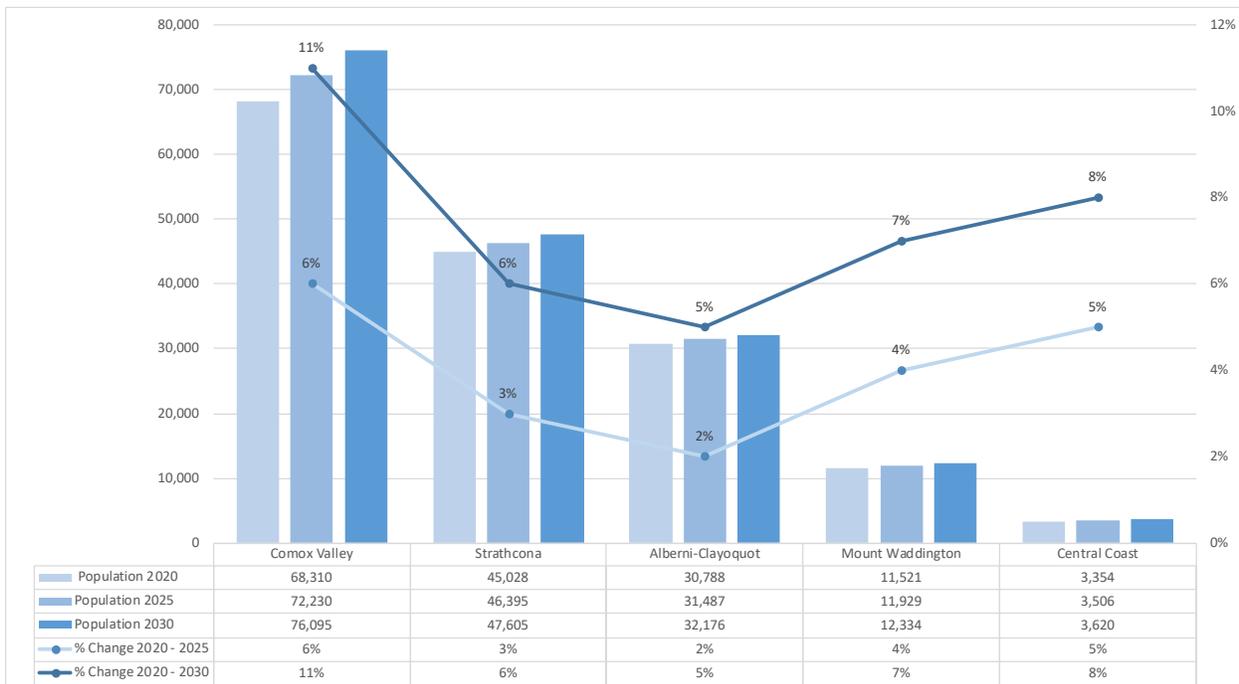
Table 6 shows that between 2020 and 2025 the population of the NICR is expected to increase by about 4% (6,546 people), a slower growth rate than the 6% expected for the province. ¹¹ Looking further into the future, the model indicates that for the ten-year period between 2020 and 2030 the NICR is expected to grow by 8% (12,829 people) but still more slowly than the 12% provincial growth rate.

Table 6, Projected Population Change, NICR & Province, 2020 to 2025 & 2020 to 2030*

	Population 2020	Population 2025	Population 2030	% Change 2020 - 2025	% Change 2020 - 2030	# Change 2020 - 2025	# Change 2020 - 2030
NIC Region	159,001	165,547	171,830	4%	8%	6,546	12,829
BC	4,980,122	5,282,144	5,586,718	6%	12%	302,022	606,596

Figure 21 shows population growth for each regional district in the NICR – all regional districts are forecast to show growth over both periods.

Figure 21, Projected Population Change by Regional District, NICR, 2020 to 2025 & 2020 to 2030*



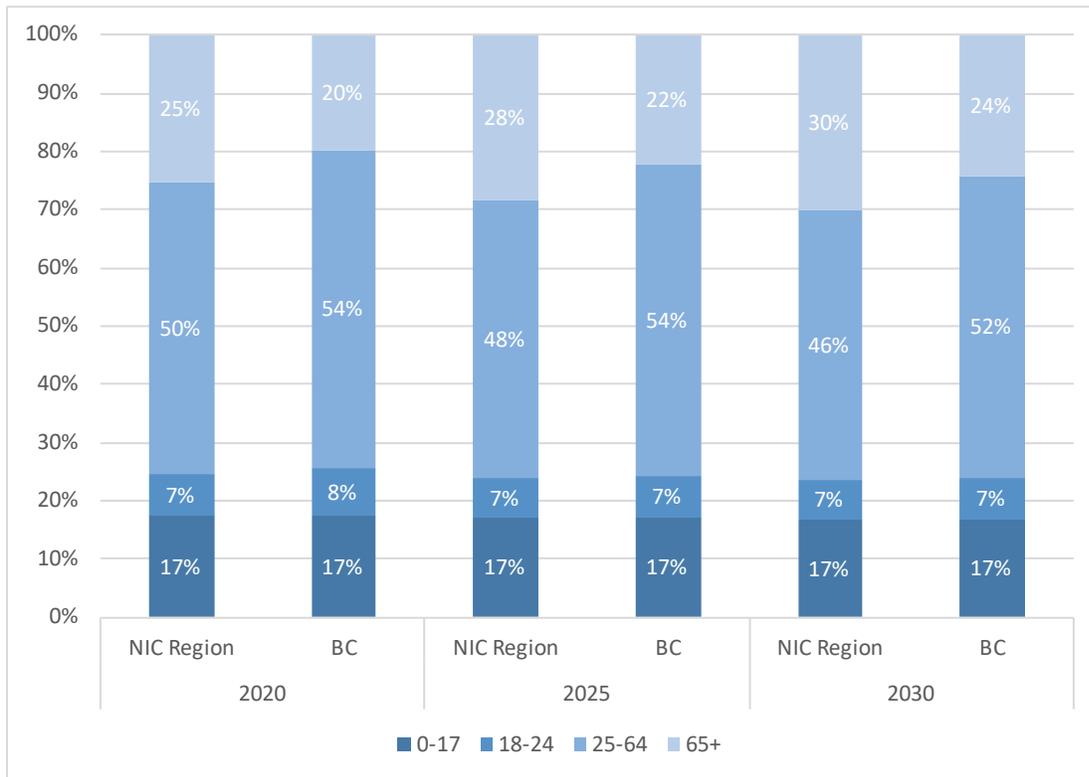
¹¹ BC Stats. P.E.O.P.L.E. 2018. Custom table. Retrieved from <https://www.bcstats.gov.bc.ca/apps/PopulationProjections.aspx> on March 1, 2019.

Population Projections by Age Group

The population of the NICR is expected to continue to get proportionately older between 2020 and 2030 with those 65+ growing as a proportion of the total population. At the same time the proportion of 25-64 year-olds is expected to shrink with youth (0-17 year-olds) and the traditional demographic for post-secondary (18-24 year-olds) remaining virtually constant.

As Figure 22 shows, the proportion of people aged 65+ in both the NICR and B.C. is expected to grow substantially between 2020 and 2030 from 25% to 30% in the NICR and from 20% to 24% in the province. ¹² Youth (17 years-old and under) are expected to remain stable at just under a fifth of the population. The proportion of 18-24 year-olds is expected to remain constant at 7% for the NICR and shrink slightly for the province from 8% to 7%.

Figure 22, Projected Population Proportion by Age Group, NICR, & Province, 2020, 2025, and 2030



¹² Ibid.

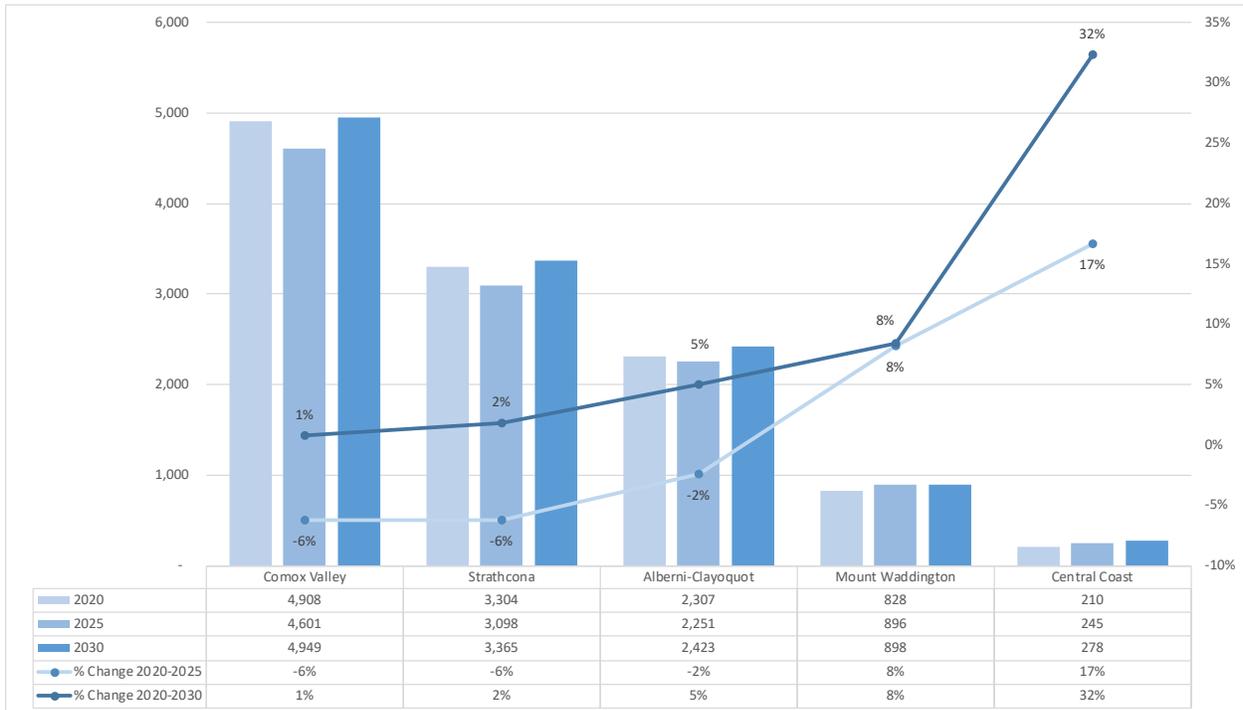
Table 7 shows that between 2020 and 2025 the traditional post-secondary population of 18-24 year-olds in the NICR is projected to decrease by 4% (466 people).¹³ The decline is expected to reverse after 2025, however, with expected growth of 3% (356 people) over 2020 levels by 2030. The province is forecast to decline by 11% between 2020 and 2025 but by 2030 numbers will rebound substantially, showing a decline of only 7% over 2020 levels.

Table 7, Projected Population Change 18-24 Year-Olds, NICR & Province, 2020 to 2025 & 2020 to 2030*

	Population 2020	Population 2025	Population 2030	% Change 2020-2025	% Change 2020-2030	# Change 2020-2025	# Change 2020-2030
NIC Region	11,557	11,091	11,913	-4%	3%	-466	356
BC	421,903	376,201	392,239	-11%	-7%	-45,702	-29,664

As shown in Figure 23, a similar pattern of decline followed by growth is expected for the three most highly populated regional districts in the NICR: Comox Valley, Strathcona and Alberni-Clayoquot. Central Coast and Mount Waddington, which both have substantially smaller populations, are both expected to grow to 2025 and then continue to grow to 2030 but growth in actual number of people will be relatively small at approximately 70 people each.

Figure 23, Projected Population Change 18-24 Year-Olds by Regional District, NICR, 2020 to 2025 & 2020 to 2030*



¹³ Ibid.

Educational Attainment & Completion

Compared with provincial levels, high school students in the region served by North Island College are considerably less likely to graduate and there is a higher proportion of individuals aged 25-64 with no high school diploma living in the region. Relatively low levels of high school completion mean that young adults in the region are less prepared to enter post-secondary education and the workforce, highlighting the importance of NIC's adult upgrading programming. Tuition free Adult Basic Education programming offered locally by the College is also important for older adults who may be changing careers later in life whether they require high school upgrading to transition into new jobs or are choosing to enter a post-secondary program.

Post-secondary credential completion is also lower than provincial levels among 25-64 year olds in the North Island College region (NICR). Given that 77% of expected job openings in the province over the next 10 years are expected to require some form of post-secondary credential, it is important for the region's residents to have access to high quality, relevant and affordable post-secondary education. It is noteworthy that there is considerable variation for these metrics among subregions within the NICR with rural areas showing substantially higher levels of educational non-completion (both high school and post-secondary) than those seen in the province overall.

High School Non-Graduation

The Ministry of Education's Six-Year Dogwood Completion Rate tracks B.C. public school students entering grade eight who graduate with a B.C. Certificate of Graduation ("Dogwood") or B.C. Adult Graduation Diploma ("Adult Dogwood") within six years. Based on a three-year average of the most current graduation cohort data (i.e. 2015/16-2017/18), 23% of students in the NICR do not graduate high school versus 16% for the province overall.¹⁴ Among school districts in the NICR, Central Coast, Vancouver Island West and Vancouver Island North had the highest percentages of non-graduates at 38%, 34% and 31%, respectively; Campbell River had the lowest at 21%, and Comox Valley and Alberni were in the middle at 23% each.

High School & Post-Secondary Non-Completion

Data from the 2016 Census show that the percentage of 25-64 year olds living in the NICR who don't have at least a high school diploma is 13% compared with 10% provincially.¹⁵ The variation among regional districts within the region is considerable, ranging from approximately 23% for Mount Waddington and Central Coast to 9% in the Comox Valley. Strathcona and Alberni-Clayoquot are in the middle at 12% and 18%, respectively.

¹⁴ DataBC (2019). Retrieved from <https://catalogue.data.gov.bc.ca/dataset/1c6256d0-c120-4de1-817b-fb291732f8a4> on March 11, 2019.

¹⁵ Statistics Canada. <https://www12.statcan.gc.ca/census-recensement/2016/ref/98-501/98-501-x2016012-eng.cfm> on February 9, 2019.

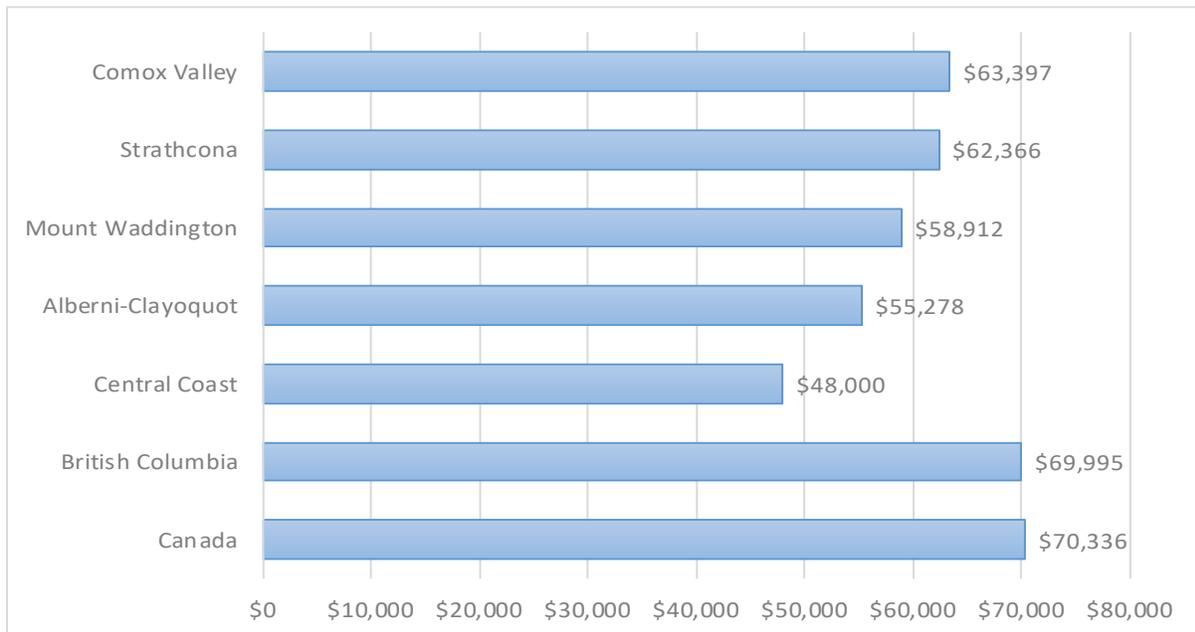
The 2016 Census also found that the percentage of 25-64 year olds living in the NICR who do not have a post-secondary credential is 43% compared with 37% provincially.¹⁶ Among regional districts within NICR, the percentage of individuals with no post-secondary credentials is highest in Mount Waddington and the Central Coast, both at 52%, and lowest in the Comox Valley at 38%; Strathcona and Alberni-Clayoquot are in the middle at 44% and 48%, respectively.

¹⁶ Ibid.

Income

Income data from the 2016 Census show that median household incomes in the NIC region (NICR) are substantially below those seen in B.C. and Canada; moreover, within the NICR there are substantial differences among regional districts with households in northern and rural districts having lower incomes. Figure 41 shows that in 2015,¹⁷ Comox Valley had the highest median household income at just over \$63,000, while Central Coast had the lowest at \$48,000. Incomes for all regional districts in the NICR are below the provincial and national levels of just under and just over \$70,000, respectively.

Figure 41, Median Household Income, NICR Regional Districts, B.C. & Canada, 2015*

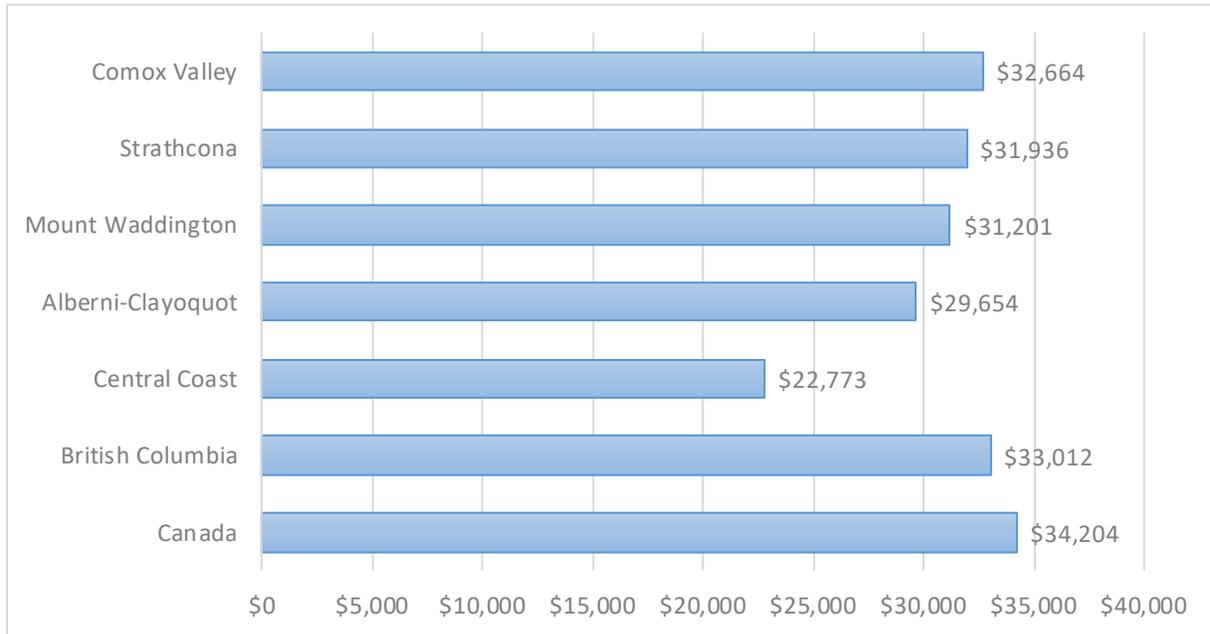


*BEFORE TAX INCOME.

¹⁷ Statistics Canada, 2016 Census of Population. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/rt-td/inc-rev-eng.cfm> on March 4, 2019.

Median individual income within the NICR’s regional districts follows a similar pattern, as shown in Figure 42 below.¹⁸

Figure 42, Median Individual Income, NICR Regional Districts, B.C. & Canada, 2015

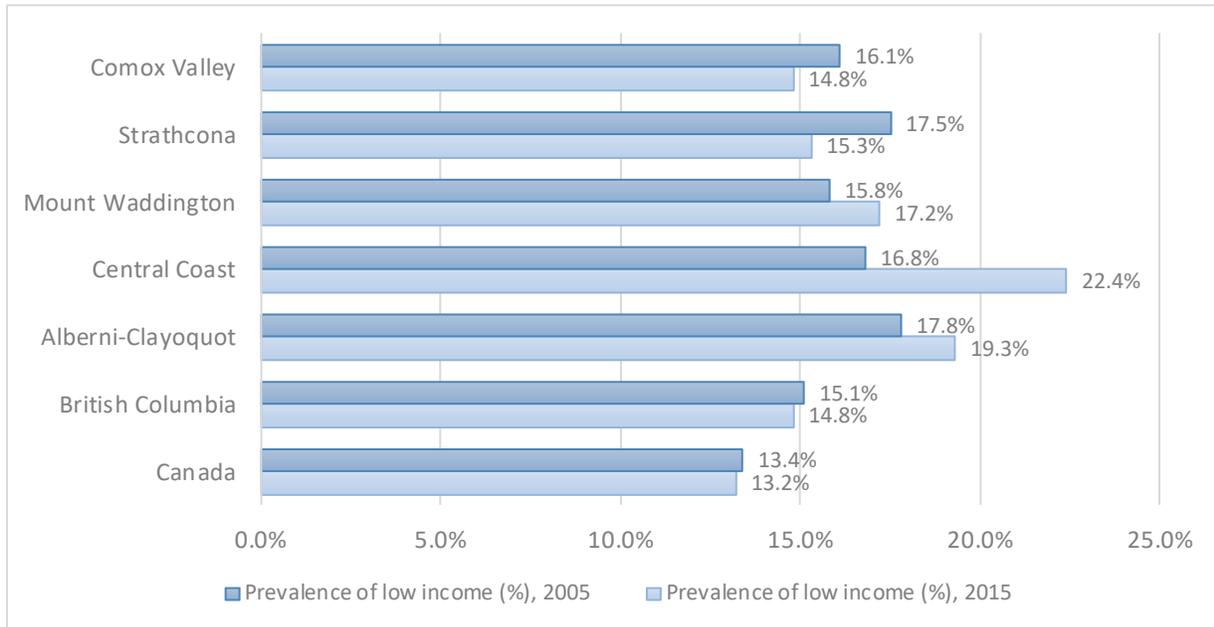


*BEFORE TAX INCOME FOR POPULATION 15 YEARS AND OVER.

¹⁸ Statistics Canada, 2016 Census of Population. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/rt-td/inc-rev-eng.cfm> on March 4, 2019.

Figure 43 shows the change in the percentage of persons aged 18-64 in low income from 2005 to 2015 for regional districts in the NICR compared with B.C. and Canada.¹⁹ All regional districts in the NICR had a higher prevalence of low income than the province and Canada in both 2005 and 2015. Although prevalence of low income decreased slightly for B.C. and Canada in 2015, three regional districts in the NICR saw increases. Central Coast had the largest increase, at 5.6%, and Alberni-Clayoquot and Mount Waddington had increases of 1.5% and 1.4%, respectively.

Figure 43, Prevalence of Persons Aged 18-64 in Low Income, NICR Regional Districts, B.C. & Canada, 2005 – 2015*



* LOW-INCOME MEASURE, AFTER TAX (LIM-AT).

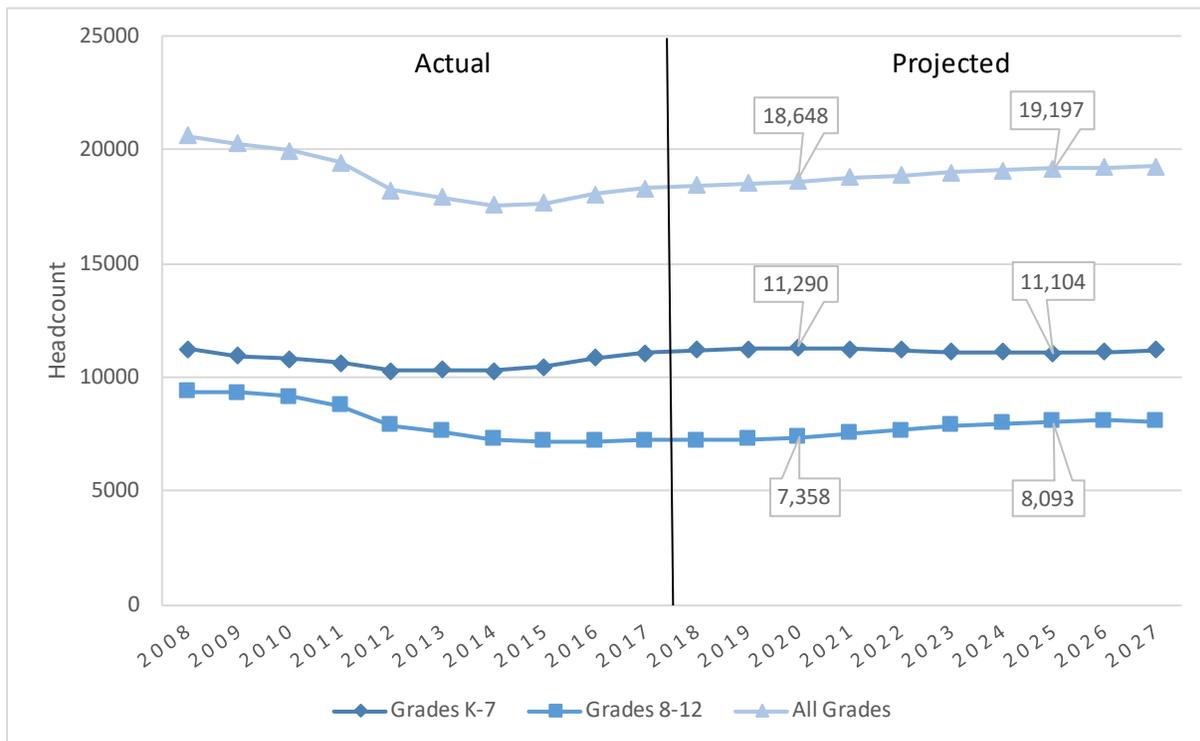
¹⁹ Statistics Canada, 2016 Census of Population. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/rt-td/inc-rev-eng.cfm> on March 4, 2019.

Primary and Secondary School Enrolment

Overall Enrolment

Based on projections by B.C.’s Ministry of Education, the overall number of public school K-12 students in the NIC region (NICR) is expected to increase between 2020 and 2025 by 3% (549 students).²⁰ As Figure 24 suggests, however, uneven growth rates mean a compositional shift will occur toward older students as enrolment in grades 8-12 grows substantially while K-7 enrolment declines slightly. After more than a decade of declining enrolment in grades 8-12, the trend is expected to reverse beginning in 2019 with anticipated growth of 10% (735 students) between 2020 and 2025. K-7 enrolment is expected to shrink by 2% (186 students) during this period with 2021 marking the reversal of a six-year growth trend for primary school enrolment in the region.

Figure 24, Actual and Projected Enrolment in Grades K-12, K-7, 8-12, NICR, 2008 – 2027



²⁰ BC Ministry of Education (January 2018). *Projection Report for Public School Headcount Enrolments (non adults): 2012/2027*. Retrieved March 18, 2019 <https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments>.

Enrolment by School District

There are six school districts (SDs) in the NICR: 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). As Figure 25 below indicates, the SDs vary significantly in size based on student enrolment; of the 18,339 students enrolled in 2017, 41% were enrolled in Comox Valley, 28% were enrolled in Campbell River and 20% were enrolled in Alberni. The remaining 10% came from Vancouver Island North (7%), Vancouver Island West (2%) and Central Coast (1%).

Figure 25, School District Enrolment in Grades K-12, Number of Students and Percent, NICR, 2017

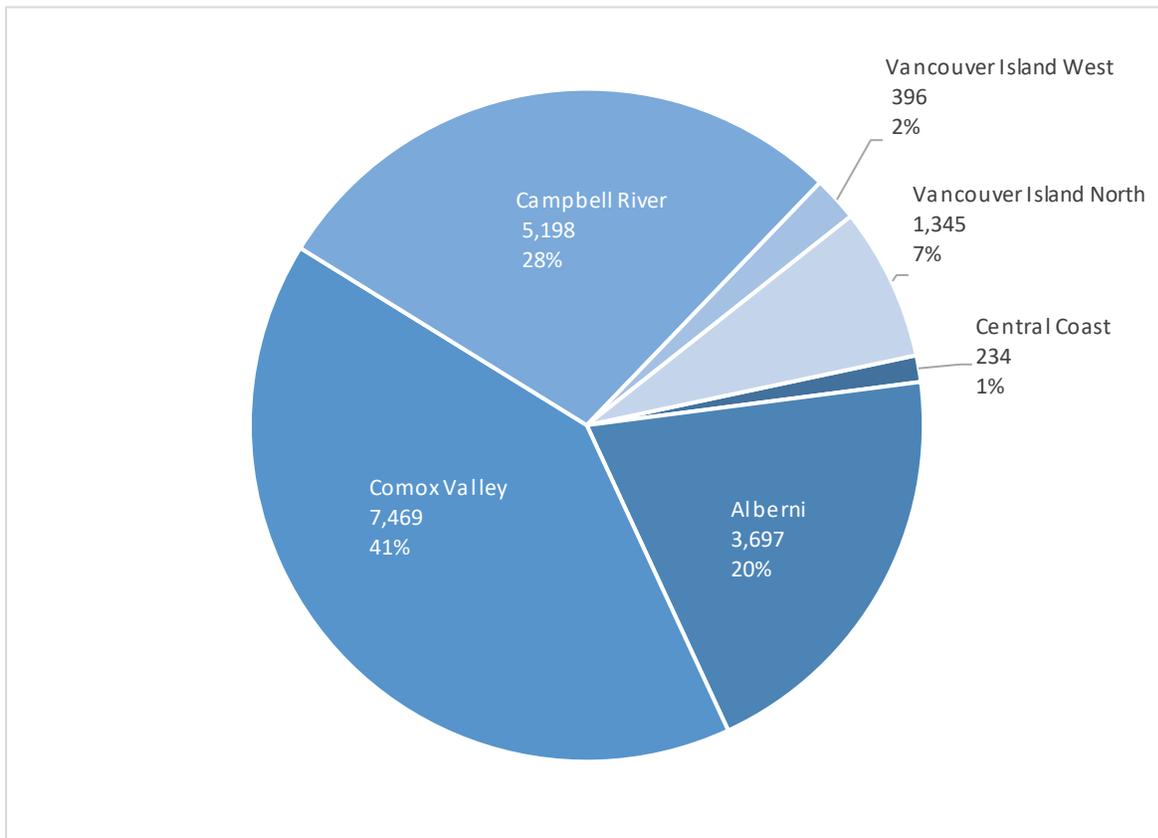
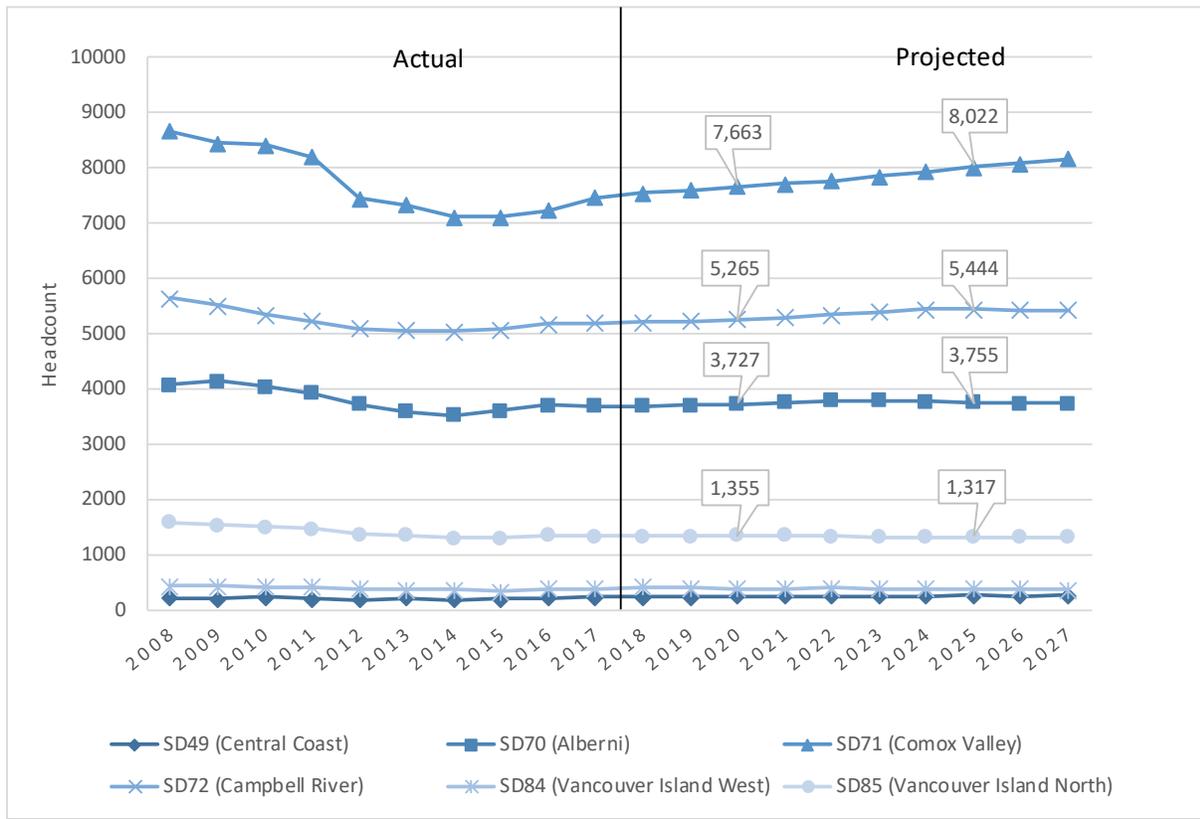


Figure 26 shows trends for K-12 public school enrolment at the individual SDs in the NICR. Between 2020 and 2025, enrolment is projected to increase at Comox Valley by 359 students (5%) and at Campbell River by 179 students (3%). Enrolment is also forecast to increase at Alberni, Central Coast and Vancouver Island West during this period but by substantially smaller numbers of students: 28 students (1%) at Alberni, 16 students (7%) at Central Coast and five students (1%) at Vancouver Island West. Enrolment at Vancouver Island North is expected to decline by 38 students (3%) during this period.

Figure 26, Actual and Projected Enrolment in Grades K-12 by School District, NICR, 2008 – 2027



Figures 27 and 28 below disaggregate the overall K-12 enrolment shown in Figure 26 above into elementary (K-7) and secondary (8-12) students.

Figure 27 highlights the trends of increasing elementary student (K-7) enrolment since between around 2012 and about 2020 at all SDs except Vancouver Island North. However, between 2020 and 2025, enrolment at all SDs except Central Coast is expected to decline, with Central Coast increasing slightly by six students.

Figure 28 highlights the substantial decline in secondary student (8-12) enrolment at Comox Valley between 2008 and 2016 (1,225 students) and similar patterns of lesser decline at Campbell River, Alberni, Vancouver Island North, Vancouver Island West and Central Coast. Figure 28 also clearly shows the trend of increasing future enrolment to 2025 (and sometimes, beyond) for secondary students at all school districts except Vancouver Island North.

Figure 27, Actual and Projected Enrolment in Grades K-7 by School District, NICR, 2008 – 2027

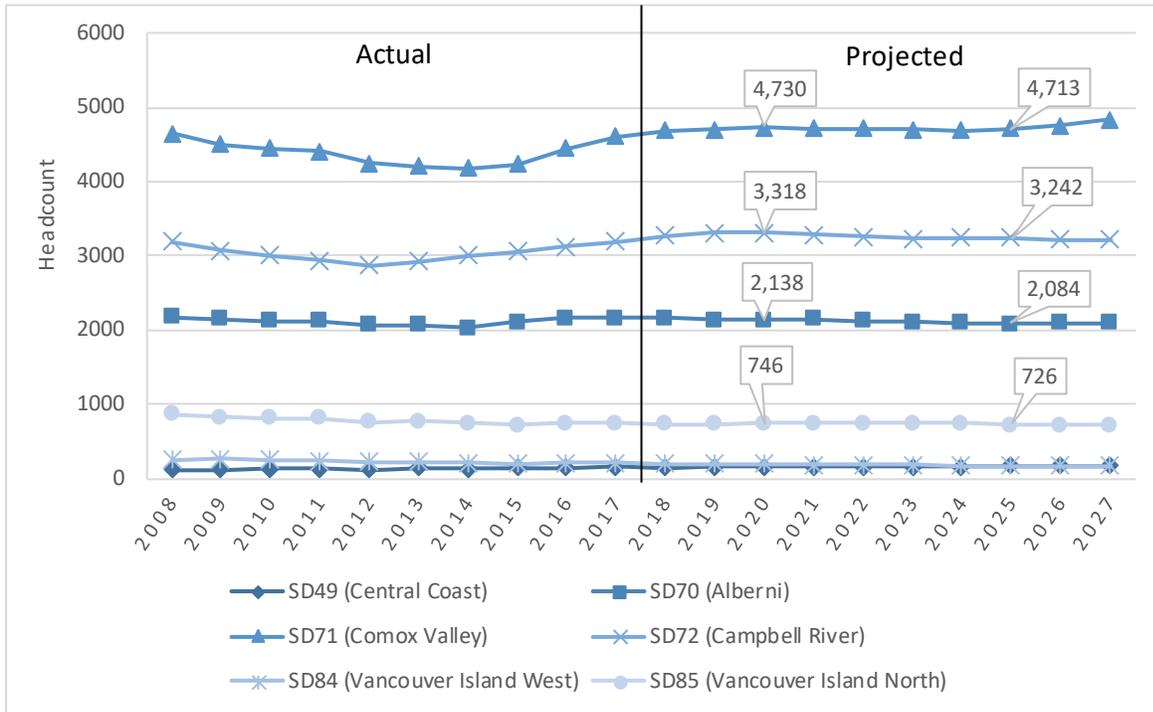
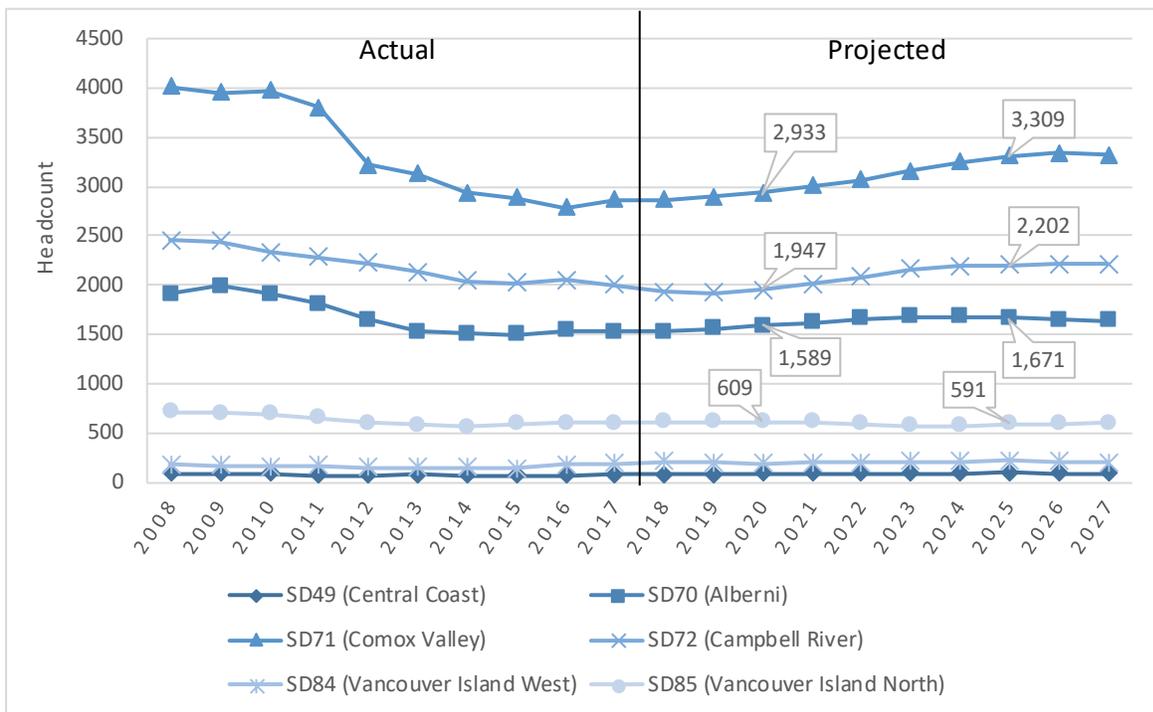


Figure 28, Actual and Projected Enrolment in Grades 8-12 by School District, NICR, 2008 – 2027



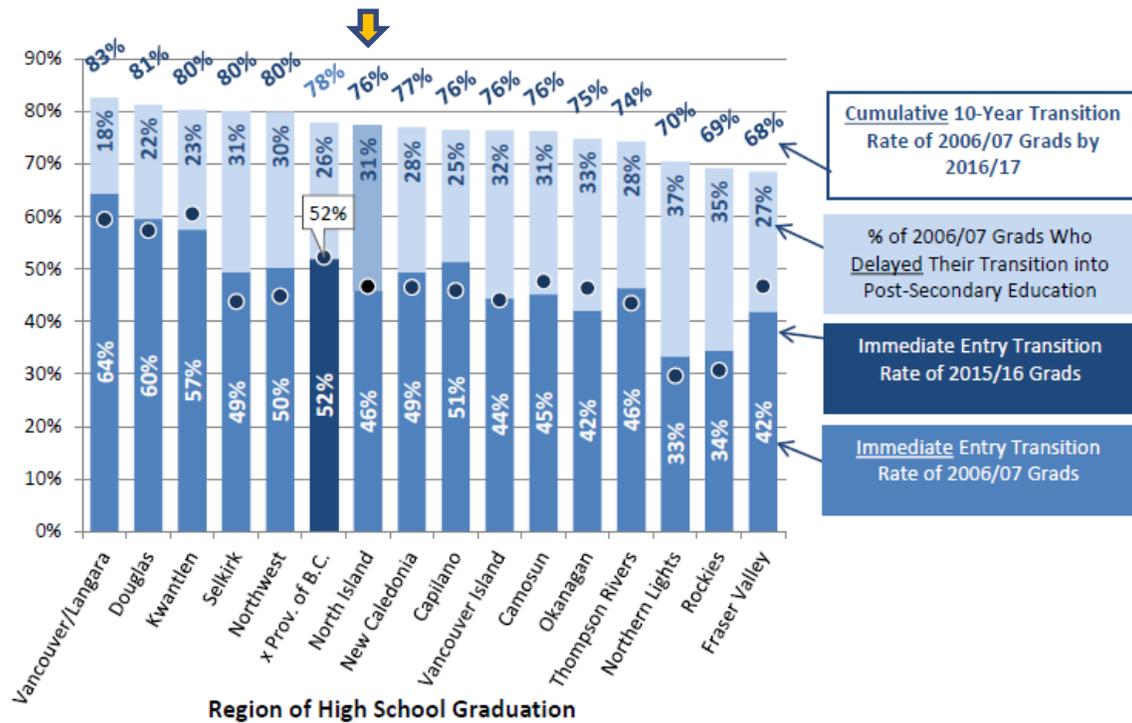
Student Transitions

The Student Transitions Project (STP) links student data from the B.C. Ministry of Education with public post-secondary student data. The data allow investigation of student transitions, mobility and outcomes from the Kindergarten - Grade 12 (K-12) education system to the public post-secondary system. The STP is governed by a steering committee with representation from B.C.'s public universities, colleges and institutes; the Ministry of Education; the Ministry of Advanced Education, Skills and Training; and the British Columbia Council on Admissions and Transfer.

The most current STP data show that a small majority of grade 12 graduates (52%) who enrol in the B.C. public post-secondary education system do so immediately after graduation (“immediate-entry” transitioners). Within 10 years of graduation, however, this proportion increases to 78% as “delayed-entry” students enter the post-secondary system.

Figure 29 provides immediate- and delayed-entry transition rates for grade 12 graduates of B.C. college regions and the province overall. The immediate-entry transition rate for the NIC region (NICR) was 46% for 2015/16 graduates, below the provincial rate of 52% and in the middle compared with other college regions. The NICR’s cumulative ten-year transition rate for 2006/07 grads, which includes immediate transitioners as well as those who delayed entry into post-secondary education, was 76%. The NICR’s ten-year transition rate ranks similarly to the immediate-entry transition rate when compared with the province and other college regions: lower than the provincial rate of 78% and in the middle of the college regions.

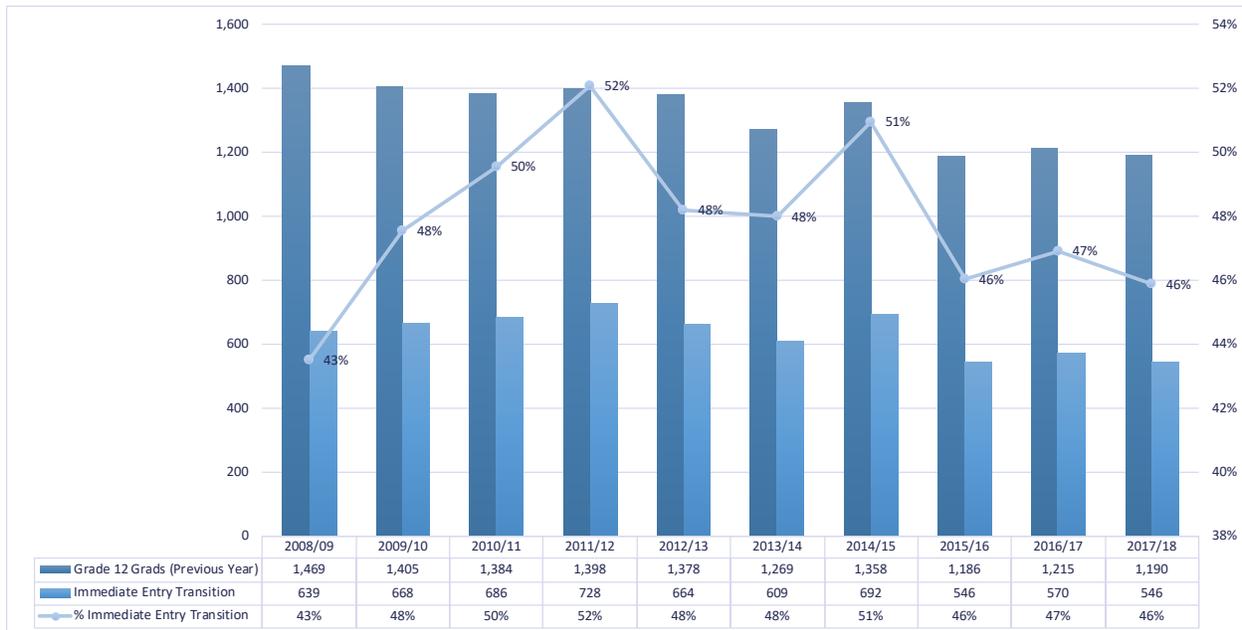
Figure 29, Transition Rates, Grade 12 Grads to B.C. Public Post-Secondary Education, College Region and B.C., 2016/17²¹



²¹ Student Transitions Project. 2017. *STP Fast Facts*. Retrieved from https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp_fast_facts.pdf

Consistent with the pattern of declining grades 8-12 public school enrolment over the past decade shown in the “Primary and Secondary School Enrolment” section of this document, the number of public high school grade 12 graduates has also been declining. Figure 30 shows numbers of graduates and immediate-entry transitioners to B.C. public post-secondary schools for the past 10 years.²² Grade 12 graduates have declined by 19% (279) students over the period. Immediate-entry transitioners peaked in 2011/12 at 728 students and declined by 25% (182 students) to 2017/18. Following this pattern, the percentage of immediate-entry transitioners declined from 52% in 2011/12 to 46% in 2017/18.

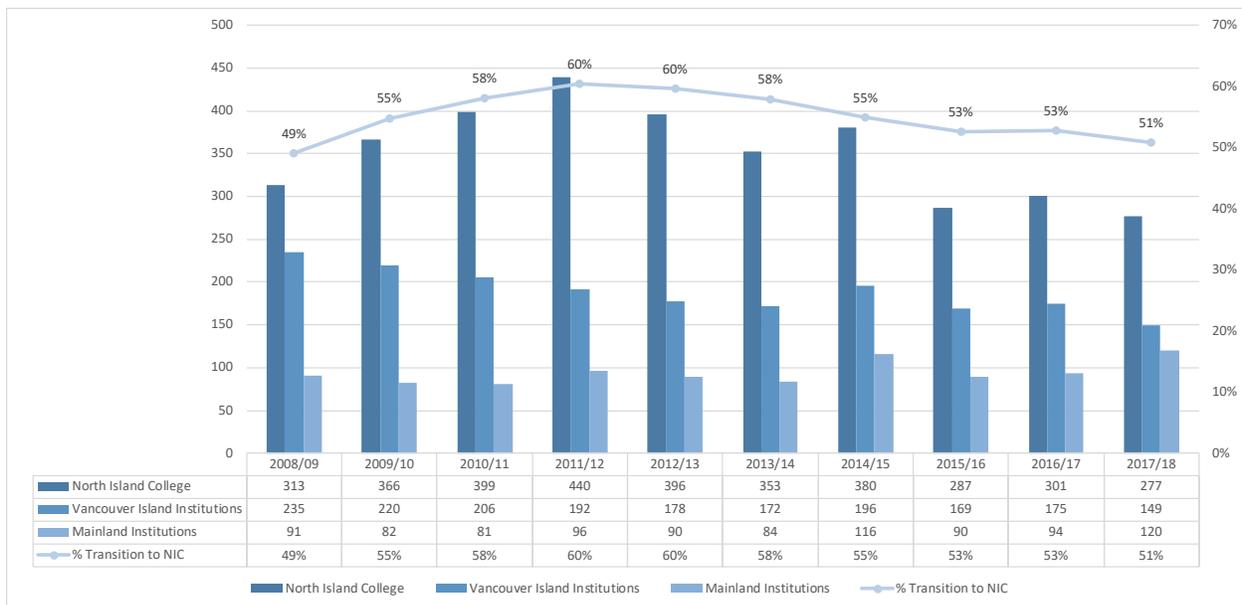
Figure 30, NICR Public High School Graduates and Immediate Annual Transitions to B.C. Public Post-Secondary Education, 2008/09 to 2017/18



²² Student Transitions Project. 2018. Pivot table: *STP2018 First ANNUAL Transitions (2019-02-20).xlsx*.

Figure 31 shows the B.C. public post-secondary destinations of public high school graduates from the NICR who immediately transition to post-secondary.²³ The majority of students transition to *North Island College* followed by *Vancouver Island Institutions* including Vancouver Island University, University of Victoria and Camosun College; however, the number graduates transitioning to *North Island College* has been shrinking since 2011/12. Between 2011/12 and 2017/18, the number of graduates immediately transitioning to NIC has declined by 37% (163 students). The percentage of graduates immediately transitioning to *North Island College* in a given year has also declined over the same period from 60% to 51%. Conversely, the number of students immediately transitioning to *Mainland Institutions* has been increasing - between 2008/09 and 2017/18 this group grew by 24% (29 students).

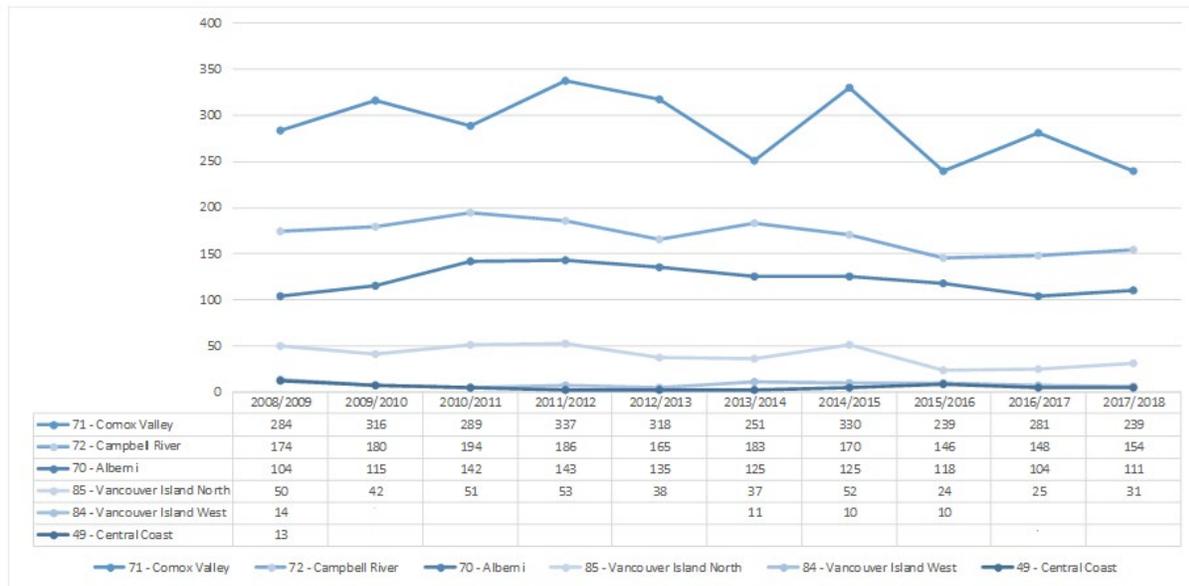
Figure 31, Immediate Annual B.C. Public Post-Secondary Destinations of NICR Public High School Graduates, 2008/09 to 2017/18



²³ Ibid.

Figure 32 shows the number of immediate-entry transitioners from the individual school districts in the NICR.²⁴ The four districts with the largest numbers of transitioners – 71 – *Comox Valley*, 72 – *Campbell River*, 70 – *Alberni* and 85 – *Vancouver Island North* – have all been in decline since 2010/11 or 2011/12. The two districts with the smallest numbers of transitioners – 84 – *Vancouver Island West* and 49 – *Central Coast* – have substantially fewer transitioners than the larger districts with generally 10 or fewer grads transitioning in a given year.

Figure 32, NICR School District Immediate Annual Transitions to B.C. Public Post-Secondary Education, 2008/09 to 2017/18*



* VALUES LESS THAN 10 HAVE BEEN MASKED AND SHOW AS BLANK IN THE DATA TABLE.

²⁴ Ibid.

Economy and Labour Market

Economic Forecast: 2018-2020

The following paragraphs in this section are excerpted from the TD Economics *Provincial Economic Forecast* at December 13, 2018.²⁵ GDP for 2018 had not been calculated at the reporting date, so when referring to 2018 the language speaks to expectations and estimates for 'this' year.

“After two years of booming 3.5% average growth, B.C.’s economy is on track to moderate this year (2018) and next (2019) to a still-healthy pace of 2.3% and 2.0%, respectively. A mix of slowing housing market activity and growing labour market constraints have been at the root of this year’s downshift. In contrast, prospects for 2020 recently received a significant shot in the arm by the confirmation that LNG Canada will press ahead with its \$40 billion investment project.

Growing capacity constraints continue to be a key theme. B.C.’s unemployment rate has averaged around 4.7% in 2018, the lowest among the provinces. A recent slowdown in interprovincial migration, a nation-leading job vacancy rate and acceleration in wage growth add further credence to this narrative. One positive consequence is that many businesses are likely to confront this challenge by ramping up productivity-enhancing investment, supported partly by tax relief unveiled in the recent federal fiscal update.

Also taking some of the wind out of B.C.’s sails this year is a slowing housing market, which went on another leg down this summer following the implementation of new provincial tax changes. Slower home sales has had knock on effects to areas such as retail spending. On the plus side, home sales appear to be finding a floor as 2018 draws to a close, albeit at a relatively low levels. Some evidence of pent up housing demand is expected to support a modest recovery in home sales and prices over the next few years.

Instead, growth is likely to rotate in the coming quarters towards exports and non-residential investment. The LNG Canada project is expected to deliver a modest boost to growth (0.1%) in 2019, with the bulk of the impact concentrated in 2020 (0.6%). The first gas exports are set for 2023/2024. Other factors supporting a solid investment outlook

²⁵ TD Economics. *Provincial Economic Forecast*. Retrieved from <https://economics.td.com/provincial-economic-forecast> on February 15, 2019.

include the Site C dam project, and as noted, anticipated rising business spending on machinery and equipment.

Of course, downside risk remains. B.C.'s manufacturing and overall export sectors are enjoying a decent year. Indeed, manufacturing sales are up at almost a double digit clip. Our baseline forecast builds in only a moderate slowdown in China's economy and continued healthy export gains. However, the slowdown could be more dramatic. In particular, further escalation of US-China trade uncertainties would deliver a blow to the fortunes of China's economy but also B.C.'s key trading partners in surrounding Asia and the U.S."

Labour Market Forecast: 2018-2028

Except where otherwise noted, the data and narrative presented in this section are excerpted from the *2018 British Columbia Labour Market Outlook*,²⁶ a 10-year forecast of the expected flow of supply and demand for labour in the province covering the period from 2018 through 2028. It estimates future supply and demand by industry, occupation, education, skill level and geographic region. The Outlook is updated annually with the most up-to-date information available. A significant change in the 2018 Outlook is the incorporation of Statistics Canada data from the 2016 Census. This information provides an industry-specific updated view on the job/occupation changes that occurred between 2011 and 2016. It also offers an updated assessment on the age structure of the population and labour force, occupational unemployment rates, the labour force participation and occupations of recent immigrants and typical education requirements of occupations.

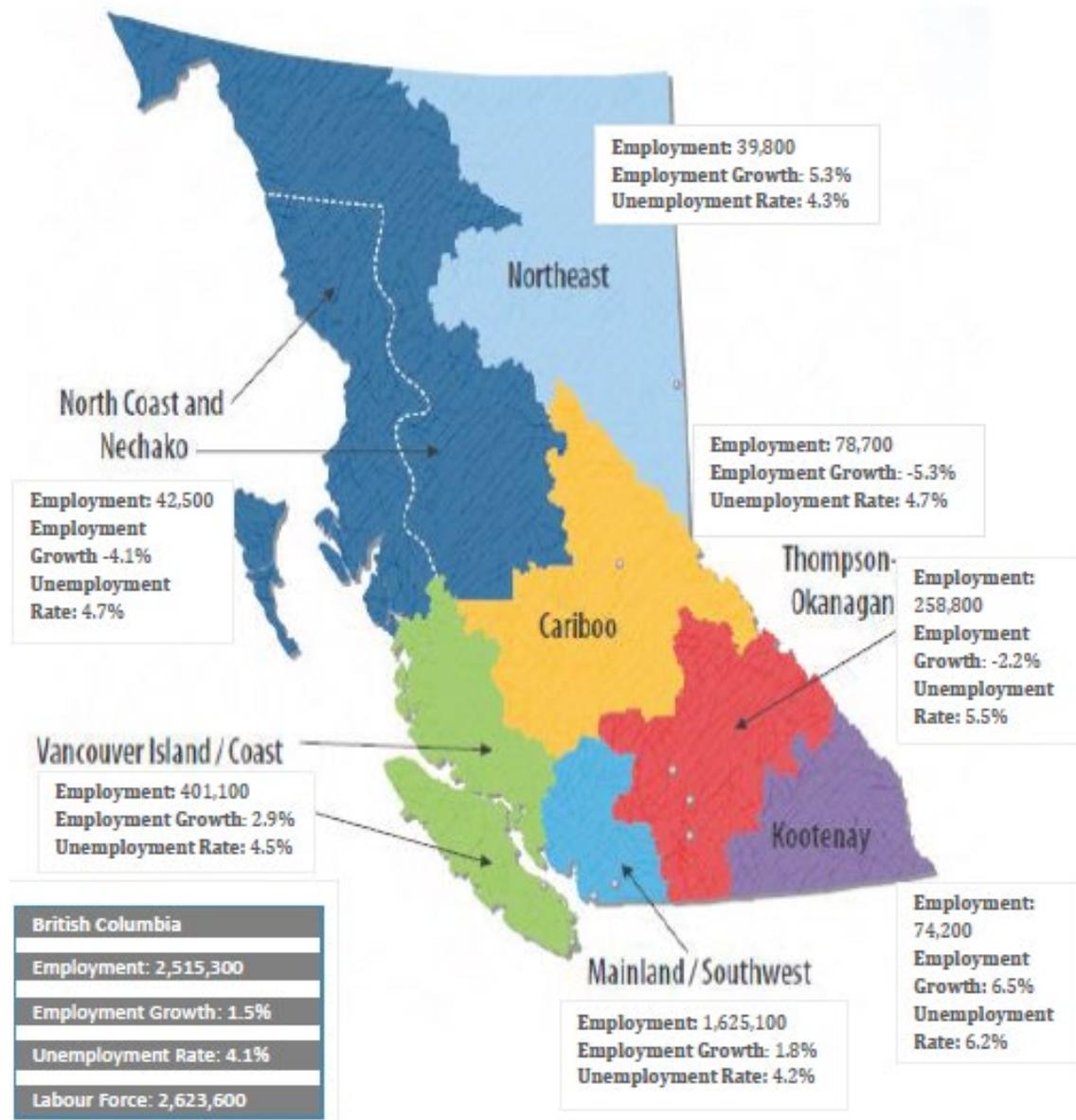
Provincial Outlook

Overview

Figure 33 shows employment, employment growth over the past 12 months and the unemployment rate for B.C. and within the eight economic development regions at October 2018. North Island College's service area is part of the Vancouver Island/Coast region (VICR). The VICR aggregates the middle and northern parts of Vancouver Island and Central Coast served by NIC with the South-Central Coast and South Island, including Victoria and Nanaimo, to form the second largest development region in B.C. by population (after Mainland/Southwest, which includes Vancouver). A map showing the major communities within the VICR can be found in the "Regional Outlook – Vancouver Island/Coast Region" section of this document.

²⁶ WorkBC (2018). *B.C.'s Labour Market Outlook: 2018 Edition*. Retrieved <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx> on February 13, 2019.

Figure 33, Regional Labour Market Statistics, B.C., October 2018*,²⁷



* EMPLOYMENT GROWTH IS OVER THE PREVIOUS 12 MONTHS. DATA FOR B.C. AT THE PROVINCIAL LEVEL ARE SEASONALLY ADJUSTED. DATA FOR THE REGIONS ARE NOT SEASONALLY ADJUSTED AND ARE 3-MONTH MOVING AVERAGES. THIS MEANS THAT THE DATA AT THE PROVINCIAL LEVEL ARE NOT DIRECTLY COMPARABLE TO THE REGIONAL DATA, BUT THE DATA FOR EACH REGION ARE COMPARABLE WITH THE OTHER REGIONS.

²⁷ Ministry of Advanced Education, Skills and Training (2018). *British Columbia Major Projects Inventory, Third Quarter 2018*. Retrieved <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx> on February 15, 2019.

The *2018 British Columbia Labour Market Outlook* forecasts that there will be 903,000 total job openings between 2018 and 2028. As shown in Table 8, about 68% of these openings will be to replace workers leaving the labour force (mainly due to retirements); the remaining 32% will be new jobs created through economic growth.

Currently, the average age of a worker within the B.C. labour force is 42 years of age. As the population and the labour force ages, the majority of future job openings are anticipated to happen because retiring workers will need to be replaced.

With an annual average employment growth of 1.1%, employment in B.C. is expected to reach almost 2.8 million by 2028. This is based on 1.9% average annual growth in B.C.'s real Gross Domestic Product (GDP) plus 0.8% productivity growth each year on average over the 10-year period of the Outlook.

Table 8, Total Job Openings and Supply Additions, B.C., 2018–2028*

Total Job Openings	903,000	100%
Economic growth (Expansion)	288,000	32%
Replacement	615,000	68%
Supply Additions	903,000	100%
Young people starting work	454,000	50%
Immigrants	243,000	27%
Migrants from other provinces	76,000	8%
Additional supply requirement	130,000	15%

*Values are rounded; percentages are shares of the total job openings; additional supply requirement is assumed to be met through a mix of higher labour force participation, lower unemployment and/or higher productivity/automation.

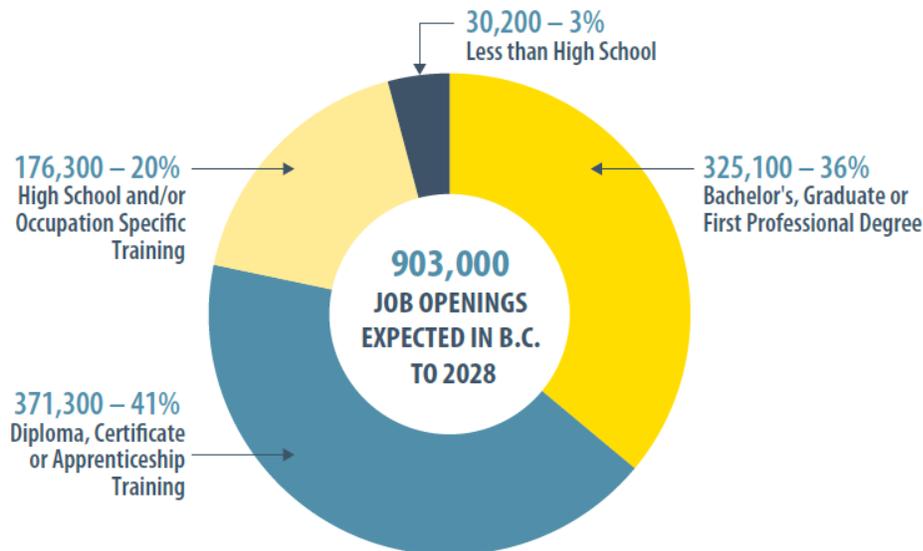
On the supply side, young people starting work (B.C. residents aged 29 or younger who are entering the labour force) are expected to fill 50% of future job openings. Immigrants will fill 27% and workers coming from other parts of Canada will fill eight percent of the jobs. Additional workers will be needed to fill the other 15% of positions available.

Education and Training Needs

Education and training will play an increasingly important role in the labour market over the next 10 years. In an ever-changing world experiencing new technology, innovation and industry disruption, there is a shift in recognizing the value of learning new career skills. A broader base of knowledge and the ability to adapt to a changing work environment opens up more opportunities for students and workers.

A majority (77%) of the job openings expected in the next 10 years will require some level of post-secondary education or training. As shown in Figure 34, the largest share, (41%) will be in occupations requiring a diploma, certificate or apprenticeship training and 36% will be in positions requiring a bachelor's, graduate or first professional degree. In contrast, only 3% of job openings will be available for those with less than a high school education.

Figure 34, Ten-Year Total Job Openings by Educational Requirement, B.C., 2018-2028

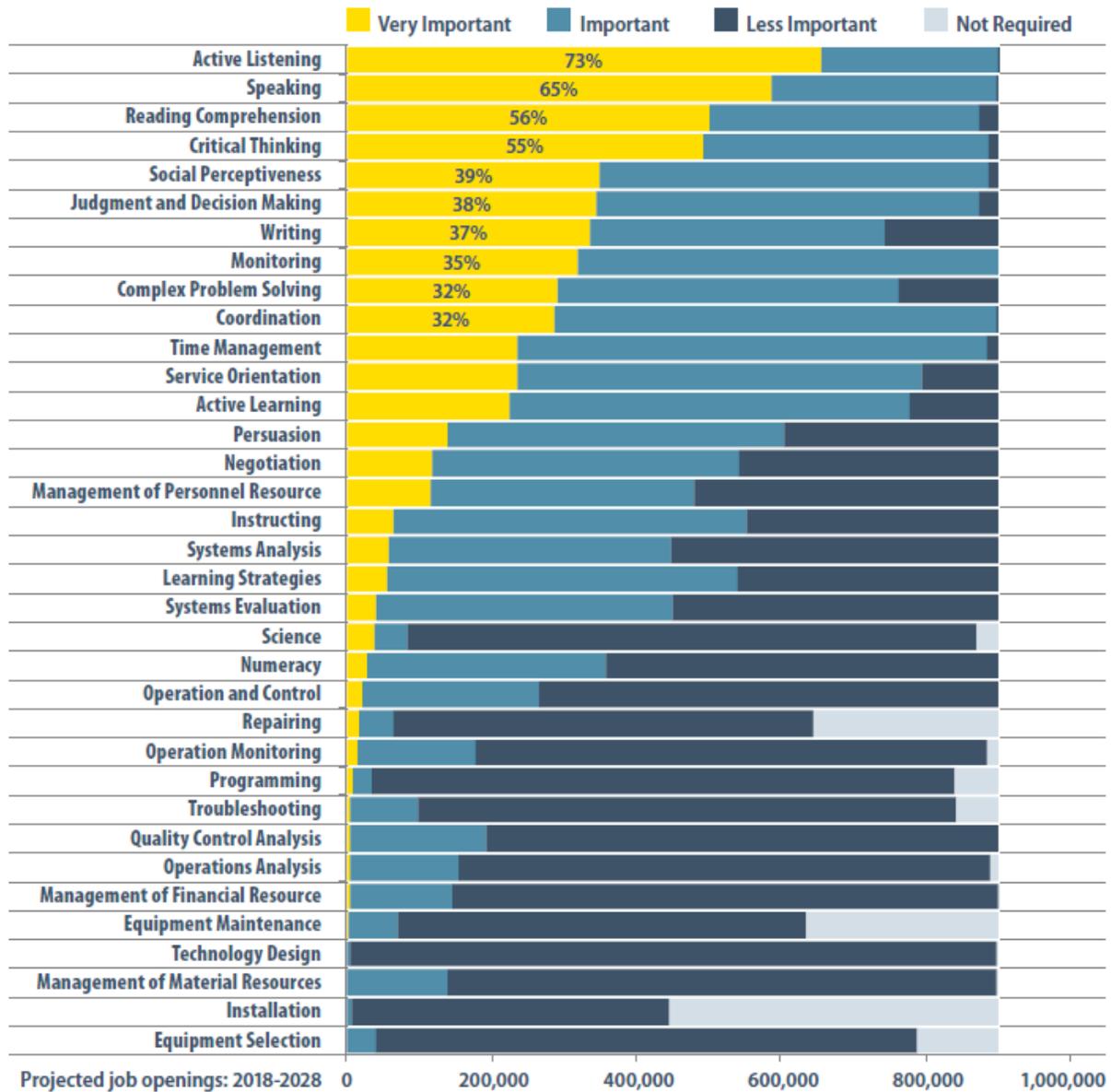


Demand for Skills and Competencies

“Skills” is the ability to perform tasks due to one’s knowledge, learning or practice. “Competencies” is the ability to apply skills and knowledge to perform complex tasks well and to adapt easily to the activities of a variety of jobs. Technological advancements such as artificial intelligence, robotics and automation are shaping future demand for skills and competencies in B.C.’s labour market. Figure 35

shows the share of projected job openings for 35 work-related skills and competencies identified as “very important” in descending order.²⁸

Figure 35, Projected Demand for Skills and Competencies for Projected Job Openings, B.C., 2018-2028



²⁸ The analysis was based on the U.S. Department of Labor, Employment and Training Administration’s O*NET database version 22.3, released in May 2018, <https://www.onetcenter.org/database.html> and B.C.’s *Labour Market Outlook: 2018 Edition*.

As the types of skills and competencies needed in the labour market continually shift and evolve, it is crucial to proactively align B.C.'s workforce to meet the demands of a changing world. Employees looking for new ways to differentiate themselves in the labour market can add value to their credentials by learning new skills and competencies and by gaining higher levels of proficiency in their existing ones. Continuing education and training programs, at all levels, are necessary to give the existing workforce the opportunities to upgrade their abilities in order to succeed in today's and tomorrow's economy.

Automation of Work

Automation is the use of technology to replace, change or assist physical or mental tasks done by human beings. In many ways, it makes life and work easier. Yet, with it comes an underlying fear that machines will replace people; that automation will cause unemployment. In fact, it can increase the productivity of workers, allowing individuals to accomplish repetitive or mundane tasks more quickly or effectively and with fewer errors. And it can open doors for the person to undertake more interesting, rewarding and valuable duties as a part of their job. History shows that automation creates new tasks and new types of jobs. The nature of these new tasks and the speed at which they are adopted will both be shaped by the decisions of individual workers and employers.

Over the next 10 years, employment is not expected to be reduced as a result of automation. Based on the findings of Frey and Osborne (2013),²⁹ specific positions will only be affected in that some tasks will be automated, not the whole job. Still, it is realistic to recognize that the process of automation and the transition to new technologies by employers can impact industries and occupations positively or negatively or a combination of both.

Industries struggling with labour shortages can benefit from automation. For example, even with young people starting out in the workforce, in-migration and immigration, the province is still facing a gap of about 130,000 job openings. There is a need to find additional people or ways to meet this need. More rapid automation could play a role in filling this gap.

Overall, the prospect of increased automation in British Columbia is expected to be positive. It will help to address shortages. It will also help workers to focus on higher value tasks that rely on more innate human traits such as communication, critical thinking and social perceptiveness.

Based on the findings of Frey and Osborne (2013) and Lamb (2016),³⁰ it is estimated that 36% of the 500 occupations in B.C. have a high chance of being affected by automation. These occupations represent

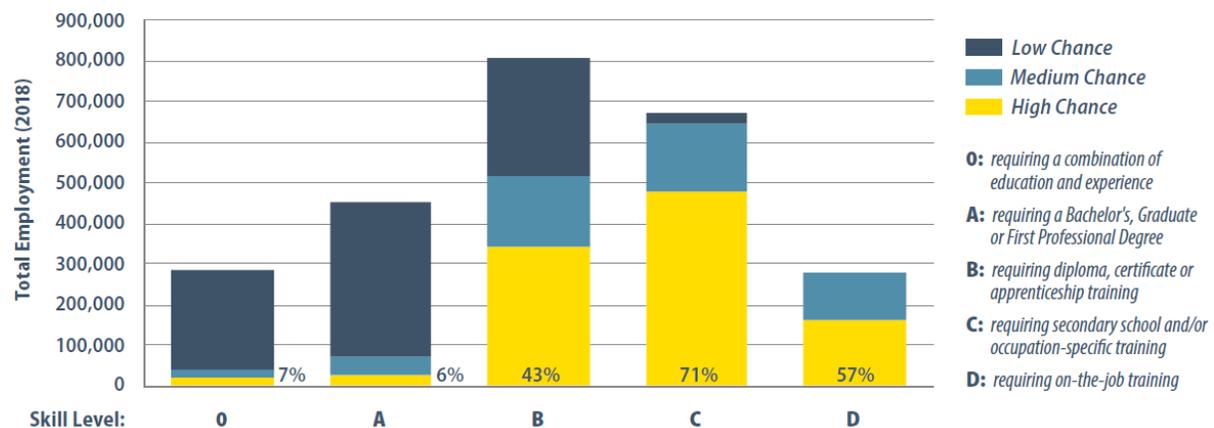
²⁹ Brookfield Institute and Carl Frey and Michael Osborne (2013), *The Future of Employment: How susceptible are jobs to computerisation?* University of Oxford.

³⁰ Creig Lamb (2016), *The Talented Mr. Robot: The impact of automation on Canada's workforce.*

166,000 of projected job openings over the next 10 years. This potential for change offers both challenges and tremendous opportunities for the people of B.C.

As illustrated in Figure 36, the impact of automation is likely to be concentrated in lower-skilled jobs. Among the occupations that typically require only high school, over 70% of workers have a high chance of being affected by automation in part of or the entire job. For those that usually require less than high school, 57% of workers have a high chance of being affected. Occupations that, as a rule, need a degree generally have a low chance—6% of current employment—of facing the possibility of being affected.

Figure 36, Estimated Automation Impact on Employment by Skill Level, B.C., 2018



Automation continues to be a topic of research interest around the world. Some researchers point to the risk that dramatic advances in artificial intelligence (AI) and machine learning could change or eliminate jobs at a much higher rate of change than an average worker or workforce can adapt to. At the other end of the spectrum, some studies contend that impacts based on the Frey & Osborne analysis of automation are over-estimated.³¹ However, most studies are consistent in showing that the likelihood of being automated are not distributed equally across occupations. The importance in establishing policies and programs to facilitate retraining and, when needed, provide social protection for those unable to adapt is also highlighted.

The research shows general agreement about “bottlenecks to automation.” There is a range of skills and competencies that are difficult to automate. These include: “social intelligence, such as the ability to

³¹ See the literature survey (and their own estimates) in Nedelkoska, L. and G. Quintini (2018), “Automation, skills use and training”, *OECD Social, Employment and Migration Working Papers*, No. 202, OECD Publishing, Paris. <http://dx.doi.org/10.1787/2e2f4eea-en>

effectively negotiate complex social relationships, including caring for others or recognizing cultural sensitivities; cognitive intelligence, such as creativity and complex reasoning; and perception and manipulation, such as the ability to carry out physical tasks in an unstructured work environment.”

In B.C., many of the occupations that have a high chance of automation are currently experiencing labour shortages. Based on analysis of data from Statistics Canada’s *Job Vacancy and Wage Survey*, the top 16 occupations in terms of future job openings, with high a chance of being affected by automation all currently are ranked above average in terms of vacancies.

Automation could offer an opportunity for workers to earn higher wages and is an example of the importance of an individual’s ability to adapt to changing technologies and the needs of employers. Going forward, a person’s long-term success in the labour market will rely on their adaptability and capacity to develop transferable skills and competencies.

Industry Outlook

In British Columbia, five industries will account for about half of the total job openings projected over the next 10 years. They are:

- Health Care and Social Assistance (148,400 job openings; 16.4% of total job openings);
- Professional, Scientific and Technical Services (106,200 job openings; 11.8% of total job openings);
- Retail Trade (82,300 job openings; 9.1% of total job openings);
- Accommodation and Food Services (61,000 job openings; 6.8% of total job openings); and
- Finance, Insurance and Real Estate (59,700 job openings; 6.6% of total job openings).

As B.C.’s population continues to age, health care and social assistance will see the largest increase in job openings in the next 10 years. Fifty-four percent of these will come from the need to replace retiring workers, while an additional 46% will be as a result of expansion of the health system in response to the growing medical needs of an aging population.

Professional, Scientific and Technical Services has been a fast-growing industry and this trend will continue into the next decade. It is expected that economic growth will generate 48% of the job openings in this industry, compared to 32% of openings for all industries.

Future job openings come from the wide range of opportunities that will open up due to the growth in B.C.’s economy. In addition, even more opportunities will be available to replace retiring workers. As seen in Figure 37, the requirement to replace retiring workers will create more than half of the job openings for almost every major B.C. industry over the next 10 years. Several industries will see more job openings because of economic growth and industry expansion. These include:

- Accommodation and Food Services (51% of job openings are due to economic growth);

- Professional, Scientific and Technical Services (48% of job openings are due to economic growth);
- Information, Culture and Recreation (46% of job openings are due to economic growth); and
- Health Care and Social Assistance (46% of job openings are due to economic growth).

Figure 37, Job Openings by Major Industry Group, B.C., 2018-2028

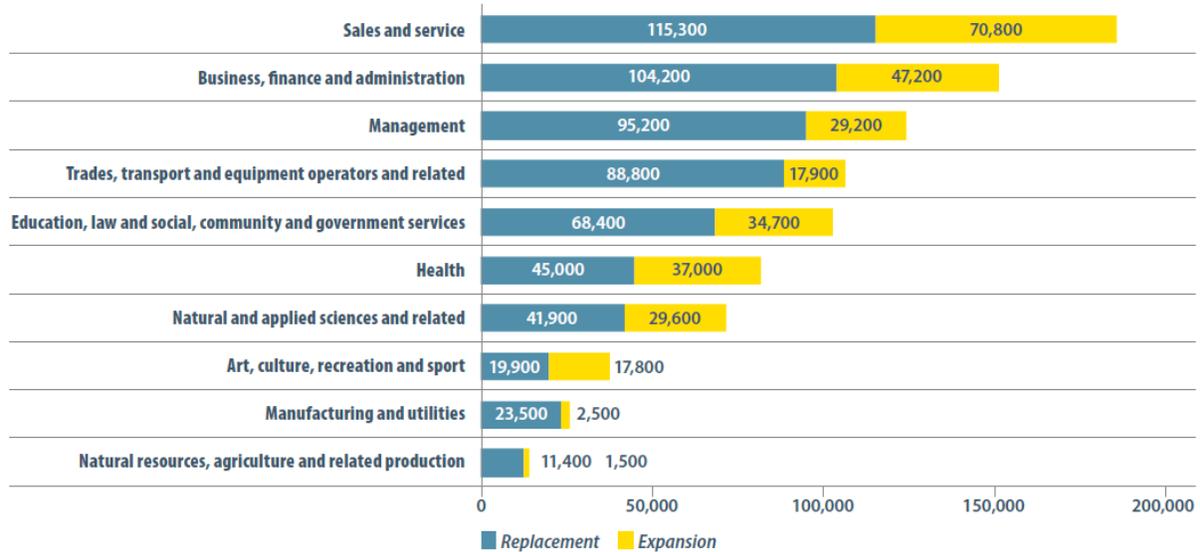


Occupational Outlook

Within the 10 major occupational groups that are defined by Canada’s National Occupational Classification, more than half (51%) of the projected job openings in B.C. over the next 10 years will come from the top three occupational categories shown in Figure 38. Nearly three quarters of projected job openings are expected to be in the top five occupational groups:

- Sales and Service (186,100 job openings; 20.6% of total job openings);
- Business, Finance and Administration (151,400 job openings; 16.8% of total job openings);
- Management (124,400 job openings; 13.8% of total job openings);
- Trades, Transport and Equipment Operators and Related (106,700 job openings; 11.8% of total job openings); and
- Education, Law and Social, Community and Government Services (103,200 job openings; 11.4% of total job openings).

Figure 38, Job Openings by Major Occupational Group, B.C., 2018-2028



The replacement of retiring workers in the Sales and Service industry accounts for 62% of the 10-year forecasted job openings. Sales and Service positions are often thought of as an entry point into the workforce, providing new workers with opportunities to develop skills and competencies. However, that is not true for the entire occupational group. In addition to the more junior/entry-level jobs, there are many sales and service roles that require significant education and extensive experience.

Management has a greater share of older workers among the major occupational groups. In this category, the need to replace workers will account for 77% of total job openings.

The labour force in Business, Finance and Administration is also a relatively older group of workers. The forecast shows that 69% of the job openings in this area are to fill positions that will come open due to retirement.

Business, Finance and Administration as well as Management occupational groups offer workers wide-ranging employment opportunities that are important to nearly every organization in the province.

Regional Outlook – Vancouver Island/Coast Region



The Vancouver Island/Coast region (VICR) region encompasses all of Vancouver Island and the coastal region spanning from Powell River to Bella Coola and Bella Bella in the north. Despite being British Columbia's second most populated region after Mainland/Southwest which includes Vancouver, much of this area remains rural and sparsely populated. The vast majority of residents live in the capital region around Victoria and in the mid-island region stretching from Nanaimo north to Campbell River.

In part because of the temperate coastal climate, the region is known to be popular among retirees and its demographic and labour market numbers reflect this. The region's population is older than the province average overall and labour force participation here is the lowest among regions (at 60.8% in 2017).

About 15.7% of B.C.'s workers are employed in the VICR. The main sources of employment are in the Health Care and Social Assistance, Wholesale and Retail Trade and Construction sectors.

Over the 10-year forecast horizon of the Outlook, the VICR is expected to have 153,820 job openings, of which 71% will replace retiring workers. Employment demand is projected to increase by an annual average of 1.1 %, at the same pace as the provincial average. Employment in the region remains heavily weighted toward services-based employment and this is reflected in the top 10 industries with forecast job openings through 2028 as seen in Table 9.

Table 9, Top 10 Industries with Projected Job Openings, VICR, 2018-2028

Industry	Employment 2018	Employment Growth (average annual %)			Job Openings 2018-2028		
		2018-2023	2023-2028	2018-2028	Expansion	Replacement	Total
Construction	37,520	-1.8%	-0.6%	-1.2%	-4,820	9,400	4,580
Other retail trade (excluding cars and personal care)	38,710	1.0%	0.5%	0.7%	2,880	8,890	11,780
Hospitals	19,220	1.2%	1.4%	1.3%	2,740	5,520	8,260
Ambulatory health care services	17,820	1.9%	1.9%	1.9%	3,800	5,410	9,200
Provincial and territorial public administration	15,730	0.8%	0.9%	0.8%	1,300	5,390	6,690
Repair, personal and non-profit services	18,490	3.0%	1.9%	2.5%	5,180	5,160	10,340
Management of companies and enterprises & administrative and support	16,120	1.3%	1.1%	1.2%	2,030	4,790	6,820
Elementary and secondary schools	14,050	1.0%	1.1%	1.0%	1,500	4,220	5,720
Legal, accounting, design, research and advertising services	13,130	2.0%	-0.9%	0.6%	710	4,180	4,890
Nursing and residential care facilities	12,210	2.8%	3.1%	2.9%	4,190	3,610	7,800

The region’s fastest growth sectors are expected to be: Nursing and Residential Care Facilities; Repair, Personal and Non-profit Services; and Ambulatory Health Care Services. This reflects the area’s older population, but also an anticipated overspill as a result of a younger demographic moving from the lower mainland area. Employment and job data for all industries in the VICR can be found in Appendix A.

Table 10 breaks out forecast jobs for the VICR at the most detailed four-digit National Occupational Classification (NOC) levels, grouping occupations by type and level of education and then ranking them within those groupings by largest number of job openings through 2028. Reflecting and expanding on the findings on job openings in the industry forecast, this more detailed view of the data shows that almost all of these regionally high demand jobs are in Sales and Service; Business, Finance and Administration; Health; and Management. Notable are jobs in information systems analysis, interactive media development and computer programming, including jobs in computer and information systems management.

Employment, projected job openings and wage data for all occupations in the VICR can be found in Appendix A.

Table 10, Occupations with the Largest Number of Job Openings by Skill Level, VICR, 2018-2028

Skill Level	NOC	Occupation Title	Employment 2018	Expansion 2018-2028	Replacement 2018-2028	Total Job Openings 2018-2028
0	0621	Retail and wholesale trade managers	9,480	940	2,970	3,910
	0631	Restaurant and food service managers	2,970	520	850	1,380
	0714	Facility operation and maintenance managers	1,450	170	670	850
	0111	Financial managers	1,320	150	580	730
	0213	Computer and information systems managers	1,090	260	460	720
A	3012	Registered nurses and registered psychiatric nurses	9,400	1,630	2,660	4,290
	4032	Elementary school and kindergarten teachers	5,180	540	1,390	1,930
	2171	Information systems analysts and consultants	3,030	730	990	1,720
	2174	Computer programmers and interactive media developers	2,160	680	640	1,310
	1111	Financial auditors and accountants	3,160	260	960	1,220
B	1221	Administrative officers	6,170	710	2,570	3,280
	4212	Social and community service workers	5,430	1,190	1,690	2,880
	6322	Cooks	6,270	1,100	1,070	2,170
	1311	Accounting technicians and bookkeepers	4,110	320	1,680	2,000
	1241	Administrative assistants	4,090	400	1,300	1,700
C	6421	Retail salespersons	15,900	1,440	3,250	4,700
	3413	Nurse aides, orderlies and patient service associates	7,770	1,970	2,120	4,090
	1411	General office support workers	5,600	630	1,810	2,440
	4412	Home support workers, housekeepers and related occupations	3,430	770	1,110	1,890
	1414	Receptionists	3,900	660	990	1,650
D	6711	Food counter attendants, kitchen helpers and related support occupations	9,350	1,670	970	2,640
	6733	Janitors, caretakers and building superintendents	5,250	620	1,880	2,510
	6731	Light duty cleaners	5,860	820	1,470	2,290
	6611	Cashiers	6,850	660	1,000	1,660
	8612	Landscaping and grounds maintenance labourers	3,970	510	770	1,270

Major Projects Inventory

The *British Columbia Major Projects Inventory* (MPI), published quarterly, provides summary information on major projects in the province of British Columbia. The MPI includes a listing of private and public sector construction projects in B.C. with an estimated capital cost of \$15M or greater (\$20M or greater within the Lower Mainland–Vancouver area). The following tables, figures and narrative have been excerpted from the *MPI, Third Quarter 2018*.³²

Provincial Overview

The estimated capital cost of all 977 major projects in the third quarter of 2018, totalling \$407.5B, has decreased from \$416.3B in the second quarter of 2018, including projects identified as “proposed”, “construction started”, “completed” and “on hold.” Table 11 provides a summary of the number and value of major projects by status at the third quarter of 2018.

Table 11, Major Project Inventory Highlights, B.C., Q3 2018

977	Number of total major projects
\$407.5 B	Value of all projects
530	Number of total proposed projects
\$301.1 B	Value of proposed projects
364	Number of projects under construction
\$74.4B	Value of projects under construction
20	Number of projects completed
\$748 M	Value of projects completed
47	Number of new proposed projects
\$2.3 B	Value of newly proposed projects

There are 47 new proposed projects over \$15M with available capital cost estimates totalling \$2.3B if all the projects were to proceed. The potential capital investment for new projects has increased compared to \$1.2B in the second quarter of 2018. Total proposed projects have an estimated cost of \$301.1B, a decrease from \$311.7B in the previous quarter. It should be noted that many major project proposals listed are in very preliminary stages and are not approved for construction, therefore capital cost estimates should be viewed with caution.

Major projects currently under construction in B.C. totalled \$74.4B, up from the \$73.7B in the second quarter of 2018. There are 26 projects that have started construction, representing an estimated capital cost of \$1.6B, up \$60M from the second quarter of 2018.

³² Ministry of Advanced Education, Skills and Training (2018). *British Columbia Major Projects Inventory, Third Quarter 2018*. Retrieved <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx> on February 15, 2019.

Twenty projects completed construction in the third quarter with an estimated capital cost of \$748M compared to \$98M in the second quarter of 2018.³³

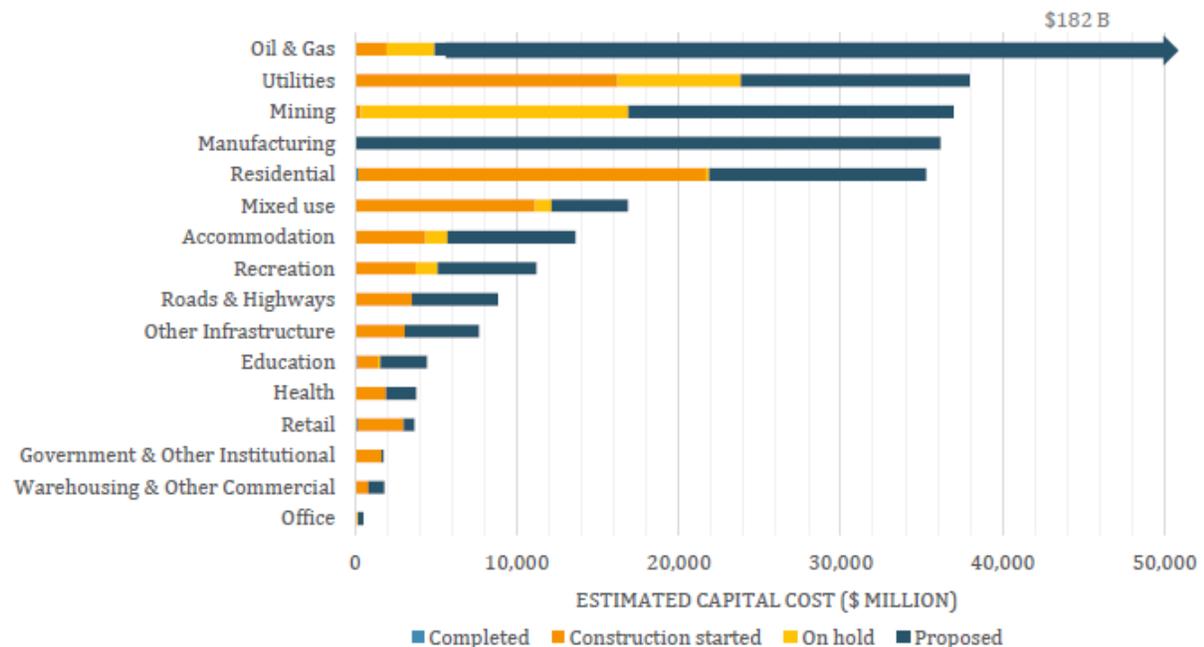
Approximately \$31.3B of projects are judged to be on hold for the time being, an increase from the previous quarter value of 29.9B.

There are 234 projects with public funding contributions having an estimated capital cost of \$39B. Funding for these projects is allocated through municipal, provincial and/or federal levels of government, crown corporations, public institutions and may include private partnerships; of these, 143 projects worth a total of \$16.9B have provincial government funding contributions.

There are 69 projects with the total estimated cost of \$156.6B involving Indigenous people in capacities such as project owners, project partners or benefit agreements.

Figure 39 illustrates the status and value of major projects in B.C. at Q3, 2018 by construction subtype, providing a profile of proportionate sector investment in the province. Table 12 provides regional comparisons of the VICR with the seven other economic development regions in B.C. by construction type and construction subtype.

Figure 39, Major Project Status by Construction Subtype (\$M), B.C., Q3 2018



³³ The LNG Canada project received a positive final investment decision in October 2018 so it will be identified as “started” in Q4 2018.

Table 12, Estimated Cost of Regional Major Projects by Construction Type and Subtype (\$M), B.C., Q3 2018

Construction Type & Subtype	Vancouver Island/Coast	Mainland/Southwest	Thompson-Okanagan	Kootenay	Cariboo	North Coast	Nechako	Northeast	Total
Residential	11,276	27,978	9,562	80	0	0	100	0	48,996
Mixed use	2,900	9,359	1,450	0	0	0	0	0	13,709
Primarily residential - Single use	8,376	18,619	8,112	80	0	0	100	0	35,287
Commercial	3,981	17,511	5,654	4,902	1,322	46	0	540	33,956
Mixed use	462	2,690	0	0	0	0	0	0	3,152
Accommodation	2266	4,791	3,299	2,302	940	0	0	0	13,598
Recreation	220	6,163	2,210	2,600	0	16	0	0	11,209
Retail	923	2,140	115	0	0	0	0	500	3678
Office	70	432	0	0	0	0	0	0	502
Warehousing	0	265	0	0	0	0	0	0	265
Other Commercial	40	1,030	30	0	382	30	0	40	1,552
Industrial	32,130	2,335	1,864	2,936	7,231	187,425	6,378	19,814	260,113
Mining	130	160	1,834	2,936	2,646	18,780	6,378	4,101	36,965
Oil & Gas	32,000	2,125	0	0	4,570	136,585	0	11,713	186,993
Manufacturing - Wood Products	0	0	30	0	0	60	0	0	90
Manufacturing - Petrochemical	0	0	0	0	0	32,000	0	4,000	36,000
Other Manufacturing	0	50	0	0	15	0	0	0	65
Institutional	3,277	5,064	1,406	41	63	18	29	92	9,990
Education	1,799	2,165	256	22	63	18	29	92	4,444
Health	0	2,646	1,110	19	0	0	0	0	3,775
Government buildings	1,458	253	40	0	0	0	0	0	1,751
Other Institutional & Government	20	0	0	0	0	0	0	0	20
Infrastructure	9,839	16,695	2,888	874	1,686	5,298	551	16,628	54,459
Utilities	7,793	4,850	1,327	874	1,190	4,857	506	16,561	37,958
Roads & Highways	266	6,447	1,411	0	496	106	45	67	8,838
Other Transportation	1,780	5,398	150	0	0	335	0	0	7,663
Grand Total	60,503	69,583	21,374	8,833	10,302	192,787	7,058	37,074	407,514

Regional Overview – Vancouver Island/Coast Region

In the third quarter of 2018, the Vancouver Island/Coast region (VICR) had a total of 155 major projects with a combined value of \$60.5B, nearly remaining the same as the previous quarter and a 3.3% increase compared to one year earlier.

Six newly proposed projects were added to the MPI in Q# 2018:

- Comox Valley Water Treatment Plant (\$111M),
- Aquara in Victoria West Seniors Complex (\$20M),
- The Affinity Lowrise Condominium (\$16M) in Saanich,
- Fifteen88 Condominium in Saanich (\$15M),
- 1010 Fort Street Condominium (\$15M) in Victoria, and
- Cowichan District Hospital Replacement.

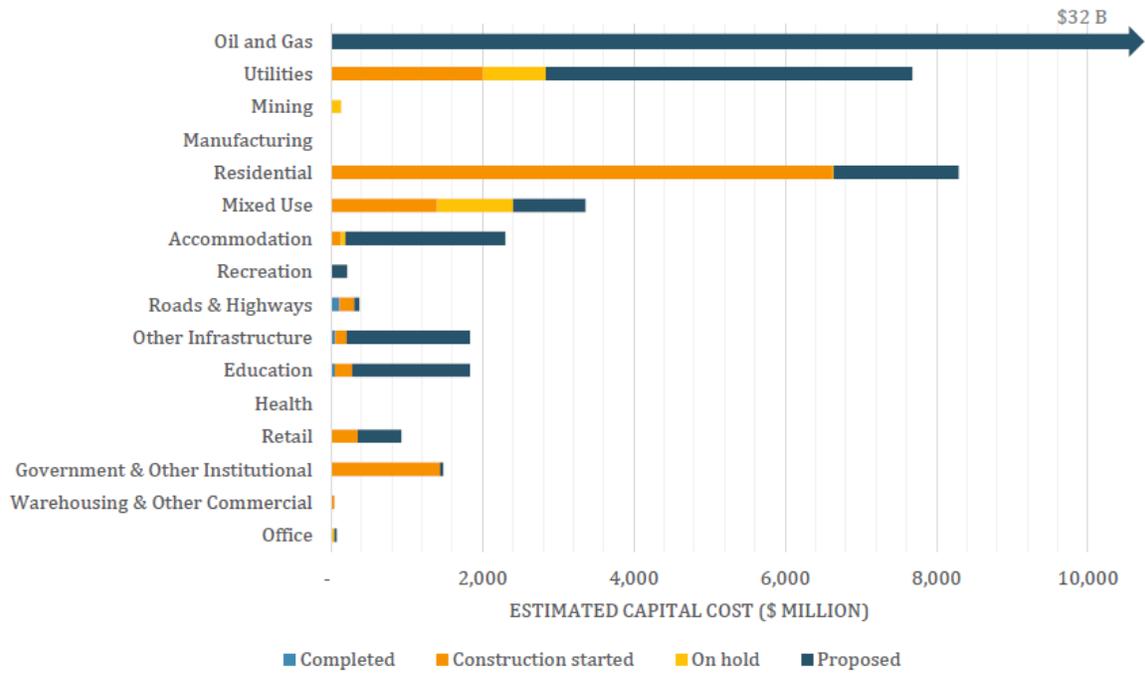
Two major projects were completed in this quarter: Vancouver Island University Health Science Centre (\$41M) and Legato Condominium Development (\$27M) in Victoria. Dockside Green Development (\$650M) in Victoria, Sandown Commons Retail Centre (\$40M) in Saanich and Seniors Complex at 10 Buttertubs Drive, Nanaimo (\$28M) began construction in this quarter.

Table 13, Estimated Cost Trends in Major Projects by Project Status (\$M), VICR, Q3 2018

Status	2017Q3	2017Q4	2018Q1	2018Q2	2018Q3	Change from the previous quarter	Change from the previous year
Proposed	44,800	44,733	45,578	45,685	45,157	-1.2%	0.8%
Construction started	12,431	12,522	12,571	12,557	13,205	5.2%	6.2%
Completed	175	98	144	204	68	-66.7%	-61.1%
On hold	1,148	1,298	2,298	2,073	2,073	0.0%	80.6%
Grand Total	58,554	58,651	60,591	60,519	60,503	0.0%	3.3%

Figure 40 illustrates the status and value of major projects in the VICR at Q3, 2018 by construction subtype, providing a profile of proportionate sector investment in the region.

Figure 40, Major Projects Status by Construction Subtype (\$M), VICR, Q3 2018*



* OIL AND GAS INCLUDE NATURAL GAS PROCESSING AND COMPRESSION.

PROVINCIAL GOVERNMENT DIRECTION AND MANDATES

As a publicly funded public post-secondary institution, NIC operates within a constantly shifting framework established by the provincial government and the ministry responsible for public post-secondary institutions, the Ministry of Advanced Education, Skills and Training.

Legislation put forth in B.C.'s *College and Institute Act* mandate that the objects of a college are to provide comprehensive:

- courses of study at the first- and second-year levels of a baccalaureate degree program,
- courses of study for an applied baccalaureate degree program,
- post-secondary education or training,
- adult basic education, and
- continuing education.

Like all public colleges and institutes in B.C., NIC is bound by this legislative mandate. Additionally, NIC must support the current government's commitments and strategies, and meet performance expectations for government's annual strategic priorities set out in a mandate letter that requires signature by all members of the College's Board of Governors.

Current Government

In the 2017 provincial election, the British Columbia Liberal Party was defeated and the British Columbia New Democratic Party (NDP) was elected in a minority government with the confidence and supply of the Green Party of British Columbia. The NDP Government's key commitments to British Columbians are:

- making life more affordable by helping to manage the daily cost of living for British Columbians;
- delivering the services that people count on by building programs that are working well and making improvements where needed to ensure British Columbians get quality and timely customer service from public sector organizations across the province; and
- building a strong, sustainable, innovative economy that works for everyone.

The next provincial election will occur on, or before, October 16, 2021 marking another potential shift in the political climate for B.C. public post-secondary institutions.

Mandate Letter Priorities

NIC has received its 2019/20 Mandate Letter from the provincial government confirming the College's mandate under the *College and Institute Act* and setting out key performance expectations for the 2019/20 fiscal year. The letter requests that NIC make substantive progress on the following priorities:

1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.
2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister of Advanced Education, Skills and Training's mandate letter. Specific actions include, but are not limited to:
 - a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.
 - b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).
 - c. Expanding co-op and work-integrated learning opportunities for all students.
3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.
4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.
5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.
6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.
7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.
8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.

In addition to the strategic priorities outlined above, the College is asked to continue its work to increase student housing, expand the use of open education resources including open textbooks and increase technology program spaces.

APPENDICES

Appendix A – Key Industry and Occupational Indicators³⁴

Key labour market indicators forecast for the Vancouver Island/Coast region for the 2018-2028 period are provided in this section. Table 14 shows key industry indicators and Table 15 shows occupational indicators.

Table 14, Key Labour Market Indicators by Industry, VICR, 2018-2028

Industry	Employment 2018	Industry Regional Share to BC	Industry Share to All Industries in the Region	Employment Growth 2018-2023	Employment Growth 2023-2028	Job Openings 2018-2028	Job Openings Share of BC 2018-2028
All industries	390,157	100.0%	15.6%	1.2%	1.0%	153,819	17.0%
Farms	3,603	0.9%	14.9%	-0.3%	0.0%	896	13.4%
Forestry and logging	3,815	1.0%	31.3%	-1.3%	-0.7%	868	98.7%
Fishing, hunting and trapping	789	0.2%	43.4%	-1.7%	-1.2%	59	17.2%
Support activities for agriculture and forestry	1,259	0.3%	14.6%	1.1%	-0.9%	387	35.0%
Oil and gas extraction	994	0.3%	20.6%	-1.5%	0.5%	225	12.8%
Mining	766	0.2%	4.9%	2.4%	-2.2%	255	4.5%
Support activities for mining and oil and gas extraction	662	0.2%	9.1%	2.0%	-2.2%	194	8.9%
Utilities	1,481	0.4%	10.8%	0.5%	0.0%	471	10.9%
Construction	37,523	9.6%	15.8%	-1.8%	-0.6%	4,583	9.4%
Food, beverage and tobacco manufacturing	3,356	0.9%	10.0%	1.6%	1.1%	1,331	10.9%
Wood product manufacturing	3,038	0.8%	10.6%	-0.2%	-0.7%	930	12.5%
Paper manufacturing	2,150	0.6%	20.9%	-0.8%	-0.8%	596	30.0%
Primary metal manufacturing	149	0.0%	3.8%	-1.2%	-0.1%	32	2.6%
Fabricated metal product manufacturing	1,269	0.3%	9.4%	-0.4%	0.0%	308	7.2%
Machinery manufacturing	856	0.2%	8.6%	-1.3%	0.0%	173	6.7%
Ship and boat building	1,883	0.5%	40.8%	1.9%	0.8%	834	40.1%
Transportation equipment manufacturing (excluding shipbuilding)	401	0.1%	6.9%	0.0%	-0.1%	108	5.4%
Other Manufacturing	6,362	1.6%	9.6%	0.1%	-0.3%	1,768	10.8%
Wholesale trade	7,796	2.0%	8.9%	2.1%	0.6%	3,561	11.3%
Motor vehicle and parts dealers	5,309	1.4%	15.4%	2.3%	1.1%	2,446	19.0%
Health and personal care stores	4,473	1.1%	17.1%	2.1%	0.6%	1,730	22.1%
Other retail trade (excluding cars and personal care)	38,707	9.9%	16.5%	1.0%	0.5%	11,777	19.1%
Air transportation	1,707	0.4%	11.3%	3.0%	1.3%	984	14.6%
Rail transportation	34	0.0%	0.6%	8.0%	1.1%	32	1.4%
Water transportation	3,235	0.8%	46.3%	0.6%	0.6%	1,108	48.0%
Truck transportation	3,128	0.8%	7.9%	0.6%	1.2%	1,242	7.5%
Support activities for transportation	2,211	0.6%	8.9%	1.8%	1.3%	1,116	9.7%
Postal service, couriers and messengers	2,421	0.6%	15.9%	0.7%	1.2%	981	15.4%
Transit, sightseeing, and pipeline transportation	3,050	0.8%	12.6%	3.1%	1.9%	1,927	18.6%
Warehousing and storage	368	0.1%	3.6%	-3.8%	1.0%	29	1.1%
Publishing industries	1,417	0.4%	11.6%	4.2%	1.9%	1,043	16.6%
Motion picture and sound recording industries	1,062	0.3%	4.0%	1.8%	1.9%	489	3.0%
Telecommunications	1,287	0.3%	7.3%	2.2%	1.9%	656	10.7%

³⁴ WorkBC. 2018. *B.C.'s Labour Market Outlook: 2018 Edition*. Custom tables.

Industry	Employment 2018	Industry Regional Share to BC	Industry Share to All Industries in the Region	Employment Growth 2018-2023	Employment Growth 2023-2028	Job Openings 2018-2028	Job Openings Share of BC 2018-2028
Broadcasting, data processing, and information	1,062	0.3%	10.6%	4.4%	1.9%	770	16.7%
Finance	7,848	2.0%	11.9%	1.5%	0.9%	3,509	12.8%
Insurance carriers and related activities	2,814	0.7%	8.8%	0.7%	1.0%	1,111	9.2%
Real estate rental and leasing	7,674	2.0%	14.0%	0.9%	0.9%	3,380	16.7%
Architectural, engineering and related services	4,902	1.3%	12.0%	1.2%	1.1%	2,071	9.9%
Computer systems design and related services	7,873	2.0%	16.5%	3.0%	3.9%	5,814	17.8%
Management, scientific and technical consulting services	3,809	1.0%	15.1%	3.2%	1.2%	2,309	19.6%
Legal, accounting, design, research, and advertising services	13,128	3.4%	14.3%	2.0%	-0.9%	4,896	12.0%
Management of companies and enterprises & administrative and support	16,121	4.1%	15.3%	1.3%	1.1%	6,821	16.3%
Elementary and secondary schools	14,048	3.6%	15.3%	1.0%	1.1%	5,721	18.8%
Community colleges	1,479	0.4%	14.3%	0.2%	1.0%	554	15.6%
Universities	8,478	2.2%	23.8%	0.2%	1.0%	2,999	25.9%
Private and trades education	3,990	1.0%	13.4%	-0.2%	0.1%	927	13.7%
Ambulatory health care services	17,824	4.6%	19.4%	1.9%	1.9%	9,206	19.4%
Hospitals	19,224	4.9%	19.0%	1.2%	1.4%	8,259	21.1%
Nursing and residential care facilities	12,207	3.1%	23.6%	2.8%	3.1%	7,800	21.4%
Social assistance	11,493	2.9%	17.9%	1.9%	2.0%	5,723	22.6%
Performing arts, spectator sports and related industries	3,256	0.8%	15.4%	2.7%	1.9%	1,874	23.4%
Amusement, gambling and recreation industries	6,292	1.6%	13.5%	2.4%	1.9%	3,029	19.1%
Heritage institutions	1,150	0.3%	31.8%	0.8%	1.9%	486	29.0%
Accommodation services	8,507	2.2%	22.6%	1.1%	1.0%	3,066	21.0%
Food services and drinking places	22,975	5.9%	15.6%	2.2%	1.1%	7,612	16.4%
Repair, personal and non-profit services	18,494	4.7%	16.8%	3.0%	1.9%	10,341	25.9%
Federal government public administration	7,944	2.0%	21.6%	0.9%	1.2%	3,165	21.6%
Provincial and territorial public administration	15,734	4.0%	51.5%	0.8%	0.9%	6,687	55.9%
Local and indigenous public administration	5,369	1.4%	15.2%	0.6%	2.2%	2,553	18.9%

Table 15, Key Labour Market Indicators by Skill Level and National Occupational Classification (NOC) Code, VICR, 2018-2028³⁵

Skill Level	NOC	Occupation	Employment 2018	Job Openings 2018-2028	Average Annual Replacement Rate	Median Wage	Low Wage	High Wage
0	#0621	Retail and wholesale trade managers	9,479	3,909	75.9%	28.00	14.42	52.88
0	#0631	Restaurant and food service managers	2,971	1,376	62.1%	18.75	12.67	38.46
0	#0714	Facility operation and maintenance managers	1,454	846	79.5%	35.10	19.85	57.00
0	#0111	Financial managers	1,316	727	79.5%	40.86	21.03	67.31
0	#0213	Computer and information systems managers	1,094	721	63.3%	43.27	26.44	69.40
0	#0632	Accommodation service managers	1,361	692	76.2%	24.00	15.00	36.06
0	#0013	Senior managers - financial, communications and other business services	1,024	676	66.9%	0.00	0.00	0.00
0	#0711	Construction managers	2,370	642	100.0%	38.46	19.85	57.69
0	#0311	Managers in health care	902	576	67.3%	38.46	19.66	53.85
0	#0012	Senior government managers and officials	857	562	86.1%	48.52	24.66	79.51
0	#0423	Managers in social, community and correctional services	846	550	66.9%	38.46	23.47	62.50
0	#0122	Banking, credit and other investment managers	1,056	534	74.3%	41.03	24.04	60.10
0	#0821	Managers in agriculture	1,537	512	100.0%	0.00	0.00	0.00
0	#0601	Corporate sales managers	853	485	78.2%	36.35	17.79	49.04
0	#0114	Other administrative services managers	714	482	80.7%	0.00	0.00	0.00
0	#0911	Manufacturing managers	1,122	472	96.5%	38.46	17.00	61.54
0	#0014	Senior managers - health, education, social and community services and membership organizations	626	441	70.4%	37.29	16.31	75.50
0	#0712	Home building and renovation managers	1,789	419	100.0%	20.00	14.00	32.61
0	#0016	Senior managers - construction, transportation, production and utilities	839	419	95.8%	47.65	21.50	90.77
0	#0015	Senior managers - trade, broadcasting and other services, n.e.c.	656	398	75.3%	36.91	20.00	76.91
0	#0651	Managers in customer and personal services, n.e.c.	775	394	66.6%	21.63	15.00	35.00
0	#0124	Advertising, marketing and public relations managers	942	390	63.5%	38.00	19.64	75.00
0	#0112	Human resources managers	772	384	72.5%	34.19	22.85	57.69
0	#0121	Insurance, real estate and financial brokerage managers	630	374	84.9%	42.56	21.00	75.90
0	#0422	School principals and administrators of elementary and secondary education	566	325	81.6%	41.96	24.00	52.88
0	#0731	Managers in transportation	596	302	74.5%	35.00	19.75	64.90
0	#0125	Other business services managers	443	291	80.5%	32.31	20.00	51.28
Total Skill Level 0			37,590	17,898	-	-	-	-

³⁵ The wage rate refers to the Job Bank hourly wage rate which was updated in 2017, unless otherwise noted. For occupations with a “*”, the annual wage rate is provided as the hourly wage rate is not available. The data source is Employment and Social Development Canada.

Skill Level	NOC	Occupation	Employment 2018	Job Openings 2018-2028	Average Annual Replacement Rate	Median Wage	Low Wage	High Wage
A	#3012	Registered nurses and registered psychiatric nurses	9,399	4,290	61.9%	37.00	23.00	43.00
A	#4032	Elementary school and kindergarten teachers	5,181	1,928	71.9%	32.05	20.51	46.63
A	#2171	Information systems analysts and consultants	3,032	1,719	57.6%	38.46	23.08	52.88
A	#2174	Computer programmers and interactive media developers	2,155	1,313	48.4%	38.46	22.00	55.77
A	#1111	Financial auditors and accountants	3,157	1,224	78.5%	27.88	17.00	47.00
A	#4031	Secondary school teachers	3,014	1,190	73.4%	32.97	20.02	46.15
A	#4011	University professors and lecturers	2,402	1,001	85.4%	38.46	17.31	69.23
A	#1114	Other financial officers	2,211	968	70.9%	32.31	20.19	57.69
A	#1122	Professional occupations in business management consulting	1,601	956	68.4%	36.00	20.00	51.43
A	#4112	Lawyers and Quebec notaries*	1,856	745	83.4%	106,361.00	39,811.00	269,702.00
A	#4152	Social workers	1,414	690	65.7%	30.00	19.00	42.00
A	#1123	Professional occupations in advertising, marketing and public relations	1,640	673	64.3%	27.00	16.00	48.08
A	#3112	General practitioners and family physicians*	1,350	644	59.1%	104,451.00	40,144.00	242,695.00
A	#1121	Human resources professionals	1,187	598	72.8%	32.05	17.58	54.87
A	#4153	Family, marriage and other related counsellors	1,062	581	66.1%	26.74	18.00	37.45
A	#4021	College and other vocational instructors	1,486	577	80.2%	33.65	17.00	50.48
A	#5121	Authors and writers	992	577	59.3%	25.48	11.35	37.50
A	#2175	Web designers and developers	1,013	550	38.5%	25.00	16.00	50.00
A	#5136	Painters, sculptors and other visual artists	1,102	548	62.7%	28.50	15.97	38.86
A	#3111	Specialist physicians*	1,133	527	60.0%	124,209.00	49,944.00	334,897.00
A	#2173	Software engineers and designers	923	461	46.0%	38.46	24.04	52.88
A	#4165	Health policy researchers, consultants and program officers	964	455	70.4%	30.42	19.00	49.45
A	#4163	Business development officers and marketing researchers and consultants	1,058	430	60.3%	31.25	16.00	43.59
A	#3011	Nursing co-ordinators and supervisors	558	417	70.5%	42.00	22.68	48.50
A	#4164	Social policy researchers, consultants and program officers	988	413	68.1%	32.97	20.00	46.42
A	#4154	Professional occupations in religion	737	392	49.7%	24.05	11.35	39.47
A	#4161	Natural and applied science policy researchers, consultants and program officers	860	373	69.8%	35.00	24.62	53.37
Total Skill Level A			52,475	24,239	-	-	-	-

Skill Level	NOC	Occupation	Employment 2018	Job Openings 2018-2028	Average Annual Replacement Rate	Median Wage	Low Wage	High Wage
B	#1221	Administrative officers	6,174	3,277	78.5%	23.38	15.00	33.00
B	#4212	Social and community service workers	5,429	2,880	58.6%	19.50	15.00	28.85
B	#6322	Cooks	6,269	2,171	49.1%	13.75	11.35	20.00
B	#1311	Accounting technicians and bookkeepers	4,109	1,996	84.2%	20.83	13.13	32.05
B	#1241	Administrative assistants	4,091	1,700	76.4%	22.00	14.42	30.00
B	#4214	Early childhood educators and assistants	3,118	1,663	44.8%	16.95	13.00	24.04
B	#6341	Hairstylists and barbers	2,668	1,393	46.7%	14.00	11.35	22.50
B	#7321	Automotive service technicians, truck and bus mechanics and mechanical repairers	2,729	1,256	55.0%	28.00	14.00	38.46
B	#6232	Real estate agents and salespersons*	2,823	1,188	77.3%	44,753.00	23,016.00	103,667.00
B	#5254	Program leaders and instructors in recreation, sport and fitness	3,367	1,119	46.6%	20.00	12.00	27.92
B	#3233	Licensed practical nurses	2,197	1,078	55.9%	27.00	22.60	29.50
B	#4313	Non-commissioned ranks of the Canadian Armed Forces	2,496	840	67.4%	28.21	16.21	37.38
B	#1224	Property administrators	1,502	798	82.1%	20.00	11.54	33.76
B	#7271	Carpenters	6,208	731	100.0%	25.00	16.00	35.00
B	#2281	Computer network technicians	1,180	628	60.4%	33.65	21.60	57.69
B	#6211	Retail sales supervisors	1,712	627	74.2%	18.27	11.51	33.65
B	#3236	Massage therapists	979	594	64.5%	27.07	11.60	55.00
B	#2242	Electronic service technicians (household and business equipment)	1,209	592	63.7%	23.00	15.70	38.31
B	#5241	Graphic designers and illustrators	1,185	527	70.8%	25.50	15.38	37.00
B	#6321	Chefs	1,488	510	48.2%	17.31	11.50	25.96
B	#5244	Artisans and craftspersons	1,001	472	80.6%	17.00	12.50	26.45
B	#6221	Technical sales specialists - wholesale trade	855	443	71.2%	25.38	14.00	46.63
B	#4311	Police officers (except commissioned)	922	435	74.0%	40.00	25.50	50.71
B	#7311	Construction millwrights and industrial mechanics	1,090	421	98.0%	35.00	18.50	40.00
B	#6235	Financial sales representatives	1,015	411	69.1%	23.08	13.75	33.65
B	#2271	Air pilots, flight engineers and flying instructors	752	397	57.5%	0.00	0.00	0.00
B	#6332	Bakers	1,232	392	63.1%	13.00	11.35	25.00
Total Skill Level B			67,798	28,537	-	-	-	-

Skill Level	NOC	Occupation	Employment 2018	Job Openings 2018-2028	Average Annual Replacement Rate	Median Wage	Low Wage	High Wage
C	#6421	Retail salespersons	15,902	4,698	69.3%	12.50	11.35	23.00
C	#3413	Nurse aides, orderlies and patient service associates	7,773	4,093	51.9%	21.00	16.00	27.00
C	#1411	General office support workers	5,599	2,441	74.1%	21.35	13.08	29.30
C	#4412	Home support workers, housekeepers and related occupations	3,431	1,888	59.0%	16.75	11.35	23.00
C	#1414	Receptionists	3,899	1,652	59.9%	17.58	11.35	25.00
C	#7511	Transport truck drivers	3,925	1,408	86.1%	25.00	15.00	36.06
C	#6513	Food and beverage servers	5,313	1,342	31.6%	11.35	11.35	15.69
C	#1431	Accounting and related clerks	2,682	1,125	75.1%	21.00	13.30	30.00
C	#4411	Home child care providers	2,480	1,038	44.4%	12.00	11.35	21.60
C	#6552	Other customer and information services representatives	2,902	973	57.9%	20.00	12.00	30.00
C	#4413	Elementary and secondary school teacher assistants	2,194	966	76.2%	23.96	17.00	27.00
C	#6541	Security guards and related security service occupations	1,862	950	73.9%	14.28	11.35	24.04
C	#6411	Sales and account representatives - wholesale trade (non-technical)	1,779	807	73.5%	24.04	13.74	41.83
C	#7512	Bus drivers, subway operators and other transit operators	1,247	778	59.8%	25.98	17.00	31.20
C	#6562	Estheticians, electrologists and related occupations	1,584	656	38.5%	12.82	11.35	22.00
C	#7514	Delivery and courier service drivers	1,638	586	64.0%	15.00	11.35	28.66
C	#7452	Material handlers	2,207	583	77.8%	17.00	11.35	31.00
C	#7513	Taxi and limousine drivers and chauffeurs	1,043	574	51.2%	15.38	11.35	30.00
C	#6551	Customer services representatives - financial institutions	1,401	524	65.5%	17.26	14.00	25.00
C	#3414	Other assisting occupations in support of health services	1,053	478	56.6%	22.00	14.00	27.00
C	#7521	Heavy equipment operators (except crane)	1,942	431	100.0%	28.00	21.00	35.00
C	#1513	Couriers, messengers and door-to-door distributors	872	414	65.1%	12.50	11.35	25.00
C	#1521	Shippers and receivers	1,231	387	71.1%	16.83	11.40	28.22
C	#3411	Dental assistants	884	337	44.1%	24.00	18.00	28.00
C	#1522	Storekeepers and partspersons	796	335	66.7%	19.88	11.35	29.81
C	#6563	Pet groomers and animal care workers	786	319	41.6%	12.00	11.35	17.00
C	#1432	Payroll administrators	710	304	76.5%	23.80	15.00	30.77
Total Skill Level C			77,136	30,089	-	-	-	-

Skill Level	NOC	Occupation	Employment 2018	Job Openings 2018-2028	Average Annual Replacement Rate	Median Wage	Low Wage	High Wage
D	#6611	Cashiers	6,847	1,659	60.0%	11.35	11.35	18.82
D	#6621	Service station attendants	501	94	59.5%	11.50	11.35	27.88
D	#6622	Store shelf stockers, clerks and order fillers	3,977	1,065	70.2%	12.20	11.35	25.00
D	#6623	Other sales related occupations	438	150	75.0%	12.60	11.35	28.00
D	#6711	Food counter attendants, kitchen helpers and related support occupations	9,346	2,644	36.7%	11.35	11.35	16.00
D	#6721	Support occupations in accommodation, travel and facilities set-up services	213	68	58.6%	15.67	11.35	25.00
D	#6722	Operators and attendants in amusement, recreation and sport	605	250	50.4%	13.00	11.35	26.00
D	#6731	Light duty cleaners	5,857	2,289	64.3%	15.00	11.35	20.60
D	#6732	Specialized cleaners	1,195	541	65.6%	13.50	11.35	25.00
D	#6733	Janitors, caretakers and building superintendents	5,250	2,507	75.1%	17.00	11.35	25.91
D	#6741	Dry cleaning, laundry and related occupations	545	230	46.2%	14.00	11.35	19.24
D	#6742	Other service support occupations, n.e.c.	496	175	42.7%	13.50	11.35	18.90
D	#7611	Construction trades helpers and labourers	3,704	218	100.0%	18.00	13.00	30.10
D	#7612	Other trades helpers and labourers	171	35	69.7%	20.00	13.00	31.66
D	#7621	Public works and maintenance labourers	465	156	74.7%	25.00	11.35	35.00
D	#7622	Railway and motor transport labourers	56	15	66.8%	20.00	13.00	28.00
D	#8611	Harvesting labourers	59	9	100.0%	11.35	11.35	20.00
D	#8612	Landscaping and grounds maintenance labourers	3,971	1,273	60.1%	15.38	12.00	26.00
D	#8613	Aquaculture and marine harvest labourers	255	56	100.0%	16.00	12.00	24.30
D	#8615	Oil and gas drilling, servicing and related labourers	69	-2	0.0%	28.00	21.00	32.78
D	#8616	Logging and forestry labourers	503	85	100.0%	25.00	15.00	36.00
D	#9611	Labourers in mineral and metal processing	50	14	81.8%	20.05	14.00	33.00
D	#9612	Labourers in metal fabrication	92	10	100.0%	20.00	15.00	28.57
D	#9613	Labourers in chemical products processing and utilities	71	11	49.8%	21.00	13.75	30.99
Total Skill Level D			44,737	13,554	-	-	-	-

Appendix B – Tuition Fees³⁶

Historical tuition fee data for university studies arts programs offered by B.C. public post-secondary institutions are presented here grouped by post-secondary sector. Data are ranked by 2018/19 data in descending order for each sector. Highlighted rows are comparators for NIC; rows highlighted in light green contain data for B.C.'s rural colleges and rows highlighted in light blue indicate Vancouver Island institutions.

Table 16, Annual Tuition Fees for Arts Programs, B.C. Public Post Secondary Institutions, Academic Years 2009/10 to 2018/19

Sector	Institution	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2017/18 to 2018/19	2009/10 to 2018/19
												Increase	Increase
College	Camosun College	\$2,858	\$2,915	\$2,973	\$3,033	\$3,093	\$3,155	\$3,218	\$3,283	\$3,348	\$3,415	2%	20%
	Okanagan College	\$3,078	\$3,078	\$3,078	\$3,140	\$3,203	\$3,267	\$3,332	\$3,277	\$3,343	\$3,410	2%	11%
	Northern Lights College	\$2,723	\$2,777	\$2,831	\$2,887	\$2,943	\$3,002	\$3,060	\$3,119	\$3,181	\$3,244	2%	19%
	Douglas College	\$2,607	\$2,658	\$2,712	\$2,766	\$2,820	\$2,874	\$2,931	\$2,990	\$3,050	\$3,110	2%	19%
	North Island College	\$2,481	\$2,531	\$2,581	\$2,633	\$2,685	\$2,738	\$2,793	\$2,849	\$2,905	\$2,963	2%	19%
	Langara College	\$2,448	\$2,498	\$2,547	\$2,598	\$2,649	\$2,702	\$2,756	\$2,811	\$2,867	\$2,924	2%	19%
	Selkirk College	\$2,395	\$2,443	\$2,492	\$2,542	\$2,592	\$2,644	\$2,697	\$2,751	\$2,802	\$2,855	2%	19%
	Coast Mountain College	\$2,338	\$2,385	\$2,432	\$2,481	\$2,531	\$2,581	\$2,633	\$2,686	\$2,739	\$2,794	2%	20%
	College of the Rockies	\$2,302	\$2,348	\$2,394	\$2,442	\$2,491	\$2,540	\$2,591	\$2,643	\$2,695	\$2,749	2%	19%
	College of New Caledonia	\$2,331	\$2,376	\$2,376	\$2,421	\$2,466	\$2,516	\$2,565	\$2,616	\$2,669	\$2,722	2%	17%
Vancouver Community College	\$2,265	\$2,288	\$2,333	\$2,381	\$2,428	\$2,477	\$2,526	\$2,577	\$2,628	\$2,681	2%	18%	
Institute	British Columbia Institute of Technology	\$4,753	\$4,848	\$4,945	\$5,043	\$5,144	\$5,247	\$5,350	\$5,455	\$5,563	\$5,674	2%	19%
	Justice Institute of British Columbia				\$4,376	\$4,463	\$4,552	\$4,644	\$4,737	\$4,831	\$4,928	2%	N/A
	Nicola Valley Institute of Technology	\$2,152	\$2,195	\$2,239	\$2,284	\$2,329	\$2,376	\$2,423	\$2,472	\$2,521	\$2,572	2%	19%
Research Intensive University	Simon Fraser University	\$4,719	\$4,815	\$4,914	\$5,013	\$5,115	\$5,217	\$5,322	\$5,428	\$5,537	\$5,648	2%	20%
	University of Victoria	\$4,673	\$4,766	\$4,862	\$4,959	\$5,058	\$5,159	\$5,262	\$5,368	\$5,475	\$5,585	2%	20%
	University of Northern British Columbia	\$4,449	\$4,538	\$4,629	\$4,722	\$4,816	\$4,913	\$5,011	\$5,111	\$5,213	\$5,318	2%	20%
	University of British Columbia	\$4,430	\$4,518	\$4,608	\$4,700	\$4,794	\$4,890	\$4,988	\$5,088	\$5,190	\$5,294	2%	19%
Teaching Intensive University	Royal Roads University	\$6,040	\$6,160	\$6,280	\$6,405	\$6,530	\$6,660	\$6,790	\$6,925	\$7,060	\$7,200	2%	19%
	Vancouver Island University	\$3,710	\$3,784	\$3,859	\$3,936	\$4,015	\$4,095	\$4,177	\$4,261	\$4,346	\$4,433	2%	19%
	University of the Fraser Valley	\$3,641	\$3,713	\$3,788	\$3,864	\$3,941	\$4,020	\$4,100	\$4,182	\$4,266	\$4,351	2%	20%
	Kwantlen Polytechnic University	\$3,564	\$3,635	\$3,707	\$3,780	\$3,855	\$3,932	\$4,010	\$4,089	\$4,170	\$4,253	2%	19%
	Thompson Rivers University	\$3,539	\$3,610	\$3,682	\$3,755	\$3,830	\$3,907	\$3,985	\$4,064	\$4,145	\$4,228	2%	19%
	Emily Carr University of Art and Design	\$3,434	\$3,503	\$3,572	\$3,642	\$3,714	\$3,788	\$3,864	\$3,942	\$4,021	\$4,101	2%	19%
	Capilano University	\$3,270	\$3,335	\$3,402	\$3,470	\$3,539	\$3,610	\$3,683	\$3,756	\$3,831	\$3,908	2%	20%

³⁶ Ministry of Advanced Education, Skills and Training. January 2019. Retrieved March 20, 2019 from <https://catalogue.data.gov.bc.ca/dataset/tuition-fees-for-arts-programs-at-b-c-public-post-secondary-institutions/resource>. Years are academic years from September 1 to August 31.

Appendix C – List of Programs

NORTH ISLAND COLLEGE 2018/19 ACADEMIC OFFERINGS

NIC PROGRAMS AT A GLANCE

ICONS:

- Campbell River
- Comox Valley
- Port Alberni
- Port Hardy
- Uclulet
- Online or distance
- Co-op
- Internship
- Study abroad

PROGRAM	START	LENGTH	TUITION*	ACADEMIC ADMISSION REQUIREMENTS	LOCATION
University Studies					
Science, Technology, Engineering and Math (STEM)					
Associate of Science Degree Transfers to any BC university as a two-year block of credit	Sept, Jan	2 years	\$305/course	Each course has specific prerequisites which are posted online.	
Electronics Technician Core Certificate	Sept	9 mos	\$3,025	Eng 11 or Communications 12 C+, Math C+ (Principles 11, Applications 12, Foundations 11, or Pre-Calculus 11)	
Engineering Foundations Certificate	Sept	1 year	\$3,425	Grade 12, Phys 12 C+, Chem 12 C+, Pre-Calculus 12 B, Eng 12 C+	
Industrial Automation Technician Diploma	Sept	9 mos	\$3,025	Electronics Technician Core Certificate	
Humanities & Social Science					
Associate of Arts Degree Transfers to any BC university as a two-year block of credit	Sept, Jan	2 years	\$305/course	Each course has specific prerequisites which are posted online.	
Criminology Diploma	Sept, Jan	2 years	\$6,050	Eng 12 C, Math C (Principles 11, Applications 12, Foundations 11, Pre-Calculus 11)	
English & Modern Languages					
Flexible Pre-Major (anthropology, biology, economics, English, sociology)	Sept, Jan	1-2 years	\$305/course	Each course has specific prerequisites which are posted online.	
University Studies					
University Studies Choose from over 20 subject areas	Sept, Jan	4 mos/course	\$305/course	Each course has specific prerequisites which are posted online.	
Aboriginal Education					
Aboriginal Leadership Certificate	Sept	1.5 years	\$3,780	Eng 12 C or assessment	
Business					
Bachelor of Business Administration Degree General Management, Accounting, or Marketing	Sept, Jan	4 years	\$12,100	Eng 12 C+, Math (Foundations 11 C+, Principles 11 C, Applications 12 C, or Pre-Calculus 11 C)	
Business Administration Certificate	Sept, Jan	1 year	\$3,025	Eng 12 C+, Math (Foundations 11 C+, Principles 11 C, Applications 12 C, or Pre-Calculus 11 C)	
Business Administration Diploma	Sept, Jan	2 years	\$6,050	Eng 12 C+, Math (Foundations 11 C+, Principles 11 C, Applications 12 C, or Pre-Calculus 11 C)	
Business Administration Post Degree Diploma General Management, International Management, Marketing, Accounting & Finance, or Human Resource Management	Sept, Jan	1 year	\$3,250	3 yr Bachelors's degree, Math (Foundations 11 C+, Principles 11 C, Applications 12 C, or Pre-Calculus 11 C)	
Business Administration Post Degree Diploma Global Business Management	Sept, Jan	2 years	\$6,100	3 yr Bachelors's degree, Math (Foundations 11 C+, Principles 11 C, Applications 12 C, or Pre-Calculus 11 C)	
Business Administration Post Degree Diploma Pre-Professional Accountant	Sept, Jan	2 years	\$5,570	3 yr Bachelor's degree, BUS-100, Math (Foundations 11 C+, Principles 11 C, Applications 12 C, or Pre-Calculus 11 C)	
Office Administration					
Administrative Assistant - Applied Business Technology Certificate	Varies by course	1 year	\$1,360	Office Assistant I Certificate, keyboarding 40 wpm	
Computing Accounting Assistant - Applied Business Technology Certificate	Varies by course	1 year	\$1,515	Office Assistant I Certificate, keyboarding 40 wpm	
Office Assistant 1 - Applied Business Technology Certificate	Varies by course	1 year	\$1,665	Eng 12 C, Math C (AW 10, Essentials 10, or Foundations 10)	
Office Management - Applied Business Technology Certificate	Sept, Jan	1 year	\$3,025	Eng 12 C+, Math (Foundations 11 C+, Principles 11 C, Pre-Calculus 11 C, Applications 12 C) and work experience or an ABT specialty certificate	
Tourism & Hospitality					
Adventure Guiding Certificate	Sept	1 year	\$9,325	Eng 12 C, Math C+ (Principles 10, Foundations 10, Pre-Calculus 10, or AW 11), medical form, fitness assessment	
Global Tourism & Hospitality Management Advanced Certificate	Sept, Jan	1 year	\$2,870	2 year diploma or 3 year degree, Eng 12 C, Math (Foundations 11 C+, Pre-Calculus 11 C, Principles 11 C, or Applications 12 C)	
Global Tourism & Hospitality Management Advanced Diploma	Sept, Jan	2 years	\$6,105	2 year diploma or 3 year degree, Eng 12 C, Math (Foundations 11 C+, Pre-Calculus 11 C, Principles 11 C, or Applications 12 C)	
Hospitality Distance Learning	Continuous entry (Sept-Mar)	Varies	\$330/course	Each course has specific prerequisites which are posted online.	
Tourism & Hospitality Management Certificate	Sept, Jan	1 year	\$3,125	Eng 12 C, Math (Foundations 11 C, Principles 11 C, Applications 11 C, Pre-Calculus 11, Principles 11 or AW 11 B)	
Tourism & Hospitality Management Diploma	Sept, Jan	2 years	\$6,905 - \$13,255	Eng 12 C, Math (Foundations 11 C, Principles 11 C, Applications 11 C, Pre-Calculus 11, Principles 11 or AW 11 B)	
Fine Art					
Fine Arts Diploma	Sept	2 years	\$6,050	Eng 12 C, portfolio, written statement	
Professional Photography Certificate	Sept	10 mos	\$8,085	Eng 11 C, portfolio, 300-word statement of expectations	
Professional Potter Advanced Diploma	TBD	1 year	\$10,340	Visual Art & Design Diploma focused on ceramics or BFA in ceramics, portfolio, 300-word letter of Intent	
Interactive Media					
Advanced Communication and Interactive Design - Interactive Media Diploma	Sept	3 years	\$9,070	Eng 12 C	
Communication Design - Interactive Media Diploma	Sept	2 years	\$5,745	Eng 12 C	
Mobile Application Development Certificate	Sept	1 year	\$3,025	Eng 12 C	
Web & Mobile Application Development - Interactive Media Diploma	Sept	2 years	\$6,050	Eng 12 C	
Web Design - Interactive Media Certificate	Sept	1 year	\$3,025	Eng 12 C	
Accessible Learning Options					
Employment Transition	Sept, Jan	1 year	\$175/course	Documented cognitive or mental health disability, instructor interview	
Employment Transition Kitchen Assistant	Jan 2020	25 weeks	\$3,200	Identified executive functioning challenge, barrier to learning, instructor interview	
Practical Academics for the Workplace	Sept, Jan	1 year	\$1,155	Documented cognitive or mental health disability, instructor interview	
Workplace Professionalism: Skills for Employment Retention	Sept, Jan	1 year	\$1,155	Documented cognitive or mental health disability, instructor interview	

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PROGRAM	START	LENGTH	TUITION	ACADEMIC ADMISSION REQUIREMENTS	LOCATION
Health					
Bachelor of Science in Nursing Degree Vancouver Island University degree	Sept	4 years	\$15,570	Eng 12 C+, Bio 12 C+, Chem 11 C+, Math C+ (Principles 11, Applications 12, Foundations 12, or Pre-Calculus 11)	CV 
Health Care Assistant Certificate	CV: Aug, Nov, Jan CR: Sept, Feb PA: Sept; PH: Jan	PA: 1 yr CV: 7 mos	\$3,025	Eng 11 C+, HCA Intake package	CV CR PA PH UC 
Practical Nursing Diploma	Sept	2 years	\$10,875	Grade 12, Eng 12 C+, Bio 12 C, Math C (Foundations 11, or Pre-Calculus 11)	CR PA
Human Services					
Early Childhood Care & Education Certificate	Sept	1 year	\$3,360	Eng 12 C, Requisite Skills & Abilities document	CV CR PA
Early Childhood Care & Education Diploma	Sept	18 mos - 3 yrs	\$2,260	Early Childhood Care & Education Certificate	CV CR PA PH UC 
Human Services Certificate: Educational Assistant/Community Support	Sept	1 year	\$3,425	Eng 12 C+, volunteer experience, letter of intent, Requisite Skills & Abilities document	CV
Human Services Certificate: Educational Assistant/ Community Support, Indigenous Focus	Sept	1 year	\$3,730	Eng 12 C+, volunteer experience, letter of intent, Requisite Skills & Abilities document	PA
Human Services Diploma	Sept	1 year	\$3,525	Education Assistant/Community Support Worker Certificate or Education Assistant/Community Support Certificate, Indigenous Focus	CV 
Social Service Diploma	Sept	2 years	\$7,050	Eng 12 C+, volunteer experience, letter of intent, Requisite Skills & Abilities document	CV 
Trades & Technical					
Construction					
Carpentry Apprenticeship Harmonized Levels 1-4	Varies	7 wks/1yr	\$670/1yr	Applicants must be ITA approved apprentices	CV
Carpentry Foundation Harmonized Certificate	CV: Sept PA: Jan	24 wks	\$2,020	Eng 10 C or Comm 12 C+, Math C (Foundations 10, Principles 10, Applications 11, AW 11, Pre-Calculus 10)	CV PA
Electrician Apprenticeship Harmonized	Varies	10 wks/1yr	\$960/1yr	Applicants must be ITA approved apprentices	CR
Electrician Foundation Harmonized	Jan, Feb, Sept	24 wks	\$2,020	Eng 11 or Comm 12 C+, Math 11 C+ (Principles, Foundations or Pre-Calculus) or NIC Electrical Foundation Accuplacer Assessment	CR
Joinery/Cabinetmaking Foundation	Sept	39 wks	\$3,025	Eng 10 C or Comm 11 C+, Math C (Foundations 10, Principles 10, Applications 11, AW 11, or Pre-Calculus 10)	PA
Metal Fabrication Foundation	Sept 2020	5 mos	\$1,680	Eng 10 C, NIC Metal Trades Assessment, Registered in Welder Foundation preceding the start of Metal Fabrication Foundation or completion of Welder Foundation, Level B, Level A, or Apprenticeship Welding training	CR
Plumbing & Piping Foundation	Jan	24 wks	\$2,355	NIC Piping Trades Assessment	CV
Plumbing Apprenticeship Training	Varies	6 - 8 wks/1yr	\$575 - \$770	Applicants must be ITA approved apprentices	CV
Welder Apprenticeship Harmonized	Continuous entry	5 - 10 wks/1yr	\$765 - \$960	Applicants must be ITA approved apprentices	CR PA
Welding Levels B & A	Continuous entry	B: 16 wks A: 8 wks	\$675 - \$1,345	Level B: Completion of Level C or Foundation, minimum work hours. Level A: Completion of Level B, minimum work hours	CR PA
Welder Foundation Harmonized Certificate	Continuous entry	28 wks	\$2,355	Eng 10 C, Math C (Principles 10, Applications 11, AW 11, Foundations 11)	CR PA
Culinary Arts					
Professional Cook (Culinary Arts)	Varies	1: 7 mos 2: 3 mos 3: 2 mos	\$675 - \$2,355	NIC Culinary Arts program assessment, Food Safe Level 1	CR PA
Culinary Business Operations Diploma	Sept	12 mos	\$5,190	FoodSafe Level 1 plus one of (1) Eng 10 C and Math C (Principles 10, Applications 11, AW 11, Foundations 11) or (2) NIC Culinary Arts program assessment	CR 
Culinary Business Operations Advanced Diploma	Sept	24 mos	\$9,825	Eng 12 C, Math (Principles 11 C, Pre-Calculus 11 C, Applications 12 C, Foundations 11 C+), FoodSafe Level 1	CR 
Resource Trades					
Aquaculture Technician Certificate	Jan	4 mos	\$3,590	Eng 10 C, Math C (Principles 10, Applications 11, AW 11, Foundations 11)	CR
Aquaculture Technician Diploma	Sept	1 year	\$3,590	Aquaculture Technician Certificate	CR
Coastal Forest Worker Certificate	Jan	4.5 mos	\$4,600	Grade 12 or Eng 10 C, Math C (Principles 10, Applications 11, AW 11, Foundations 11)	CR
Underground Mining Essentials Certificate	TBD	4 mos	\$8,575	Eng 10 C, Math C+ (Principles 10, Pre-Calculus 10 or Foundations 10)	CR
Transportation Trades					
Aircraft Structures Technician (AME-S)	Sept	40 wks	\$3,025	Eng 11 or Communications 12 C+, Math C+ (Principles 10, Applications 11, AW 11, or Foundations 11)	CR
Automotive Service Technician Foundation Harmonized Certificate	Sept	29 wks	\$2,355	Eng 10 C, Math C (Principles 10, AW 10, or Foundations 10, Pre-Calculus 10, Applications 11)	CR PA
Heavy Duty Apprenticeship Training Levels 1 - 4	Varies	4 - 10 wks /level	\$385 - \$960 /level	Applicants must be ITA approved apprentices	CR
Heavy Mechanical Foundation	Sept, Jan	36 wks	\$3,735	Eng 11 C or Comm 12 C+, Math C+ (Principles 10, Applications 11, AW 11, or Foundations 11)	CR
Upgrading					
Adult Basic Education: All levels up to Grade 12	Sept - Jun	Varies	Tuition-Free	Educational advisor meeting, possible assessment	CV CR PA PH UC 
BC Adult Graduation Diploma	Sept - Jun	Varies	Tuition-Free	Educational advisor meeting, possible assessment	CV CR PA PH UC 
Continuing Education					
Activity Assistant Certificate	Sept	4 mos	\$2,645	Health Care Assistant Certificate or Home Support/Resident Care Certificate or equivalent	CV
Animal Care Aide Certificate	Oct	8 mos	\$2,380	Eng 11 C, Math C (Principles 11, Applications 11, Intro 11, Foundations 11, AW 11, Trades 11 or Consumer 11)	CV
Hospital Unit Clerk Certificate	Sept	9 mos	\$4,665	Eng 12 C, Math C (Principles 10, AW 10, Foundations 10 or Applications 10), and keyboarding 50 wpm with 3 errors or less	CR
Metal Jewellery Design Certificate	Sept	8 mos	\$5,745	Eng 10 C, min age 18	CR

Tuition amounts shown as approximates. Some programs are available in full and part-time options. Information is accurate at time of publication and may change. Check www.nic.bc.ca for the most up-to-date information.

Appendix D – List of Partnership Agreements

A snapshot of NIC partnership agreements as published at www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements/.

Canadian Post-Secondary Institutions

- Alberta College of Art and Design, Articulation Agreement, Fine Arts Diploma Program
- Assiniboine Community College, Canadore College, Loyalist College, Nova Scotia CC, Portage College, Red River College, Winnipeg Technical College, Algonquin College, MOU, College Transferability Network
- BCcampus and Camosun College/Vancouver Island University and NIC, MOU - Vancouver Island Early Learning Care/Early Childhood Education and Care Online Collaborative Program
- Camosun College
 - MOU on Exercise and Wellness
 - MOU on Teaching & Learning
- Camosun College and Vancouver Island University, MOU, re Project Based Training
- Camosun College, University of Victoria, Royal Roads University, Vancouver Island University, Vancouver Island Public Post-Secondary Alliance Agreement
- Cegep de Sherbrooke (Quebec), General Agreement of Cooperation
- College of New Caledonia, Okanagan College, Selkirk College, MOU for Multi-institution Enrolment and Delivery of ABT courses
- College of the Rockies, MOU re Block Transfer
- Emily Carr University of Art + Design, Articulation Agreement, Bachelor of Fine Arts, Bachelor of Design, Bachelor of Media
- Pacific Coast University for Workplace Health Sciences
 - Memorandum of Agreement for Workplace Health Sciences
 - Block Transfer Agreement
- Royal Roads University
 - Guaranteed Admission Agreement Addendum
 - MOU Regarding Block Transfer, re School of Environment and Sustainability programs
 - MOU Regarding Block Transfer, re Bachelor of Arts in Interdisciplinary Studies program
 - MOU Regarding Block Transfer, re Bachelor of Arts in Justice Studies program
 - MOU Regarding Block Transfer, re Bachelor of Arts in Professional Communication
 - MOU Regarding Block Transfer re Global Tourism Management
 - MOU Regarding Block Transfer re International Hotel Management
- Simon Fraser University, MOU
- University of Manitoba
 - MOU
 - Supplementary Student Mobility Agreement
- University of Northern British Columbia, Dual Admission Agreement
- University of Victoria
 - Dual Admission Agreement
 - Guaranteed Admission Agreement for Transfer Students
 - Engineering Transfer
- Vancouver Island Community Research Alliance, MOU for development of Vancouver Island Community Research Alliance (VICRA)
- Vancouver Island University
 - Bi-Lateral Agreement
 - Collaboration Agreement, Bachelor of Science in Nursing
 - Guaranteed Admission for International Students
 - Institutional Agreement for MBA.MScIB Guaranteed Admission
 - Letter of Agreement for Recreation and Tourism

- Letter of Understanding, Pre-Education Program for Teachers in Training at North Island College-Port Alberni/Vancouver Island University
- Transfer Credit Agreement for Vancouver Island University's Bachelor of Arts Degree, Major in Graphic Design
- Transfer Credit Agreement for Vancouver Island University's Bachelor of Arts Degree, Major in Visual Arts

School Districts

- School District 64 Gulf Islands, MOU
- School District 69 Qualicum
 - Letter of Understanding for Adventure Guiding Dual Credit Pilot
 - MOU, Dual Credit Winchelsea Place 2016-2019
- School District 70 Alberni, MOU Dual Credit
- School District 71 Comox Valley, Dual Credit
- School District 71 Comox Valley and School District 72 Campbell River, Letter of Understanding for Professional Cook 1
- School District 72 Campbell River, MOU, dual credit
- School District 85 Vancouver Island North, MOU Dual Credit. 2016-2019

Community Agreements

- BC Study Abroad BC Council for International Education, MOU
- Campbell River Community Accord, Campbell River Community Accord in Support of Workforce Development
- Campbell River Community Literacy Association, MOU
- Colleges and Institutes Canada, Indigenous Education Protocol for Colleges and Institutes
- Huu-ay-aht First Nations, MOU to identify mutual interest in the development of innovative opportunities to increase trades and technical training
- Island Health, MOU Health Leadership & Health Services Research Collaboration
- Literacy Alberni Society
 - MOU between Literacy Alberni Society and North Island College
 - MOU between NIC and the Literacy Alberni Society (LAS) towards creating opportunities for LAS participants to transition to further College upgrading courses
- Multicultural and Immigrant Services Association of North Vancouver Island, MOU for the Delivery of Service for Immigrants of the Comox Valley, Campbell River and Mount Waddington Region of Vancouver Island
- Namgis First Nation, MOU for the Delivery of Adult Education Resources and Programming on Coromorant Island

International Agreements

- BELGIUM
 - Karel de Grote University College
 - MOU of Academic Cooperation
 - Reciprocal Exchange Agreement
- BRAZIL
 - Instituto Federal de Educacao, Ciencia e Tecnologia do Amazonas (IFAM), MOU
- CANADA
 - Centre for International Studies and Cooperation and World University Service of Canada
 - Uniterra Leave for Change a Collaborative Agreement
 - Uniterra Students Without Boards a Collaborative Agreement
- CHILE
 - Instituto Profesional Duoc UC
 - MOU on Academic Cooperation
 - Reciprocal Student Exchange Agreement
- CHINA
 - Beijing College of Finance and Commerce, MOU
 - Beijing Information Management School, General Agreement of Cooperation
 - Jiangsu Maritime Institute, Institute MOU on Academic Cooperation
 - Maple Ridge International School, MOU on Academic Cooperation
 - Pioneer International Education Inc. Canada, MOU on Academic Cooperation
 - Qingdao Ocean Shipping Mariners College, MOU
- DENMARK
 - University College Absalon, Reciprocal Student Exchange Agreement
 - University College Sjaelland, MOU
- FRANCE
 - Institut Supérieur de Gestion (ISG), Agreement for Collaboration
- GERMANY
 - International School of Management (ISM)
 - MOU on Academic Cooperation
 - Reciprocal Student Exchange Agreement
- JAPAN
 - Baiko Gakuin University, MOU
 - Center for International Education, Kansai Gaidai University
 - General Agreement of Cooperation
 - MOU
 - Fukuoka Futaba Junior and Senior High School, MOU on Academic Cooperation
 - Nagoya University of Foreign Studies
 - General Agreement of Cooperation
 - MOU
- MEXICO
 - Facultad de Contaduria y Administracion of Universidad Autonoma de Yucatan, MOU for Student Exchange
 - University Madero (UMAD), General Agreement of Cooperation
- NORWAY
 - Inland Norway University of Applied Sciences, Agreement for Collaboration and Exchange
- PHILIPPINES
 - Cebu Normal University, General Agreement of Cooperation
 - CIE British School, MOU on Academic Cooperation between North Island College and CIE School of Business and Information Technology
 - Holy Angel University, MOU on Academic Cooperation
- SCOTLAND

- City of Glasgow College, General Agreement of Cooperation
- Robert Gordon University Aberdeen
 - Advanced Entry Agreement
 - General Agreement of Cooperation
- UNIVERSITY MOBILITY IN ASIA AND THE PACIFIC (UMAP)
 - UMAP International Secretariat, Multilateral Student Exchange Program
- USA
 - Kapi'olani Community College, MOU on Academic Cooperation
 - University of California Riverside, International Education Programs, MOU
- VIETNAM
 - Saigontourist Hospitality College, MOU on Academic Cooperation

Appendix E –Program Area Groupings

NIC student enrolment data in this document have been presented by the program-area groupings shown here in Table 17.

Table 17, Program Area Groupings, NIC

Program Area Groupings	
<p>Adult Upgrading</p> <ul style="list-style-type: none"> ABE Access for Students with Disabilities English Language Program English Language Services for Adults Foundation Skills <p>Health & Human Services</p> <ul style="list-style-type: none"> Activity Assistant Community Mental Health Worker Early Childhood Care & Education Health Care Assistant Hospital Unit Clerk Human Services LPN Bridging Nursing: Bachelor of Science Practical Nursing Practical Nursing Access <p>Fine Arts and Design</p> <ul style="list-style-type: none"> Fine Arts Interactive Media & Graphic Design Metal Jewellery Design Professional Photography <p>University Transfer</p> <ul style="list-style-type: none"> English Humanities & Social Science Information Technology & Computer Science Mathematics & Science <p>Career and Industry Training</p> <ul style="list-style-type: none"> Animal Care Aide Career Development Certificate Exercise And Wellness Greenhouse Management Hairdressing / Esthetics / Nail Technician Occupational Skills 	<p>Foundation Trades</p> <ul style="list-style-type: none"> Access Education Construction Labourer Aircraft Structures Mechanic Professional Cook Automotive Service Technician Foundation Carpentry Foundation Drafting Electrical Foundation Electronics Technician: Core Electronics Technician: Industrial Automation Employment Transition Culinary Assistant Heavy Duty & Commercial Transport Mechanics Heavy Equipment Operator Joinery/Cabinetmaking Foundation Landscape Horticulture Fundamentals Metal Fabrication Foundation Plumbing & Piping Foundation Welder Foundation Welding Levels C - A Work Experience Trades <p>Apprenticeship Training</p> <ul style="list-style-type: none"> Apprenticeship: Carpentry Apprenticeship: Construction Electrician Apprenticeship: Heavy Duty Mechanic Apprenticeship: Landscape Horticulture Apprenticeship: Lather Apprenticeship: Millwright Apprenticeship: Plumbing Apprenticeship: Welding <p>Business and Tourism</p> <ul style="list-style-type: none"> Applied Business Technology Business Administration - All Levels Tourism & Hospitality Management Tourism: Adventure Guiding Tourism: Adventure Tourism Tourism: Hospitality Distance Learning

Appendix F – Maps

Figure 44, North Island College Region



SOURCE: NORTH ISLAND COLLEGE

Figure 45, School Districts in the NIC Region



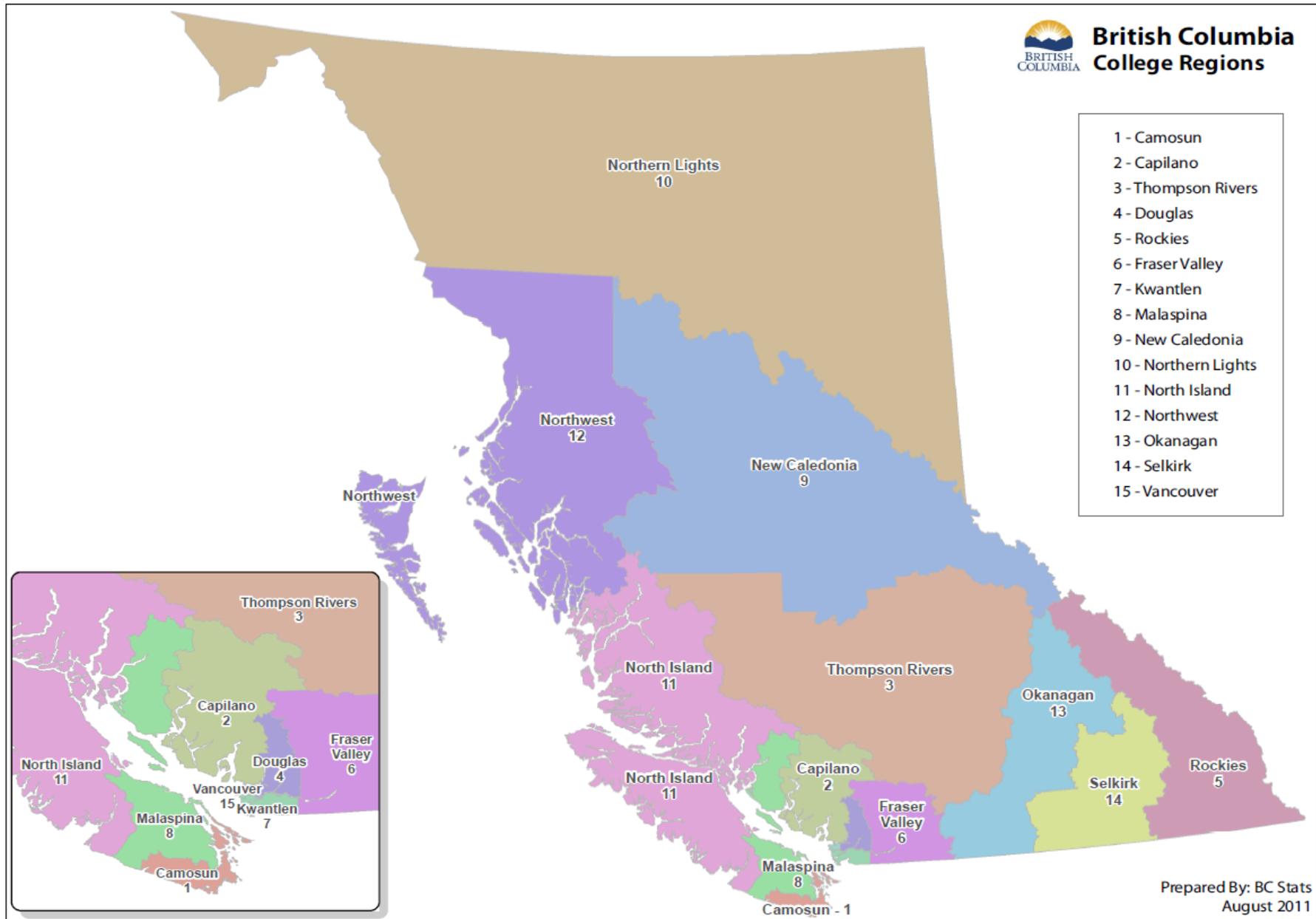
SOURCE: NORTH ISLAND COLLEGE

Figure 46, First Nations and Traditional Territories of the NIC Region



SOURCE: NORTH ISLAND COLLEGE

Figure 47, B.C. College Regions



SOURCE: BC STATS

Appendix G – Post-Secondary Central Data Warehouse Standard Reports

The Post-Secondary Central Data Warehouse (CDW) contains student-level data submitted by 21 of B.C.'s public post-secondary institutions, including colleges, institutes and seven universities. The University of British Columbia, University of Victoria, Simon Fraser University and University of Northern British Columbia do not submit data to the CDW and are not represented in these reports. CDW data capture methods and reporting process differ from NIC methods; therefore, moderate variations in headcount numbers are expected from NIC headcount data reported in other sections of this document.

Student Headcount¹ by Institution by Fiscal Year 2015/16 to 2018/19

	Domestic Students				International Students ²				Total Student Headcount			
	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
COLLEGES												
Camosun College	17,800	17,865	17,115	16,700	1,665	1,975	2,085	2,165	19,465	19,840	19,200	18,860
Coast Mountain College	4,600	4,665	3,665	3,555	15	20	110	260	4,615	4,685	3,775	3,815
College of New Caledonia	7,715	7,360	7,195	6,770	520	785	1,250	1,665	8,235	8,145	8,445	8,440
College of the Rockies	9,475	9,665	9,705	9,880	390	420	570	570	9,865	10,090	10,270	10,445
Douglas College	21,495	21,675	21,375	20,820	3,210	3,560	4,430	4,970	24,710	25,235	25,805	25,790
Langara College	18,155	17,735	16,375	16,090	3,935	5,775	6,860	6,830	22,090	23,510	23,235	22,920
North Island College	8,180	7,795	7,895	7,505	330	380	505	580	8,510	8,175	8,400	8,085
Northern Lights College	6,360	4,045	3,045	2,450	465	610	575	635	6,825	4,655	3,620	3,085
Okanagan College	18,465	18,765	19,145	19,415	1,000	1,325	1,775	1,990	19,465	20,090	20,925	21,405
Selkirk College	11,525	11,040	9,535	9,055	760	890	1,180	1,330	12,285	11,925	10,715	10,380
Vancouver Community College	14,925	14,060	13,765	13,905	745	935	1,200	1,580	15,675	14,990	14,960	15,480
Total	138,700	134,670	128,810	126,135	13,035	16,670	20,535	22,575	151,735	151,345	149,345	148,710
INSTITUTES												
British Columbia Institute of Technology	39,635	39,545	39,565	38,390	3,110	3,950	4,810	5,695	42,745	43,495	44,375	44,085
Justice Institute of British Columbia	24,505	23,940	25,160	31,140	1,760	1,880	2,005	1,150	26,260	25,820	27,165	32,285
Nicola Valley Institute of Technology	1,365	1,285	1,295	1,500	45	*		10	1,410	1,290	1,295	1,510
Total	65,505	64,775	66,020	71,030	4,910	5,835	6,815	6,855	70,415	70,610	72,835	77,885
UNIVERSITIES (not including UBC, UVic, SFU, and UNBC)												
Capilano University	10,385	9,065	8,295	7,675	1,135	1,375	1,925	2,500	11,520	10,440	10,225	10,175
Emily Carr University of Art and Design	3,460	3,395	3,160	2,950	475	535	600	555	3,935	3,930	3,760	3,505
Kwantlen Polytechnic University	16,885	16,910	16,900	17,435	2,285	2,950	5,220	4,845	19,170	19,860	22,120	22,275
Royal Roads University	3,065	3,245	3,265	3,190	1,140	1,230	1,025	1,210	4,205	4,475	4,290	4,395
Thompson Rivers University	22,970	23,900	24,245	24,685	3,680	4,085	5,015	6,350	26,650	27,985	29,260	31,035
University of the Fraser Valley	13,030	13,230	13,055	13,295	1,360	1,585	1,990	2,670	14,390	14,815	15,040	15,965
Vancouver Island University	13,240	13,060	12,680	12,435	2,160	2,070	2,285	2,665	15,400	15,135	14,970	15,100
Total	83,030	82,805	81,610	81,660	12,240	13,835	18,060	20,790	95,270	96,635	99,670	102,450
Unique Headcount³	276,800	272,255	266,810	268,040	29,400	35,080	43,590	48,820	306,200	307,335	310,400	316,865

1. Student headcount represents the number of students registered in all reported instructional activity, including skills courses (e.g. community education) and developmental activity (e.g. qualifying/remedial). Non-Canadians with no visa status studying outside Canada at offshore campuses or via the Internet are not included in these reports.

2. International students are those students who pay an international fee for at least one course in the period.

3. In the unique headcount, students who are identified as attending more than one institution are only counted once. This number represents the number of students served by the participating institutions as a whole.

May 2019 Data Submission
Date: July 1, 2019

Ministry of Advanced Education, Skills & Training

Standard Reports - Institution Headcount

Student Headcount¹ by Institution by Academic Year 2014/15 to 2017/18

	Domestic Students				International Students ²				Total Student Headcount			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
COLLEGES												
Camosun College	17,055	17,730	17,535	16,980	1,495	1,615	1,935	2,080	18,550	19,350	19,470	19,060
Coast Mountain College	5,130	4,695	4,135	3,545	*	15	25	145	5,135	4,710	4,160	3,690
College of New Caledonia	8,105	7,960	7,235	7,170	460	520	925	1,445	8,565	8,480	8,160	8,610
College of the Rockies	9,805	9,490	9,790	9,640	385	390	435	575	10,190	9,885	10,220	10,215
Douglas College	21,685	21,310	21,305	20,980	2,175	2,515	3,070	4,240	23,860	23,825	24,375	25,220
Langara College	17,450	18,055	16,865	15,765	2,945	4,065	5,985	6,950	20,395	22,115	22,850	22,715
North Island College	8,190	8,020	7,685	7,485	295	350	370	555	8,485	8,370	8,055	8,040
Northern Lights College	7,010	5,550	3,375	2,685	445	505	670	660	7,455	6,060	4,045	3,345
Okanagan College	18,280	18,580	19,115	18,940	935	1,080	1,485	1,715	19,210	19,660	20,600	20,655
Selkirk College	11,495	11,790	10,370	9,540	570	820	970	1,350	12,065	12,605	11,340	10,890
Vancouver Community College	16,120	14,850	13,780	13,875	595	750	905	1,260	16,715	15,600	14,680	15,135
Total	140,325	138,035	131,185	126,605	10,295	12,630	16,775	20,975	150,625	150,660	147,960	147,580
INSTITUTES												
British Columbia Institute of Technology	41,705	42,020	41,540	41,285	2,590	3,430	4,265	4,615	44,295	45,450	45,805	45,900
Justice Institute of British Columbia	30,620	25,560	25,290	27,100	435	710	625	295	31,055	26,270	25,915	27,390
Nicola Valley Institute of Technology	1,365	1,285	1,220	1,275	95	*	*	*	1,455	1,290	1,225	1,280
Total	73,685	68,870	68,050	69,660	3,115	4,140	4,895	4,910	76,805	73,010	72,945	74,570
UNIVERSITIES (not including UBC, UVic, SFU, and UNBC)												
Capilano University	11,200	10,050	8,410	8,115	995	1,140	1,410	2,070	12,195	11,190	9,820	10,185
Emily Carr University of Art and Design	3,355	3,535	3,355	3,000	470	480	540	570	3,825	4,015	3,895	3,570
Kwantlen Polytechnic University	17,210	17,125	16,650	16,875	2,245	2,290	3,185	5,935	19,450	19,410	19,835	22,805
Royal Roads University	3,390	3,465	3,630	3,675	495	585	600	625	3,885	4,050	4,230	4,300
Thompson Rivers University	26,855	27,190	28,015	28,185	2,885	3,210	3,935	5,685	29,735	30,400	31,945	33,865
University of the Fraser Valley	13,295	13,185	13,190	13,205	1,055	1,115	1,500	1,850	14,355	14,305	14,690	15,055
Vancouver Island University	13,940	12,760	12,720	12,460	2,130	2,070	2,075	2,280	16,070	14,825	14,790	14,740
Total	89,240	87,305	85,965	85,510	10,275	10,890	13,240	19,015	99,515	98,195	99,205	104,525
Unique Headcount³	286,970	282,400	274,355	271,100	23,035	26,700	33,335	43,095	310,005	309,105	307,690	314,195

1. Student headcount represents the number of students registered in all reported instructional activity, including skills courses (e.g. community education) and developmental activity (e.g. qualifying/remedial). Non-Canadians with no visa status studying outside Canada at offshore campuses or via the Internet are not included in these reports.

2. International students are those students who pay an international fee for at least one course in the period.

3. In the unique headcount, students who are identified as attending more than one institution are only counted once. This number represents the number of students served by the participating institutions as a whole.

October 2018 Data Submission
Date: December 1, 2018

Ministry of Advanced Education, Skills & Training

Standard Reports - Institution Headcount

Student Headcount¹ by Aboriginal Identity² by Academic Year 2013/14 to 2017/18

	Domestic Students				
	2013-14	2014-15	2015-16	2016-17	2017-18
Unique Headcount³					
Aboriginal Students	24,260	23,245	23,220	22,595	22,560
Non-Aboriginal Students	273,355	263,730	259,185	251,760	248,540
Total	297,615	286,970	282,400	274,355	271,100

1. Student headcount represents the number of students registered in all reported instructional activity, including skills courses (e.g. community education) and developmental activity (e.g. qualifying/remedial). Non-Canadians with no visa status studying outside Canada at offshore campuses or via the Internet are not included in these reports.

2. Aboriginal learners are students with Aboriginal ancestry who self-identified in the BC K-12 education system or who self-identify as Aboriginal at a BC public post-secondary institution. The Non-Aboriginal category may include Aboriginal learners who have not self-identified.

3. In the unique headcount, students who are identified as attending more than one institution are only counted once. This number represents the number of students served by the participating institutions as a whole.

October 2018 Data Submission
Date: December 1, 2018

Ministry of Advanced Education, Skills & Training

Standard Reports - Aboriginal Identity

Student Headcount¹ by Aboriginal Identity² by Academic Year 2013/14 to 2017/18

	Domestic Students				
	2013-14	2014-15	2015-16	2016-17	2017-18

British Columbia Institute of Technology

Aboriginal Students	1,430	1,465	1,525	1,570	1,595
Non-Aboriginal Students	39,720	40,235	40,495	39,970	39,690
Total	41,150	41,705	42,020	41,540	41,285

Camosun College

Aboriginal Students	1,195	1,180	1,160	1,240	1,220
Non-Aboriginal Students	16,060	15,875	16,575	16,295	15,760
Total	17,255	17,055	17,730	17,535	16,980

Capilano University

Aboriginal Students	595	575	495	440	425
Non-Aboriginal Students	12,185	10,625	9,560	7,970	7,690
Total	12,780	11,200	10,050	8,410	8,115

Coast Mountain College

Aboriginal Students	2,415	2,120	1,925	1,835	1,745
Non-Aboriginal Students	2,855	3,010	2,770	2,300	1,800
Total	5,270	5,130	4,695	4,135	3,545

College of New Caledonia

Aboriginal Students	2,315	2,125	2,080	1,760	1,775
Non-Aboriginal Students	6,805	5,980	5,880	5,480	5,390
Total	9,125	8,105	7,960	7,235	7,170

College of the Rockies

Aboriginal Students	830	845	810	800	795
Non-Aboriginal Students	9,495	8,960	8,680	8,985	8,845
Total	10,325	9,805	9,490	9,790	9,640

October 2018 Data Submission
Date: December 1, 2018

Ministry of Advanced Education, Skills & Training

Student Headcount¹ by Aboriginal Identity² by Academic Year 2013/14 to 2017/18

	Domestic Students				
	2013-14	2014-15	2015-16	2016-17	2017-18

Douglas College

Aboriginal Students	805	795	695	680	690
Non-Aboriginal Students	21,295	20,890	20,615	20,620	20,295
Total	22,100	21,685	21,310	21,305	20,980

Emily Carr University of Art and Design

Aboriginal Students	120	120	120	110	100
Non-Aboriginal Students	3,400	3,235	3,410	3,245	2,895
Total	3,520	3,355	3,535	3,355	3,000

Justice Institute of British Columbia

Aboriginal Students	1,705	1,865	1,755	1,870	2,090
Non-Aboriginal Students	26,365	28,755	23,805	23,420	25,005
Total	28,070	30,620	25,560	25,290	27,100

Kwantlen Polytechnic University

Aboriginal Students	605	600	720	695	620
Non-Aboriginal Students	16,835	16,605	16,405	15,955	16,255
Total	17,440	17,210	17,125	16,650	16,875

Langara College

Aboriginal Students	385	385	435	410	360
Non-Aboriginal Students	17,940	17,065	17,615	16,455	15,405
Total	18,325	17,450	18,055	16,865	15,765

Nicola Valley Institute of Technology

Aboriginal Students	1,015	865	1,000	925	985
Non-Aboriginal Students	490	500	285	300	290
Total	1,505	1,365	1,285	1,220	1,275

October 2018 Data Submission
Date: December 1, 2018

Ministry of Advanced Education, Skills & Training

Student Headcount¹ by Aboriginal Identity² by Academic Year 2013/14 to 2017/18

	Domestic Students				
	2013-14	2014-15	2015-16	2016-17	2017-18
North Island College					
Aboriginal Students	1,210	1,230	1,135	1,205	1,160
Non-Aboriginal Students	7,395	6,960	6,885	6,475	6,325
Total	8,605	8,190	8,020	7,685	7,485
Northern Lights College					
Aboriginal Students	1,405	1,255	1,065	655	560
Non-Aboriginal Students	5,990	5,755	4,485	2,720	2,125
Total	7,395	7,010	5,550	3,375	2,685
Okanagan College					
Aboriginal Students	1,605	1,600	1,735	1,755	1,785
Non-Aboriginal Students	16,830	16,680	16,845	17,360	17,150
Total	18,435	18,280	18,580	19,115	18,940
Royal Roads University					
Aboriginal Students	150	170	190	235	230
Non-Aboriginal Students	3,150	3,220	3,275	3,395	3,445
Total	3,300	3,390	3,465	3,630	3,675
Selkirk College					
Aboriginal Students	675	695	775	705	645
Non-Aboriginal Students	10,505	10,795	11,010	9,665	8,895
Total	11,180	11,495	11,790	10,370	9,540
Thompson Rivers University					
Aboriginal Students	2,865	2,795	2,870	3,080	3,135
Non-Aboriginal Students	24,300	24,055	24,320	24,930	25,050
Total	27,165	26,855	27,190	28,015	28,185

October 2018 Data Submission
Date: December 1, 2018

Ministry of Advanced Education, Skills & Training

Student Headcount¹ by Aboriginal Identity² by Academic Year 2013/14 to 2017/18

	Domestic Students				
	2013-14	2014-15	2015-16	2016-17	2017-18
University of the Fraser Valley					
Aboriginal Students	1,110	1,120	1,095	1,015	1,000
Non-Aboriginal Students	12,605	12,175	12,090	12,180	12,205
Total	13,715	13,295	13,185	13,190	13,205
Vancouver Community College					
Aboriginal Students	815	745	750	655	675
Non-Aboriginal Students	18,590	15,380	14,095	13,125	13,200
Total	19,405	16,120	14,850	13,780	13,875
Vancouver Island University					
Aboriginal Students	2,135	1,925	1,885	1,965	1,955
Non-Aboriginal Students	12,820	12,015	10,870	10,755	10,505
Total	14,955	13,940	12,760	12,720	12,460

1. Student headcount represents the number of students registered in all reported instructional activity, including skills courses (e.g. community education) and developmental activity (e.g. qualifying/remedial). Non-Canadians with no visa status studying outside Canada at offshore campuses or via the Internet are not included in these reports.

2. Aboriginal learners are students with Aboriginal ancestry who self-identified in the BC K-12 education system or who self-identify as Aboriginal at a BC public post-secondary institution. The Non-Aboriginal category may include Aboriginal learners who have not self-identified.

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Ministry of Advanced Education, Skills & Training

Standard Reports - Aboriginal Identity

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NORTH ISLAND COLLEGE



ENVIRONMENTAL SCAN

In Support of the 2020-2025 Strategic Planning Process | October 2019