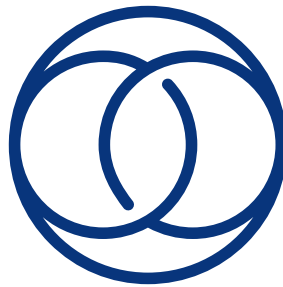


BUILD



STRATEGIC PLAN AND YEAR 5 DASHBOARD

NORTH ISLAND COLLEGE



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

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



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Work on each of the following elements takes place in tandem as we build NIC together:

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Look for the *Working Together* symbol to see how *BUILD 2026* supports and works with NIC's Indigenization Plan.

WELCOME

BUILD 2026 is North Island College's commitment to ensure students are at the centre of everything we do. The plan is founded on our passionate belief that learning empowers people and builds healthier and more resilient communities.

It is our promise to support unique people and communities through individualized learning.

Visit [Plans and publications](#) on our website to see how we continue to build NIC together.

MISSION

WORKING TOGETHER, NIC BUILDS HEALTHY AND THRIVING COMMUNITIES, ONE STUDENT AT A TIME.

BUILD 2026 represents a strengthening of our commitment to the many, diverse communities we serve. It is about raising our ambitions together with community. In many ways, we are putting down roots, and we are asking you to join us.

Originally created during COVID-19, this plan is designed to be responsive and has been adjusted annually to meet students' and communities' ever-changing needs.

This plan takes individualized education and training further, so more people can discover, grow and transform themselves through education, as they prepare for rewarding careers, participate in shifting economies and contribute to more diverse and just societies.

VISION

BY 2026, NIC WILL DELIVER BC'S BEST INDIVIDUALIZED EDUCATION AND TRAINING EXPERIENCE.

Though our vision is ambitious, we are ready. We respond quickly to students' needs when they need it most.

BUILD 2026 requires us to work with students and communities to be more resilient. It invites us to continue to be responsive and refine our operations to meet ongoing change.

We are grateful to align *BUILD 2026* with NIC's first Indigenization plan, *Working Together*.

The two overarching plans, reinforced by a growing number of integrated and supporting plans, guide our work as we strive to be Indigenous serving, ensure education and training is accessible and meet the social and economic needs of students and communities across the region.

YEAR 5 IN REVIEW

NIC has completed the final year of the BUILD 2026 strategic plan that focused on upholding our mission of helping to strengthen the communities we serve.

Despite many challenges over the past five years, NIC delivered results across a wide range of measures pertaining to programming, infrastructure, Indigenization and health and well-being.

ADAPTING TO CHANGE

Over the past five years, NIC has faced a rapidly shifting external landscape, impacted initially by the COVID pandemic and recently by federal and provincial directives. Primary among these is the federal government's January 22, 2024 pivot on immigration, reducing study-permit approvals for international students and post-graduation work-permit eligibility, which resulted in an unprecedented decline in international student enrolment nationwide. For NIC, this has created a 41% decline in full-time international student enrolment – from a record-high of 640 FTEs in 2024/25 to 380 FTEs in 2025/26.

This translated to a \$3.3 million reduction in tuition revenue overall for the college, straining NIC's finances and capacity to deliver programs.

Additionally, the June 10, 2025 provincial mandate letter directed NIC to review all its programs and initiatives to ensure it continues to offer only those which: remain relevant, efficient and sustainable; contribute to economic growth; and continued commitment to lasting and meaningful Reconciliation with Indigenous partners.

DIFFICULT DECISIONS

In response to financial constraints, NIC has taken steps to ensure its sustainability and uphold its commitment to students and communities. Over the first half of 2025, the college initiated a difficult but necessary organizational realignment by adjusting staffing levels to match our new enrolment and financial realities. Staffing reductions occurred across all employee groups and were achieved, to a significant extent, through voluntary measures; however, involuntary layoffs and reductions were also unfortunately required.

Concurrently, in response to the Ministry's mandate letter, the college initiated a new annual Program Impact Assessment (PIA) process. The PIA process resulted in the suspension of several programs, effective Fall 2026. Though difficult, the process supports the college's goal of focusing resources on core offerings, including those that swiftly address skilled-worker shortages. It also supports our pursuit of structural solutions, new revenue streams and cost reductions to meet funding challenges created by declining international student numbers as well as recent tariff-related economic pressures.

STRENGTH IN COMMITMENT

These tough decisions aim to preserve the overall quality, accessibility and financial health of NIC's education and services. Despite the challenges of this transition, NIC remains committed to its students and communities.

In Fall 2025, North Island College celebrated its 50th anniversary – a milestone shaped by a half-century of innovation, resilience and deep connection to community. This coincided with the opening of the college's first-ever student housing commons, located at the Comox Valley campus. The new facility, built in partnership with the provincial government as part of its "Homes for BC" housing plan, was gifted the name tul'al'txw by the K'ómoks First Nation. The tul'al'txw student housing represents the NIC's continued commitment to support learners from all regions the college serves.



Student Housing Commons
NIC Comox Valley Campus

YEAR 5 IN REVIEW CONTINUED



PLANNING OUR PATH FORWARD

Between July and December 2025, NIC undertook initial strategic planning activities, including an environmental scan and engagement with employees, students, Indigenous communities, governments, employers and community organizations across the region. This work generated valuable early insights to inform future strategic direction. As the province continues its review of the public post-secondary system, NIC is pausing further strategic planning activities, pending ministerial direction arising from that review. During this period, the college will continue to meet the requirements set out in the annual Ministry mandate letter.



Lisa Domae PhD, RPP
President and CEO,
North Island College



Nancy Arsenault PhD
Chair, North Island College
Board of Governors

Working together to support students and communities.

NIC's two overarching strategic and Indigenization plans, ***BUILD 2026*** and ***Working Together***, are supported by ***Widening Our Doorways***, ***Journeying Together***, ***The CARE² Plan***, and ***Thriving Together - People Plan***.

Through the implementation of these plans, the College ensures all learning at NIC is relevant and accessible, connects students and faculty with Indigenous perspectives and supports the mental health, wellbeing and success of all members of the college community. The six plans work collectively to realize connected goals, measures and targets which support student success, strengthen communities and foster lasting, meaningful reconciliation across the region.



Look for the *Working Together* symbol throughout this document to see how the ***BUILD 2026*** actions support the goals from NIC's first Indigenization Plan.

27 Commitments

NIC's commitments were confirmed during the 2019 consultation with employees, students and community members. In 2021, the commitments were further defined, integrated and amended to meet students' changing learning needs.

These commitments inspired our *People* action statements.

ENGAGING PEOPLE

1. Healthy and Productive Workplaces
2. People Development
3. Employee Engagement and Collaboration

These commitments inspired our *Frame, Doorways and Rooms* action statements.

SUPPORTING STUDENTS

Caring and Supportive

4. Student Well-Being
5. Student Support and Persistence

Access

6. Program Entry
7. Learning and Services
8. Pathways to Learning

Learning and Programming

9. Indigenous-Led Education
10. Community-Connected Learning
11. Self-Directed and Customized Learning
12. Global Learning
13. Program Response and Renewal

These commitments inspired our *Foundation, Windows and Roof* action statements.

STRENGTHENING THE COLLEGE

Enrolment Services

14. Brand and Identity
15. Marketing & Recruitment
16. Integrated Enrolment

Infrastructure

17. Teaching and Learning
18. Finances
19. Information Technology
20. Campuses and Centres

Leadership

21. Reconciliation
22. Diversity, Equity and Inclusion
23. Transparency and Accountability

These commitments inspired our *Environment and Communities* action statements.

ENVIRONMENT

24. Climate and Sustainability

SERVING COMMUNITIES

25. Serving the People of the Region
26. Community Engagement
27. Social and Economic Development of the Region

9 Action Statements

Our vision, while ambitious, will be realized when we turn our commitments into action statements.

This action statement was inspired by our *Engaging People* commitments.

People

1. We will recruit, encourage, develop and retain a supportive, inclusive and diverse community of employees.

This action statement was inspired by our *Strengthening the College* commitments.

Foundation

2. We will strengthen our core operations to make NIC more resilient and agile.

These action statements were inspired by our *Supporting Students* commitments.

Frame

3. We will embed caring learning services that support students in their studies.

Doorways

4. We will increase the many ways students can access education and training at NIC.

Rooms

5. We will examine and renew our programs, the types of credentials we offer and the needs of the unique communities we serve.

These action statements were inspired by our *Strengthening the College* commitments.

Windows

6. We will raise awareness about the quality and diversity of learning at NIC.

Roof

7. We will develop diverse, inclusive and accountable processes that support college employees and provide new opportunities to contribute.

These action statements were inspired by our *Serving Communities* commitments.

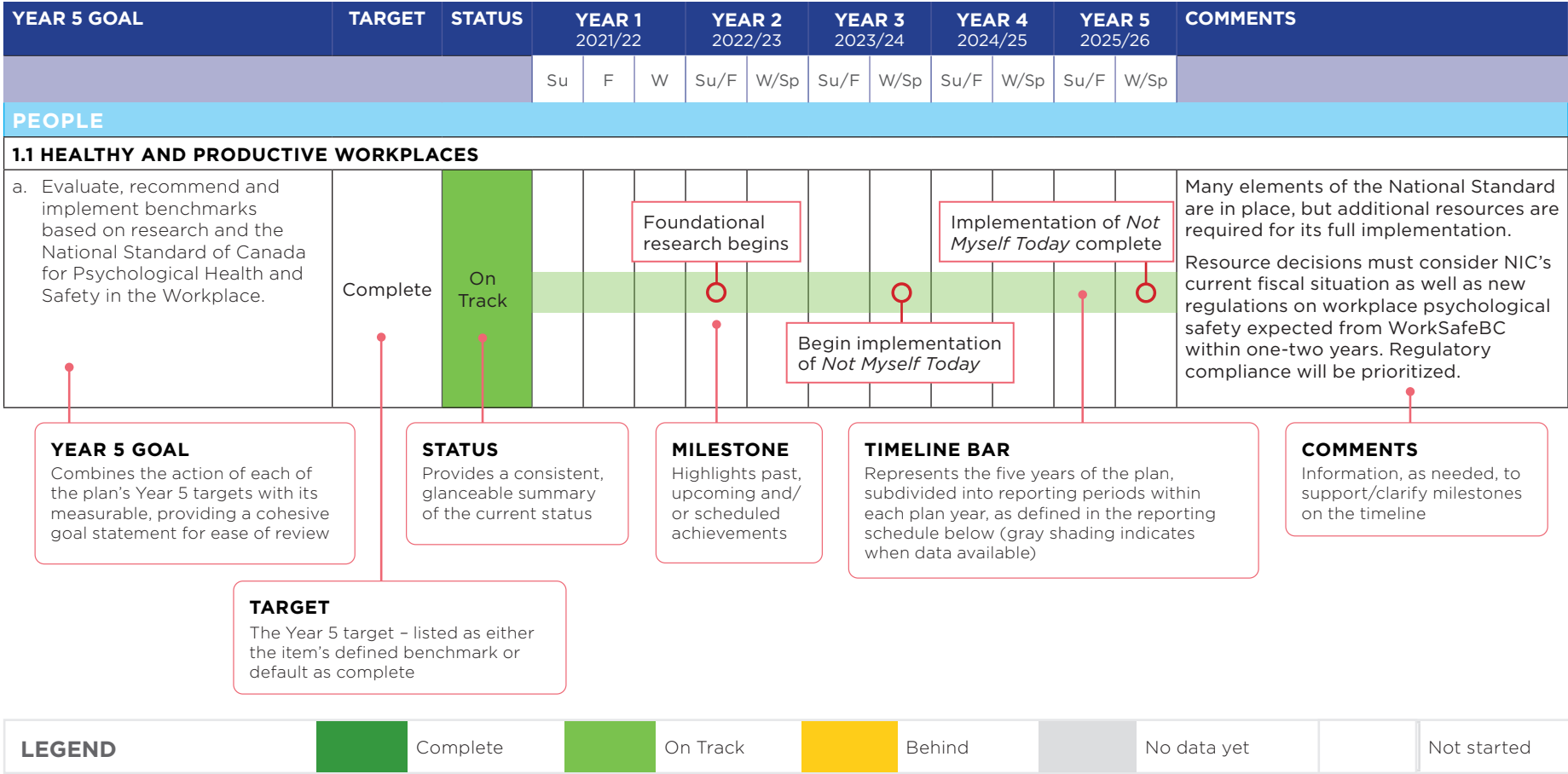
Environment

8. We will implement practices that acknowledge the cultural significance of the traditional lands on which we are gathered and sustain the planet for future generations.

Communities

9. We will serve the social and economic development needs of the people and region.

How the Dashboard Works



Current Report

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



People



NIC will commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.

The power of NIC lies in the strength, commitment and diversity of our people and workplaces. In our fast-changing digital world, our ability to act quickly, creatively and entrepreneurially requires a collaborative culture of growth and innovation.

We will recruit, encourage, develop and retain a supportive, inclusive and diverse community of employees.

1.1 HEALTHY AND PRODUCTIVE WORKPLACES

Positive workplaces are cultivated. Care for our employees' physical and psychological health leads to greater satisfaction, commitment and productivity. A healthy workplace promotes healthy lifestyles, safe physical environments, diverse and culturally safe and supportive work cultures and strong mental health for employees, and ultimately, the students we serve. We will instill health and wellness more intentionally into college structures and operations.

Outcome: Healthier employees working in safe and supportive workplaces

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
PEOPLE														
1.1 HEALTHY AND PRODUCTIVE WORKPLACES														
a. Evaluate, recommend and implement benchmarks based on research and the National Standard of Canada for Psychological Health and Safety in the Workplace.	Complete	On Track												Many elements of the National Standard are in place, but additional resources are required for its full implementation. Resource decisions must consider NIC's current fiscal situation as well as new regulations on workplace psychological safety expected from WorkSafeBC within one-two years. Regulatory compliance will be prioritized.
						Foundational research begins				Implementation of <i>Not Myself Today</i> complete				
								Begin implementation of <i>Not Myself Today</i>						

1.2 PEOPLE DEVELOPMENT

NIC's people are our pillars of strength and our competitive advantage. Professional, dedicated and caring employees are at the heart of our student experience. **Excellent people, working together with support and development, will realize our vision and achieve our strategic goals.**

Outcome: Thriving, inspired and productive employees

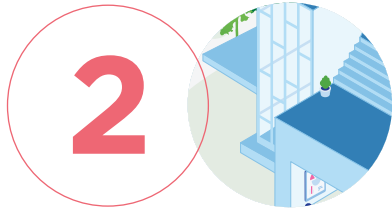
YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
PEOPLE														
1.2 PEOPLE DEVELOPMENT														
a. Implement People Plan to develop thriving, inspired and productive employees.	Complete	Complete												<i>Thriving Together Dashboard Year 3</i> will be shared internally in October, outlining progress achieved this year. Following completion of NIC's new strategic plan, a new <i>People Plan</i> will be developed in support of the organizational strategy.

1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION

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

Outcome: A culture of collaboration supported by peer networks

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



Foundation

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

2.1 TEACHING AND LEARNING

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

Outcome: Teaching excellence

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.1 TEACHING AND LEARNING														
a. Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs.	≥ 90%	Complete				96%		93%		93%		97%		
b. Implement a student learning-experience survey.	Complete	Complete				Survey complete				Implementation in TT programs				
								Implementation in HHS and ASM		Implementation institution-wide				

2.3 INFORMATION TECHNOLOGY

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

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.3 INFORMATION TECHNOLOGY														
a. Implement IT Service Management (ITSM) model*.	Complete	Complete				TeamDynamix (ITSM) complete								
b. Improve NIC's cybersecurity risk-mitigation and response capabilities.	NIST CSF Score ≥ 2.9	On Track						2022 Score 1.9			2024 Score 2.7			Scoring for this cycle has been delayed as the National CyberSecurity Assessment works through a platform change. The next score is expected in late summer.
									2023 Score 2.3					

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

2.4 INTEGRATED ENROLMENT

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

Outcome: Optimum college-wide domestic and international enrolment

[illegible]

2.5 CAMPUSES AND CENTRES

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

Outcome: Thriving, inspired and integrated campuses and centres

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS	
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp		
FOUNDATION															
2.5 CAMPUSES AND CENTRES															
a. Develop Campus Master Planning concepts and share with communities.	Complete	Complete	Mixalakwila complete Port Alberni complete Campbell River complete												
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus.	Complete	Complete	Tree removal/ site clearance Construction begins Housing opens Operational development begins												
c. Develop a business case for an NIC Housing Commons at the Campbell River campus.	Complete	Complete	Begin developing business case Business case to Ministry Business case complete												

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

2.6 RISK MANAGEMENT

Risk is inherent in many aspects of post-secondary operations, and as we cannot eliminate all risk, a coordinated approach to risk management is critical to help us think through what might happen as we position ourselves to harness the present and embrace the future. **We will manage risk effectively in order to protect and enhance the value that NIC delivers to the community.**

Outcome: Informed decision-making and a proactive risk-management culture

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.6 RISK MANAGEMENT														
a. Develop and implement a college-wide risk-management program.	Complete	Complete												
						Framework development		Risk Appetite statement						
						ERM policy revision		Framework implemented						



NIC will establish
Indigenous-centred
holistic learning
environments for
learner success.

We will embed caring learning services that support students in their studies.

3.1 STUDENT WELL-BEING

Health and wellness begins with knowing students as individuals, treating each student fairly and equitably, and celebrating and learning from their diversity. **We will embed student well-being into programming to improve accessibility and build connections between students as they balance their responsibilities.**

Outcome: Increased student-well-being

[illegible]

3.2 STUDENT SUPPORT AND PERSISTENCE

NIC students are never alone on their educational path. While each student's situation is unique, financial stress, lack of childcare, the wrong learning path, under-developed study skills, learning struggles, interpersonal conflict and feeling a lack of belonging can all factor into their ability to reach their educational goals. **We will seamlessly integrate in-class and out-of-class experiences to support students in completing their studies.**

Outcome: Retain students with proactive support strategies

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS	
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp		
FRAME															
3.2 STUDENT SUPPORT AND PERSISTENCE															
a. Increase first-year student retention (Fall to Fall) above 47%.	> 47%	Complete	52% retention 58% retention 60% retention 57% retention 63% retention												
b. Maintain or increase the dollar amount of scholarships, bursaries, awards and emergency funds available to students.	≥ \$500K	Complete	> \$540K > \$567K > \$1.1M > \$635K > \$1M												
c. Increase # of childcare spaces above 94.	>94	On Track	Inventory of seats complete Explore expansion opportunities												The build is on track to be complete in July 2026. Childcare centre is on track to be operational for Fall 2026.



Doorways

Learning is a journey towards self-discovery, personal growth and socioeconomic prosperity. At NIC, our passionate commitment to life-long learning ensures we provide relevant and accessible learning opportunities for all. For many students, access also means valuing their life experiences and being able to choose what, how and when they progress through their studies. **We will increase the many ways students can access education and training at NIC.**

4.1 PROGRAM ENTRY

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

Outcome: Wider access to courses and programs

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
DOORWAYS														
4.1 PROGRAM ENTRY														
a. Increase the % of full-time equivalents (FTEs)* in access** courses and initiatives above 40%.	> 40%	Complete				72%	60%	54%	51%	48%				

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

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

4.2 LEARNING AND SERVICES

Time and place can render post-secondary learning and services inaccessible for students with multiple family and work commitments.

We will increase access to education and training by offering students flexible learning and service options.

Outcome: Serve more adult students through flexible delivery

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
DOORWAYS														
4.2 LEARNING AND SERVICES														
a. Increase % of courses with more than one entry point per year above 27%.	> 27%	Complete				28%	28%	36%		31%		24%		Achieved, with 29% average through five years of the plan.
b. Increase the % of courses with multiple modes of delivery above 9%.	> 9%	Complete				44%	33%	27%		25%		21%		
c. Develop and implement fully operational digital service strategy.	Complete	Complete				Strategy complete				Three-year rolling action plan				
						Strategy implementation								

4.3 PATHWAYS TO LEARNING

NIC links students, community, employers, industry and educational institutions. We welcome students from educational institutions on Vancouver Island, across BC and around the world. We are a gateway for learning.

We will connect students to learning opportunities close to home and across BC.

Outcome: Seamless transitions to and from NIC

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
DOORWAYS														
4.3 PATHWAYS TO LEARNING														
a. Maintain dual-credit enrolment above 170.	> 170	Complete				253 enrolments			184 enrolments			215 enrolments		
							275 enrolments			246 enrolments				
b. Maintain or increase the # of partnership agreements each year, equal to or above 40.	≥ 40	Complete				75 partnership agreements			64 partnership agreements			63 partnership agreements		
							77 partnership agreements			65 partnership agreements				



Rooms



NIC will implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.

Learning is NIC's reason for being. Our high-quality, relevant and responsive programming draws students from across BC and around the world. COVID-19 has shifted local and global industries, regional labour markets, employment rates and individual student needs.

We will examine and renew our programs, the types of credentials we offer and the needs of the unique communities we serve.

5.1 INDIGENOUS-LED EDUCATION

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

Outcome: Indigenous-led learning

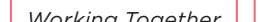
YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS			
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp				
ROOMS																	
5.1 INDIGENOUS-LED EDUCATION																	
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population.	≥ 14%	Complete	19% Indigenous students			20% Indigenous students			21% Indigenous students								
			20% Indigenous students			21% Indigenous students											
b. Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%.	≥ 90%	Complete	90%	90%		86%	90%	79%	Achieved target in three of five years of the survey.								

* Inclusive of First Nations, Métis, Inuit and their communities, arts, cultures and histories in Canada.

LEGEND ■ Complete ■ On Track ■ Behind ■ No data yet ■ Not started

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS	
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp		
ROOMS															
5.1 INDIGENOUS-LED EDUCATION															
c. Implement Indigenization Plan recommendations.	Complete	Complete	Indigenization plan costing complete Working Together Dashboard Year 1 Working Together Dashboard Year 2 Working Together Dashboard Year 3 Working Together Dashboard Year 4												Working Together Dashboard Year 5 will be developed in Summer 2026, presented to the IEC in October and, following IEC approval, posted on our website at Plans and publications .

5.1 INDIGENOUS-LED EDUCATION

c. Implement Indigenization Plan recommendations.	Complete	Complete	 Indigenization plan costing complete	 <i>Working Together Dashboard Year 2</i>	 <i>Working Together Dashboard Year 4</i>	<i>Working Together Dashboard Year 5</i> will be developed in Summer 2026, presented to the IEC in October and, following IEC approval, posted on our website at Plans and publications.
			 <i>Working Together Dashboard Year 1</i>	 <i>Working Together Dashboard Year 3</i>		

5.2 COMMUNITY-CONNECTED LEARNING

Community-driven, applied learning provides students with tactile understandings of their studies and new connections to employers and industry.

We will enrich student learning through student-centred, community-relevant learning.

Outcome: Place-based learning

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
5.2 COMMUNITY-CONNECTED LEARNING														
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants.	> 700	Complete				916 students			910 students			983 students		
							921 students			938 students				
b. Implement place-based learning initiatives in program renewal plans.	Complete	Complete							Strategy implemented					
c. Open an expanded and fully operational integrated child-care and learning facility at the Comox Valley campus.	Complete	On Track				Business case development	Business case approved	Builder selected						
							\$14.2M Ministry funding achieved	Construction begins						

5.2 COMMUNITY-CONNECTED LEARNING

a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants.	> 700	Complete	916 students 921 students 910 students 938 students 983 students
b. Implement place-based learning initiatives in program renewal plans.	Complete	Complete	Strategy implemented
c. Open an expanded and fully operational integrated child-care and learning facility at the Comox Valley campus.	Complete	On Track	Business case development Business case approved Builder selected \$14.2M Ministry funding achieved Construction begins

LEGEND ■ Complete ■ On Track ■ Behind ■ No data yet ■ Not started

5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING

Rapid economic and social change is being unevenly felt across the region. Students now need more accessible skills and credentials that provide access to changing economies.

We will offer individualized and customized education and training to meet the changing needs of students, industry and communities.

Outcome: Individualized advising support and customizable training or programs

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING														
a. Increase # of students with advising support above 425 students.	> 425	Complete				547	543	576	593	759	766	684	843	803
b. Maintain or increase # of short-term and micro-credential programs above 14.	≥ 14	Complete				24	26	26		22			23	

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

Outcome: Revitalize and diversify international engagement at NIC

LEGEND ■ Complete ■ On Track ■ Behind ■ No data yet ■ Not started BUILD 2026 + DASHBOARD | YEAR 5 REPORT 2 | PAGE 2

5.5 PROGRAM RESPONSE AND RENEWAL

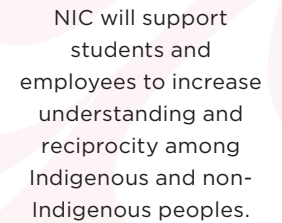
NIC's courses and programs must continuously evolve to continue to be responsive to the changing needs of students, communities, businesses and industries across the region. In a world where there are growing questions about the value and relevancy of post-secondary education, we strive to be the touchpoint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

Outcome: High-quality, relevant and responsive programming

[illegible]

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

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



6.1 BRAND AND IDENTITY

Outcome: Clearly describe who we are, what we do and for whom we do it

* Based on BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students.

6.2 MARKETING AND RECRUITMENT

Engaging marketing, relevant recruitment and supportive advising will enable more students to meet their goals. NIC's digital presence must be responsive to a rapidly changing online landscape to effectively empower student recruitment, retention and engagement. **We will integrate marketing, recruitment and advising strategies to better serve students.**

Outcome: Better coordinate and strengthen how we communicate the value of our programs to prospective students*

[illegible]

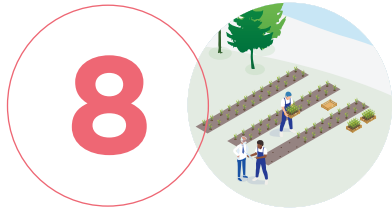
* A person from any demographic or community who has expressed interest in studying at NIC for any amount of time.

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

[illegible]

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS	
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp		
ROOF															
7.3 TRANSPARENCY AND ACCOUNTABILITY															
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs.	Complete	Complete													
			New administrative structure												
b. Increase engagement with the North Island Students' Union (NISU).	Complete	Complete													
			New MOU with NISU						NISU Eats in CV & PA Campuses						
														This MOU is on hold with the decision for NISU to end their food services (NISU Eats). Ongoing collaboration with NISU continues.	



Environment

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

8.1 CLIMATE AND SUSTAINABILITY

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

Outcome: Climate change education and research

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ENVIRONMENT														
8.1 CLIMATE AND SUSTAINABILITY														
a. Reduce greenhouse gas emissions.	Complete	Complete				Upgraded lighting & hot-water heaters		Continued expanding access to online classes		New heat pump at PA campus				Housing build at Comox Valley campus meets Step 4 energy code requirements, including solar panels to reduce energy costs. Facilities' Carbon Neutral budget to be used to replace fluorescent lights at the Comox Valley, Campbell River and Port Alberni campuses.
								Purchased EV for inter-campus travel		Upgrade central cooling system at CR campus				



Communities



NIC will build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

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

9.1 SERVING THE PEOPLE OF THE REGION

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

Outcome: Higher enrolment from within the region

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
COMMUNITIES														
9.1 SERVING THE PEOPLE OF THE REGION														
a. Increase above 278 the # of students participating in custom regional and in-community programming.	> 278	Complete			353		374		287		380		367	

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
COMMUNITIES														
9.2 COMMUNITY ENGAGEMENT														
a. Create community-engagement strategy.	Complete	Complete				Draft strategy in development	Consultation complete	Draft strategy complete	Community Engagement Advisory evaluating strategy's goals			Celebration for student housing opening & NIC 50th anniversary		
									Final strategy shared with community consultees					
								Final strategy approved						

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS	
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp		
COMMUNITIES															
9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION															
a. Create alumni-relations capacity.	Complete	Complete													
b. Increase the number of active community partnerships to enhance programming.	12	Complete													CARTI has expanded its community partnerships by over 100% in the past five years.
c. Increase # of students involved in research projects to greater than 13 students.	> 13	Complete													The number of students engaged in applied research projects has more than tripled during the plan's timeline.



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