

NORTH ISLAND COLLEGE



# INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2019 - 2020 REPORTING CYCLE



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June 25, 2020

Honourable Melanie Mark  
Minister of Advanced Education, Skills & Training  
Parliament Buildings  
Victoria, British Columbia V8V 1X4

Dear Minister,

We are pleased to submit the *North Island College (NIC) Institutional Accountability Plan and Report for the 2019/20 Reporting Cycle*.

This document has been prepared in accordance with the *Accountability Framework Standards and Guidelines Manual for the 2019/20 Reporting Cycle for BC's Public Post-Secondary Education System*. It describes our institution's achievements in 2019/20 measured against the Ministry of Advanced Education, Skills & Training's (AEST) required performance indicators.

Government conveys its key issues and policy directives to post-secondary education institutions through an annual mandate letter. NIC's *Institutional Accountability Plan and Report* details our accomplishments and plans over two reporting cycles, reporting out on how the College has met the priorities outlined in NIC's *2019/20 Mandate Letter* and outlining how we plan to meet the priorities set out in the NIC's *2020/21 Mandate Letter*.

This report also details the accomplishments in the final year of NIC's 2016-2020 Strategic Plan, *Plan2020*, which closely aligns with Government's mandates and priorities. *Plan2020* further defines the College's commitments and distinguishes our role from other post-secondary institutions across B.C. In the past year, NIC has been consulting students, employees and community members to strategize the best ways to deliver programs and services as we develop our next strategic plan, *Plan20-25*.

Finally, in place of our traditional environmental scan, this report includes a new section on COVID-19 Impacts, Implications and Planning. I am proud of NIC's efforts to support the health and safety of students and employees and the transition to alternative forms of teaching, service and work, while enabling students to complete the Winter term and continue their studies into Fall and Winter 2020/21. The College thanks you and the AEST team for your support for the provincial post-secondary education system during this extraordinary time.

On behalf of North Island College, we express our commitment and accountability for the College's results and plans presented within this document.

Sincerely,

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

Jane Murphy  
Chair, Board of Governors

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

John Bowman  
President

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# STRATEGIC CONTEXT AND DIRECTION

## STRATEGIC CONTEXT

### Institutional Overview

North Island College (NIC) is a comprehensive community college, which serves the people and communities across approximately 80,000 km<sup>2</sup> of Vancouver Island and parts of the B.C. Central Coast from Bamfield to Bella Coola. With 157,000 residents in its region, NIC serves the largest population of all B.C. rural colleges. The College is honoured to acknowledge operations within the traditional territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions.

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

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



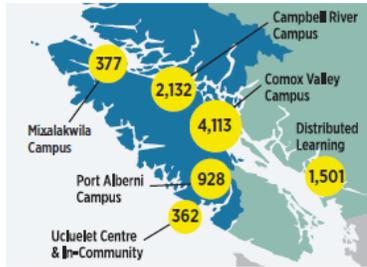


North Island College Region, First Nations Communities and NIC Campuses

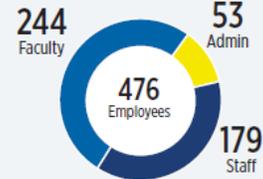
# NIC North Island College 2019 Fast Facts

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 publically funded community college dedicated to serving 157,000 people on northern Vancouver Island and the central BC mainland coast. Our central focus is to support student experiences and success. Programming is delivered onsite at four campuses and one learning centre, through technology-enabled distance learning, and many in-community programs developed in partnership with remote communities across our 80,000 km<sup>2</sup> service region.



## EMPLOYEE COMPOSITION\*



\* 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

## HEADCOUNT\*

8,142 Students total

1,166 Indigenous students

613 International students

194 Dual Credit high school students

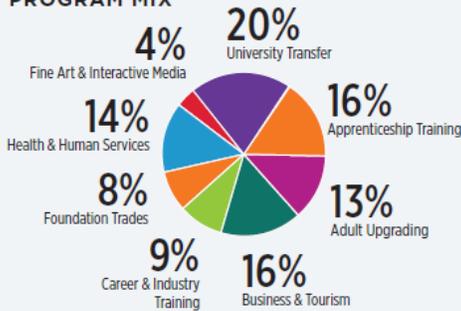
87 Dual Admissions post-secondary students

2,114 Domestic FTEs

480 International FTEs

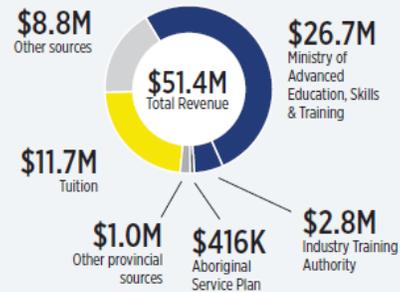
\*Headcount based on fiscal year NIC internal enrolment data

## PROGRAM MIX\*

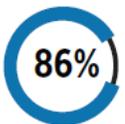


\* Based on student FTEs

## COLLEGE REVENUE



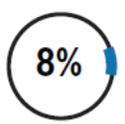
## DOMESTIC STUDENT ORIGINS



Students from within the NIC region



Students from mainland BC, Canada and other provinces

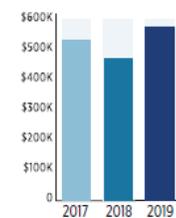


Students from southern Vancouver Island

## SCHOLARSHIPS AND BURSARIES RAISED



## APPLIED RESEARCH & INNOVATION PROJECTS



For more information, please contact 1-800-715-0914 or [questions@nic.bc.ca](mailto:questions@nic.bc.ca)  
[www.nic.bc.ca](http://www.nic.bc.ca)



## Campuses

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

### Comox Valley Campus

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

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

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

Our Comox Valley Master Site Plan identifies the need for the College's first student housing facilities and common areas, as well as the need for the replacement of temporary portables with permanent classrooms and academic spaces. With Ministry funding, NIC celebrated the grand opening of its new leased space at the former St. Joseph's General Hospital in Comox in 2019/20, NIC@St. Joe's, delivering expanded Health Care Assistant and Early Childhood Care and Education programming.

### Campbell River Campus

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

NIC's five-year campus plan, or CAM-Plan envisions the campus as a North Island regional learning hub, with programming extending outward through technology-enabled modes of instructional delivery and regional in-community offerings. Architect designs to build a \$1.8M Campbell River Gathering Place adjacent to the Aboriginal Student Lounge were approved in 19/20 and construction will begin in 2020/21.

### 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 campus includes an Aboriginal gathering place and lounge, a library, bookstore, bistro and cafeteria, as well as a \$1.35M teaching kitchen, created in 2012, at the Roger Street campus. The College's plans

include a campus consolidation, combining the two sites to provide centralized student services and supports for all students.

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

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

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

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

### **Ucluelet Centre**

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

## **Programs and Pathways**

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

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

### **Adult Upgrading and Access Pathway Programming**

Access pathway and adult upgrading courses and programs form a large and integral part of NIC's educational portfolio. Just under one-quarter (23%) of secondary school students in the North Island College region do not graduate high school (compared with 16% for the province) and 13% of 25-64 year olds living in the North Island College region don't have at least a high school diploma (compared with 10% provincially). Twenty-five percent of students enrolled in credit courses at NIC (13% of FTEs) in 2019/20 took access pathway and adult upgrading courses.

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

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

### **Indigenous Education**

Indigenous Education continues to be a key focus area for NIC with 13% of the population in the College's service area comprised of Indigenous peoples (compared with 6% for the province) and 21% of NIC's domestic student population enrolled in credit courses (18% of FTEs) of self-declared Aboriginal ancestry.

Indigenous Education programming at NIC is informed and guided by four central documents: 1) the *TRC Calls to Action*; 2) the *UN Declaration on the Rights of Indigenous Peoples*; 3) the *B.C. Aboriginal Post-Secondary Education and Training Framework*; and 4) *College and Institutes Canada (CICan) Indigenous Education Protocol*. A critical piece to ensuring regional relevance, as well as quality and access, is NIC's partnership and ongoing work with Indigenous communities, regional advisory committees and the Indigenous 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.

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. Elders in Residence at every campus support employees and students in their own communities and are integrated into academic programs. 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.

To learn about how NIC has worked in 2019/20 to implement the education-related *TRC Calls to Action*; respond to the *UN Declaration on the Rights of Indigenous Peoples*; and actively participate in an engagement process with AEST and local, regional and Indigenous partners see "Appendix II – Mandate Priority #1 Progress Report." This section also describes NIC's plans for supporting lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners. More information about NIC's achievements in 2019/20 as well as plans in relation to the College's strategic priority for Indigenous education and indigenization can be found in "Strategic Priority #4: Aboriginal Education and Indigenization."

### **International Education**

International student enrolment at NIC has grown just under nine-fold over the past decade from 70 students in 2009/10 to 604 students in 2019/20.<sup>1</sup> Fourteen percent of students enrolled in credit courses at NIC (19% of FTEs) are international students.

International students have substantially enhanced programming and transformed campus culture in Comox Valley and Campbell River. In 2019/20, the College enrolled its first academic cohort of international students in Port Alberni - in Early Childhood Care and Education. Rapid growth in international student demand has spurred a focus on sustainable admissions, enrolment practices, student services and classroom dynamics.

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<sup>1</sup> Students enrolled in credit courses.

To learn about how NIC's Office of Global Engagement (OGE) has been working to develop and refine a sustainable, balanced approach to international education see the "Mandate Letter Priorities" section of this document. More information about the OGE's strategic plan achievements in 2019/20 as well as plans for international education can be found in "Strategic Priority #5: International Education and Internationalization."

### **Continuing Education and Training**

Continuing Education and Training (CET) is at the heart of NIC's commitment to providing equitable student access, supported learning pathways and efficient workforce transitions for community members and under-represented groups across the region. For many rural residents in the NIC region, non-credit courses, in-demand skills training and in-community pathway programs are their first college experience. In keeping with NIC's mandate to empower adult learners, deliver relevant and responsive education and skills training and create student access and learning pathways for community members, there were 4,435 students enrolled in CET courses in 2019/20, estimated as more than half (54%) of all NIC students.

CET also has a robust contract training division, with the ability to design and deliver customized education and skills training in partnership with employers, industry, First Nations, government as well as employment and community service agencies. In 2019/20, NIC delivered 66 on-campus, in-community and online training contracts.

One of CET's specialty areas is coordinating ElderCollege courses and lecture series for individuals 50 and over (55+ in the Comox Valley). Working collaboratively with a vibrant ElderCollege executive, the College offered an eclectic mix of over 177 general interest courses for 1,561 ElderCollege members in Comox Valley, Campbell River and Port Alberni. Dozens of dedicated volunteers host and support a broad range of courses, making courses as widely available and affordable as possible.

To learn about CET's strategic plan achievements 2019/20 as well as plans for the future see the "Strategic Priority #3: Access to Learning and Services Across the Region" and "Strategic Priority #8: Active Connections to Community" sections of this document.

### **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 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.

We know that student paths are complex, NIC's work with British Columbia Council on Admissions & Transfer (BCCAT) and our partner institutions through B.C., Canada and beyond focusses on supporting student transitions. We now have over 90 agreements enabling students to transfer seamlessly from NIC to UVic, VIU, UBC and universities around the world. NIC maintains a current list of partnerships at [www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements](http://www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements).

## Applied Research

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

CARTI was created in 2012 to match students and staff with opportunities to work on challenges proposed by local businesses. These projects provide students with experiential learning opportunities that inform their career paths, faculty with opportunities to remain current in their areas of expertise and local businesses with business solutions and potential future employees. CARTI has supported 30 projects with 60 paid student research assistants, engaged with 49 partner businesses and organizations and has secured more than \$3.4M in project funding.

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

## COVID-19: Impact, Response and Planning

NIC's planning for the upcoming academic year follows the Ministry of Advanced Education, Skills & Training's direction to plan for alternate modes of instructional delivery. This has been taking place within the context of a very challenging financial situation arising from the COVID-19 pandemic where lower revenues are expected in 2020/21 with no commensurate reduction in expenses. Supporting the health and safety of students and employees and the transition to alternative forms of teaching, service and work remains NIC's top priority.

Providing continuing and new students with as much clarity and certainty as possible about instructional offerings is one of NIC's primary goals. The first step has been to commit to two instructional delivery modes for the 2020/21 academic year: 1) digital and 2) combined digital and on-campus for programs that require significant, practical hands-on learning. A complete schedule of credit program offerings for Fall 2020 and Winter 2021, including a description of delivery mode for each program, was announced on May 15, 2020 and published to NIC's website on May 25, 2020 at <https://www.nic.bc.ca/pdf/NIC-Fall2020-Program-Delivery-Overview.pdf>.

The four sections that follow describe key challenges for NIC that have arisen from a fluid and quickly shifting new normal, as well as NIC's responses to date and plans for the future in transitioning to a digital learning environment, supporting students, and delivering Indigenous and international education.

### Transition to Digital Learning

Instructional delivery at NIC is occurring in an unprecedented environment that combines lower expected student demand with safe distancing requirements in a primarily digital learning environment. NIC has provided the following supports to students and faculty to enable the transition to digital delivery of programs and courses:

- information and clear communication to define digital learning and explain associated processes for students and faculty;
- publication of program and course delivery (i.e. digital or on-campus and digital blended) on May

- 15, 2020 and publication of a detailed, updated timetable on May 25, 2020;
- augmented support for faculty from NIC's Centre for Teaching and Learning Innovation; and
- increased technology and technological supports for students and faculty.

### **Expanded Support for Students**

COVID-19 has created many challenges for students seeking access to post-secondary education and services, including barriers to completing application and admission requirements. NIC has expanded support for prospective, new and continuing students facing financial hardship, mental health stressors and challenges accessing and using technology to access online information and services.

**Connecting with prospective students:** NIC has developed virtual program information sessions and application webinars to help prospective students advance along the admissions continuum. The College has also implemented contact management software to enable strategic and scheduled communication with prospective students. Prospective students will be connected to landing pages on the NIC website.

**Flexible access to support services:** Student support services, including accessible learning, assessment services, counselling, advising and student life, are available through email, video conferencing or phone appointments.

**Financial help:** The College has deployed a one-time emergency grant to support students who don't have the required technology to participate in courses. In Spring term, NIC provided students an option to defer fees for a limited time; continued flexibility and outreach to students will be a strategy for Fall 2020.

**Care and compassion:** NIC has responded with a campaign of care and compassion to support the mental health and well-being of students dealing with additional stress resulting from COVID-19; this includes the NIC Student Life@Home Facebook page and live interactive video sessions on a variety of topics to support student mental health.

**Helping students at risk:** Early Assist, an online referral system, is being used to identify students at risk to ensure they are directed to appropriate supports.

### **Indigenous Education**

NIC's ability to serve Indigenous students by providing access to traditional, culturally informed, applied learning and services in community has been substantially impacted by social distancing requirements and the resulting transition to digital learning and online services. Many communities and families in the NIC region are also experiencing increased financial hardship as a result of the pandemic. NIC has responded by helping Indigenous students to access emergency Government funding, delivering Indigenous Elder and advisor supports by distance, delivering Indigenous language courses digitally, postponing the launch of the new Indigenous Language Fluency certificate and staying connected with community partners to explore the potential for enhanced access to NIC programs and courses in a digital learning environment.

**Indigenous Emergency Assistance funding:** NIC's Aboriginal Advisors continue to support Indigenous students to access Indigenous Emergency Assistance funding. Since the start of the COVID-19 crisis, there has been a substantial increase in students accessing this support.

**Virtual Elder and advising supports for students:** NIC's Elders in Residence and Aboriginal Advisors continue to support Indigenous learners through videoconference meetings, phone calls and weekly online lounges.

**Digital delivery of Indigenous language courses:** NIC offered Indigenous language courses in a digital format in Spring term and will continue digital delivery in Fall and Winter terms. Kwak'wala, Liq'wala and Nuu-chah-nulth language courses are available to students throughout the NIC region, and beyond, including remote communities.

**Indigenous Language Fluency certificate postponed:** A new certificate program originally planned for in-person delivery at M̓ixalawila campus in Fall 2020 has been postponed until Fall 2021. Nonetheless, three of the program's courses will be available digitally to students, across the region in 2020/21.

**Staying connected with community partners:** NIC has connected with community partners in the NIC region, including Ahousaht, Gold River, Alert Bay, Bella Coola and others regarding enhanced access to many NIC programs and courses with the move to a digital learning environment.

### **International Education**

The global pandemic has resulted in severe, worldwide travel restrictions, slow or interrupted study permit processing and unprecedented financial challenges for international students; therefore, in Fall 2020, international students who wish to attend NIC can choose to study from their home countries. Time zone, connectivity and technological challenges are expected along with potential challenges regarding students' confidence, perception of "value for money" and overall learning experience.

Recruitment initiatives and orientation activities are being offered by distance this year. For example, NIC has participated in, or delivered, virtual education fairs, agent and applicant webinars, and applicant conversion call/email campaigns. In Fall 2020, international student orientation will be delivered using a variety of multi-media options and new international students will be invited to participate in the College's main orientation event.

NIC has deferred in-person international student program intakes to Winter, Spring or Fall 2021 with September 2021 as NIC's current target for unencumbered recruitment. For those students who are arriving in-person in Fall 2020 and Winter 2021, the College is developing a quarantine plan with local accommodation businesses and trained homestay families.

# STRATEGIC DIRECTION

## Mission, Vision and Values

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

### Vision

NIC holds a vision of being a premier community and destination College, in a spectacular west-coast environment that inspires and prepares students for success in a rapidly changing world.

### Mission

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

### Values

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

- Student success
- Access to learning and services
- Accountability
- Quality
- Relevance and responsiveness
- Positive organizational culture
- Social and environmental responsibility

## **Plan20-25: NIC's Next Strategic Plan**

In 2019/20, NIC began examining its values, priorities and goals through an inclusive strategic planning process.

The creation of a draft *Plan20-25* was developed in consultation with students, employees and community members across the region through online discussion forums, surveys and regional forums and committee meetings. This engagement is reflected in a renewed mission, vision and a comprehensive set of values-based commitments that align with NIC's mandate.

Now in its final stage of consultation, the result is a high-level draft plan structured around four strategic priorities: students, employees, community and the College. These priorities are further defined by 20 goals that will provide direction for annual College and department-wide planning and operation.

A final strategic plan is scheduled to go to NIC's Board of Governors for approval in June 2020 with launch planned for Fall 2020.

# MANDATE LETTER PRIORITIES

The following sections provide specific examples of how NIC has addressed priorities in the *2019/20 Mandate Letter* and what actions have been planned in relation to priorities in the *2020/21 Mandate Letter*. In addition, NIC's current five-year strategic plan, *NIC Plan 2020*, contains priorities and goals in accord with mandate letter priorities. Highlights for NIC's strategic plan achievements in 2019/20 as well as plans for 2020/21 can be found in the "NIC Plan 2020: NIC's Current Strategic Plan" section of this document.

## 2019/20 MANDATE LETTER PRIORITIES: REPORT

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*.

NIC remained committed to continued progress on the implementation of the *TRC Calls to Action* and *UN Declaration of Rights of Indigenous Peoples* in 2019/20. An at a glance summary of NIC's progress and plans for the future can be found in the reporting template in "Appendix II – Mandate Priority #1 Progress Report."

2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:
  - a. Improving access to post-secondary education with a focus on vulnerable and under-represented students;
  - b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health); and
  - c. Expanding co-op and work-integrated learning opportunities for all students.

### Access for vulnerable and under-represented students

In the 2019/20 academic year, 44 former youth in care were eligible for the tuition waiver. Eighteen of those students accessed \$39.4K in tuition support and an additional \$7.5K in Youth Futures Education funds for living expenses. In the three years prior, the College approved a total of 27 tuition waivers for youth in care.

NIC has a number of positions, in addition to counselling, advising and traditional support services, to help guide students who are experiencing challenges that may be affecting their personal and academic lives. These campus navigator positions include the Student Life Manager and the Student Outreach and Liaison Assistant who oversee Early Assist (early identification of students needing additional support), outreach to students in crisis and ongoing student case management. In addition, NIC employs student Campus Life Engagement Assistants who work with the Student Life team to develop a range of events and initiatives to support, engage and celebrate diversity at the College.

NIC also has Indigenous Elders in Residence at every campus to support Indigenous students enrolled in courses and programs. Elders participate in classes, take leadership roles in ceremonial matters and provide curriculum support; they are also available to staff and non-Indigenous students

interested in Indigenous culture or in need of guidance. The NIC Aboriginal Scholars' program strives to empower students through engaging them in the process of creating a self-constructed achievement plan, ensuring students have supports to enable them to complete their program, while also increasing the sense of community and Aboriginal awareness on campus.

The College's Department of Accessible Learning provides employment transition and access programming for students with documented physical, cognitive or mental health disabilities as well as a range of support services and learning accommodations. In 2019/20, one-time grants supported new work placements and program options for students with disabilities and enhanced mental health peer supports.

### **Programming aligned with high demand occupations and priority sectors**

**Trades and technology:** NIC enrolled 638 FTEs in trades foundation, apprenticeship and technology programs in 2019/20. In addition, the College offered two new industry-informed Coastal Log Scaling and Forestry Technician programs, two Culinary Business Operations programs, and two Prep Cook programs. In addition, an Aquaculture Technician and a Hatchery Operations program prepare students to work in a changing aquaculture sector. Technology programs were expanded to include secondary pathways from the Electronics Core Technician certificate to Harmonized Electrical Level 1. NIC has also developed a Computer Information Systems certificate (launch postponed from Fall 2020 to Fall 2021) in response to regional technology needs.

In consultation with the provincial articulation working group, NIC has also developed two second-year physics courses to improve transferability and augment the Engineering certificate and the Associate of Science degree. Working with the Vancouver Island North Film Commission (INFILM), the College completed the labour market evaluation of a TV and Film Crew Training pilot program to address skills gaps and industry needs with 85% of students securing industry employment after graduation.

Apprenticeship training seats in the construction trades at NIC have increased substantially over the past four years with FTEs in Carpentry, Plumbing and Construction Electrician growing by 62% (from 84 FTEs to 136 FTEs), 57% (from 60 FTEs to 94 FTEs) and 34% (from 92 FTEs to 123 FTEs), respectively.

**Health and human services:** NIC enrolled 403 FTEs in health and human services programs<sup>2</sup> in 2019/20. Expansion included newly renovated labs in Campbell River and at the NIC@St. Joe's campus in the former St. Joseph's General Hospital in Comox for Health Care Assistant (HCA), Practical Nursing and Early Childhood Care and Education (ECCE) students. With Ministry of Advanced Education, Skills & Training (AEST) one-time funds, NIC also expanded HCA programming at the Comox Valley, Campbell River and Port Hardy campuses and expanded ECCE programming with the Tla-o-qui-aht First Nation on the West Coast, as well as in Port Hardy, Campbell River and Comox Valley. In 2019/20, NIC's first-ever international student cohort of ECCE students enrolled in Port Alberni and its first Practical Nursing to Bachelor of Nursing cohort completed their studies.

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<sup>2</sup> Includes 255 FTEs in health programs (including 111 FTEs in Bachelor of Science in Nursing), 67 FTEs in Early Childhood Care and Education, 52 FTEs in Human Services programs, and an additional 29 FTEs in Bachelor of Science in Nursing offered in partnership with Vancouver Island University (these FTEs are enrolled at NIC and taught by NIC instructors at NIC facilities but counted by VIU for Ministry FTE reporting).

ECCE FTEs at NIC have grown by 74% (from 43 FTEs to 75 FTEs) over the past four years HCA FTEs have grown by 66% (from 56 FTEs to 93 FTEs).

**Continuing education and training:** NIC offered employment-preparation trades training in Port Hardy, with the ITA and Kwakiutl, Gwa'sala-Nakwaxda'xw and Quatsino First Nations; wildfire training in Port Alberni and Campbell River; and cruise line service training with the City of Port Alberni. In addition, the College registered 972 students in 140 first aid and safety training courses in 2019/20. Training was delivered to the public, as well as students in NIC trades, ECCE and health care programs, and contract training was delivered to forestry, federal fisheries, First Nations, marine, transportation, fish farming, and small business sectors. Marine skills training increased significantly in 2019/20, to 546 students from 329 the previous year, through contracts with aquaculture sector and the First Nations Youth Training Program. In addition, 12 students will graduate from the Hospital Unit Clerk program and are ready to work as unit clerks in acute care settings, pending the completion of workplace practicum placements in Fall 2020.

#### **Co-op and work-integrated learning**

With just under 700 students enrolled in co-op and work-integrated learning in 2019/20 (up from 652 in 2018/19), NIC continued to expand opportunities for students in these areas. The College implemented new Culinary Business Operations diploma co-op education programs, finalized a double degree in business that includes a study abroad semester and co-op work term in France, and joined the Canada Japan Co-op Program. NIC also expanded networking events to Campbell River and facilitated mock interviews at local employers' offices.

### **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.**

#### **Mental health awareness and supports**

The College has addressed mental health at the strategic and operational levels in 2019/20, while increasing support for students in distress or crisis. For example, health and well-being are key to NIC's new draft strategic plan scheduled for launch in Fall 2020. A newly developed Mental Health and Well-Being Action Plan embeds health and well-being into all areas of the institution and integrates with the proposed student housing initiative on the Comox Valley campus. Early Assist identifies students in distress and connects them with campus and community resources.

The Healthy Minds/Healthy Campus (HM/HC) summit in Vancouver was attended by an NIC delegation with Board of Governors, employee, faculty and student representation in 2019. In 2020, the College was able to send one employee and two students to the HM/HC forum in Victoria. NIC's relationship with HM/HC continues with regular promotion and attendance of webinars related to mental health and well-being.

In March 2019, NIC received one-time funding from the Ministry to support peer-led mental health activities. This funding resulted in several initiatives including NIC's first Thrive Week, a student leadership retreat focussed on mental health, and numerous other student-led events. A full report was submitted to the Ministry in May 2020.

NIC Counselling Services will continue providing extra help to students through the COVID-19 pandemic. Counselling services are being offered college wide, including at the former St. Joseph's General Hospital (NIC@St. Joe's) in Comox and Skype/telephone appointments at Mixalakwila in Port

Hardy. NIC has been providing counselling support on Saturdays at the Comox Valley campus. NIC continues to promote awareness and use of the 24/7 Vancouver Island Crisis Society help line.

NIC participated in the Canadian Campus Wellbeing Survey led by UBC in Winter 2020 and plans to continue participation in future years with performance measures developed for the new strategic plan scheduled for launch in Fall 2020.

### **Sexualized violence prevention and response policy**

**Student consultation:** In Fall 2019, NIC convened a steering committee to lead a three-year Sexualized Violence Prevention and Response policy review. In addition to employees, student representatives were asked to join the committee. To further expand and include the student voice, the committee reviewed best practices and student-led research from the Ending Violence Association of BC and Students for Consent Culture Canada. As part of the review process, the revised policy was graded using the sexual violence policy grading tool developed by students across Canada as published in the national *Our Turn Action Plan* (2017).

**Amendments:** NIC's original sexualized violence policy has undergone significant assessment including a full legal review, analysis of Canadian best practices, input from students, staff and faculty as well as provincial guidance. As a result, there have been substantial changes, including:

- increased focus on survivor-centred and trauma-informed language and procedures;
- new definitions and clarification of existing definitions;
- inclusion of alternate resolution procedures (which include restorative justice);
- addition of amnesty clause, rape shield protections;
- clarification of disclosures (non-actionable) and reports (actionable);
- increased clarity regarding interim measures, privacy and confidentiality, public statements (media) and appeals; and
- inclusion of plain language appendices to help survivors and those impacted by sexualized violence, those receiving disclosures and respondents.

On May 28, 2020, NIC's Board of Governors approved the revised *NIC Policy #3-34 Sexualized Violence Prevention and Response* which can be found online at: <https://www.nic.bc.ca/about-us/the-nic-commitment/policies-procedures/>.

Ongoing activities and future planning to sustain institutional efforts for sexual violence and misconduct prevention and response can be found in the "2020/21 Mandate Letter Priorities: Plan" section of this document in item 2.b., "Ensuring safety and inclusion."

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

NIC revised program level admission requirements to align with B.C.'s new K-12 curriculum in 2018. The College continues to develop and maintain strong relationships with regional school districts to maximize post-secondary transition rates. In 2019/20, the College offered increased curricular and educational supports connecting advisors and faculty to high school career counsellors, work experience coordinators and students.

Based on the most current Student Transitions Project data, immediate transitions of NIC region public high school graduates to NIC was 56% in 2018/19, the highest in five years.<sup>3</sup>

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

NIC remains committed to the success of the EducationPlannerBC (EPBC) common application system and uses both the application and transcript exchange services. In 2019/20, NIC updated the application functionality and completed the electronic transcript exchange project. NIC has participated on the EPBC Steering Committee since 2016/17 with its member stepping down in June 2019; NIC also had membership on the EPBC Operations Working Group during that time and participated on the EPBC Technology Working Group.

**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.**

NIC's Executive Director of International Education set up the B.C. Heads of International group in 2019/20, the first provincial group made up of senior international officers from all B.C. public colleges and teaching universities, including TRU and BCIT. This group has had presentations and engagement with AEST face-to-face and via listserv several times over the past year.

The College continued developing a balanced approach to international education by implementing its *International Education Operational Plan* which contains five key actions that focus on achieving sustainable international student enrolment growth:

1. Set campus and program-based targets for international students that help all learners and increase program offerings for Canadian students.
2. Diversify the countries of origin of international students to mitigate against significant changes in the global supply of international students and to expose domestic students to a wider array of cultures and experiences.
3. Review and refine recruitment channels and processes in accordance with campus, program and country of origin targets. This process is complemented by stringent criteria for the selection and training of recruitment agents to ensure student academic preparedness and educational interest.
4. Review and refine payment, application and admissions processes in accordance with campus, program and country of origin targets. Use available data to establish benchmarks for performance measurement.
5. Enhance the communication and integration of information between NIC's Office of Global Engagement with College departments to coordinate enrolment planning strategies and activities.

Future plans for international education related to Ministry mandate letter priorities can be found in the "2020/21 Mandate Letter Priorities: Plan" section of this document, item 2.e., "International education framework." Highlights for NIC's achievements in international education in 2019/20 can be found in "Strategic Priority #5: International Education and Internationalization."

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<sup>3</sup> Student Transitions Project. 2019. Pivot table: *STP2019 First ANNUAL Transitions (2020-02-26).xlsx*.

**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.**

The Province requires public post-secondary institutions to provide regular, detailed financial reports to ensure that revenues and expenditures are in accordance with annual budget. NIC’s 2019/20 audited financial statements report a loss of \$911.4K. This was a consequence of lower than planned funding for Adult Upgrading programs and increased costs due to the Employer Health Tax, in addition to higher facility and equipment costs on two significant capital projects.

NIC has consistently met requirements to deliver balanced budgets in the past, and the College remains deeply committed to meeting financial targets identified in the Ministry’s three-year *Service Plan*. Additional, unavoidable costs are expected going forward due to the COVID-19 pandemic, but the College will work to balance fiscal responsibilities with the needs of students, communities and employees during this challenging time. Information about NIC’s audited financial statements can be found in the “Financial Information” section of this document.

**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.**

NIC complied with the Province’s two percent cap on tuition and mandatory fee increases in 2019/20 and plans to do so again in 2020/21.

## 2020/21 MANDATE LETTER PRIORITIES: PLAN

1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

NIC will remain committed to continued progress on the implementation of the *TRC Calls to Action* and *UN Declaration of Rights of Indigenous Peoples* in 2020/21. An at a glance summary of NIC's progress and plans for the future can be found in the reporting template in "Appendix II – Mandate Priority #1 Progress Report." A summary of what NIC is doing to support Indigenous students and further Indigenous education in response to the COVID-19 pandemic can be found in the "COVID-19: Impact, Response and Planning" section of this document.

2. Contribute to an accessible and relevant post-secondary system by:
  - a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;
  - b. Ensuring student safety and inclusion;
  - c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives;
  - d. Providing programming that meets local, regional or provincial labour market and economic needs; and
  - e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.

### Increasing access for vulnerable and under-represented students and promoting gender parity

NIC plans to increase the overall numbers of former youth in care students accessing the tuition waiver by increasing awareness of the availability of the waiver and related financial supports. The College also plans to build on established relationships with staff in the Ministry of Children and Family Development to better support former youth in care across the region. With AEST support, the College will also continue delivery of its longstanding employment transition and access programming for students with documented physical, cognitive or mental health disabilities.

NIC has undertaken several initiatives which promote gender parity, as well as increase access and affordability for vulnerable and underrepresented populations. While many of these are coordinated through individual departments, the Diversity Matters committee oversees college-wide initiatives relating to diversity, equity and inclusion. The committee is mandated, in part, to increasing opportunities for vulnerable or under-represented women. COVID-19 has meant that the committee and its plans have been temporarily put on hold, but participants look forward to returning to the table this fall.

NIC's Trades and Technical Division is developing several initiatives to support access and affordability into college and non-traditional careers to underrepresented learners, including women, youth, Indigenous peoples and individuals with mobility limitations. Three intakes of Women in Construction Trades orientation sessions and a proposed blended-delivery of Women in Trades program are in development this fall, as well as three new trades programs (Automotive Refinishing

Technician, Parts and Warehousing Person, and Motor Sport and Power Equipment) which will be scheduled as funding is finalized.

NIC's commitment to Pride is clear in our active promotion of initiatives and events that support the LGBTQ2+ communities. Further initiatives to support inclusivity include plans to identify training opportunities/initiatives that support intercultural knowledge and skill development, as well as improvements to our hiring system and procedures.

Proposed student housing in the Comox Valley addresses the need for safe, affordable and accessible housing for students. The Housing Commons includes universal design principles across the site, which includes a dedicated family housing building (improving access to education for students with children) and second single student building with non-gender specific room assignments and gender-neutral washrooms and a common area. The College also plans to increase the number of childcare spaces on the campus, through construction of a new childcare building in consultation with the Beaufort Child Care Society.

These initiatives are done with the continued support and inclusion of the North Island Students' Union, whose members are active participants in the Diversity Matters committee. NIC is in full support of several NISU events and initiatives to increase inclusiveness across campuses, such as increased availability of menstrual products in NIC washrooms.

#### **Student safety and inclusion**

**Mental health awareness and supports:** NIC plans to build on its mental health awareness and supports, including best practices, while increasing support for students in distress or crisis. In 2020/21, NIC signed the *Okanagan Charter* and promoted provincial online mental health supports for students affected by the COVID-19 pandemic.

**Sexualized violence prevention and response policy:** NIC's Board of Governors approved the revised *NIC Policy #3-34 Sexualized Violence Prevention and Response*<sup>4</sup> in May 2020. A Sexualized Violence Prevention Education team will provide on-going, college-wide workshops to ensure awareness of the policy and procedures; on-going training to stay up to date with best practices regarding sexualized violence-free campuses; and implement clear procedures and supports for survivors and those impacted by sexualized violence. It will also promote a culture of consent, bystander intervention, and prohibit rape culture. NIC is planning to participate in an AEST led sexual violence and misconduct student climate survey in 2020/21.

#### **Post secondary digital system strategy:**

NIC has implemented the EducationPlannerBC application and transcript exchange services with plans to implement new functionality to ease use and streamline the application process for students. In addition, the implementation of Acalog and Curriculog in the College's enterprise resource planning system, Ellucian Colleague, will create system-wide efficiencies, reducing curriculum approval time and seamlessly creating an online academic calendar.

#### **Programs that meet labour market and economic needs**

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<sup>4</sup> View *NIC Policy #3-34 Sexualized Violence Prevention and Response* at <https://www.nic.bc.ca/about-us/the-nic-commitment/policies-procedures/>.

With financial support, NIC intends to deliver the following programs that meet local, regional and provincial labour market and economic needs:

- a second cohort of the Aboriginal Leadership certificate;
- a Computer Information certificate (Fall 2021), with plans to offer the program in Port Alberni and Campbell River to reach traditionally underserved areas;
- additional medical terminology training, including dual credit offerings, to enhance domestic demand for healthcare clerical positions and office administration skills;
- expanded Early Childhood Care and Education and Health Care Assistant programming across the region;
- expanded Practical Nursing programming at the former St. Joseph’s General Hospital campus;
- trades and technology programming; and
- expanded Digital Design + Development sections to welcome a new cohort of CodeCore College students and provide enhanced learning opportunities for local students.

### **International education framework**

In response to challenges that have arisen from the COVID-19 pandemic, NIC is working to help continuing international students who are already in Canada and developing plans to support incoming students. While the current situation has provided significant challenges to colleges and universities across Canada, NIC remains committed to a sustainable, balanced approach to international education that is student-centred and focused on the success of international and domestic students. This requires new targets, flexibility and coordination with federal and provincial counterparts, as well as substantial work to mitigate long-term enrolment impacts. NIC will refocus its plans and actions as the international education landscape continues to shift. A summary of what NIC is doing to advance international education in response to the COVID-19 pandemic can be found in the “COVID-19: Impact, Response and Planning” section of this document.

- 3. Develop and recognize flexible learning pathways for students to access post-secondary education and skills training including:**
  - a. Actively engaging with your local school districts to expand dual credit opportunities for students;**
  - b. Supporting lifelong learning pathways across the public postsecondary system; and**
  - c. Advancing and supporting open learning resources.**

### **Dual credit opportunities**

NIC has continued to develop strong relationships with school districts to increase dual credit opportunities for students and increase post-secondary transition rates. We are reviewing the following list of pre-pandemic plans with school districts:

- educational event and curriculum development, including collaborative student supports, joint professional development, class shadows, site tours and program information sessions;
- improved awareness and delivery of dual credit health and trades areas, Early Childhood Care and Education, Education Assistant Community Service Worker, Youth Train in Trades and Office Administration programs, as well as first-year English, humanities and math courses;
- revision of the dual credit application and scheduling process;
- expanded online and alternate dual credit delivery methods to enable remote learning;
- first-year fine arts class high school offerings planned for 2021;
- joint forestry program curriculum development and industry engagement;

- fine arts studio tours and presentations, youth summer camps and art exploration classes traditionally offered to younger age groups; and
- invitation to Comox Valley and Campbell River computer science, programming and media arts high school instructors to participate in the Digital Design + Development Program Advisory Panel.

NIC's achievements in delivering and expanding dual credit offerings in 2019/20 are highlighted in the "Strategic Priority #2: High Quality, Relevant, Responsive Curriculum" section of this document.

### **Lifelong learning pathways**

NIC supports learners of all ages, educational needs and goals. In 2020/21, the College will work externally and internally to further develop lifelong learning pathways for students, including:

- working to maintain or increase K-12 to post-secondary transition rates for high school graduates in the NIC region by promoting and creating awareness of NIC, including educational offerings and pathways, through ongoing improvement of marketing, recruitment, advising and counselling practices;
- supporting a strong North Island referral system, by working with WorkBC, adult learning centres, frontline youth agencies, family service agencies, Indigenous organizations, military and community organizations;
- continuing to inform students of educational opportunities and pathways between all Vancouver Island post-secondary institutions;
- developing international and provincial articulation agreements, including pathways to the Limerick School of Art, Vancouver Island University, Emily Carr University of Art + Design and a new pathway from NIC's Computer Information Systems certificate to Camosun College; and
- supporting ElderCollege and Joy of Lifelong Learning courses across the region for individuals aged 50 and up, and 55 and up, depending on program and campus.

### **Open learning resources**

NIC plans to continue tracking the use of open learning textbooks and supporting faculty use of open educational resources and online materials by providing lists of available texts as well as access to webinars and support. In 2019/20, nine instructors used open learning texts, saving NIC students approximately \$235K.

4. **Strengthen workforce connections for student and worker transitions by:**
  - a. **Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);**
  - b. **Increasing co-op and work-integrated learning opportunities;**
  - c. **Responding to the reskilling needs of British Columbians to support employment and career transitions; and**
  - d. **Supporting students' awareness of career planning resources (such as the Labour Market Outlook).**

### **Programs aligned with high opportunity and priority occupations**

With support, NIC plans to expand programming for high opportunity and priority occupations, including deployment of digital learning strategies across the trades programming. In 2020/21, the College plans to offer Health Care Assistant, Practical Nursing, Community Mental Health Care

Worker, and Early Childhood Care and Education programs as well as a Health Care Assistant to Practical Nursing pathway. The College also intends to expand medical terminology courses in the Office Administration program, and create a new pathway from the Computer Information Systems certificate program to Camosun College.

### **Co-op and work integrated learning**

NIC's Student Employment Services<sup>5</sup> is planning for expansion of co-op and work-integrated learning for students, through local, regional and international partnerships. In addition, the College will continue building work-integrated learning into new programs, including every NIC trades and technology foundation program as well as the new Culinary Business Operations diplomas.

### **Reskilling for employment and career transitions**

Several curricular areas are actively planning to help existing and potential students in their path to employment and career transitions through industry and employer driven advisory panels, work placements and business connections. NIC has created a Practical Nursing to Bachelor of Science in Nursing pathway and plans to create a Health Care Assistant to Practical Nursing pathway; the College also plans to develop pathways between trades and technical program specializations. NIC continues to deliver Early Childhood Care and Education Assistant courses to support early transition to certification and employment.

### **Career planning resources**

NIC's Student Employment Services<sup>6</sup> continues to plan for expanded online and in-person resources and career planning workshops for students. CareerCentral<sup>7</sup> offers online job and volunteer listings, career and employment resources for students and alumni. This includes help with resumé building, interviews, networking, informational interviews and workshops. The site also provides connections with employers interested in hiring a student for co-op, internships or work-integrated learning.

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<sup>5</sup> View North Island College's Student Employment Services portal at <https://www.nic.bc.ca/life-at-nic/student-employment-services/>.

<sup>6</sup> Ibid.

<sup>7</sup> View North Island College's Career Central portal at <https://careercentral.nic.bc.ca/home.htm>.

# PERFORMANCE PLAN

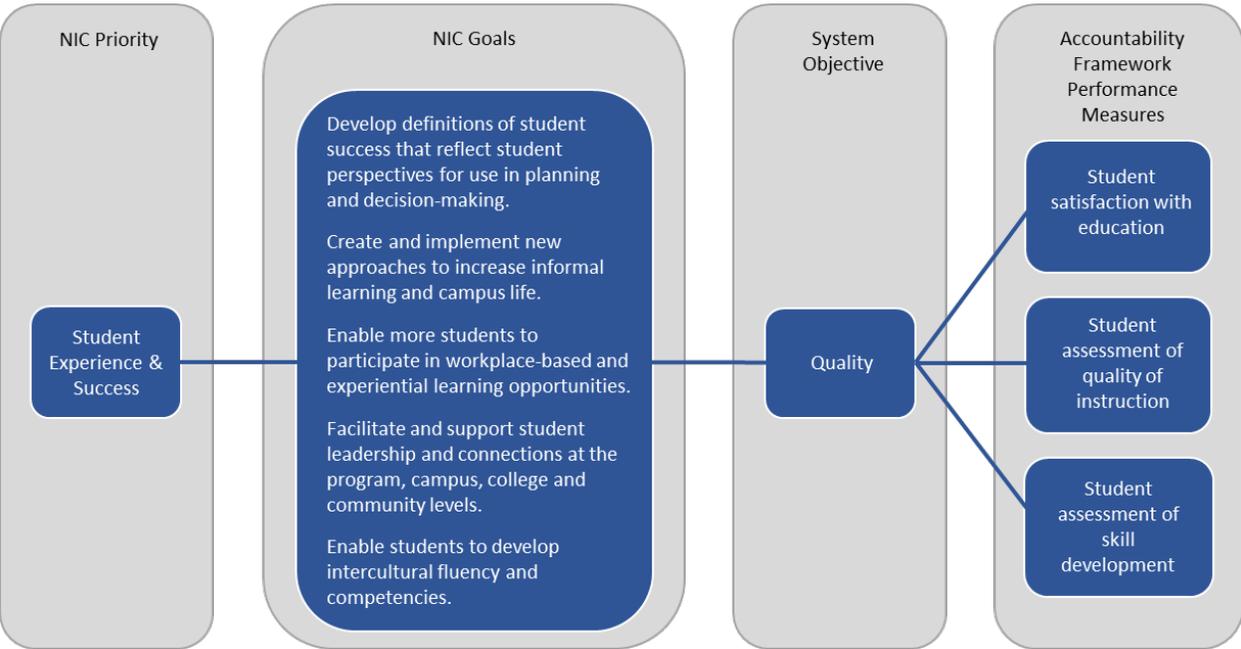
## NIC PLAN 2020: NIC’s CURRENT STRATEGIC PLAN

Launched in the fall of 2015, North Island College’s 2016-2020 Strategic Plan, *NIC Plan 2020*,<sup>8</sup> addresses NIC’s regional opportunities and challenges and distinguishes NIC’s role from other post-secondary institutions across B.C. The plan identifies nine over-arching strategic priorities and 44 related goals with a central focus on supporting student experiences and success.

The diagrams in this section illustrate how NIC’s priorities and goals align with the B.C. post-secondary system objectives and associated Accountability Framework performance measures. Bullets below each diagram describe NIC’s key actions and outcomes in 2019/20.

A report on NIC’s targets, results and assessments for the Accountability Framework performance measures in 2019/20 is available in the section, “Appendix I - Performance Measures Results.”

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



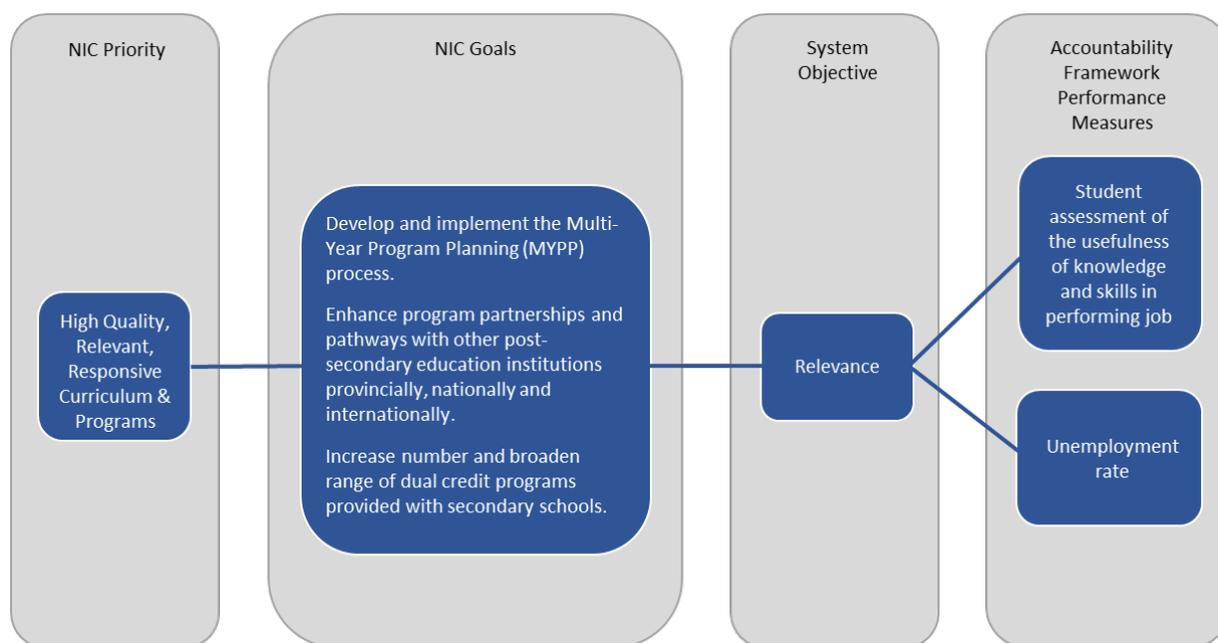
<sup>8</sup> View North Island College’s 2016-2020 Strategic Plan, NIC Plan 2020, at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

## 2019/20 Goals, Actions and Outcomes

<i>Develop definitions of student success that reflect student perspectives for use in planning and decision-making.</i>	
Achieved	<ul style="list-style-type: none"> <li>Participated in the B.C. Student Outcomes Survey, where 94% of respondents in certificate, diploma and associate degree programs were satisfied with their education in 2019. Respondents' satisfaction rate was 96% for apprenticeship programs and 87% for bachelor's degrees.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>92% of self-declared Indigenous survey respondents were satisfied NIC helped them meet their education goals in 2019/20; between 87% and 93% reported experiencing a culturally welcoming environment, safety and respect on campus and effective academic and personal support.</li> </ul>
<i>Create and implement new approaches to increase informal learning and campus life.</i>	
Achieved	<p><u>Library &amp; Learning Commons</u></p> <ul style="list-style-type: none"> <li>For 2019/20, the following data points demonstrate substantial use of library resources through: <ul style="list-style-type: none"> <li>98,531 searches across print and digital collections;</li> <li>1,863 research questions;</li> <li>1,514 students participated in library instruction;</li> <li>7,449 room bookings (20,585 students);</li> <li>140,304 gate count; and</li> <li>4,644 sign-outs of laptops.</li> </ul> </li> </ul>
Achieved	<p><u>High-Quality, Sustainable Peer Tutoring</u></p> <ul style="list-style-type: none"> <li>Thirty-six peer tutors supported students in business, math and sciences, English, social sciences, humanities, digital design and development, as well as trades. Collectively, they provided more than 640 tutoring hours during the academic year, with six tutors supporting students through Spring/Intersession terms.</li> <li>NIC increased the number of tutors in Campbell River and Port Alberni, where it has been difficult to find tutors. In the Comox Valley, tutoring was available to dual credit students in NIC courses at two high schools, with students from all high schools encouraged to join. When schools broke for Spring Break and COVID-19, students had started to join tutoring sessions regularly. Peer tutoring will continue through the Spring/Intersession using web conferencing tools.</li> </ul>
Achieved	<p><u>Writing &amp; Math Support</u></p> <ul style="list-style-type: none"> <li>Writing Support saw a 25% increase with more than 1,054 student appointments at the Comox Valley campus, and 415 student appointments September to March at the Campbell River campus, an increase of 66% from the previous year. We continued to offer help in the Comox Valley and the Campbell River Aboriginal Lounges.</li> <li>In addition to individual student writing appointments, Writing Support offered six in-class writing workshops. Teaching faculty are encouraged to work with Writing Support faculty to customize topics and skills they would like students to develop. NIC continued to participate in the online WriteAway provincial consortium. Despite the increase in personal Writing Support appointments this year, online WriteAway submissions dropped only marginally (8%).</li> <li>Math Supports included 416 student appointments across three campuses, 285 student drop-ins at the Comox Valley campus (25% increase over the previous year), and 10 statistics workshops in the Fall and Winter for more than 50 students. For the first time, help will be available to students through the Spring and Intersession terms.</li> <li>Writing and Math Support shifted to web conferencing, phone or email submissions in mid-March with the federal and provincial safe distancing recommendations. These appointments will continue until the recommendations change.</li> </ul>
Achieved	<p><u>Informal Learning and Social Connections Across Areas of Study</u></p> <ul style="list-style-type: none"> <li>In 2019, NIC created the Student Life Outreach and Liaison Assistant position to support campus life, including outreach to students in distress. This has been instrumental in developing a new Campus Life Advisory Team whose mandate is to plan and coordinate events and activities to engage, educate and inform students. This team launched NIC's first Thrive Week as well as events and campaigns supporting mental health, consent culture, self-care and community engagement. The Student Outreach and Liaison Assistant also coordinates Early Assist (under the supervision of</li> </ul>

	<p>the Manager, Student Life) and provides outreach to students needing on-going support. The team includes a new Global Learning Facilitator position to help international students adjust to student life in Canada.</p> <ul style="list-style-type: none"> <li>• In addition, NIC continues to work with the North Island Students' Union (NISU) to offer drop-in recreation leagues in the Comox Valley, departments continue to host authors, artists, films, art events and cultural gatherings to support informal learning opportunities across campuses.</li> <li>• In February 2020, NIC submitted a business case for NIC's first on-campus housing in the Comox Valley in consultation with students, community and staff. The housing includes group study areas and common areas, to provide informal learning for all students.</li> </ul>
<b><i>Enable more students to participate in workplace-based and experiential learning opportunities.</i></b>	
Achieved	<p><u>Work-Integrated Learning</u></p> <ul style="list-style-type: none"> <li>• With almost 700 students enrolled in co-op and work-integrated learning in 2019/20 (up from 652 in 2018/19), NIC continued to expand offerings through international partnerships with institutions in Japan and France.</li> <li>• NIC hosted a number of networking events connecting employers and students, including an inaugural Campbell River event in and mock interviews at local employers' workplaces.</li> <li>• NIC implemented new Culinary Business Operations Co-op Education Program.</li> <li>• NIC finalized a new double degree with the School of Business that includes a study abroad semester and co-op work term in France. NIC also joined the Canada Japan Co-op Program.</li> </ul>
<b><i>Facilitate and support student leadership and connections at the program, campus, College and community levels.</i></b>	
Achieved	<p><u>Student Leadership Team</u></p> <ul style="list-style-type: none"> <li>• NIC's Student Leadership Team continued to be a strong presence across all campuses in 2019/20 contributing over 1,000 volunteer hours to the community. Leaders supported campus events such as orientation, open house, career fairs and NISU events. In addition, student leaders facilitated their own events and programs related to mental health and well-being. Initiatives included: <ul style="list-style-type: none"> <li>○ a one-day orientation in August at the Comox Valley campus; and</li> <li>○ NIC hired a longtime student leader to coordinate a Mental Health and Well-being themed leadership retreat for 29 students and 14 staff in January at Camp Homewood on Quadra Island.</li> </ul> </li> <li>• A student leader was nominated for the 2019/20 NIC President's Community Engagement Award for her work at NIC and in the community at large.</li> </ul>
Achieved	<p><u>Engagement and Leadership</u></p> <p>Students participated in NIC's Board of Governors and Education Council and held key Student and International Ambassador positions across campuses.</p>
<b><i>Enable students to develop intercultural fluency and competencies.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>• Elders in Residence attended classes throughout decanal areas to support Indigenous ways of knowing and being and provide teachings from a local Indigenous perspective.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>• Aboriginal Advisors and Elders in Residence led Indigenous workshops across campuses.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>• NIC Student Life, the Office of Global Engagement and community organizations collaborated to create opportunities for students to explore culture on campus and in our community, including orientation visits to local First Nations.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>• International students participated in extracurricular educational, cultural, recreational and entertainment activities at Comox Valley, Campbell River or Port Alberni campuses and in the community.</li> </ul>

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



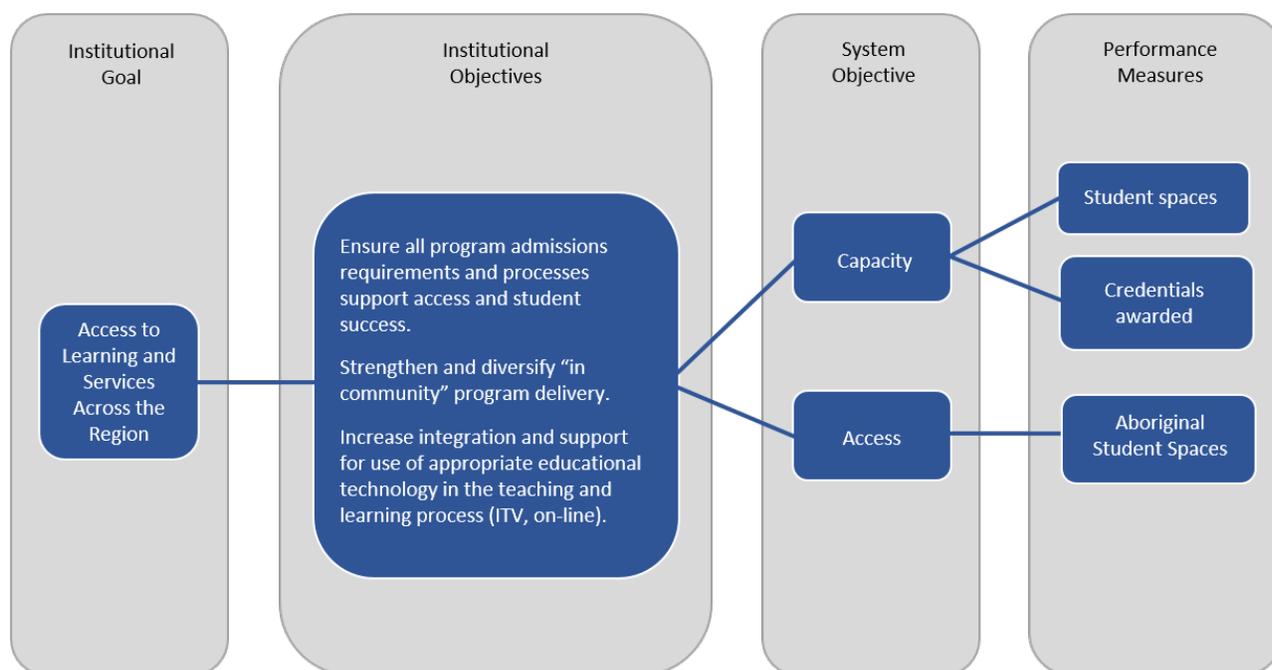
### 2019/20 Goals, Actions and Outcomes

<i>Develop and implement the Multi-Year Program Planning (MYPP) process.</i>	
Achieved	<p>In 2019/20, NIC completed the fourth year of Multi-Year Program Planning (MYPP) and approved approximately \$370K, based on adjudication of departmental priorities, including:</p> <ul style="list-style-type: none"> <li>• Aboriginal Education: Delivered developmental Kwak’wala or Nuu-chah-nulth language courses at all NIC campuses.</li> <li>• Human Services: Coordinated and developed requirements for more Early Childhood Care and Education (ECCE) in-community offerings; Developed ECCE and Human Service Worker (HSW) practicum coordination; Held community-based cultural learning events to respond to the <i>TRC Calls to Action</i>.</li> <li>• Business and Applied Studies: Increased capacity within the Office Administration program; supported business scholarship and alumni events; began fine art program review and explored additional delivery options; undertook curriculum revisions for Digital Design + Development program and developed a Global Indigenous Tourism course. Outside of the MYPP process, NIC also expanded business courses to Campbell River to meet demand.</li> <li>• University Studies: Developed English and humanities curriculum, resulting in four new creative writing and Indigenous history courses; offered Space, Science Astronomy courses; developed creative writing workshops for high-school students.</li> <li>• Trades and Technical: Developed curriculum for Carpentry, Electrical and Welding programs.</li> </ul>
Planned	<p>In 2020/21, and dependent on funding, NIC is planning for:</p> <ul style="list-style-type: none"> <li>• Health &amp; Human Services: NIC plans to add Interactive TV (ITV) Practical Nursing seats at NIC@St. Joe’s campus in the Comox Valley; a Health Care Assistant to Practical Nursing Pathway (Winter 2021), and Health Care Assistant programs in Campbell River (Fall 2020, Winter 2021) and the Comox Valley (additional seats and an evening and weekend program Fall 2020). In Port Hardy, NIC plans to offer a Community Mental Health Worker program (Winter 2021).</li> </ul>

	<ul style="list-style-type: none"> <li>Arts, Science &amp; Technology: Planning to create new community and sustainable development programming as well as island studies, communication, media and leadership, and marine/coastal biology programming.</li> </ul>
<b><i>Enhance program partnerships and pathways with other post-secondary education institutions provincially, nationally and internationally.</i></b>	
Achieved	NIC had 92 active partnership agreements in 2019/20, including 24 Canadian agreements, 47 international agreements, 11 community agreements and ten agreements with local school districts. New agreements include pathways to the Limerick School of Art, Vancouver Island University, Emily Carr University of Art + Design, a new pathway from the Computer Information Systems certificate to Camosun College, and a new international double degree with the Universite Savoie Mont Blanc in France.
<b><i>Increase the number and broaden the range of dual credit programs provided in partnership with secondary schools.</i></b>	
Achieved	<p><u>Continue and Expand Dual Credit Courses to School Districts</u></p> <ul style="list-style-type: none"> <li>194 students enrolled in dual credit courses at NIC in fiscal year 2019/20 (up from 190 students in 2018/19), including dual credit and Youth Train in Trades programs.</li> <li>NIC collaborated with school districts to offer culinary arts (new) and construction (continuation) Trades Sampler programs and tours, and increase awareness about dual credit options and Youth Train in Trades opportunities.</li> <li>NIC strengthened existing agreements with Comox Valley, Campbell River, Port Alberni, Parksville/Qualicum Beach and North Island School Districts and created a new agreement with the Powell River School District.</li> <li>Expanded dual credit options for Health Care Assistant, Early Childhood Education, Office Assistant, Education Assistant Community Service Worker programs, as well as arts, science and humanities courses across the region;</li> <li>Offered two dual credit courses in the Parksville high school (rather than online or on campus) which increased access to School District 69 high school students.</li> </ul>
Achieved	<p><u>Review Processes to Support Dual Credit Development and Curriculum</u></p> <ul style="list-style-type: none"> <li>Provided release funding for Curriculum Committee and Planning and Standards chairs.</li> <li>Reviewed software to support curriculum processes.</li> </ul>
Achieved	Participated in the British Columbia Council on Admissions & Transfer study, <i>Academic Dual Credit Students: Experiences and Performance in the B.C. Post-Secondary System</i> . The research showed that “NIC offers the sixth-largest academic dual credit program in the province...The majority of students felt that the enrolment process was clear, that the workload was manageable, and that academic dual credit helped prepare them for post-secondary education. Many respondents identified the early preparation for post-secondary studies as the best part of ADC for them.” <sup>9</sup>
<p><i>For programming based on regional demand and student need, see additional initiatives, under “Strategic Priority #3: Access to Learning and Services Across the Region” and “Mandate Letter Priorities.”</i></p> <p><i>For initiatives which Indigenize the curriculum to improve learning outcomes and strengthen content for students, see “Strategic Priority #4: Aboriginal Education and Indigenization,” “Mandate Letter Priorities” and “Strategic Priority #3: Access to Learning and Services Across the Region” and “Appendix II- Mandate Priority #1 Progress Report.”</i></p>	

<sup>9</sup> British Columbia Council on Admissions and Transfer (2020). *Academic Dual Credit Students: Experiences and Performance in the B.C. Post-Secondary System*. Retrieved <https://www.bccat.ca/DualCreditStudents2020> on June 22, 2020.

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

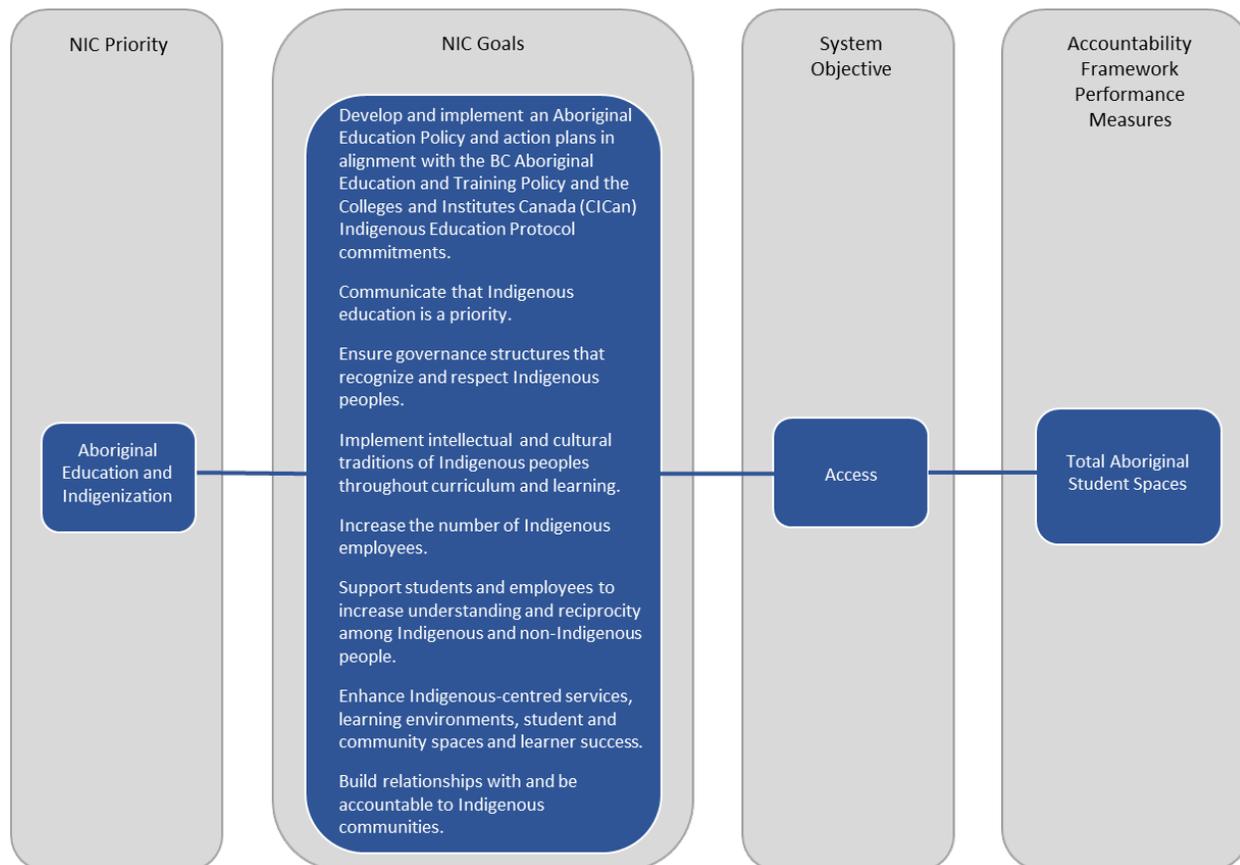


#### 2019/20 Goals, Actions and Outcomes

<b><i>Ensure all program admissions requirements and processes support access and student success.</i></b>	
Achieved	<p><u>Create Advising Tools and Clearer Admission Requirements to Improve Student Communications</u></p> <ul style="list-style-type: none"> <li>Published admission criteria grid online and streamlined admission processes to become more competitive with Canadian institutions.</li> <li>Improved international student payment options.</li> <li>Identified the specific communication types required for each admissions stage. Collaborated with international admissions to communicate with applicants throughout the process.</li> <li>Finalized language pathway agreements with five language schools and begin in-Canada and offshore recruitment of international students through pathway schools and agents.</li> </ul>
<b><i>Strengthen and diversify in-community program delivery.</i></b>	
Achieved	<p>NIC worked with community, First Nations and industry to improve student access to post-secondary education through in-community programs, as identified by the Nation, this included:</p> <ul style="list-style-type: none"> <li>Health and Human Services: NIC offered Early Childhood Care and Education (ECCE) courses, certificate and diploma at Eso'wista with the Tla-o-qui-aht First Nation, with plans to offer a Health Care Assistant (HCA) program at the same location. At the Mixalakwila campus in Port Hardy, NIC offered HCA and an ECCE certificate with ITV access to Alert Bay. The ECCE Assistant course taught through ITV in Fall 2019 included students from Ucluelet and Mixalakwila.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Upgrading: NIC offered ABE programming in Gold River, Bella Coola and Ahousaht and Nuuchah-nulth language programming in Gold River.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Tourism: NIC offered an Aboriginal Eco-Tourism program with VIU for Indigenous students across the region. Students in Port Hardy completed the Tourism and Hospitality certificate.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Trades: The Coastal Forest Worker certificate was offered in Port Alberni in partnership with the Huu-ay-aht First Nation, while the Hatchery Operations certificate in Campbell River was offered in partnership with Homalco First Nation.</li> </ul>

Achieved	<ul style="list-style-type: none"> <li>Continuing Education and Training (CET): Based on success of last year’s Indigenous Archeology and Field Skills certificate in Huu-ay-aht First Nations Territory, NIC developed Introduction to Marine Science, a low-barrier, land-based, hybrid-delivery course. Discussions are underway to embed training in a college-entry preparatory term that includes language and culture, math and English upgrading, and First Nation student study skills.</li> </ul> <p>Throughout 2019/20, CET developed partnerships to respond to in-demand skills training and workforce development needs across our regions. This customized education and skills training is developed with employers, industry, First Nations, government, employment and community service agencies. Highlights include:</p>
Achieved	<ul style="list-style-type: none"> <li>Food Hub Regional Developments: Developed customized training to support Port Alberni’s Sea to Farm Food Hub at the former Port Authority Fish Plant (introductory courses will focus on food safety, food production/processing, packaging and marketing). CET has also developed a new Sustainable Small-Scale Mixed Farming Training program in partnership with the Comox Valley Economic Development Society (Ministry funding will enable us to offer tuition-free training for 12 community members in the Spring and Intersession Terms 2020).</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>In-Community Carpentry Pathway: NIC delivered a culturally enhanced 12-week Trades Discovery/Sampler program to 21 community members, with 12 Kyuquot-Cheklesath (KCFN) students and nine Mowachaht-Muchalaht students (Gold River) completing the training and applying their carpentry skills in their home communities in collaboration with KCFN and Mowachaht-Muchalaht (MMFN) First Nations, the Nuu-chah-nulth Tribal Council, ITA and our faculty. Students are well prepared to participate in the next phase of the Ministry-funded Aboriginal Construction Trades Training program (Level 1 Apprenticeship) which VIU plans to offer in Kyuquot, as part of this partnership.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Market Gardener Training: Nine enthusiastic and skilled farmers successfully completed the program, in partnership with the Port Alberni Shelter Society. Based on this successful pilot, NIC will update the program model and offer this innovative program again in-community this Spring/Intersession, with AEST funding and support.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Craft Brewery &amp; Malting Program: NIC is developing a five-month program to provide 12 students with hands-on skills and knowledge. Students will work with industry experts to develop and master brewing recipes, handle and operate commercial brewing equipment, while learning the economic fundamentals of operating a successful brewing business. The program is scheduled to run in September 2020.</li> </ul>
<b><i>Increase integration and support for use of appropriate educational technology in the teaching and learning process (ITV, online).</i></b>	
Achieved	<u>Increase Instructional Delivery of Interactive TV (ITV) and Upgrade and Expand Locations</u> In 2019/20, NIC expanded ITV to health care students at NIC@St. Joe’s campus in Comox and the Campbell River campus, as well as improved services in Ucluelet, Alert Bay and the Mixalakwila campus in Port Hardy.
In Progress	<u>Improve Technical Support Services for Students</u> A new full-time Student Technical Support position in Campbell River increased regional capacity and better prepared NIC for ongoing challenges. Technicians continue to work with The Centre for Teaching and Learning Innovation to increase access to students.

## Strategic Priority #4: Aboriginal Education and Indigenization



### 2019/20 Goals, Actions and Outcomes

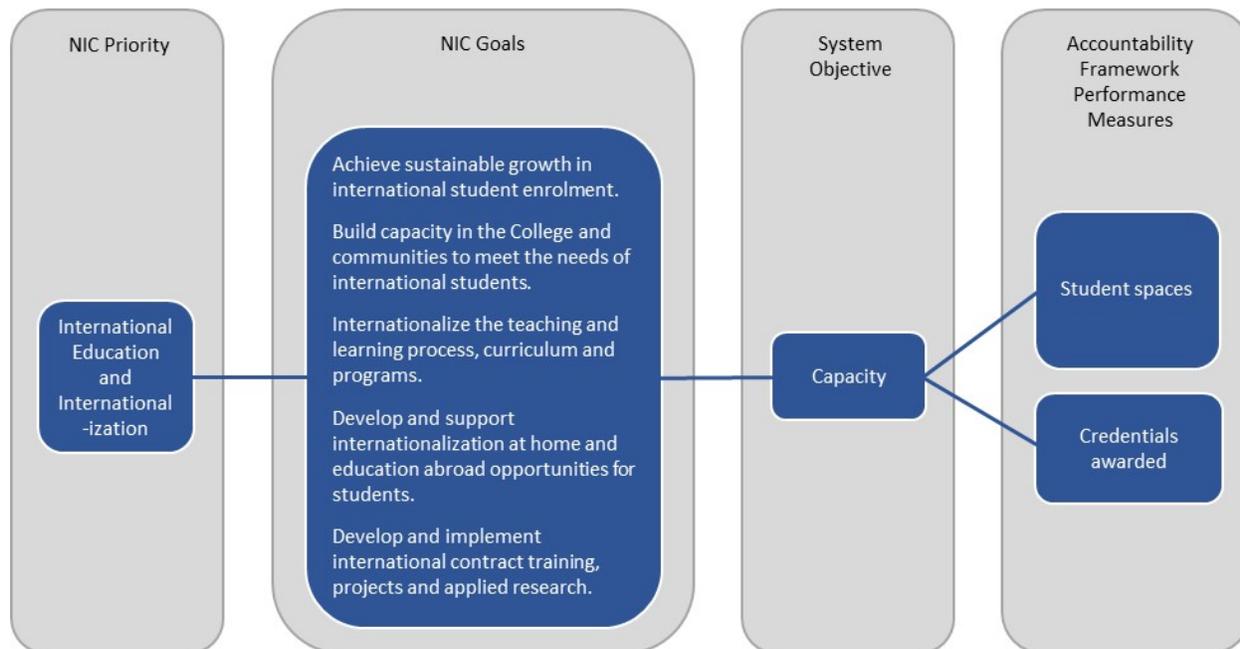
<b><i>Develop and implement an Aboriginal Education Policy and action plans in alignment with the BC Aboriginal Education and Training Policy and the Colleges and Institutes Canada (CICan) Indigenous Education Protocol commitments.</i></b>	
In Progress	Funds were dedicated to develop a college-wide <i>Indigenization Operational Plan</i> to normalize, celebrate and integrate Indigenous knowledge in our education system. This plan will give space for strong Indigenous voices and require accountability to Indigenous communities. Funds were dedicated towards this plan, and consultations with the Indigenous Education Council, NIC Elders in Residence, staff, faculty, administration, leadership and students took place from November 2019 to February 2020. The process utilized the <i>Indigenous Education Protocol Agreement</i> and its seven commitments as a framework for the final plan.
<b><i>Communicate that Indigenous education is a priority.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>The NIC Aboriginal Education Department distributes a quarterly <i>Aboriginal Education Newsletter</i>, highlighting Indigenous initiatives throughout the region. The first newsletter was published in May 2019. In addition, six media releases specific to Indigenous education have been published since September 2019.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Indigenous education continues to be a prominent commitment in NIC Plan20-25.</li> </ul>

<b><i>Ensure governance structures recognize and respect Indigenous peoples.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>The College worked with Indigenous communities, regional advisory committees and the IEC to identify and prioritize Indigenous programs and services. This vital collaborative engagement process provides insight, supports communities and informs NIC's programming priorities.</li> <li>NIC proudly includes Indigenous representation on the Board of Governors and Education Council. The Indigenous Education Council, Board of Governors and Education Council meet annually to review relationships and share progress in regards to the <i>TRC Calls to Action</i> and <i>UN Declaration on the Rights of Indigenous Peoples</i>.</li> </ul>
Achieved	
<b><i>Implement intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>The Aboriginal Education Facilitator was appointed to develop, coordinate and support educational elements of NIC's Indigenization process. This ongoing position builds capacity within NIC and is a resource to First Nations students and faculty on the Indigenization of curriculum and learning.</li> <li>In 2019/20, NIC offered enhanced Indigenous Language courses in communities across the region and developed an Indigenous Language Fluency certificate, which will pilot when face-to-face classes resume. Three individual courses will be available digitally to students across the region in 2020/21.</li> <li>English faculty presented at B.C. Deans of Arts and Science Programming meeting on incorporating Indigenous ways of knowing and being.</li> </ul> <p><i>See specific initiatives in "Mandate Letter Priorities," "Strategic Priority #2: High Quality, Relevant, Responsive Curriculum and Programs" and "Strategic Priority #3: Access to Learning and Services Across the Region."</i></p>
Achieved	
Achieved	
<b><i>Increase the number of Indigenous employees.</i></b>	
Achieved	NIC renewed its special program approval through Human Rights Tribunal to restrict hiring to persons of Aboriginal ancestry for the following positions: Director of Aboriginal Education, Aboriginal Education Advisors, Elders, and Faculty in Aboriginal Programming.
<b><i>Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous people.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>K'ómoks Big House Day: Community knowledge keepers held a one-day workshop with more than 80 NIC faculty, staff and administrators to share K'ómoks First Nation history and culture.</li> <li>Indigenous Learning Circles Pilot: The Aboriginal Education Department and the Centre for Teaching and Learning Innovation invited teaching faculty to engage with Indigenous perspectives and critically reflect on suggested teaching and learning practices to help support a classroom free of marginalization. This series of three sessions in the Comox Valley and Campbell River revolved around a Learning Circle that included Elders, Indigenous students and NIC teaching faculty who provided insights and suggestions for creating an inclusive learning environment based on a related Indigenous reading each week.</li> <li>'The Village Workshop' and 'Kairos Blanket Exercise' are included in select NIC programs and courses. NIC is exploring opportunities to offer the workshops to additional staff and students.</li> <li>NIC is sourcing funds to create local, digital learning experiences to explore and address colonization, residential schools, day schools and their impacts from a social justice perspective.</li> <li>NIC will offer ILF-111, Pathways to Reconciliation and Social Action, as a digital course offering.</li> </ul>
Achieved	
Achieved	
In Progress	
In Progress	
<b><i>Enhance Indigenous-centred services, learning environments, student and community spaces and learner success.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>Formalized Aboriginal Scholars program across campuses with the support of the RBC Foundation. In 2019/20, 23 students completed their achievement plans and received \$500 scholarships.</li> <li>Provided frontline student support via Aboriginal Education Advisors, Elders in Residence and community Elders.</li> <li>Approved architect designs to build a \$1.8M Campbell River Gathering Place adjacent to the Aboriginal Student Lounge. Construction will begin in 2020/21.</li> <li>Worked with the K'ómoks First Nation and Indigenous Education Council to incorporate appropriate cultural and traditional aspects of the proposed Student Housing Commons design. Upcoming work will include design elements, artwork, totem pole, naming and a territory acknowledgment.</li> <li>Update the Port Alberni Aboriginal Lounge kitchen.</li> </ul>
Achieved	
Achieved	
In Progress	

Planned

<b><i>Build relationships with and be accountable to Indigenous communities.</i></b>	
Achieved	<u>Hold Regular Meetings with Regional Advisory Committees (West Coast, Central and Northern) and the Indigenous Education Council (IEC) to Identify Programming and Responsive Curriculum</u> <ul style="list-style-type: none"><li>• Held three regional committees and IEC meetings each in the past year.</li><li>• Received guidance in the development and implementation of the <i>Aboriginal Service Plan</i> and approval of the finalized plan and priorities.</li><li>• Reviewed and supported all Indigenous education programming and funding proposals.</li></ul>
Achieved	<u>Co-develop Educational Agreements to Ensure Goals, Objectives and Elements Meet Community Needs</u> <ul style="list-style-type: none"><li>• Developed education agreements based on community-identified needs and developed Memorandums of Understanding with First Nations communities for long-term program planning.</li><li>• Visited First Nations communities to hear from leadership and community members on education and training needs (Tla-o-qui-aht Language Gathering, November 2019 and Ahousaht, February 2020).</li></ul>

## Strategic Priority #5: International Education and Internationalization

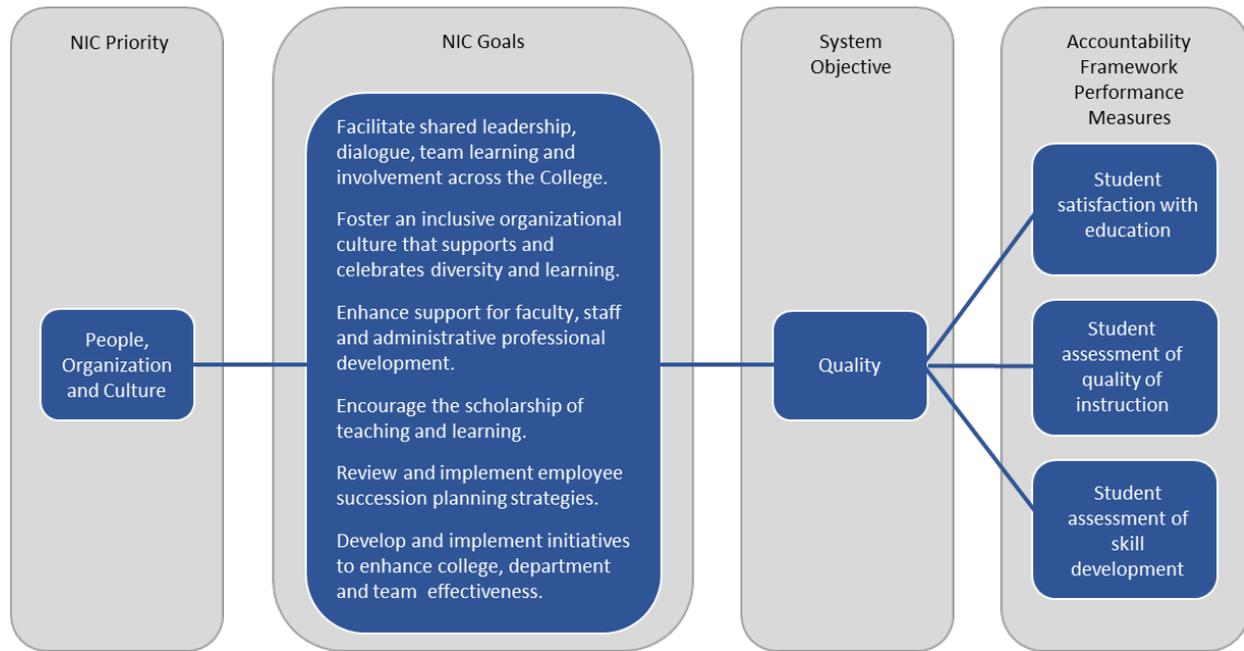


### 2019/20 Goals, Actions and Outcomes

<i>Achieve sustainable growth in international student enrolment.</i>	
Achieved	<p><u>Create, Implement and Strengthen a Strategic International Recruitment and Marketing Plan</u></p> <ul style="list-style-type: none"> <li>Established and carried out an enrolment management plan in 2019/20 to refine recruitment channels, admissions and application processes.</li> <li>Set and delivered campus and program targets for international students to help all learners and increase program offerings for Canadian students.</li> <li>Diversified international students' countries of origin to mitigate against global risk and expose domestic students to a wider array of cultures.</li> <li>Examined international students' success rates to refine country and program targets.</li> </ul>
Achieved	<p><u>Integrate International Enrolment within NIC's Multi-Year Program Planning</u></p> <ul style="list-style-type: none"> <li>Established NIC's Office of Global Engagement (OGE) within the Academic Division, and created greater collaboration and communication between OGE, Admissions and other departments to coordinate enrolment, marketing, planning and activities.</li> </ul>
<i>Build capacity in the College and communities to meet the needs of international students.</i>	
Achieved	<p><u>Increase and Diversify Program Offerings for all Students with Additional Sections and Business Programming in Campbell River</u></p> <ul style="list-style-type: none"> <li>Expanded 14-week Intersession program offerings.</li> <li>Expanded distance delivery options.</li> <li>Increased and diversified cohort programs in Port Alberni and Campbell River.</li> </ul>
Achieved	<p><u>Create Faculty and Staff Professional Development Opportunities Overseas</u></p> <ul style="list-style-type: none"> <li>Three employees participated in Leave for Change in 2019/20, volunteering time with institutional partners in developing countries to encourage fresh perspectives, new skills, global understandings and confidence.</li> <li>Several employees participated in international professional experiences in Ireland, Vietnam, the Philippines, Sri Lanka, Norway, Denmark, Belgium and Peru.</li> <li>Faculty and deans engaged in partner visits and partnership development.</li> </ul>

<b><i>Internationalize the teaching and learning process, curriculum and programs.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>• Created an elective intercultural competencies course.</li> <li>• Laid the groundwork with Aboriginal Education and four NIC Elders to establish an educational and cultural link to Kapi'olani Community College in Hawaii. The partnership will include NIC's first incoming degree completion option for Kapi'olani Community College students into the third year of the NIC's Bachelor of Business Administration degree.</li> </ul>
Achieved	
Achieved	<ul style="list-style-type: none"> <li>• Held workshops on challenges of working with diverse learners.</li> <li>• Laid the foundation for a Japan/Canada research partnership.</li> </ul>
Achieved	
<b><i>Develop and support Internationalization at home and education abroad opportunities for students.</i></b>	
Achieved	<u>Grow Study Abroad Offerings Through new Exchanges and Field Schools</u> <ul style="list-style-type: none"> <li>• Developed new study abroad marketing and presentations</li> <li>• Students participated in out-bound exchange in Germany, Japan and Mexico.</li> <li>• Hosted two Emerging Leaders in the Americas students from Mexico and Belgium.</li> <li>• Expanded study abroad options with NIC joining University Mobility in Asia and the Pacific (UMAP) (35 countries) and developed new partnerships and programs in France (Savoie/Burgundy), Germany (Heidelberg) and Ireland (Limerick, Carlow). The College also solidified partnerships in Norway, Denmark and Belgium.</li> <li>• Developed a domestic and international Student Ambassador program with Student Services.</li> </ul>
<b><i>Develop international contract training, projects and applied research.</i></b>	
Achieved	<u>Continue to Solicit and Develop Short-term, Customized Programs</u> <ul style="list-style-type: none"> <li>• Developed ECCE cohort program in Port Alberni and considered additional health and human services options and locations for January 2021.</li> <li>• Considered ways to use UMAP to deliver short programs for students.</li> <li>• Increased partner visits and communications to develop potential research and curriculum.</li> </ul>

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



### 2019/20 Goals, Actions and Outcomes

<b><i>Facilitate shared leadership, dialogue, team learning and involvement across the College.</i></b>	
In Progress	NIC's Senior Leadership Team, with input from the College's Senior Educational Team, implemented initiatives from the previous year's <i>Employee Engagement Plan</i> under the key themes of Decision-Making, Connecting, Flow of Information, Planning and Walk the Talk. Many of the initiatives are being integrated into Plan20-25.
<b><i>Foster an inclusive organizational culture that supports and celebrates diversity and learning.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>NIC created a Diversity Matters Steering Committee to increase awareness of diversity and develop opportunities for change. The committee identified projects for short, medium and long-term change. Committee meetings were put on hold during the <i>Plan 20-25</i> development process; re-engagement will occur following <i>Plan20-25</i> launch.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Employees confirmed the importance of diversity in an online discussion forum, created as part of the <i>Plan20-25</i> process.</li> </ul>
<b><i>Enhance support for faculty, staff and administrative professional development.</i></b>	
Achieved	<u>Support Employees in Maintaining and Increasing their Professional Skills</u> <ul style="list-style-type: none"> <li>Reviewed and updated professional/career development manuals.</li> <li>Increased access to professional development funding for sessional faculty and provided increased funding to faculty-identified group learning activities.</li> <li>Increased annual funding maximums to account for inflationary cost pressures for training and related travel expenses.</li> <li>Several employees took advantage of partial or full paid leaves to pursue learning and development plans, including degree completions.</li> </ul>

***Encourage the scholarship of teaching and learning.***

Achieved	<p><u>Created a formalized Centre for Teaching and Learning Innovation (CTLI) to provide a centralized place for institutional resources and supports.</u></p> <p>In the past year, CTLI has:</p> <ul style="list-style-type: none"><li>• Hired a director to lead facilitators in the areas of global learning, distributed learning, and teaching and learning techniques and tools.</li><li>• Built relationships with the Library and Learning Services, Aboriginal Education and the Department of Accessible Learning Services to support specific faculty and student needs.</li><li>• Provided supports and resources for faculty to meet the changing needs of students through ongoing, well-attended workshops, discussion groups and sessions such as:<ul style="list-style-type: none"><li>○ new faculty orientation sessions each Fall and Winter;</li><li>○ two professional development workshops with School Districts 71 and 72 in the Comox Valley and Campbell River to better support high school students' seamless transition to college, including a session on B.C.'s new curriculum with high school English teachers and NIC faculty;</li><li>○ Students as Partners focus group with 24 students and faculty to create opportunities to hear student voices on improved learning experiences and partner with faculty in developing new ways of teaching and learning;</li><li>○ a range of sessions to support teaching and learning experiences, including alternate assessment methods and intercultural classroom training; and</li><li>○ faculty training for Blackboard Learn, BlueJeans and online tools to support off-campus learning.</li></ul></li></ul>
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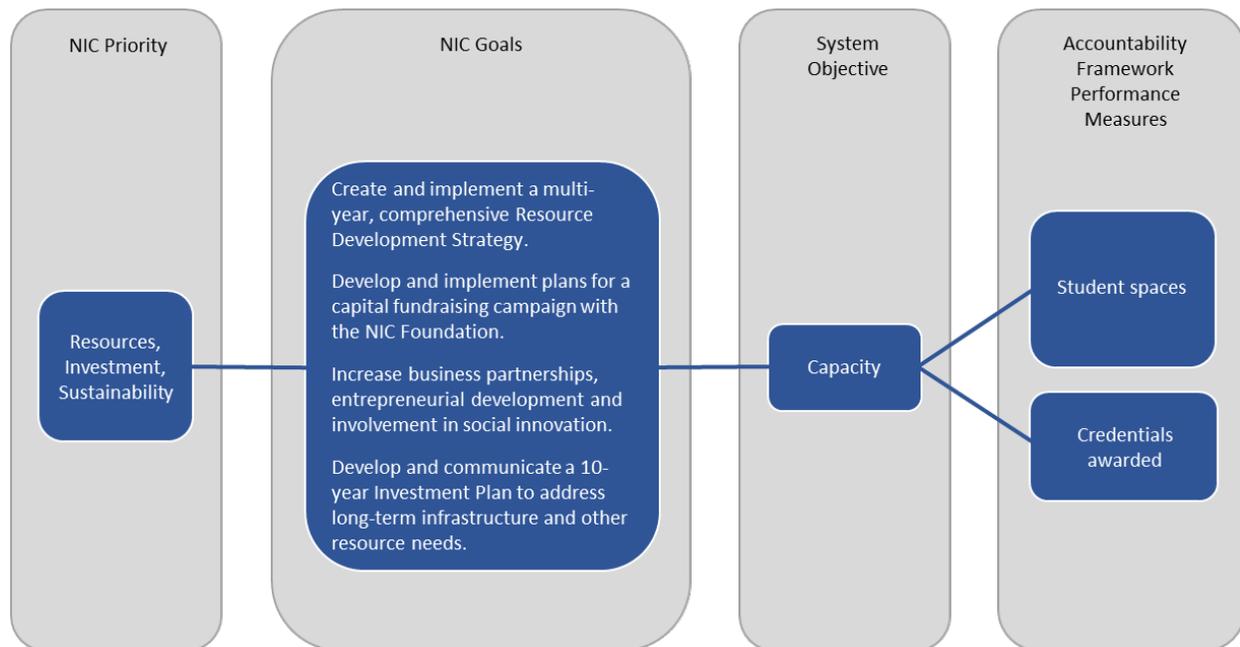
***Review and implement employee succession planning strategies.***

Achieved	NIC filled several middle-management roles in Student Services and key academic and operational support functions, in response to expanded service/programming needs. These roles meet demand for increased operations and services, and provide opportunities to consider succession-planning models which would be difficult to implement in a flat hierarchical structure.
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***Develop and implement initiatives to enhance College, department and team effectiveness.***

Achieved	<p><u>Facilitate Team-Building Activities to Improve Employee Health</u></p> <ul style="list-style-type: none"><li>• Human Resources collaborated with Student Services on a mental health strategy framework for the entire College community with implementation to occur in 2020/21.</li><li>• Human Resources restructured the new employee orientation to a more distributed model at multiple campuses. This model reflects hiring throughout the year across our campuses and ensures new employees receive more timely orientation to NIC and their role within it.</li></ul>
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## Strategic Priority #7: Resources, Investment, Sustainability

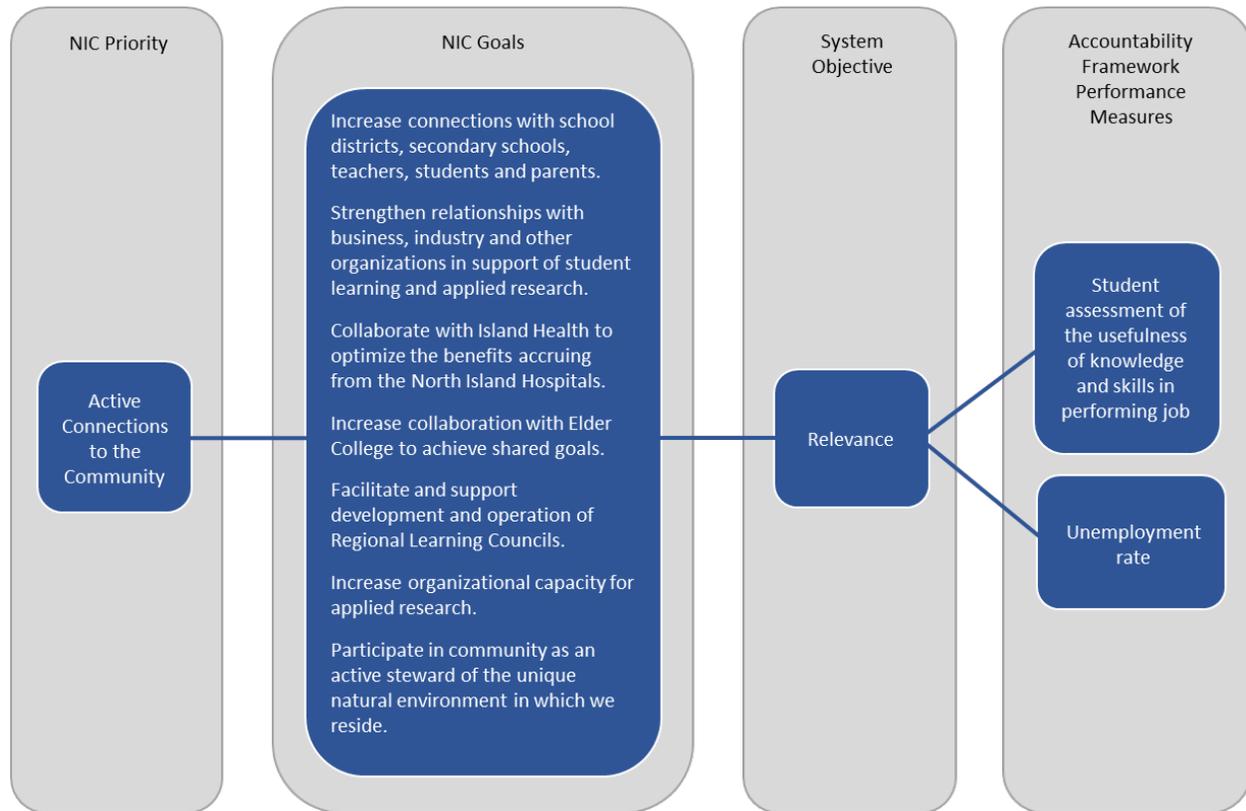


### 2019/20 Goals, Actions and Outcomes

<b><i>Create and implement a multi-year, comprehensive Resource Development Strategy.</i></b>	
Achieved	<p><u>Work with Industry, Business, Government and Foundations to Support Long-Term Development Strategies</u></p> <p>Student awards virtually doubled in the last five years as the result of a multi-faceted, comprehensive fundraising strategy. The Office of Advancement and NIC Foundation (NICF) Executive Director will continue to work with NICF board, donors, government, business and foundations to acquire further support for student awards, equipment and technology via planned and annual giving, capital campaigns, comprehensive campaigns, donor stewardship, grant writing and other strategies.</p>
<b><i>Develop and implement plans for a capital fundraising campaign with the NIC Foundation.</i></b>	
Achieved	<p>NIC's first comprehensive fundraising campaign raised an unprecedented \$1.8M in Campbell River. The campaign includes a \$1M donation, the largest ever in NIC's history. The Office of Advancement and NICF Executive Director are planning a second comprehensive fundraising campaign, which will include all college campuses and communities.</p>
<b><i>Increase business partnerships, entrepreneurial development and involvement in social innovation.</i></b>	
Achieved	<p><u>Strengthen Connections to Business Organizations via Increased Collaboration with Community Partners and Stakeholders</u></p> <ul style="list-style-type: none"> <li>NIC's Centre for Applied Research, Technology and Innovation (CARTI) was involved in more than a dozen applied research projects with local businesses, First Nations, government and other partners and funders in 2019.</li> <li>CARTI worked with NIC Bachelor of Science in Nursing faculty on a Raising Student Nurses inquiry project. The project aims to better understand the benefits of integrating immersive learning experiences such as field schools in remote First Nations communities into NIC's first-year nursing curriculum. Students learn about health and wellness in remote First Nations communities through relational and experiential learning. The First Nation's community knowledge, values, beliefs, principles, resources and opportunities inform their experiences, which cannot be replicated in a classroom. The research is</li> </ul>

	<p>possible thanks to a \$212K grant from the Social Sciences and Humanities Research Council. The project received an extension to 2021.</p> <ul style="list-style-type: none"> <li>• NIC expanded its Global Leaders of Tomorrow Mentorship program to include the Campbell River and Comox Valley Chambers of Commerce.</li> <li>• Several NIC employees continued to volunteer with local, regional and national charities, foundations, organizations and boards.</li> </ul>
<b><i>Develop and communicate a 10-year Investment Plan to address long-term infrastructure and resource needs.</i></b>	
Achieved	<p><u>Infrastructure Planning</u></p> <ul style="list-style-type: none"> <li>• Completed the Campbell River campus consolidation project, bringing all students to one site. The upgraded campus officially opened in Fall 2019. Additional upgrades and space planning to meet changing program needs is ongoing.</li> <li>• Submitted the <i>Housing Commons at the Comox Valley Campus Business Case</i> to the Ministry of Advanced Education, Skills &amp; Training (AEST).</li> <li>• The Board of Governors approved the five-year <i>Capital Facilities Plan</i>, which was submitted to AEST, with the following projects: <ul style="list-style-type: none"> <li>○ Housing Commons at Comox Valley campus;</li> <li>○ Campbell River Aboriginal Gathering Place/Teaching space;</li> <li>○ Comox Valley Academic Building (to replace Village portables);</li> <li>○ Port Alberni Trades Consolidation and Renovation;</li> <li>○ Comox Valley Tyee Classroom addition;</li> <li>○ Comox Valley Library and Learning Commons; and</li> <li>○ Student Housing at the Campbell River campus.</li> </ul> </li> </ul>
Achieved	<p><u>Work with the NIC Foundation (NICF) and Community to Develop an Investment Plan</u></p> <ul style="list-style-type: none"> <li>• The NICF raised more than \$503K for scholarships and bursaries to help students in 2020/21. Actual disbursements may vary due to global events and related market performance.</li> <li>• The NICF Board of Directors has improved its investment and endowment policies and procedures to address long-term sustainability and investment market fluctuations.</li> <li>• An overhaul of NIC Foundation policies and procedures is more than 90% complete. Much of the work supports short, medium and long-term resource development to support students and college initiatives.</li> <li>• An agreement in principle, between NIC and the NIC Foundation, which lays the groundwork for the Foundation’s strategic and long-term investment plans, is underway.</li> </ul>

## Strategic Priority #8: Active Connections to Community



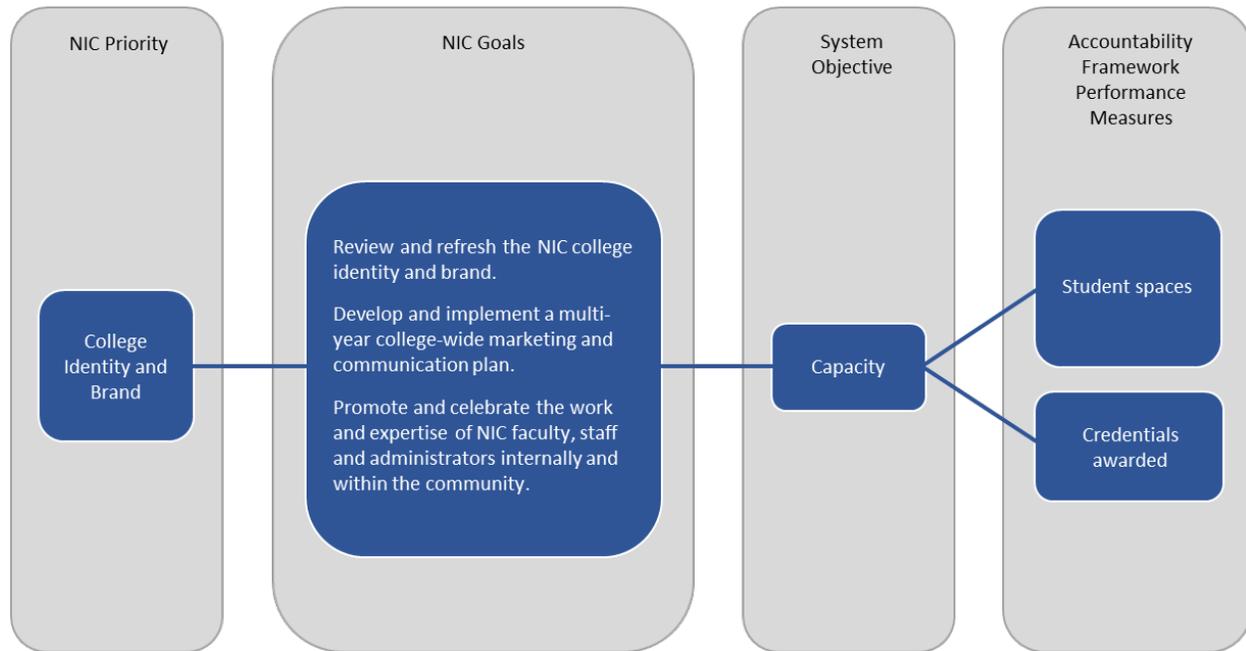
### 2019/20 Goals, Actions and Outcomes

<i>Increase connections with school districts, secondary schools, teachers, students and parents.</i>	
Achieved	<p><u>Strengthen High School Open Houses, Parent Student Information Nights and Events to Demonstrate Programs and Career Paths</u></p> <ul style="list-style-type: none"> <li>Hosted 1,700 Grade 11 students from across the region at open houses in the Comox Valley and Port Alberni.</li> <li>Hosted 230 students and parents at two Community Information Nights in the Comox Valley and Campbell River. NIC advisors and faculty also attended a Parent-Teacher Night in Port Alberni.</li> <li>Collaborated with VIU, UVIC and Camosun College to offer the first North Island Post-Secondary Tour to high schools. The tour reached more than 1,000 Grade 11 and 12 students and their families.</li> <li>Continued to increase Campbell River and the Comox Valley campus tours with over 173 prospective student group tours and 121 individual meetings and tours between July 2019 and March 2020.</li> <li>Recruiter-Advisors presented Post-Secondary 101 and dual credit presentations to 700 high school students between September and April, not including Post-Secondary BC visits or the North Island Post-Secondary Tour. They also met 153 unique high school students at monthly high school advising visits between October and March.</li> </ul>
Achieved	<p><u>Increase Communication with School District Advisors &amp; Counsellors</u></p> <ul style="list-style-type: none"> <li>Expanded recruitment area to include Powell River and Victoria.</li> <li>Increased Indigenous recruitment-advising support for Port Hardy and Port McNeill areas through the NIC Aboriginal Advisor based at Mixalawila campus.</li> </ul>

Achieved	<ul style="list-style-type: none"> <li>Recruiter-Advisors regularly communicated with high school counsellors, career counsellors and teachers through events, webpages and newsletters.</li> </ul> <p><u>Collaborate with School Districts on Specific Projects and Learning</u></p> <ul style="list-style-type: none"> <li>Worked with school districts to deliver robotics camps to 239 youth, introducing them to, career and pathway opportunities. More than 500 students have now participated in the camps which teach Science, Technology, Engineering and Math (STEM) skills to prospective students; including LEGO Robotics Camp partnerships with the Gold River School District and Navigate - NIDES North Island Distributed Education School in the Comox Valley.</li> </ul> <p><i>See also "Strategic Priority #2: High Quality, Relevant, Responsive Curriculum &amp; Programs."</i></p>
<b><i>Strengthen relationships with business, industry and other organizations to support student learning and applied research.</i></b>	
Achieved	<p>NIC's Centre for Applied Research, Technology and Innovation (CARTI) was involved in more than a dozen applied research projects with local businesses, First Nations, government and other partners and funders in 2019, including:</p> <ul style="list-style-type: none"> <li>Kwiakah First Nation;</li> <li>Beaver Meadow Farms;</li> <li>K'awat'si Economic Development Corporation;</li> <li>Hub City Fisheries;</li> <li>BC Timber Sales;</li> <li>Wayward Distillery;</li> <li>Rising Tide Shellfish Co.;</li> <li>Central Coast Commercial Fisheries Association;</li> <li>Marine Plan Partnership for the North Pacific Coast;</li> <li>UBC Faculty of Land and Food Systems;</li> <li>Ahous Business Corporation, Economic Development Clayoquot Sound; and</li> <li>Association of Denman Island Marine Stewards.</li> </ul>
Achieved	<p>NIC continued to work with finfish, shellfish and other aquaculture industry members on applied research projects as well as implementation of the Aquaculture Technician diploma.</p>
<b><i>Collaborate with Island Health to optimize the benefits accruing from the North Island Hospitals.</i></b>	
Achieved Achieved Achieved Achieved In Progress	<p><u>Create Programs and Intakes to Address Island Health Hiring Needs</u></p> <ul style="list-style-type: none"> <li>Provided 10 seats for the Health Care Assistant certificate in the Comox Valley</li> <li>Graduated a University of Victoria-Master of Arts in Leadership Studies with a Rural Health and Indigenous focus cohort in July 2019. In addition, NIC offered a Practical Nursing to Bachelor of Nursing cohort, with graduates completing in 2020.</li> <li>Initiated formal review of LPN/BSN access program with students and faculty. Recommendations will inform changes/best practices for future offerings.</li> <li>Access to NIC's Practical Nursing diploma increased in Fall 2020 with the introduction of annual blended intakes at the Port Alberni and Campbell River campuses. NIC plans to offer an additional Practical Nursing cohort of eight students per intake over the next two years starting in Fall 2020 in the Comox Valley.</li> <li>Exploring an access pathway for Health Care Assistants to Practical Nurses. Findings will inform planning, starting with a transitional Winter/Spring 2021 module for 16 students.</li> </ul>
<b><i>Increase collaboration with ElderCollege to achieve shared goals.</i></b>	
Achieved	<p><u>Work with ElderCollege to Share Best Practices and Assess Program Challenges</u></p> <ul style="list-style-type: none"> <li>Offered 120 lectures, courses and programs to 1,242 Comox Valley ElderCollege (CVEC) members, a 6% growth in membership over last year. CVEC celebrated its 20th anniversary and made a \$20,000 donation to the NIC Foundation to support student access and retention. CVEC introduced a new community-based fundraiser through its classical music lecture series and provided \$1,000 to support the Comox Valley Youth</li> </ul>

	<p>Music Centre. The group also made a sizable donation to enhance the audio visual system in the Stan Hagen Theatre in the Comox Valley.</p> <ul style="list-style-type: none"> <li>• CVEC distributed an online survey to assess member satisfaction and solicit program ideas. The survey had 519 respondents with the vast majority indicating they were "very satisfied" with membership benefits and course offerings.</li> <li>• Campbell River enrolled 226 members, which contributed 398 enrolments in 36 courses. The group donated four student bursaries (total value of \$2,000) to the NIC Foundation for targeted health programs.</li> <li>• Port Alberni enrolled 53 members, resulting in 95 enrolments in 21 courses. Members contributed two student bursaries to the NIC Foundation.</li> </ul>
<b>Facilitate and support development and operation of Regional Learning Councils (Alberni Valley, Mount Waddington, the West Coast and Campbell River).</b>	
Achieved	Continued to work with Learning Councils with regional First Nations, school districts, local government, non-profit organizations and industry to identify, advise and support regional education needs in Port Alberni and Port Hardy.
<b>Increase organizational capacity for applied research.</b>	
Achieved	<p><u>Expand CARTI and its Scope of Work</u></p> <ul style="list-style-type: none"> <li>• CARTI has been awarded two infrastructure and equipment grants totaling \$286.9K to support ongoing research initiatives in aquaculture and food innovation areas.</li> <li>• CARTI has acquired a subscription to Grant Connect, a database of funding opportunities, to support applied research projects and NIC initiatives.</li> <li>• CARTI continues to employ an aquaculture researcher and provide paid employment and exemplary experiential learning opportunities to eight students.</li> <li>• CARTI worked with six NIC faculty and staff to develop NIC applied research projects.</li> <li>• NIC's Strategic Initiatives division members served on three national committees to review Natural Sciences and Engineering Research Council of Canada (NSERC) proposals or advise on grant program changes. They were among the first people in B.C. to meet incoming NSERC President, Dr. Alejandro Adem.</li> </ul>
<b>Participate in community as an active steward of the unique environment in which we live.</b>	
Achieved	<p><u>Reduce Greenhouse Gas Emissions</u></p> <p>NIC installed high efficiency equipment replacements and LED lighting. While data from the provincial carbon neutral reporting was carried over from 2018, due to the COVID-19 pandemic, we expect to continue our carbon neutral status through reduced emissions, sustainability measures and carbon offsets.</p>
Achieved	<p><u>Encourage Participation in Community Environmental Stewardship</u></p> <p>CARTI staff participated in the BC Shellfish Growers Association Annual Beach Clean-Up and continue to provide expertise to the Discovery Passage Aquarium Society, the Beaver Lodge Trust Committee in Campbell River and the Greenways Loop.</p>

## Strategic Priority #9: College Identity and Brand



### 2019/20 Goals, Actions and Outcomes

<b><i>Review and refresh the NIC identity and brand.</i></b>	
Achieved	<u>Grow NIC Newsroom</u> NIC improved and expanded our earned media strategy, providing more photography, video and social media content to align with increased media needs. The shift saw 80% of news releases picked up by local, regional, provincial and national media within 24 hours of distribution.
Achieved	<u>Strengthen and Renew the NIC Logo and Sub Brands</u> Marketing and Communications continued to promote courses and programs through continuous improvement of branding and promotional materials, including the website, Viewbook and related print materials and advertising. The team is working with decanal areas to create official titles and tag lines for each area. For example, NIC School of Business, NIC School of Fine Art & Design, NIC Faculty of Health and Human Services, as well as an #IamNICe sub-brand to support mental health and well-being activities.
Achieved	<u>Improve NIC Digital Operations</u> <ul style="list-style-type: none"> <li>Marketing and Communications worked with the Academics Group to survey more than 125 students about their experience on NIC's website. Results were positive overall, with more than 80% of students describing the College's website as "simple and easy to use."</li> <li>The Curriculum and Catalog team implemented digital improvements, including a new web site design through 2020/21.</li> <li>Digital signs were installed at campuses in the Comox Valley, Campbell River and Port Hardy.</li> </ul>
<b><i>Develop and implement a multi-year, college-wide marketing and communication plan.</i></b>	
In Progress	Marketing and Communications will use data gathered through the Academics research project to inform and develop a marketing and communications plan. Further research will be conducted in 2020/21 to support a well-informed and fulsome plan.

**Promote and celebrate the work and expertise of NIC faculty, staff and administrators internally and within the community.**

Achieved	<p><u>Expand Faculty Profiles Online to Build Awareness of Faculty Expertise</u></p> <ul style="list-style-type: none"><li>• Continued faculty profile development through web, social media and news releases. Several stories received positive regional, provincial and national media coverage, increasing the profile and credibility of NIC faculty.</li><li>• NIC supported more than 30 government, fundraising and recruitment events throughout the year, featuring NIC students, employees and administrators. Events included: High School Open House (1,700 guests), Orientation (500 guests), Team BC Culinary event (100 guests) as well as a faculty-led BC Educators Conference, Write Here Readers Series and more. Additional events and support included:<ul style="list-style-type: none"><li>○ Official openings of the \$17.6M Campbell River campus expansion and renovation and NIC@St. Joe’s campus, and Dr. Lou Dryden Memorial Atrium;</li><li>○ Honorary Fellow award for Dr. Evelyn Voyageur;</li><li>○ NIC student named Ch’nook scholar;</li><li>○ Gordon Hutchens receiving Carter Wosk Award;</li><li>○ NIC faculty work in growing dual credit to Parksville/Qualicum; and</li><li>○ 25<sup>th</sup> anniversary of Port Alberni campus.</li></ul></li></ul>
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# FINANCIAL INFORMATION

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

## APPENDIX I – PERFORMANCE MEASURE RESULTS

Tables 1 and 2 at the end of this section provide NIC’s 2019/20 performance targets, results and assessments for each applicable performance measure included in the Ministry of Advanced Education, Skills & Training’s Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the *Accountability Framework Standards Manual and Guidelines* online at the Ministry of Advanced Education, Skills & Training’s website.<sup>10</sup>

NIC achieved 23 of the 25 Accountability Framework performance measures in the 2019/20 cycle.

The Student Satisfaction with Education, Student Assessment of the Quality of Instruction, Student Assessment of Skill Development and Student Assessment of Usefulness of Knowledge and Skills in Performing Job performance measures are based on surveys of former NIC diploma, associate degree and certificate students; trades foundation and trades-related vocational graduates, former apprenticeship students; and bachelor degree graduates. NIC achieved the targets for all of these measures in 2019/20, affirming the quality and relevance of the College’s broad range of educational programming. The College consistently receives high levels of positive feedback from students on these measures.

The unemployment rate performance measure targets for former diploma, associate degree and certificate students; trades foundation and trades-related vocational graduates; former apprenticeship students; and bachelor degree graduates were all achieved.

Nursing and Other Allied Health Programs FTEs continue to be well above target in 2019/20.

NIC also achieved its Aboriginal Student Spaces target of  $\geq 13\%$  of total domestic student FTEs with 18% enrolled (shown as “TBI” in Table 1 because this target is set internally by NIC based on the proportion of self-declared Aboriginal people in the regional population).

Developmental program FTEs were substantially below the target of 341 FTEs with 277 domestic student FTEs enrolled (i.e. 275.7 ABE FTEs and 1.6 ESL FTEs). ABE enrolment has been impacted by a relatively strong economy, prior to the COVID-19 pandemic, with students choosing to enter the workforce instead of upgrading their education. Moreover, students have been choosing to enroll in short duration training courses/programs that lead to employment rather than ABE courses that lead to further post-secondary study. A very small number of ESL FTEs were enrolled in 2019/20 as NIC is no longer offering English language pathway programming to domestic students and has partnered with language pathway partners to offer dual admission to NIC’s academic programs for international students.

The Total Student Spaces performance measure was not achieved, with 1,476 FTEs enrolled toward the 2,315 FTE Total Student Spaces target. Environmental factors like relatively low levels of preparedness for post-secondary education, the predominantly part-time nature of the College’s student population and the sheer size of NIC’s geographic region (80,000 km<sup>2</sup>) present significant challenges to achieving FTE performance targets. NIC’s commitment to providing responsive programming as close to home as

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<sup>10</sup> View AEST’s *Accountability Framework Standards Manual and Guidelines* at [http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf).

possible for local communities creates additional challenges given higher program delivery costs and challenges to optimizing FTE enrolment in small communities. Although these factors are not accounted for in the student spaces FTE measures, North Island College has demonstrated a consistent, long-term capacity for efficiently and effectively providing access to affordable, high quality, relevant education and training to individuals living in the NIC region.

It is noteworthy that NIC enrolled 1,147 FTEs in 2019/20 that did not count toward Ministry targets. Industry Training Authority (ITA) funded foundation trades, technology and apprenticeship programs enrolled 638 FTEs. The College's Bachelor of Science in Nursing program, offered in partnership with Vancouver Island University (VIU), enrolled 29 fourth-year student FTEs. NIC also enrolled 480 international student FTEs in 2019/20 (19% of total FTEs).

Domestic student enrolment in a given year is fundamentally dependent on regional student demand and available budget. A growing dependency on one-time Government funding has introduced considerable uncertainty for the College in planning and launching programs. With 12% of NIC's domestic student FTEs funded by one-time funds in 2019/20, a level has been reached where year-over-year variation in the amount and timing of one-time dollars can have a substantial impact on total, bottom line enrolment.

Unforeseen regional economic factors also impacted many families in the NIC region in 2019/20, resulting in financial barriers to accessing post-secondary education and training. An almost eight-month strike by United Steel Workers Local 1-19137 forestry workers started at the beginning of July 2019 and ended in mid-February 2020, shortly before the onset of the COVID-19 pandemic. The labour dispute with Western Forest Products (WFP) impacted 1,500 WFP staff, another 1,500 unionized employees of direct contractors and an estimated an estimated 6,000 additional jobs on the Island. Economic effects were felt by families, communities and local business throughout the NIC region, particularly on the North and West Island in the communities of Port Hardy, Port McNeill, Port Alice, Gold River, Holberg, Woss, Campbell River and Port Alberni.

Table 1, Accountability Framework performance measures, 2019/20 reporting cycle

Performance measure <sup>1</sup>	Reporting year					
	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment		
<b>Student spaces (FTEs)<sup>2</sup></b>						
Total student spaces	1,509	2,315	1,476	Not Achieved		
Nursing and other allied health programs	258	209	255	Achieved		
Developmental	369	341	277	Not Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	520	504	529	Achieved		
<b>Aboriginal student spaces (FTEs)<sup>4</sup></b>						
Total Aboriginal student spaces	420	TBI	399	TBI		
Ministry (AEST)	334		310			
Industry Training Authority (ITA)	87		89			
<b>Student satisfaction with education<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	87.2%	2.6%	≥ 90%	93.6%	1.7%	Achieved
Trades Foundation and trades-related vocational graduates	96.7%	2.8%		94.8%	2.8%	Achieved
Former apprenticeship students	96.3%	5.5%		96.1%	3.4%	Achieved
Bachelor degree graduates	92.6%	5.4%		86.7%	6.4%	Achieved
<b>Student assessment of the quality of instruction<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.8%	2.2%	≥ 90%	95.2%	1.5%	Achieved
Trades Foundation and trades-related vocational graduates	95.7%	3.1%		97.4%	2.0%	Achieved
Former apprenticeship students	92.6%	7.6%		96.1%	3.4%	Achieved
Bachelor degree graduates	100.0%	0.0%		87.1%	5.9%	Achieved
<b>Student assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	83.5%	2.9%	≥ 85%	89.9%	2.2%	Achieved
Trades Foundation and trades-related vocational graduates	90.8%	3.2%		91.4%	3.3%	Achieved
Former apprenticeship students	86.9%	9.6%		87.9%	6.7%	Achieved
Bachelor degree graduates	92.4%	5.2%		89.3%	6.8%	Achieved

<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	81.7%	4.6%	≥ 90%	89.3%	3.3%	Achieved
Trades foundation and trades-related vocational graduates	72.6%	8.3%		88.5%	5.2%	Achieved
Former apprenticeship students	90.9%	9.8%		93.2%	5.2%	Achieved
Bachelor degree graduates	96.2%	4.2%		96.7%	3.4%	Achieved
<b>Unemployment rate<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	4.9%	2.5%	≤ 8.9%	7.2%	2.5%	Achieved
Trades foundation and trades-related vocational graduates	12%	5.4%		9.2%	4.2%	Achieved
Former apprenticeship students	11.5%	9.6%		6.4%	4.7%	Achieved
Bachelor degree graduates	0.0%	0.0%		0.0%	0.0%	Achieved

Table 2, Accountability Framework performance measures, 2019/20 reporting cycle, Assessment of Skill Development component measures

Performance measure <sup>1</sup>	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	83.5%	2.9%	≥ 85%	89.9%	2.2%	Achieved
Written communication	81.2%	3.4%		87.6%	2.7%	
Oral communication	75.2%	3.8%		87.9%	2.6%	
Group collaboration	80.7%	3.2%		89.7%	2.2%	
Critical analysis	89.4%	2.5%		89.9%	2.1%	
Problem resolution	82.4%	3.1%		89.0%	2.3%	
Learn on your own	85.4%	2.8%		92.9%	1.8%	
Reading and comprehension	87.3%	2.6%		91.5%	2.0%	
<b>Trades foundation and trades-related vocational graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	90.8%	3.2%	≥ 85%	91.4%	3.3%	Achieved
Written communication	78.9%	9.0%		77.0%	9.0%	
Oral communication	N/A	N/A		83.1%	7.6%	
Group collaboration	91.2%	4.4%		92.7%	3.4%	
Critical analysis	96.7%	2.7%		92.7%	3.4%	
Problem resolution	93.4%	3.8%		94.6%	2.9%	
Learn on your own	96.6%	2.8%		89.3%	4.0%	
Reading and comprehension	95.6%	3.2%		98.2%	1.7%	
<b>Former apprenticeship students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	86.9%	9.6%	≥ 85%	87.9%	6.7%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	N/A	N/A		86.7%	6.8%	
Critical analysis	88.5%	9.6%		95.9%	3.6%	
Problem resolution	N/A	N/A		90.9%	5.9%	
Learn on your own	N/A	N/A		87.5%	6.2%	
Reading and comprehension	96.2%	5.8%		91.3%	5.5%	

<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	92.4%	5.2%	≥ 85%	89.3%	6.8%	Achieved
Written communication	96.0%	4.6%		89.7%	6.1%	
Oral communication	88.9%	6.5%		90.0%	5.6%	
Group collaboration	96.3%	3.9%		90.3%	5.2%	
Critical analysis	100.0%	0.0%		96.8%	3.1%	
Problem resolution	85.2%	7.3%		80.0%	7.5%	
Learn on your own	88.9%	6.5%		93.1%	5.1%	
Reading and comprehension	92.0%	6.3%		82.8%	7.5%	

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

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

## Notes for Tables 1 and 2:

‘N/A’ means ‘not assessed.’

- <sup>1</sup> Please consult the 2019/20 Standards Manual for a current description of each measure. See [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf).
- <sup>2</sup> Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.
- <sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.
- <sup>4</sup> Results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.
- <sup>5</sup> Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.
- <sup>6</sup> As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

## APPENDIX II – MANDATE PRIORITY #1 PROGRESS REPORT

As part of the North Island College’s commitment to *Truth and Reconciliation Calls to Action* and the *United Nations Declaration on the Rights of Peoples*, NIC works with Indigenous partners throughout the region to develop and implement culturally relevant programming, services and initiatives that support Indigenous student success. For additional accomplishments and plans, please see the “Strategic Priority #4: Aboriginal Education and Indigenization” section of this document.

<p><i>TRC CALLS TO ACTION<sup>11</sup></i>  <i>AND THE UN</i>  <i>DECLARATION ON THE</i>  <i>RIGHTS OF INDIGENOUS</i>  <i>PEOPLES ARTICLE</i></p>	<p><b>PROGRESS</b>                      (N/A, In Progress, Implemented)<sup>12</sup></p>	<p><b>INITIATIVE AND PARTNERSHIP DETAILS</b>                      (Please provide key progress details for initiatives relating to each Call to Action and <i>UN Declaration on the Rights of Indigenous Peoples</i> article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)</p>
<p><b>1: SOCIAL WORK</b>                      We call upon the federal, provincial, territorial and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p><b>Continuing Implemented</b></p> <p><b>Continuing Implemented</b></p> <p><b>New Implemented</b></p> <p><b>Continuing Implemented</b></p>	<p><a href="#">Education Assistant/Community Support Worker Certificate – Indigenous Focus</a>                      This annual program in Port Alberni provides a greater understanding of the culture and history of Indigenous learners. Students develop intercultural communication skills, learn about contemporary Canadian social and family issues with a focus on Indigenous populations and First Nations education. Students participate directly in cultural events such as potlatches, witnessing governance and lahal games. The program promotes volunteering and community participation and it is based on the concept that self-awareness is integral to the ability to help others. The Medicine Wheel paradigm provides a model of human health and balance.</p> <p><a href="#">Human Services Programs</a>                      Indigenous content, including the history and impacts of residential schools are embedded and interwoven throughout all Human Services’ curriculum.</p> <p>All NIC’s human services students participate in The Village Workshop, an experiential activity exploring the history and impacts of residential schools. Elders in Residence attend classes to provide teachings on cultural sensitivity and Indigenous ways of knowing and being.</p> <p>NIC purchased <i>Calls to Action</i> booklets for all students in the Faculty of Health and Human Services and developed ceremonial and learning components to support distribution, with the support of NIC’s Aboriginal Education Facilitator and Elders in Residence.</p> <p>To ensure access to community care programs for Indigenous students, NIC received continuation of special program approval for designated Indigenous seats by the B.C. Human Rights Tribunal in 2017/18. Two designated seat allocations have been extended to October 2022 in the Human Service Worker program.</p>

<sup>11</sup> “...” represents omitted text not related to post-secondary education from the original *TRC Call to Action*.

<sup>12</sup> N/A is used if there is no relevant program on this subject offered at NIC.

<p><b>12: EARLY CHILDHOOD EDUCATION</b></p> <p>We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p><b>Continuing Implemented</b></p>	<p><a href="#">Early Childhood Care and Education Certificate</a> (ECCE)  NIC offers a full-time ECCE certificate at the Comox Valley and Port Alberni campuses and part time out of Port Hardy, as well as in a blended format accessible to students in Ucluelet, Port Alberni, Comox Valley, Campbell River and Port Hardy. NIC offers both assistant courses and the ECCE <a href="#">diploma</a> part time through a hybridized delivery including Interactive TV (ITV) to five NIC locations. NIC has also offered the ECCE certificate in remote communities, such as Bella Coola, Zeballos, Tofino, Alert Bay and Ahousaht through face-to-face and blended delivery options.</p>
	<p><b>Continuing Implemented</b></p>	<p>The <i>B.C. Early Learning Framework</i> and its companion document <i>From Theory to Practice</i> are required texts integrated across NIC's ECCE programs. Course development and design, including student assignments, incorporate the <i>B.C. First Nations Early Childhood Educator Occupational Standards</i> and the <i>B.C. First Nations Early Childhood Development Framework</i>, <i>Canadian Indigenous Early Learning and Child Care Framework</i> and the <i>UN Declaration on the Rights of Indigenous Peoples</i>.</p>
	<p><b>New Implemented</b></p>	<p>The Indigenization and decolonization of course curriculum continues to be a priority, including participation on a provincial collaboration to revise sector competencies and evaluation strategies. The following course descriptions were finalized:</p> <ul style="list-style-type: none"> <li>• ECC-104: Developmental Journey – Part 1;</li> <li>• ECC-114: Partnership-Part 1 – Child Guidance;</li> <li>• ECC-124: The Learning Child-Part 1 – Play &amp; Curriculum;</li> <li>• ECC-140: Practice Experience I; and</li> <li>• ECC-168: Health, Safety &amp; Nutrition in Childcare Settings</li> </ul>
	<p><b>Continuing Implemented</b></p>	<p>Indigenous content, including history and impacts of residential schools, are embedded and interwoven throughout the ECCE curriculum. Required courses include teachings and opportunities to work with Aboriginal organizations and communities.</p> <ul style="list-style-type: none"> <li>• ECCE students participate in workshops with an experiential focus for exploring the history and impacts of residential schools, such as the Village Workshop.</li> <li>• NIC and community Elders attend classes throughout the program to provide teachings around cultural sensitivity, Indigenous ways of knowing and being and curriculum content including song, language, food and nature.</li> </ul>
	<p><b>Continuing Implemented</b></p>	<p>Practicum placements include Head Start programs on and off reserve, Aboriginal Infant Development and Aboriginal Supported Child Development.</p>
	<p><b>New Implemented</b></p>	<p>NIC purchased <i>Calls to Action</i> booklets for all students in the Faculty of Health and Human Services and developed ceremonial and learning components to support distribution, with the support of NIC's Aboriginal Education Facilitator and Elders in Residence.</p>
	<p><b>Continuing Implemented</b></p>	<p>To ensure access to community care programs for Indigenous students, NIC received continuation of special program approval for designated Indigenous seats by the B.C. Human Rights Tribunal in 2017/18. Two designated seat allocations have been extended to October 2022 in the ECCE program.</p>



<p><b>24: MEDICAL AND NURSING SCHOOLS</b></p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>, Treaties and Aboriginal rights and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.</p>	<p>Continuing Implemented</p>	<p><u>Bachelor of Science in Nursing (BSN)</u></p> <p>NIC’s BSN degree program is actively engaged in creating culturally safe curriculum and learning environments in collaboration with Aboriginal people and communities. Cultural safety as a way of being recognizes the need to embed explicit power structures in educational processes. Through a continual process of decolonization, we strive to value and incorporate Indigenous ways of knowing, being and doing throughout curriculum.</p> <p>An Elder in Residence to co-teaches classes in all program years with regular visits to all health programs as a guest speaker. The Elder organizes cultural activities and Aboriginal student events on campus, supports and works with other NIC Elders, makes connections by attending Elders’ luncheons in community and represents NIC on multiple Vancouver Island health organizations on behalf of Aboriginal Health. The Elder provides culturally relevant and respectful teaching for all students and faculty and provides mentorship to self-identified Aboriginal students enrolled in health programs at the campus.</p>
	<p>Continuing Implemented</p>	<p><u>Relational Practice Courses</u></p> <p>All BSN students in years one, two and three of the program take three relational courses, which incorporate culturally inclusive processes consistent with the First Peoples Principles of Learning. Indigenous content is prioritized and offered in relationship with First Nations people and our local context.</p> <p><u>Relational Practice 1</u></p> <p>This course provides opportunities for students to explore self and identity as a relational person. Examples include participation in The Village Workshop, an experiential activity exploring the history and impacts of residential schools.</p> <p><u>Relational Practice 2</u></p> <p>Students in Relational Practice 2 develop an understanding of their relationship with clients, family and the nursing team and begin to reflect critically on ethical ways of being in relationships. Examples include a discussion circle including the Aboriginal Liaison Nurse about Aboriginal meanings and health experiences.</p> <p><u>Relational Practice 3</u></p> <p>This course emphasizes engaging with the complexities of difference in everyday nursing practice and the challenges they might pose in-relation with clients. Colonization and cultural safety are central themes, including discussion circles and story sharing with First Nation’s people. Examples include the film, <i>We were Children</i>, which tells the story of two First Nations people who experienced abuse in residential school.</p>
	<p>Continuing Implemented</p>	<p><u>Health &amp; Wellness in Aboriginal Communities (NUR-410)</u></p> <p>This course examines concepts of Aboriginal health and healing using Aboriginal processes and ways of knowing for curriculum construction and delivery. It includes pre- and post-assignments and five consecutive days in an Aboriginal community within the region. Students explore the Aboriginal worldview of health and wellness and examine the historical and contemporary</p>

	<p>Continuing Implemented</p>	<p>significance of health issues for Aboriginal communities through interaction with local Elders. The course examines the nurse's role with individuals, families and communities from social justice and cultural safety perspectives. Participants can explore their own relational practice through reflection on their own ethnocentricities and personal meanings and through active engagement with community members and processes.</p> <p><u>Practice Opportunities</u>  NIC's nursing program is committed to partnerships with First Nations communities, health authorities and friendship centres. These partnerships provide opportunities for shared learning as well as student practice experiences in all four years of the program. Students have opportunities to focus their third- and fourth-year practice experiences with First Peoples in community and leadership practice contexts.</p>
<p><b>28: LAW SCHOOLS</b>  We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the <i>UN Declaration on the Rights of Indigenous Peoples</i>, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and antiracism.</p>		<p>N/A</p>

<p><b>57: PUBLIC SERVANTS</b>  We call upon federal, provincial, territorial and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the <i>UN Declaration on the Rights of Indigenous Peoples</i>, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.</p>	<p><b>New</b> Implemented</p> <p><b>Continuing</b> Implemented</p> <p><b>New</b> Implemented</p> <p><b>New</b> In Progress</p>	<p><u>K’ómoks Big House Day</u>  Community knowledge keepers held a one-day workshop with 80+ NIC faculty, staff and administrators, to share K’ómoks First Nation history and culture.</p> <p><u>Campus Based TRC Talks</u>  Elders in Residence and faculty hosted honest discussions that focus on the <i>TRC Calls to Action</i> and the roles of individuals, programs, colleges and communities in reconciliation.</p> <p><u>Indigenous Learning Circles</u>  NIC’s Aboriginal Education Department and the Centre for Teaching and Learning Innovation invited teaching faculty to engage with Indigenous perspectives and critically reflect on suggested teaching and learning practices that would help support a classroom free of marginalization for all learners. This series revolved around a Learning Circle that included Elders, Aboriginal students and NIC teaching faculty who will provided their insights and suggestions for creating an inclusive learning environment based on a related Indigenous reading each week. Three sessions were piloted at the Comox Valley and Campbell River campuses.</p> <p><u>Digital Learning</u>  NIC is sourcing funding to develop a local, digital learning experience to explore and address colonization, residential schools, day schools and their impacts from a social justice perspective.</p>
<p><b>62: TEACHER EDUCATION</b>  We call upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>		<p>N/A</p>
<p><b>86: JOURNALISM &amp; MEDIA SCHOOLS</b>  We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations.</p>		<p>N/A</p>

<p><b>92: BUSINESS SCHOOLS</b></p> <p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the <i>UN Declaration on the Rights of Indigenous Peoples</i>, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights and anti-racism.</p>	<p>Continuing Implemented</p>	<p><a href="#">Aboriginal Leadership Certificate</a></p> <p>NIC’s first cohort of students completed the program in December 2019. Students gain practical tools and knowledge to work at management and administrator levels of Aboriginal organizations across Canada.</p> <p>Upon certificate completion, students:</p> <ul style="list-style-type: none"> <li>• understand historical and contemporary Indigenous governance models and issues;</li> <li>• effectively communicate in professional, cultural and community settings;</li> <li>• develop strategic management competencies of critical and strategic thinking skills;</li> <li>• have greater self-awareness including identity and connectedness to culture and teachings; and</li> <li>• understand financial management and administration in a leadership context.</li> </ul> <p>Submitted funding proposals, with support from NIC’s Indigenous Education Council, for a second offering in 2020/21.</p>
	<p>Continuing Implemented</p>	<p><a href="#">Tourism &amp; Hospitality Management Certificate</a></p> <p>NIC offered the Tourism and Hospitality Management certificate at the Mixalakwila campus in Port Hardy, in partnership with local First Nations. Students learned about B.C.’s tourism industry with an emphasis on Indigenous and regional tourism and many students secured local employment.</p>



NORTH ISLAND COLLEGE



## **INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT**

2019 - 2020 REPORTING CYCLE