

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
REGULAR MEETING  
TO BE HELD IN THE STAN HAGEN THEATRE,  
COMOX VALLEY CAMPUS  
THURSDAY, JUNE 25, 2020 @ 1:00 PM**

**AGENDA**

	<b>Topic</b>	<b>Attachment</b>	<b>Action</b>	<b>Time</b>
<b>1.</b>	<b>CALL TO ORDER</b>			(2 mins)
1.1	Acknowledgement of First Nations Traditional Territory			
1.2	Adoption of Agenda		To adopt	
<b>2.</b>	<b>CONSENT AGENDA</b>			(5 mins)
2.1	Minutes of the Regular Meeting of May 28, 2020	✓	To approve	
2.2	Executive Committee Report, June 12, 2020	✓	Information	
2.3	Finance and Audit Committee Report, June 15, 2020	✓	Information	
2.4	Governance and Human Resources Committee Report, June 11, 2020	✓	Information	
2.5	College Highlights Report	✓	Information	
2.6	Board Objectives, 2020	✓	Information	
2.7	Correspondence and Information (Agenda item #5)	✓	Information	
<b>3.</b>	<b>BOARD BUSINESS</b>			(30 mins)
3.1	Board Planning and Meeting Schedule 2020/2021	✓	To approve	
3.2	Roundtable Regional Reports		To discuss	
3.3	College Plan20-25		To discuss	
<b>4.</b>	<b>REPORTS</b>			
4.1	President			(15 mins)
4.1.1	President's Report		Information	
4.2	Executive Vice President, Academic and COO			(15 mins)
4.2.1	Institutional Accountability Plan and Report (IAPR), 2019/2020	✓	To approve	
4.2.2	Final FTE Report for Year Ended March 31, 2020	✓	To approve	
4.3	Vice President, Finance and Facilities			(30 mins)
4.3.1	Audited Financial Statements for Year Ended March 31, 2020	✓	To approve	
4.3.2	Budget 2020/2021 Update	✓	Information	
4.3.3	Comox Valley Student Housing Project Update	✓	To approve	

4.4 Vice President, Strategic Initiatives (5 mins)  
4.4.1 Strategic Initiatives Division/NIC Foundation Update ✓ Information

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4.5 Chair, Education Council (5 mins)  
4.5.1 Education Council Report ✓ Information

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**5. CORRESPONDENCE AND INFORMATION**  
*(attachments)*

5.1 Commonly used acronyms  
5.2 Link to [Board Policies](#) and [Bylaws](#)  
5.3 Learner Resource Fee Annual Report  
5.4 2020 President's Letters to Student Awards Recipients

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**6. NEXT MEETING DATES**

- Regular meeting – Thursday, September 24, 2020,  
TBD

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**7. ADJOURNMENT**

2:45 pm

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**MINUTES OF THE REGULAR MEETING OF THE  
NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
HELD IN THE STAN HAGEN THEATRE, COMOX VALLEY CAMPUS  
THURSDAY, MAY 28, 2020**

**BOARD MEMBERS**

**PRESENT**

J. Atherton, Community Member, Comox Valley Region  
J. Bowman, President  
M. Erickson, Faculty Representative  
R. Everson, Community Member, Comox Valley Region  
S. Frank, Community Member, Comox Valley Region  
B. Harsell, Chair, Education Council  
D. Hoogland, Support Staff Representative  
A. McCubbin, Community Member, Comox Valley Region  
B. Minaker, Community Member, Comox Valley Region  
E. Mosley, Community Member, Port Alberni Region, Vice Chair  
J. Murphy, Community Member, Comox Valley Region, Chair  
J. Sawatzky, Student Representative  
P. Trasolini, Community Member, Comox Valley Region  
V. Puetz, Community Member, Campbell River Region

**BOARD MEMBER ABSENT**

D. Bellrose, Student Representative  
R. Hunt, Community Member, Mount Waddington Region

**ALSO PRESENT**

T. Bellavia, Associate Vice President, Access and Regions  
F. Blaiklock, Director, Student Affairs  
K. Crewe, Director, Human Resources and Organizational  
Development  
L. Domae, Executive Vice President, Academic and Chief Operating  
Officer  
C. Fowler, Vice President, Finance and Facilities  
R. Heidt, Vice President, Strategic Initiatives  
M. Herringer, Executive Director, International Education  
K. Kuhnert, Associate Vice President, Student Services and Registrar  
R. Reid, Executive Assistant, Board of Governors

Members of NIC Faculty Association, CUPE (support staff union)  
and North Island Students Union

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**1. CALL TO ORDER**

J. Murphy called the meeting to order at 1:03 p.m.

## **1.1 Acknowledgement of First Nations Traditional Territory**

J. Murphy acknowledged that the meeting is being held in the unceded traditional territory of the K'omoks First Nations.

## **1.2 Adoption of Agenda**

**Moved D. HOOGLAND / Seconded S. FRANK: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF MAY 28, 2020 AS PRESENTED.**

**Motion carried**

## **2. PRESENTATION**

### **2.1 College Website Design and Marketing Research**

R. Heidt presented information on the Strategic Initiatives Division's ongoing work on the College's website design and marketing research in relation to a review done by the Academics Group.

## **3. CONSENT AGENDA**

- 3.1 Minutes of the Regular Meeting of April 23, 2020
- 3.2 Executive Committee Report, May 14, 2020
- 3.3 Finance and Audit Committee Report, May 19, 2020
- 3.4 Governance and Human Resources Committee Report, April 29, 2020
- 3.5 President's Letters, April 30 and May 6, 2020
- 3.6 College Highlights Report
- 3.7 Board Objectives, 2020
- 3.8 Correspondence and Information (Agenda item #6)

Referring to the College Highlights Report, E. Mosley commended faculty for their work in adjusting delivery of courses to online formats during the pandemic.

**Moved D. HOOGLAND / Seconded P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF MAY 28, 2020.**

**Motion carried**

## **4. BOARD BUSINESS**

### **4.1 Annual Report: Implementation of the Sexual Violence and Misconduct Policy**

The Board received the annual report on the implementation of the Sexual Violence and Misconduct Policy #3-34 covering the period May 1, 2019 to April 30, 2020.

### **4.2 Sexualized Violence Prevention and Response Policy (Review and Amendment)**

F. Blaiklock provided a timeline of the review and resulting amendments to Policy #3-34 (formerly Sexual Violence and Misconduct Policy). Following a legal review of the original policy, a review committee was formed which included students, faculty, administration and human resources staff. F. Blaiklock noted the following improvements to the revised policy:

- Procedures are clearer with appendices on how to get support;
- Policy language is clearer and more trauma-informed;
- Policy includes robust alternate resolution.

F. Blaiklock explained that the term "sexualized violence" encompasses misconduct. The revised policy will be communicated to the College community upon approval by the Board.

**Moved V. PUETZ / Seconded J. ATHERTON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE AND ADOPT THE REVISED SEXUALIZED VIOLENCE PREVENTION AND RESPONSE POLICY 3-34 AS PRESENTED ON MAY 28, 2020.**

**Motion carried**

## **5. REPORTS**

Citing additional information received by the Board prior to distribution of the agenda and the work that the Executive Committee is expected to do in light of it, J. Murphy suggested that the following items be postponed for discussion at a future meeting:

- 5.1.1. President's Performance Objectives, 2020/2021;
- 5.1.3 Performance Assessment and Reporting Summary;
- 5.1.4 Priorities and Planning Alignment Template.

**Moved M. ERICKSON / Seconded E. MOSLEY: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS POSTPONE DISCUSSION OF AGENDA ITEMS 5.1.1 PRESIDENT'S PERFORMANCE OBJECTIVES, 2020/2021, 5.1.3 PERFORMANCE ASSESSMENT AND REPORTING SUMMARY AND 5.1.4 PRIORITIES AND PLANNING ALIGNMENT TEMPLATE OF THE MAY 28, 2020 MEETING TO A FUTURE MEETING.**

**Motion carried**

### **5.1 President**

#### **5.1.2 Draft College Plan20-25**

J. Bowman reviewed the draft College Plan20-25.

On questions from the Board, J. Bowman explained that Plan20-25 is designed to be a high level strategic plan where various College groups, including the Board, will implement their annual plans in alignment with the Plan20-25 priorities and goals. College departments will develop and annually report their respective progress vis-à-vis Plan20-25.

### **5.2 Vice President, Strategic Initiatives**

#### **5.2.1 Strategic Initiatives Division/NIC Foundation Update**

R. Heidt reported that the Office of Advancement is in the planning stages of a fundraising campaign to support students amid the pandemic crisis. He also highlighted partnership efforts with the Industrial Automation faculty and students in the production of personal protective equipment (PPE), face shields and ear savers. D. Hoogland suggested communicating such initiative to the community in order to raise awareness of College efforts in light of the pandemic as well as attracting prospective students to NIC programs like Industrial Automation.

### **5.3 Executive Vice President, Academics and COO**

#### **5.3.1 Instructional Programming Plan for September**

L. Domae reported that, in April, the Ministry of Advanced Education, Skills and Training (AEST) directed all post-secondary institutions to prepare for alternate modes of delivery for the Fall term including both digital/online modes of delivery and blended models for Trades and Health and Human Services programs. NIC faculty has been working since then to develop those alternate modes of program delivery. Certain programs that can not be delivered digitally would have to be delayed to either the Winter or Fall 2021 terms. She also informed the Board that registration for the Fall term starts on June 1.

On a question from the Board regarding the College's readiness to accept more students than anticipated for the Fall term, L. Domae assured the Board that the College has the capacity to enroll more students than are currently expected in the Fall. She also reported a slight increase in students from outside the College's service region registering for the Spring intersession.

#### **5.4 Chair, Education Council**

##### **5.4.1 Education Council Report**

B. Harsell reported that the Education Council (EdCo) cancelled only one meeting in March when the pandemic crisis hit but has now been continuing to meet via videoconference, including the various committees within EdCo. He expressed support for the necessary changes to program delivery but also relayed concern from faculty about flexibility and meeting learning outcomes.

### **6. INFORMATION**

The Board received the following information items:

- 6.1 AEST Minister Mark's letter to all PSI Board Chairs on COVID Leadership, May 7, 2020
- 6.2 Order-in-Council April 27, 2020 – J. Atherton, A. McCubbin, V. Puetz and P. Trasolini reappointments
- 6.3 Commonly used acronyms
- 6.4 Link to [Board Policies](#) and [Bylaws](#)
- 6.5 Deloitte Paper: Planning for the impacts of COVID-19 on Higher Education in Canada

### **7. NEXT MEETING DATE**

- 7.1 Regular meeting – Thursday, June 25, 2020, TBC
- 7.2 In-camera meeting – Thursday, June 25, 2020, TBC

### **8. ADJOURNMENT**

**Moved V. PUETZ / Seconded B. MINAKER: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF MAY 28, 2020.**

**Motion carried**

Time: 2:47 pm.

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Jane Murphy, Chair

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Rachel Reid, Executive Assistant



**Finance and Audit Committee**  
Monday, June 15, 2020 8:30 am  
Via BlueJeans

Members present: M. Erickson (Chair), E. Mosley, A. McCubbin, V. Puetz

Resources: C. Fowler (VP, Finance & Facilities), S. Fleck (Director, Finance), R. Reid (EA to BoG), L. Bates-Eamer and J. Robinson (KPMG), S. Newton (Office of the Auditor General of BC)

Call to Order

M. Erickson called the meeting to order at 8:32 am.

Draft Financial Statements for Year Ended March 31, 2020

C. Fowler presented the draft financial statements for year ended March 31, 2020, as audited by KPMG. He noted a deficit in three major areas: Adult Basic Education, Employer Health Tax and facilities costs related to capital projects completed during the year. He reported variances in Provincial grants, research funding, etc.

KPMG Audit Findings Report

L. Bates-Eamer presented the KPMG report and highlighted the following:

- Audit focused on significant areas that required the use of the College management’s estimates related to the fair value of financial instruments, determination of employee future benefits, useful lives of tangible capital assets for calculation and amortization and commitments;
- No significant changes from the audit plan reviewed by the Committee in March;
- Impacts brought about by COVID-19 were disclosed and discussed;
- Audit opinion is similar to last year’s and found no issues in risk management;
- A couple of issues around expenditures were noted and disclosed but invoice amounts were smaller than materiality of \$1.1M so there is no need to make adjustments.

C. Fowler noted that wage settlements were budgeted for 2019/20 as the CUPE and NICFA contracts expired that year. Negotiations are still ongoing this year for the NICFA contract while the CUPE contract just recently reached a settlement.

C. Fowler introduced S. Newton from the Office of the Auditor General, BC. S. Newton explained that the Office performs oversight audit on post-secondary institutions on a two-year rotation. North Island College is scheduled to be on this rotation beginning this fiscal year. He added that oversight audit will include a review of the College’s finance operations, its auditor’s audit plan and findings and understand how the College arrive at its year-end conclusion of financial reporting.

C. Fowler and S. Fleck left the meeting at 9:12 am to allow the Committee to ask questions directly to KPMG. No significant information was exchange during this time.

C. Fowler and S. Fleck rejoined the meeting at 9:16 am. L. Bates-Eamer, J. Robinson and S. Newton left the meeting at 9:16 am.

C. Fowler will provide an update on the Comox Valley Student Housing project at the June 25 Board meeting.

### Executive Limitations – Board Policies Review EL 6, 7 and 8

On request from the Governance and Human Resources Committee, the Committee reviewed the Executive Limitations policies: Financial Requirements, Budgeting/Forecasting and Asset Protection.

The Committee discussed the provisions of EL 6, 7 and 8 and determined the policies do not need to be amended at this time.

#### *EL 6 – Financial Requirements*

In relation to the policy, the following items were discussed:

- Provincial government is expected to consider approval of the budget in the Fall and the College's budget will go to the Board for consideration and approval prior to government's deadline;
- Ministry needs to approve a deficit projection but the Board of Governors can approve and support a request to run a deficit.

#### *EL 7 – Budgeting/Forecasting*

The following points were discussed:

- Preparation of a budget based on "consultative process" still applies based on practice as town hall meetings are held prior to the budget going to the Board for approval;
- The current pandemic is affecting how budget preparation addresses the strategic plan as Plan20-25 is still pending Board approval.

#### *EL 8 – Asset Protection*

The Committee discussed at length the provision on "land or buildings, construct buildings, or lease College owned property for a term of 5 years or more, or grant easements only with prior Board approval." The Committee agreed that the provision provides ample restrictions on what items need approval from the Board. Items such as personal property, smaller non-capital items and those with amortization less than five years are not included.

Regarding the College's investment portfolio, the Committee discussed Genus Investment Management's presentation at the May 28<sup>th</sup> Board meeting and agreed to monitor and regularly review the investment's benchmark. C. Fowler will include Genus Investment Management's quarterly report as a standing item in the Finance and Audit Committee meetings.

### Large Payment Report

The large payment report included a few voided cheques, and new expenses. It was also noted that the amount paid to Dialog BC, the architectural firm hired to design the Comox Valley Student Housing, was an account payable in fiscal year 2019/2020.

### Next meeting date

The committee will meet in September two weeks prior to the September 24, 2020 Board meeting.

The meeting adjourned at 9:57 am.

Murray Erickson  
Committee Chair



- Under Agenda Items, add language for Board Members to receive sufficient information to help make informed decisions.

The Committee discussed creating language around the Board's decision-making processes including adopting Robert's Rules of Order in conjunction with consensus decision-making. Possible amendments would be:

- Adding "procedures at board meetings" subsection with provisions on conducting meetings according to applicable legislation and Robert's Rules of Order;
- Adding the application of consensus decision-making in the Governing Philosophy.

D. Hoogland requested the Committee to consider creating a whistleblower policy. She asked members to consider if the Board Members only meetings without the President present should be recorded and if so, how.

The Committee will also request K. Crewe to review GP 9 Student/Employee Appeals to the College Board of Governors.

The meeting adjourned at 11:06 am.

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
COLLEGE HIGHLIGHTS REPORT  
JUNE 2020**

**HEALTH AND HUMAN SERVICES**

**Practical Nursing**

*Submitted by Laurie Michaud, Interim Department Chair*

**FACULTY ACHIEVEMENTS**

Like all faculty at NIC, the Practical Nursing (PN) faculty have been working hard since March to move our classes online. The PN faculty demonstrated their creativity and innovation in ensuring that student engagement and the quality of education were not impacted by this shift. The PN faculty have been attending teaching and learning sessions focused on online learning strategies and are working collaboratively with other health faculty to learn about new and creative ways of teaching in a virtual environment.

We are so pleased to announce that Rachel Goodliffe, former Bachelor of Science in Nursing faculty member, will be joining the PN program in Campbell River. We are so excited about the years of teaching experience and nursing expertise that Rachel brings with her to our program.

**STUDENT ACHIEVEMENTS**

The PN faculty wanted to extend an acknowledgement of the tremendous work of the PN students to make the shift to on-line learning. The students demonstrated their flexibility, compassion, and professionalism throughout this pandemic. Students in both years of the PN program have now returned to practice in both long-term care and acute settings. Both faculty and students are reporting back about the excellent learning experiences they have having in the practice setting.

**RECENT AND UPCOMING EVENTS**

There is a lot of excitement happening in the Practical Nursing Department! Fall 2019 was the first offering of our one-program/two-campus PN program. Instruction for this program was offered via Interactive Television (ITV). This is a brand-new approach to PN education in the Province of BC, so we have been working collaboratively with the British Columbia College of Nursing Professions (BCCNP) throughout this process. The initial feedback from the students has very positive and we are looking forward to engaging in a more in-depth evaluation of the new delivery model in the fall.

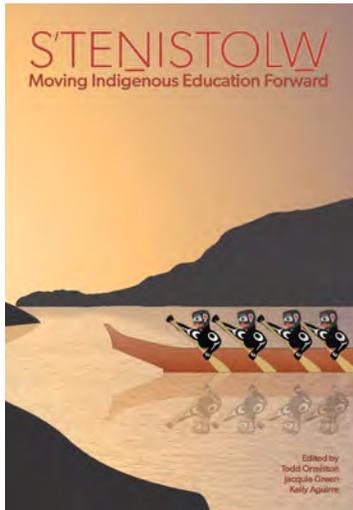
We are also very excited about the prospect of offering the Health Care Assistant to Practical Nursing pathway at NIC with an anticipated start date of January 2021. These courses are currently being taken through the Curriculum and Education Council Process. Once this pathway has been approved, health care assistants will be able to complete a one-semester, online bridge-in semester and will then be able to join the second year of the PN program.

## Bachelor of Science in Nursing

Submitted by Heidi Deagle, Department Co-Chair/Advisor

### FACULTY ACHIEVEMENTS

In early March, the Bachelor of Science in Nursing program (BSN), like others, seemed to change almost overnight. Despite being without a *How-To* Guide on the managing the vast implications of a global pandemic, our faculty, staff, and students responded swiftly, collaboratively, and creatively. We adapted, and continue to do so, with a shared focus on the well-being of students and the quality and integrity of their education. The innumerable ways in which faculty supported students to completion of the Winter term could never be fully quantified. As the BSN program continues into May and June, our faculty have continued to evolve- ‘driving the car as they re-build it’ to deliver courses, ensuring the continuation of nursing education for North Island College students. The dedication, resilience, and persistence of all involved, including the students, has been outstanding.



- A warm and proud Congratulations to our esteemed colleagues Joanna Fraser and Evelyn Voyageur on the publication of their Chapter in the new book: *S'TENISTOLW: Moving Indigenous Education Forward* (2020).
- This book highlights both the doing and being of Indigenous education; Dr. Voyageur and (soon-to-be Dr.) Joanna Fraser have shared the incredible work being done at North Island College in the BSN program to engage authentically in living TRC in education.
- “*S'TENISTOLW* is a wonderful feast of stories, experiences, teachings, and approaches of educational and community leaders involved in Indigenous post-secondary education. Practitioners-scholars-leaders receive gifts of hope, inspiration, and transforming potential to live Indigenous education in good ways through innovative Indigenous pedagogies, relational theories, authentic community and land-based programs, and critical engagement.”
- Jo-Ann Archibald, Professor of Educational Studies, University of British Columbia
- Our gratitude also goes to Liesel Knaack and her team from the Centre for Teaching and Learning Innovation at North Island College. Thank you for the invaluable, practical, accessible, and on-going assistance for us to learn about, and flourish in the digital learning environment.

Some additional acknowledgements include:

- Accepted for publication in *Witness: The Canadian Journal of Critical Nursing Discourse*, "Nurses Learning Our Way, From the Land, With the People: A Collaborative Experience", a collaborative piece including student authors, North Island College and Vancouver Island University faculty, as well as community members.
- Nursing Instructor Joanna Fraser is nearing completion of her Doctorate of Education from Simon Fraser University
- Nursing Instructor Vanessa Lowe completed her Master of Nursing degree from Athabasca University

- Nursing Instructor Tara Mayrhofer continued her Master of Education degree program through the University of Alberta
- Martha Russell retires this June. We wish her all the best for a happy and healthy retirement!
- Jan Meiers has accepted the position of Instructor/Learning Center Coordinator in the BSN program. We look forward to having her expertise and creativity in this role!
- Faculty members Karen Mason and Heidi Deagle attended the North Island College Student Leadership Retreat on Quadra Island this January.
- BSN Faculty continue to participate in a variety of initiatives on campus, including membership in EDCO, Research Ethics Board, and the Mental Health and Well-Being Committee.

### **STUDENT ACHIEVEMENTS**

Firstly, we want to acknowledge the forty-four incredible graduates who have completed their journey to achieve a Bachelor of Science degree in Nursing (BSN). Nine of those individuals entered the program through our Practical Nurse to Registered Nurse option. This was the largest BSN graduate class and included two of our youngest grads ever! We are proud of them all and saddened that at this time, we cannot celebrate in person. However, we hope that a virtual ceremony and pinning will take place later this year.

We have heard from many BSN graduates that they are already working in full-time positions across Vancouver Island, including six at West Coast General Hospital. Some have already written and passed their Nation Registration exams and are fully qualified RN's.

Pictured below clockwise from top right: Meghan (RADU, Royal Jubilee Hospital in Victoria; Laura, Medical Unit, Comox Valley Hospital; Kerry, Medical Unit, Campbell River Hospital; Keisha, Medical Unit, Comox Valley Hospital; Maria and Natasha Farrant, Comox Valley Hospital, Carla, West Cost General Hospital)





Some additional acknowledgements include:



- 3<sup>rd</sup> year BSN student Courtney Blake (pictured) was elected President of the Canadian Nursing Students’ Association; she will also sit on the Canadian Nursing Association’s Board of Directors. Congratulation to Courtney on her incredible accomplishments! We are proud to have such a strong leader and advocate in the BSN Program.
- Two students, Julie and Holly, who have been very involved in campus well-being projects, attended the *Health Minds, Healthy Campuses* forum in Victoria
- One of our 2020 graduates will be entering into a Masters program this Fall in the Lower-Mainland
- Our Canadian Nursing Students’ Association (CNSA) group is continuing to pursue their dream of hosting the Western Regional Conference in October 2020, with the theme: *Uplifting Indigenous Voices*. This creative bunch have already shifted to planning an entirely on-line conference!
- Our BSN students are finishing their third year by hosting an E-Conference on Evidence Based Practice in Nursing. They presented research posters to their cohort and nursing faculty on topics such as: 1) Who cares for the caregiver?; 2) Clinical Preparation with Simulation; 3) Evidence Based Research: We got Barriers People; 4) Promoting Indigenous Health Through Culturally Inclusive Care.

## TRADES AND TECHNICAL PROGRAMS

### *Highlights*

### *We're Back!!*

Electrical Apprenticeship Levels 2 and 3 both began May 25<sup>th</sup> in the virtual classroom. Instructors Jason Taylor and David Johns are utilizing a combination of the online Blackboard platform and an alternating reduced class size for the face-to-face mandatory shop/lab components of their programs. Electrical Foundation has also resumed with the same model and students will have Foundation under their belts by July 10<sup>th</sup>.

June 1<sup>st</sup> saw the gradual return of students, faculty and staff to our campuses. Professional Cook Level 1 has students returning to Port Alberni to join Chef Al Irving after their hiatus from face-to-face instruction and, at the Campbell River campus, Chef Xavier Bauby will be guiding 10 Culinary students through Professional Cook 2 and the Culinary Diploma and Advanced diploma programs.

Instructor Byron Beaupre has been busy preparing for his Heavy Mechanical Level 2 commencing June 29<sup>th</sup> at the Campbell River campus with a full cohort followed by Carpentry Apprenticeship Level 4 July 13<sup>th</sup> in the Comox Valley with instructor Erik Hardin and his compliment of 11 students.

It would be remiss if we did not mention the amazing Cafeteria team in Campbell River. They are back and better than ever! While gathering in the Commons and seating areas is temporarily unavailable, it doesn't mean the same friendly smiles and services can't be found where they've always been! Joanne, Mel, Hans, Kathy and Brandon have been diligently preparing *individually packaged* homemade meals with the added feature of "Take-Out". Selecting items from the breakfast and lunch menus are still options but now students and staff can also *pre-order* from the Take-Out menu by choosing an item(s), indicating a preference time for pick-up and their selection will be ready and waiting.

### PROGRAM OFFERINGS

#### *What will 2020 Fall look like?*

We have six program start-ups set for September. Electrical Foundation (waitlisted), Heavy Mechanical Level 4 (14 students); Professional Cook 1 will be at the Campbell River campus and Professional Cook 2 at the Port Alberni Campus. Carpenter Apprentice Level 3 (waitlisted) is happening at the Comox Valley campus.

Our 2020 Fall term is going to be one like no other but, even with delayed start dates into October and programs beginning in November, interest remains high. Based on our current fall programming numbers, we are confident Trades and Technical programs will maintain the same attendance levels as previous years across most, if not all, programs. Our calendar is bursting at the seams with Automotive Service Technician, Heavy Mechanical Foundation and Apprenticeship Level 2, Coastal Forest Worker, Welding, Electrical Apprenticeship Levels 2, 3 and 4, Plumbing level 2 and Carpentry levels 2 and 4. We are piloting an afternoon/evening cohort for Professional Cook Level 3 while other trades are also under review with expanded programming.



## ***BUT WAIT... WE'RE JUST GETTING STARTED!***

### **There are 2 new Upstarts for October!**

*The pilot of the newly developed Coastal Forest Technology Certificate and Diploma programs. This highly anticipated program has been designed and developed with the direct input of Industry Leaders. A two-year program, the first term of Technology Diploma will run concurrently with the Coastal Forest Worker Certificate program. From there, it branches off into more in-depth study of the Forest sector, preparing students with a wide range of theory and applied science required for highly skilled technical roles as a forestry professional.*

*Last offered in Campbell River in 2016, we are excited to be able to announce the re-launch of the Metal Fabricator Foundation program. Karl Plautz joined the Faculty of Trades and Technical programs in 2019 and has developed and refined the Fabricator program content in keeping with industry trends. Karl is highly skilled and holds his Red Seal in both Welding and Metal Fabrication as well as spending over nine years as an educator. Metal fabricators build, assemble and repair products made of steel and/or other metals for use in a wide variety of manufacturing and construction industries. As an instructor, Karl is committed to his students and their success throughout the program and beyond the walls of NIC. He is actively involved with industry representatives to ensure we meet or exceed the high standards of the Industry Training Authority.*

### **There may be a slight competitive streak between campuses?**

**For the first time ever**, Professional Cook Level 2 is scheduled at the Port Alberni campus in September! This exciting new development is the opportunity culinary students in the Alberni valley have been waiting for. For some students, having to pick up and move can be very daunting and expensive. Being able to stay in their community to pursue the next level of their Culinary careers means they can do so without incurring the added cost of travel and alternate accommodation.

*With the month of June quickly passing, we are in the final stage of our advanced Joinery projects with students being grateful that they are back on the shop floor. As our 2019-2020 cohort nears completion, we are now planning for the future.*



One of our most significant and exciting changes at NIC is with the Furniture Design and Joinery Certificate program as of Fall 2020. The curriculum has been refined and two new courses have been added to enhance the student experience.

The popularity of the Joinery program is reflected by over 60,000 YouTube views, more views than almost all programs combined. With the program start scheduled for October 13<sup>th</sup>, we have received 27 applications (to date) with eight students already registered and six more at the various stages of enrolment – **and it's only June.**

It is clear that the international reputation of the Instructor and the quality of the program has made this a destination program. There are students from all over Canada and about three international students per year that enroll in the program. Even with this success, Joinery/Cabinetmaking Instructor Stephen McIntosh has taken the program content and refined, refinished and reassembled it.

### **Most significant in the new curriculum are two new courses:**

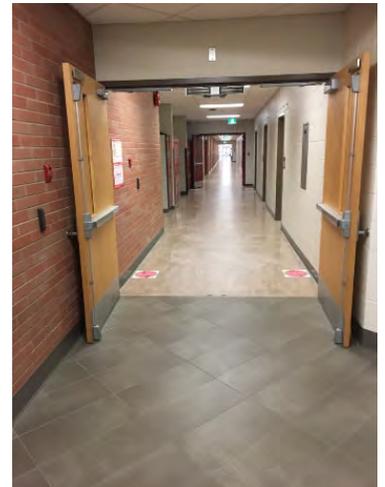
Woodshop Business Operations and Kitchen Cabinets - This course presents essential business and marketing skills for future opportunities for both employees and employers' long-term economic goals. Emphasis will be given to best business practices for entrepreneurship as artists or joinery masters. This course also encompasses developing a photographic portfolio and learning how to market one's work.

Casework, and Millwork. Woodshop Business Operations - The course blends theory and applied learning through the process of planning, fabricating, and installing kitchen millwork.

Stephen says, “The refinements in the program are a response to the feedback from past students and an acknowledgement of the wide range of outcomes that students who take the program are looking for. About 1/3 of these students are looking to move through an apprenticeship, another third are artisans and artists who are looking for more experience working in the wood medium, and the rest are people looking to start a small business or want to experience the passion of woodworking first hand in retirement.”



Activity across the campuses usually adopts a somewhat slower pace during the summer months allowing us to reflect on our previous year and gather our thoughts for the coming fall term. This year we will be using this time to review our approach to protocols that have come into play these last few months. What can we improve? Do we need to change anything? What we do know is North Island College can be proud of the resourcefulness, creativity and initiative taken by our faculty to ensure program standards did not waiver amidst a rapid turnabout to the teaching platform. Our students also need to be recognized for their dedication. They have shown remarkable resilience to an unexpected disruption and demonstrated an impressive ability and willingness to adapt quickly to new learning strategies and formats implemented for the new “norm”. As restrictions continue to slowly relax within the province and our communities we are and always will remain steadfastly committed to our students.



## **OFFICE OF GLOBAL ENGAGEMENT**

### **Updates from the Office of Global Engagement (OGE)**

*Submitted by Mark Herringer*

#### **International Continuing Student Survey**

A survey has been distributed to all continuing international students at NIC to determine their study plans for fall 2020, check how their digital study experience has been, and determine how they are coping with the present pandemic response. Once the results have been received, a summary will be completed by OGE and distributed as appropriate.

## **International Student Peer Mentor Program**

NIC's Office of Global Engagement is looking for student peer mentor volunteers to help welcome our new international students to the NIC community.

This is an exciting opportunity for continuing students to help new students settle and adjust to life in Canada and at NIC. This volunteer opportunity is not limited to international students and domestic students are encouraged to apply.

*The following was sent to present international students to encourage them to use appropriate technology to study digitally.*

### **Funding Available**

#### **Are you using a smartphone for your classes because you cannot afford to buy a laptop?**

Did you know that there is emergency funding for eligible international students?

#### **This includes financial help for technology needs or help with groceries or other issues.**

Students will be assessed on the basis of financial need.

### **NIC Applicant Communication Under Way**

NIC International Recruitment Team has been working tirelessly to connect with our applicants one-on-one to ensure that their concerns and questions are addressed in a timely manner. With some applicants, we may need your help in communication with students as we are not receiving responses from applicants.

For each country, we have designated staff. Please communicate with one of our staff if you have any questions!

<a href="#">Victor Liu</a> :	China (including Taiwan and Hong Kong)
<a href="#">Linh Mai</a> :	Vietnam, Philippines, Thailand, Indonesia
<a href="#">Agnel Worth</a> :	India, Sri Lanka, Bangladesh, Nepal
<a href="#">Lisa La Rose</a> :	US, Great Britain, Europe, Australia, New Zealand
<a href="#">Ewerton De</a>	Latin America, Carribeans
<a href="#">Silva</a> :	Sri Lanka, Bangladesh, Nepal, Pakistan, Japan, Korea,
<a href="#">Junko Leclair</a> :	Philippines, Middle East, Africa



## Board of Governors Objectives 2020

### A. Board Meetings

1. Strengthen board discussion regarding strategic and governance topics by dedicating additional board-day meeting time in the morning for “Committee of the Whole” work. (e.g. dialogue regarding major issues, special presentations, and engagement with community, students, college employees, etc.).
  - Committee of the Whole format adopted beginning September 2019 and is ongoing.

### B. Board Development/Education

2. Strengthen board member orientation and ongoing development with additional education, information and discussion sessions regarding:
  - a. Governance: board types (public post-secondary institutions, others) , NIC board processes, policies, member roles and fiduciary responsibilities, government mandate;
    - New Board Member orientation held January 23, 2020 for S. Frank;
    - Comox Valley Student Housing Business Case approved by Board, February 6, 2020;
    - Governance & HR committee currently leads review of board policies with other board committees also reviewing policies related to their work;
    - Board discussed Government’s Mandate Letter, 2020/21 at April 23, 2020 meeting.
  - b. College: programs, services, administrative structure and roles, finance; use of technology to support access; news media relations; use of social media; marketing and communications plans;
    - Committee of the Whole session, February 6, 2020: News media relations and use of social media presentation, Comox Valley Student Housing Business Case Review;
    - NICFA presentation at start of regular meeting, February 6, 2020.

- c. Roles and Relationships: Education Council, Indigenous Education Council (IEC) and NIC Foundation (NICF);
  - Planned for in upcoming meetings.
- d. North Island First Nations' Cultures;
  - Planned for in upcoming meetings.
- e. Truth and Reconciliation Commission Calls to Action, and U.N. Declaration on the Rights of Indigenous People (UNDRIP)
  - Planned for in upcoming meetings
- f. Other

### **C. Planning, Oversight and Performance Assessment**

3. Participate in the development of, review and final approval of the new five-year strategic plan (College Plan20-25).
  - Draft and discussion on May 28, 2020 and June 25, 2020.
4. Determine appropriate measures for monitoring, assessing and reporting on the College's overall progress, as well as the President's, and Board/members' performance as part of the annual and multi-year planning, objective setting and review/reporting processes.
  - Annual Board Meeting and Planning Schedule AY 2020/2021 for discussion and approval on June 25, 2020;
  - Plan20-25 to include assessment measures;
  - President's Performance and Compensation Committee managing the President's annual performance assessment.
5. Develop governance level "Dashboard" with key indicators for each college strategic plan priority to monitor status and assess progress, draw from the performance indicators in the Institutional Accountability Plan and Report (IAPR).
  - Preliminary list of KPIs presented at November 28, 2019 Board meeting, draft dashboard to be presented at a future Board meeting.
6. Hold at least one special Board meeting session to provide an opportunity for comprehensive review of important topics by the Board (e.g. Student Housing, Aboriginal education, Innovation).
  - Comox Valley Student Housing Business Case Review, February 6, 2020;
  - College Website Design and Marketing Research, May 28, 2020;
  - Comox Valley Student Housing Project Update, June 25, 2020.

#### **D. Board Engagement**

7. Continue having student, faculty and staff presentations at Board meetings to support engagement and Board development.
  - Ongoing when able.
8. Develop and implement opportunities for Board Members to engage with business communities, and other community stakeholders/partners (e.g. First Nations, non-profit organizations).
  - Ongoing.
9. All Board members to be active in attending college and community events.
  - Ongoing; Board members regularly invited to attend college and community events.
10. Invite employees to attend Board meetings and hold meet and greet/mix and mingle opportunities with employees and students.
  - Ongoing when able.

#### **E. Advocacy and Government Relations**

11. Continue to engage in advocacy and to develop effective government relationships with local, regional, provincial and federal government partners (mayors, councilors; provincial MLA's and federal Members of Parliament).
  - Provincial government advocacy planned for May 2020 now postponed.

**BOARD OF GOVERNORS**  
**MEETING AND PLANNING SCHEDULE September 2020 to June 2021**

MONTH/LOCATION	ROUTINE AGENDA ITEMS	SPECIAL ITEMS and PRESENTATIONS
<p><b>MAY 28, 2020</b> <b>New/added</b></p> <p>Regular Board Meeting Comox Valley Campus</p>	<ul style="list-style-type: none"> <li>• Budget 2020/2021 - Update</li> <li>• President's Performance Objectives, 2020/21(postponed)</li> <li>• Investment Portfolio Presentation</li> </ul>	
<p><b>JUNE 25, 2020</b> <b>new date,</b> <b>formerly June 11</b></p> <p>Regular Board Meeting Comox Valley Campus</p>	<ul style="list-style-type: none"> <li>• College Plan20-25 Approval</li> <li>• Final FTE Report, March 31, 2020</li> <li>• Institutional Accountability Plan and Report (IAPR), 2019/2020</li> <li>• Budget 2020/2021 - Update</li> <li>• Audited Financial Statements for Year Ended March 31, 2020</li> <li>• Board Planning and Meeting Schedule 2020/2021</li> </ul>	
<p><b>JULY / AUGUST</b> <b>Committee Meetings</b></p>		

MONTH/LOCATION	ROUTINE AGENDA ITEMS	SPECIAL ITEMS and PRESENTATIONS
<b>SEPTEMBER 24, 2020</b>	<ul style="list-style-type: none"> <li>• Election of Chair and Vice-Chair</li> <li>• Committee Membership</li> <li>• Banking Resolutions (if required)</li> <li>• Financial Information Act Report</li> <li>• 5-Year Capital Plan</li> <li>• BOG Retreat Agenda</li> <li>• Fall 2020 Stable Enrolment Report</li> <li>• First Quarter Financial Statements for 2020/2021</li> </ul>	
<b>OCTOBER 22-23, 2020</b> <b>West Coast/Ucluelet</b>	<b>BOARD RETREAT – Board Development/Education</b>	
<b>NOVEMBER 26, 2020</b>	<ul style="list-style-type: none"> <li>• 2021/2022 Budget Guidelines and Ongoing Budget Development Timeline</li> <li>• Second Quarter Financial Statements for 2020-2021</li> <li>• Board of Governors Objectives, 2021</li> <li>• Board Committee Appointments</li> <li>• Bylaw 6 – International Tuition and Fee Bylaw</li> <li>• Bylaw 4 – Domestic Tuition and Fee Bylaw</li> <li>• President’s Priority Performance Objectives, 2021</li> </ul>	

MONTH/LOCATION	ROUTINE AGENDA ITEMS	SPECIAL ITEMS and PRESENTATIONS
<b>DECEMBER 2020</b>		
<b>JANUARY 21, 2021</b>	<ul style="list-style-type: none"> <li>• 2021-2022 Budget Preparation</li> <li>• Financial Projections to Year End 2020/2021</li> <li>• Third Quarter Financial Statements for 2020/2021</li> <li>• Fall/Winter Cumulative Stable Enrolment Report</li> <li>• Board Member Succession</li> </ul>	
<b>MARCH 25, 2021</b>	<ul style="list-style-type: none"> <li>• Draft Government's Mandate Letter 2020/2021</li> <li>• Planning for Board Evaluation</li> </ul>	
<b>APRIL 29, 2021</b>	<ul style="list-style-type: none"> <li>• 2021/2022 Budget Approval</li> </ul>	
<b>JUNE 17, 2021</b>	<ul style="list-style-type: none"> <li>• Final FTE Report for Year End March 31, 2021</li> <li>• 2020/2021 Institutional Accountability Plan and Report Approval</li> <li>• 5-Year Capital Plan Priorities</li> <li>• Audited Financial Statements for Year Ended March 31, 2021</li> </ul>	
<b>JULY / AUGUST Committee Meetings</b>		

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
JUNE 25, 2020**

*Vision:* North Island College is a premier community and destination college, in a spectacular west-coast environment, that inspires and prepares students for success in a rapidly changing world.

**AGENDA ITEM:      Regular Meeting  
4.2.1    DRAFT INSTITUTIONAL ACCOUNTABILITY PLAN AND  
          REPORT (IAPR) FOR THE 2019/20 REPORTING CYCLE  
          (attachment)**

British Columbia's Ministry of Advanced Education, Skills and Training (AEST) has developed a results-based Accountability Framework for the public post-secondary system. All public post-secondary institutions in British Columbia prepare annual, publicly available IAPRs. In accordance with NIC's governance structure, the President and Board Chair are accountable for the IAPR.

The purpose of the IAPR is to describe an institution's goals, objectives and outcomes and how it will monitor progress toward these outcomes. Institutions must describe what actions were taken and the accomplishments achieved related to priorities within the institution's 2019/20 Mandate Letter; as this is both a report and a plan, institutions must also describe what actions are planned or implemented for priorities within the institution's 2020/21 Mandate Letter. In addition, the IAPR must also report on progress toward the goals and system objectives of AEST as established by the Accountability Framework performance measures.

NIC's *IAPR for the 2019/20 Reporting Cycle* is also aligned with *NIC Plan 2020* and includes a report on 2019/20 outcomes and achievements.

A draft of the IAPR has been provided given that confirmation of 2019/20 final full-time equivalent (FTE) performance measure data is pending from AEST. In the draft, these values have been populated with values from NIC's *2019/20 Final FTE Enrolment Report* submission to AEST on May 6<sup>th</sup> - these figures are not expected to change. Based on these, and performance measure data provided by AEST, NIC achieved 23 of the 25 Accountability Framework performance measures in the 2019/20 reporting cycle.

The Total Student Spaces and Developmental Student Spaces FTE performance measures were not achieved, with 1,476 FTEs enrolled toward the 2,315 FTE Total Student Spaces target and 276 FTEs enrolled toward the 341 FTE Developmental Student Spaces target. "Appendix I - Performance Measure Results" on page 44 of the IAPR provides important context for all of NIC's Accountability Framework performance measure target assessments including challenges to achieving the FTE targets.

NIC will submit the *Institutional Accountability Plan and Report for the 2019/20 Reporting Cycle* to AEST by the submission deadline of July 15, 2020.

**Action:**

For the Board's discussion and approval.

**Suggested Resolution:**

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT FOR THE 2019/20 REPORTING CYCLE.**

NORTH ISLAND COLLEGE



# INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2019 - 2020 REPORTING CYCLE

**\*\*\* DRAFT at 20/06/17 \*\*\***



www.nic.bc.ca



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\*\*\*PENDING SIGNATURE\*\*\*

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,

Jane Murphy  
Chair, Board of Governors

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.



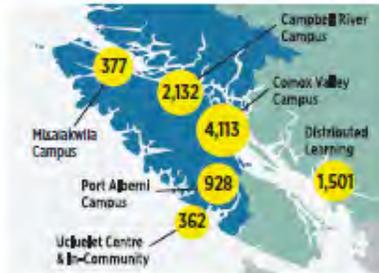


North Island College Region, First Nations Communities and NIC Campuses

# 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

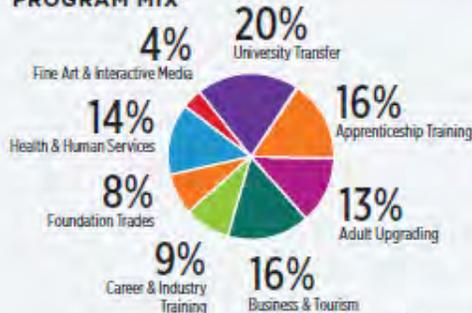
**87** Dual Admissions post-secondary students

**2,114** Domestic FTEs

**480** International FTEs

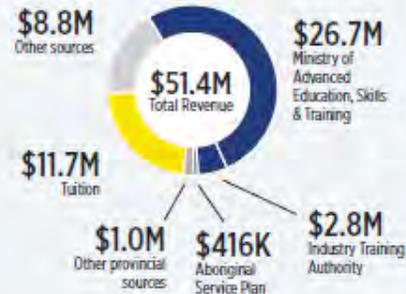
\* Based on fiscal year

## PROGRAM MIX\*



\* Based on student FTEs

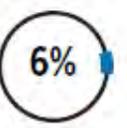
## COLLEGE REVENUE



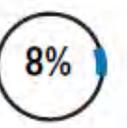
## DOMESTIC STUDENT ORIGINS



Students from within the NIC region

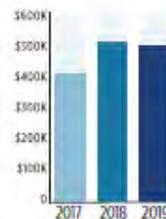


Students from mainland BC, Canada and other provinces

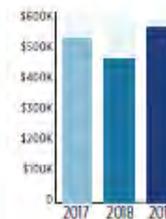


Students from southern Vancouver Island

## SCHOLARSHIPS AND BURSARIES 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)

Filename: 20-06-15-IARP-Fast-Facts



## 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. 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.

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 Mixalakwila 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.

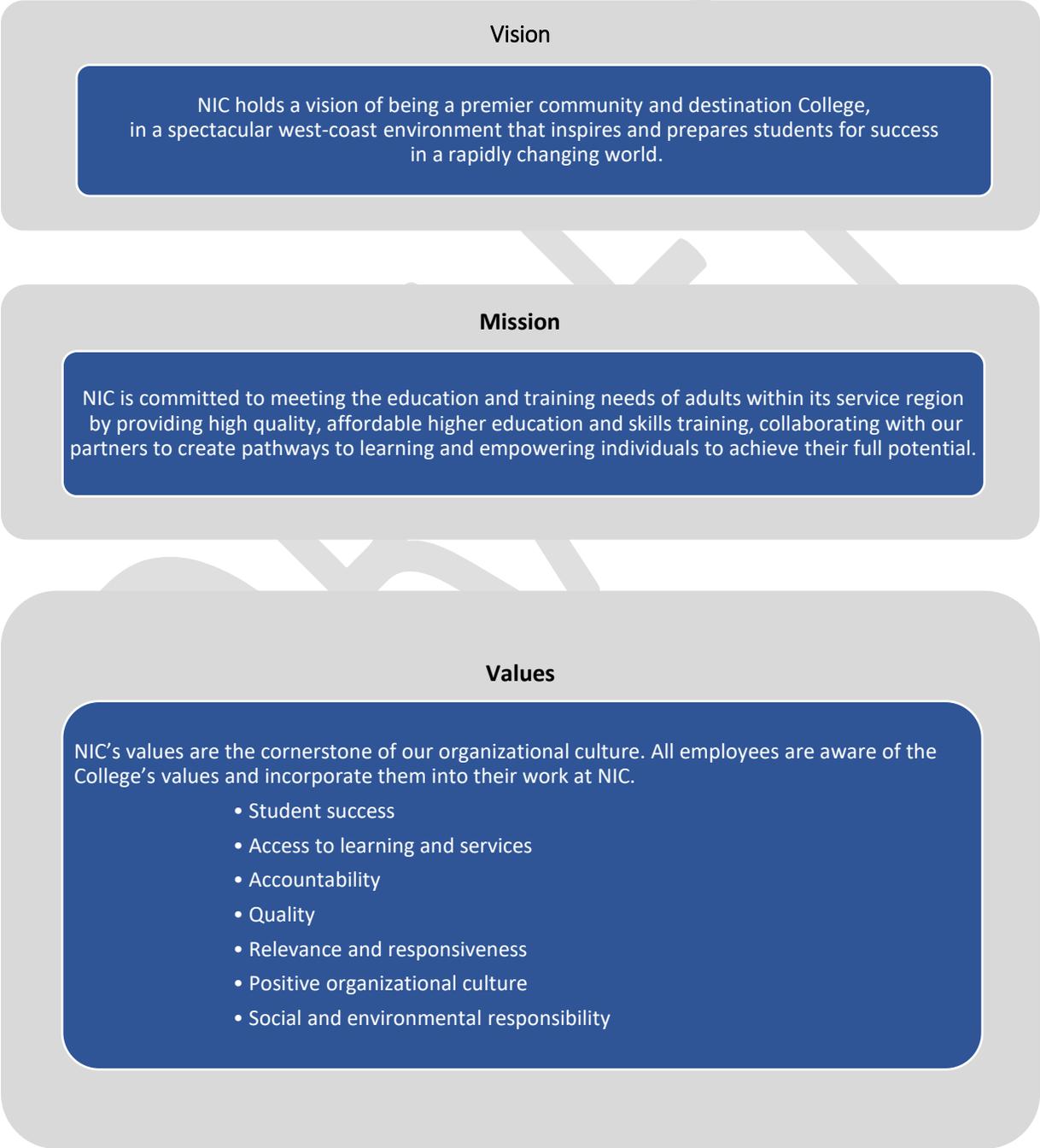
Recruitment initiatives and orientation activities are being offered by distance this year. For example, NIC has participated in, or delivered, virtual education fairs, agent and applicant webinars, and applicant conversion call/email campaigns. In Fall 2020, international student orientation will be 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.



## 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.

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# 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, 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 help the College's diverse student body. 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 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.

**Health and human services:** NIC enrolled 403 FTEs in health and human services programs<sup>1</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.

**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,

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<sup>1</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).

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>2</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.

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<sup>2</sup> Student Transitions Project. 2019. Pivot table: *STP2019 First ANNUAL Transitions (2020-02-26).xlsx*.

**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."

**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.

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## 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.**

### **Access for vulnerable and under-represented students**

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.

### **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>3</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

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

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**

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 offered in high school in 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 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>4</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>5</sup> continues to plan for expanded online and in-person resources and career planning workshops for students. CareerCentral<sup>6</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>4</sup> View North Island College's Student Employment Services portal at <https://www.nic.bc.ca/life-at-nic/student-employment-services/>.

<sup>5</sup> Ibid.

<sup>6</sup>View North Island College's Career Central portal at <https://careercentral.nic.bc.ca/home.htm>.

# PERFORMANCE PLAN

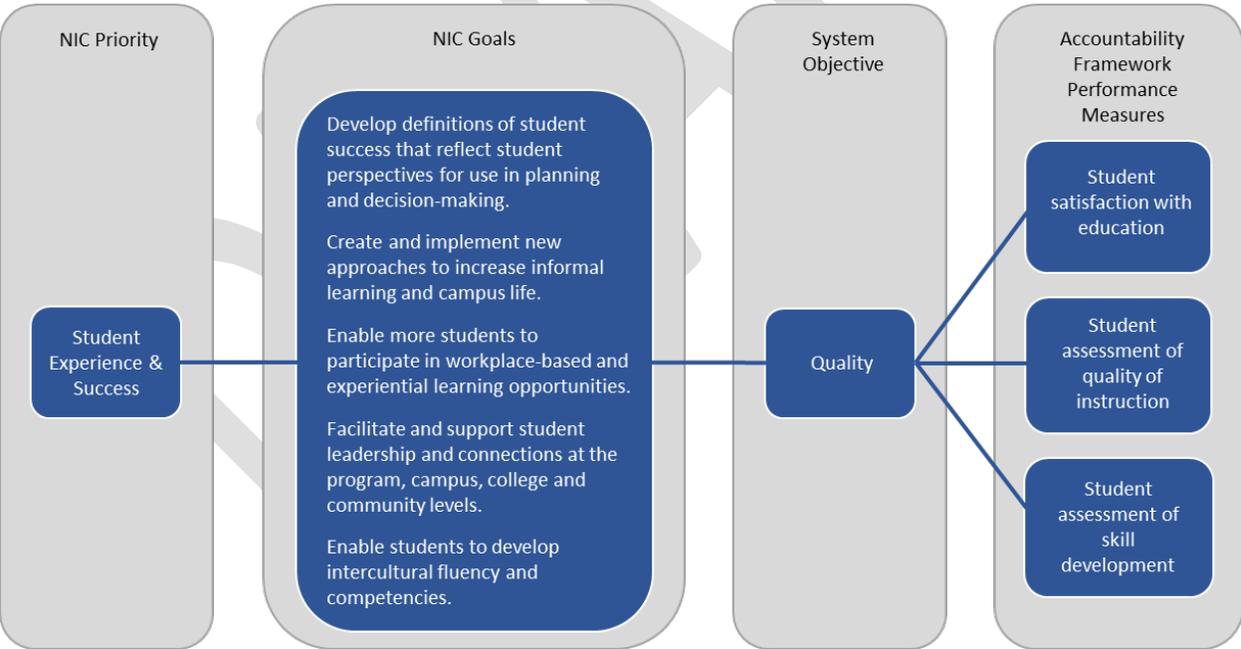
## NIC PLAN 2020: NIC’S CURRENT STRATEGIC PLAN

Launched in the fall of 2015, North Island College’s 2016-2020 Strategic Plan, *NIC Plan 2020*,<sup>7</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



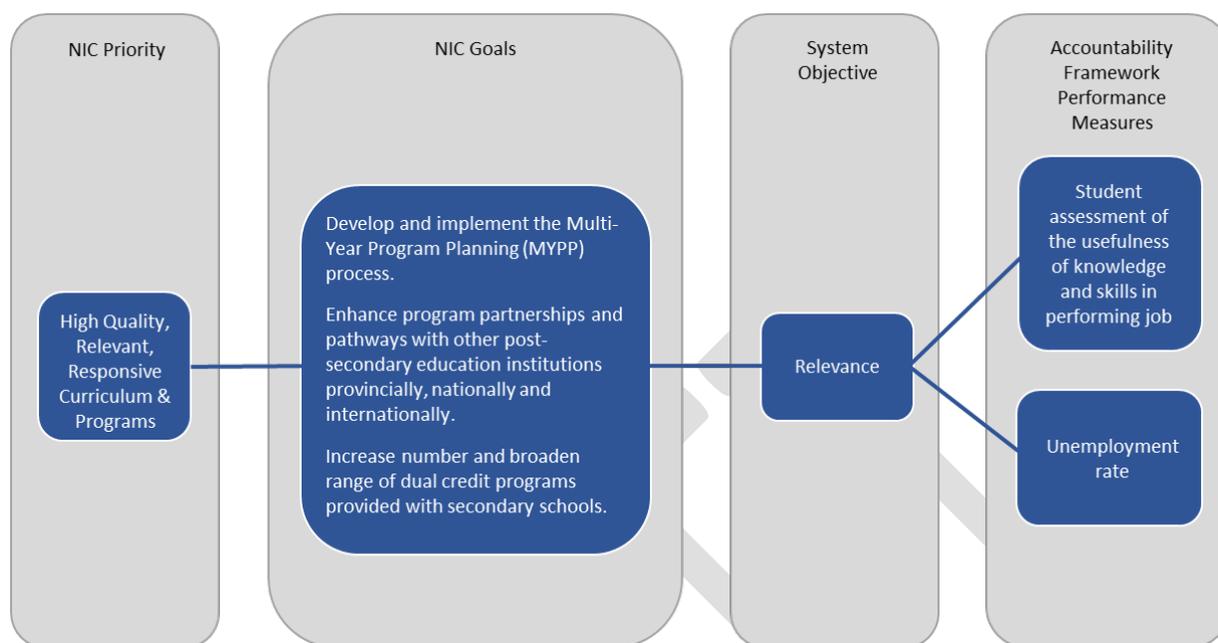
<sup>7</sup> View North Island College’s 2016-2020 Strategic Plan, NIC Plan 2020, at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

## 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 93% 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.</li> </ul>

	<p>The Student Outreach and Liaison Assistant also coordinates Early Assist (under the supervision of 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>o a one-day orientation in August at the Comox Valley campus; and</li> <li>o 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



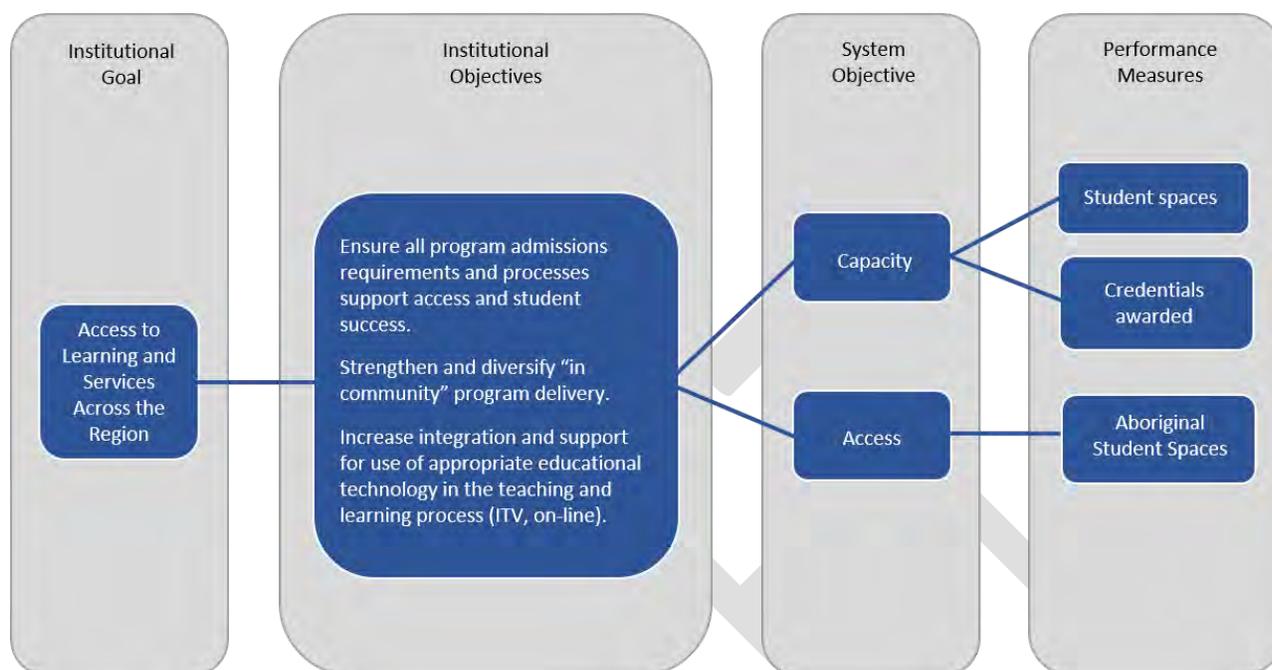
### 2019/20 Goals, Actions and Outcomes

<b><i>Develop and implement the Multi-Year Program Planning (MYPP) process.</i></b>	
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>
<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>	

### Strategic Priority #3:

### Access to Learning and Services Across the Region

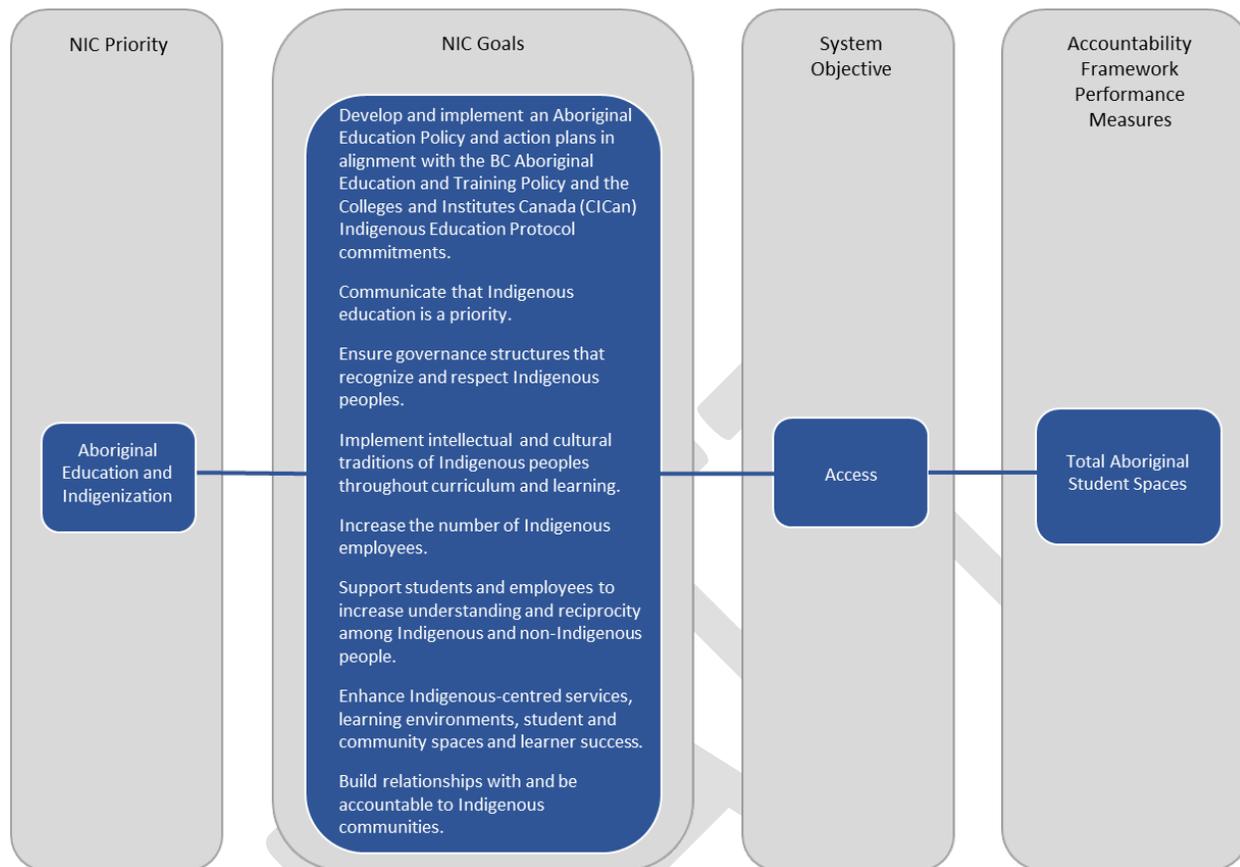


#### 2019/20 Goals, Actions and Outcomes

<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 Mixelakwila 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 Mixelakwila.</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> <p>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.</p>
In Progress	<u>Improve Technical Support Services for Students</u> <p>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.</p>

## Strategic Priority #4: Aboriginal Education and Indigenization



### 2019/20 Goals, Actions and Outcomes

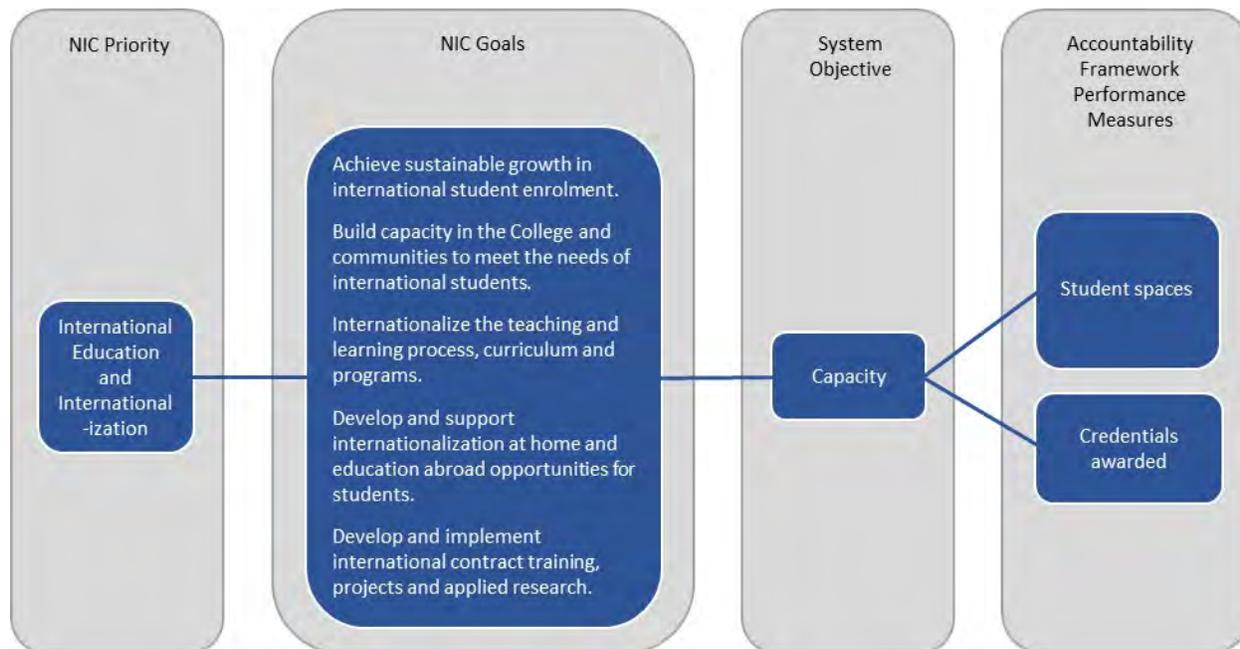
<b><i>Develop and implement an Aboriginal Education Policy and action plans in alignment with the BC Aboriginal Education and Training Policy and the Colleges and Institutes Canada (CICan) Indigenous Education Protocol commitments.</i></b>	
In Progress	Funds were dedicated to develop a college-wide <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> </ul>
Achieved	<ul style="list-style-type: none"> <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>
<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> </ul>
Achieved	<ul style="list-style-type: none"> <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> </ul>
Achieved	<ul style="list-style-type: none"> <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>
<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> </ul>
Achieved	<ul style="list-style-type: none"> <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> </ul>
Achieved	<ul style="list-style-type: none"> <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> </ul>
In Progress	<ul style="list-style-type: none"> <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> </ul>
In Progress	<ul style="list-style-type: none"> <li>NIC will offer ILF-111, Pathways to Reconciliation and Social Action, as a digital course offering.</li> </ul>
<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> </ul>
Achieved	<ul style="list-style-type: none"> <li>Provided frontline student support via Aboriginal Education Advisors, Elders in Residence and community Elders.</li> </ul>
Achieved	<ul style="list-style-type: none"> <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> </ul>
In Progress	<ul style="list-style-type: none"> <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> </ul>

Planned	<ul style="list-style-type: none"> <li>• Update the Port Alberni Aboriginal Lounge kitchen.</li> </ul>
<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>

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## Strategic Priority #5: International Education and Internationalization

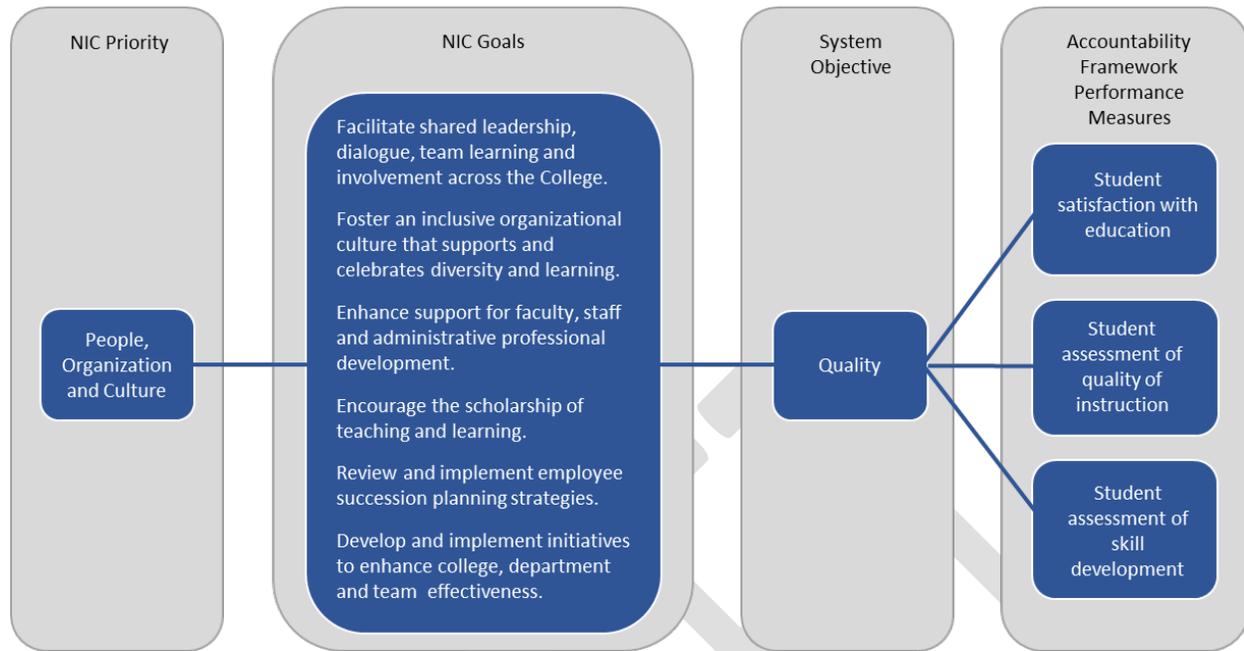


### 2019/20 Goals, Actions and Outcomes

<b><i>Achieve sustainable growth in international student enrolment.</i></b>	
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>
<b><i>Build capacity in the College and communities to meet the needs of international students.</i></b>	
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 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>
<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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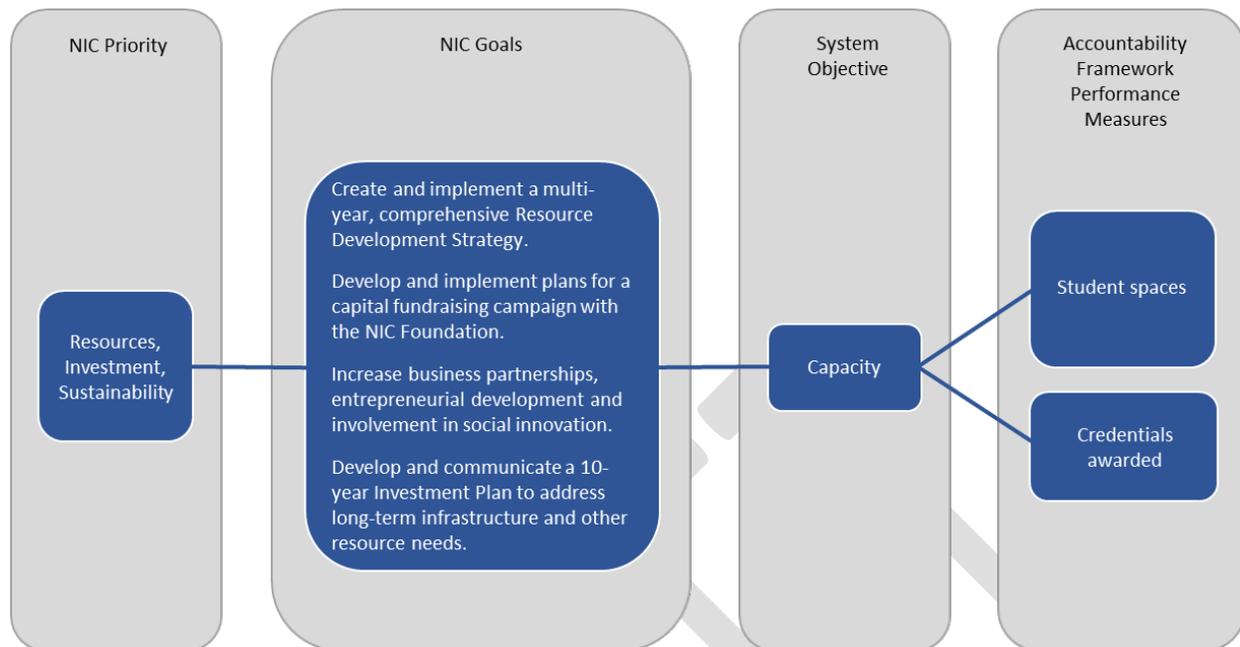
***Review and implement employee succession planning strategies.***

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

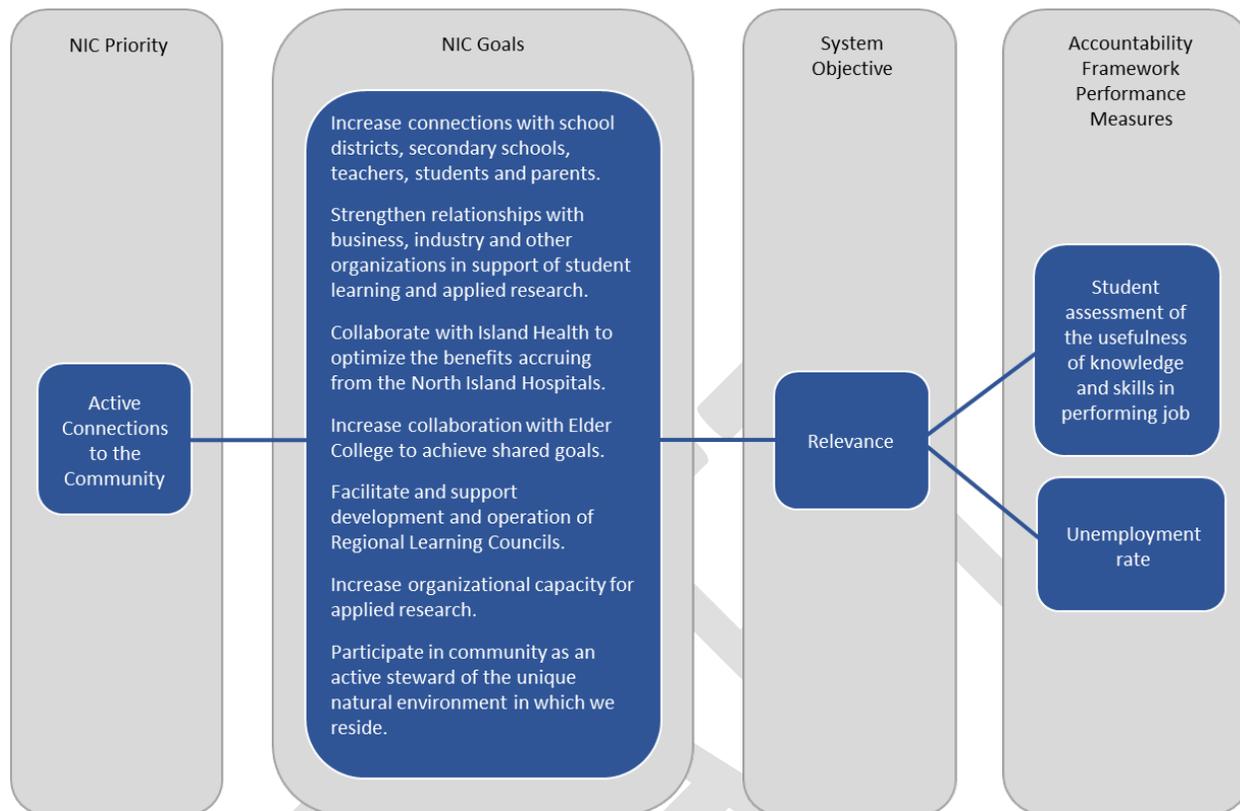


### 2019/20 Goals, Actions and Outcomes

<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</li> </ul>

	<p>inform their experiences, which cannot be replicated in a classroom. The research is 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>
<p><b><i>Develop and communicate a 10-year Investment Plan to address long-term infrastructure and resource needs.</i></b></p>	
<p>Achieved</p>	<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>o Housing Commons at Comox Valley campus;</li> <li>o Campbell River Aboriginal Gathering Place/Teaching space;</li> <li>o Comox Valley Academic Building (to replace Village portables);</li> <li>o Port Alberni Trades Consolidation and Renovation;</li> <li>o Comox Valley Tyee Classroom addition;</li> <li>o Comox Valley Library and Learning Commons; and</li> <li>o Student Housing at the Campbell River campus.</li> </ul> </li> </ul>
<p>Achieved</p>	<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



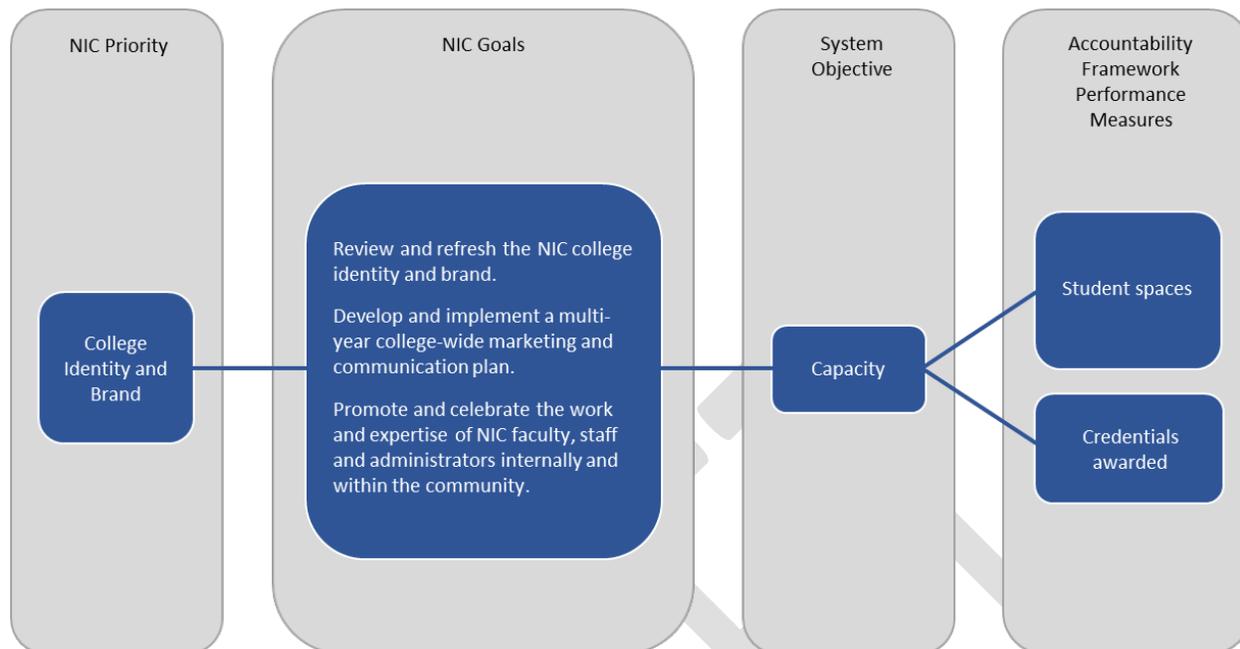
### 2019/20 Goals, Actions and Outcomes

<b><i>Increase connections with school districts, secondary schools, teachers, students and parents.</i></b>	
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 M̓ixal̓kwila 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	<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> </ul>
Achieved	<ul style="list-style-type: none"> <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> </ul>
Achieved	<ul style="list-style-type: none"> <li>Initiated formal review of LPN/BSN access program with students and faculty. Recommendations will inform changes/best practices for future offerings.</li> </ul>
Achieved	<ul style="list-style-type: none"> <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> </ul>
In Progress	<ul style="list-style-type: none"> <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>.

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## 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>8</sup>

NIC achieved 23 of the 25 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.

Developmental program FTEs (inclusive of Adult Basic Education only in 2019/20) were substantially below the target of 341 FTEs with 276 FTEs enrolled. 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.

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 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.

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<sup>8</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).

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 domestic student FTEs funded by one-time funds in 2019/20, the College has reached a level where year-over-year variation in amounts 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 decreased financial opportunity to pursue 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)</b>	DRAFT DATA HIGHLIGHTED IN YELLOW. FINAL DATA FROM MINISTRY PENDING					
Total student spaces	1,509	2,315	1,476	Not Achieved		
Nursing and other allied health programs	258	209	255	Achieved		
Developmental	369	341	276	Not Achieved		
<b>Credentials awarded<sup>2</sup></b>						
Number	520	504	529	Achieved		
<b>Aboriginal student spaces (FTEs)<sup>3</sup></b>						
Total Aboriginal student spaces	420	≥13%	399	Achieved		
Ministry (AEST)	334		310			
Industry Training Authority (ITA)	87		89			
<b>Student satisfaction with education<sup>4,5</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>4,5</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>4,5</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>4,5</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>4,5</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%	

Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
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.

Target assessment scale	Description
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 [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).

<sup>2</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>3</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. Target is >= 13% of total domestic student FTEs (i.e. 284 FTEs in 2018/19).

<sup>4</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>5</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>9</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>10</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>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p>	<p><u>Education Assistant/Community Support Worker Certificate – Indigenous Focus</u>                      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><u>Human Services Programs</u>                      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>9</sup> “...” represents omitted text not related to post-secondary education from the original *TRC Call to Action*.

<sup>10</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>	Implemented	<p><u>Early Childhood Care and Education Certificate (ECCE)</u></p> <p>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 diploma 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>
	Implemented	<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>
	Implemented	<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>
	Implemented	<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>
	Implemented	<p>Practicum placements include Head Start programs on and off reserve, Aboriginal Infant Development and Aboriginal Supported Child Development.</p>
	Implemented	<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>
	Implemented	<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>	In Progress	<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>
	Implemented	<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>
	Implemented	<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>
	Implemented	<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>

	Implemented	<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>		N/A

<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>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>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>Implemented</p>	<p><u>Aboriginal Leadership Certificate</u></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>Implemented</p>	<p><u>Tourism &amp; Hospitality Management Certificate</u></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>

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<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b></p> <p>How is your institution working with Indigenous peoples and communities to implement the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> and in particular the articles related to education, which include the following:</p> <p><b>Article 14</b></p> <p>1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.</p> <p>2. Indigenous individuals, particularly children, have the right to all levels and forms of education.</p> <p><b>Article 15</b></p> <p>1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</p> <p><b>Article 21</b></p> <p>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>	Implemented	<p>NIC works 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 NIC’s programming priorities.</p> <p><u>Regional Advisory Committees</u></p> <p>NIC has three regional advisory committees (Northern, Central and West Coast) with members appointed by First Nations communities and urban Aboriginal organizations. The committees meet a minimum of three times per year to:</p> <ul style="list-style-type: none"> <li>• Identify local education and training priorities; and</li> <li>• Advise on local community development and economic development plans.</li> </ul>
	Implemented	<p><u>Indigenous Education Council (IEC)</u></p> <p>The IEC gives voice to the educational goals of Indigenous People in the region and provides advice and direction to the NIC community in all matters relating to NIC’s vision, mission and strategic directions, namely:</p> <ul style="list-style-type: none"> <li>• Guidance in developing and implementing the <i>Aboriginal Service Plan</i>, including finalized plan and priority approval;</li> <li>• Responsive curriculum;</li> <li>• Student access, retention and success;</li> <li>• In-community programming transition support;</li> <li>• Being an active community partner;</li> <li>• Developing, strengthening and expanding strategic partnerships;</li> <li>• Raising awareness about post-secondary education throughout the region; and</li> <li>• Strengthening NIC employees’ skills to support the <i>Colleges and Institutes Canada Indigenous Education Protocol</i>.</li> </ul>
	In Progress	<p><u>NIC Indigenization Operational Plan 2020-2025</u></p> <p>NIC is developing a college-wide <i>Indigenization Operational Plan</i> to normalize, celebrate and integrate Indigenous knowledge into our educational framework. This plan provides spaces for strong Indigenous voices, and requires accountability to Indigenous communities. Funds have been committed towards this plan and consultations with the IEC, NIC Elders in Residence, staff, faculty, administration, leadership and students took place from November 2019 to February 2020.</p>
	Implemented	<p><u>In-Community Programming</u></p> <p>From 2017-2020, NIC signed more than 20 agreements with First Nations and Indigenous organizations resulting in new programs and timely consultations in key program areas. Led by our community partners, this has included First Nation-informed trades training, forestry, Early Childhood Care and Education (ECCE), Health Care Assistant, Adult Basic Education and Indigenous language courses. In 2019/20, NIC offered programs in a number of communities, including but not limited to Bella Coola, Alert Bay, Kyuquot, Gold River, Ahousaht, Tofino and Bamfield.</p>
	In Progress	<p>NIC has been identified as a partner in five community-led Indigenous Skills and Education proposals to AEST, including Indigenous language initiatives, Aboriginal Eco-tourism and ECCE.</p>

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NORTH ISLAND COLLEGE



## **INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT**

2019 - 2020 REPORTING CYCLE

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**June 25, 2020**

*Vision:* North Island College is a premier community and destination college, in a spectacular west-coast environment, that inspires and prepares students for success in a rapidly changing world.

**AGENDA ITEM: Regular Meeting**  
**4.2.2 2019/20 FINAL FTE ENROLMENT REPORT**

NIC's *2019/20 Final FTE Report*, a Ministry of Advanced Education, Skills and Training (AEST) reporting requirement, is provided for the Board's review and approval. This report provides the College's domestic student full-time equivalent enrolments (FTEs) with respect to AEST funded targets for fiscal year 2019/20 (i.e., April 1<sup>st</sup> to March 31<sup>st</sup>).

Student FTEs represent the enrolment activity of students in a program in a given fiscal year. Each full-time student in a full-time program is equivalent to one FTE. Part-time student enrolments are converted into full-time equivalents based on their course registrations as a proportion of a full-time course load (e.g., a student taking 50% of a full course load is equivalent to 0.5 FTEs). It is important to note that, once FTEs for a given program are calculated, they can be considerably less than the actual number of students enrolled. For example, there may be 10 students enrolled in an intake of Health Care Assistant but if the program starts in winter term only three FTEs will be counted on this year's FTE report (and just under seven on next year's report). Part-time students also result in fewer FTEs than the actual number of people enrolled. In these cases, program intakes may be full even though FTEs may give the impression they are below capacity. FTEs are calculated using detailed methodology prescribed by AEST.

The *2019/20 Final FTE Report* was submitted to AEST on May 6<sup>th</sup>. Data supporting FTE calculations were also submitted to AEST's Post-Secondary Central Data Warehouse on May 20<sup>th</sup>.

NIC enrolled 2,114 domestic student FTEs and 480 international student FTEs in fiscal year 2019/20 for a total of 2,595 FTEs, a five percent decrease (145 FTEs) from the previous year with declines in both domestic (down five percent or 120 FTEs) and international student FTEs (down five percent or 26 FTEs).

The decline in international student enrolment is both expected and desirable. After the unprecedented, substantial growth in international student numbers in January 2018, the College sought to stabilize enrolment to a more sustainable level. This year's decline is a result of changes to the international student tuition model (to credit-based from semester-based) that was expected to lead to a slight decline in course enrolment as well as reductions in the delivery of developmental education (ESL and ABE) that resulted in a larger decline in enrolment (-34 FTEs).

The decline in domestic student enrolment this year has come primarily from two areas: trades and ABE.

Trades enrolment (including foundation trades and apprenticeship training) was at a historical high last year at 725 FTEs; with 638 FTEs enrolled this year, we are considerably lower but in line with the five-year average of 632 FTEs prior to fiscal 2018/19.

Domestic student enrolment in a given year is fundamentally dependent on regional student demand and available budget – for trades and all NIC programs. An increasingly higher dependency on one-time funding has introduced considerable uncertainty for planning and launching programs. With 12% of

domestic student FTEs funded by one-time dollars in 2019/20, we've reached a level where variation in amounts and timing of available one-time funds can have a substantial impact on total bottom line enrolment.

The Developmental programs target of 341 FTEs was unmet this year with 276 FTEs enrolled, a decline of 39 FTEs from last year. The decline in ABE enrolment is part of a longer term trend seen at NIC and virtually all B.C. public colleges, institutes and teaching universities. The most current data from AEST show a 13% decline in headcount between 2014/15 and 2018/19 for all of these sectors combined, while NIC's decline was in line but slightly less at 12%. ABE enrolment has been impacted by a relatively strong economy (prior to COVID-19), with students choosing to enter the workforce instead of upgrading their education. In addition, 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.

Most FTE targets for Health programs were exceeded; however, two Health Care Assistant targets were unmet. Nonetheless, in total for all Health Care Assistant programs, more FTEs were enrolled than were funded: 93 FTEs enrolled versus 90 FTEs funded. Some attrition is typical at the start of the program and, in the past, due to long waitlists replacement students could be quickly admitted. This year, waitlists were exhausted creating challenges for filling some programs.

Four of five Early Childhood Care and Education expansion targets were unmet. The following factors contributed to this outcome.

- With the AEST's permission, one intake was delayed until the end of the fiscal year. FTEs will be counted next year per methodology prescribed by AEST.
- Part-time enrolment resulted in fewer FTEs than actual students enrolled; some of these FTEs will be counted next year as part-time students continue their studies.
- Government bursary funds that some prospective students were expecting to receive became unavailable.

It is noteworthy that, although a total of 1,476 domestic student FTEs were countable toward NIC's overall AEST FTE target of 2,315 FTEs, NIC also enrolled 1,147 FTEs that are not eligible to be counted toward AEST targets including the aforementioned 638 trades FTEs and 480 international student FTEs, as well as 29 fourth-year Bachelor of Science in Nursing FTEs offered in partnership with Vancouver Island University (VIU).

NIC's *Institutional Accountability Plan and Report for the 2019/20 Reporting Cycle* (IAPR) submission to AEST on, or before, July 15, 2020 discusses the context of NIC's 2019/20 Accountability Framework FTE performance measures. The Board of Governors is scheduled to receive NIC's IAPR at its June 25, 2020 meeting.

**Action:**

For the Board's review and approval.

**Suggested Resolution:**

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE 2019/20 FINAL FTE ENROLMENT REPORT.**

**2019/20 Final FTE Report  
North Island College**

Institution Contact: Wes Skulmoski, Manager, Institutional Research & Planning

Phone Number: 250-334-5245

Email: wes.skulmoski@nic.bc.ca

Ministry Code	CIP Code	Program Name	FTE Target	Actual FTEs	Comments
<b>Health Programs</b>					
NURS	51.3801	Bachelor of Science in Nursing	87	111	
NLPN	51.3901	Licensed Practical Nurse	32	34	
NRCA	51.3902	Health Care Assistant	40	36	
HLOT	51.3902	Health Care Assistant - Campbell River (one-time)	20	22	
HLOT	51.3902	Health Care Assistant - Comox Valley (one-time)	20	26	
HLOT	51.3902	Health Care Assistant - Port Hardy - Mixalakwa Campus (one-time)	10	9	
HLTH	51.0000	Allied Health Programs		17	

**Developmental Programs (Tuition policy eligible)**

DEV	Multiple	Developmental	341		
ABE	53.0101	ABE		276	
ESL	32.0109	ESL		2	

**Developmental Programs (Tuition policy ineligible)**

ASE	32.0101	ASE		55	
ABE	53.0101	Developmental (please list programs)			

**AVED FUNS Code Programming**

			a	b	c=a+b		
FTE Target	Existing Delivery	Targeted Expansion	Actual FTEs				
AVED	1907	Comox Valley Part-Time Evening/Weekend Institute	12	0	5	5	
AVED	1907	Part Time onsite ECE Diploma - Mount Waddington	4	0	3	3	
AVED	1907	Full Time ECE Diploma with Certificate option - Campbell River	10	0	12	12	
AVED	1907	Full Time Early Childhood Education Certificate - Campbell River	5	0		-	Started end of March. FTEs will be counted next fiscal.
AVED	1907	Part Time onsite ECE Diploma with Infant Toddler Educator - West Coast Vancouver Island	6	0	3	3	

**Multiple**

AVED	Multiple	AVED Undergraduate Balance	1,728		868	
<b>AVED Sub-Total</b>			<b>2,315</b>		<b>1,476</b>	

**ITA Funded Programs**

ITEL/ITHS/					184	
ITOT	Multiple	Foundation			454	
ITAP	Multiple	Apprenticeship Technical Training			638	
<b>ITA Sub-total</b>					<b>638</b>	
<b>TOTAL</b>					<b>2,114</b>	

**Supplementary FTE Information**

<b>Health Program FTEs</b>					255	
Multiple	Health Programs Funded by AVED					
Multiple	Health Programs Funded by Other Sources (please list programs)					
<b>International FTEs</b>					480	
Multiple	All programs					
<b>Online Delivery FTEs</b>					121	
Multiple	Domestic				8	
	International					

FTE Summary by Program Grouping			
	Target	Actual	Utilization
NURS	87	111	127.2%
NLPN	32	34	106.1%
NRCA	40	36	90.6%
HLOT	50	57	113.1%
DEV	341	277	81.3%
AVED	1,765	944	53.5%
<b>TOTAL</b>	<b>2,315</b>	<b>1,459</b>	<b>63.0%</b>

<b>All Health</b>	<b>209</b>	<b>237</b>	<b>113.6%</b>
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Expansion Programs FTE Summary			
	Target	Actual	Utilization
ECE Expansion	37	22	59.5%

Developmental Programs FTE Summary			
	2018/19	2019/20	Change
ABE	314	276	-39
ESL	1	2	0
ASE	53	55	2
DEV	0	0	0

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**June 25, 2020**

*Vision:* North Island College is a premier community and destination college, in a spectacular west-coast environment, that inspires and prepares students for success in a rapidly changing world.

**AGENDA ITEM:**                      **Regular Meeting**  
**4.3.1 F19/20 Financial Statements (*attachment*)**

**Background:**

North Island College's financial statements for the year ended March 31, 2020 are now complete, and have been audited by KPMG. Staff at KPMG have prepared their Audit Findings Report, which is attached along with the financial statements.

The financial statements and audit finding report were presented to the Finance Committee at their meeting on June 15<sup>th</sup>. Appendix 1 provides a variance analysis and additional details that were discussed in more detail at the Finance Committee meeting.

The financial statements for 2019/20 show a deficit of \$911,415 caused mainly by three budget pressures:

1. Adult upgrading funding from the Province was \$245,000 less than budgeted;
2. The funding from the Province for the newly implemented Employer Health Tax was \$175,000 less than anticipated in the 2019/20 budget; and
3. NIC completed some significant capital projects in 2019/20 (e.g. Campbell River campus, Student Services expansion, St. Joe's campus). This led to additional Facilities-related costs that were expensed under accounting policy as they weren't part of the core capital build components of the project. Expensing these items mean they don't carry a future amortization expense.

The first two items above have been addressed in the FY 20/21. Less funding is built into the budget for these items. The third item was unique to the capital builds completed in 2019/20. While capital projects increased the deficit in 2019/20, the table that shows the impact of capital spending on the operating budget in Appendix 1 indicates that NIC has reduced this impact significantly since FY 2013/14. The budget pressure from amortization costs was \$468,164 in FY 2019/20, an improvement of over \$400,000 since FY 13/14. This has effectively increased NIC's operating budget by this amount.

**Action:**

For approval

**Suggested Resolution:**

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2020.**

## Appendix 1 Variance Analysis and Other Additional Details

Explanation of Significant Financial Statement Variances				
	Budget	Actual	Variance	Details
Provincial Revenues	32,834,040	30,906,898	1,927,142	Wage settlements were anticipated during 19/20 when the agreements expired (\$400K), Adult Upgrading less than budget (\$245K), Employer Health Tax less than budget (\$175K), Provincial contracts were (\$335K) less than budget (though community contracts exceeded budget by \$850K). Two significant deferrals total (\$232K) (Hire a Student, Aquaculture). Coastal Forestry and Aboriginal Apprenticeship deferral of (\$234K). Remaining variance made up of a number of smaller adjustments (e.g. PSI partnerships, Targeted funding, etc.)
Salary and Benefits	37,107,763	35,252,057	1,855,706	Wage settlements were anticipated in 19/20 and built into budget (\$400K), Coastal Forestry deferral of (\$164K), Aboriginal Apprenticeship (Tofino) deferral of (\$70K), Employee Apprenticeship and Film Initiative budgeted in Salaries, spent in non-wage areas of (\$162K), Aquaculture deferral of (\$110K), Lag in hiring for retirements was (\$247K), Research revenues and salaries underspent by (\$272K). OGE: Surplus in ESL of (\$110K) and OGE B budget surplus of (\$200K). Remaining variance due to a number of smaller budget under-spends.
Facility Costs	2,321,751	3,682,867	(1,361,116)	Facility maintenance costs exceeded budget in 2020 due mainly to repairs and maintenance related to large Facility projects completed during the year (Campbell River campus, Student Services in CV, St. Joe's). This included unbudgeted HVAC repairs (\$290K), Fire Protection (\$34K), Electrical repairs (\$210K), for example. NIC doesn't have any significant capital projects in FY 20/21 that would impact the Facility budget as we've seen the last 2 years.
Equipment Costs	1,162,745	1,606,223	(443,478)	The majority of the Equipment cost variance relates to one-time spending on the project in Campbell River. E.g. Furniture and equipment \$224K, Audio/Visual equipment \$98K, Network setup (\$28K), Servers (\$12K).

Impact of Capital Spending on the Operating Budget	FY 19/20	FY 18/19	FY 17/18	FY 16/17	FY 15/16	FY 14/15	FY 13/14
Revenue Recognized from Deferred Capital Contribs	2,876,282	2,291,917	2,306,083	2,073,203	1,855,312	1,839,202	1,975,081
Amortization Expense	3,344,446	2,722,308	2,816,179	2,794,159	2,611,391	2,675,740	2,851,252
Shortfall	(468,164)	(430,391)	(510,096)	(720,956)	(756,079)	(836,538)	(876,171)

**FY 2019/20 Salary and Benefit Costs Details**

	Fund 10	Fund 11	Fund 15	Fund 18	Fund 19	Fund 23	Fund 31	Fund 32	Fund 51	Fund 56	Total	% of Total
NICFA	12,008,187	324,092	1,264,204	41,326	62,719	1,435,009	3,431				15,138,968	53.29%
CUPE	6,038,740	397,301	284,613		14,617	608,650	15,208	67,767	127,163	189,329	7,743,388	27.26%
Exempt	4,219,696	194,376	193,311			419,890	56,667	97,956			5,181,896	18.24%
Other (E.g. Students, Models)	59,732	126,291	56,535	7,436	82,703	9,224					341,921	1.20%
<b>Total Salary and Wages</b>	<b>22,326,355</b>	<b>1,042,060</b>	<b>1,798,663</b>	<b>48,762</b>	<b>160,039</b>	<b>2,472,773</b>	<b>75,306</b>	<b>165,723</b>	<b>127,163</b>	<b>189,329</b>	<b>28,406,173</b>	
<b>Benefit Costs</b>	<b>5,471,624</b>	<b>237,769</b>	<b>398,088</b>	<b>11,517</b>	<b>26,391</b>	<b>580,279</b>	<b>17,885</b>	<b>31,879</b>	<b>27,326</b>	<b>43,129</b>	<b>6,845,887</b>	
<b>Total Salary and Benefits</b>	<b>27,797,979</b>	<b>1,279,829</b>	<b>2,196,751</b>	<b>60,279</b>	<b>186,430</b>	<b>3,053,052</b>	<b>93,191</b>	<b>197,602</b>	<b>154,489</b>	<b>232,458</b>	<b>35,252,060</b>	

- Fund 10 - Base Operating Fund (Domestic)
- Fund 11 - Continuing Ed and Cost Recovery
- Fund 15 - Projects
- Fund 18 - Research
- Fund 19 - Contract Training
- Fund 23 - International and OGE Operating
- Fund 31 - Operating Capital
- Fund 32 - Special Capital Projects
- Fund 51 - Bookstore
- Fund 56 - Cafeteria

**NORTH ISLAND COLLEGE  
FINANCIAL STATEMENTS  
For the year ended March 31, 2020**

**North Island College**  
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**For the year ended March 31, 2020**

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**STATEMENT OF MANAGEMENT RESPONSIBILITY**

**INDEPENDENT AUDITORS' REPORT**

**FINANCIAL STATEMENTS**

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**North Island College**  
**Statement of Financial Position**  
**As at March 31, 2020 with comparative information for 2019**

	Note	2020	2019
<b>Financial assets</b>			
Cash and cash equivalents		\$ 2,470,219	\$ 5,263,566
Accounts receivable		457,258	836,554
Due from government organizations	3	1,376,126	2,033,544
Inventories held for resale		269,079	347,341
Portfolio investments	4	<u>14,880,723</u>	<u>20,291,955</u>
		19,453,405	28,772,960
<b>Liabilities</b>			
Accounts payable and accrued liabilities	5	9,281,633	8,729,742
Due to government organizations	3	300,865	634,830
Employee future benefits	6	437,680	517,310
Leasehold inducements	16	368,392	439,786
Deferred revenue		1,941,038	2,341,353
Deferred contributions	7	10,090,405	12,586,175
Deferred capital contributions	8	<u>39,302,068</u>	<u>36,841,046</u>
		61,722,081	62,090,242
Net debt		(42,268,676)	(33,317,282)
<b>Non-financial assets</b>			
Tangible capital assets	9	48,694,099	42,341,290
Prepaid expenses		<u>214,757</u>	<u>133,768</u>
		48,908,856	42,475,058
<b>Accumulated surplus</b>		<u>\$ 6,640,180</u>	<u>\$ 9,157,776</u>
Accumulated surplus is comprised of:			
Accumulated surplus		\$ 7,039,809	\$ 7,951,224
Accumulated remeasurement gains		<u>(399,629)</u>	<u>1,206,552</u>
		<u>\$ 6,640,180</u>	<u>\$ 9,157,776</u>

Commitments and contingencies (notes 11 & 12)  
Contractual rights (note 14)  
Subsequent events (note 16)  
See accompanying notes to the financial statements

Approved on behalf of the Board of Governors

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Jane Murphy,  
Chair of the Board of Governors

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Colin Fowler,  
Vice President, Finance and Facilities

**North Island College**  
**Statement of Operations and Accumulated Surplus**  
**For the year ended March 31, 2020 with comparative information for 2019**

	Note	<b>Budget 2020</b>	<b>2020</b>	<b>2019</b>
		Note 2(j)		
<b>Revenue</b>				
Province of British Columbia		\$ 32,834,040	\$ 30,906,898	\$ 29,569,367
Government of Canada grants		622,130	272,410	453,576
Tuition and student fees		12,719,848	12,893,094	12,589,054
Contract services		211,500	1,062,820	379,967
Sales of goods and services		1,418,000	1,467,377	1,478,378
Investment income		613,350	1,080,917	1,458,212
Other income		559,189	886,648	673,433
Revenue recognized from deferred capital contributions	8	<u>2,263,015</u>	<u>2,876,282</u>	<u>2,291,917</u>
		51,241,072	51,446,446	48,893,904
<b>Expenses (Schedule 1)</b>				
Instructional and non-sponsored research		48,389,117	49,549,743	46,172,799
Ancillary services		1,376,319	1,574,525	1,388,283
Sponsored research		551,837	199,446	436,174
Special purpose		<u>923,799</u>	<u>1,034,147</u>	<u>840,883</u>
		51,241,072	52,357,861	48,838,138
<b>(Deficit) Surplus for the year</b>		-	(911,415)	55,766
Accumulated surplus, beginning of year		<u>7,951,224</u>	<u>7,951,224</u>	<u>7,895,458</u>
<b>Accumulated surplus, end of year</b>		<u>\$ 7,951,224</u>	<u>\$ 7,039,809</u>	<u>\$ 7,951,224</u>

See accompanying notes to the financial statements

**North Island College**  
**Statement of Changes in Net Debt**  
For the year ended March 31, 2020 with comparative information for 2019

	<b>Budget 2020</b> Note 2(j)	<b>2020</b>	<b>2019</b>
(Deficit) Surplus for the year	\$ -	\$ (911,415)	\$ 55,766
Acquisition of tangible capital assets	-	(9,702,160)	(12,415,236)
Amortization of tangible capital assets	2,782,514	3,344,446	2,722,308
Gain on sale of tangible capital assets	-	(61,795)	(4,517)
Proceeds on sale of tangible capital assets	<u>-</u>	<u>66,700</u>	<u>4,517</u>
	2,782,514	(6,352,809)	(9,692,928)
Acquisition of prepaid expenses	-	(206,706)	(204,377)
Use of prepaid expenses	<u>-</u>	<u>125,717</u>	<u>167,729</u>
	-	(80,989)	(36,648)
Net remeasurement losses	<u>-</u>	<u>(1,606,181)</u>	<u>(362,541)</u>
<b>Change in net debt</b>	2,782,514	(8,951,394)	(10,036,351)
Net debt, beginning of year	<u>(33,317,282)</u>	<u>(33,317,282)</u>	<u>(23,280,931)</u>
Net debt, end of year	<u>\$ (30,534,768)</u>	<u>\$ (42,268,676)</u>	<u>\$ (33,317,282)</u>

See accompanying notes to the financial statements

**North Island College**  
**Statement of Remeasurement Gains and Losses**  
**For the year ended March 31, 2020 with comparative information for 2019**

	<b>2020</b>	<b>2019</b>
Accumulated remeasurement gains, beginning of year	\$ 1,206,552	\$ 1,569,093
Unrealized gains (losses) attributed to:		
Portfolio investments	(1,116,303)	391,116
Amounts reclassified to the statement of operations:		
Realized gains on pooled funds	<u>(489,878)</u>	<u>(753,657)</u>
Net remeasurement losses for the year	<u>(1,606,181)</u>	<u>(362,541)</u>
<b>Accumulated remeasurement (losses) gains, end of year</b>	<b>\$ <u>(399,629)</u></b>	<b>\$ <u>1,206,552</u></b>

See accompanying notes to the financial statements

**North Island College**  
**Statement of Cash Flows**  
For the year ended March 31, 2020 with comparative information for 2019

	<b>2020</b>	<b>2019</b>
<b>Cash provided by (used in):</b>		
<b>Operations</b>		
(Deficit) Surplus for the year	\$ (911,415)	\$ 55,766
Items not involving cash:		
Amortization of tangible capital assets	3,344,446	2,722,308
Revenue recognized from deferred capital contributions	(2,876,282)	(2,291,917)
Change in employee future benefits	(79,630)	(111,536)
Change in lease inducements	(71,394)	(60,214)
Gain on sale of tangible capital assets	(61,795)	(4,517)
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	379,296	(122,067)
Decrease (increase) in due from government organizations	657,418	(1,910,393)
Increase in prepaid expenses	(80,989)	(36,648)
Decrease (increase) in inventories held for resale	78,262	(49,066)
Increase (decrease) in accounts payable and accrued liabilities	551,891	(1,058,110)
Increase (decrease) in due to government organizations	(333,965)	183,996
Increase (decrease) in deferred revenue	(400,315)	83,868
Increase (decrease) in deferred contributions	<u>(2,495,770)</u>	<u>1,357,865</u>
Net change in cash from operating activities	(2,300,242)	(1,240,662)
<b>Capital activities</b>		
Cash used to acquire tangible capital assets	(9,702,160)	(12,140,398)
Increase in deferred capital contributions	5,337,304	10,040,272
Proceeds on disposal of tangible capital assets	<u>66,700</u>	<u>4,517</u>
Net change in cash from capital activities	(4,298,156)	(2,095,609)
<b>Investing activities</b>		
Decrease (increase) in investments	<u>3,805,051</u>	<u>(1,256,743)</u>
Net change in cash from investing activities	3,805,051	(1,256,743)
<b>Net change in cash and cash equivalents</b>	<b>(2,793,347)</b>	<b>(4,593,014)</b>
Cash and cash equivalents, beginning of year	<u>5,263,566</u>	<u>9,856,583</u>
Cash and cash equivalents, end of year	<u>\$ 2,470,219</u>	<u>\$ 5,263,566</u>

See accompanying notes to the financial statements

# **North Island College**

## **Notes to the Financial Statements**

### **Year ended March 31, 2020**

#### **1 Authority and purpose**

North Island College operates under the authority of the College and Institute Act of British Columbia. The College is a not-for-profit entity governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The College is a registered charity and is exempt from income taxes under section 149 of the Income Tax Act.

#### **2 Summary of significant accounting policies**

The financial statements of the College are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the College are as follows:

(a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections related to accounting standards for not for profit organizations.

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

(i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

(ii) Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2020**

**2 Summary of significant accounting policies (continued)**

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which require that government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410.

As a result, revenue recognized in the statement of operations and certain related deferred capital contributions would be recorded differently under Canadian public sector accounting standards.

**(b) Cash and cash equivalents**

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

**(c) Financial instruments**

Financial instruments are classified into two categories: fair value or cost.

(i) Fair value category: all portfolio investments are quoted in an active market and therefore reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statements of Operations and Accumulated Surplus and related balances reversed from the Statement of Remeasurement Gains and Losses.

(ii) Cost category: financial assets and liabilities are recorded at cost or amortized cost. Gains and losses are recognized in the Statements of Operations and Accumulated Surplus when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of financial assets are included in the cost of the related instrument.

**(d) Inventories held for resale**

Inventories held for resale, including books and merchandise for sale in campus bookstores are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2020**

**2 Summary of significant accounting policies (continued)**

(e) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest is capitalized whenever external debt is issued to finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land and landfill sites, are amortized on a straight line basis over their estimated useful lives shown below. The College prorates amortization on a monthly basis in the year of acquisition. Land is not amortized as it is deemed to have a permanent value.

Buildings and site improvements	
Concrete and steel buildings	10-40 years
Wood-framed buildings	10-20 years
Site improvements	10 years
Furniture and equipment	
Library books	10 years
Furniture, equipment, and vehicles	5 years
Computer servers	3-5 years
Computer equipment	3-5 years
Leasehold improvements	Remaining term of the lease

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

(ii) Works of art and historic assets

Works of art and historic assets are not recorded as assets in these financial statements.

(iii) Leased tangible capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2020**

**2 Summary of significant accounting policies (continued)**

(f) Employee future benefits

The College and its employees make contributions to the College Pension Plan and the Municipal Pension Plan which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings averaged over five years. Inflation adjustments are contingent upon available funding. As the assets and liabilities of the plans are not segregated by institution, the plan is accounted for as a defined contribution plan and any contributions of the College to the plan are expensed as incurred.

Sick leave benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits.

(g) Revenue recognition

Tuition and student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as set out in note 2(a).

The College leases certain land properties to third parties for a period of 99 years. Cash received from land leases is deferred and amortized to revenue on a straight-line basis over the term of the lease.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investments, and writedowns on investments where the loss in value is determined to be other-than-temporary.

(h) Use of estimates

The preparation of financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the fair value of financial instruments, useful life of tangible capital assets and the present value of employee future benefits and commitments. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2020**

**2 Summary of significant accounting policies (continued)**

(i) Foreign currency translation

The College's functional currency is the Canadian dollar. There are no significant foreign currency transactions.

(j) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the North Island College 2019-2020 Budget approved by the Board of Governors of North Island College on April 26, 2019.

Budget figures are presented only for information purposes.

**3 Due from and to government organizations**

<b>Due from:</b>	<b>2020</b>	<b>2019</b>
Federal government	\$ 608	\$ 1,490
Provincial government	1,299,647	2,018,031
Other government organizations	<u>75,871</u>	<u>14,023</u>
	<u>\$ 1,376,126</u>	<u>\$ 2,033,544</u>
<b>Due to:</b>	<b>2020</b>	<b>2019</b>
Federal government	\$ 46,299	\$ 416,564
Provincial government	201,942	33,641
Other government organizations	<u>52,624</u>	<u>184,625</u>
	<u>\$ 300,865</u>	<u>\$ 634,830</u>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2020**

**4 Portfolio investments**

Portfolio investments are recorded at fair value and are comprised of the following:

	<b>2020</b>	<b>2019</b>
Fixed income	\$ 781,541	\$ 2,016,077
Pooled bond funds	6,853,105	10,324,421
Pooled equity funds	<u>7,246,077</u>	<u>7,951,457</u>
	<u>\$ 14,880,723</u>	<u>\$ 20,291,955</u>

**5 Accounts payable and accrued liabilities**

	<b>2020</b>	<b>2019</b>
Trade payables	\$ 1,592,591	\$ 1,257,803
Salaries and benefits payable	940,327	991,562
Accrued leaves payable	3,407,588	3,161,804
Other payables and accrued liabilities	<u>3,341,126</u>	<u>3,318,573</u>
	<u>\$ 9,281,632</u>	<u>\$ 8,729,742</u>

**6 Employee future benefits**

(a) Pension benefits:

The College and its employees contribute to the College Pension Plan and the Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2019, the College Pension Plan has about 15,000 active members, and approximately 8,000 retired members. As at December 31, 2018, the Municipal Pension Plan has about 205,000 active members, including approximately 6,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2018, indicated a \$303 million surplus for basic pension benefits on a going concern basis.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2020**

**6 Employee future benefits (continued)**

The most recent valuation for the Municipal Pension Plan as at December 31, 2018, indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

The College paid \$2,698,207 for employer contributions to the plans in fiscal 2020 (2019: \$2,447,125).

The next valuation for the College Pension Plan will be as at August 31, 2021 with results available in 2022. The next valuation for the Municipal Pension Plan will be December 31, 2021, with results available in 2022.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

(b) Other benefits:

	<b>2020</b>	<b>2019</b>
Severance	\$ 364,680	\$ 444,310
Accumulated sick leave benefit	<u>73,000</u>	<u>73,000</u>
	<u>\$ 437,680</u>	<u>\$ 517,310</u>

(i) The College provides severance benefits to eligible employees based on eligibility, years of service, and final salary.

(ii) Employees of the College are entitled to sick leave in accordance with the terms and conditions of their employment contracts. Sick leave credits accumulate for employees of the College, as they render services they earn the right to the sick leave benefit. The College recognizes a liability and an expense for sick leave in the period in which employees render services in return for the benefits.

**North Island College**  
**Notes to the Financial Statements**  
Year ended March 31, 2020

**7 Deferred contributions**

Deferred contributions are comprised of funds for restricted uses including special programs, facilities and research. Changes in the deferred contribution balances are as follows:

	<b>2020</b>		
	<b>Land Sale</b>	<b>Other</b>	<b>Total</b>
Balance, beginning of year	\$ 3,961,144	\$ 8,625,031	\$ 12,586,175
Contributions received	-	8,619,910	8,619,910
Transfers	-	(1,878,755)	(1,878,755)
Revenue recognized	-	<u>(9,236,925)</u>	<u>(9,236,925)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 6,129,261</u>	<u>\$ 10,090,405</u>

	<b>2019</b>		
	<b>Land Sale</b>	<b>Other</b>	<b>Total</b>
Balance, beginning of year	\$ 3,961,144	\$ 7,267,166	\$ 11,228,310
Contributions received	-	8,941,595	8,941,595
Revenue recognized	-	<u>(7,583,730)</u>	<u>(7,583,730)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 8,625,031</u>	<u>\$ 12,586,175</u>

In 2012/13, the College sold 11.164 acres of land to the Vancouver Island Health Authority for \$4,030,114. Use of the sale proceeds is restricted under the College and Institute Act. The proceeds, net of land costs of \$68,970, have been recorded as deferred contributions until permission to use the funds for acquisition of specific capital assets is granted.

**8 Deferred capital contributions**

Funding contributions for tangible capital assets are referred to as deferred capital contributions. Amounts are recognized into revenue as the asset is amortized over the useful life of the asset. Treasury Board specifies this accounting treatment as disclosed in note 2(a). Changes in the deferred capital contributions balance are as follows:

	<b>2020</b>	<b>2019</b>
Balance, beginning of year	\$ 36,841,046	\$ 28,817,855
Contributions received during the year - cash	3,458,549	10,040,272
Contributions received during the year - in kind	-	274,836
Transfers	1,878,755	-
Revenue recognized from deferred capital contributions	<u>(2,876,282)</u>	<u>(2,291,917)</u>
Balance, end of year	<u>\$ 39,302,068</u>	<u>\$ 36,841,046</u>

**North Island College**  
**Notes to the Financial Statements**  
Year ended March 31, 2020

**9 Tangible capital assets**

<b>Cost</b>	<b>Mar 31, 2019</b>	<b>Additions</b>	<b>Transfers</b>	<b>Disposals</b>	<b>Mar 31, 2020</b>
Land	\$ 457,919	\$ -	\$ -	\$ -	\$ 457,919
Site improvements	2,404,933	-	164,657	-	2,569,590
Buildings	58,555,256	285,675	23,947,061	-	82,787,992
Furniture & equipment	2,923,338	1,215,605	861,603	(332,585)	4,667,961
Software & licences	30,997	3,141	-	-	34,138
Computer equipment	1,121,541	158,051	-	(249,209)	1,030,383
Leasehold improvements	1,631,007	17,029	551,235	-	2,199,271
Vehicles	577,386	-	-	(7,008)	570,378
Library books	471,160	39,493	-	(43,662)	466,991
Assets under construction	<u>18,424,794</u>	<u>7,983,166</u>	<u>(25,524,556)</u>	<u>-</u>	<u>883,404</u>
<b>Total</b>	<b>\$ <u>86,598,331</u></b>	<b>\$ <u>9,702,160</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>(632,464)</u></b>	<b>\$ <u>95,668,027</u></b>

<b>Accumulated amortization</b>	<b>Mar 31, 2019</b>	<b>Amortization</b>		<b>Disposals</b>	<b>Mar 31, 2020</b>
Site improvements	\$ 2,206,645	\$ 72,965		\$ -	\$ 2,279,610
Buildings	39,185,757	2,025,347		-	41,211,104
Furniture & equipment	1,500,472	666,189		(332,585)	1,834,076
Software & licences	19,705	8,369		-	28,074
Computer equipment	596,136	194,644		(249,209)	541,571
Leasehold improvements	259,065	221,753		-	480,818
Vehicles	228,049	113,130		(2,102)	339,077
Library books	<u>261,212</u>	<u>42,049</u>		<u>(43,663)</u>	<u>259,598</u>
<b>Total</b>	<b>\$ <u>44,257,041</u></b>	<b>\$ <u>3,344,446</u></b>		<b>\$ <u>(627,559)</u></b>	<b>\$ <u>46,973,928</u></b>

	<b>Net Book Value Mar 31, 2019</b>	<b>Net Book Value Mar 31, 2020</b>
Land	\$ 457,919	\$ 457,919
Site improvements	198,288	289,980
Buildings	19,369,499	41,576,888
Furniture & equipment	1,422,866	2,833,885
Software & licences	11,292	6,064
Computer equipment	525,405	488,812
Leasehold improvements	1,371,942	1,718,453
Vehicles	349,337	231,301
Library books	209,948	207,393
Assets under construction	<u>18,424,794</u>	<u>883,404</u>
<b>Total</b>	<b>\$ <u>42,341,290</u></b>	<b>\$ <u>48,694,099</u></b>

**North Island College**  
**Notes to the Financial Statements**  
Year ended March 31, 2020

**9 Tangible capital assets (continued)**

<b>Cost</b>	<b>Mar 31, 2018</b>	<b>Additions</b>	<b>Transfers</b>	<b>Disposals</b>	<b>Mar 31, 2019</b>
Land	\$ 457,919	\$ -	\$ -	\$ -	\$ 457,919
Site improvements	2,404,933	-	-	-	2,404,933
Buildings	58,274,016	127,058	154,182	-	58,555,256
Furniture & equipment	4,163,787	419,514	60,856	(1,720,819)	2,923,338
Software & licences	48,200	-	-	(17,203)	30,997
Computer equipment	1,113,518	168,147	-	(160,124)	1,121,541
Leasehold improvements	1,631,007	-	-	-	1,631,007
Vehicles	554,500	104,667	-	(81,781)	577,386
Library books	471,566	42,392	-	(42,798)	471,160
Assets under construction	<u>7,086,374</u>	<u>11,553,458</u>	<u>(215,038)</u>	<u>-</u>	<u>18,424,794</u>
<b>Total</b>	<b>\$ <u>76,205,820</u></b>	<b>\$ <u>12,415,236</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>(2,022,725)</u></b>	<b>\$ <u>86,598,331</u></b>

<b>Accumulated amortization</b>	<b>Mar 31, 2018</b>	<b>Amortization</b>	<b>Disposals</b>	<b>Mar 31, 2019</b>
Site improvements	\$ 2,129,268	\$ 77,377	\$ -	\$ 2,206,645
Buildings	37,540,010	1,645,747	-	39,185,757
Furniture & equipment	2,734,410	486,881	(1,720,819)	1,500,472
Software & licences	28,465	8,443	(17,203)	19,705
Computer equipment	564,910	191,350	(160,124)	596,136
Leasehold improvements	85,261	173,804	-	259,065
Vehicles	213,542	96,288	(81,781)	228,049
Library books	<u>261,592</u>	<u>42,418</u>	<u>(42,798)</u>	<u>261,212</u>
<b>Total</b>	<b>\$ <u>43,557,458</u></b>	<b>\$ <u>2,722,308</u></b>	<b>\$ <u>(2,022,725)</u></b>	<b>\$ <u>44,257,041</u></b>

	<b>Net Book Value Mar 31, 2018</b>	<b>Net Book Value Mar 31, 2019</b>
Land	\$ 457,919	\$ 457,919
Site improvements	275,665	198,288
Buildings	20,734,006	19,369,499
Furniture & equipment	1,429,377	1,422,866
Software & licences	19,735	11,292
Computer equipment	548,608	525,405
Leasehold improvements	1,545,746	1,371,942
Vehicles	340,958	349,337
Library books	209,974	209,948
Assets under construction	<u>7,086,374</u>	<u>18,424,794</u>
<b>Total</b>	<b>\$ <u>32,648,362</u></b>	<b>\$ <u>42,341,290</u></b>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2020**

**9 Tangible capital assets (continued)**

(a) Assets under construction

Assets under construction having a value of \$883,404 (2019: \$18,424,794) have not been amortized. Amortization of these assets will commence when the asset is available for productive use.

(b) Contributed tangible capital assets

Contributed capital assets are recognized at fair market value at the date of contribution. The value of contributed capital assets received during the year is \$nil (2019 -\$274,836)

**10 Financial risk management**

The College is potentially exposed to credit risk, liquidity risk, foreign exchange risk and interest rate risk from the entity's financial instruments. Qualitative and quantitative analysis of the significant risks from the College's financial instruments is provided below by type of risk.

(a) Credit risk

Credit risk primarily arises from the College's cash and cash equivalents, accounts receivable and portfolio investments. The risk exposure is limited to their varying amounts at the date of the statement of financial position.

Accounts receivable primarily consist of amounts receivable from government organizations, students, clients and sponsors. To reduce the risk, the College regularly reviews the collectability of its accounts receivable and establishes an allowance based on its best estimate of potentially uncollectible amounts. As at March 31, 2020 the amount of allowance for doubtful debts was \$147,342 (2019: \$154,370), as these accounts receivable are deemed by management not to be collectible. The College historically has not had difficulty collecting receivables, nor have counterparties defaulted on any payments.

(b) Market and interest rate risk

Market risk is the risk that changes in market prices and inputs, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

The College manages market risk by holding cash balances with a top rated Canadian Schedule I financial institution. The portfolio investments are professionally managed following the investment program which is approved by the College's Board of Governors and consistent with the requirements of the College and Institute Act. The College periodically reviews its investments and is satisfied that the portfolio investments are being managed in accordance with the investment program.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2020**

**10 Financial risk management (continued)**

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to significant market or interest rate risk arising from its financial instruments.

(c) Liquidity risk

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations, anticipated investing, and financial activities to ensure that its financial obligations are met.

(d) Foreign exchange risk

The College has not entered into any agreements or purchased any foreign currency hedging arrangements to hedge possible currency risks, as management believes that the foreign exchange risk derived from currency conversions is not significant. The foreign currency financial instruments are short-term in nature and do not give rise to significant foreign currency risk.

**11 Contractual obligations**

The nature of the College's activities can result in multiyear contracts and obligations whereby the College will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

	<b>Port Alberni Campus</b>	<b>St. Joe's Campus</b>	<b>Port Hardy Campus</b>	<b>Total</b>
2021	\$ 120,945	\$ 91,140	\$ 143,883	\$ 355,968
2022	-	91,140	143,883	235,023
2023	-	91,140	59,951	151,091
2024	-	<u>7,595</u>	-	<u>7,595</u>
Total contractual obligations	<u>\$ 120,945</u>	<u>\$ 281,015</u>	<u>\$ 347,717</u>	<u>\$ 749,677</u>

**12 Contingent liabilities**

The College may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. In the event that any such claims or litigation are resolved against the College, such outcomes or resolutions could have a material effect on the business, financial condition, or results of operations of the College. At March 31, 2020 there are no outstanding claims.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2020**

**13 Related parties**

North Island College is related through common ownership to all Province of British Columbia ministries, agencies, crown corporations, school districts, health authorities, hospital societies, universities and colleges that are included in the provincial government reporting entity. Transactions with these entities, unless disclosed otherwise, are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

North Island College Foundation is a not-for-profit organization and a registered charity under the Income Tax Act. The Foundation was created to enhance the delivery of North Island College's programs and services by raising funds to provide scholarships and bursaries, and to support various College projects. Although there is no common control of the organizations through the Board appointment or other forms of control, the Foundation is related to the College by virtue of holding resources which are to be used to provide support to students attending the College. Transactions with the Foundation were recorded at the exchange amount.

At March 31, 2020 accounts payable of the College included \$505,653 (2019: \$23,465) due to the Foundation.

	<b>2020</b>	<b>2019</b>
Bursaries	\$ 531,265	\$ 397,792
Donations and other	994,013	1,122,952
Gifts-in-kind	<u>12,225</u>	<u>325,179</u>
Foundation contributions to the College	<u>\$ 1,537,503</u>	<u>\$ 1,845,923</u>
College contributions to the Foundation	<u>\$ 106,359</u>	

**14 Contractual rights**

The College has entered into multi-year contracts with the Province of British Columbia that entitles the College to receive the following amounts:

	<b>Port Alberni Campus</b>	<b>St. Joe's Campus</b>	<b>Port Hardy Campus</b>	<b>Total</b>
2021	\$ 120,945	\$ 91,140	\$ 143,883	\$ 355,968
2022	-	91,140	143,883	235,023
2023	-	91,140	59,951	151,091
2024	<u>-</u>	<u>7,595</u>	<u>-</u>	<u>7,595</u>
Total contractual rights	<u>\$ 120,945</u>	<u>\$ 281,015</u>	<u>\$ 347,717</u>	<u>\$ 749,677</u>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2020**

**15 Lease inducement**

In September 2017, the College entered into a 5 year renewable lease for premises located in Port Hardy. In conjunction with the lease, the landlord financed \$500,000 of the improvements to be repaid by the College over 10 years. The amount is funded by the Province over the term of the lease.

**16 Subsequent Event**

Subsequent to the year end, the outbreak of the novel strain of coronavirus, specifically identified as “COVID-19”, has resulted in the federal and provincial governments enacting emergency measures to combat the spread of the virus. These measures, which include the implementation of travel bans, self-imposed quarantine periods and social distancing, have caused material disruption to businesses globally resulting in an economic slowdown. Global equity and capital markets have also experienced significant volatility and weakness. The governments have reacted with significant monetary and fiscal interventions designed to stabilize economic conditions.

The College also expects COVID-19 to impact future student enrollment and delivery of education. Work on alternative instructional delivery methods is expected to continue.

It is not possible to forecast with certainty the duration and full scope of the economic impact of COVID-19 and other consequential changes it will have on the College’s business and operations, both in the short term and in the long term. In a long term scenario, certain aspects of the College’s business and operations that could potentially be impacted include student enrollment, severance costs, investment portfolio volatility and staffing levels.

**North Island College**  
**Schedule 1 - Schedule of Expenses by Object**  
**For the year ended March 31, 2020 with comparative information for 2019**

<b>Expenses</b>	<b>Budget 2020</b>	<b>2020</b>	<b>2019</b>
Salaries and benefits	\$ 37,107,763	\$ 35,252,057	\$ 33,111,202
Other personnel costs	711,260	953,140	846,828
Advertising and promotion	761,220	826,837	585,223
Books and periodicals	267,060	252,415	252,709
Cost of goods sold	999,150	1,041,549	981,249
Equipment costs	1,162,745	1,606,223	1,935,999
Facility costs	2,321,751	3,682,867	3,591,203
Financial service charges	187,596	262,271	265,573
General fees and services	1,817,446	1,777,485	1,738,499
Student awards	679,115	813,986	645,415
Supplies and general expenses	1,246,566	1,499,349	1,164,290
Travel	963,386	727,981	738,733
Grant transfers	233,500	210,896	183,307
Donations to NIC Foundation	-	106,359	75,600
Amortization of tangible capital assets	<u>2,782,514</u>	<u>3,344,446</u>	<u>2,722,308</u>
	<u>\$ 51,241,072</u>	<u>\$ 52,357,861</u>	<u>\$ 48,838,138</u>

# North Island College

Audit Findings Report  
for the year ended March 31, 2020

*KPMG LLP*

Prepared for the meeting on June 15,  
2020

[kpmg.ca/audit](http://kpmg.ca/audit)



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# Executive summary

The purpose<sup>1</sup> of this Audit Findings Report is to assist you, as a member of the Finance and Audit Committee, in your review of the results of our audit of the financial statements of North Island College as at and for the year ended March 31, 2020. This Audit Findings Report builds on the Audit Plan we presented to you on March 2, 2020.

## Changes from the Audit Plan

There have been no significant changes regarding our audit from the Audit Planning Report previously presented to you, other than the consideration of the audit and financial reporting impacts of COVID-19. See page 4.

## Materiality

As previously communicated, materiality has been determined based on estimated total revenue.

We have determined materiality to be \$1,100,000 for the year ended March 31, 2020.

## Finalizing the audit

As of the date of this report, we have completed the audit of the financial statements, with the exception of certain remaining procedures, which include amongst others:

- Completing our discussions with the Finance and Audit Committee
- Completing our subsequent events procedures up to the date of the audit report
- Obtaining the signed management representation letter
- Obtaining evidence of the Board's approval of the financial statements

We will update the Finance and Audit Committee, on significant matters, if any, arising from the completion of the audit, including the completion of the above procedures. Our auditors' report will be dated upon the completion of any remaining procedures.

## Audit risks and results

We discussed with you at the start of the audit the financial reporting risks related to revenue recognition and management override that are presumed risks in accordance with professional standards. These risks have been addressed in our audit with no issues identified.

We have also discussed other areas of audit focus with you. We report on the results of our audit procedures to address these areas of audit focus in this report.

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<sup>1</sup> This Audit Findings Report should not be used for any other purpose or by anyone other than the Finance and Audit Committee. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this Audit Findings Report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.

# Executive summary

## Critical accounting estimates

Management has identified significant areas requiring the use of management's estimates related to the fair value of financial instruments, determination of employee future benefits, the useful lives of tangible capital assets for calculation of amortization and commitments.

Overall, we are satisfied with the reasonability of critical accounting estimates.

## Significant accounting policies and practices

There have been no initial selections of, or changes to, significant accounting policies and practices to bring to your attention.

## Current Developments

There have been no significant updates to the current developments included in our Audit Plan previously provided to the Finance and Audit Committee.

See Appendix 3 for the upcoming public sector accounting standards changes and other resources included for information.

## Adjustments and differences

We identified no audit adjustments that have required correcting.

We identified two uncorrected audit adjustments, one relating to the current period and one relating to the prior period.

## Control and other observations

No significant deficiencies in internal controls over financial reporting have come to our attention.

We identified three other control deficiencies which have been discussed with management.

## Independence

We confirm we are independent with respect to the College within the meaning of the relevant rules and related interpretations prescribed by the relevant professional bodies in Canada and any applicable legislation or regulation.

# Audit and financial reporting impacts of COVID-19

In March 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization and has had a significant financial market impact globally, provincially, and locally on jurisdictions and market sectors in which the University operates. As such enhanced audit procedures were warranted. Management has assessed the impact of the pandemic on the College’s operations and finances, and reflected the relevant adjustments and disclosures in the fiscal 2020 financial statements. As the COVID-19 pandemic evolves, the College will continue to assess the impact on its operations and finances, and consider the implications on financial reporting. We analyzed the impact of the COVID-19 pandemic situation on our audit plan and discussed the audit and financial reporting implications with management.

We provide the following information to the Finance and Audit Committee regarding the impact on our planned approach as a result of COVID-19, including the additional procedures performed.

## Audit considerations

Consideration	Audit implications
Timing of the year-end audit work	<ul style="list-style-type: none"> <li>– KPMG is fully paperless and was able to organize a remote audit in an efficient manner with the assistance of management. Information is shared through the use of KPMG’s ShareFile.</li> </ul>
General	<ul style="list-style-type: none"> <li>– Many organizations have been required, out of necessity, to amend process activities and controls, and as such, segregation of duties and approval of transactions may be impacted.</li> <li>– We obtained an understanding of what temporary changes to process activities and controls have been implemented to determine if the planned audit procedures were appropriate. There were no significant changes to planned audit procedures.</li> <li>– Just as NIC has been impacted by COVID-19 protocols, so have many of your partners, vendors and banking institutions. As a result, responses to third party confirmations were delayed. Anticipating this, the audit team sent confirmation requests early in the audit process to minimize delays.</li> <li>– Increased focus on the existence, valuation and recoverability of assets and completeness of liabilities, including contingent liabilities.</li> </ul>
Subsequent events	<ul style="list-style-type: none"> <li>– The COVID-19 outbreak will impact the College’s operations and finances subsequent to the March 31, 2020 year-end. As a result, enhanced subsequent event audit procedures were performed throughout the audit, and we will continue to update our understanding until the date of our audit report.</li> <li>– We believe that the impact of COVID-19 on the future operations of the College is significant enough to warrant disclosure in the financial statements. This disclosure should include describing uncertainty over future cash flows, significant changes to assets and liabilities and the impact on future operations. KPMG notes that management has disclosed the impact of COVID-19 in the financial statements.</li> <li>– KPMG reviewed the disclosure in the financial statements prepared by management and concurred that it is adequate.</li> </ul>

# Audit risks and results

We highlight our significant findings in respect of significant financial reporting risks, as well as any additional significant risks identified.

## Professional Requirements

## Why is it significant?

Fraud risk of management override

This is a presumed fraud risk. We have not identified any specific additional risks of management override.

## Our response and significant findings

Our audit methodology incorporates the required procedures in professional standards to address this.

These procedures include:

- testing of journal entries and other adjustments;
- performing a retrospective review of significant estimates, and
- evaluating the business rationale of significant unusual transactions

There were no significant issues noted in our testing.

# Areas of audit focus

Significant findings from the audit regarding areas of focus are as follows:

Area of focus	Why are we focusing here?
Infrastructure management	Tangible capital assets are accurately recorded and disclosed
Our response and significant findings	

- During the year the College spent \$8 million on tangible capital assets under construction. These assets contributed to the Campbell River Campus capital project. The project was substantively completed in August 2019 and became operational thereafter. The total costs of \$25.5M of assets under construction were transferred into completed projects and appropriate amortization was charged.
- We reviewed the treatment of the costs capitalized during the year and concur with management's accounting treatment of recording the costs incurred as work-in-progress or capital additions. We tested a sample of capital asset additions and noted one item added in the current year that was a 2019 capital addition. No further errors were noted.
- We tested a sample of repairs and maintenance costs expensed during the year and agree the costs are appropriately reported as expenses.
- We reviewed and verified the accuracy of the tangible capital asset continuity schedules and performed analytical procedures over amortization expense.
- We agreed capital contributions received to cash receipt, verified they were appropriately deferred and reviewed the accuracy of the release of deferred capital contributions into revenue. We reviewed the transfer of amounts from deferred contributions to deferred capital contributions and note the restricted contributions have been treated appropriately. No issues were identified.
- Due to errors found in the cut-off of capital asset additions in each of the last two years, we performed cut-off testing of capital costs to ensure capital costs had been appropriately accrued by the College as at March 31, 2020. The 2019 cut-off error noted above has been reported in our summary of uncorrected differences. We did not identify any cut-off errors related to the year ended March 31, 2020.

# Areas of audit focus

Area of focus	Why are we focusing here?
<p>Expenses</p> <ul style="list-style-type: none"><li>• Procurement</li><li>• Salaries and payroll liabilities</li></ul>	<p>Expenses are accurately recorded in the correct period and in accordance with the financial reporting framework.</p> <p>Salaries and related payroll liabilities are appropriately recognized and accurately recorded.</p>

## Our response and significant findings

### Procurement

- We assessed expense cut-off by testing payments made subsequent to year end. No issues related to expense cut-off were identified for the March 31, 2020 year end.
- We performed analytical procedures comparing actual expenses to expectations and noted no issues.
- We tested expense reports (at both the management and Board level) to verify appropriate review and compliance with the College's reimbursement policies and noted no issues.

### Salaries and payroll liabilities

- We performed a predictive analytical procedure over the payroll and benefits expenses for the year to March 31, 2020 taking into account salary increases and other budgeted changes in costs. No issues were identified.
- We reviewed the overall payroll accrual as at March 31, 2020 and found it to be consistent with our expectation. We note the College has not accrued for retroactive wage settlements likely to come due in the coming months upon ratification of wage agreements. Since these amounts meet the requirement for recording of a contingent liability we have proposed an audit adjustment to accrue the costs. As the contracts have yet to settle and the funding for these costs will be authorized and therefore recorded in 2021 management has chosen not accrue the costs in 2020.
- We reviewed the assumptions and the methodology used by the College in estimating the liability for the employee future benefits, including a retrospective review of management's previous estimates. The method used by management is reasonable and consistent with the prior year.

# Areas of audit focus

Area of focus	Why are we focusing here?
<ul style="list-style-type: none"><li>• Revenues</li><li>• Presentation in the financial statements</li></ul>	<p>Revenues are accurately recorded in the correct period and in accordance with the financial reporting framework.</p> <p>Presentation is appropriate and consistent with the College's financial reporting framework</p>

## Our response and significant findings

### Revenues

- We selected a sample of operating and capital grant revenues for the year-end March 31, 2020 and agreed them to supporting documentation and third party confirmations.
- We performed analytical procedures over tuition revenues based on the number of full time equivalent ("FTE") students and increases in tuition fees approved by the Board of Governors. We found actual tuition revenues for the year ended March 31, 2020 to be consistent with our expectation.
- We reviewed the other revenue balances and performed analytical procedures and noted no issues.
- We assessed the revenue recognition policy used by management against PSAB requirements and accounting policies adopted as disclosed in the financial statements and noted no issues.

### Presentation in the financial statements

- KPMG recalculated gains and losses on investments from accounting records to amounts reported on the confirmation received from the external fund manager. No discrepancies were noted and amounts are appropriately reflected in the statement of remeasurement gains and losses.
- We reviewed board minutes to determine if all internal or external restrictions have been appropriately reported in the financial statements.
- We reviewed financial statement presentation to access consistency with PSAB requirements and the College's adopted accounting policies.

# Significant accounting policies and practices

The presentation and disclosure of the financial statements are, in all material respects, in accordance with the College's relevant financial reporting framework. Form, arrangement, and content of the financial statements is adequate.



## Significant accounting policies

- There were no changes to the critical accounting policies and practices.
- There were no changes in significant accounting policies.
- There were no significant accounting policies in controversial or emerging areas.
- There were no issues noted with the timing of the College's transactions in relation to the period in which they are recorded beyond the issues noted above related to prior year capital purchases and retroactive wage accruals.
- There were no issues noted with the extent to which the financial statements are affected by a significant unusual transaction and extent of disclosure of such transactions.



## Significant accounting estimates

- There were no issues noted with management's identification of accounting estimates.
- There were no issues noted with management's process for making accounting estimates.
- There were no indicators of possible management bias.
- There were no significant factors affecting the College's asset and liability carrying values.



## Significant disclosures

- There were no issues noted with the judgments made, in formulating particularly sensitive financial statement disclosures.
- There were no issues noted with the overall neutrality, consistency, and clarity of the disclosures in the financial statements.
- There were no significant potential effects on the financial statements of significant risks, exposures and uncertainties. Disclosure has been added related to the unknown potential impacts on 2021 of COVID 19.

# Adjustments and differences



Adjustments and differences identified during the audit have been categorized as “Corrected adjustments” or “Uncorrected differences”. These include disclosure adjustments and differences.

Professional standards require that we request of management and the Finance and Audit committee that all identified adjustments or differences be corrected. We have already made this request of management.

## Corrected adjustments

There were no corrected adjustments during the 2020 audit.

## Uncorrected differences

Two uncorrected adjustments were identified

- a cut off error in the prior year to increase capital assets work in progress and the related accounts payable balance. The capital addition has been recorded in the current year.
- An estimate for the additional costs related to employee bargaining agreements that have not yet been ratified, as the incurred expense relates to fiscal 2020.

See Appendix 2 for a copy of the management representation letter which includes the details of the proposed adjustment.

We concur with management’s representation that the differences are not material to the financial statements.

# Control observations

As your auditors, we are required to obtain an understanding of internal control over financial reporting (“ICFR”) relevant to the preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on internal control. Accordingly, we do not express an opinion on the effectiveness of internal control.

Our understanding of ICFR was for the limited purpose described in the preceding paragraph and was not designed to identify all control deficiencies that might be significant deficiencies and other control deficiencies have been identified. Our awareness of control deficiencies varies with each audit and is influenced by the nature, timing and extent of audit procedures performed, as well as other factors.

In accordance with professional standards, we are required to communicate to the Finance and Audit Committee any control deficiencies that we identified during the audit and have determined to be material weaknesses or significant deficiencies in internal control over financial reporting.

**No significant deficiencies have been identified.** Other control deficiencies may be identified during the audit that do not rise to the level of material weakness or significant deficiency. Below are identified control deficiencies we have communicated to management.

Item	Observation and implication	Recommendation
<b>Year end cut off procedures</b>	We performed cut-off testing at year-end to confirm the costs had been appropriately incurred/accrued by the College before March 31, 2020. We identified one error in relation to a prior period capital cost not being appropriately captured in fiscal 2019. We had noted a similar error in cut-off of 2018 capital costs during the prior year’s audit.	We recommend that management review year end cut off procedures for capital projects, including communication with other departments to estimate works completed prior to March 31, where invoices are not yet received.
<b>Bank reconciliation review</b>	Through inspection of the cash controls, KPMG noted that there were delays in the review of bank reconciliations.  Review of bank reconciliations is an important control to assist the College in identifying potential errors on a timely basis and acts as a key anti-fraud control.	We recommend that once the bank reconciliation is completed it be reviewed in a timely manner, before the subsequent month end, in order to ensure errors can be detected in a timely manner.
<b>Payroll review</b>	Through KPMG’s inspection of the payroll controls, it was noted in one instance the payroll report was prepared but not reviewed by a manager before final payment was distributed.  Review of payroll reports is an important control to assist the College in identifying potential errors on a timely basis and acts as a key anti-fraud control.	We recommend that once the payroll details have been prepared that it be reviewed in a timely manner, before the submission to the bank for payout, in order to ensure errors can be detected in a timely manner.

# Appendices



**Appendix 1: Required communications**



**Appendix 2: Management representation letter**



**Appendix 3: Current Developments**

# Appendix 1: Required communications



In accordance with professional standards, there are a number of communications that are required during the course of and upon completion of our audit.

These include:



## Auditors' Report

The conclusion of our audit is set out in our draft auditors' report attached to the draft financial statements.



## Management representation letter

In accordance with professional standards, a copy of the management representation letter is provided to the Finance and Audit Committee in Appendix 2.



## Independence

In accordance with professional standards, we have confirmed our independence.

# Appendix 2: Management representation letter

KPMG LLP  
Chartered Accountants  
St. Andrew's Square II  
800-730 View Street  
Victoria, BC V8W 3Y7

Date of board approval of the financial statements

Ladies and Gentlemen:

We are writing at your request to confirm our understanding that your audit was for the purpose of expressing an opinion on the financial statements (hereinafter referred to as "financial statements") of North Island College ("the Entity") as at and for the period ended March 31, 2020.

*General:*

We confirm that the representations we make in this letter are in accordance with the definitions as set out in **Attachment I** to this letter.

We also confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves:

*Responsibilities:*

- 1) We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated April 28, 2017 and amended on May 24, 2018, including for:
  - a) the preparation of the financial statements and believe that these financial statements have been prepared in accordance with the relevant financial reporting framework.
  - b) providing you with all information of which we are aware that is relevant to the preparation of the financial statements, such as all financial records and documentation and other matters, including:
    - (i) the names of all related parties and information regarding all relationships and transactions with related parties; and
    - (ii) the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of board of directors and committees of the board of directors that may affect the financial statements. All significant actions are included in such summaries.
  - c) providing you with unrestricted access to such relevant information.
  - d) providing you with complete responses to all enquiries made by you during the engagement.
  - e) providing you with additional information that you may request from us for the purpose of the engagement.



- f) providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.
- g) such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.
- h) ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.

*Internal control over financial reporting:*

- 2) We have communicated to you all deficiencies in the design and implementation or maintenance of internal control over financial reporting of which we are aware.

*Fraud & non-compliance with laws and regulations:*

- 3) We have disclosed to you:
  - a) the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
  - b) all information in relation to fraud or suspected fraud that we are aware of that involves:
    - management;
    - employees who have significant roles in internal control over financial reporting; or
    - otherswhere such fraud or suspected fraud could have a material effect on the financial statements.
  - c) all information in relation to allegations of fraud, or suspected fraud, affecting the financial statements, communicated by employees, former employees, analysts, regulators, or others.
  - d) all known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements, whose effects should be considered when preparing financial statements.
  - e) all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements.

*Subsequent events:*

- 4) All events subsequent to the date of the financial statements and for which the relevant financial reporting framework requires adjustment or disclosure in the financial statements have been adjusted or disclosed.

*Related parties:*

- 5) We have disclosed to you the identity of the Entity's related parties.
- 6) We have disclosed to you all the related party relationships and transactions/balances of which we are aware.
- 7) All related party relationships and transactions/balances have been appropriately accounted for and disclosed in accordance with the relevant financial reporting framework.

*Estimates:*

- 8) Measurement methods and significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.

- 9) The assumptions used to estimate the sick leave liabilities of the Entity are appropriate and represent managements' best estimate of the expected payouts.

*Going concern*

- 10) We have provided you with all information relevant to the use of the going concern assumption in the financial statements.
- 11) We confirm that we are not aware of material uncertainties related to events or conditions that may cast significant doubt upon the Entity's ability to continue as a going concern.

*Misstatements:*

- 12) The effects of the uncorrected misstatements described in **Attachment II** are immaterial, both individually and in the aggregate, to the financial statements as a whole.

Yours very truly,

NORTH ISLAND COLLEGE

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Colin Fowler, Vice-President Finance & Facilities

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Sue Fleck, Director of Finance

Cc: Finance and Audit Committee

## ***Attachment I – Definitions***

### *Materiality*

Certain representations in this letter are described as being limited to matters that are material. Misstatements, including omissions, are considered to be material if they, individually or in the aggregate, could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements. Judgments about materiality are made in light of surrounding circumstances, and are affected by the size or nature of a misstatement, or a combination of both.

### *Fraud & error*

Fraudulent financial reporting involves intentional misstatements including omissions of amounts or disclosures in financial statements to deceive financial statement users.

Misappropriation of assets involves the theft of an entity's assets. It is often accompanied by false or misleading records or documents in order to conceal the fact that the assets are missing or have been pledged without proper authorization.

An error is an unintentional misstatement in financial statements, including the omission of an amount or a disclosure.

## ***Attachment II – Summary of Audit Misstatements***

### **Uncorrected adjustments**

#### *Uncorrected differences as at March 31, 2020*

Management have estimated costs related to employee salaries for fiscal 2020 to be \$380,000 which have not been accrued for in these financial statements. This results in the understatement of expenses and accrued liabilities of \$380,000.

#### *Uncorrected differences as at March 31, 2019*

In the prior period, there is an understatement of \$824,259 of tangible capital assets work in progress, which had been incurred in FY19 but recorded in FY20. The corresponding \$851,872 in accounts payable and \$27,613 of GST receivable has been understated.

# Appendix 3: Current Developments

The following is a summary of the current developments related to Public Sector Accounting Standards that may be relevant to the College:

Standard	Summary and implications
Asset Retirement Obligations	<ul style="list-style-type: none"> <li>– A new standard has been approved that is effective for fiscal years beginning on or after April 1, 2021.</li> <li>– The new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with retirement of tangible capital assets in productive use. Retirement costs would be recognized as an integral cost of owning and operating tangible capital assets. PSAB currently contains no specific guidance in this area.</li> <li>– The ARO standard would require the public sector entity to record a liability related to future costs of any legal obligations to be incurred upon retirement of any controlled tangible capital assets (“TCA”). The amount of the initial liability would be added to the historical cost of the asset and amortized over its useful life.</li> <li>– As a result of the new standard, the public sector entity would have to:               <ul style="list-style-type: none"> <li>• consider how the additional liability will impact net debt, as a new liability will be recognized with no corresponding increase in a financial asset;</li> <li>• carefully review legal agreements, senior government directives and legislation in relation to all controlled TCA to determine if any legal obligations exist with respect to asset retirements;</li> <li>• begin considering the potential effects on the organization as soon as possible to coordinate with resources outside the finance department to identify AROs and obtain information to estimate the value of potential AROs to avoid unexpected issues.</li> </ul> </li> </ul>
Revenue	<ul style="list-style-type: none"> <li>– A new standard has been approved that is effective for fiscal years beginning on or after April 1, 2022.</li> <li>– The new standard establishes a single framework to categorize revenues to enhance the consistency of revenue recognition and its measurement.</li> <li>– The standard notes that in the case of revenues arising from an exchange, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations.</li> <li>– The standard notes that unilateral revenues arise when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.</li> </ul>

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Employee Future Benefit Obligations

- PSAB has initiated a review of sections PS3250 *Retirement Benefits* and PS3255 *Post-Employment Benefits, Compensated Absences and Termination Benefits*. Given the complexity of issues involved and potential implications of any changes that may arise from this review, the project will be undertaken in phases. Phase I will address specific issues related to measurement of employment benefits. Phase II will address accounting for plans with risk sharing features, multi-employer defined benefit plans and sick leave benefits.
- Three Invitations to Comment were issued and have closed. The first Invitation to Comment sought guidance on whether the deferral provisions in existing public sector standards remain appropriate and justified and the appropriateness of accounting for various components of changes in the value of the accrued benefit obligation and plan assets. The second Invitation to Comment sought guidance on the present value measurement of accrued benefit obligations. A third Invitation to Comment sought guidance on non-traditional pension plans.
- The ultimate objective of this project is to issue a new employment benefits section to replace existing guidance.

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International Strategy

- PSAB is in the process of reviewing its current approach towards International Public Sector Accounting Standards. This project may result in changes to the role PSAB plays in setting standards in Canada.
- In accordance with its due process, PSAB voted to approve “Option 2 – Adapt IPSAS principles when developing future standards,” as described in Consultation Paper 2. The Board also directed that the decision will apply to all projects beginning on or after April 1, 2021.

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Purchased Intangibles

- In October 2019, PSAB approved a proposal to allow public sector entities to recognize intangibles purchased through an exchange transaction. The proposal does not include guidance on how to account for intangibles. Instead, the definition of an asset, the general recognition criteria and the GAAP hierarchy is expected to provide guidance on how to account for intangibles. The accounting for intangibles may be addressed through future PSAB projects.
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## Public Private Partnerships (“P3”)

- A taskforce was established in 2016 as a result of increasing use of public private partnerships for the delivery of services and provision of assets.
- A Statement of Principles (“SOP”) was issued in August 2017 which proposes new requirements for recognizing, measuring and classifying infrastructure procured through a public private partnership. An Exposure Draft of the new standard is expected as next steps.
- The SOP proposes that recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the P3 ends.
- The SOP proposes the public sector entity recognize a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure.
- The infrastructure would be valued at cost, with a liability of the same amount if one exists. Cost would be measured by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project.

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## Concepts Underlying Financial Performance

- PSAB is in the process of reviewing the conceptual framework that provides the core concepts and objectives underlying Canadian public sector accounting standards.
- A Statement of Concepts (“SOC”) and Statement of Principles (“SOP”) were issued for comment in May 2018 and has closed.
- The SOC proposes a revised, ten chapter conceptual framework intended to replace PS 1000 *Financial Statement Concepts* and PS 1100 *Financial Statement Objectives*. The revised conceptual framework would be defined and elaborate on the characteristics of public sector entities and their financial reporting objectives. Additional information would be provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts would be introduced.
- The SOP includes principles intended to replace PS 1201 *Financial Statement Presentation*. The SOP proposes:
  - Removal of the net debt indicator, except for on the statement of net debt where it would be calculated exclusive of financial assets and liabilities that are externally restricted and/or not available to settle the liabilities or financial assets.
  - Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities).
  - Restructuring the statement of financial position to present non-financial assets before liabilities.
  - Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities).
  - A new provision whereby an entity can use an amended budget in certain circumstances.
  - Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position.

# Current Developments - Thought Leadership

Our discussions with you, our audit opinion, and what KPMG is seeing in the marketplace - both from an audit and industry perspective - indicate the following is specific information that may be of particular interest to you.

Thought Leadership	Overview	Links
2019 Audit Quality and Transparency Report	Learn about KPMG's ongoing commitment to continuous audit quality improvement. We are investing in new innovative technologies and building strategic alliances with leading technology companies that will have a transformative impact on the auditing process and profession. How do we seek to make an impact on society through the work that we do?	<a href="#">Link to Report</a>
Put your data to work to gain competitive advantage	There is no "digital economy". The economy is digital and "digits" refer to data. Data is the lifeblood of every organization on this planet and organizations that embrace this notion are well positioned to grow as industries continue to evolve and disrupt at an ever increasing pace.	<a href="#">Link to Report</a>
Predictive analytics, it works	CEOs recognize the value that predictive analytics delivers to their decision-making process.	<a href="#">Link to Report</a>
Creating the workforce of the future	You can't transform the organization without also transforming the workforce. It may be time to rethink the people strategy.	<a href="#">Link to Report</a>
Accelerate	<p>Introducing the new 2019/2020 Accelerate report, a KPMG report and video series offering insight into the key issues driving the Audit Committee agenda, including:</p> <ul style="list-style-type: none"> <li>- Digital disruption of the finance function</li> <li>- Digital business brings increased cyber risk</li> <li>- Taking the lead on data privacy</li> <li>- Boards bracing for climate change</li> <li>- Future-proofing your ERM</li> </ul>	<a href="#">Link to Report</a>

# Current Developments - Response to COVID-19 pandemic

Resources	Summary	Links
Resources for management and Board members	<p>Please visit our COVID-19 website for resources regarding the topics below. This site is being <u>updated daily</u> based on information being released by federal, provincial and municipal news releases.</p> <ul style="list-style-type: none"><li>– Business continuity guide</li><li>– Immediate actions to take</li><li>– Medium to long-term actions</li><li>– Tax considerations and a summary of federal and provincial programs</li><li>– Legal considerations</li><li>– Financial reporting and audit considerations</li><li>– Global perspectives</li></ul>	<a href="#">COVID-19 Alerts (Live Link)</a>
Advanced education national webinar	<p>On May 5, 2020, KPMG hosted a national advanced education webinar that provided insights to advanced education institutions dealing with the impacts of COVID-19. The topics covered include:</p> <ul style="list-style-type: none"><li>– Tax planning updates</li><li>– Campus infrastructure planning</li><li>– Capital markets update and related financial implications</li></ul>	<a href="#">Link to Recording of Webinar</a>



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**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**June 25, 2020**

*Vision:* North Island College is a premier community and destination college, in a spectacular west-coast environment, that inspires and prepares students for success in a rapidly changing world.

**AGENDA ITEM:**                    **Regular Meeting**  
**4.3.2 FY 20/21 Update and Forecast (*attachments*)**

**Background:**

NIC prepared a pre-COVID-19 balanced budget. Although each year has a different set of financial challenges, the impacts of COVID-19 will be significant for the College.

Small Colleges serving large geographic regions have a unique set of financial challenges that don't disappear during a pandemic. Prior to the outbreak of COVID-19, we were working on mitigation strategies related to those pre-pandemic challenges. These items are summarized in the attached written summary.

COVID-19 has layered on top of these structural funding issues an unprecedented level of financial challenge for NIC. Attached are two forecast scenarios – Scenario 1 was presented to the Board in May, and assumes a 30% decrease in Tuition revenue from September through March 31<sup>st</sup> for Domestic and International students. Scenario 2 makes the same assumption for International students but reduces the Domestic impact to a 25% reduction. It also adjusts some of the assumptions regarding expenses based on updated information.

It is worth noting that it is still very early in the fiscal year, and making assumptions about student numbers during a world-wide pandemic is challenging. Our student numbers could be better than projected here, but it is too early to say with any certainty. These numbers could also be worse than projected, especially in the case of International student numbers.

College staff are working hard to mitigate these financial challenges as much as possible. While the Provincial government has stated they are expecting deficits from post-secondary institutions, they are unlikely to provide any significant funding assistance. As a small College, NIC has much less flexibility within our budget to work with when compared to larger institutions. That said, the College is used to dealing with financial challenges and will focus on the long-term financial viability of College programming for the Region. Financial decisions will be made with a strategic lens to ensure the College can continue to provide the high quality programming the community expects from NIC.

**Action:**

For Information

**NORTH ISLAND COLLEGE**  
**2020-2021 Forecast with Covid -19 Impacts - Scenario 1**

	<u>2020-2021 Budget</u>	<u>Covid Impacts</u>	<u>20-21 Forecast</u>
<b>Revenues</b>			
Province of BC revenues			
Base operating grant	\$27,429,603		\$27,429,603
Industry Training Authority grant	2,971,911		\$2,971,911
Routine capital	320,020		\$320,020
Leases	344,640		\$344,640
Aboriginal Service Plan	510,661		\$510,661
Literacy grants (CALP)	233,500		\$233,500
Student aid (AUG, LDAB, SOS, AEF)	383,899		\$383,899
Educational partnerships (VIU, Island Health)	789,000		\$789,000
Provincial contracts	1,116,455		\$1,116,455
	<u>34,099,689</u>	<u>0</u>	<u>34,099,689</u>
Federal Government grants and contracts	725,963		\$725,963
Student fees			
Base funded programs	4,586,833	-1,236,050	\$3,350,783
Cost recovery program	1,314,132	-349,239	\$964,893
International Education	6,892,555	-1,777,767	\$5,114,788
	<u>12,793,520</u>	<u>-3,363,056</u>	<u>9,430,464</u>
Sales of goods			
Bookstore revenue	1,294,000	-575,000	\$719,000
Cafeteria revenue	184,000	-98,000	\$86,000
	<u>1,478,000</u>	<u>-673,000</u>	<u>805,000</u>
Contract services	280,083		\$280,083
Investment income	543,350	-120,000	\$423,350
Other income	450,900		\$450,900
	<u>50,371,505</u>	<u>-4,156,056</u>	<u>46,215,449</u>
<b>Total Operating Revenue</b>	<b>50,371,505</b>	<b>-4,156,056</b>	<b>46,215,449</b>
Amortization of deferred capital revenue	2,911,442		\$2,911,442
	<u>53,282,947</u>	<u>-4,156,056</u>	<u>49,126,891</u>
<b>Total Revenue</b>	<b>53,282,947</b>	<b>-4,156,056</b>	<b>49,126,891</b>
<b>Expenditures</b>			
Salaries, benefits, other personnel costs	38,671,232	-573,535	\$38,097,697
Advertising and promotion	744,989		\$744,989
Books and periodicals	288,123		\$288,123
Cost of good sold	999,150	-519,556	\$479,594
Equipment costs	1,234,312	600,000	\$1,834,312
Facilities costs	2,577,977		\$2,577,977
Financial service charges	232,695		\$232,695
General fees and services	1,833,265		\$1,833,265
Student awards	883,615		\$883,615
Supplies and general expenses	1,230,057		\$1,230,057
Travel	763,662	-390,000	\$373,662
Grant transfers	233,500		\$233,500
Donation to Foundation	0		\$0
Amortization of capital assets	3,590,370		\$3,590,370
	<u>53,282,947</u>	<u>-883,091</u>	<u>52,399,856</u>
<b>Total Expenditures</b>	<b>53,282,947</b>	<b>-883,091</b>	<b>52,399,856</b>
<b>Revenue less Expenditures</b>	<b>0</b>	<b>-3,272,965</b>	<b>-3,272,965</b>

**Notes:**

The estimated impact of the Spring/Summer include the transitional costs of moving to digital delivery, a reduction in Bookstore and Cafeteria revenue, and Travel savings. The total impact is \$469,000.

Tuition revenue impact estimated as a drop of 30% for all activity including CE from September through to March 31st.

Salary and benefit impacts from September onwards are based on planning assumptions related to reduced student FTEs

Cost of Goods Sold savings relate to less Bookstore and Cafeteria sales

Additional equipment cost relate to the move to digital delivery of programs

Travel savings assumes a reduction in International travel but no change on regional travel.

**NORTH ISLAND COLLEGE**  
**2020-2021 Forecast with Covid -19 Impacts - Scenario 2**

	<u>2020-2021 Budget</u>	<u>Covid Impacts</u>	<u>20-21 Forecast</u>
<b>Revenues</b>			
Province of BC revenues			
Base operating grant	\$27,429,603		\$27,429,603
Industry Training Authority grant	2,971,911		\$2,971,911
Routine capital	320,020		\$320,020
Leases	344,640		\$344,640
Aboriginal Service Plan	510,661		\$510,661
Literacy grants (CALP)	233,500		\$233,500
Student aid (AUG, LDAB, SOS, AEF)	383,899		\$383,899
Educational partnerships (VIU, Island Health)	789,000		\$789,000
Provincial contracts	1,116,455		\$1,116,455
	<u>34,099,689</u>	<u>0</u>	<u>34,099,689</u>
Federal Government grants and contracts	725,963		\$725,963
Student fees			
Base funded programs	4,586,833	-1,146,708	\$3,440,125
Cost recovery program	1,314,132	-328,533	\$985,599
International Education	6,892,555	-1,777,767	\$5,114,788
	<u>12,793,520</u>	<u>-3,253,008</u>	<u>9,540,512</u>
Sales of goods			
Bookstore revenue	1,294,000	-575,000	\$719,000
Cafeteria revenue	184,000	-98,000	\$86,000
	<u>1,478,000</u>	<u>-673,000</u>	<u>805,000</u>
Contract services	280,083		\$280,083
Investment income	543,350	-120,000	\$423,350
Other income	450,900		\$450,900
	<u>450,900</u>	<u></u>	<u>\$450,900</u>
<b>Total Operating Revenue</b>	<b>50,371,505</b>	<b>-4,046,008</b>	<b>46,325,497</b>
Amortization of deferred capital revenue	2,911,442		\$2,911,442
	<u>2,911,442</u>	<u></u>	<u>\$2,911,442</u>
<b>Total Revenue</b>	<b>53,282,947</b>	<b>-4,046,008</b>	<b>49,236,939</b>
<b>Expenditures</b>			
Salaries, benefits, other personnel costs	38,671,232	-678,055	\$37,993,177
Advertising and promotion	744,989		\$744,989
Books and periodicals	288,123		\$288,123
Cost of good sold	999,150	-519,556	\$479,594
Equipment costs	1,234,312	538,284	\$1,772,596
Facilities costs	2,577,977		\$2,577,977
Financial service charges	232,695		\$232,695
General fees and services	1,833,265	-91,663	\$1,741,602
Student awards	883,615		\$883,615
Supplies and general expenses	1,230,057		\$1,230,057
Travel	763,662	-390,000	\$373,662
Grant transfers	233,500		\$233,500
Donation to Foundation	0		\$0
Amortization of capital assets	3,590,370		\$3,590,370
	<u>3,590,370</u>	<u></u>	<u>\$3,590,370</u>
<b>Total Expenditures</b>	<b>53,282,947</b>	<b>-1,140,990</b>	<b>52,141,957</b>
<b>Revenue less Expenditures</b>	<b>0</b>	<b>-2,905,018</b>	<b>-2,905,018</b>

**Notes:**

- This scenario continues the assumptions made in Scenario 1 with the following adjustments:

1. Assumed a 25% reduction in Domestic and Continuing Education enrolment rather than 30%. This is based on current application figures that indicate a smaller impact. Still very early though.
2. Left International at a 30% reduction for Fall and Winter, given the uncertainty of the pandemic and world economic events.
3. The salary implications of reduced programming has been adjusted slightly to reflect adjusted planning assumptions.
4. Built in savings of 5% where there is some discretionary spending that could be reduced.

## NORTH ISLAND COLLEGE BUDGET CHALLENGES AND MITIGATION STRATEGIES FOR FY 20/21 TO 22/23

### Background:

North Island College (NIC) is a comprehensive community college which serves the people and communities across approximately 80,000 square kilometers of Vancouver Island and parts of the B.C. mainland coast. 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.

Although NIC has the largest population of all B.C. rural colleges, it has one of the smallest Provincial operating grants. As an example, NIC serves a population that is roughly the same as the Prince George region served by the College of New Caledonia (CNC). CNC's Provincial funding in 2018/19 was \$37.9 million, and NIC received \$29.6 million. This may be due to the distance education origins of NIC, with the Provincial operating grant not being adequately adjusted for the full suite of programming NIC now offers. The post-secondary funding model hasn't been reviewed or adjusted in many years, and we now have some urban Colleges running significant surpluses due to the expansion of International education. College operating grants haven't been adjusted to rectify the regional disparity this has created.

The low level of Provincial funding is core challenge for NIC, because the College has among the lowest tuition levels in the Province. This assists learners in our region when starting or completing their education at NIC, but Provincial funding levels have not been adjusted to reflect tuition levels.

The Province introduced the tuition limit policy in 2005. For many years, tuition was frozen in BC, but for 2 years prior to the tuition limit policy coming into effect, institutions were free to increase tuition as much they wanted to. Some public post-secondary institutions effectively doubled their tuition in this 2 year period, leading to the need for government to bring in the tuition limit policy. Every institution took a slightly different approach, but generally speaking the rural colleges, including NIC, increased tuition by the least during this period. The effect of this is that the same programs across the Province with the same credentials have significantly different tuition levels.

However, program delivery costs are generally higher at rural colleges, as they are offering these programs over large geographic regions to smaller numbers of students. Small classroom sizes are beneficial to students – we hear that from students on a regular basis. They benefit from better access to faculty and lower tuition costs. But this leads to budgetary challenges at NIC that isn't addressed within the Provincial post-secondary funding model.

### Current Budget Pressures

#### Adult Basic Education

NIC was supportive of the Province's move to eliminate tuition fees on Adult Basic Education (ABE) programs when this was announced in 2017. In 2017/18, NIC received \$870,472 in ABE funding from the Province, and in 2018/19, we received \$915,696. At the time, there was a recognition of low tuition added into the funding that NIC received in those two year.

Communication from the Ministry mentioned that they had provided the sector with \$21 million for 7,219 FTEs in 2018/19, which translates to \$2,908 per student. NIC made a budget assumption that it would receive a similar amount per FTE in 2019/20, which seemed like a reasonable assumption at the time.

Instead, NIC received \$684,944. This worked out to approximately \$2,000 per FTE. We have now learned that some College's received closer to \$4,000 per FTE because they charged higher tuition levels when there was tuition charged for these programs.

In NIC's region, 13% of 25-64 year olds don't have at least a high school diploma compared to 10% in the province overall. In addition, 43% of 25-64 year olds in the region have no post-secondary credential compared with 37% provincially. Most learners returning to NIC require some ABE courses before they begin their program of study.

NIC works hard to offer ABE programs throughout our College region using distance learning, interactive television, online learning, as well as face-to-face programming in communities, based on the specific local needs of First Nations and community partners. However, the College is being asked to do this with 50 cent dollars compared to some of our post-secondary partners operating in larger centres. These institutions benefit from the economies of scale that result from larger class sizes. There is no logical basis for this funding inequity, as it is certainly not based on the cost of delivery.

### Employer Health Tax

At 1.95% of total remuneration, the Employer Health Tax (EHT) is a more expensive model for NIC than the Medical Services Plan (MSP) was. When the Province began phasing out the MSP, there was no discussion of a replacement tax that would impact public organizations. This began in 2018 with a 50% reduction to the premiums, saving NIC approximately \$177,000. Our assumption at the time was that this would be savings that would remain within NIC, and these savings were used to fund other cost pressures.

When the Province announced the EHT in 2019, it stated that the public sector would receive grants that offset the impacts of the tax. We did receive a grant, but even with the grant there was a shortfall in 2019 of \$229,000. But that is comparing the full cost of the EHT with 50% of the cost of the MSP from 2018. When the steady state of the EHT is compared with the steady state of the MSP, the EHT is only marginally more expensive. Had NIC known in 2018 that the MSP was being phased out for a replacement tax that cost roughly the same amount, we would not have used the MSP savings in 2018 for other cost pressures.

The EHT is tied directly to remuneration, so as NIC's payroll costs go up, so will the tax implication. It is unclear whether the grant from the Province to offset the impact of the EHT will increase as payroll costs increase. Our assumption will be that the grant from the Province related to the EHT won't increase over time.

### Inflationary and Unavoidable Costs

Each year NIC is impacted by inflationary costs, which are not funded by any increase in Provincial operating grants. NIC utilizes the 2% tuition increases to fund things of this nature.

In fiscal 2020/21, NIC will need to absorb some new unavoidable costs that lack a direct funding source. The lease costs for the new campus at St. Joe's are funded by the Ministry, and they also funded the capital costs to get the space ready for program delivery. NIC greatly appreciated this funding support from the Province. However, the janitorial and security costs will need to be funded by NIC. . These two items are \$102,600 per year.

There are also additional janitorial costs of \$74,780 for cleaning all the new space at the Campbell River campus. This is net of the savings due to the Vigar Road campus no longer being used.

The total of these unavoidable cost increases is approximately \$175,000, and we've also added in \$86,000 of other inflationary items (e.g. IT licensing, bank fees, staff step progression), bringing the impact of inflationary pressures to roughly \$265,000.

## Ongoing Deficit Mitigation Plans

### Provincial Operating Funding

As discussed in the background section of this discussion paper, one of NIC's core challenges is the level of funding from the Province when compared to other BC College's. In the short term, NIC will continue to advocate for a more equitable funding allocation for ABE, and relief on self-funded amortization costs. While we need to plan for the worst case scenario in these two areas in order to balance the budget, we must continue to advocate on these issues.

A longer term challenge is to advocate for a sector-wide funding model that ensures that students in all regions receive the same level of access to a post-secondary education. The history of the post-secondary education system in BC is as a publicly funded system that focuses on access. But we are moving towards a model where some institutions in the populated areas of the Province are accumulating huge wealth, and providing service levels that aren't replicated in all regions in the Province.

While this has always been the case to a certain degree, it is becoming more pronounced, as we now have Colleges in BC running large surpluses. This funding disparity makes it easier for some Colleges to provide services to students, and they aren't as impacted by inflation and other cost pressures. This is happening at the same time as Colleges in smaller regional settings are struggling to ensure these same services can be provided. There is a level of equity that is not being fostered and maintained, and that strikes at the core of what has made the BC post-secondary system one of the best in the world.

### Tuition

Another challenge discussed in the background section of this paper is the low domestic tuition rates when compared to NIC's counterpart institutions. The background section describes the macro-level issue, but more specifically, NIC has some programs where the issue is more pronounced. Previous attempts to address this issue with the Ministry have been unsuccessful, but there is an indication that the Ministry is open to discussing a one-time adjustment to the tuition level for some programs.

We are currently reviewing this internally to determine the programs where a one-time tuition adjustment makes the most sense. For example, we have a number of programs where NIC's tuition is well below what other Colleges are charging for the same credential. This puts budget pressure on the College as we strive to provide the same level of services to students as our counterpart institutions. It is also worth mentioning that there are Ministry requirements in terms of service quality and service levels that are not directly funded, but are part of being a public post-secondary institution. NIC's low tuition rates and low level of Provincial funding make it difficult to meet these obligations within a balanced budget environment.

### International Education

While we have seen significant growth in the number of international students in recent years, NIC still has the second lowest proportion of International students of all publicly funded Colleges in BC (College of the Rockies is slightly lower). In the last two years, NIC has made a strategic decision to move most of our growth in this area to the Campbell River campus, and to a lesser extent Port Alberni. To mitigate future budget challenges, we plan to continue this effort in targeted program areas, and in some cases with targeted cohorts of students.

This will be done in a strategic way that works to diversify the country of origin of International students, and continues to diversify the program of study of international students. Growing the number of international students in a targeted and strategic manner will result in opportunities for domestic students that NIC wouldn't be able to fund.

### Administration Fee on One-Time Funded Programs

NIC has long since had a policy (6-16) that requires non-based funded programs (also referred to as one-time funded programs) to include an indirect cost allocation budget of between 8-12% in any new program proposals. However, this fee wasn't being charged to one-time funding that came directly from the Ministry of Advanced Education at year-end.

This is likely due to the fact that there wasn't always a proposal process when this funding started to become a regular occurrence. The Ministry simply decided what initiatives it would fund. That has changed in recent years, with the Ministry requesting proposals ahead of year-end. Those proposals will now include the 12% indirect cost allocation as per our internal policy on non-based funded programs. Budget 20/21 includes \$160,000 as a result of this fee.

### Travel Costs

NIC's travel budget is close to \$1 million, and is an area where we tend to have savings by end of year. It appears to be an area where we could reduce by 10% without impacting core business. It is also an area where we can reduce our greenhouse gas emissions. Budget 20/21 includes a reduction to NIC's travel budget. That said, a great deal of NIC's travel relates to travel within the College region that is a necessary part of maintaining quality programming.

### Summary

NIC has budget challenges that will require a number of mitigation strategies to ensure the long-term financial health of the College. We can't rely on any one of these strategies to solve our challenges, as we don't have full control over some of the factors that impact the College. Some of our mitigations strategies require support from the Ministry, and International education is impacted by world events. NIC needs to diversify its deficit mitigation strategies, and look for efficiencies wherever is reasonable to ensure we can meet the challenges of providing our services over a vast geographic region to a diverse group of learners. There isn't one strategy for this, it will take a number of efforts to ensure our future budgets are balanced without impacting our strong commitment to the learners of our region.

## NORTH ISLAND COLLEGE BOARD OF GOVERNORS

June 25, 2020

*Vision:* North Island College is a premier community and destination college, in a spectacular west-coast environment, that inspires and prepares students for success in a rapidly changing world.

### **AGENDA ITEM: 4.3.3 Update to Budget for Student Housing at the Comox Valley Campus**

#### **Background:**

On February 6, 2020 the Board approved the business case for the Housing Commons at the Comox Valley campus. It was submitted to the Ministry on that date. The Ministry has followed-up with some questions over the intervening months, but have not requested any significant changes to the scope or Operating model during that timeframe. They have provided positive feedback about the contents and layout of the business case.

While the Ministry work is continuing, it has become clear that NIC won't receive project approval prior to July 2020. The business case is still within the Ministry and hasn't moved forward to Treasury Board as of yet. NIC's business case indicated a projected opening date of September 2022 if the project received approval by July 2020. The business case stated that "NIC will work with AEST (the Ministry) to determine the impacts to project financing should the project (approvals) be delayed." With the project approval process still ongoing, it makes sense to extend the project opening date to **September 2023**.

We have been in conversation with the Ministry regarding this issue, and they have suggested that we increase our contingency budget by \$4 million due to the increased project timeline, and the risk of cost escalation as a result. The Ministry wants to ensure we have a healthy contingency budget to recognize the longer timeline as well as the unknown impacts of construction during the COVID-19 pandemic. In addition, the project goals of meeting Step 4 of BC's Energy Step Code as well as the use of mass timber may add costs that are not fully anticipated. For this reason, the Ministry feels an increase to the contingency budget would be prudent.

It is worth noting that this is only an increase to the contingency budget, and may not be spent. It creates a health contingency budget of \$8,274,630 or 13.9% of the total project budget.

## Impact to Project Budget and Financing

In January, Spiegel Skillings and Associates prepared a Class C cost estimate for the Housing project to meet the Ministry business case requirements. Those estimates have not changed. The only change suggested by the Ministry is to the contingency budget as shown in Table 1 below:

### Housing Commons at NIC Comox Valley Campus Project Cost Summary

**Table 1**

Planning and Design	6,791,009
Construction	39,367,894
Contingencies	8,274,630
Escalation	839,263
Equipment and Furniture	2,360,041
Permits, Development Cost Charges, and Net GST	<u>1,965,163</u>
<b>Total Project Costs</b>	<b>59,598,000</b>

Table 2 shows how the project will be financed. The increase to the contingency budget has been added to the Provincial grant portion of the project financing to ensure the affordability to students remains as an achievable project goal.

**Table 2**

Provincial Grant	48,132,688
Provincial Debt Financing	8,265,312
Institution	<u>3,200,000</u>
<b>Total</b>	<b>59,598,000</b>

This is the only change that is being recommended by the Ministry to the Student Housing business case. They are nearing completion of the Treasury Board submission, but they can't predict the length of time that a decision may take. Adjusting the projected opening date to September 2023 was always a likelihood given the project approval process within government. The worldwide COVID-19 pandemic has delayed that process further. To ensure the success of the project, it makes sense to take the Ministry's advice to increase the contingency budget given the uncertainty of the next 12-18 months.

### Action:

For the Board's review and approval.

**Suggested Resolution:**

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE INCREASE OF \$4 MILLION TO THE CONTINGENCY BUDGET FOR THE COMOX VALLEY STUDENT HOUSING PROJECT.**

## Vice President Strategic Initiatives Report to the Board of Governors

June 25, 2020

Prepared by Randall Heidt

This report covers the time period from May 20 to June 19 2020. It is an overview of the activities and events of the NIC Foundation and Strategic Initiatives Division during this time period. The information is provided under the related NIC Plan 2020 Strategic Priority headings and may fall under more than one priority.

**Strategic Priority:**  
**Resources, Investment,  
 Sustainability**

### **Mailman family donates largest gift in NIC history**

North Island College officially unveiled the Mailman Family Foundation Student Commons on June 15 to recognize the largest donation in NIC history.

The \$1 Million gift from the Mailman family will purchase equipment, supplies, furnishings and technology, which will benefit thousands of Campbell River students over the coming years.

“We are deeply grateful and honoured to receive this very generous gift that will have an enormous impact on Campbell River students, faculty and staff, for many, many years to come,” said NIC President John Bowman. “This historic donation supports the College in providing outstanding educational opportunities that will further enable student success and contribute to the sustainable development of the entire Campbell River community.”



Funds will also purchase equipment for Campbell River's first ever nursing simulation lab, with medical simulators, one-way glass, cameras, microphones and other technology to give health students the best possible experiential learning environment.

"The variety and strength of the programs at North Island College gives the population of the North Island an opportunity to receive a quality education while remaining close to their family and community," said Kris Mailman. "This advantage provides a foundation for better opportunities close to home and strengthens the community as a whole. As pioneers of the Willow Point community, my parents, Ed and May Mailman, established roots here and made a commitment to giving back. This contribution continues their legacy of providing opportunities and improving lives in Campbell River."

The Mailman Family Foundation Student Commons includes several new features, including a Library and Learning Commons, a teaching kitchen, cafeteria and bistro facilities, a new computer lab, hi-tech meeting rooms for group work as well as a student lounge.



The Mailman family donated \$1 Million to North Island College to support students in Campbell River. (From left): Dustin Raleigh, Blake Raleigh, Amanda Raleigh, Caleb Raleigh, Cheryl Mailman, Kris Mailman and Kris D. Mailman.

"The Student Commons is the heart of the Campbell River campus and this incredible donation from the Mailman Family Foundation has made all of this possible," said Randall Heidt, Executive Director of the NIC Foundation.

"I was fortunate enough to get to know the Mailman family through this process and they are truly pillars of the community. They have supported so many people and organizations in Campbell River over the years, which has helped shape this community into the amazing area that it is. We just cannot thank them enough for their tremendous philanthropic leadership."

## Strategic Priority: Active Connections to Community

### Kwiakah First Nation partners with NIC on kelp research

NIC's Centre for Applied Research, Technology and Innovation (CARTI) is collaborating with the Kwiakah First Nation to conduct wild kelp bed research.

Kwiakah First Nation is the second smallest First Nation in BC with 23 registered members. The core of their traditional territory includes the Phillips and Frederick Arm region, about an hour's boat ride north from downtown Campbell River.

Bull kelp (*Nereocystis luetkeana*) contours much of the steep, rocky shoreline throughout the territory.

The goals of the collaboration are two-fold: to create a detailed map and measurements of the wild kelp beds and to research the role of kelp in carbon sequestration from the ocean.

"We're very excited to work with Frank and Kwiakah on this project," said Allison Byrne, Lead Researcher, CARTI. "We're constantly learning more about the benefits and complexities of ecosystems supported by wild kelp. Taking inventories like this one help us monitor how those wild beds change over time."

Frank Voelker, who leads Band Management and Economic Development for the Kwiakah First Nation, approached NIC with concerns about the status of wild kelp beds in the territory and the impact of commercial harvest of wild ocean plants. The Kwiakah also have a strong interest in the ecosystem services that kelp provides.

"Kelp and other ocean plants are crucial for a functioning marine ecosystem in Kwiakah's territory," said Voelker. For the full story in the Victoria Times Colonist, click [here](#)

TIMES  COLONIST 

### Research project aims to assess locations of kelp beds

Carla Wilson / Times Colonist  
 JUNE 16, 2020 06:00 AM



Bull kelp (*Nereocystis luetkeana*) contours much of the steep, rocky shoreline throughout the region.  
 Photograph By NORTH ISLAND COLLEGE

A new research project is delving into the favoured locations and condition of wild bull kelp in inlets in B.C.'s south coast, east of Campbell River.

## Strategic Priority: Resources, Investment, Sustainability

### Family honoured for largest bequeathed gift in NIC history

We hosted the family of Dr. Allan Pritchard for a tour of North Island College in mid-June to officially receive the largest bequeathed gift in NIC history.

Sandy Neal, Dr. Pritchard's niece and executrix of his will, visited NIC's Comox Valley campus recently with her brother Ron Pritchard (photo above).

Sandy said her uncle was inspired to donate \$285,000 to NIC after learning about the College for several years

in the local media. "He just loved to read about the College in the paper and learn about all of the amazing things happening here," Neal said. Interestingly, the earned media [story](#) about Dr. Pritchard in the Comox Valley Record has already inspired another donor to leave a gift in her will as well. "Legacy gifts are a great way for donors to have a major impact in the lives of students," said Randall Heidt, NIC Foundation Executive Director. "In the case of Dr. Pritchard, almost 300 students will receive \$1,000 each to attend college. Considering 80 to 90% of students who receive awards say they wouldn't have been able to attend college otherwise, the impact is enormous in changing people's lives. We cannot thank Dr. Pritchard and his family enough for this transformational legacy gift."

Special thanks to development officer Avry Janes and Office of Advancement manager Jolean Finnerty for their excellent work on this historic gift.



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## Strategic Priority: College Identity and Brand

Below is the latest update of the draft Marketing and Communications plan for Fall 2020. We will share the plan with the Senior Leadership Team on June 18, the Senior Education Team and Labour Management Committee on June 23, and will hold a virtual town hall on June 26 for feedback.

### Marketing and Communications Fall 2020 plan

The main purpose of this plan is to outline the marketing and communications efforts that have been completed, are in progress, or need to be achieved to mitigate the impacts of COVID-19 on Fall enrolment at NIC.

The secondary purpose of this plan is to outline the research that marketing and communications is working on with Academica to provide the necessary data to inform a longer-term marketing and communications plan for 2020 to 2025.

Therefore, this plan is divided into two main sections: 1) Short-term objectives, and 2) research to inform future plans.

#### SECTION 1 – SHORT-TERM OBJECTIVES

The overarching goal of the short-term objectives is to increase enrolment across all programs by instilling confidence in prospective students and their influencers, such as parents, about the quality and safety of learning available at NIC in Fall 2020 in the wake of COVID-19. There is also a need to educate potential students about which programs are available digitally and which will be delivered in a blended format, which includes on-campus and digital learning.

The objectives listed below are in draft form so that we can engage faculty, staff, SLT, SET, student recruiters and other internal stakeholders over the coming weeks to further refine the objectives as well as seek help with deliverables. This plan and the resulting work will be evolving and ongoing during the engagement and consultation process.

#### SECTION 2 -- RESEARCH TO INFORM FUTURE PLANS

While short-term objectives are required for Fall promotion -- and possibly Winter promotion based on the potential impacts of a second wave of COVID-19 -- there is also a need for a long-term marketing and communications plan for 2020 to 2025 that is in alignment with the College's new strategic plan as well as SET's future educational plans. In order to create the long-term plan, we first need data to inform it. According to a study touted by Harvard Business [School](#) and conducted by PwC, which surveyed 1,000 senior executives, highly data-driven organizations are [three times more likely](#) to report significant improvements in decision-making compared to those who rely less on data. For this reason, marketing and communications is working with Academica Group, the premier post-secondary research firm in Canada, on two research projects to inform a long-term marketing and communications plan. Please see Section 2 for more information.

Research To Inform Future Plans ..... 15  
 Future Academica Research Projects ..... 15  
     A) NIC Brand Awareness and Brand Perception Among Key Stakeholders ..... 15  
     B) Viewbook testing ..... 16  
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## **SECTION 1**

### **SHORT-TERM OBJECTIVES**

There are at least 12 short-term objectives that need to be achieved this spring and summer in order to instill confidence in potential students -- and their influencers, such as parents, teachers, counsellors and advisors -- so they register for digital and or digital and on-campus learning for the Fall semester. A draft list of objectives is listed below, which we are in the process of receiving feedback on from internal stakeholders.

Objective 1 -- Show NIC Continues To Be A Leader In Online Innovation ..... 7  
 Objective 2 – Showcase Innovative NIC Faculty ..... 7  
 Objective 3 – Communicate Fall Offerings As Soon As Possible ..... 8  
 Objective 4 – Show Students How We Can Support Them ..... 9  
 Objective 5 – Show Students Their Online Learning Environment..... 10  
 Objective 6 – Show Students A Safe On Campus Learning Environment ..... 10  
 Objective 7 – Show NIC Continues To Be A Leader In Online Learning..... 11  
 Objective 8 – Increase Catchment Area For Online Programs ..... 11  
 Objective 9 - Create And Support Opportunities To Showcase Faculty ..... 12  
 Objective 10 – Show Value And Afforadability Of NIC Education ..... 12  
 Objective 11 – Increase Number Of Promotional Videos..... 12  
 Objective 12 – Increase Digital And Traditional Advertising..... 13

Examples of how we are achieving the objectives can be seen below. The examples are not an exhaustive list of activities, but rather prime examples of what marketing and communications is working on with various stakeholders. The overarching goal of all of these objectives is to create consumer confidence about the quality and safety of online and on-campus learning in the wake

of COVID-19. Depending on the impacts of a possible second wave of COVID-19 in the Fall of 2020, a similar plan may need to be created for promotion of the Winter semester 2021.

## **SHORT-TERM OBJECTIVES**

### **OBJECTIVE 1 -- SHOW NIC CONTINUES TO BE A LEADER IN ONLINE INNOVATION**

**With this objective we want to instill confidence in prospective students and their influencers, such as parents, teachers and guidance counsellors, about the quality of online instruction available at NIC.** We do not want to just *tell* potential students about the quality of instruction at NIC through paid ads, we need to *show* them that we continue to be leaders via credible news sources. A great example of this can be seen in the earned media story below, which highlights the great work of faculty member Sandra Milligan and Liesel Knaack, director of teaching and learning innovation. This story *shows* the quality of online biology instruction at NIC is among the best in BC, according to a credible [news](#) source. This story also shows that students are enjoying the benefits of online learning, such as flexibility around work schedules. We would like to write at least one similar story for each decanal area this summer. Please email your story ideas to [Elizabeth.young@nic.bc.ca](mailto:Elizabeth.young@nic.bc.ca)

### **OBJECTIVE 2 – SHOWCASE INNOVATIVE NIC FACULTY**

#### **NIC leads province in transition to online biology labs**

NIC biology faculty are among the first in the province to transition lab courses to digital delivery. Students taking BIO-160 Human Anatomy & Physiology I say they are enjoying the flexibility, accessibility and quality of online learning at North Island College.

“It was challenging at first to get used to, but they’ve given us so much material and resources, it’s worked really well,” said Jade

Denbigh, who took the course to get ahead on her Bachelor of Science in Nursing program. “I’m actually finding that the flexibility of online learning, especially as I’m working full time, has been a big benefit.”

Faculty worked with NIC’s Centre for Teaching and Learning to develop online lab components for the course. “This course was actually the perfect test case for doing labs online, because it’s about the human body,” said Sandra Milligan, course developer and biology instructor (see photo above). “Most of the work we do in lab involves the students observing their own body – measuring heart



rate, movement of joints, so we realized very quickly that most of it could be done from home.” Click [here](#) for full story.

**With this objective we want to educate prospective students about the innovative and experienced faculty we have at NIC who are here to help them succeed.** The goal with these stories is to show prospective students the quality of learning at NIC in the wake of the COVID-19 pandemic so they feel confident in their decision to register at NIC for the Fall semester. Examples of how we are conveying this message can be seen in the earned media release below, which features faculty member Brad Harsell. We need more stories like this from faculty to show the quality of the NIC online learning environment. We would like to write at least one similar story for each decanal area this summer. Please email your story ideas to [Elizabeth.young@nic.bc.ca](mailto:Elizabeth.young@nic.bc.ca)

### **NIC Industrial Automation students print safety gear to help others**

NIC’s Industrial Automation students are using the technology, skills and knowledge from their program to design, build and 3D-print safety gear to keep other NIC students safe this fall. “It really shows how the versatility and adaptability of the skills they learn in this program,” said Instructor Brad Harsell, about the ear savers (top photo) that students made to increase safety and comfort for those who wear masks. “At its core, Industrial Automation is about troubleshooting and problem solving – figuring out the best fix for the situation.” Industrial Automation students also built their own face shields (see photo) when they returned to campus to ensure safe learning, which they also made for other students.

Click [here](#) for the full media release. Click [here](#) to see a video with a student explaining the ear savers project.



### **OBJECTIVE 3 – COMMUNICATE FALL OFFERINGS AS SOON AS POSSIBLE**

**The objective here was to get the jump on the competition and give students as much notice as possible about which programs will be delivered digitally and which will be delivered on-campus and digitally.** Thanks to the amazing hard work from faculty and the Senior Education Team, we were able to communicate that NIC was one of the first college’s in BC to announce which programs would be offered fully digitally or in an on-campus/digital blended [format](#). Our media [release](#) was picked up by several media outlets, including our ultimate goal of CBC Vancouver Island, which allowed us to increase our earned media coverage to the entire Vancouver Island via a

credible news source. If you would like to listen to the interview with NIC Executive Vice President Academic and Chief Operating Officer, Dr. Lisa Domae, click [here](#).

## NIC Fall Term featured on CBC Vancouver Island

NIC has confirmed its plans for fall and what courses and programs will look like for students. Courses and programs will be offered in one of two ways; either fully digital or a blended on-campus and digital option.



On The Island with Gregor Craigie

“We know many students are planning for fall and want to know what September will look like,” said Lisa Domae, executive vice president, academic and chief operating officer. “We want to ensure our students that their courses and programs will be available and let them know well ahead of time how they will be offered.”

With fully digital courses and programs, students will be able to learn from wherever they are – all they will need is access to a computer and internet. Some digital classes will meet live online with their instructor on specific days and times, while others will have a more flexible schedule.

Click [here](#) for full story.

## OBJECTIVE 4 – SHOW STUDENTS HOW WE WILL SUPPORT THEM

**With this objective we want to show prospective students the supports that will be available to help them succeed with their online and on-campus learning.**

A number of videos and other resources have been created, which you will see below. We are also seeking help to create a series of videos designed to showcase a positive, supportive environment, which compels prospective students to apply for Fall semester. The videos will be messages of encouragement from students, faculty, staff, and administration. If you would like us to create a video with you, or would like to submit your own video, or you would like editing support to add things such as superimposed email addresses to your video please email [Elizabeth.young@nic.bc.ca](mailto:Elizabeth.young@nic.bc.ca)

- a) We are supporting the excellent work of Liesel Knaack, Director, Teaching & Learning Innovation,



**Student Tips for Using BlueJeans:  
 Web Video Conferencing Platform**

on the new [Learn Anywhere resource page](#) which has tips for students to effectively learning from home and in a digital environment. We have created a dedicated [web page](#) for the information as well as a slide banner on the main page of the website to promote it. We are also working with Liesel on a media release and a video to *show* prospective students what the online learning environment will look like for them.

- b) We continue to work on communications about student supports and wellbeing, including the weekly [NIC @ Home](#) student newsletter, which was developed in collaboration with Felicity Blaiklock, Director of Student Affairs, and Dean Martin, Manager of Student Life. Content is delivered via the NIC website, social media, and

- NISU and includes mental health tips, guided meditation resources as well as videos and information about online events that students can participate in via BlueJeans.
- c) Watch this video [message](#) from NIC's student services team for students in limited entry programs.
  - d) Watch this video explaining [Accessible Learning Services](#)
  - e) Read this [news](#) release which shows the supportive learning environment the Office of Global Engagement has created with its Peer Mentoring group.
  - f) Watch this [health cooking](#) video for students from Dean Martin, Manager of Student Life.
  - g) We also continue to support Student Services in general promotion of services and supports available to students and [important information on course codes](#), [how to register](#), and [promoting fall term](#).
  - h) Read the media release on Free counselling service [available](#) for NIC students
  - i) Web [announcement](#) on Canada Emergency Student Benefit (CESB).
  - j) Watch the message from faculty celebrating national [Nursing Week](#)
  - k) Watch this [Welcome to spring term](#), video message from faculty and staff.
  - l) We are also working on congratulations videos for graduates.

## OBJECTIVE 5 – SHOW STUDENTS THEIR ONLINE LEARNING ENVIRONMENT

**We want to show prospective students what their learning environment will look like online to increase their confidence and therefore likelihood of registering.** We also want to show how NIC faculty and students can adapt to challenges such as COVID-19 and find innovative ways to complete their programs online. For example, NIC's DIGITAL Design + Development (formerly Interactive Media) students had to convert their yearend showcase to a digital exhibition after COVID-19 prevented their traditional face-to-face showcase. "It speaks to the skills our students learn throughout their time in the program," said Megan Wilson, DIGITAL Design + Development program coordinator. "This was a great opportunity for them to come up with a digital solution that allows them to showcase their work." Click [here](#) to read the full story. We particularly want to hear from students who are enjoying the online learning environment. We would like to write at least one similar story for each decanal area this summer, email [Elizabeth.young@nic.bc.ca](mailto:Elizabeth.young@nic.bc.ca)



## OBJECTIVE 6 – SHOW STUDENTS A SAFE ON CAMPUS LEARNING ENVIRONMENT

**We want to instill confidence in prospective students and show them what their safe learning environment will look like if they are required to attend campus.** For example, we have plans to do a media release and video footage of the safe learning environment that Plumbing and Heating faculty member Nick Charette (photo) has created for his students. We would like to create at least one similar story and or video this summer for



each program that will have on-campus learning in the Fall. Please email your story ideas to [Elizabeth.young@nic.bc.ca](mailto:Elizabeth.young@nic.bc.ca)

We are also working with facilities on their safety planning document, safety newsletter and videos to show the safety measures that are being established at each campus. When safety work has been completed in your area, please email [Alexandra.Khan@nic.bc.ca](mailto:Alexandra.Khan@nic.bc.ca)

### OBJECTIVE 7 – SHOW NIC CONTINUES TO BE A LEADER IN ONLINE LEARNING

**With this goal we want to show prospective students the advantages of taking their online learning with NIC.** In other words, we want to show that NIC continues to be a leader in online education, which we have been doing for more than 40 years. A great example of this is our online marine training, which received national media coverage on CBC. If you have other examples we can share, please email [Elizabeth.young@nic.bc.ca](mailto:Elizabeth.young@nic.bc.ca)

#### **NIC online marine training receives national media coverage on CBC**

NIC's online marine training has been featured nationally by CBC and [Academica](#) Top 10 as an innovative way to deliver training.

The earned media stories lauded NIC for being among the first post-secondary institutions in Canada to be granted approval to offer certified marine training courses digitally.

If you would like to listen to the CBC radio interview with Suzanne Jolly, CET Campbell River regional training officer, click [here](#)

To read the full news release click [here](#)

British Columbia

#### **B.C. post-secondary school out to prove marine safety courses can be done online**



Virtual learning actually benefits students in remote communities, North Island College spokesperson says

CBC News - Posted: May 06, 2020 1:20 PM PT | Last Updated: May 6



Students enrolled in marine training courses at North Island College will receive equipment by mail and be taught by Transport Canada-approved instructors online. (@TrainingNic/Twitter)

### OBJECTIVE 8 – INCREASE CATCHMENT AREA FOR ONLINE PROGRAMS

**With this goal we want to inform prospective students about online programs that are now available in their area.** We also want to increase program awareness outside of traditional catchment areas in order to increase the depth and breadth of the applicant pool for online programs. For example, we have ads and earned media (see below) running in Port Alberni to inform potential business students that they can take business certificate and Office Administration classes online. See Objective 11 for more details. If you have other examples we can share, please email [Elizabeth.young@nic.bc.ca](mailto:Elizabeth.young@nic.bc.ca)

## Flexible, online program opens doors to a new career

NIC student Erin Matheson is preparing for a new career, thanks to training through NIC's Office Administration programs. "When a friend told me that NIC offered classes online, I immediately checked it out. I found the schedule to be flexible, the courses relevant and the cost was affordable."

Matheson has earned her Office Administration 1 certificate online and is well on her way to earning her Administrative Assistant certificate. "One of the best things about these programs is the range of opportunities it provides students," said Richelle Gardiner-Hynds, NIC Office Administration department chair. Click [here](#) for the full story.

### Richelle Gardiner-Hynds



DEPARTMENT CHAIR, FACULTY  
 APPLIED BUSINESS TECHNOLOGY, HUMANITIES & SOCIAL SCIENCES  
 Master of Arts, Integrated Studies (Athabasca University)

**Subjects:** Applied Business Technology, History, Women's Studies

[richelle.gardiner-hynds@nic.bc.ca](mailto:richelle.gardiner-hynds@nic.bc.ca)

Comox Valley Campus 250-334-5000 ext. 4159 | Location TYE - 214  
 Campbell River Campus 250-923-9707

## OBJECTIVE 9 - SUPPORT OPPORTUNITIES TO ENGAGE WITH FACULTY

We are supporting faculty and Anita Budisa-Bonneau, NIC's coordinator of work integrated learning, with The Start Here, Go There speaker series. The series features interactive chats with NIC faculty and offers students a chance to hear firsthand about someone's professional path while being able to ask questions in a casual and informal basis about the faculty's area of expertise, work experience or anything else students would like to discuss. Thanks to Dr. Jennifer Botica, Dr. Aisling Brady and Judith Marriott, CPA, CA, and Anita for their work on this innovative project. If you have other ideas about how to showcase faculty, please email [alexandra.khan@nic.bc.ca](mailto:alexandra.khan@nic.bc.ca)



## OBJECTIVE 10 – SHOW VALUE AND AFFORDABILITY OF NIC EDUCATION

With this objective we want to show potential students and their parents the value of an NIC education in terms of employability and wage earnings as well as overall affordability. We believe value and affordability are more important than ever in the wake of COVID-19 as the pandemic has impacted students' ability to raise funds to pay for education as well as impacted investments, which may have otherwise helped offset expenses. While we will be looking to develop earned media stories for all programs in this area, particular attention will be paid to the advantages of taking University Studies courses at NIC.

## OBJECTIVE 11 – INCREASE NUMBER OF PROMOTIONAL VIDEOS

With this objective we want to show students the learning environment and quality of instruction, facilities, technology and equipment at NIC. We are working with faculty, students, student recruitment and Tremain Media to create 10 new promotional videos. You can see a draft of one of the new promotional videos [here](#) The videos will assist the student recruiters in their work as well as be posted on program pages, YouTube and social media.

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## OBJECTIVE 12 – INCREASE DIGITAL AND TRADITIONAL ADVERTISING

We have increased our paid advertising across digital and traditional media channels this summer to reduce the impacts of COVID-19 on Fall enrolment. For example, we have increased usage of Google Adwords, geo targeting, GIF animation ads, radio and print ads as well as established a new relationship with Bell Media digital advertising.

### DIGITAL ADVERTISING

#### Bell Media

We are working with Bell Media, which has the largest digital audience in BC with 2.9 Million unique visitors per month. Bell Media's digital optimization and exclusive Geo-targeting system allows us to maximize our budget and ROI by concentrating our digital advertising to specific target audiences, which results in an increased efficiency in reaching them.

The digital campaign is concentrated in the Alberni Valley, the Comox Valley, the Campbell River area, North Island and Ucluelet. It is currently focused on adults 18 to 29 years of age, people who have searched post-secondary institutions online and job seekers. Ads will run from May 18 to August 30 and will include a total of 630,000 impressions. There are five focus areas for the ads, including:

- a) **Join the tech industry.** Ads in this area focus on DIGITAL Design and Development, Industrial Automation, Electronics Technician and Engineering.
- b) **Less than a year to a new Trades career.** Ads in this area focus on Aircraft Structures, Metal Fabricator, Professional Cook and Carpentry.
- c) **Start your university Degree at NIC.** Ads in this area focus on Associate of Arts, Associate of Science, Transfer Agreements and University Studies.
- d) **Join the Essential Services.** Ads in this area focus on ECCE, HCA, Human Service Worker and LPN.
- e) **Earn your Business Degree online.** Ads in this area focus on specialization in Accounting, Marketing and General Management.

Each area is supported by three ad sizes: Leaderboard (728x90), Big Box gif (300x250) Mobile Banner (320x50)

#### Google Adwords

Our Google Adwords campaign will run from June 15 to August 30 in Alberta and BC.

It is currently focused on adults 18 to 29 years of age, people who have searched post-secondary institutions online and job seekers. The campaign will support every NIC program page specifically.

#### Radio advertising:

Radio campaigns are running in all regions (PA, PH, CR, CV) from May 25 to Aug 27.

The ad campaigns include popular radio stations, such as: CV & CR: the Eagle and the Jet, CR: 2Day FM, PA: The Peak and PH: The Coast.

Ads include:

- Start your Degree at NIC promotion, including: University Studies: Associate of Arts, Associate of Science, Criminology and Engineering.
- Registration open for Fall Courses
- Promotion of Business programs.
- Health Human Services promotion, including: HCA, ECCE, LPN, HS.
- Tech Programs, including: Engineer, Industrial Electronics, DIGITAL Development +Design.
- Trades program promotion, including: 3 treatments in PA, CR, CV, for aircraft, carpentry apprenticeship, metal fab, welding, culinary, coastal forest, automotive, welding, Furniture Design & Joinery.

**Print advertising:**

Print advertising campaigns are running in all regions, including:

- CV Record: weekly print ads from June 8 – Aug 27
- CR Mirror: weekly print ads from June 8 – Aug 27
- PA News: bi-weekly print ads from June 8 – Aug 27
- PH Gazette: bi-weekly print ads from June 8 – Aug 27

Ads include:

- Fall 2020 digital and blended offerings (adapted for regional programming)
- Less than a year to a new Trades career (featured programs support greatest need for students)
- Start your university Degree (Associate of Arts, Associate of Science, Criminology, Engineering)
- Join the Essential Services (ECCE, HCA, Human Service Worker, Social Worker)
- Earn your Business Degree online (specialize in Accounting, Marketing, General Management)

**Outdoor:**

Advertising on the backs of buses will continue in Campbell River and Comox Valley for the duration of the summer at no charge to NIC.

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## SECTION 2

### RESEARCH TO INFORM FUTURE PLANS

We recently worked with [Academica](#) and their StudentVu group to conduct a third-party review of NIC's website to better understand overall impressions, appeal, and usability of our website for prospective students. The results were positive overall, with 80% of those surveyed saying the website was very easy or somewhat easy to use. We shared the results with the NIC Board of Governors and the enrollment planning team in May and we plan to host a town hall via BlueJeans in the near future. We will be using Academica's research over the coming months to modernize the look of the website as well as create more intuitive navigation, which were the two major recommendations.

We are now working with Academica on two more research projects, one to explore NIC Brand Awareness and Brand Perception among key stakeholders and a second project on viewbook testing. With the brand awareness project, we need to answer questions such as: What is NIC's desired brand? What is NIC's current brand according to: 1) potential students and their influencers, such as parents 2) NIC employees, 3) current students and, 4) alumni. Are the current brand perceptions in alignment with the desired brand? What brand identity gaps, myths or misinformation do we need to address through a long-term marketing and communications plan? What is our market differential? In other words, what is our Unique Selling Proposition (USP)? What do our stakeholders say sets us apart from our competitors? Once we have this information we will use it to establish a long-term marketing and communications plan in alignment with the Senior Education Team's five-year enrolment plan and the college's strategic plan. You can read details about the Academica research below.

### FUTURE ACADEMICA RESEARCH PROJECTS

#### **A) NIC Brand Awareness and Brand Perception Among Key Stakeholders.**

**We will survey four primary target groups, including: potential students and parents, current students, alumni, faculty and staff.**



POTENTIAL STUDENTS  
AND PARENTS

*As your primary target audience, knowing the degree to which potential students and parents are aware of NIC and how they perceive the brand can provide insight into where to focus your efforts to build awareness of the NIC brand. Gathering information from these groups can also help refine specific target markets and determine how best to address them.*



## ALUMNI

*Alumni are often the best promoters of an institution, so having a good handle on how they perceive the college and what they feel differentiates it from others is vital to crafting an authentic brand.*



## CURRENT STUDENTS

*Current NIC students provide an insider view of how NIC is perceived and experienced. You can learn why they chose NIC over other competitors, as well as whether their perceived brand image of NIC met their expectations once they arrived on campus. These insights will help you better understand your target audience and identify authentic points of distinction.*



## FACULTY/ STAFF

*Your faculty and staff know your brand well, and can help uncover what makes the school distinctive. Including faculty and staff in brand research activities can also increase buy-in and create more brand ambassadors within the college.*

### **B) Viewbook testing**

We will also conduct an online survey with Academica to capture qualitative and quantitative information about NIC's viewbook. The target audience will be high school students in BC. Efforts will be made to obtain as many completes as possible from Vancouver Island, and to focus on students who are considering attending college.

The research will include:

- General questions about viewbook usage and preferences

- An in-depth review of NIC's viewbook, including overall impressions, missing information, strengths, and areas for improvement
- Testing of up to 5 specific viewbook spreads (1-2 pages per spread) with targeted questions.
- Viewbook cover testing.

## INTEGRATED MARKETING AND COMMUNICATIONS

We strategically release information in an integrated way between marketing and communications via several channels including: earned media, shared media, owned media and paid media. The information is released in strategically co-ordinated effort so prospective students can easily find the information on our website after being directed there by several channels. For example, once our fall and winter time table was created by SET, we shared it via: digital signage, social media, paid media and earned media, which resulted in coverage by [CBC](#) across Vancouver Island. The call to action across the channels was to visit [nic.bc.ca](#) for more information, where prospective students were greeted by a sliding banner on the front page of the website which correlates with the messages.

## DEFINITIONS

- Earned media:** this includes print, radio and TV stories. Earned media allows us to increase our reach to prospective students without increasing our budget. Earned media also increases our credibility over paid ads as the information is verified by the media outlet. The information from the media releases is then repackaged in various ways to support other channels.
- Shared media:** this includes our social media channels, such as YouTube, Twitter, Facebook, Instagram and Facebook.
- Owned media:** This includes our website, digital signs, viewbook and other promotional materials.
- Paid media:** this includes paid advertisements in print, radio, TV, Facebook, Google and Bell Media.

## Education Council Report for the Board June 2020

*Education Council was established in 1996 in response to the then new College and Institute Act. Clauses 14, 15 and 18 of the Act define the role and composition of an Education Council. The mandate of the Education Council at North Island College is to ensure educational quality. Education Council extends a standing invitation for members of the Board to attend Council meetings. This report is provided to update the Board on work done by the Council.*

### June 2020

#### Policy and Standards

- Policy 3-07 Program Revisions and New Program Approval
- Policy 3-15 New Course and Course Revision Approval

#### Approved Curriculum

##### *New Programs:*

- Access to Practical Nursing Diploma

##### *Program Revisions:*

- Advanced Digital Design and Development Diploma

##### *New Courses:*

- PNS 121A, 122A, 123A, 124A, 125A, 126A, 127A

##### *Course Revisions:*

- DGL 102, 111, 222, 223
- TGA 133, 134

##### *Course Deactivations*

- None

#### Correspondence/Information

- Report from Senior Education Team (T. Bellavia)
- Report from Aboriginal Education (K. Shopland)
- Appointment to Research & Ethics Board – Antonie Scholtz

The next Education Council meeting is tentatively scheduled for September 11, 2020 at 12:30 pm in a format and location to be determined.

Respectfully  
Brad Harsell  
Chair, Education Council

## Commonly Used Acronyms

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This is an incomplete list of acronyms commonly used at North Island College.

ABE	Adult Basic Education (formerly known as Adult Upgrading)
AEC	Aboriginal Education Council (now Indigenous Education Council)
AEST	(Ministry of) Advanced Education, Skills and Training
AGC	Academic Governance Council. This is the group of EdCo chairs from all BC colleges and institutes (BCIT and the Justice Institute), which meets twice a year to discuss areas of common concern.
ASD	Access for Students with Disabilities. Now renamed to DALs.
AVP	Associate Vice President
AST	Arts, Science and Technology (Faculty of)
BCNet	Not-for-profit, shared services organization providing computer support and services to post-secondary institutions
BOG	Board of Governors
CABRO	Crown Agencies and Board Resourcing Office
CARTI	Centre for Applied Research, Technology and Innovation
CEO	Chief Executive Officer
CET	Continuing Education and Training
CICan	Colleges and Institutes Canada
COO	Chief Operating Officer
CR	Campbell River
CUPE	Canadian Union of Public Employees
CV	Comox Valley
DAC	Deans Advisory Council
DACSO	Diploma, Associate degree, and Certificate Student Outcomes; BC Student Outcomes conducts annual surveys of former students from British Columbia's post-secondary institutions
DALS	Department of Accessible Learning Services
DCC	Deferred Capital Contribution
DCWG	Department Chairs Working Group
EdCo	Education Council
EVPA	Executive Vice President, Academic
FBAS	Faculty of Business and Applied Studies
HHS	Health and Human Services (Faculty of)
IEC	Indigenous Education Council (former Aboriginal Education Council)

IRR	(Ministry of) Indigenous Relations and Reconciliation
ITA	Industry Training Authority BC (Trades programs)
ITV	Interactive Television
IWC	Immigrant Welcome Centre
JTT	(Ministry of) Jobs, Trade and Technology
MYPP	Multi-Year Program Plan
NIC	North Island College
NICFA	North Island College Faculty Association (Union)
NISU	North Island Students' Union
OGE	Office of Global Engagement (formerly International Education)
OIC	Order-in-Council
PA	Port Alberni
PSEA	Post-Secondary Employers' Association
PSEC	Public Sector Employers' Council Secretariat
PSI	Post-Secondary Institution
SET	Senior Education Team
SIF	Strategic Investment Fund
SLT	Senior Leadership Team
SVM	Sexual Violence and Misconduct (Policy)
TLC	Teaching and Learning Committee
TLI	Teaching & Learning Innovation
T&T	Trades & Technical (Faculty of)
UCIPP	University, College and Institute Protection Program
UT	University Transfer



## LEARNER RESOURCE FEE

### *REPORT TO NIC ON FOURTH YEAR OF SERVICES, JUNE 2020*

#### SUMMARY

North Island College collects a Learner Resource fee from students, including both domestic and international, taking post-secondary level courses/programs that have academic credit or equivalent. Students were charged a learner fee of \$5.30 for credit based tuition and \$17.66 per month for program based tuition for 2019/2020. The Learner Resource Fee supports student success initiatives and services that enhance the student experience. In the 2019-2020 academic year, the students have accessed the following services:

- Peer tutoring
- Student Technical Support
- Academic Support in writing and math
- Library Research support/tools
- Write-Away
- Counselling
- Campus Life
- Events
- Student Leadership

#### LIBRARY & LEARNING COMMONS

With the Learner Resource Fee, which funds the Discovery search software (single search across print and digital collections), it is evident that integration of library services and resources co-exist. With the Discovery interface, students have the option to search for and find books, journal articles and streaming content in one step, or separately by resource type. As searching can be complex and daunting, students often need help to develop search strategies and filter results to target resources which meet their research requirements.

Research services and library instruction go hand in hand with the “discoverability” of resources. Observations strengthened by statistics, we know that students reach out to the library for research – for guidance on choosing appropriate resources and databases, searching and evaluating results – as well as attend library instruction classes, which place an emphasis on information literacy.

For the 2019-2020 year, the following statistics provide evidence of uptake and use of the library in various ways:

- Discovery searches 98,531
- Research questions 1863
- Library instruction 1514 students

- Room bookings 7449 (20,585 students)
- Gate count 140,304
- Laptop lending 4644

### **Peer Tutoring**

NIC's Peer Tutoring program continues to be robust and well-used by students throughout the college. Tutors in the Comox Valley, Campbell River and Port Alberni campuses offer support to students in understanding and consolidating course content and skills, as well as developing the study skills necessary for being a successful student. This year we had an increased number of tutors available at the Campbell River and Port Alberni campuses, where in the past it has been difficult to find tutors. Tutors were also made available to support dual credit students from the Comox Valley in their courses they were taking at NIC. Tutoring was available at two of the three local high schools, with students from all of the high schools encouraged to join. When schools broke for Spring Break and the COVID-19 shutdown, students had started to join us regularly for tutoring. Peer tutoring will continue through the Spring/Summer semester using web conferencing tools to connect with students.

- 36 tutors between September and April
- Collectively over 640 hours of tutoring provided during 2019-20 Academic year
- 6 tutors committed to support students through the spring/ summer 2020 semester

### **Writing Support:**

Writing Support continues to offer appointments 6 days a week at the Comox Valley, 3 days a week in Campbell River, and one day a week at Port Alberni campuses for a total of 57 hours across the three campuses. Demand for student appointments continued to rise this academic year and at high traffic times during the fall semester additional hours were added to keep up with student requests. We continued offering Writing Support in the Aboriginal Lounge in the Comox Valley and student demand for these appointments increased this year over last year. We also added Writing Support in the Aboriginal Lounge at the Campbell River Campus.

In addition to individual student writing appointments, in-class writing workshops were offered through the Library & Learning Commons Writing Support. Teaching faculty are encouraged to work with the Writing Support faculty to customize topics and skills they would like their students to develop.

NIC continued to participate in the WriteAway provincial consortium offering online writing support. Despite the increased number of in-person writing support appointments this year, the submissions to WriteAway dropped only marginally.

Writing Support shifted to web conferencing, phone or email submissions in mid-March with the social distancing recommendations by the Federal and Provincial governments. Appointments in these formats will continue in the Spring/Summer semester until the recommendations are lifted.

- 1054 student appointments September-April at the Comox Valley Campus, a 25% increase over the previous year
- 415 student appointments September-March at the Campbell River Campus, an increase of 66% from the previous academic year
- 6 in-class workshops; 18 orientations
- 203 WriteAway submissions September-April, an 8% decrease from the previous academic year
- Writing Support and WriteAway will both be offered May-August 2020

### **Math Support:**

Drop-in Math Support continued to be offered in the Library & Learning Commons at the Comox Valley, Campbell River and Port Alberni campuses with a total of 23 hours per week across the three campuses. At the Comox Valley Campus, booked appointments times were also piloted in the winter semester. In addition to individual meetings with students, faculty offered review workshops to help Statistics 115 students prepare for their course exams. These were well attended, especially at the Comox Valley Campus. Math Support transitioned to offering web conferencing or phone appointments and accepting email questions when face-to-face interactions were suspended at the college. For the first time, math support will be available to students through the spring/summer 2020 semester.

- 416 student appointments across the three campuses September-April
- 285 student drop-ins at the Comox Valley Campus September- April, a 25% increase over the previous year
- 10 Statistics workshops in the fall and winter semesters with over 50 students attending

### **Student Technical Support**

#### **Introduction:**

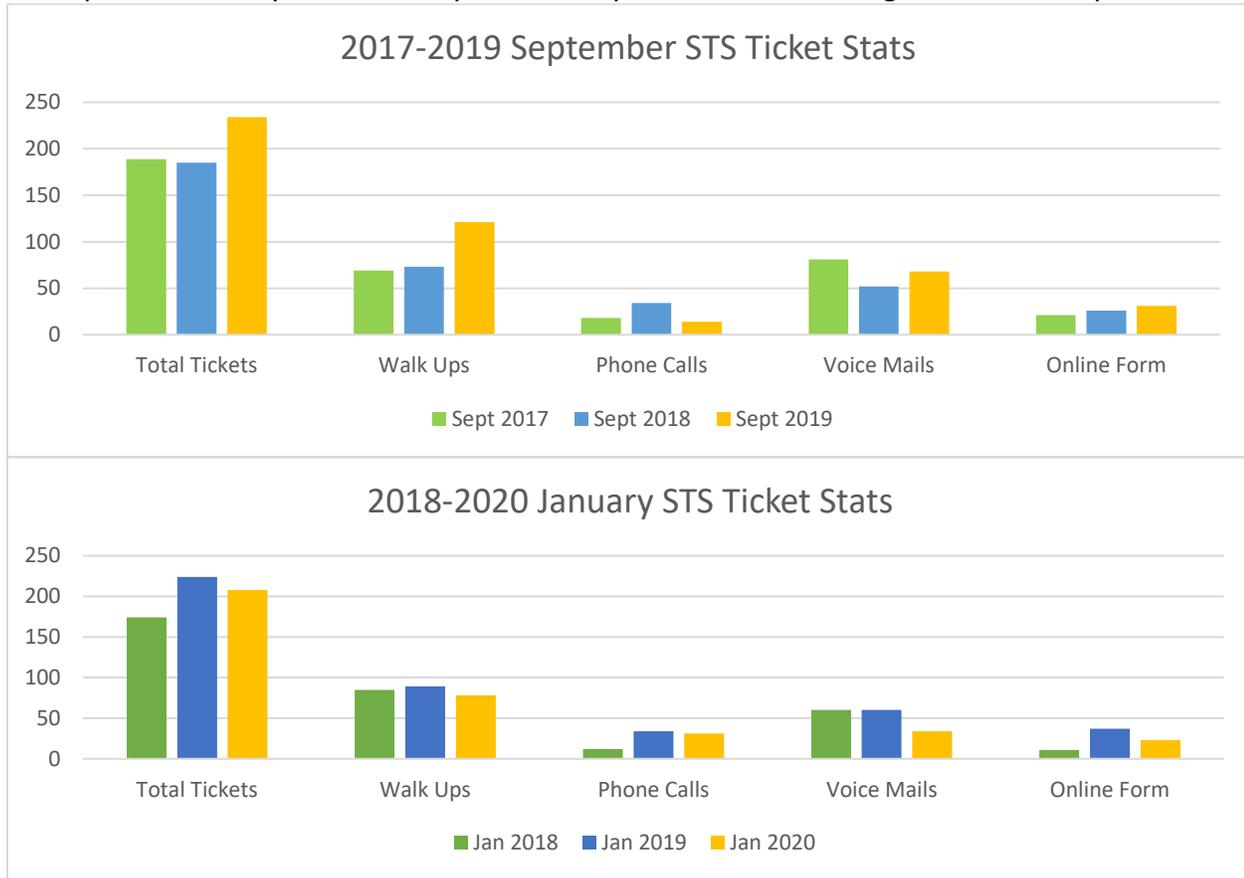
The biggest change this past year has been the addition of a second Tech Support position added to the STS team. This required several procedural updates but was an easy (and exciting) task for the benefit it brought students. This addition also enables us to have a full-time technician in Campbell River. Having a second physical presence to cover another campus allowed for better outreach, as well as more frequent visits to our other satellite campuses.

#### **Covid-19:**

Since our inception, our “business model” has been designed with remote support in mind – with 1 tech covering 4 campuses, it was mandatory. As such, we are not intimidated by the coming challenges of supporting students and technology remotely in the summer (and the fall if needed). We do recognize the challenges ahead with welcoming new students and are working on a “video chat drop-in office hours” type solution, as well as an online orientation day session. We are working closely with the Director Teaching & Learning, and others, to get in front of these challenges to help students be ready for School online. We will do our best to accommodate the lack of face-to-face opportunities. Stay tuned.

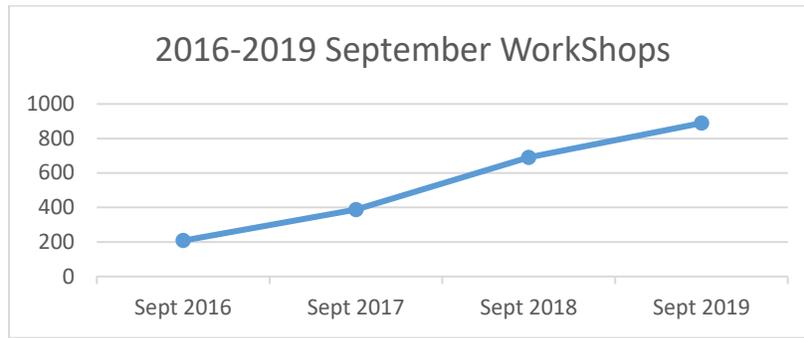
**Stats summary:**

Our September numbers have gone up again, in the matter of total tickets fielded and face to face walkups. Our January numbers stayed relatively similar to the averages faced in the past.



Our September workshop numbers also increased. With multiple techs we were able to reach a wider audience of classrooms across the campuses. What’s interesting is the campuses outside of the Comox Valley yielded almost an equal number. This affirms to us the decision to have multiple techs as worthwhile – one on site in CV full time, and one covering the remainder satellite campuses.

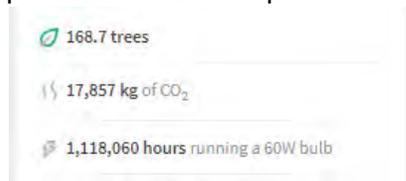




**Projects Update:**

**Student Printing update:**

August 2019, we moved from Pcounter to Papercut. Library and bookstore staff can now add funds directly to student accounts without the need for “PrintBucks”. Students can also fully manage their own account through the nicprint.nic.bc.ca interface. Furthermore, Papercut has improvements for the IT management side of things. Papercut includes interesting statistics regarding our environmental impact as well. Since April 2019:



**Student Laptops:**

Student Use laptops fleet has increased and will be increasing once again due to high demand. We currently have 9 in CV, 2 in CR, and 1 in PA. 5 more are being added to the overall fleet.

**Room Booking Kiosks in every campus:**

Group Study Room booking Kiosks are now on every campus. So far, the reception has been quite positive. We upgraded from Surface Pro 2’s to Surface Pro 3’s to provide a larger screen for better usability. There will be minor tweaks to their configuration in the coming months for version 2.1.

**STUDENT LEADERSHIP**

NIC’s leadership team continued to be a strong presence across all campuses in 2019-2020 contributing over 1000 volunteer hours to the NIC community. Leaders helped support campus events such as orientation, open house, career fairs, North Island Student Union events. In addition, student leaders facilitated their own events promoting the iamNICe campaign, and programs related to mental health and wellbeing.

Student Leaders participated in a one-day orientation in August at the Comox Valley campus. Plenty of fun and learning was had! Some learning topics included, supporting students in distress, working with Implicit Bias and Interactive Relationships in an International Environment, Practical Tools for Community Leadership and Inclusion, and Tips for Self-Care and Stress Management.

The highlight of the year for the Student Leaders was their annual retreat in January that took place at Camp Homewood on Quadra Island. NIC hired longtime student leader, Rachel Birch, to help

coordinate a student retreat once again based on Mental Health and Wellbeing. With the help of NIC faculty, and several other student leaders, Rachel and her team planned, promoted, and executed a very successful two-day retreat. Despite the snow and sleet, 29 students and 14 staff ventured to Quadra Island to share in inspiring conversations regarding mental health and wellbeing at NIC campuses.

What made this student retreat unique to other years is that it was fully facilitated by NIC faculty and students. Some workshop topics included, 'Everyday Practices of Balance and Gratitude', facilitated by Diane Naugler, *Dean of Business and Applied Studies*. Laurie Michaud, one of NIC's *Teaching and Learning Facilitators*, lead a very engaging *Liberating Structures* exercise, and even put together an NIC student zombie Escape Room challenge. Needless to say, learning and fun was had by all! Leadership extends outside of the Student Leadership Team as several of NIC's student leaders sit on NIC's Board of Governors and Edco. One of NIC's student leaders is being nominated for the 2019-2020 *NIC Presidents Community Engagement Award* for her work at NIC and in the community at large.

Student leadership and engagement is woven into the fabric of what makes NIC an outstanding community focused college, and we are grateful for the student leaders continued support and enthusiasm. We look forward to what the leadership team will 'cook up' in the coming year!

## **HEALTH & WELLNESS**

### **Counselling**

In 2019/20, with financial support from the Learner Resource Fee and the Office of Global Engagement, we were able to continue to provide support for the Tebo campus in Port Alberni. We also provided counselling support on Saturdays on the Comox Valley campus (September – June).

### **Campus Life**

In 2019, a new position was created to support campus life, including outreach to students in distress. NIC's Student Life Outreach and Liaison Assistant, has been instrumental in the development of the new Campus Life Advisory Team whose mandate is to plan and coordinate events and activities to engage, educate and inform NIC students. This team launched NIC's first Thrive Week as well as presenting numerous 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 the Manager, Student Life) and provides outreach to students needing on-going support.

## **CAMPUS EVENTS**

NIC continues charge a reduced rate to students to attend graduation in order to improve access and encourage participation. We are also fortunate for the contribution from the North Island Student Union that also goes towards supporting our Graduation and Orientation events. Graduation 2019 ceremonies applied the allocated Learner Fee funding to provide free professional photos for our student graduates.



**FINANCIALS**

2019-2020 Actuals		
	REVENUE	
<b>LEARNER RESOURCE FEE</b>	(276,740)	
<i>defer fr prev year</i>	(65,423)	
<i>defer to following year</i>	<b>53,406</b>	
Student Leadership		
<b>TOTAL REVENUE</b>	(288,757)	
	EXPENSES	BENEFIT
<b>LEARNING COMMONS</b>		
Peer Tutoring Students	20,011	36 peer tutors, 640+ hours
Faculty	147,421	Peer Tutoring coordination, writing and math support
Library; Research Technology (EDS)	10,757	98,531 Discovery Searches and 1,863 research questions
Write away fees		1,054 student appointments Sept-April at CV, 25% increase
Other incl faculty travel	839	
<b>STUDENT TECHNICAL SERVICES</b>	63,485	hired a full-time technician in CR increasing services and workshops offered college-wide
<b>STUDENT LEADERSHIP</b>	1,101	hired a student to coordinate student leadership activities and events
<b>HEALTH &amp; WELLNESS</b>		
Counselling	4,478	expanded services to Tebo (PA)
Student Liaison	34,059	new Student Life Outreach and Liaison Assistant hired to coordinate events and activities to engage, educate and inform students
Campus Life	4,403	Start up costs for Student Life Outreach and Liaison and expenses relating to Thrive Week (Feb 2020)
<b>CAMPUS EVENTS</b>	2,202	free grad photos
<b>TOTAL EXPENSES</b>	288,757	
<b>(Surplus)/deficit</b>	-	* balanced budget

June 16, 2020

My Nguyen  
654 Salish Street  
Comox, BC  
V9M 3L3

Dear My:

**Re: Governor General's Collegiate Bronze Academic Medal**

It is my distinct pleasure to inform you that the North Island College (NIC) Awards Committee has selected you as this year's recipient of the Governor General's Collegiate Bronze Academic Medal for your achievements in the Global Tourism & Hospitality Management Advanced Diploma, Sustainable Tourism program. This prestigious award honours the top NIC student who achieves the highest overall average upon graduation from a diploma-level post-secondary program.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J. Bowman', is written over a light blue horizontal line.

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Diane Naugler, Dean, Business and Applied Studies  
Jolean Finnerty, Manager, Office of Advancement

June 16, 2020

My Nguyen  
654 Salish Street  
Comox, BC  
V9M 3L3

Dear My:

**Re: President's Award for Academic Excellence – Diploma Programs**

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as one of this year's recipients of the President's Award for Academic Excellence – Diploma Programs for your achievements in the Global Tourism & Hospitality Management Advanced Diploma, Sustainable Tourism program. This award honours the student who has achieved the highest academic standing upon completion of a diploma.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Bowman", is written over a light blue horizontal line.

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Diane Naugler, Dean, Business and Applied Studies  
Jolean Finnerty, Manager, Office of Advancement

June 16, 2020

Chris Scarlatti  
338-1027 Ryan Road  
Courtenay, BC  
V9N 3R6

Dear Chris,

**Re: Lieutenant Governor's Medal Award for Inclusion, Democracy and Reconciliation**

It is my distinct pleasure to inform you that you have been selected you as this year's recipient of the Lieutenant Governor's Medal Award for your outstanding contributions in support of inclusion, democracy and reconciliation at North Island College.

This prestigious award recognizes you as an outstanding BC Student-Citizen for your promotion of diversity and inclusion on campus and in your community, for strengthening democracy through civic engagement or the advancement of human rights, and for answering the call to Reconciliation in undertaking important efforts to heal our communities.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J. Bowman', is written over a light blue horizontal line.

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Jolean Finnerty, Manager, Office of Advancement

June 16, 2020

Nitesh Chaudhary  
202-125 Centennial Drive  
Courtenay, BC  
V9N 6H5

Dear Nitesh:

**Re: President's Community Engagement Award**

It is my distinct pleasure to inform you that you have been selected as the recipient of the President's Community Engagement Award. This prestigious award recognizes an outstanding student who has furthered the relationship between the College and our larger communities and/or demonstrated exemplary contributions to the College community.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Bowman".

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Jolean Finnerty, Manager, Office of Advancement

June 16, 2020

Jeanette Sawatzky  
2450 S Island Hwy  
Campbell River, BC  
V9W 1C6

Dear Jeanette:

**Re: President's Community Engagement Award**

It is my distinct pleasure to inform you that you have been selected as the recipient of the President's Community Engagement Award. This prestigious award recognizes an outstanding student who has furthered the relationship between the College and our larger communities and/or demonstrated exemplary contributions to the College community.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

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John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Jolean Finnerty, Manager, Office of Advancement

June 16, 2020

Peter Leitch  
5541 Broadway Street  
Port Alberni, BC  
V9Y 7K7

Dear Peter,

**Re: President's Award for Academic Excellence – Certificate Programs**

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as one of this year's recipients of the President's Award for Academic Excellence – Certificate Programs for your achievements in the Human Services Certificate – Educational Assistant/Community Support, Indigenous Focus. This award honours the student who has achieved the highest academic standing upon completion of a certificate.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Bowman", is written over a light blue horizontal line.

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Kathleen Haggith, Dean, Health and Humans Services  
Jolean Finnerty, Manager, Office of Advancement

June 16, 2020

Christine Gullstrom  
Box 927  
Port McNeill, BC  
V0N 2R0

Dear Christine,

**Re: President's Award for Academic Excellence – Certificate Programs**

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as one of this year's recipients of the President's Award for Academic Excellence – Certificate Programs for your achievements in the Health Care Assistant Certificate program. This award honours the student who has achieved the highest academic standing upon completion of a certificate.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Bowman", written in a cursive style.

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Kathleen Haggith, Dean, Health and Human Services  
Jolean Finnerty, Manager, Office of Advancement

June 16, 2020

Livia Hosegrove  
2025 Quenville Road  
Courtenay, BC  
V9J 1Y4

Dear Livia:

**Re: President's Award for Academic Excellence – University Studies**

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as this year's recipient of the President's Award for Academic Excellence - University Studies for the highest academic standing in the Dual-UVic Bachelor of Science program.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Bowman", is written over a light blue circular stamp.

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Neil Cruickshank, Dean, Arts, Science and Technology  
Jolean Finnerty, Manager, Office of Advancement

June 16, 2020

Molly Bryan  
2724 Maryport Avenue  
Cumberland, BC  
V0R 1S0

Dear Molly:

**Re: President's Award for Academic Excellence – University Studies**

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as this year's recipient of the President's Award for Academic Excellence - University Studies for the highest academic standing in the Associate of Arts Degree program.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Bowman", with a long horizontal flourish extending to the right.

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Neil Cruickshank, Dean, Arts, Science and Technology  
Jolean Finnerty, Manager, Office of Advancement

June 16, 2020

Kyle Gus  
6766 Pacific Rim Hwy  
Port Alberni, BC  
V9Y 8Y3

Dear Kyle:

**Re: President's Award for Academic Excellence – Adult Basic Education**

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as this year's recipient of the President's Award for Academic Excellence for your academic achievements in the Adult Basic Education program.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Bowman", is written over a light blue horizontal line.

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Tony Bellavia, Associate Vice President, Access and Regions  
Felicity Blaiklock, Director, Student Affairs and PA Campus Administrator  
Jolean Finnerty, Manager, Office of Advancement

June 16, 2020

Oliver Simmonds  
1341 Mountain View Crescent  
Comox, BC  
V9M 3R3

Dear Oliver:

**Re: President's Award for Academic Excellence – Bachelor Degree Programs**

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as one of this year's recipients of the President's Award for Academic Excellence for your achievements in the Bachelor of Business Administration Degree, Accounting Major program. This award honours the student who has achieved the highest academic standing.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Bowman", is written over a light blue horizontal line.

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Diane Naugler, Dean, Business and Applied Studies  
Jolean Finnerty, Manager, Office of Advancement

June 16, 2020

Nicolle Simon  
3980B Smugglers Cove Road  
Victoria, BC  
V8N 4M2

Dear Nicolle:

**Re: President's Award for Academic Excellence – Bachelor Degree Programs**

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as one of this year's recipients of the President's Award for Academic Excellence for your achievements in the Bachelor of Science in Nursing program. This award honours the student who has achieved the highest academic standing.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Bowman", is written over a light blue circular stamp.

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Kathleen Haggith, Dean, Health and Human Services  
Jolean Finnerty, Manager, Office of Advancement