

NORTH ISLAND COLLEGE



# Institutional Accountability Plan & Report

2020 - 2021 REPORTING CYCLE

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**OKANAGAN CHARTER**  
AN INTERNATIONAL CHARTER  
FOR HEALTH PROMOTING  
UNIVERSITIES & COLLEGES

An outcome of the 2015 International Conference on Health Promoting Universities and Colleges / VIII International Congress  
Kelowna, British Columbia, Canada



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June 17, 2021

Honourable Anne Kang  
Minister of Advanced Education and Skills Training  
Parliament Buildings  
Victoria, British Columbia V8V 1X4

Dear Minister Kang,

On behalf of North Island College (NIC), we are pleased to present the *NIC Institutional Accountability Plan and Report for the 2020/21 Reporting Cycle* and express our accountability for the results within it.

In this transitional year for students and communities across B.C., NIC's top priority has been to provide students with certainty through safe, accessible and clear learning options. While NIC was not alone in rapidly moving to a combination of face-to-face, digital and blended (i.e., digital plus on-campus) course delivery in March 2020, the challenge enhanced our digital capacity. It also improved remote students' access to education and made courses more readily available to parents and working students. We look forward to maintaining some of this flexibility as we resume on-campus learning and services.

NIC is committed to lasting and meaningful reconciliation with Indigenous peoples through our commitment to the *Truth and Reconciliation Calls to Action* and the *UN Declaration of Rights to Indigenous Peoples*. While we have much work to do, our current initiatives are outlined in this report. A new indigenization plan, developed over the past year, is scheduled to be released in June 2021.

This report details how NIC has met the priorities outlined in the government's 2020/21 Mandate Letter. It outlines NIC's supports for vulnerable and underrepresented groups in programs and services and it showcases new plans, resources and teams to improve mental health awareness and supports on campus. It highlights how a new Sexualized Violence and Prevention and Response Policy, approved in spring 2020, continues to be integrated into campus services and programming. It also outlines NIC's academic plan, *Widening Our Doorways – COVID 19 & a 10-Point Plan to Reset, Reshape and Renew Learning at NIC*, our response to calls for pandemic-informed programming, services and delivery methods.

This institutional accountability plan and report also lists the accomplishments of *NIC Plan 2020*, NIC's 2016-2020 strategic plan. In the coming years, we look forward to reporting on NIC's new strategic plan, *BUILD 2026*, which was approved by the Board of Governors on May 27, 2021.

Finally, NIC's 2020/21 achievements are measured against the Ministry of Advanced Education and Skills Training's performance indicators in Appendix I, in accordance with the *Accountability Framework Standards and Guidelines Manual for the 2020/21 Reporting Cycle*.

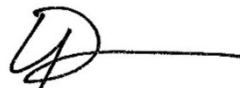
We sincerely thank you and the Ministry team for your continued support for NIC and the provincial post-secondary education system during this extraordinary time.

Sincerely,



Eric Mosley

Chair, NIC Board of Governors



Lisa Domae, PhD, RPP

President and CEO

*North Island College 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 the College's campuses are situated.*

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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 (main campus plus NIC@St. Joe's at the former St. Joseph's General Hospital), 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, accessible learning, 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/digital learning and interactive television as well as onsite programming in communities based on the specific needs of local First Nations and community partners.



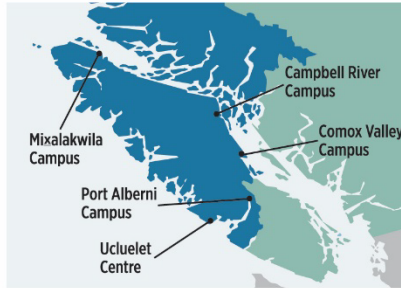


North Island College Region, First Nations Communities and NIC Campuses

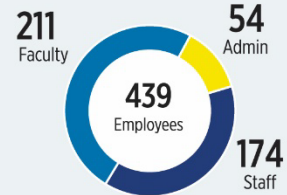
# NIC North Island College 2020/21 Fast Facts

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

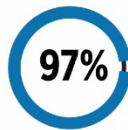
## NIC STUDENTS SAY\*



Satisfied with their education at NIC



Quality of instruction is high



Well prepared by NIC for further studies

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

## HEADCOUNT\*

6,314 Students total

1,012 Indigenous students

419 International students

250 Dual Credit high school students

91 Dual Admissions post-secondary students

2,069 Domestic FTEs

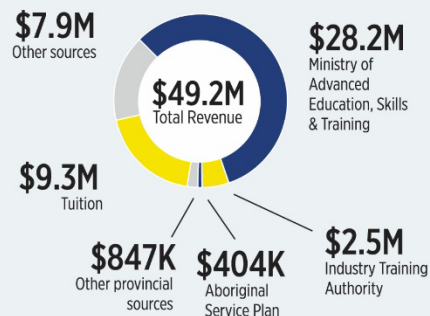
315 International FTEs

\*Headcount based on fiscal year NIC internal enrolment data

## PROGRAM MIX\*



## COLLEGE REVENUE



## DOMESTIC STUDENT ORIGINS



Students from within the NIC region

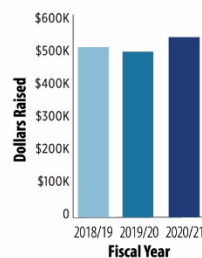


Students from mainland BC, Canada and other provinces

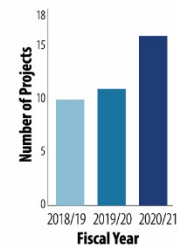


Students from southern Vancouver Island

## SCHOLARSHIPS AND BURSARIES



## APPLIED RESEARCH, TECHNOLOGY AND INNOVATION



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



## Campuses

Within its 80,000 km<sup>2</sup> service area, NIC operates four campuses in the Comox Valley, Campbell River, Port Alberni, the M̓ixalākwiła campus in Port Hardy and a regional 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. The campus is also home to the largest number of NIC employees as well as the College's administrative centre.

Amenities include a library and learning commons, Indigenous student 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 studies and student amenity building, and the Trades Training Centre (2011) which uses 60% to 70% less energy than typical buildings of its size. In 2019, NIC @ St. Joe's opened at the former St. Joseph's General Hospital in Comox with classrooms, simulation labs and study space for students in health and human services programs including evening and weekend offerings.

A campus highlight for 2020/21 was the announcement of funding from B.C.'s Ministry of Children and Family Development for 75 new licensed childcare spaces at the Beaufort Children's Centre located on the Comox Valley campus. The College also submitted an updated business case for proposed on-campus student housing to support the need for safe, affordable and accessible housing in the region. Plans incorporate universal design principles including a dedicated family housing building (improving access to education for students with children) and second single student building with non-gender specific room assignments, gender-neutral washrooms and a common area.

### Campbell River Campus

The Campbell River campus is NIC's second largest campus and home to several programs, including trades and technology, health and human services, business, university studies, upgrading and continuing education and training. A five-year campus plan envisions the campus as a regional learning hub for Vancouver Island's northern region with programming extending outward through digital delivery and regional in-community offerings.

Originally opened in 1997 as an integrated facility with Timberline Secondary School, the campus was the site of a significant provincial and federal investment in 2018 to meet the education and training needs of the Campbell River community. The completed \$17.6M expansion and renovation separates Timberline Secondary School and NIC into two distinct entities, creating almost 10,000 m<sup>2</sup> of new and renovated space for Heavy Duty Mechanic, Aircraft Structures and Professional Cook programs as well as a new library and learning commons, Indigenous lounge, bistro and lab facilities for health programs. In addition to new and renovated campus amenities, the campus also includes a bookstore and daycare.

Construction on the Campbell River Indigenous Gathering Place began in 2020 fall. This new space will enhance support services for Indigenous students and the entire college community, promoting and preserving Indigenous culture and history in the spirit of reconciliation.



### Port Alberni Campus

Constructed in 1994, the Port Alberni campus is NIC's third largest campus, serving the Port Alberni area and Vancouver Island's west coast region from the Roger Street campus and the offsite, trades-focused Tebo Vocational Centre. Campus amenities include a library, bookstore, bistro and cafeteria, Indigenous gathering place and lounge, as well as a \$1.35M teaching kitchen, completed in 2012, at the Roger Street campus. Future plans for the Port Alberni campus include a campus consolidation, combining the Roger Street and Tebo sites to provide centralized student services and supports for all students.

### Mixalakwa Campus in Port Hardy

Mixalakwa campus is a busy learning hub in Mount Waddington region at the northernmost tip of Vancouver Island. The campus provides students in Port Hardy and surrounding communities the opportunity to access NIC services and a variety of adult upgrading, Indigenous language, early childhood care and education, health and human services, university transfer and continuing education courses and programs. The campus also supports in-community programming throughout the region when funding allows.

### Ucluelet Centre

The Ucluelet Centre provides vital service to the west coast region of Vancouver Island by allowing students to pursue education without leaving home and to be part of a supportive community of NIC instructors, support staff and fellow students. The centre provides classroom and technology-based access to health care, business, university transfer and adult basic education courses and programs.

## Programs and Pathways

A comprehensive college focused on student success and community-relevant programming, NIC offers 120 credit programs and pathways and just under 900 individual courses.<sup>1</sup>

The majority of NIC's offerings are one- and two-year certificate and diploma programs that provide learners with pathways to further education and employment in areas such as foundation trades and apprenticeships, resource trades, technology, engineering, culinary arts, health and human services, early childhood care and education, business, office administration, tourism, adventure guiding, digital design and development and fine arts. University studies, including university dual admission and pathway programs, are key to providing the NIC region's learners with access to degree programs. NIC also offers four-year applied degrees in business administration as well as a Bachelor of Science in Nursing in partnership with Vancouver Island University. With funding from the Ministry of Advanced Education and Skills Training, NIC has begun offering micro-credentials in 2020/21 - specific, short-term learning opportunities designed to facilitate learners' employment goals and/or to ladder into further education, including reskilling and upskilling.

Indigenous education is a key focus area for NIC with 13% the NIC service area's population comprised of Indigenous peoples (compared with 6% for the province) and 21% of NIC's domestic student population (19% of domestic FTEs) of self-declared Aboriginal ancestry. Indigenous education at NIC is informed and guided by three central documents: 1) the TRC Calls to Action; 2) the UN Declaration on the Rights of

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<sup>1</sup> View NIC's program highlights online at [www.nic.bc.ca/programs-courses](http://www.nic.bc.ca/programs-courses).

Indigenous Peoples; and, 3) the CICan Indigenous Education Protocol for Colleges and Institutes. Since 2015, the College has grown its Indigenous-centred supports and services, expanding priority admission to students with Indigenous 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

Adult upgrading and access pathway courses and programs form a large and integral part of NIC's educational portfolio. Adult basic education (ABE) courses and programs are tuition free and students are supported every step of the way - from initial assessment to self-paced, flexible learning plans and one-on-one assistance in class. Low preparedness for post-secondary education in the NIC region reinforces the need for adult basic education with one fifth (20%) of the region's secondary school students not graduating high school compared with 11% for the province overall.<sup>2</sup> Moreover, 13% of 25-64-year-olds living in the region don't have at least a high school diploma compared with 10% provincially.<sup>3</sup> Just under one in five of NIC's diploma, associate degree and certificate students surveyed in 2020 (18%) took ABE during, or prior to, their studies - a comparatively high proportion relative to other B.C. public colleges, institutes and teaching intensive universities as a group at 11%.<sup>4</sup> Students with documented physical, cognitive or mental health disabilities are supported with employment transition and access program pathways as well as a range of support services and learning accommodations.

International education at NIC has grown steadily over the past decade with an almost ten-fold increase in international student enrolment from 50 FTEs in 2009/10 to 481 FTEs in 2019/20; however, international student enrolment declined substantially to 315 FTEs in 2020/21 due to the impacts of the COVID-19 pandemic dropping to 13% of total FTEs compared with 19% the previous year.

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. 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. One of CET's specialty areas is coordinating the ElderCollege<sup>5</sup> course and lecture series for individuals 50 and over (55+ in the Comox Valley).

## Partnerships

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.

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<sup>2</sup> DataBC (2021). Retrieved from <https://catalogue.data.gov.bc.ca/dataset/1c6256d0-c120-4de1-817b-fb291732f8a4> on May 27, 2021.

<sup>3</sup> Statistics Canada. <https://www12.statcan.gc.ca/census-recensement/2016/ref/98-501/98-501-x2016012-eng.cfm> on February 9, 2019.

<sup>4</sup> B.C. Student Outcomes. 2020 DACSO pivot tables.

<sup>5</sup> View NIC's ElderCollege website at <https://www.nic.bc.ca/continuing-education/eldercollege/>.

NIC currently has over 80 active partnership agreements, enabling students to transfer seamlessly from NIC to the University of Victoria, Vancouver Island University, the University of British Columbia and universities around the world.<sup>6</sup> NIC's work with partner institutions through B.C., Canada and beyond, as well as with the British Columbia Council on Admissions & Transfer (BCCAT) is focussed on supporting student access to higher education.

## **Applied Research**

NIC's applied research initiatives have grown in recent years through the work of the Centre for Applied Research, Technology and Innovation (CARTI),<sup>7</sup> created in 2012 to match students and staff with opportunities to work on challenges proposed by local business. CARTI has secured more than \$3.7M in project funding since its inception, supporting 43 projects with 71 paid student researchers and engaging with 62 partner businesses and organizations.

Applied research at NIC provides exceptional opportunities for students and staff to apply their skills to address challenges identified by local business, industry, not-for-profit and community groups. Innovative and collaborative community projects provide students with hands-on experience in applying knowledge gained in the classroom to real-world challenges. Faculty researchers benefit from opportunities to engage with stakeholders and remain current with new developments in their area of expertise.

These practical and innovative projects also support economic growth and social improvement. NIC's research partners utilize the expertise of students and staff to innovate in the creation of new products, processes and ideas. Community partners are provided with an opportunity to see the breadth of skills and expertise of NIC students and build relationships with those who may be candidates for future employment.

## **COVID-19: Reset, Reshape and Renew**

NIC, like all other B.C. public post-secondary institutions, experienced unprecedented challenges in 2020/21 due to the disruptive impacts of the COVID-19 pandemic. Campus safety plans needed to be quickly developed and social distancing restrictions were implemented with no access to additional classroom, lab, workshop or office spaces. Many employees transitioned to work from home requiring expanded technical supports and equipment. All of this unfolded within a quickly shifting, complex landscape of external global, national, provincial, regional and local community factors. With the onset of the pandemic in March 2020, a rapid transition from face-to-face to digital or blended (i.e., digital plus on-campus) course delivery across all program areas was initiated. NIC's top priority was provide certainty for students in uncertain times by ensuring safe, accessible and clear options for learning in spring, intersession and, especially, fall term when the majority of students typically enroll for the upcoming academic year. By May 7<sup>th</sup>, NIC announced confirmation of delivery methods for all programs for the upcoming year and by May 18<sup>th</sup> a full course timetable for 2020 fall term was published. Looking back, the magnitude of the shift to digital learning was substantial with 2,043FTEs (of 2,384 FTEs), inclusive of domestic and international student FTEs, delivered digitally or blended in 2020/21 versus 142 FTEs the previous year – a fourteenfold increase. Resilience,

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<sup>6</sup> View NIC's partnership agreements online at <http://www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements>.

<sup>7</sup> View CARTI's website online at <http://www.nic.bc.ca/research>.

agility and dedication from all NIC's organizational units were required to orchestrate transitions for program areas and to ensure everything continued to work successfully over the course of the year.

Given the potentially devastating impact of a global pandemic on student enrolment - from both the supply and demand sides - there is consensus at NIC that enrolment fared well in 2020/21 with just a two percent decline in domestic student enrolment and an eight percent decline in overall student enrolment (i.e., domestic plus international) over the previous year. Unavoidably, international student enrolment declined substantially by 34% with new student admission impacted by international travel restrictions and shifting global conditions. Domestic student enrolment in most programs remained strong in 2020/21 with some programs actually enrolling more students than the previous year, confirming new digital learning access opportunities for individuals living in remote communities within the NIC region, the B.C. mainland, out-of-province and outside of Canada.

To address the expected long-term enrolment, financial and operational effects of COVID-19, NIC launched a new academic plan, *Widening Our Doorways - COVID 19 & a 10-Point Plan to Reset, Reshape and Renew Learning at NIC*,<sup>8</sup> in fall 2020. Synthesizing leading higher education research and scholarship, and situating it in the NIC context, *Widening Our Doorways* outlines 10 major macro conditions emerging from the pandemic. It describes their impact on NIC, discusses emerging opportunities and delineates a 10-point framework to not only respond and recover but to be at the forefront of rural community college education. *Widening our Doorways* aligns with government mandates and directives as well as NIC's 2021-2026 strategic plan, *BUILD 2026*,<sup>9</sup> planned for launch in summer 2021 (see the "BUILD 2026: A New Strategic Direction" section of this document for more information). The College has also developed reset, reshape and renew plans for Indigenous education, international education and adult basic education that align and integrate with *Widening our Doorways* and *BUILD*.

The sections that follow provide a synopsis of the main pandemic-related environmental factors that impacted NIC's educational faculties and departments in 2020/21 as well as responses, achievement highlights and plans. NIC will continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the Ministry's *COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector* and the *COVID-19 Return-to-Campus Guidelines*.

## Trades and Technical

Faculty of Trades and Technical enrolment remained strong in 2020/21 with all scheduled cohorts delivered as planned. Conventional delivery and instructional models were challenged by reduced training space/workshop capacity due to COVID-19 physical distancing requirements. Nonetheless, more than 850 learners (703 FTEs) were supported across foundation trades, apprenticeship, technical and vocational programs with quick and successful implementation of digital and blended learning strategies incorporating on-campus applied learning components, as needed, to meet program requirements. A record number of new one-time funded programs were developed and launched with Ministry of Advanced Education and Skills Training direct awards and community-based contract collaborations exceeding \$1.9M. Labour market and regionally responsive programs included expanded forestry programming serving Indigenous learners, women in trades, and new innovative programming spanning Fundamentals of Geographic Information

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<sup>8</sup> View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

<sup>9</sup> View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.



System (GIS) Mapping and Drone Operations Micro-credential, Motion Picture Craft Services Micro-credential, Motion Picture Production Assistant Micro-credential, Parts and Warehousing Person Foundation Certificate, Automotive Collision and Refinishing Technician Foundation Harmonized, Fabricator-Welder Micro-credential Combination, Heavy Mechanical Plus Micro-credential and Motor Sport and Power Equipment Technician Foundation Certificate.

### **Business and Applied Studies**

NIC's Faculty of Business and Applied Studies transitioned business, tourism, digital design and fine arts programs to digital or blended delivery in 2020/21. Enrolment in business and tourism programs was significantly impacted by the worldwide decline in international student mobility; however, the faculty's overall domestic student enrolment was higher than last year (261 FTEs vs 228 FTEs) with substantial increases in digital design and office administration streams. DIGITAL Design + Development rebranded interactive media programs with industry-informed curriculum revisions and the department transitioned fully to digital delivery to enroll the highest ever FTEs - 60 FTEs - inclusive of domestic and international students with a higher proportion of out-of-region domestic learners compared with previous years. Office Administration (OAD) converted final exams from in-person to digital, leading to wider program access. Additionally, OAD was awarded AEST one-time funding for the Medical Terminology Skills Micro-credential program resulting in an additional 32 students (8 FTEs) in 2021 winter. Domestic student enrolment was also higher in first- and second-year business courses (80 FTEs vs 69 FTEs last year) and the Tourism Adventure Guiding Certificate program (18 FTEs vs 12 FTEs last year). An expansion of industry partnerships for field skills courses combined with a successful transition to blended delivery in 2020/21 attracted more students to the adventure guiding program.

### **Arts, Science and Technology**

Enrolment in NIC's Faculty of Arts, Science and Technology was also impacted by the international student decline in 2020/21 although domestic student enrolment remained on par with the previous year at 360 FTEs. The faculty offered university studies courses via digital and blended delivery, including chemistry and biology 'wet' labs at the 100- and 200-levels. Faculty teaching Biology 160 and 161, two key courses for students in BSc nursing programs, successfully developed virtual labs and delivered courses entirely online, attracting students from across the province. With increased digital delivery enrolment in dual-credit courses, students across the NIC region - from Ucluelet to Port Hardy - were able to access 100-level university courses in English, criminology, psychology, biology, mathematics and sociology. Language instruction in Spanish and French continued interactively online in 2020/21 with positive student feedback. NIC's Electronics Technician Core Certificate program increased enrolment to 19 FTEs from 8 FTEs the previous year through blended instruction and novel delivery.

### **Developmental Programming**

NIC's Department of Adult Basic Education successfully transitioned to digital course delivery, attracting in-region students as well as students from outside NIC's service area. This model will continue to be utilized in 2021/22 and emphasis will be placed on recruiting and supporting students in isolated communities, including Indigenous students, throughout the NIC region. The ABE department also developed three new courses designed to help students efficiently ladder to their desired post-secondary program.

Despite these initiatives, adult basic education (ABE) enrolment continued to decline in 2020/21. Over the past few years, more adults in the NIC region have been choosing to enroll in short-term training programs leading to employment opportunities rather than taking a traditional ABE route to upgrade their skills. It is also likely the COVID-19 pandemic further contributed to the decline in 2020/21. Numerous studies have

shown that sociodemographic inequalities were exacerbated during the pandemic with under-represented and marginalized groups, including individuals with lower levels of education and lower economic resources, more severely impacted in areas such as employment and mental health. With the additional stressors and unprecedented uncertainty brought on by the pandemic, competing life priorities may have resulted in reduced opportunity for many individuals to pursue further education.

To address declining enrolment and the ongoing impacts of the pandemic, the ABE department has developed the *ABE Program Reset and Reshape Plan* to reinvent and renew the delivery of adult upgrading education in alignment with NIC's new Widening our Doorways academic plan.<sup>10</sup>

NIC's Department of Accessible Learning (DAL) provides study options and services to support individuals with cognitive or developmental disabilities to develop literacy, independence, employment, daily living and workplace readiness skills. DAL was successful in moving base funded courses and programming to blended delivery in 2020/21 in addition to offering three AEST funded one-time employment transition programs with job shadow placement and work experience components.

### **Health and Human Services**

Enrolment in NIC's Faculty of Health and Human Services remained strong in 2020/21 with 424 domestic FTEs in AEST base and one-time funded health and human services programs plus 16 international student FTEs in 2020/21 for a total of 440 FTES – up from a total of 425 FTEs last year. Transition to digital and blended delivery was challenging with all programs having components - such as labs, practice and clinical placements - highly dependent on face-to-face and applied learning models. Nonetheless, the faculty was able to offer programming in a flexible, learner-centered way supporting students to successfully continue and complete programs in nursing, health care assistant, community mental health worker, human services, and early childhood care and education.

### **Continuing Education and Training**

NIC's Department of Continuing Education & Training (CET) quickly adapted to the challenges of the COVID-19 pandemic in 2020/21 by transitioning its credential programming - Activity Assistant, Animal Care Aide, Hospital Unit Clerk, and Metal Jewelry and Design - to digital and blended delivery with no disruption to students. While the pandemic forced some institutions to cancel continuing education offerings, CET at NIC expanded and offered digital programming to students throughout the province and beyond. Highlights included being the first institution to deliver marine safety courses digitally to students across Canada, developing and delivering the new Craft Brewing And Malting program in digital format, and developing and delivering the new Digital Elevation Expertise program to provide training in digital marketing to local businesses. Market gardener, sustainable farming, food processing and production, and hospital unit clerk programs were successfully delivered via blended format. ElderCollege, a flagship program for NIC given the region's proportionately older population demographic, maintained a healthy 800 members in the Comox Valley by moving delivery of courses to Zoom.

### **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 transition to digital learning and online services. Many communities and families in the NIC region are

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<sup>10</sup> View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

also experiencing increased financial hardship as a result of the pandemic. NIC has responded by helping Indigenous students access emergency government funding, delivering Indigenous Elder and advisor supports by distance, delivering Indigenous language courses digitally and staying connected with community partners to explore the potential for enhanced access to NIC programs and courses in a digital learning environment.

A highlight for Indigenous education in 2020/21 was the significant expansion of Indigenous language offerings in partnership with local First Nations resulting in the highest ever FTEs enrolled (just under 80 FTEs) and more than doubling over the previous year (30 FTEs). Fifteen ABE-level course sections in Nuu-chah-nulth and Kwak'wala were delivered as well as five, first-year level course sections in Kwak'wala as part of the Indigenous Language Fluency Certificate. First Nation partnerships included the Ehattesaht First Nation, Kwakiutl First Nation, Quatsino First Nation and Gwa'sala-'Nakwaxda'xw Nations. All courses were offered digitally, providing opportunities for students in remote communities to access Indigenous language learning from their home villages. Digital delivery provided an enhanced opportunity for multi-generational learning - children, siblings, parents, grandparents and Elders were all able to hear Indigenous language in their homes. Some students reported that weekly digital classes provided a welcome, ongoing opportunity to reconnect with friends, family and community members. Digital delivery also provided increased access for individuals living outside of the NIC region with learners from Victoria, the B.C. mainland, Alberta and Washington, D.C. enrolled in Indigenous language courses.

NIC's developed its first ever indigenization plan, *Working Together – North Island College Indigenization Plan 2021-2026*,<sup>11</sup> in 2020/21 under the direction of the College's Indigenous Education Council (IEC) using the CICan Indigenous Education Protocol for Colleges and Institutes as a guiding document. The plan will serve as a companion document to NIC's 2021-2026 strategic plan, *BUILD 2026*,<sup>12</sup> and NIC's new academic plan, *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC*.<sup>13</sup> An accompanying operational framework will include related actions, outcomes and evaluation.

### International Education

International student enrolment at NIC, like many other colleges and universities across Canada, was substantially impacted by the COVID-19 pandemic in 2020/21, declining by 34% (166 FTEs) compared with the previous year as international travel restrictions and shifting global conditions eliminated admissions and enrolment opportunities for most new students coming from outside the country. NIC's Office of Global Engagement (OGE) developed strategies in compliance with provincial public health and federal immigration requirements to support any new incoming students and address settlement, technical and equipment challenges once they cleared quarantine. OGE also worked to help continuing international students who were already in Canada adjust to the new learning environment and manage mental health challenges associated with limited social interaction. In response to the changing international education landscape over the past 14 months, and looking forward, OGE has refocused plans and actions. New targets have been developed in an *International Education Reset, Reshape and Renew Plan* in alignment with NIC's new *Widening our Doorways* academic plan.<sup>14</sup> Flexible operational plans in response to federal and provincial regulations and expectations are being developed and implemented, including substantial work

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<sup>11</sup> View *Working Together – North Island College Indigenization Plan 2021-2026* online at <https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf/>.

<sup>12</sup> View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

<sup>13</sup> View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

<sup>14</sup> View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

to mitigate short-, medium- and long-term enrolment impacts and set the stage for NIC to increase international student enrolment over the next few years.

## STRATEGIC DIRECTION

### BUILD 2026: A New Strategic Direction

Dr. Lisa Domae was appointed NIC's sixth President and Chief Executive Officer on April 12, 2021 and, since then, has worked to finalize NIC's 2021-2026 strategic plan, *BUILD 2026*,<sup>15</sup> which received Board of Governors approval on May 27<sup>th</sup>. BUILD is founded on the values and core ideas heard in the NIC region in 2019 and 2020; integrates the learnings of the fall 2020 academic plan, *Widening Our Doorways -COVID 19 & a 10-Point Plan to Reset, Reshape and Renew Learning at NIC*;<sup>16</sup> and, is informed by ongoing discussions with students, employees, and communities - including through the [engage.nic.bc.ca](https://engage.nic.bc.ca) portal. The consultation has informed every aspect of the plan – including renewed vision and mission statements for NIC.

Working with NIC's Indigenous Education Council and NIC's Director of Indigenous Education, the NIC college community is grateful to co-launch BUILD with the first indigenization plan in NIC history, *Working Together – North Island College Indigenization Plan 2021-2026*,<sup>17</sup> on June 21<sup>st</sup>, National Indigenous Day. The two plans will work in tandem during the next five years as the College works toward lasting and meaningful reconciliation.

BUILD, Widening our Doorways and Working Together, along with companion plans for international education and adult basic education, represent NIC's commitment to keep listening and responding with educational programs, services and delivery methods that meet students and communities where they are now and support them in getting where they want to be in the future. Aligned with government priorities to support British Columbians through the pandemic and economic recovery, especially those impacted by COVID-19 and vulnerable and underrepresented groups, they provide a framework for working with the Ministry, communities, employers and industry to implement post-secondary education and skills training leading to rewarding career opportunities in high priority occupations.

### NIC Plan 2020: Final Year in 2020/21

NIC completed the final year of its 2016-2020 strategic plan, *NIC Plan 2020*,<sup>18</sup> in 2020/21 and, therefore, this strategic plan is relevant for government's 2020/21 accountability framework reporting cycle. A report on achievements and outcomes for *NIC Plan 2020* in 2020/21 can be found in the "NIC Plan 2020" section of this document. NIC's mission, vision and value statements for NIC Plan 2020 are provided in the following section, "Mission, Vision and Values".

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<sup>15</sup> View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

<sup>16</sup> View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

<sup>17</sup> View *Working Together – North Island College Indigenization Plan 2021-2026* online at <https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf/>.

<sup>18</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/plan-2020/>.



## Mission, Vision and Values

The foundation of North Island College's success is our commitment to students and communities. NIC's vision, mission and values for the 2020/21 reporting cycle are provided below; however, these have been renewed early in 2021/22 with approval of the College's 2021-2026 strategic plan, *BUILD 2026*.<sup>19</sup> Expect to see new vision, mission and values commitments in next year's institutional accountability plan and report for the 2021/22 cycle with the launch of *BUILD 2026*.

### Mission

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

### Vision

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

### Values

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

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

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<sup>19</sup> View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

# MANDATE LETTER PRIORITIES

This section provides specific examples of how NIC has addressed priorities in the *2020/21 Mandate Letter*. In addition, NIC's strategic plan contains priorities and goals aligned with mandate letter priorities. Highlights for NIC's strategic plan achievements in 2020/21 can be found in "NIC Plan 2020" section of this document.

## 2020/21 MANDATE LETTER PRIORITIES

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 remained committed to continued progress on the implementation of the TRC Calls to Action and UN Declaration of Rights of Indigenous Peoples in 2020/21. A 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." More information about NIC's achievements in Indigenous education and indigenization in 2020/21 as well as plans for the future can be found in "Strategic Priority #4: Aboriginal Education and Indigenization."

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.

### 2a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity

NIC implemented several initiatives in 2020/21 to increase participation of vulnerable and underrepresented groups and promote gender parity as highlighted in the following bullets.

- Fifteen students accessed the tuition waiver for former youth in care in 2020/21. NIC continued to promote the tuition waiver through increased presence on the NIC website and the promotion of related financial supports.
- Doubled the amount of emergency funds awarded to students in 2020/21 to offset increased technology costs and other financial needs resulting from the COVID-19 pandemic - a total of \$198K was allocated to just over 400 students compared to \$99K for 225 students the previous year. Funds were obtained from three sources: StudentAidBC's Student Aid Emergency Fund, StudentAidBC's Indigenous Emergency Assistance Fund and the NIC Board of Governors' Student Emergency Fund.

- Secured \$3M in funding from the Ministry of Children and Family Development for 75 new licensed childcare spaces at the Beaufort Children’s Centre at NIC’s Comox Valley campus. The funding will provide spaces for children under three and three- to five-year-olds, as well as before and after school spaces.
- Submitted an updated business case for proposed student housing in the Comox Valley that addresses the need for safe, affordable and accessible housing in the NIC region. Plans for the housing commons apply universal design principles across the site, including a dedicated family housing building (improving access to education for students with children) and second single student building with non-gender specific room assignments, gender-neutral washrooms and a common area.
- Applied for a human rights exemption to hire an Indigenous counsellor. This new position will utilize Indigenous healing approaches and further establish Indigenous community relationships to support students.
- Restructured NIC’s Department of Indigenous Education to provide more culturally relevant services and supports for Indigenous students by better aligning student advising with services provided by Elders in Residence. NIC has Elders in Residence at every campus to support Indigenous students enrolled in courses and programs and act as liaisons with First Nations communities.
- Empowered Indigenous students through the Aboriginal Scholars Program by engaging them in the creation of self-constructed achievement plans, ensuring they have supports to enable them to complete their program, while also increasing the sense of community and Indigenous awareness on campus. Twenty-seven students participated in the program in 2020/21 with \$12K in scholarships awarded to participants upon completion of self-developed achievement plans.
- Offered two diversity and inclusion workshops for support staff via Kwela Leadership and Talent Management. The training explored several topics including defining and celebrating diversity, understanding and tackling unconscious bias, challenging systems of privilege and oppression, and what it means to be an ally.
- Held Brave Space conversations to provide a forum for students and employees to engage with complex social issues such as white privilege, racism, gender-based violence and climate change.
- Continued delivery of longstanding accessible learning study options and services to support individuals with cognitive or developmental disabilities to develop literacy, independence, employment, daily living and workplace readiness skills. NIC’s Department of Accessible Learning also delivered three AEST one-time funded intakes of employment transition programming with job shadow placement and work experience components in 2020/21.

## **2b. Ensuring student safety and inclusion**

NIC offers a wide range of ongoing supports and services to ensure student safety and promote student mental health and overall well-being as well as diversity and inclusion. NIC’s counselling services are available to all students including crisis counselling, reducing anxiety and stress, sexual violence support and referral to external services. The College also provides a high level of campus security with established emergency protocols and designated, certified first aid attendants onsite daily at all campuses. As stated in NIC’s *Community Code of Academic, Personal and Professional Conduct Policy*

#3-06,<sup>20</sup> all members of the NIC community have the responsibility of creating a welcoming, safe and inclusive environment.

A college-wide *COVID-19 Safety Plan*<sup>21</sup> was put in place in June 2020 to ensure the safety of students and employees from exposure to the COVID-19 virus, to reduce the risk of infection in the event of an exposure and to comply with the Provincial Health Officer's directives and adhere to WorkSafeBC's *Occupational Health and Safety Regulation*<sup>22</sup> as well as guidance specific to COVID-19. Unit-specific safety plans were then developed to review risk assessments, including working from home or working on campus protocols. In January 2021, NIC's *COVID-19 Exposure Control Plan*<sup>23</sup> was developed to align with new AEST guidelines for the delivery of new programs and changes to existing programs, services or operations. In preparation for return to campus in fall 2021 under the guidance of AEST's *COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector* and the *COVID-19 Return-to-Campus Guidelines*, NIC is communicating safety protocols and procedures to the entire NIC community at <https://www.nic.bc.ca/covid19/>, which is accessible from the NIC website homepage.

Highlights in 2020/21 for mental health awareness and supports and sexualized violence prevention and response are provided in the remainder of this section. Highlights for diversity and inclusion can be found in the "Mandate Letter Priorities" section of this document under item "2a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity."

#### Mental Health Awareness and Supports

- Working to finalize NIC's *Mental Health and Well-Being Action Plan* planned for launch in fall 2021. The plan embeds health and well-being into all areas of the institution and integrates with the proposed student housing initiative at the Comox Valley campus.
- Secured a \$50K campus suicide prevention grant from the Canadian Mental Health Association in partnership with B.C.'s Ministry of Mental Health and Addictions. NIC also obtained a Bell Let's Talk kickstart grant for \$25K. These grants will be used to fund health-promoting initiatives, including:
  - a 60% well-being strategist position who will be responsible for promoting a culture of health and well-being on campus by developing, implementing and evaluating a variety of programs, services and events to encourage healthy decision-making and healthy behavior;
  - suicide prevention training to student employees and volunteers; and,
  - two internal Compassion, Accessibility, Resilience, Engagement (CARE) grants to engage faculty and staff in initiatives to promote mental health and well-being across all NIC campuses.
- Implemented a pilot to embed a dedicated advisor into specific courses to provide students with information and referral to supports as needed. A survey has been implemented to assess the effectiveness of the pilot.
- Offered suicide prevention training for front line student services staff. The training provided staff with the skills to recognize the signs of suicidal ideation and to make referrals to appropriate supports.
- Collaborated with the College of New Caledonia on a NSERC sponsored, longitudinal study that

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<sup>20</sup> View NIC's *Community Code of Academic, Personal and Professional Conduct Policy #3-06* online at <https://www.nic.bc.ca/pdf/policy-3-06-community-code-of-academic-pers-and-prof-conduct.pdf>.

<sup>21</sup> View NIC's *COVID-19 Safety Plan, June 2020* online at <https://www.nic.bc.ca/pdf/nic-covid19-safety-plan.pdf>.

<sup>22</sup> View WorkSafeBC's *Occupational Health and Safety Regulation* online at <https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-regulation>.

<sup>23</sup> View NIC's *COVID-19 Exposure Control Plan* online at <https://www.nic.bc.ca/pdf/covid-19-exposure-control-plan.pdf>.



follows international students enrolled in two-year college programs to prospectively evaluate the impact of adjusting to a new educational system and new social environment on their mental health and well-being. Specific research objectives include:

- determining if international students with different backgrounds, culture and religion, are likely to perceive high levels of stress while completing post-secondary education; and,
- an assessment of international student services and supports, including accessibility to resources and determining if they are culturally acceptable and understood as meaningful help-seeking resources.
- Created virtual events and initiatives to support our most vulnerable and underrepresented students including those impacted by COVID-19. Greater accessibility provided by digital platforms such as BlueJeans and Zoom increased participation from students across the NIC region. Counsellor-led sessions were offered to help manage anxiety and depression as well as to build and celebrate resilience.
- Counselling Services continued to provide extra help to students with the ongoing COVID-19 pandemic. Counselling services are being offered college-wide, including at NIC@St. Joe's at the former St. Joseph's General Hospital in Comox and Skype/telephone appointments at M̓ixalākwiła campus in Port Hardy. NIC has also been providing counselling support on Saturdays at the Comox Valley campus.
- Continued to implement Early Assist, an online system enabling faculty and staff to proactively refer a student who may be struggling personally or academically and could potentially benefit from support services at NIC or in the community.
- Held two week-long events in fall and winter terms to engage and inform students about issues and supports related to mental health and healthy relationships.
- Employed several students as Campus Life Assistants who supported their peers by offering a variety of live and recorded virtual sessions including student rights and responsibilities as well as tips for being a successful student.

#### Sexualized Violence Prevention and Response Policy (SVPR)

- NIC implemented *Policy #3-34 Sexualized Violence Prevention and Response*<sup>24</sup> in 2017 under B.C.'s *Sexual Violence and Misconduct Policy Act*. A three-year review was completed in 2020/21 including a full legal review; analysis of Canadian best practices; Provincial guidance; and input from students, staff and faculty. This resulted in several changes to the original policy, including:
  - increased focus on survivor-centred and trauma-informed language and procedures;
  - new definitions and clarification of existing definitions;
  - inclusion of alternate resolution procedures such as restorative justice;
  - clarification of disclosures (non-actionable) and reports (actionable);
  - increased clarity regarding interim measures, privacy and confidentiality, public/media statements and appeals; and,
  - inclusion of plain language appendices to help survivors, those impacted by sexualized violence, those receiving disclosures, and respondents.
- Created the Sexualized Violence Prevention and Response Team (SVET) in the spring of 2020 to implement initiatives that ensure NIC is a safe and secure environment, free from all forms of sexualized violence, and that survivors and those impacted by sexualized violence are supported

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<sup>24</sup> View NIC's *Sexualized Violence Prevention and Response Policy* online at <https://www.nic.bc.ca/pdf/policy-3-34-sexualized-violence-prevention-and-response.pdf>.

when addressing any disclosures or reports under NIC's Sexualized Violence Prevention and Response Policy.

- SVET accomplishments in 2020/21:
  - compiled relevant resources and supports for the NIC community;
  - created pre-recorded videos as part of NIC's student orientation program that cover topics including consent, SVPR policy and healthy relationships;
  - developed a new sexualized violence webpage;
  - delivered training in sexualized violence misconduct investigations for SVET members; and,
  - sponsored Healthy Relationships Week in winter 2021 with various sessions and resources related to consent and healthy relationships.
- SVET goals for 2021/22:
  - develop online modules in Blackboard as part of NIC's orientation program to educate students on SVPR policy, consent and bystander intervention;
  - develop content for new employee orientation; and,
  - deliver bystander intervention and consent training.

### **2c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives**

NIC remained committed to the success of the EducationPlannerBC (EPBC) common application system in 2020/21. In previous years, the College had representation on the EPBC Steering Committee, the EPBC Operations Working Group and the EPBC Technology Working Group. To date, NIC has implemented the EPBC application and transcript exchange services with plans to implement new functionality to streamline the application process for students and increase the efficiency of data collection for the College. The XML high school transcript project has also been implemented and is now fully functioning. This enhancement provides electronic access for students to their high school transcript at any point in the application process. This will support high school student transitions and a more efficient and streamlined application process. EPBC highlights for 2020/21, as well as relevant updates to NIC's internal digital record systems, are provided in the following bullets.

- The EPBC XML application development project is currently in the testing phase. Updates will include an option for institutions to set up questions to collect self-declared grades and gender identity.
- Launched Acalog, an on-line calendar solution.
- Launched Curriculog to support the development of curriculum and integration into NIC's academic calendar (via Acalog) and Colleague systems. Acalog and Curriculog together create a fully on-line curriculum management and calendar production system resulting in a college-wide, accurate, transparent and efficient process that reduces approval and administrative time.

See NIC's goal to "Increase integration and support for use of appropriate educational technology in the teaching and learning process (ITV, online)" in "Strategic Priority #3: Access to Learning and Services Across the Region" for highlights on digital learning activities and initiatives in 2020/21. More information about NIC's transition to digital delivery in response to the COVID-19 pandemic can be found in the "COVID-19: Reset, Reshape and Renew" section of this document.

### **2d. Providing programming that meets local, regional or provincial labour market and economic needs**

Highlights for NIC's programming in 2020/21 that meets, local, regional or provincial labour market and economic needs in trades, technology, continuing education and training, adult basic education and

accessible learning are provided in this section. More information for health, early childhood care and education, human services, trades, technology, tourism, business, digital design and computer science programs and courses can be found in the “Mandate Letter Priorities” section of this document under items:

- “4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health)” and
- “4c. Responding to the reskilling needs of British Columbians to support employment and career transitions.”

More information for Indigenous education programming can be found in “Appendix II – Mandate Priority #1 Progress Report.”

#### Trades and Continuing Education and Training (One-Time Funded and Contract)

NIC’s School of Trades and Technology and Continuing Education and Training Department together enrolled 127 FTEs in one-time Ministry funded and contract foundation trades, resource trades and vocational work force training programs in 2020/21 to serve local, regional and provincial labour market needs and economic recovery priorities. Note this is in addition to 619 Industry Trades Authority funded FTEs in trades foundation, apprenticeship and technology programs described in section “4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health).” Education and skills training are developed in collaboration and partnership with employers, industry, First Nations, government, employment and community service agencies. Note that most of these offerings were made available to students via digital or blended (i.e., digital plus on-campus) delivery due to COVID-19 restrictions. Program highlights are provided in the following bullets.

- Delivered specialized micro-credentials to serve learners benefiting from non-traditional programming models including Fabricator-Welder Micro-credential Combination in Port Alberni, Fundamentals of GIS Mapping and Drone Operations Micro-credential in Campbell River, and Motion Picture Production Assistant and Motion Picture Craft Service micro-credentials delivered digitally.
- Developed a Heavy Mechanical Plus Micro-credential for launch in fall 2021 in Campbell River.
- Delivered the Carpentry Foundation Harmonized Certificate program in Port McNeill in collaboration with the Mixalakwa campus and community.
- Delivered cohorts of Women in Construction Trades in Campbell River and Comox Valley.
- Delivered a Parts and Warehousing Person Foundation Certificate in Campbell River.
- Developed the Automotive Collision and Refinishing Technician Harmonized Foundation program for launch in fall 2021 Campbell River.
- Developed the Motor Sport and Power Equipment Technician Foundation Certificate for launch in 2021/22 via digital delivery.
- Delivered a Sustainable Small-Scale Mixed Farming Training program in partnership with the Comox Valley Economic Development Society with 10 students graduating in October.
- Delivered a Market Gardener Training program in partnership with the Port Alberni Shelter Society with ten students successfully completing the program. The program was delivered with theory courses online and hands-on training delivered in two cohorts in order to meet COVID-19 safety plan requirements.

- Delivered a Coastal Forest Technology Diploma in Campbell River.
- Delivered two intakes of Coastal Forest Worker Certificate in Campbell River with one intake delivered in collaboration with Homalco First Nations.
- Delivered B.C. Wildfire Crew Member training in Port Alberni and Campbell River providing essential theory and practical skills in wildfire preparedness and operations, along with B.C. Forest Service certifications in fire suppression and entrapment avoidance. Graduates have the skills, knowledge and certifications required for entry-level employment as a wildland fire crew member in B.C. and Alberta.
- Delivered the Aquaculture Technician Diploma in Campbell River.
- Delivered the Craft Brewery and Malting program with a cohort of 12 students. The theory classes were delivered online and hands-on training was delivered at the MVP craft brewery in Campbell River.
- Delivered the 15-week Food Production and Processing Program in partnership with The Port Alberni Shelter Society and the Dock Food Hub in Port Alberni.
- Delivered the Delivered Digital Essential Skills for Employment and Lifelong Learning program in Campbell River and in Port Hardy in collaboration with the Gwa’sala-‘Nakwaxda’xw First Nations. The program provides computer and technology skills to participants at a beginner level to support further education and increased access to employment in the digital economy. Future intakes are scheduled at Port Alberni.
- Developed Introduction to Marine Science, a low-barrier, land-based, hybrid-delivery course. This was based on the success of last year’s Indigenous Archaeology and Field Skills Certificate in Huu-ay-aht First Nations territory.
- A partnership is underway to co-develop a local fisheries conservation certificate program with Nuu-chah-nulth Nations as well as delivery of an ABE pathway program to prepare future students.

#### Adult Upgrading and Accessible Learning

NIC enrolled 230 FTEs in Adult Basic Education (ABE) and 31 FTEs in accessible learning courses and programs in 2020/21 providing pathways for students to post-secondary studies and workplace transition.

NIC’s accessible learning programs and services support individuals with cognitive or developmental disabilities to develop literacy, independence, employment, daily living and workplace readiness skills with programs in employment transition, practical academics for the workplace and workplace professionalism.

ABE courses and programs are tuition free at NIC and students are supported every step of the way - from initial assessment to self-paced, flexible learning plans and one-on-one assistance in class. Low preparedness for post-secondary education in the NIC region reinforces the need for ABE courses and programs with a fifth (20%) of the region’s secondary school students not graduating high school compared with 11% for the province overall.<sup>25</sup> Moreover, 13% of 25-64-year-olds living in the region don’t have at least a high school diploma compared with 10% provincially.<sup>26</sup> Just under a fifth (18%) of NIC’s diploma, associate degree and certificate students surveyed in 2020 took ABE during, or prior to,

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<sup>25</sup> DataBC (2021). Retrieved from <https://catalogue.data.gov.bc.ca/dataset/1c6256d0-c120-4de1-817b-fb291732f8a4> on May 27, 2021.

<sup>26</sup> Statistics Canada. <https://www12.statcan.gc.ca/census-recensement/2016/ref/98-501/98-501-x2016012-eng.cfm> on February 9, 2019.

their studies - a comparatively high proportion relative to other B.C. public colleges, institutes and teaching intensive universities as a group at 11%.<sup>27</sup>

Highlights for ABE and accessible learning in 2020/21 are provided in the following bullets.

- ABE courses were delivered in a continuous intake and asynchronous format with a goal of increasing access to post-secondary studies during the COVID-19 pandemic; many accessible learning courses were delivered digitally as well.
- NIC's Department of Accessible Learning delivered three, Ministry one-time funded intakes: Employment Transition Kitchen Assistant program in Campbell River and Employment Transition Grounds and Custodial Assistant program in both Campbell River and Port Alberni.

### **2e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students**

NIC remains committed to working with AEST to implement a sustainable, balanced approach to international education that is student-centred and focused on the success of international and domestic students. Coordination with federal and provincial counterparts is ongoing due to the shifting global, national, provincial, regional and local impacts of the COVID-19 pandemic. Highlights of working with AEST in 2020/21 on supporting the success of international students are provided in the following bullets. More information about NIC's COVID-19 response for international students can be found in the "International Education" item in the "COVID-19: Reset, Reshape and Renew" section of this document. Highlights for NIC's achievements in international education in 2020/21 can be found in the "Strategic Priority #5: International Education and Internationalization."

- As Chair of the BC Heads of International, NIC's Executive Director, Office of Global Engagement, engaged with colleagues from around the province, BC Council of Presidents and AEST on multiple occasions as the COVID-19 pandemic progressed to support systematic, service-oriented solutions for international students in support of provincial and federal plans and regulation changes.
- Created pandemic communications and processes in cooperation with AEST to ensure international students received a coherent message regarding the provincial pandemic response.

### **3. Develop and recognize flexible learning pathways for students to access post-secondary education and skills training including:**

- Actively engaging with your local school districts to expand dual credit opportunities for students;**
- Supporting lifelong learning pathways across the public postsecondary system; and,**
- Advancing and supporting open learning resources.**

#### **3a. Actively engaging with your local school districts to expand dual credit opportunities for students**

NIC continued to develop strong relationships with school districts to increase dual credit opportunities for students in 2020/21. Highlights are provided in the following bullets.

- 250 students enrolled in dual credit courses at NIC in 2020/21, including Youth Train in Trades programs - up from 194 students in 2019/20.
- Hired a new position responsible for dual credit coordination among North Island school districts and NIC in order to support expansion of dual credit opportunities.

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<sup>27</sup> B.C. Student Outcomes. 2020 DACSO pivot tables.



- Offered dual credit courses via digital and blended delivery after the onset of the COVID-19 pandemic resulting in expanded opportunities to students in remote communities.
- Worked in collaboration with School District 71 to offer the first blended delivery English 12/English 115 dual credit course at Vanier Secondary School in the fall of 2020.
- Partnered with school districts to deliver dual credit presentations both in class and district wide via digital delivery.
- Continued to improve awareness and delivery of dual credit in health, early childhood care and education, human services, office administration and Youth Train in Trades programs, as well as first-year English, humanities and math courses.
- Increased orientation sessions for all dual credit students to support student success.
- Conducted NIC's first exit survey for all dual credit students. NIC is reviewing the results and will implement strategies for continued improvement of the student experience and student success.

### **3b. Supporting lifelong learning pathways across the public postsecondary system**

NIC continued to work externally and internally in 2020/21 to support learners of all ages, educational needs and goals and further develop lifelong learning pathways for students. Highlights are provided in the following bullets.

- Worked to maintain 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. Two-year transition rates for NIC region public high school graduates who transition to NIC have been maintained at between 30% and 31% for the past three years.<sup>28</sup>
- Worked to support a strong North Island referral system with WorkBC, adult learning centres, frontline youth agencies, family service agencies, Indigenous organizations, military and community organizations.
- Worked to inform students of educational opportunities and pathways between all Vancouver Island post-secondary institutions.
- Fostered strong collaborative relationships with Island recruiters at UVIC, VIU and Camosun. Working together, the four island institutions have presented to high school students focussing on the transfer function between the universities and colleges. Presentations were delivered virtually across the Island in 2020/21.
- Renewing, developing and expanding transfer/pathway opportunities with UNBC (in science and engineering), University of Victoria (in engineering) and with international partners.
- Supported ElderCollege and Joy of Lifelong Learning courses across the region for individuals aged 50+, and 55+, depending on program and campus.

### **3c. Advancing and supporting open learning resources**

NIC instructors have a long history of using open learning resources, including open textbooks, in humanities, social sciences, mathematics, science, technology, trades, tourism and adult basic education courses to support access and affordability for students. The College continued to promote open learning resources in 2020/21 providing instructor support, workshops and links to resources. Highlights are provided in the following bullets.

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<sup>28</sup> Student Transitions Project 2020. STP2020 First ANNUAL Transitions (2021-05-14) pivot tables.

- Engaged faculty and students in the use of WordPress, a free and open-source content management system provisioned by OpenETC and supported by BCcampus, by creating two websites to support the move to digital learning.
  - Launched the Teach Anywhere<sup>29</sup> portal for faculty to support them with digital pedagogies. The 120-page portal was launched in July 2020 with over 6,000 views by 1,500 visits since then.
  - Launched the Learn Anywhere<sup>30</sup> portal for students to support them with digital learning. The 50-page portal was launched in July 2020 with 14,000 views by 4,800 visits since then.
- Engaged faculty in the use of Mattermost, an open learning tool provisioned by OpenETC and supported by BCcampus, to involve students in collaboration and community building via the instant messaging platform.

#### 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).

##### 4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health)

B.C. government labour market data indicate that, as of 2019, 77% of anticipated job openings in the province over the next 10 years - 861,000 job openings in total - will typically require some level of post-secondary education or training. Forty-one percent are forecast to be in occupations requiring a diploma, certificate or apprenticeship training; 36% are expected to be in positions requiring a bachelor’s, graduate or professional degree; and, the remaining 23% will be available to individuals with high school education or less. NIC faculty, staff and administrators all have keen interest in aligning programming with provincial and regional high opportunity and priority occupations to provide labour market supply and ensure economic and social prosperity for NIC’s students and regional communities. NIC’s Department Chair Working Group invited AEST to present a ‘Future Jobs’ webinar in 2020/21 based on the B.C. Labour Market Outlook<sup>31</sup> with strong attendance of just under 70 faculty, staff and administrators.

Highlights for NIC’s programming in 2020/21 that aligns with high opportunity and priority occupations in health, early childhood care and education, human services, trades, technology, tourism, business, digital design and computer science are provided in this section. More information for trades, technology, continuing education and training, adult basic education (ABE) and accessible learning programs and courses can be found in the “Mandate Letter Priorities” section of this document under items:

- “2d. Providing programming that meets local, regional or provincial labour market and economic needs” and

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<sup>29</sup> View North Island College’s Teach Anywhere portal at <https://teachanywhere.opened.ca/>.

<sup>30</sup> View North Island College’s Learn Anywhere portal at <https://learnanywhere.opened.ca/>.

<sup>31</sup> WorkBC (2019). *B.C. Labour Market Outlook: 2019 Edition*. Retrieved <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx> on February 13, 2020.

- o “4c. Responding to the reskilling needs of British Columbians to support employment and career transitions.”

More information for Indigenous education programming can be found in “Appendix II – Mandate Priority #1 Progress Report.”

#### Health, Early Childhood Care and Education, and Human Services

NIC enrolled 424 domestic student FTEs in AEST base and one-time funded health and human services programs plus 16 international student FTEs in 2020/21 for a total of 440 FTEs, including:

- 107 Bachelor of Science in Nursing FTEs (base funded) - plus an additional 21 FTEs in fourth-year courses offered in partnership with Vancouver Island University;
- 37 Licensed Practical Nurse FTEs (30 base funded and 7 one-time);
- 96 Health Care Assistant FTEs (46.2 base funded and 49.4 one-time);
- 4 Community Mental Health Worker FTEs (one-time funded);
- 35 FTEs in allied health programs (Activity Assistant, Hospital Unit Clerk and one-time Ministry funded Medical Office Terminology Micro-credential);
- 66 FTEs in Early Childhood Care and Education (23 base funded and 43 one-time) plus an additional 14 international student FTEs; and,
- 59 FTEs in human and social service worker programs (base funded) plus two international student FTEs.

Highlights for NIC’s health, early childhood care and education, and human services programs in 2020/21 are provided in the following bullets.

- Delivered six Ministry funded FTE expansion cohorts of Early Childhood Care and Education (ECCE) in a blended format in Comox Valley, Campbell River, Port Hardy and west coast Vancouver Island communities in addition to ongoing base funded intakes at Comox Valley, Campbell River, Port Alberni, Port Hardy and Ucluelet.
- Delivered first-ever intake of ECCE Diploma for international students in Port Alberni.
- Delivered the Community Mental Health Worker program in January of 2021 in Port Hardy and Port Alberni for individuals with Health Care Assistant, Human Services Certificate or Early Childhood Education and Care Certificate preparation.
- Delivered the Indigenous Education Assistant and Community Support Worker Certificate in Port Hardy in partnership with the Mount Waddington Family Literacy Society in addition to the ongoing, annual intake at Port Alberni.
- NIC’s Bachelor of Science in Nursing department has joined the New Grad Registered Nurse Council (NGRNC) sponsored by Island Health. The NGRNC consists of third- and fourth-year BSN students, new graduate registered nurses, novice registered nurses, employers, post-secondary faculty and other nursing representatives. The Council provides an opportunity for dialogue between organizations and to co-develop recommendations for establishing consistent and systematic approaches to addressing factors influencing transition into practice and attrition among new graduate registered nurses.
- Developing an Associate of Arts Degree in pre-social work to fit with a Bachelor of Social Work pathway.
- Planning a pre-health medical diploma and certificate in rural and island health.

### Trades and Technology (ITA Funded)

NIC enrolled 619 FTEs in Industry Trades Authority (ITA) funded trades foundation, apprenticeship and technology programs in 2020/21. Highlights are provided in the following bullets.

- Delivered over 70 cohorts of core trades foundation, apprenticeship and technical programs across the NIC service region.
- Increased foundation trades FTEs by 13% (23 FTEs) over the previous year.
- Delivered the first intake of Fabricator-Welder Foundation Harmonized in five years plus an intake of a Fabricator-Welder Micro-credential Combination.
- Delivered customized cohorts of Trades Sampler and Women in Construction Trades.

### Tourism

- Delivered an Indigenous Ecotourism Training program in partnership with Vancouver Island University and Heiltsuk Tribal Council for students across the region.

### Business, Digital Design and Computer Science

Inclusive of domestic and international student FTEs, NIC enrolled 245 FTEs in business programs and 58 FTEs in digital design and development programs (including computer science courses) for a total of 303 FTEs in 2020/21. Highlights are provided in the following bullets.

- Increased FTEs in Digital Design and Development programs by 60% (22 FTEs) over last year with rebranding of programs and attendant curriculum revisions as informed by industry.
- Expanded online delivery for business programming to include a full two-year diploma in marketing or management. Starting 2021/22, students will be able to complete a certificate or diploma either on-campus or via digital delivery.
- Planning to deliver a blended (combination of on-campus and digital delivery) Computer Information Systems Certificate program in fall 2021 in Campbell River.

### **4b. Increasing co-op and work-integrated learning opportunities**

NIC enrolled 153 FTEs (681 students) in co-op and work-integrated learning opportunities in 2020/21. Although numbers declined from the 166 FTEs (755 students) in the previous year due to the COVID-19 pandemic, they remain substantially higher than the 140 FTEs (605 students) enrolled two years earlier in 2018/19. Highlights are provided in the following bullets.

- Partnered with Vancouver Island University (VIU) to create a work-integrated learning hub for the Central and North Island regions with the goal of increasing co-op and work-integrated learning opportunities for students.
  - Launched the Vancouver Island Work-Integrated Learning website<sup>32</sup> in fall 2020 providing employer resources for hiring students and a job posting portal that allows employers to easily post for students at NIC and VIU.
- Signed an MOU with MITACS, a national, not-for-profit organization that works with PSIs, industry and government bodies to build partnerships between industry and academia for applied research

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<sup>32</sup> View the North Island College/Vancouver Island University Work-Integrated Learning website at <http://www.viwil.ca/>.

projects and, as of 2020, to work with colleges across Canada to create more work-integrated learning opportunities for students through business internships.

- Developed an expanded framework for work experience and internship placements for trades learners.
- Maintained co-operative education in culinary programming while navigating the restrictions of the of the COVID-19 pandemic.
- Accessible Learning provided job shadowing as well as work experience placements for three student cohorts: two in Campbell River and one in Port Alberni.
- Developing a work-integrated learning model for early childhood care and education programming.
- Working with Island Health to offer specialized practicum opportunities in post-anesthesia care leading to employment in care units upon graduation.

#### **4c. Responding to the reskilling needs of British Columbians to support employment and career transitions**

Given that NIC's service area is largely rural with a legacy of predominantly service- and resource-based regional economies with comparatively high levels of unemployment, income assistance and employment insurance, there is an ongoing need to retrain and reskill workers transitioning to new occupations and to upskill those choosing to advance in their current career path. The College continues to work with industry and employer driven advisory panels to develop and deliver education and training as well as to provide opportunities for work placements. In 2020/21, the COVID-19 pandemic displaced a large portion of the provincial workforce creating an even greater need for B.C.'s colleges to expand support for unemployed individuals unable to return to their previous jobs as well as young workers beginning their careers.

NIC participated in B.C.'s Community Workforce Response Grant - Skills Training for Economic Recovery stream in 2020/21, part of a suite of initiatives under B.C.'s Economic Recovery Plan designed to help people upskill or reskill and find their place in the post-pandemic economy including short-term training for in-demand jobs, Indigenous community-based skills training and education, targeted training for health and human services jobs, as well as micro credentials. With over \$1.2M in funds awarded, NIC developed and launched the following programs in 2020/21:

- Carpenter Foundation Harmonized,
- Fabricator-Welder Micro-credential Combination,
- Parts and Warehousing Person Foundation Certificate,
- Motor Sport and Power Equipment Technician Foundation Certificate,
- Digital Essential Skills for Employment and Lifelong Learning,
- Fundamentals of Geographic Information System (GIS) Mapping and Drone Operations Micro-credential, and
- Motion Picture Craft Services Micro-credential.

NIC also delivered and developed three health and human services programs in 2020/21 to support workers seeking to transition within those fields as described in the following bullets.

- Delivered one intake of the Health Care Assistant Partnership Pathway Program with plans to offer three more intakes in 2021/22. This COVID-19 economic recovery initiative is part of the Province's



\$8.4M Health Career Access Program to expand the number of health care assistants working in B.C.'s long-term care and assisted-living residences.

- Delivered Ministry of Advanced Education and Skills Training one-time funded Community Mental Health Worker Certificate in winter 2021 for individuals with Health Care Assistant Certificate, Human Services Certificate or Early Childhood Education and Care Certificate credentials.
- Developed a Health Care Assistant to Practical Nursing Access program with plans to offer an intake at the Comox Valley campus in fall 2021.

Additionally, numerous other NIC programs in trades, health and human services, continuing education and training, adult basic education and accessible learning provide pathways and opportunities for reskilling and upskilling in support of employment and career transitions. More information can be found in the “Mandate Letter Priorities” section of this document under items:

- “2d. Providing programming that meets local, regional or provincial labour market and economic needs” and
- “4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health).”

#### **4d. Supporting students’ awareness of career planning resources (such as the Labour Market Outlook)**

NIC’s Student Employment Services<sup>33</sup> continued to support students with their employment needs - primarily via telephone and Skype in 2020/21. The College’s CareerCentral<sup>34</sup> portal offers online job and volunteer listings as well as 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 other types of work-integrated learning. NIC’s highlights for supporting students’ awareness of career planning resources in 2020/21 are provided in the following bullets.

- Collaborated and partnered with Camosun College, Royal Roads University and Vancouver Island University to offer Beyond 2020, the first ever Island-wide virtual career fair, in November 2020 with participation from 992 students and 212 employers. The event connected students with industry to learn about available job positions and skills required for employment.
- Offered several workshops as well as one-on-one appointments to help students prepare for employment and career transitions.
- Provided students with online career planning resources, including the British Columbia Labour Market Outlook,<sup>35</sup> WorkBC<sup>36</sup> and Career Cruising.<sup>37</sup>

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<sup>33</sup> View North Island College’s Student Employment Services portal at <https://www.nic.bc.ca/life-at-nic/student-employment-services/>.

<sup>34</sup> View North Island College’s Career Central portal at <https://careercentral.nic.bc.ca/home.htm>.

<sup>35</sup> View the B.C. Labour Market Outlook: 2019 Edition at <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx>.

<sup>36</sup> View the WorkBC website at <https://www.workbc.ca/>.

<sup>37</sup> View the Career Cruising website at <https://public.careercruising.com/en/>.

# PERFORMANCE PLAN

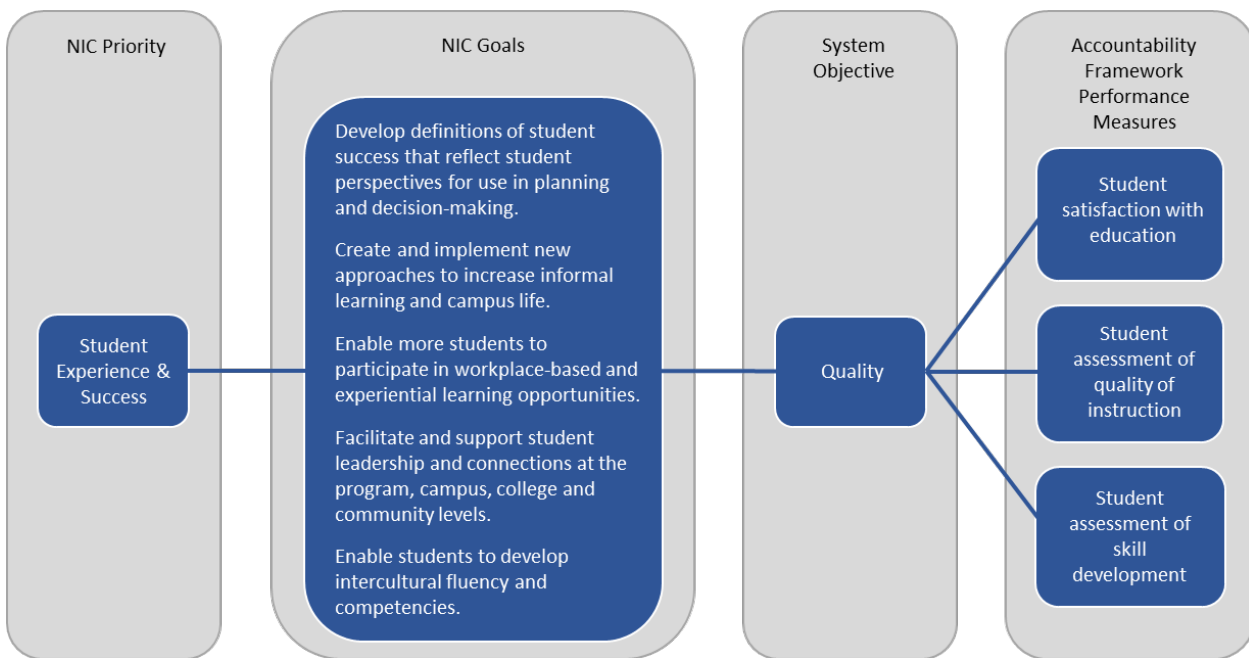
## NIC PLAN 2020

North Island College’s 2016-2020 strategic plan, *NIC Plan 2020*,<sup>38</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 43 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 2020/21.

A report on NIC’s targets, results and assessments for the Accountability Framework performance measures in 2020/21 is provided in “Appendix I - Performance Measures Results.”

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



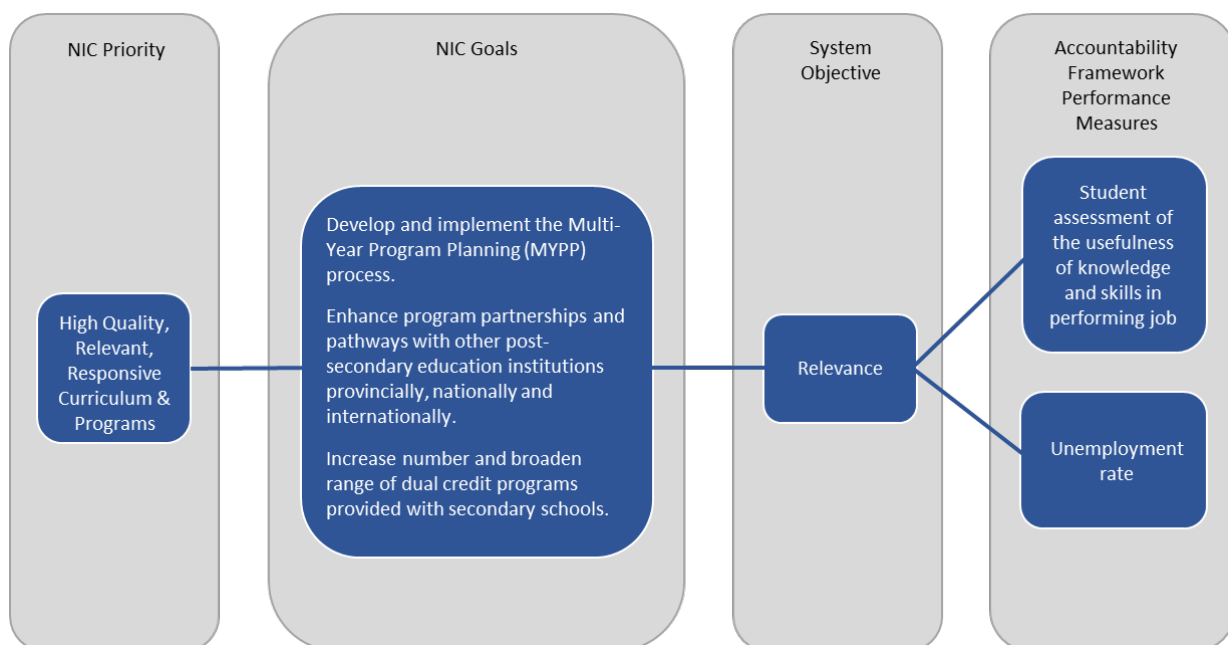
<sup>38</sup> View North Island College’s 2016-2020 Strategic Plan, NIC Plan 2020, at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/plan-2020/>.

## 2020/21 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 annual BC Student Outcomes Survey with a high percentage of respondents who reported that they were satisfied or very satisfied with their education at NIC:               <ul style="list-style-type: none"> <li>92% for certificate, diploma and associate degree programs (including trades and technology);</li> <li>91% for apprenticeship programs; and,</li> <li>90% for bachelor’s degree programs.</li> </ul> </li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Delivered NIC’s annual Indigenous Student Survey with favourable feedback from respondents:               <ul style="list-style-type: none"> <li>95% of respondents indicated that NIC helped them meet their educational goals;</li> <li>91% of respondents reported receiving effective academic supports; and,</li> <li>90% of respondents reported experiencing a culturally welcoming environment.</li> </ul> </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>Students made substantial use of NIC Library resources in 2020/21, including:               <ul style="list-style-type: none"> <li>76,544 searches across print and digital collections,</li> <li>884 research questions,</li> <li>686 students participated in library instruction,</li> <li>1,360 room bookings by students,</li> <li>2,307 ebooks, and</li> <li>183 sign-outs of laptops.</li> </ul> </li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Increased Student Library loaner laptops from 12 to 43 units across all campuses.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Expanded student Technical Helpdesk hours from 40 hours per week to 57 hours per week, including Saturdays, starting in November 2020.</li> </ul>
Achieved	<p><u>High-quality, sustainable peer tutoring</u></p> <ul style="list-style-type: none"> <li>Tutors offered support to students in understanding and consolidating course content and skills, as well as developing the study skills necessary for being a successful student, including skills navigating the new digital academic landscape.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Twenty-one peer tutors offered support digitally via BlueJeans video conferencing in 2020/21 providing over 184 hours of peer tutoring.</li> </ul>
Achieved	<p><u>Writing &amp; math support</u></p> <ul style="list-style-type: none"> <li>Writing Support offered appointments digitally through all semesters, with appointment availability six days a week, for a total of 34.5 hours a week through the fall and winter semesters. Demand for student appointments was consistent with fully booked days in both the fall and winter semesters.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Writing Support faculty offered 14 online workshops and delivered five in-class workshops. Writing Support also worked closely with library faculty to provide writing support for students during the Late Night Against Procrastination and the Love Your Library events.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Continued to participate in the online WriteAway provincial consortium. WriteAway saw a significant rise in submissions in 2020/21 with 897 student appointments.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Continued to offer virtual math support throughout the year with both appointment and drop-in times available. Math support was available 16 hours per week in the 2020 fall and 2021 winter terms. Faculty offered and recorded six workshops for students in addition to 372 student appointments.</li> </ul>
Achieved	<p><u>Enhanced student life experience</u></p> <ul style="list-style-type: none"> <li>The Student Life Team developed a robust series of events and activities to enhance the student experience. This included information related to academic and personal success and took a holistic approach to well-being that included resiliency-building, knowledge about supports, engagement and addressing issues of social justice.</li> </ul>

<b>Enable more students to participate in workplace-based and experiential learning opportunities.</b>	
	See "Mandate Letter Priorities" item "4b. Increasing co-op and work-integrated learning opportunities" for NIC's achievements in 2020/21.
<b>Facilitate and support student leadership and connections at the program, campus, College and community levels.</b>	
Achieved	<ul style="list-style-type: none"> <li>The Student Leadership Team held various digital workshops and sessions, including: <ul style="list-style-type: none"> <li>Personality Dimensions,</li> <li>Introduction to Leadership,</li> <li>Power of Choice, and</li> <li>Strength-Based Leadership.</li> </ul> </li> </ul>
Achieved	<ul style="list-style-type: none"> <li>The Student Leadership Team held regular meetings to discuss leadership and volunteer opportunities. A monthly newsletter replaced regular meetings in 2021 winter due to the impacts of the COVID-19 pandemic.</li> </ul>
Achieved	<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. The program offers community professionals a chance to mentor NIC business students and empower future careers.</li> </ul>
<b>Enable students to develop intercultural fluency and competencies.</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>Indigenous Advisors and Elders in Residence led Indigenous workshops and presentations through digital student lounges.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Developing educational modules that explore the histories, cultures, languages and current day context of the First Nations on whose traditional territories NIC campuses are located.</li> </ul>
See NIC's goal to "Develop and support Internationalization at home and education abroad opportunities for students" in "Strategic Priority #5: International Education and Internationalization" for more achievements in 2020/21.	

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



## 2020/21 Goals, Actions and Outcomes

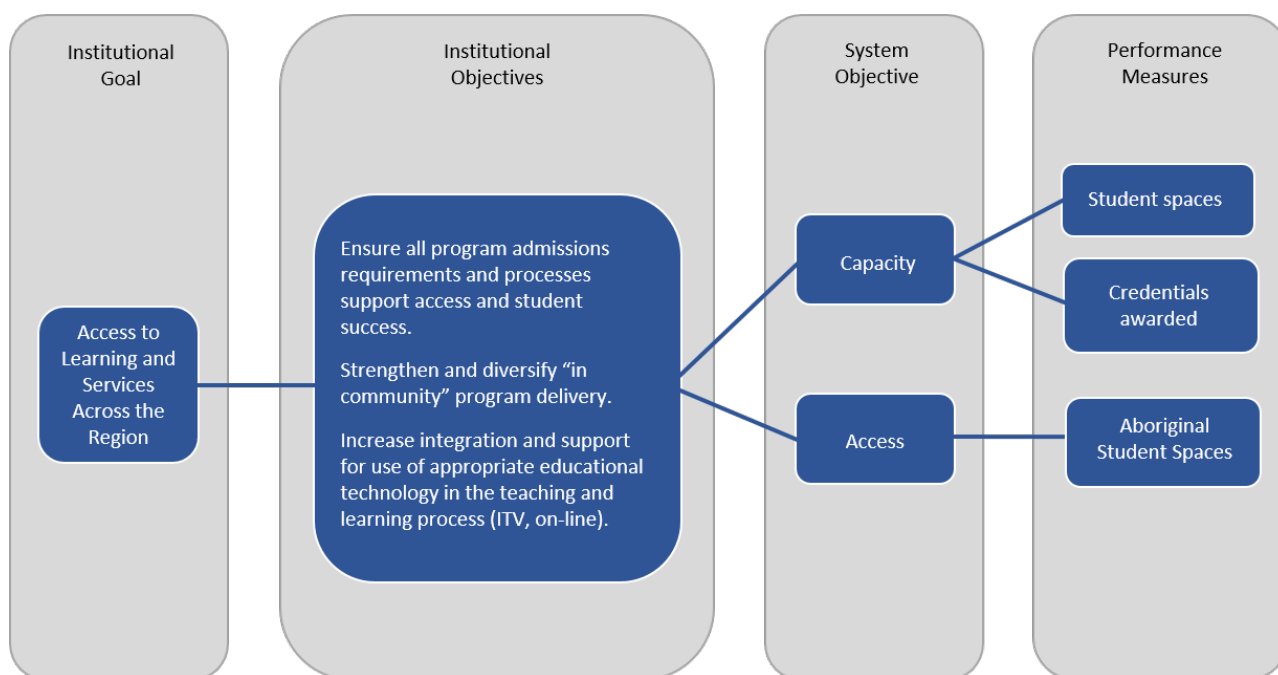
<b><i>Develop and implement the Multi-Year Program Planning (MYPP) process.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>Completed the fifth and final year of Multi-Year Program Planning cycle in 2020/21. Priorities were refocused early in the year with the onset of the COVID-19 pandemic in March 2020 to ensure students could finish current programming and 2020/21 programming was redesigned or adapted for digital or blended (digital plus on-campus) delivery to provide certainty for students attending fall term.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Introduced a new academic planning framework in response to the pandemic and changing post-secondary landscape titled <i>Widening our Doorways – COVID-19 &amp; A 10-Point Plan to Reset, Reshape and Renew Learning at NIC</i>.<sup>39</sup> <i>Widening our Doorways</i> replaces the Multi-Year Program Planning process and invites forward-thinking, collaborative and consultative program and service planning that is centred on widening NIC’s approaches to relevant, responsive, and accessible learning. Under this new framework, NIC’s educational divisions are working to reset, reshape and renew learning at NIC.</li> </ul> <p>See “Mandate Letter Priorities” items for more information about NIC programs delivered in 2020/21:</p> <ul style="list-style-type: none"> <li>“2d. Providing programming that meets local, regional or provincial labour market and economic needs,”</li> <li>“4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health),” and</li> <li>“4c. Responding to the reskilling needs of British Columbians to support employment and career transitions.”</li> </ul>
<b><i>Enhance program partnerships and pathways with other post-secondary education institutions provincially, nationally and internationally.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>NIC had 84 active partnership agreements<sup>40</sup> in 2020/21, including: <ul style="list-style-type: none"> <li>43 international agreements,</li> <li>27 Canadian agreements,</li> <li>seven community agreements, and</li> <li>seven agreements with local school districts.</li> </ul> </li> </ul>
Achieved	<ul style="list-style-type: none"> <li>New international agreements included a BBA degree completion option for Associate of Arts graduates from Kapiolani Community College and a Digital Design and Development Diploma/Advanced Diploma completion for Vietnam Technical College students.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Finalized language pathway agreements with five language schools and began in-Canada and private international academic pathway agreements for diploma/degree/post-degree diploma completion at NIC.</li> </ul>
<b><i>Increase the number and broaden the range of dual credit programs provided in partnership with secondary schools.</i></b>	
	<p>See “Mandate Letter Priorities” item “3a. Actively engaging with your local school districts to expand dual credit opportunities for students” for NIC’s achievements in 2020/21.</p>

<sup>39</sup> View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

<sup>40</sup> View North Island College’s partnership agreements at: <https://www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements/>



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



### 2020/21 Goals, Actions and Outcomes

<i>Ensure all program admissions requirements and processes support access and student success.</i>	
Achieved	<ul style="list-style-type: none"> <li>Improved international student payment options and significantly improved arrival communications using the iCent mobile application that students can download.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Realigned international admissions within NIC's Office of Global Engagement structure to better support student access.</li> </ul>
Achieved In Progress	<ul style="list-style-type: none"> <li>Moved all prospective student advising support to voice or digital.</li> <li>Communicated country-specific admission requirements to students and partners with development for many countries ongoing.</li> </ul>
<i>Strengthen and diversify in-community program delivery.</i>	
	<p>See "Mandate Letter Priorities" items for NIC's in-community program delivery achievements in 2020/21:</p> <ul style="list-style-type: none"> <li>"2d. Providing programming that meets local, regional or provincial labour market and economic needs," and</li> <li>"4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health)."</li> </ul> <p>Also see "Appendix II – Mandate Priority #1 Progress Report" for further detail about programs and services for Indigenous students.</p>

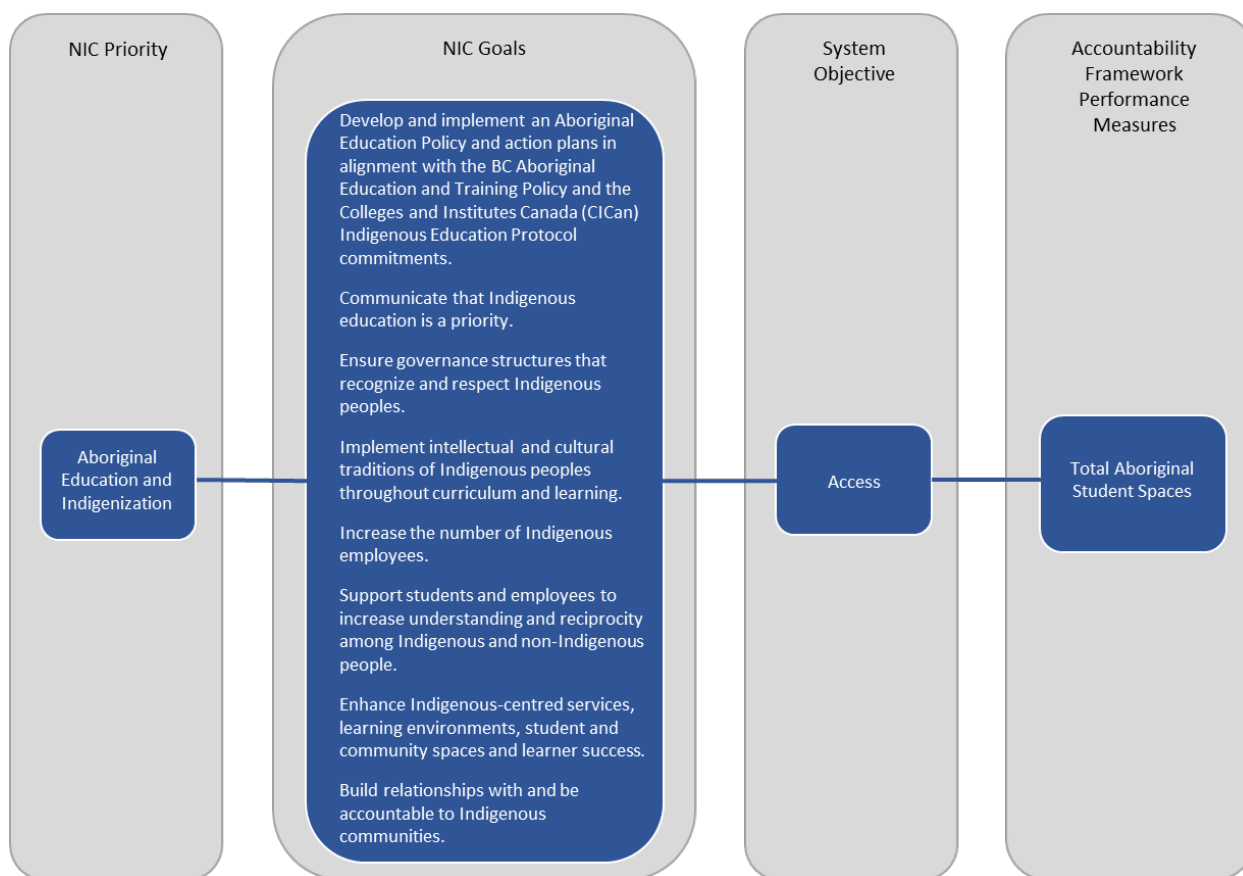
***Increase integration and support for use of appropriate educational technology in the teaching and learning process (ITV, online).***

Achieved	<ul style="list-style-type: none"> <li>• Launched the Teach Anywhere<sup>41</sup> portal for faculty to support them with digital pedagogies. The 120-page portal was launched in July 2020 with over 6,000 views by 1,500 visits since then.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>• Launched the Learn Anywhere<sup>42</sup> portal for students to support them with digital learning. The 50-page portal was launched in July 2020 with 14,000 views by 4,800 visits since then.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>• Hosted four Learning Digitally orientation sessions for incoming learners, created many new videos and other resources to help students prepare for learning digitally.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>• Installed and deployed two BCNET shared service digital teaching and learning platforms: BlueJeans video conferencing and Kaltura video storage and streaming platform.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>• Created over 450 BlueJeans accounts for all faculty as well as other employees and ran workshops and built resources so synchronous and blended learning classes could be successful.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>• Faculty technology kits were procured and deployed to faculty in July at the Campbell River, Comox Valley and Port Alberni campuses to facilitate course and program delivery.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>• Online asynchronous program delivery of Digital Design and Development programs led to the best-ever enrolment of 58 FTEs in 2020/21, up 60% (22 FTEs) over the previous year.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>• Delivered 17 Indigenous language course intakes through digital delivery in 2020/21 enabling greater access for students living in remote communities in the NIC region as well as increased access from outside the region including B.C.'s mainland, Alberta and the United States.</li> </ul>

<sup>41</sup> View North Island College's Teach Anywhere portal at <https://teachanywhere.opened.ca/>.

<sup>42</sup> View North Island College's Learn Anywhere portal at <https://learnanywhere.opened.ca/>.

## Strategic Priority #4: Aboriginal Education and Indigenization



### 2020/21 Goals, Actions and Outcomes

<b><i>Develop and implement an Aboriginal Education Policy and action plans in alignment with the B.C. Aboriginal Education and Training Policy and the Colleges and Institutes Canada (CICan) Indigenous Education Protocol commitments.</i></b>	
In Progress	<ul style="list-style-type: none"> <li>NIC's Indigenization Plan, <i>Working Together – North Island College Indigenization Plan 2021-2026</i>,<sup>43</sup> has been developed under the guidance and direction of NIC's Indigenous Education Council (IEC) using the CICan Indigenous Education Protocol for Colleges and Institutes agreement signed between NIC and First Nations as a guiding document with launch planned for June 2021. An accompanying operational framework will include related actions, outcomes and evaluation. <i>Working Together</i> will serve as a companion document to NIC's next strategic plan for 2021-2026, <i>BUILD 2026</i>,<sup>44</sup> and NIC's academic plan, <i>Widening our Doorways – COVID-19 &amp; A 10-Point Plan to Reset, Reshape and Renew Learning at NIC</i>.<sup>45</sup></li> </ul>
<b><i>Communicate that Indigenous education is a priority.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>NIC's Department of Indigenous Education distributes a quarterly Indigenous education newsletter, highlighting Indigenous initiatives throughout the region.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>NIC's homepage has a direct banner link for Indigenous students that connects them to numerous supports and resources, including Indigenous programs and courses, priority admission opportunities and five mailing lists to stay informed by updates from NIC's Department of Indigenous Education.</li> </ul>

<sup>43</sup> View *Working Together – North Island College Indigenization Plan 2021-2026* online at <https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf/>.

<sup>44</sup> View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

<sup>45</sup> View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

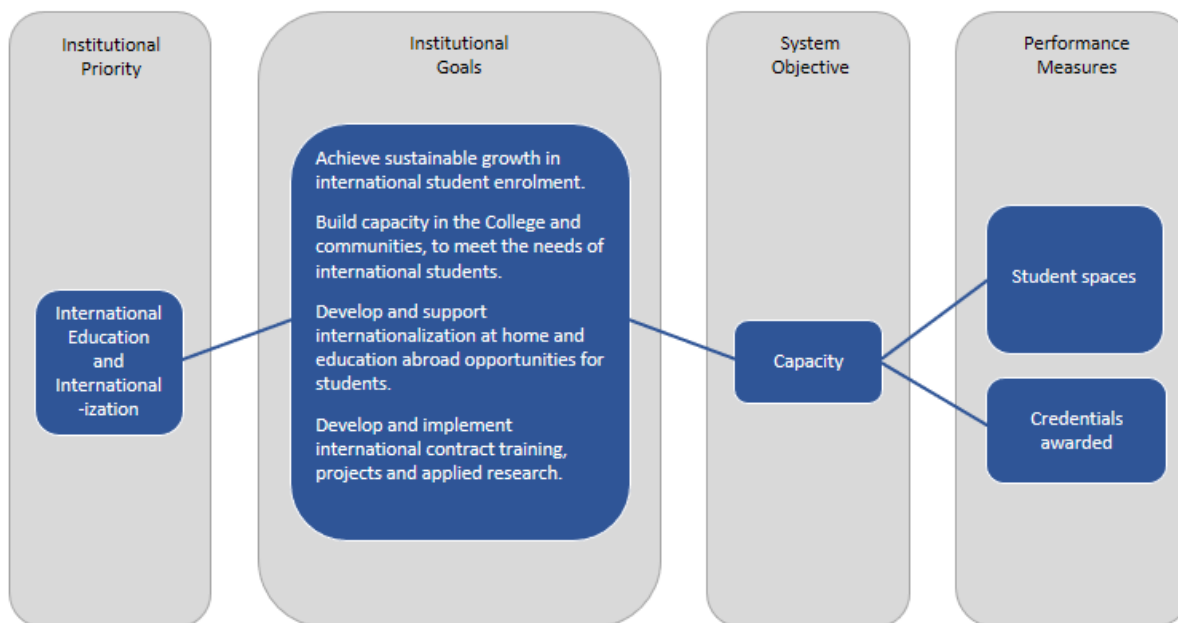
<b><i>Ensure governance structures recognize and respect Indigenous peoples.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>Worked with Indigenous communities, regional advisory committees and the IEC to identify and prioritize Indigenous programs and services. This vital collaborative engagement process provides insight, supports communities and informs NIC's programming priorities.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>NIC includes Indigenous representation on the Board of Governors and Education Council. The IEC, Board of Governors and Education Council meet annually to review relationships and share progress regarding the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.</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>NIC's Indigenous Education Facilitator develops, coordinates and supports 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>Developed the Learning Together website, an Indigenous education resource website to support faculty in indigenizing their courses, curriculum and practices. The website will also house truth and reconciliation resources.</li> </ul>
Planned	<ul style="list-style-type: none"> <li>Math and science department professional development event to explore indigenizing math and science curriculum at NIC. Several speakers will lead discussions on Indigenous knowledge and co-teaching with a local knowledge keeper in biology, Indigenous ways of learning and knowing in math, and digital delivery that is more effective for Indigenous (and non-Indigenous) learners.</li> </ul> <p><i>See "Appendix II – Mandate Priority #1 Progress Report" for more information about NIC's implementation of the intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning.</i></p>
<b><i>Increase the number of Indigenous employees.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>NIC renewed its special program approval through Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> <li>Director of Indigenous Education,</li> <li>Indigenous education advisors,</li> <li>Elders in Residence, and</li> <li>faculty in Indigenous programming.</li> </ul> </li> </ul>
Planned	<ul style="list-style-type: none"> <li>NIC plans to introduce an Indigenous counsellor position for fall 2021.</li> </ul>
<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>Created the NIC Indigenous Digital Student Lounge. Elders in Residence and Indigenous Advisors host weekly digital lounges as a place for students to connect with them and each other. Every second week a themed lounge is held to explore various topics including language, culture, and wellness.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Developing local First Nations core competency training modules. A six-week digital learning module will provide insight into the local context and history of First Nations on whose traditional territories NIC's campuses and centres are situated. This training will provide participants an opportunity to reflect and examine their practice, guiding them in the development of new teaching and learning methods and supports as well as services for students.</li> </ul> <p><i>See "Appendix II – Mandate Priority #1 Progress Report" for achievements and plans specific to Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Peoples.</i></p>
<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 the Aboriginal Scholars program across campuses with the support of the RBC Foundation. Twenty-eight students completed their achievement plans and received scholarships in 2020/21. The North Island College Aboriginal Scholars program is a holistic and culturally relevant program for Indigenous students. The program strives to empower students through engaging them in the process of creating a self-constructed achievement plan, ensuring students have supports to</li> </ul>

<p>Achieved</p> <p>In Progress</p>	<p>enable them to complete their program while also increasing the sense of community and Indigenous awareness on campus. Students receive a scholarship upon completion.</p> <ul style="list-style-type: none"> <li>• Provided frontline student support via digital and phone appointments with Indigenous Education Advisors and Elders in Residence.</li> <li>• Began construction on the \$1.8M Campbell River Gathering Place adjacent to the Indigenous Student Lounge at NIC’s Campbell River campus.</li> </ul>
<p><b><i>Build relationships with and be accountable to Indigenous communities.</i></b></p>	
<p>Achieved</p>	<ul style="list-style-type: none"> <li>• Held two Indigenous Education Council (IEC) meetings and three regional advisory committee (West Coast, Central and Northern) meetings.</li> </ul>
<p>Achieved</p>	<ul style="list-style-type: none"> <li>• IEC and regional advisory committees reviewed and supported Indigenous education programming and funding proposals.</li> </ul>
<p>Achieved</p>	<ul style="list-style-type: none"> <li>• IEC and regional advisory committees provided guidance and support in developing <i>Working Together – North Island College Indigenization Plan 2021-2026</i>.<sup>46</sup></li> </ul>
<p>Achieved</p>	<ul style="list-style-type: none"> <li>• Developed education agreements based on community-identified needs and developed memoranda of understanding with First Nations communities for long-term program planning.</li> </ul>

<sup>46</sup> View *Working Together – North Island College Indigenization Plan 2021-2026* online at <https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf/>.



## Strategic Priority #5: International Education and Internationalization



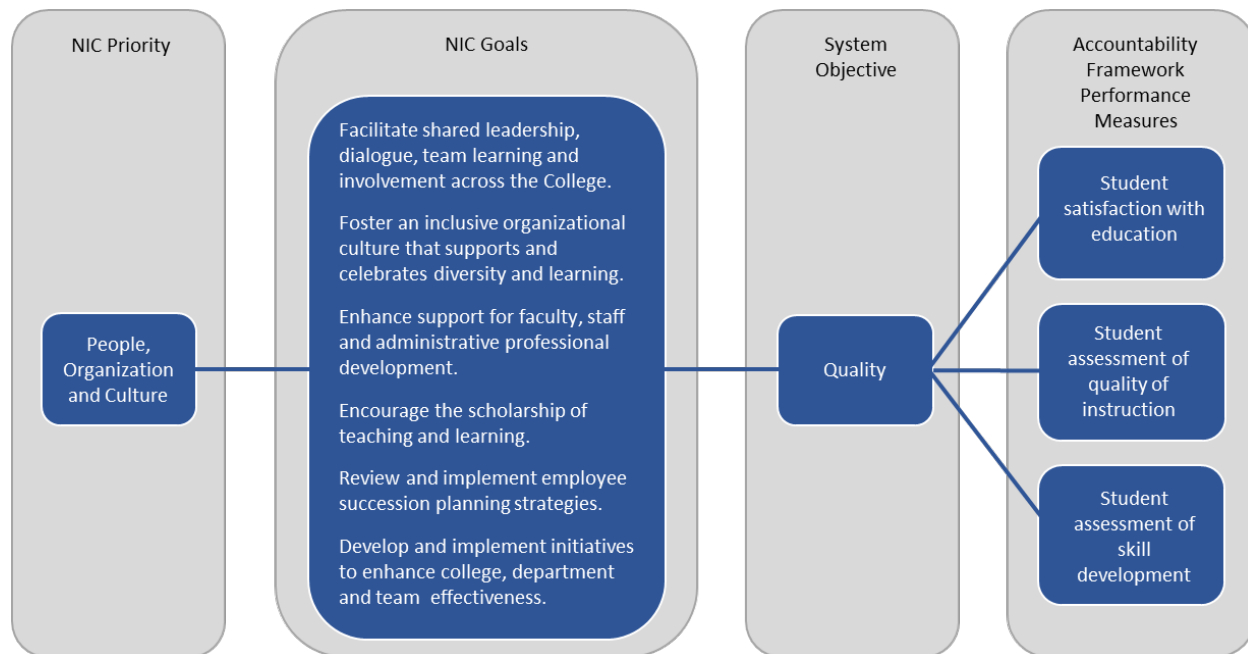
### 2020/21 Goals, Actions and Outcomes

<i>Achieve sustainable growth in international student enrolment.</i>	
Achieved	<ul style="list-style-type: none"> <li>Developed an <i>International Education Reset, Reshape and Renew Plan</i> with targets to grow enrolment over the next few years and renew learning for international students in a global environment changed by the COVID-19 pandemic. The plan is aligned with NIC's new academic plan, <i>Widening our Doorways – COVID-19 &amp; A 10-Point Plan to Reset, Reshape and Renew Learning at NIC</i>.<sup>47</sup></li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Pivoted international recruitment and enrolment to a fully digital environment balancing multiple time zones and technical adjustments while working to make international admissions systems more efficient and effective to pave the way to NIC's international enrolment recovery.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Aligned recruitment, admissions and enrolment processes and personnel in NIC's Office of Global Engagement to ensure the most efficient and effective service to prospective students in 2021 and beyond.</li> </ul>
<i>Build capacity in the College and communities to meet the needs of international students.</i>	
Achieved	<ul style="list-style-type: none"> <li>Increased program capacity for international students.               <ul style="list-style-type: none"> <li>2020/21 had new private college articulations into business and digital design and development programs.</li> <li>2021/22 intakes will include early childhood care and education and culinary business operations cohorts. A new post degree diploma in digital design and development starting in winter 2022 promises to be a popular regular program with international degree holders. Additional seats have been secured in the Social Services Worker Diploma program and options for a Health Care Assistant Certificate cohort are being explored.</li> </ul> </li> </ul>

<sup>47</sup> View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

Achieved	<ul style="list-style-type: none"> <li>● COVID-19 driven services and supports for international students. <ul style="list-style-type: none"> <li>○ Gained first-round approval from Global Affairs Canada for community quarantine plan for arriving students.</li> <li>○ Introduced the ICent Mobile App to support new international student communication, arrival and quarantine.</li> <li>○ Provided detailed travel plan and safe quarantine options for all new arrivals and returning students.</li> <li>○ Launched the Peer Connector program to support new domestic and international students, both locally and overseas, in their transition to becoming a college student.</li> <li>○ Developed and delivered orientation, advising and enrichment services and supports to international students in Canada and around the world.</li> <li>○ Adjusted the scope of student supports to digitally connect with international students during the pandemic crisis with minimal interruption of services.</li> </ul> </li> </ul>
Achieved	<ul style="list-style-type: none"> <li>● Engaged faculty in Collaborative Online International Learning (COIL) training through Langara College. COIL connects accredited courses, linking the classrooms of two or more higher education institutions, each located in a different country or cultural setting.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>● Collaborated with the College of New Caledonia on a NSERC sponsored longitudinal study that follows international students enrolled in two-year college programs to prospectively evaluate the impact of adjusting to a new educational system and new social environment on their mental health and well-being.</li> </ul>
<b><i>Develop and support Internationalization at home and education abroad opportunities for students.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>● Developed three study abroad initiatives with \$90K in funding from Colleges and Institutes Canada including one international field school and two new programs (one developed in collaboration with College of New Caledonia and Aurora College) designed to help rural, Indigenous and access students prepare to be successful studying internationally.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>● Implemented the Global Mobility Peer Support Project in collaboration with the College of New Caledonia and Aurora College to address perceived barriers, including financial challenges, for underrepresented student groups considering study abroad as an opportunity for experiential learning. The project included seven webinar sessions involving study abroad alumni, past exchange students and current NIC students.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>● Developing a culinary business operations field school in partnership with Kapi'olani Community College in Hawaii.</li> </ul>
<b><i>Develop international contract training, projects and applied research.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>● Hired a new Manager of International Projects, Partnerships and Global Education to help build sustainable cohort programs and pathways that will support advanced standing into NIC programs.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>● Working to engage NIC's Centre for Applied Research, Technology and Innovation (CARTI) with partners at University Colleges Leuven-Limburg (UCLL) Belgium.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>● Submitted application to EduCanada's Faculty Mobility for Partnership Building Program. The program provides Canadian faculty with short-term opportunities to build or expand partnerships with Latin American and Caribbean institutions through teaching and/or research at the college, undergraduate and graduate levels</li> </ul>

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



### 2020/21 Goals, Actions and Outcomes

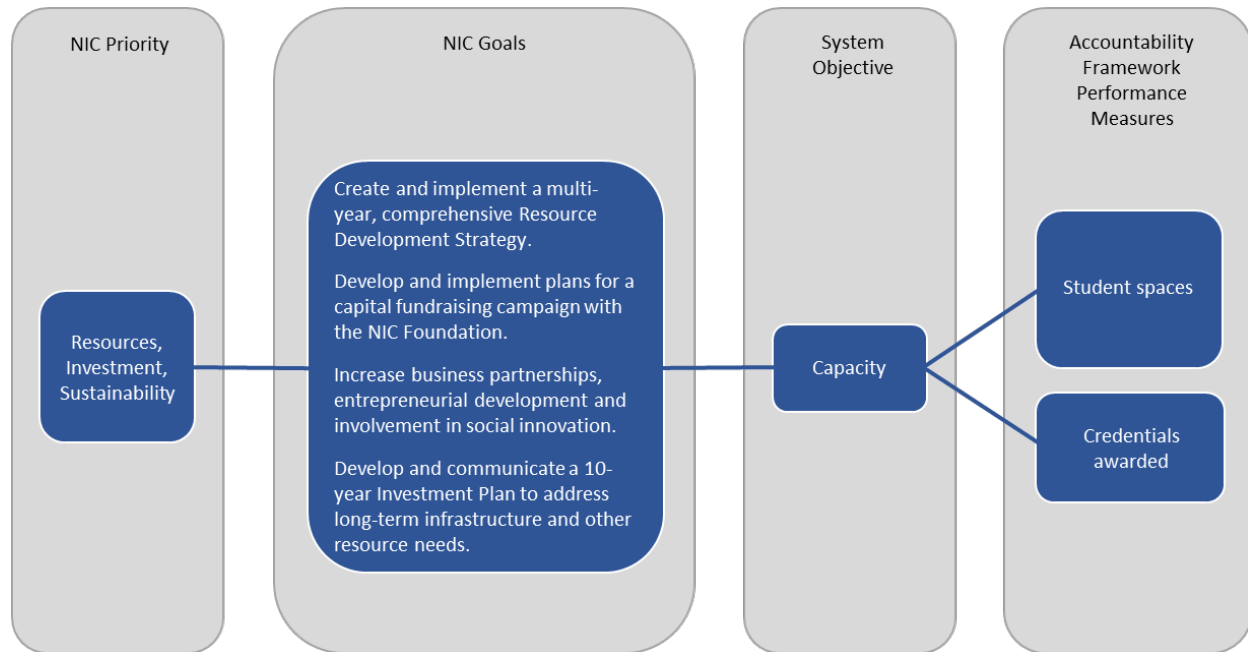
<b><i>Facilitate shared leadership, dialogue, team learning and involvement across the College.</i></b>	
In Progress	<ul style="list-style-type: none"> <li>Continued initiatives from the previous year’s Employee Engagement Plan under the key themes of decision-making, connecting, flow of information, planning and “walk the talk.” Most engagement activities (e.g., town halls and employee recognition event) were moved to digital/virtual modes due to impacts of the COVID-19 pandemic.</li> </ul>
<b><i>Foster an inclusive organizational culture that supports and celebrates diversity and learning.</i></b>	
In Progress	<ul style="list-style-type: none"> <li>NIC’s Diversity Matters Steering Committee worked to increase awareness of diversity and develop opportunities for change. The committee identified projects for short-, medium- and long-term change in 2020/21 although there was limited ability to move projects forward in with the impact of the COVID-19 pandemic on NIC’s operations.</li> </ul>
<b><i>Enhance support for faculty, staff and administrative professional development.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>NIC’s Centre for Teaching &amp; Learning Innovation and Information Technology department provided numerous learning and development opportunities for faculty and staff to support the significant transition to digital delivery of instruction and services required by the COVID-19 pandemic.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>While faculty, staff and administrative employees continued to access learning and development opportunities, the pandemic significantly impacted the ability of employees to undertake otherwise planned professional development. Many conferences, workshops and courses were cancelled, especially during the first quarter (spring/summer) period when many staff typically pursue professional development. By midway through the year, many training providers had adapted to offer virtual learning options and conferences.</li> </ul>

<b><i>Encourage the scholarship of teaching and learning.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>Launched the Teach Anywhere<sup>48</sup> portal for faculty to support them with digital pedagogies. The 120-page portal was launched in July 2020 with over 6,000 views by 1,500 visits since then.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Launched the Learn Anywhere<sup>49</sup> portal for students to support them with digital learning. The 50-page portal was launched in July 2020 with 14,000 views by 4,800 visits since then.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Built and hosted 42 teaching and learning topics/sessions on both technology and teaching and learning strategies that were offered over 200 times, including four course redesign institutes, one day-long teaching and learning symposium and 20 teaching care and share sessions, reaching 210 employees (including 160 instructors and 50 support and administrative staff) resulting in 1,000 registrations for all offerings.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Hosted four Learning Digitally orientation sessions for incoming learners and created many new videos and other resources to help students prepare for learning digitally.</li> </ul>
<b><i>Review and implement employee succession planning strategies.</i></b>	
In Progress	<ul style="list-style-type: none"> <li>While the financial constraints brought on by the pandemic significantly limited the creation of new positions, there were a handful of opportunities for employees to take on temporary roles (e.g., leave coverages and short-term projects) and gain valuable experience to help prepare them for career progression.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Across decanal areas, there has been a significant changeover in department chair roles (positions elected by departmental faculty) and the College and the North Island College Faculty Association (NICFA) have been in discussions about ways to ensure these employees are supported in their work including a joint process to update the department chair job description.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>A pilot is underway in the Trades and Technical program area to introduce a department chair position facilitated through bargaining with NICFA.</li> </ul>
<b><i>Develop and implement initiatives to enhance College, department and team effectiveness.</i></b>	
Achieved	<ul style="list-style-type: none"> <li>As part of NIC's commitment to the Okanagan Charter's call to embed health into all aspects of operations, Student Life has created a CARE (Compassion, Accessibility, Resilience, Engagement) grant to support and encourage members of the campus community to find ways to promote and infuse well-being into the campus community.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>To support employees during the pandemic, Human Resources coordinated digital learning sessions and the provision of mental health resources to employees through NIC's Employee and Family Assistance Program provider.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>A fund has been created to support employee training and development initiatives that specifically target the development of knowledge, skills and abilities that directly improve services to students. Examples include Indigenous intercultural training, diversity and equity training, conflict resolution and customer service skills.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Human Resources continued to collaborate with Student Services on a mental health strategy framework for the entire college community with implementation to occur in 2020/21 after delays due to the COVID-19 pandemic.</li> </ul>

<sup>48</sup> View North Island College's Teach Anywhere portal at <https://teachanywhere.opened.ca/>.

<sup>49</sup> View North Island College's Learn Anywhere portal at <https://learnanywhere.opened.ca/>.

## Strategic Priority #7: Resources, Investment, Sustainability



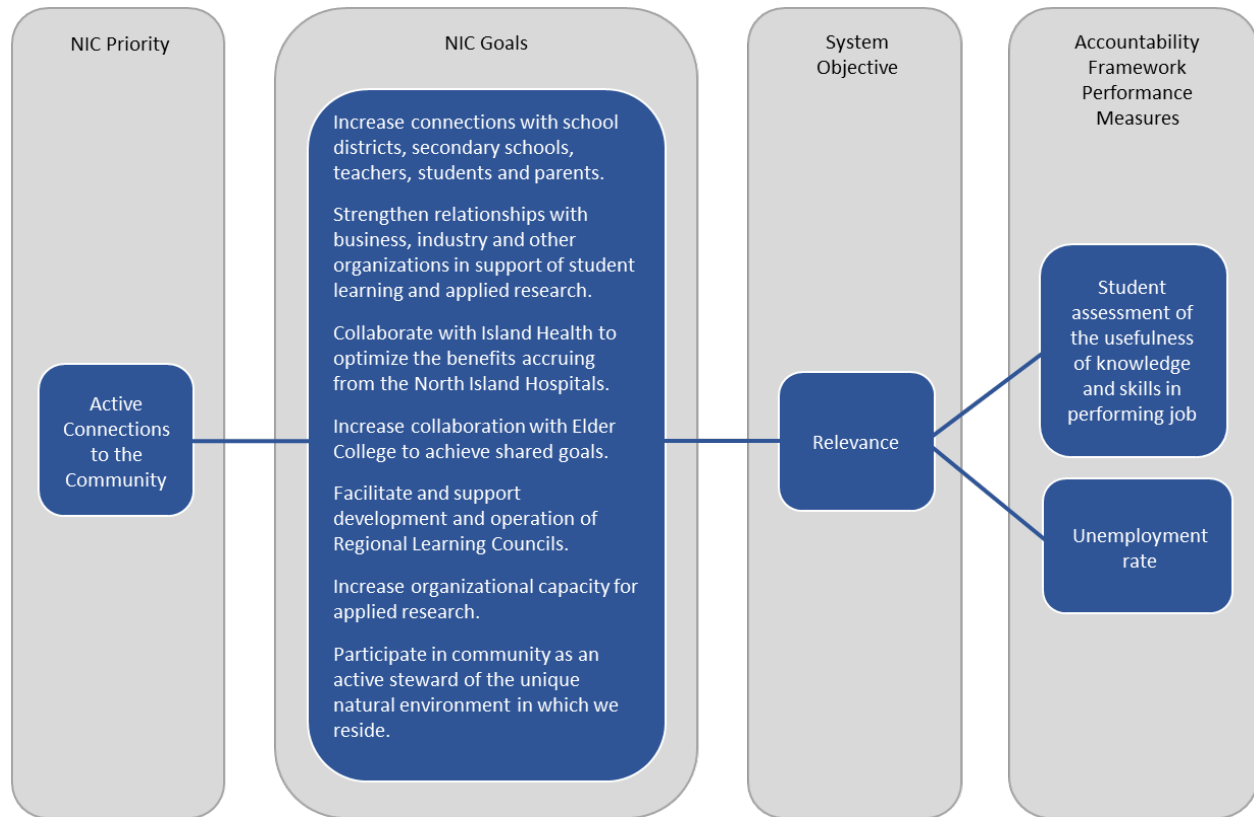
### 2020/21 Goals, Actions and Outcomes

<i>Create and implement a multi-year, comprehensive Resource Development Strategy.</i>	
Achieved	<ul style="list-style-type: none"> <li>The NIC Foundation (NICF) Board of Directors selected a new investment manager which resulted in reduced fees of approximately \$18K that will go to awards for students.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Student awards have increased 53% in the last five years as the result of ongoing multi-faceted comprehensive fundraising strategies. Work will continue with the 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.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>The NICF raised more than \$547K for scholarships and bursaries to help students in 2021/22 - up 9% from \$503K in 2020/21.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>NICF Giving Campaign initiatives resulted in a \$332K bequest, NICF's largest ever estate gift to support student awards.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>A COVID-19 Student Hope Campaign was launched in November 2020 with a \$50K goal to raise bursary funds for students in need. Major gifts included a historic \$30K pledge from the North Island Students' Union (NISU).</li> </ul>
<i>Develop and implement plans for a capital fundraising campaign with the NIC Foundation.</i>	
Achieved	<ul style="list-style-type: none"> <li>NIC's first comprehensive fundraising campaign raised an unprecedented \$1.8M in Campbell River. The campaign included a \$1M cash donation, the largest ever in NIC's history, and a \$125K donation, NIC's largest ever corporate cash donation.</li> </ul>

<b><i>Increase business partnerships, entrepreneurial development and involvement in social innovation.</i></b>	
Achieved	<p>See “Strategic Priority #8: Active Connections to Community.”</p> <p>See “Mandate Letter Priorities” items:</p> <ul style="list-style-type: none"> <li>○ “2d. Providing programming that meets local, regional or provincial labour market and economic needs,” and</li> <li>○ “4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health).”</li> </ul>
<b><i>Develop and communicate a 10-year Investment Plan to address long-term infrastructure and resource needs.</i></b>	
In Progress	<ul style="list-style-type: none"> <li>● NIC’s Board of Governors approved the College’s five-year <i>Capital Facilities Plan</i>, which was submitted to AEST, with the following projects: <ul style="list-style-type: none"> <li>○ Housing Commons at Comox Valley campus,</li> <li>○ Campbell River Indigenous Gathering Place/Teaching space,</li> <li>○ Comox Valley Academic Building (to replace Village portables),</li> <li>○ Port Alberni Trades Consolidation and Renovation,</li> <li>○ Comox Valley Tyee Classroom addition,</li> <li>○ Comox Valley Library and Learning Commons, and</li> <li>○ Student Housing at the Campbell River campus.</li> </ul> </li> </ul>
Achieved	<ul style="list-style-type: none"> <li>● The NICF Board of Directors has improved its investment and spending policies and procedures to address long-term sustainability and investment market fluctuations.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>● An overhaul of NICF policies and procedures was completed. Much of the work supports short-, medium- and long-term resource development to support students and College initiatives.</li> </ul>



## Strategic Priority #8: Active Connections to Community



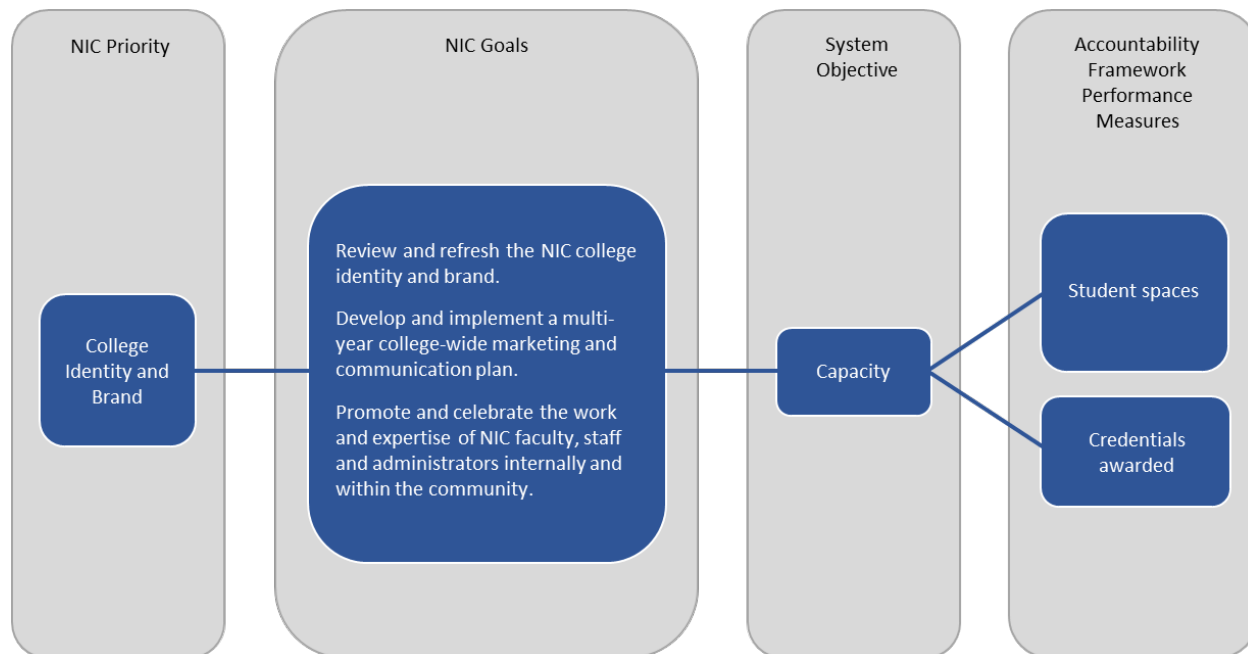
### 2020/21 Goals, Actions and Outcomes

<i>Increase connections with school districts, secondary schools, teachers, students and parents.</i>	
Achieved	<ul style="list-style-type: none"> <li>Collaborated with VIU, UVIC and Camosun College to offer the second North Island Post-Secondary Tour to high schools. The virtual tour reached 822 students across Vancouver Island including Victoria, Nanaimo and North Island communities.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Virtual connections permitted NIC to participate in post-secondary tours across B.C. and Alberta</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Delivered virtual Post-Secondary 101 and dual credit presentations to 273 high school students between September and April. Recruiter-Advisors also met 177 unique high school students at monthly high school advising visits between October and March.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Over 800 counsellor packs were mailed across B.C. and Alberta.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Increased Indigenous recruitment-advising support for Port Hardy and Port McNeill areas through the NIC Indigenous Education Advisor based at Mixalakwila campus in Port Hardy.</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>

<b>Strengthen relationships with business, industry and other organizations to support student learning and applied research.</b>	
	<p>See NIC's goal to "Increase organizational capacity for applied research" below.</p> <p>See "Mandate Letter Priorities" items:</p> <ul style="list-style-type: none"> <li>o "2d. Providing programming that meets local, regional or provincial labour market and economic needs," and</li> <li>o "4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health)."</li> </ul>
<b>Collaborate with Island Health to optimize the benefits accruing from the North Island Hospitals.</b>	
Achieved	<ul style="list-style-type: none"> <li>• NIC's Bachelor of Science in Nursing department has joined the New Grad Registered Nurse Council (NGRNC) sponsored by Island Health. The NGRNC consists of third- and fourth-year BSN students, new graduate registered nurses, novice registered nurses, employers, post-secondary faculty and other nursing representatives. The Council provides an opportunity for dialogue between organizations to co-develop recommendations for establishing consistent and systematic approaches to addressing factors influencing transition into practice and attrition among new graduate registered nurses.</li> </ul>
<b>Increase collaboration with ElderCollege to achieve shared goals.</b>	
Achieved	<ul style="list-style-type: none"> <li>• Offered 70 lectures, courses and programs to 800 Comox Valley ElderCollege (CVEC) members. There was a significant drop in membership due to the COVID-19 pandemic; however, a strong core team of volunteers has been retained. The members who were able to take part in Zoom lectures and courses were very happy with the format and CVEC has decided to retain the Zoom platform after the pandemic has run its course.</li> </ul>
Planned	<ul style="list-style-type: none"> <li>• Campbell River Elder College offered a selection of courses via Zoom; however, student response was not positive so the program in Campbell River and in Port Alberni will be suspended until the pandemic is resolved and face-to-face classes can resume.</li> </ul>
<b>Facilitate and support development and operation of Regional Learning Councils (Alberni Valley, Mount Waddington, the West Coast and Campbell River).</b>	
	<p>See NIC's goal to "Build relationships with and be accountable to Indigenous communities" in "Strategic Priority #4: Aboriginal Education and Indigenization."</p> <p>See the "United Nations Declaration on The Rights of Indigenous Peoples Implementation" section in "Appendix II – Mandate Priority #1 Progress Report."</p>
<b>Increase organizational capacity for applied research.</b>	
Achieved	<ul style="list-style-type: none"> <li>• NIC's Centre for Applied Research, Technology and Innovation (CARTI) participated in a record number of 17 applied research projects with local businesses, First Nations, government and other partners and funders, including: <ul style="list-style-type: none"> <li>o Kwiakah First Nation,</li> <li>o Beaver Meadow Farms,</li> <li>o BC Timber Sales,</li> <li>o Wayward Distillery,</li> <li>o Rising Tide Shellfish Co.,</li> <li>o Central Coast Commercial Fisheries Association,</li> <li>o Marine Plan Partnership for the North Pacific Coast,</li> <li>o BC Pacific Oysters Ltd.,</li> <li>o Cascadia Seaweed, and</li> <li>o Campbell River Museum.</li> </ul> </li> </ul>
Achieved	<ul style="list-style-type: none"> <li>• Notable CARTI projects included: <ul style="list-style-type: none"> <li>o supporting local First Nations to assess suitability for kelp aquaculture operations;</li> <li>o supporting local oyster growers to develop innovative new production technology;</li> <li>o researching how seaweed cattle feed supplements lead to reduced methane production in cattle operations as well as improved animal immunity and a reduction in the need for antibiotics;</li> </ul> </li> </ul>

<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>In Progress</p>	<ul style="list-style-type: none"> <li>○ researching how to efficiently turn cultivated seaweed from raw biomass into shelf-friendly food products;</li> <li>○ researching how red sea cucumbers may be the ticket to more environmentally friendly and sustainable aquaculture; and,</li> <li>○ supporting a local distillery to increase production efficiency.</li> <li>● The number of proposals developed and submitted by CARTI staff and researchers increased to 20 in 2020/21, up from 19 in 2019/20. This continued success is a direct result of growing engagement of community and industry partners.</li> <li>● CARTI worked with an additional three NIC faculty and staff to develop NIC applied research funding proposals in 2020/21.</li> <li>● CARTI projects supported nine NIC researchers from a variety of program areas in their applied research activities.</li> <li>● CARTI provided paid employment and exemplary experiential learning opportunities to 11 students.</li> <li>● NIC increased media releases, resulting in a doubling of media featuring CARTI activities in 2020, compared to the previous year.</li> <li>● NIC’s Manager, CARTI, continues to serve on national committees to review Natural Sciences and Engineering Research Council of Canada (NSERC) proposals and advise on grant program changes.</li> </ul>
<p><i>Participate in community as an active steward of the unique environment in which we live.</i></p>	
<p>In Progress</p> <p>Achieved</p> <p>In Progress</p> <p>Achieved</p> <p>In Progress</p>	<ul style="list-style-type: none"> <li>● NIC continued to pursue carbon neutral status through reduced emissions, sustainability measures and carbon offsets.</li> <li>● Installed two more electric vehicle charging stations at the Comox Valley campus, bringing the total to four, which are all being well-utilized.</li> <li>● Installed an electric bike charging station at the Comox Valley Campus with the capacity to charge four electric bikes at once.</li> <li>● CARTI staff continue to provide expertise to the Discovery Passage Aquarium Society, the Beaver Lodge Trust Committee in Campbell River and the Greenways Loop in Campbell River.</li> <li>● NIC continued to work with the Comox Valley Project Watershed Society, the K’ómoks First Nation, and other partners to apply and test tools to study important forage fish populations and their habitats. This work will contribute to the conservation of important food sources for Pacific salmon, including chinook and coho.</li> </ul>

## Strategic Priority #9: College Identity and Brand



### 2020/21 Goals, Actions and Outcomes

<i>Review and refresh the NIC identity and brand.</i>	
Achieved	<ul style="list-style-type: none"> <li>Continued to focus on an earned media strategy, providing more photography, video and social media content to align with increased media needs. Releases garnered strong media support with 80% of news releases picked up by local, regional, provincial and national media within 24 hours of distribution.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Continued to promote courses and programs through improvement of branding and promotional materials, including a redesigned website,<sup>50</sup> Viewbook<sup>51</sup> and related print materials and advertising. The website refresh includes new, streamlined, audience-specific navigation, increased prominence for Apply Now and new image galleries. Other website improvements included a new current students webpage, new student life &amp; support services section, an Indigenous welcome and a locator map for international and out of region students.</li> </ul>
Achieved Achieved	<ul style="list-style-type: none"> <li>Shifted paid budget to a 95% increase in digital advertising and engagement.</li> <li>Bell Geotargeting campaign generated 1.25 million impressions, Bell Mobile Apps activity generated 400,000 campaign impressions and AdWords generated 59,000 impressions.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Created 123 videos, accruing 264,000 impressions and generating 28,100 views – a 35% increase over the previous year. Most of NIC’s video production was done in-house in 2020/21 which resulted in an 84% reduction in year-over-year costs.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Grew social media audiences:               <ul style="list-style-type: none"> <li>Facebook is now at 5,700 fans (632 new),</li> <li>Twitter has 3,300 followers (79 new),</li> <li>Instagram has 2,900 followers (543 new), and</li> <li>LinkedIn has 4,600 followers (393 new).</li> </ul> </li> <li>NIC’s strongest post was ‘Explore Kwak’wala language’ with 285 reactions.</li> </ul>

<sup>50</sup> View North Island College’s redesigned website at <https://www.nic.bc.ca/>.

<sup>51</sup> View North Island College’s 2020/21 Viewbook at <https://www.nic.bc.ca/pdf/publication-nic-viewbook.pdf>.

<i>Develop and implement a multi-year, college-wide marketing and communication plan.</i>	
In Progress	<ul style="list-style-type: none"> <li>Developed an operational plan supporting the goals and objectives in NIC’s academic plan, <i>Widening our Doorways – COVID-19 &amp; A 10-Point Plan to Reset, Reshape and Renew Learning at NIC</i>.<sup>52</sup></li> </ul>
<i>Promote and celebrate the work and expertise of NIC faculty, staff and administrators internally and within the community.</i>	
Achieved	<ul style="list-style-type: none"> <li>Continued faculty profile development and celebrated the work and expertise of NIC faculty through web, social media and news releases. Several stories received positive regional, provincial and national media coverage. Faculty Friday continues to be a popular weekly social media campaign on Facebook and Instagram.</li> </ul>
Achieved	<ul style="list-style-type: none"> <li>Supported 60 government, fundraising and recruitment events featuring NIC students, employees and administrators, including: <ul style="list-style-type: none"> <li>Virtual Grad,</li> <li>Virtual Orientation Day,</li> <li>Virtual Information Sessions,</li> <li>Okanagan Charter Ceremonial Signing and Launch,</li> <li>Beyond 2020 – Vancouver Island Career Fair,</li> <li>NIC Fine Art Department’s Artist Talk Series,</li> <li>Virtual Study Abroad,</li> <li>Virtual Orange Shirt Day, and</li> <li>Digital Design + Development Grad Show.</li> </ul> </li> </ul> <p>NIC delivered twice as many events in 2020/21 as the previous year with a shift to digital delivery in due to the COVID-19 pandemic.</p>

<sup>52</sup> View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

# FINANCIAL INFORMATION

NIC's most recent audited financial statements are available online at

<http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>.



## APPENDIX I – PERFORMANCE MEASURE RESULTS

Tables 1 and 2 at the end of this section provide NIC’s 2020/21 performance targets, results and assessments for each applicable performance measure included in the Ministry of Advanced Education and Skills Training’s (AEST) 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 AEST’s website.<sup>53</sup>

NIC achieved or substantially achieved 22 of the 24 assessed Accountability Framework performance measures in the 2020/21 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 these measures in 2020/21, 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’s degree graduates were all achieved.

NIC also achieved its Aboriginal Student Spaces target of  $\geq 13\%$  of total domestic student FTEs with 19% enrolled. Note that the target value is shown as “TBI” in Table 1 provided by AEST because this target is set internally by NIC based on the proportion of self-declared Aboriginal people in the NIC region’s population.

Developmental program FTEs were substantially below the target of 300 FTEs with 230 domestic student FTEs enrolled in ABE courses compared with 276 FTEs last year. The Total Student Spaces performance measure was also not achieved, with 1,451 FTEs enrolled toward the 2,393 FTE Total Student Spaces target. Regional 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 island/coastal geographic region (80,000 km<sup>2</sup>) present significant, ongoing challenges to achieving FTE performance targets. In 2020/21, the COVID-19 pandemic negatively impacted domestic and international enrolment in numerous ways. A summary for each of NIC’s educational areas, including challenges and achievements, is provided in the “COVID-19: Reset, Reshape and Renew” section of this document.

It is noteworthy that NIC enrolled 955 FTEs in 2020/21 that did not count toward AEST targets including 315 international student FTEs; 619 Industry Training Authority (ITA) funded foundation trades, technology and apprenticeship program FTEs; and 21 fourth-year Bachelor of Science in Nursing FTEs enrolled in partnership with Vancouver Island University.

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<sup>53</sup> View AEST’s *Accountability Framework Standards Manual and Guidelines* online 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).

Table 1, Accountability Framework performance measures, 2020/21 reporting cycle

Performance measure <sup>1</sup>	Reporting year					
	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Assessment		
<b>Student spaces (FTEs)<sup>2</sup></b>						
Total student spaces	1,476	2,393	1,451	Not Achieved		
Nursing and other allied health programs	255	248	244	Substantially Achieved		
Developmental	277	300	230	Not Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	529	518	535	Achieved		
<b>Aboriginal student spaces (FTEs)<sup>4</sup></b>						
Total Aboriginal student spaces	399	TBI	399	TBI		
Ministry (AEST)	310		298			
Industry Training Authority (ITA)	89		100			
<b>Student satisfaction with education<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.6%	1.7%	≥ 90%	91.7%	2.0%	Achieved
Trades Foundation and trades-related vocational graduates	94.8%	2.8%		94.9%	3.1%	Achieved
Former apprenticeship students	96.1%	3.4%		90.9%	3.7%	Achieved
Bachelor degree graduates	86.7%	6.4%		90.0%	9.3%	Achieved
<b>Student assessment of the quality of instruction<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.2%	1.5%	≥ 90%	95.5%	1.5%	Achieved
Trades Foundation and trades-related vocational graduates	97.4%	2.0%		94.9%	3.1%	Achieved
Former apprenticeship students	96.1%	3.4%		93.2%	3.2%	Achieved
Bachelor degree graduates	87.1%	5.9%		NA	NA	Not assessed
<b>Student assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.9%	2.2%	≥ 85%	89.8%	2.3%	Achieved
Trades Foundation and trades-related vocational graduates	91.4%	3.3%		90.9%	3.6%	Achieved
Former apprenticeship students	87.9%	6.7%		87.4%	5.2%	Achieved
Bachelor degree graduates	89.3%	6.8%		88.6%	8.8%	Achieved

<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.3%	3.3%	≥ 90%	90.6%	3.2%	Achieved
Trades foundation and trades-related vocational graduates	88.5%	5.2%		90.1%	5.6%	Achieved
Former apprenticeship students	93.2%	5.2%		94.7%	3.5%	Achieved
Bachelor degree graduates	96.7%	3.4%		95.0%	6.8%	Achieved
<b>Unemployment rate<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	7.2%	2.5%	≤ 12.5%	6.8%	2.6%	Achieved
Trades foundation and trades-related vocational graduates	9.2%	4.2%		14.5%	5.8%	Achieved
Former apprenticeship students	6.4%	4.7%		10.7%	4.2%	Achieved
Bachelor degree graduates	0.0%	0.0%		0.0%	0.0%	Achieved

Table 2, Accountability Framework performance measures, 2020/21 reporting cycle, Assessment of Skill Development component measures

Performance measure <sup>1</sup>	Reporting year					
	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	89.9%	2.2%	≥ 85%	89.8%	2.3%	Achieved
Written communication	87.6%	2.7%		89.2%	2.5%	
Oral communication	87.9%	2.6%		88.5%	2.6%	
Group collaboration	89.7%	2.2%		89.9%	2.3%	
Critical analysis	89.9%	2.1%		91.6%	2.0%	
Problem resolution	89.0%	2.3%		90.9%	2.2%	
Learn on your own	92.9%	1.8%		89.5%	2.3%	
Reading and comprehension	91.5%	2.0%		90.4%	2.2%	
<b>Trades foundation and trades-related vocational graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	91.4%	3.3%	≥ 85%	90.9%	3.6%	Achieved
Written communication	77.0%	9.0%		80.8%	9.2%	
Oral communication	83.1%	7.6%		86.8%	6.5%	
Group collaboration	92.7%	3.4%		90.4%	4.3%	
Critical analysis	92.7%	3.4%		93.7%	3.5%	
Problem resolution	94.6%	2.9%		92.2%	4.1%	
Learn on your own	89.3%	4.0%		93.7%	3.5%	
Reading and comprehension	98.2%	1.7%		94.7%	3.2%	
<b>Former apprenticeship students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	87.9%	6.7%	≥ 85%	87.4%	5.2%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		80.8%	8.5%	
Group collaboration	86.7%	6.8%		85.0%	5.1%	
Critical analysis	95.9%	3.6%		90.6%	3.9%	
Problem resolution	90.9%	5.9%		85.4%	4.9%	
Learn on your own	87.5%	6.2%		88.4%	4.2%	
Reading and comprehension	91.3%	5.5%		90.6%	3.9%	

Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	89.3%	6.8%	≥ 85%	88.6%	8.8%	Achieved
Written communication	89.7%	6.1%		90.0%	9.3%	
Oral communication	90.0%	5.6%		N/A	N/A	
Group collaboration	90.3%	5.2%		90.0%	9.3%	
Critical analysis	96.8%	3.1%		N/A	N/A	
Problem resolution	80.0%	7.5%		N/A	N/A	
Learn on your own	93.1%	5.1%		N/A	N/A	
Reading and comprehension	82.8%	7.5%		90.0%	9.3%	

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% - <100% of the target
Not achieved	< 90% of the target
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

## Notes for Tables 1 and 2:

### Notes:

N/A - Not assessed

TBI - Institutions are required to include their target and assessment.

<sup>1</sup> Please consult the 2020/21 Standards Manual for a current description of each measure.

<sup>2</sup> Results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year. 2020/21 actuals and targets are as of June 1, 2021.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years.

<sup>4</sup> Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

<sup>5</sup> Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

<sup>6</sup> As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.

## 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 Indigenous 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.

TRC CALLS TO ACTION <sup>54</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> <li>• New<sup>55</sup></li> <li>• Planned / In Progress / Implemented or Ongoing</li> </ul>	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required. If there is no relevant program/initiative show as N/A.
1: SOCIAL WORK	
<p>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>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<u>Culturally appropriate curriculum</u> <ul style="list-style-type: none"> <li>• Revitalization of curriculum to better reflect Indigenous ways of knowing and being. Changes include the use of more authentic textbooks and assigned readings, assessment that better reflects Indigenous ways of knowing and the integration of experiential and place-based learning.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Integration of cultural awareness and sensitivity in the certificate and diploma programs. Faculty utilize course resources such as textbooks, videos and assigned readings that reflect both the historical and contemporary experiences of First Nations people living in Canada.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Students are gifted with the booklet <i>Truth &amp; Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in a series of ceremonies with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.</li> </ul>
Ongoing	<u>Student supports</u> <ul style="list-style-type: none"> <li>• Designated BC Human Rights Tribunal seats for Indigenous students.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Access to Indigenous counsellors for academic and personal counselling needs.</li> </ul>

<sup>54</sup> "...” represents omitted text not related to post-secondary education from the original Call to Action.

<sup>55</sup> New initiatives start in the current reporting year and have not been previously reported on.



New   In Progress	<ul style="list-style-type: none"> <li>Working with the Southern and Central region Nuu-chah-nulth Nations to reserve digital seats for students from remote communities. Students will be able to access the Education Assistant and Community Support with Indigenous Focus Certificate program without leaving their communities and NIC will support them in finding practice placements in their home communities.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Elders in Residence deliver cultural teachings through guest speaking in the certificate and diploma programs.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Guest speakers with Indigenous backgrounds support the work students are doing in the classrooms.</li> </ul>
	<p><u>Cultural awareness workshops</u></p>
Ongoing	<ul style="list-style-type: none"> <li>The Village Workshop is facilitated for students annually. The workshop illustrates the process of first contact through the residential school experience and the enduring effects and long-term hurt to First Nations peoples in Canada. The workshop was provided digitally in spring 2021 through a series of video modules supported by NIC’s Elders in Residence.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>NIC’s human services, health care assistant, and early childhood care and education departments have collaborated annually since 2018/19 to take part in first contact and Nuu-chah-nulth cultural regalia workshops hosted by local experts. NIC was not able to host these workshops in 2020/21 due to COVID-19 but plans to resume in 2021/22.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>The Community Mental Health Worker Certificate program began in January 2021 with a BlueJeans panel conversation from four Elders in Residence. Elders discussed the role of good mental health in keeping communities healthy.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>A cedar weaving workshop hosted by a local Nuu-chah-nulth expert weaver has been delivered annually for the past eight years and is expected to continue. This workshop highlights aspects of Indigenous worldview in which everything is connected. Students learn from a facilitator and then teach each other based on their comfort levels.</li> </ul>

## 12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p><u>Culturally appropriate curriculum</u></p> <ul style="list-style-type: none"> <li>• Curriculum based on the B.C. Early Learning Framework and the Indigenous Early Learning and Child Care Framework.</li> <li>• Embedded the First Nations Health Authority resources for determinants of health, nutrition, wellness, and spiritual health in curriculum.</li> <li>• Embedded culturally appropriate ways of knowing and being in learning outcomes and assessments in approved course description revisions.</li> <li>• Hosted a faculty pedagogist to provide leadership to faculty, students and early learning programs in a pedagogy of listening to deepen understanding of honoring children’s knowledge and skills within their local contexts and times.</li> <li>• <i>Speaking Our Truth: A Journey of Reconciliation</i> by Monique Gray Smith is a required program text.</li> <li>• All students are gifted with the <i>Truth &amp; Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in ceremony with Elders.</li> <li>• Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.</li> </ul>
<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p><u>Student supports</u></p> <ul style="list-style-type: none"> <li>• Designated BC Human Rights Tribunal seats for Indigenous students.</li> <li>• Funding applications for the Early Childhood Educators of BC Education Support Fund with priority going to students who self-identify as Indigenous.</li> <li>• Access to Indigenous counsellors for academic and personal counselling needs.</li> <li>• Strengthened work-integrated learning options to support student practice in home communities.</li> <li>• Invited Elders in Residence and community partners to share content and knowledge as co-teachers with faculty, facilitators and guest presenters.</li> </ul>
<p>Ongoing</p>	<p><u>Cultural awareness workshops</u></p> <ul style="list-style-type: none"> <li>• The Village Workshop is facilitated for students annually. The workshop illustrates the process of first contact through the residential school experience and the enduring effects and long-term hurt to First Nations peoples in Canada. The workshop was provided digitally in spring 2021 through a series of video modules supported by NIC’s Elders in Residence.</li> </ul>
<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p><u>Faculty supports</u></p> <ul style="list-style-type: none"> <li>• Membership in the British Columbia Aboriginal Child Care Society.</li> <li>• Faculty engage in professional development in First Nation history, culture and traditions including the use of open textbook, <i>Pulling Together - A Guide for Indigenization of Post-Secondary Institutions</i> by BCcampus.</li> <li>• Professional development topics focused on racism, prejudice and discrimination, including an examination of program texts and children’s literature through this lens.</li> <li>• Purchased multiple copies of <i>Decolonizing Place in Early Childhood Education</i> by Fikile Nxumalo for faculty to reimagine ECCE practices and environments.</li> </ul>

**16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS**

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<ul style="list-style-type: none"> <li>• Significantly expanded Indigenous language offerings in partnership with local First Nations resulting in the highest ever FTEs enrolled (just under 80 FTEs) and more than doubling over the previous year (30 FTEs). Fifteen ABE-level course sections in Nuu-chah-nulth and Kwak’wala were delivered as well as five, first-year level course sections in Kwak’wala as part of the Indigenous Language Fluency Certificate. The 33-credit Indigenous Language Fluency Certificate was developed in direct response to the TRC Calls to Action and with the support of local First Nations.</li> </ul>

**23: HEALTH-CARE PROFESSIONALS**

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> <li>• Designated BC Human Rights Tribunal seats have been allocated in all NIC’s base funded health programs:               <ul style="list-style-type: none"> <li>○ Bachelor of Science in Nursing (three seats),</li> <li>○ Practical Nursing (two seats), and</li> <li>○ Health Care Assistant (two seats).</li> </ul> </li> </ul>

## 24: MEDICAL AND NURSING SCHOOLS

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 United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>New   In Progress</p> <p>Ongoing</p> <p>Ongoing</p>	<p><u>Bachelor of Science in Nursing (BSN)</u></p> <ul style="list-style-type: none"> <li>• Antiracist, culturally safe and trauma informed pedagogical approaches are promoted in all courses through both informal discussion between faculty as well as intentional conversations during curriculum evaluation and course development meetings.</li> <li>• A BSN undergraduate research project addressing whiteness suggested the following initiatives which are being discussed at curriculum meetings:               <ul style="list-style-type: none"> <li>○ visioning and drafting an antiracism statement;</li> <li>○ advocating for antidiscrimination workshops for faculty and students;</li> <li>○ reviewing of policies and procedures with an antiracist lens; and,</li> <li>○ advocating for the adoption of education specific recommendations of the report <i>In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Healthcare</i> (2020).<sup>56</sup></li> </ul> </li> <li>• Indigenous perspectives and pedagogies are integrated throughout the curriculum as described in the following bullets.               <ul style="list-style-type: none"> <li>○ Having guests and Elders in Residence attend classes. Elders are embedded in the relational practice courses and attend regularly regardless of the topic.</li> <li>○ Having community-based practice opportunities that include Indigenous people and experiences.</li> <li>○ Inclusion of Indigenous stories, experiences and perspectives through guest speakers, and media resources in multiple courses.</li> <li>○ Including Indigenous knowledge as a way of knowing in NIC’s nursing inquiry course, recognizing, validating, and including Indigenous scholarship in its own right.</li> <li>○ Using Indigenous pedagogical processes such as discussion circles, ceremony, land-based and immersion learning experiences.</li> <li>○ Including Indigenous authors’ perspectives on multiple topics and including required readings from Indigenous authors in multiple courses.</li> <li>○ Required textbook in all four years of the program: <i>Determinants of Indigenous Peoples’ Health in Canada: Beyond the Social</i> by Charlotte Reading and Sarah de Leeuw.</li> </ul> </li> <li>• Key activities that support reconciliation are described in the following bullets.               <ul style="list-style-type: none"> <li>○ The Village Workshop is facilitated for first- and third-year students. The workshop illustrates the process of first contact through the residential school experience and the enduring effects and long-term hurt to First Nations peoples in Canada.</li> <li>○ An Indigenous-led wellness day is held at the beginning of each academic year for first-year students with planned expansion to all students.</li> <li>○ NUR-410, Health and Wellness in Aboriginal Communities, which includes an immersion field school in a remote community is offered as an elective each year. The experience is Indigenous-led, land-based and wellness-focused. Due to the pandemic the field school was pivoted to include online seminars led by Indigenous knowledge holders.</li> </ul> </li> </ul>

<sup>56</sup> View In Plain Sight full report at <https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Full-Report.pdf>.

Ongoing	<p><u>Practical Nursing</u></p> <ul style="list-style-type: none"> <li>Elders in Residence are invited to class to share knowledge about NIC’s responsibility to the TRC Calls to Action <i>and the</i> UN Declaration on the Rights of Indigenous Peoples. Each year, new students are gifted with the <i>Truth &amp; Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in ceremony with Elders.</li> <li>The report, <i>In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Healthcare (2020)</i>,<sup>57</sup> was introduced to level one and four professional practice students and was the basis for a discussion about disparities and systemic racism in health care.</li> <li>Ongoing professional portfolio assignment for students in levels two, three and four exploring cultural competencies and personal meaning in the context of inclusivity, post-colonial understanding, respect, Indigenous knowledge and cultural safety.</li> <li>Completion of The Village Workshop online (4 modules). One of the modules includes discussion regarding the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples. This four- to five-hour workshop is self-paced and includes guided questions.</li> <li>First Peoples’ principles of teaching, learning and domains of learning is used for a discussion and a learning activity.</li> <li>A class is devoted to the subject of health care resource allocation inequities across the province for diverse demographics. Included in the discussion are determinants of health and the Indigenous perspective of health with an Elder in Residence as a guest speaker.</li> </ul>
New   Implemented	
Ongoing	
Ongoing	
Ongoing	
Ongoing	

**28: LAW SCHOOLS**

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 UN Declaration on the Rights of Indigenous Peoples, 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

<sup>57</sup> View In Plain Sight full report at <https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Full-Report.pdf>.

**57: PUBLIC SERVANTS**

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 UN Declaration on the Rights of Indigenous Peoples, 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New   Implemented	<ul style="list-style-type: none"> <li>Offered the Brave Space series as a place for students and employees to come together to have healthy, yet challenging, dialogue around important issues facing students and global citizens today. A brave space is a place for respectful sharing of thoughts, so that everyone can gain a better understanding of each other’s perspectives, encourage critical thinking and learn from each other. Topics include systemic racism and white privilege.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>Developing a six-week digital learning module that will provide insight into the local context and history of First Nations on whose traditional territories NIC’s campuses and centres are situated. This training provides faculty with the opportunity to reflect and examine their practice and guides them in the development of new teaching and learning methods as well as supports and services for students.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>Developing an Indigenous education resource website to support faculty with indigenizing their courses, curriculum and practices. The website will also house truth and reconciliation resources.</li> </ul>

**62: TEACHER EDUCATION**

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	



**86: JOURNALISM AND MEDIA SCHOOLS**

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

**92: BUSINESS SCHOOLS**

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 UN Declaration on the Rights of Indigenous Peoples, 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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New   Planned New   In Progress	<ul style="list-style-type: none"> <li>• Exploring development of a program in Indigenous administration.</li> <li>• Program reviews are in progress for all business credentials (post-degree, bachelor’s, diploma and certificate) with action plans to support curriculum indigenization.</li> </ul>

**UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION**

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

*Article 14*

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.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

*Article 15*

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.

*Article 21*

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<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>Indigenous Education Council (IEC)</u></p> <ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>○ guidance in developing and implementing the Aboriginal Service Plan, including the 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 CiCan Indigenous Education Protocol for Colleges and Institutes.</li> </ul> </li> </ul>
Ongoing	<p><u>Regional advisory committees</u></p> <ul style="list-style-type: none"> <li>• NIC has three regional advisory committees (Northern, Central and West Coast) with members appointed by First Nations communities and urban Indigenous organizations. The committees meet a minimum of three times per year to:               <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> </li> </ul>

	<u>Indigenous employees</u>
Ongoing	<ul style="list-style-type: none"> <li>NIC renewed its special program approval through Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> <li>Director of Indigenous Education,</li> <li>Indigenous education advisors,</li> <li>Elders in Residence, and</li> <li>faculty in Indigenous programming.</li> </ul> </li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>NIC plans to introduce an Indigenous counsellor position for fall 2021.</li> </ul>
	<u>Indigenization plan</u>
New   In Progress	<ul style="list-style-type: none"> <li>NIC's first ever indigenization plan, <i>Working Together – North Island College Indigenization Plan 2021-2026</i>,<sup>58</sup> was presented to the IEC in February 2021. Working Together utilizes the CICan Indigenous Education Protocol for Colleges and Institutes agreement and its seven commitments as a framework. An accompanying operational framework will include related actions, accountability, outcomes and evaluation. Indigenous voices are reflected throughout the plan. With IEC support, Working Together will be launched on June 21st, National Indigenous Day.</li> </ul>
	<u>First Nations partnership programs</u>
Ongoing	<ul style="list-style-type: none"> <li>IEC and regional advisory committees reviewed and supported Indigenous education programming and funding proposals.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Developed education agreements based on community-identified needs and developed memoranda of understanding with First Nations communities for long-term program planning.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Connected with community partners in the NIC region, including Ehattesaht, Mowachaht/Muchalaht, Hesquiaht, Kyuquot/Cheklesath, Kwakiutl, Quatsino, Gwa'sala-'Nakwaxda'xw and others to develop and deliver Indigenous language course offerings.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Delivered the first-year Indigenous Language Fluency Certificate in partnership with Kwakiutl Band Council.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Delivered Digital Essential Skills for Employment and Lifelong Learning program in partnership with Gwa'sala-'Nakwaxda'xw First Nations.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Delivered the Carpentry Foundation Harmonized Certificate program in Port McNeill in collaboration with the Mixalakwila campus and community.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Delivered Coastal Forest Worker Certificate in Campbell River in collaboration with Homalco First Nations.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Delivered an Indigenous Ecotourism Training program in partnership with Vancouver Island University and Heiltsuk Tribal Council for students across the region.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Developed Introduction to Marine Science, a low-barrier, land-based, hybrid-delivery course. This was based on the success of last year's Indigenous Archaeology and Field Skills Certificate in HUU-ay-aht First Nations territory.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Delivered the Indigenous Education Assistant and Community Support Worker Certificate in Port Hardy in partnership with the Mount Waddington Family Literacy Society.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Delivered the Community Mental Health Worker program in Port Hardy and Port Alberni for individuals with Health Care Assistant, Human Services Certificate or Early Childhood Education and Care certificate preparation.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>A partnership is underway to co-develop a local fisheries conservation certificate program with Nuu-chah-nulth Nations as well as delivery of an ABE pathway program to prepare future students.</li> </ul>

<sup>58</sup> View *Working Together – North Island College Indigenization Plan 2021-2026* online at <https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf/>.

New   Planned	<ul style="list-style-type: none"><li>• Planning with Sacred Wolf Friendship Centre to offer marine essential skills training in Port Hardy and Port McNeill.</li></ul>
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NORTH ISLAND COLLEGE



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## **Institutional Accountability Plan & Report**

2020 - 2021 REPORTING CYCLE