NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING

To be held in KX Hall Boardroom, Comox Valley Campus
Thursday, June 29, 2023 @ 1:00 pm
AGENDA

		TOPIC	ATTACHMENT	ACTION	TIME
1.		**CALL TO ORDER**			
	1.1	Acknowledgement of First Nations Traditional Territory			
	1.2	Declaration of Possible Conflict of Interest			
	1.3	Adoption of Agenda		To adopt	(5 mins)
2.		**CONSENT AGENDA**			
	2.1	Minutes of the Regular Meeting of April 20, 2023	✓	To approve	
	2.2	Governance and Board Development Committee Report, June 12, 2023	✓	Information	
	2.3	Executive Committee Report, June 12, 2023	✓	Information	
	2.4	Finance and Audit Committee Report, June 12, 2023	✓	Information	
	2.5	Correspondence and Information (Agenda item #5)	✓	Information	(5 mins)
3.		**BOARD BUSINESS**			
	3.1	Government Mandate Letter, 2023/24	✓	To approve	
	3.2	2022/23 Full-time Equivalent Enrolment Report	✓	To approve	
	3.3	2022/23 Institutional Accountability Plan & Report	✓	To approve	
	3.4	BUILD 2026 Updates and Dashboard Review	✓	To approve	
	3.5	Board Members Roundtable Discussion		Information	(20 mins)
4.		**REPORTS ON STRATEGIC ACTIVITIES**			
	4.1	President			
	4.1.1	President's Annual Performance Objectives, 2023/24		To approve	(10 mins)
	4.2	Vice President, Finance and College Services			
	4.2.1	Audited Financial Statements, Year Ended March 31, 2023	✓	To approve	
	4.2.2	Comox Valley Campus Fire Incident		Information	(10 mins)
	4.3	Chair, Education Council			
	4.3.1	Education Council Report	✓	Information	(3 mins)
5.		**INFORMATION** *(attachments)*			
	5.1	Board Schedule and Workplan (2023-24)			
	5.2	College Highlights Report, June 2023			
	5.3	FY 2022/23 Audit Findings Report			

6. **NEXT MEETING DATE**

Regular Meeting – September 28, 2023 Campbell River Campus

7. **ADJOURNMENT** 2:45 pm

Minutes of the Regular Meeting of the North Island College Board of Governors
Held in Room C210, Port Alberni Campus
Thursday, April 20, 2023

BOARD MEMBERS PRESENT

N. Arsenault, Community Member, Comox Valley Region
J. Atherton, Community Member, Comox Valley Region, Chair
L. Domae, President
M. Erickson, Faculty Representative
S. Humble, Community Member, Campbell River Region
R. LaTrace, Support Staff Representative
B. Minaker, Community Member, Comox Valley Region
E. Mosley, Community Member, Port Alberni Region
V. Puetz, Community Member, Campbell River Region
P. Trasolini, Community Member, Campbell River Region, Vice Chair

ABSENT

W. Gus, Chair, Education Council
J. Kim, Student Representative
S. Thakur, Student Representative

ALSO PRESENT

M. Allison, Director, College Governance & Strategy
I. Caplette, Chair, Indigenous Education Council
K. Crewe, Associate Vice President, People, Equity & Inclusion
C. Fowler, Vice President, Finance and College Services
K. Kuhnert, Vice President, Students & Community Engagement
R. Lennox, Organiser, North Island Students' Union
R. Reid, Executive Assistant, Board of Governors
C. Wilson, Executive Director, North Island Students' Union

_____

1. CALL TO ORDER

J. Atherton called the meeting to order at 1:01 p.m.

1.1 Acknowledgement of First Nations Traditional Territory

J. Atherton acknowledged that the meeting was being held in 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.

1.2 Declaration of Possible Conflict of Interest

The Board acknowledged its bylaw on conflict of interest guidelines should there be a need for Board Members to declare a conflict of interest on any of the agenda items.

1.3 Government Mandate Letter

The Board received a link to the Government's mandate letter to the College. A new mandate letter is expected to be received soon.

1.4 Adoption of Agenda

Moved S. HUMBLE / Seconded B. MINAKER: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF APRIL 20, 2023 AS PRESENTED.

Motion carried

2. CONSENT AGENDA

On an inquiry about efforts at Indigenous core competency training for staff, T. Bellavia reported that the curriculum is currently being developed.

Moved B. MINAKER / Seconded P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF APRIL 20, 2023.

Motion carried

3. BOARD BUSINESS

3.1 Board of Governors Workplan, 2023/2024

The Executive Committee recommends approval of the proposed workplan. Board Members made the following comments:

- Ample distribution of meeting and event venues across College campuses and regions;
- Board Members are encouraged to attend meetings and events in-person;
- Topics for board education sessions to be determined closer to meeting dates to allow for flexibility around choosing topics based on need and relevance.

Moved P. TRASOLINI / Seconded S. HUMBLE: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES ITS WORKPLAN FOR FISCAL YEAR 2023/2024 AS PRESENTED.

Motion carried

3.2 2023/2024 NISU Fee Letter

Moved E. MOSLEY / Seconded N. ARSENAULT: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE DIRECT THE COLLEGE TO COLLECT MEMBERSHIP FEES AND REMIT THE SAME TO NORTH ISLAND STUDENTS' UNION, AS OUTLINED IN THEIR FEBRUARY 2023 LETTER FOR THE ACADEMIC YEAR 2023-2024 AND PER THE COLLEGE AND INSTITUTE ACT.

Motion carried

3.3 Finance & Audit Committee Terms of Reference

The Finance & Audit Committee reviewed its terms of reference at its meeting of April 6, 2023. Minor amendments are recommended around the committee's timetable as well as appointment of a board appointee as chair of the committee.

Moved V. PUETZ / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FINANCE & AUDIT COMMITTEE TERMS OF REFERENCE AS PRESENTED.

Motion carried

3.4 Board Bylaw #5 – Reimbursement for Travel and Out-of-Pocket Expenses

Moved S. HUMBLE / Seconded P. TRASOLINI: **THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES BOARD BYLAW #5 – REIMBURSEMENT FOR TRAVEL AND OUT-OF-POCKET EXPENSES AS PRESENTED.**

Motion carried

3.5 Board Members Roundtable Discussion

Most Board Members participated in their respective standing committee meetings as well as the Ministry-hosted Post-Secondary Governance Workshop on April 17 in Vancouver. Of the workshop, Board Members cited the following takeaways:

- The workshop was well-received as it provided basic information essential for Board Members to understand their roles, annual workshops would be highly valued for this reason;
- Indigenization could include efforts to talk about oneself on a personal level during meetings;
- A session around Robert's Rules and Indigenous approaches, while opinions were varied, emphasized the importance of effective decision-making;
- A thought-starter to note is identifying what issues Board Members would want to advance in their respective colleges that can be done incrementally and what issues would not need to be prioritized;
- There is a desire to understand and be on the same page around what reconciliation, decolonization and Indigenization mean and how they can be made relevant in the Board's work;
- Cybersecurity is an emerging issue in the post-secondary sector.

P. Trasolini and J. Atherton attended the annual Campagnolo lecture series and dinner in March. J. Atherton attended the NIC Fest also held in March as well as an ElderCollege presentation on Medical Assistance in Dying (MAiD).

P. Trasolini and S. Humble will be attending the CICan Conference in Montreal in late April. They will be receiving an award of excellence on the College's behalf.

R. LaTrace noted that College business is largely relational in nature, which involves creating and maintaining relationships across various community sectors. She reflected on her role as NIC employee and Indigenous education navigator vis-à-vis her role as Board Member, adding that balancing the two roles has its challenges.

4. REPORT ON STRATEGIC ACTIVITIES

4.1 President

4.1.1 President's Report 1, April 2023

L. Domae provided the following updates:

- The College and other post-secondary institutions look forward to Government's Budget 2023 and its commitment to invest in the sector for the next three years;
- Budget 2023 also includes funding for student housing which is a top Government priority;
- More one-time-only funding is expected but the College is in a strong position to respond to that type of funding because of its partnerships;
- The College received significant funding for seats in Health Care Assistant Certificate program for senior care;
- The student housing project at the Comox Valley Campus is slated to begin construction in late summer and a housing manager has been hired to begin the project's operational plan;

- The College plans to undertake a demand study to determine the viability of another student housing project, this time at the Campbell River Campus;
- Consultations have recently concluded for the creation of the College's People Plan the draft of which is already underway.

L. Domae also noted that this meeting marks the end of her second year as President. She looks forward to providing a fulsome report on the College's strategic plan *BUILD 2026* in June.

On a question regarding the status of the sector's funding review by Government, L. Domae indicated that Government's interim budget letter commits to continuing t the funding review.

4.2 Vice President, Finance and College Services

4.2.1 Budget, Fiscal Year 2023-2024

C. Fowler reported that the proposed budget:

- Includes significant dollars provided by Government to fund wage settlements for both faculty (NICFA) and support staff (CUPE) unions;
- Has a projected deficit that is largely unchanged from the draft presented to the Board earlier in the year;
- Includes one-time only funding received in late March;
- Shows anticipated increases in Continuing Education and International Education revenues which are incorporated in the tuition revenues.

C. Fowler also informed the Board that the Ministry's deficit approval letter covers both fiscal years 2022/23 and 2023/24.

Moved P. TRASOLINI / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE FISCAL 2023/24 BUDGET AS PRESENTED.

Motion carried

4.2.2 Fiscal Year 2022/23 Financial Results

C. Fowler reported that Finance staff are still working through the draft financial statements. He assured the Board that the College will be within budget with the projected deficit.

4.3 Vice President, Academic

4.3.1 Tuition approval: Nursing 201 (NUR201)

T. Bellavia provided information on NUR201 which is part of a suite of courses providing a transition for licensed practical nurses into the BS Nursing program. The updated proposed fee of $168.04 per credit aligns with similar newly developed nursing courses.

Moved S. HUMBLE / Seconded P. TRASOLINI: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVES THE DOMESTIC TUITION FOR NUR 201 AT $168.04/CREDIT, EFFECTIVE AUGUST 15, 2023.

Motion carried

4.3.2 Credential approval: Instrumentation & Electrical Automation Technician Diploma

T. Bellavia presented the proposed new credential which is a two-year diploma that combines elements of the electronics technician core certificate and industrial automation technician diploma program. The credential can be accessed by dual credit students, prepares students to be job-ready and can also be used as a pathway into Red Seal certification.

Moved B. MINAKER / Seconded N. ARSENAULT: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVES THE CREDENTIAL, INSTRUMENTATION AND ELECTRICAL AUTOMATION TECHNICIAN DIPLOMA, EFFECTIVE IMMEDIATELY.

Motion carried

4.3.3   Tuition approval: Instrumentation & Electrical Automation Technician Diploma

The proposed tuition for the new credential was reviewed and recommended by a tuition review panel. The tuition is comparable with other rural colleges and incorporates the actual costs of delivering the program.

Moved N. ARSENAULT / Seconded S. HUMBLE: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APROVES THE DOMESTIC TUITION FEE FOR INSTRUMENTATION AND ELECTRICAL AUTOMATION TECHNICIAN DIPLOMA PROGRAM FEE OF $3,788.84/YEAR AND LAB FEE OF $525.00/YEAR, EFFECTIVE AUGUST 15, 2023.

Motion carried

4.3.4   Program name approvals

T. Bellavia reported that the program names, while they indicate minor changes to titles of credentials, support marketing of the programs and clarify language in terms of program laddering, learning objectives and naming conventions.

Moved M. ERICKSON / Seconded E. MOSLEY: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVE NOTED PROGRAM NAME CHANGES FOR THE FOLLOWING PROGRAMS, EFFECTIVE IMMEDIATELY:

  – **BUSINESS ADMINISTRATION DIPLOMA – MANAGEMENT OPTION**

  – **BACHELOR OF BUSINESS ADMINISTRATION – MANAGEMENT**

  – **BUSINESS ADMINISTRATION – POST GRADUATE DIPLOMA – ACCOUNTING**

  – **BUSINESS ADMINISTRATION – POST GRADUATE DIPLOMA – GLOBAL BUSINESS MANAGEMENT**

  – **TOURISM & HOSPITALITY MANAGEMENT CERTIFICATE - HOSPITALITY MANAGEMENT OPTION**

  – **TOURISM & HOSPITALITY MANAGEMENT CERTIFICATE - TOURISM MANAGEMENT OPTION**

  – **TOURISM & HOSPITALITY MANAGEMENT DIPLOMA – HOSPITALITY MANAGEMENT OPTION**

  – **TOURISM & HOSPITALITY MANAGEMENT DIPLOMA – TOURISM MANAGEMENT OPTION**

Motion carried

4.4   Chair, Education Council

4.4.1   Education Council (EdCo) Report

The Board received the April 2023 Education Council Report.

5.   INFORMATION

The Board received the following information items:

5.1   Current Board Schedule and Workplan 2022/23;
5.2   College Highlights Report, April 2023;
5.3   2023 Endowment Fund Report – Board Bursary;
5.4   Letter from Post-Secondary Education Minister dated March 21, 2023;
5.5   Commonly used acronyms;
5.6   Link to Board bylaws and policies.

6.   NEXT MEETING DATE

The next regular meeting is Thursday, June 29, 2023, Comox Valley Region.

7.   ADJOURNMENT

Moved S. HUMBLE / Seconded B. MINAKER: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF APRIL 20, 2023.

Motion carried

Time: 2:47 p.m.

_____   _____
Jane Atherton, Chair   Rachel Reid, Executive Assistant

Working together, North Island College builds healthy and thriving communities, one student at a time.

AGENDA ITEM: **Regular Meeting**
2.2 Governance and Board Development Committee Report

Committee members Patricia Trasolini (chair), Barry Minaker and Shelley Dores met on June 12, 2023 with Lisa Domae (President), Melanie Allison (Director, College Governance and Strategy) and Rachel Reid (Executive Assistant) as resource persons.

Territorial Acknowledgment

P. Trasolini started both meetings by calling the meetings to order and acknowledging that the committee meeting was being held in 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.

Adoption of Agenda

Moved S. Dores / Seconded B. Minaker: That the Governance and Board Development Committee adopts its agenda of June 12, 2023 as presented.

Motion carried

Committee Business

2023 Annual Board Evaluation

L. Domae recommended using the same evaluation survey as the previous year in order to have comparison data over the last few years.

Standing/Future Agenda Items

- Board Member exit interviews (following approval of governance manual)
- On-boarding New Board Members (following approval of governance manual)
- Establishment of a whistleblower policy (2024)
- Review and consideration of transition to paperless Board operations

Next meeting date

The next committee meeting date is on Thursday, September 14, 2023.

Time: 10:32 am.

North Island College Board of Governors
June 29, 2023

Working together, North Island College builds healthy and thriving communities, one student at a time.

AGENDA ITEM: **Regular Meeting**
                    2.3   Executive Committee Report

Committee members Jane Atherton (chair), Patricia Trasolini, Eric Mosley, Shelley Dores and Lisa Domae met on June 12, 2023 with Rachel Reid (Executive Assistant) attending.

Territorial Acknowledgment

J. Atherton started both meetings by calling the meetings to order and acknowledging that the meeting is being held in 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.

Adoption of Agenda

L. Domae requested the addition of a few items as President's Report. The committee adopted the agenda as amended.

Committee Business

Draft Board meeting schedule for June 29, 2023

The Committee approved three items for the Board's education session on the morning of June 29:

Audited Financial Statements, FY 2022/23;
Genus Investment Management Presentation of the College's investment portfolio;
Government's Future Ready Action Plan which will be replaced with the 2023 Mandate Letter should it arrive prior to June 29.

Draft regular and in-camera meeting minutes of April 20, 2023

The Committee received the draft minutes of April 20, 2023 and made no revisions.

Draft Board business meeting agenda for June 29, 2023

The draft regular agenda includes the President's performance objectives for the next year. L. Domae requested to table it to September if the Government Mandate Letter does not arrive in time for agenda distribution as her objectives must align with Government's mandate. The Committee approved the request.

Given the amount of information that the Board will need to review in preparation for the June 29 meeting, L. Domae also suggested that three items in the regular agenda – 2022/23 Full-time Equivalent Enrolment Report, 2022/23 Institutional Accountability Plan and Report and the BUILD 2026 Updates and Dashboard Review – be sent to the Board ahead of the meeting agenda package. The Committee agreed with instructions to make it clear that those items form part of the June 29 board meeting agenda package.

PSFS Future Ready Action Plan Letter of May 2, 2023

L. Domae presented a letter issued by the Ministry regarding its Future Ready Action Plan which is composed of a series of over 20 announcements, one of which is on the provision of limited funding grants for students over 18 years of age to take micro-credential courses. She also reported that the Island Pre-Health credential, which the Board approved late last year, received additional ongoing funding as part of the Future Ready Action Plan.

President's Report

L. Domae is planning on taking vacation leave after the June 29 Board meeting and will be travelling on business in October after the September Board meeting.

Time: 12:02 pm.

AGENDA ITEM: **Regular Meeting**
                       2.4   Finance & Audit Committee Report

Committee members Valery Puetz (committee chair), Eric Mosley and Murray Erickson met via BlueJeans and in-person on Friday, June 12, 2023 with Colin Fowler (VP, Finance & College Services), Sue Fleck (Director, Finance), Rachel Reid (Executive Assistant) with Liette Bates-Eamer and Ayomide Kolawole-Osafehinti of KPMG as resource persons.

Territorial Acknowledgment

V. Puetz called the meeting to order, acknowledged that the committee meeting was coming from a variety of unceded territories of First Nations on Vancouver Island and expressed gratitude for being able to operate in these territories.

Adoption of Agenda

The committee adopted the agenda as presented.

Committee Business

Audit Findings Report FY 2022/23

C. Fowler introduced L. Bates-Eamer and A. Kolawole-Osafehinti of KPMG. Highlights of the audit findings report are:

- This year's audit is complete with a few steps left but overall, it was a clean audit;
- Financial statements were prepared in accordance with the Budget Transparency and Accountability Act;
- Audit highlighted a large purchase that should have been capitalized;
- Noted that NIC now has a contractual commitment with the student housing project builder that will need to be disclosed;
- Used analytical procedures to determine the appropriateness applied to wages and accruals;
- Estimated what bargaining agreements would settle for based on Provincial Government's shared recovery mandate;
- Did in-depth analysis of funding associated with retroactive wage increases;
- Review of asset retirement resulted in no need to record based on the College buildings' ages.

On a question from the Committee, KPMG reported that the requirement to record deferred capital contributions applies to all public sector agencies.

C. Fowler and S. Fleck left the meeting at 3:26pm to allow Committee members to speak confidentially with KPMG.

C. Fowler and S. Fleck returned to the meeting at 3:29pm. L. Bates-Eamer and A. Kolawole-Osafehinti left the meeting at 3:29pm.

Draft Audited Financial Results FY 22/23

The committee received the audited financial statements attached to the agenda and recommended its approval to the Board.

C. Fowler provided highlights of the financial statements using a PowerPoint presentation:
- Growth of revenues and expenses are at par over a five-year period;
- Cash and cash equivalents have stabilized;
- NIC has the lowest tangible capital assets compared to other colleges in the sector;
- Tuition fee revenues are almost back to pre-pandemic levels;
- Investment returns this year are lower than the previous fiscal year;
- Annual amortization table shows how capital revenue is accounted for and recognized as deferred capital contribution.

Standing/Future Agenda Items

Long Term Investment Policy

C. Fowler noted that the policy will be reviewed by the Committee in the Fall.

Board policy: review of amortization policies in the post-secondary sector (discussion from January 26, 2023)

C. Fowler reported that the review of amortization policies will happen prior to the start of the College's next capital project. The review will include determination of capital projects' life expectancies. S. Fleck added that the Committee may consider a review of the College's capitalization policy to simplify categories and clarify how the College handles large purchases.

Annual risk report/register

M. Erickson requested follow-up on a risk register. C. Fowler reported that a draft register will be brought to the Committee for its review as soon as it is ready.

External auditor procurement process

The timeline for the procurement process will have the request for proposal to go out to select firms in Fall (October/November) and proposals expected to be submitted by January, 2024 for actual work to begin in time for a FY2024/25 audit.

Next meeting date

The next Committee meeting will be on Friday, September 15 at 3:00 pm.

Time: 4:05pm

June 22, 2023
Our Ref. 129479

Jane Atherton
Board Chair
North Island College
2300 Ryan Rd
Courtenay, BC V9N 8N6

Email Address: janers.atherton@gmail.com

Dear Jane Atherton:

On behalf of Premier Eby and the Executive Council, I would like to extend my thanks to you, your board members and your organization's leadership for your dedication, expertise and service to the people of British Columbia.

Public sector organizations—including Crowns, health authorities and post-secondary institution boards—support British Columbians by delivering vital public services and are accountable to the public through their responsible Minister. Your leadership in advancing and protecting the public interest strengthens trust in public institutions.

You are serving British Columbians at a time when people in our province continue to recover from and respond to the upheaval caused by the COVID-19 pandemic, an ongoing toxic drug crisis, climate-related natural disasters and while global inflation is driving up costs. Now more than ever, we need to focus on building a prosperous, low-carbon, sustainable economy, and a province where everyone can find a good home—in rural areas, in cities and in Indigenous communities.

This mandate letter, which I am sending in my capacity as Minister responsible for post-secondary institutions, sets out overarching principles relevant to the entire public sector and specific direction on priorities and expectations for your institution for the remainder of government's term.

Government and public sector organizations must continue to advance results that people can see and feel in these key areas: strengthened health care, safer communities, attainable and secure housing and a clean and fair economy that delivers affordability and prosperity.

In doing so, you will continue working towards lasting and meaningful Reconciliation by supporting opportunities for Indigenous Peoples to be full partners in the province we are building together and delivering on specific commitments as outlined in the *Declaration on the Rights of Indigenous Peoples Act* action plan.

.../2

Ministry of Post-Secondary Education and Future Skills

Office of the
Minister

Mailing Address:
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

As required by the *Climate Change Accountability Act*, please ensure your institution implements targets and strategies for minimizing greenhouse gas emissions and managing climate risk, including achieving carbon neutrality each year and aligning with the CleanBC target of a 50 per cent reduction in public sector building emissions and a 40 per cent reduction in public sector fleet emissions by 2030. Your institution is expected to work with government to report out on these plans and activities as required by legislation.

Our province's history, identity and strength are rooted in its diverse population. Yet racialized and marginalized people face historic and present-day barriers that limit their full participation in their communities, workplaces, government and their lives. The public sector has a moral and ethical responsibility to tackle systemic discrimination in all its forms—and every public sector organization has a role in this work. As part of this work, your organization is expected to adopt the Gender-Based Analysis Plus (GBA+) lens to ensure gender equity is reflected in your operations and programs.

British Columbians expect that public sector organizations operate in a responsible manner to deliver quality services equitably in all regions of the province. This requires strategic stewardship of planning, operations and policies in the areas of financial, risk and human resource management including information security and privacy protection.

The protection of government data and networks is a priority, especially where it concerns personal information of British Columbians. Public sector organizations must maintain up to date systems and effective cybersecurity practices, including maintaining current information management and cybersecurity policies, guidelines and standards; evaluating your organization against industry standards and maintaining appropriate security and privacy practices. The Office of the Chief Information Officer within the Ministry of Citizens' Services is available to support and offer guidance to your organization in any of these areas.

Public sector organizations must also implement and maintain an effective fraud risk management strategy. The Office of the Comptroller General and the Risk Management Branch in the Ministry of Finance are available for consultation.

The Crown Agencies Secretariat (CAS) in the Ministry of Finance supports public sector organizations to operate effectively, in the public interest and aligned with government's strategic direction and priorities. Within CAS, the Crown Agencies and Board Resourcing Office (CABRO) will continue to support you and your board on recruitment, appointments and professional development, as well as ensuring board composition and governance reflects the diversity of our province. CAS can support you in public sector governance best practices, policy and planning.

I expect you to ensure the important priorities and areas of focus listed in this letter are incorporated into the practices of your institution and develop plans to address the following new priorities within your approved budget and within the following context.

Post-secondary education and training are fundamental for anyone who wishes to access and succeed in most careers in our province. We know that 80 per cent of the 1 million new job openings in BC over the next decade will require post-secondary education and training. The StrongerBC Future Ready Action Plan aims to make education and training more accessible, affordable and relevant to prepare British Columbians for the jobs of tomorrow. Achieving the objectives of the Action Plan will require collaboration across many sectors, driven by the post-secondary sector.

.../3

I ask you to rise to the challenge and work across the post-secondary system, as well as with businesses, unions, tradespeople and community leaders, to build a province of opportunity and equity, where everyone can succeed and prosper by focusing on the following priorities:

- Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.
- Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.
- Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.
- Developing and implementing protections for international students that support their fair treatment.
- Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.
- Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

The Ministry posts the annual reporting requirements for public post-secondary institutions on its website. This document outlines the statistical, financial and performance reports for the fiscal year. Your institution is expected to meet these requirements by providing the data and reports necessary for government to carry out its responsibilities.

As Board Chair, you are required, upon resolution of your board, to sign this letter to acknowledge this direction from government to your institution. The signed letter is to be posted publicly on your institution's website by September 21, 2023.

I look forward to continuing to work with you and your board colleagues to meet the high standards set for us by all British Columbians.

Sincerely,

Honourable Selina Robinson   Date: June 22, 2023
Minister

pc: Honourable David Eby, KC
        Premier
        Premier@gov.bc.ca

        Shannon Salter
        Deputy Minister to the Premier, Cabinet Secretary and Head of the BC Public Service
        OOP.DMO@gov.bc.ca

.../4

Heather Wood, Deputy Minister and Secretary to Treasury Board
Ministry of Finance
Heather.Wood@gov.bc.ca

Bobbi Plecas, Deputy Minister
Ministry of Post-Secondary Education and Future Skills
PSFS.DeputyMinister@gov.bc.ca

Mary Sue Maloughney, Associate Deputy Minister, Crown Agencies Secretariat
Ministry of Finance
MarySue.Maloughney@gov.bc.ca

Dr. Lisa Domae, President and Chief Executive Officer
North Island College
lisa.domae@nic.bc.ca

Amber Neumann, Executive Assistant to the President
North Island College
amber.neumann@nic.bc.ca

Rachel Reid, Executive Assistant to the Board
North Island College
Rachel.Reid@nic.bc.ca

_____
Jane Atherton
Board Chair, North Island College
Date:

	BOARD OF GOVERNORS – ACTION SHEET
![NIC BOARD OF GOVERNORS logo]	**BOARD OF GOVERNORS – ACTION SHEET** June 29, 2023 Agenda #: 3.2 *Working together, North Island College builds healthy and thriving communities, one student at a time.*

Agenda Item:	2022/23 FINAL FTE ENROLMENT REPORT
Action Required:	For the Board's review and approval.

Background/History/Executive summary:

NIC's *2022/23 Final FTE Report*, an annual Ministry of Post-Secondary Education and Future Skills reporting requirement, is provided for the Board's review and approval. This report provides NIC's domestic student full-time equivalent enrolments (FTEs)[i] with respect to Ministry funded targets for fiscal year 2022/23 (i.e., April 1st to March 31st).[ii]

NIC enrolled a total of 2,670 FTEs in 2022/23 including 2,261 domestic student FTEs and 409 international student FTEs. Total FTEs were the second highest in NIC's history (after 2,740 FTEs in 2018/19) and grew by 3% (88 FTEs) over last year. Domestic student FTEs declined by 2% (41 FTEs) and international student FTEs grew by 46% (129 FTEs) over last year.

The following table and chart show the shift in domestic, international and total FTEs since 2019/20. It is noteworthy that domestic student FTEs, after slightly declining in 2022/23, remain 7% (147 FTEs) above the pre-COVID 2019/20 level. International FTEs have rebounded in 2022/23 and, although they have not recovered to the levels seen in pre-COVID 2019/20, they are the third highest in the history of NIC. Also, it should be noted that 2019/20 is a high comparator year for international student FTEs - second highest in the history of NIC - that was impacted by an influx of international students into B.C.'s post-secondary system beginning in 2018/19.

2022/23 Final FTE Summary							
	2022/23 (COVID Yr3)	2021/22 (COVID Yr2)	2019/20 (Pre-COVID)	2022/23 # Change from 2021/22	2022/23 % Change from 2021/22	2022/23 # Change from 2019/20	2022/23 % Change from 2019/20
Domestic	2,261	2,302	2,114	-41	-2%	147	7%
International	409	280	480	129	46%	-71	-15%
Total (Domestic + International)	2,670	2,582	2,595	88	3%	75	3%

FTEs by Student Type
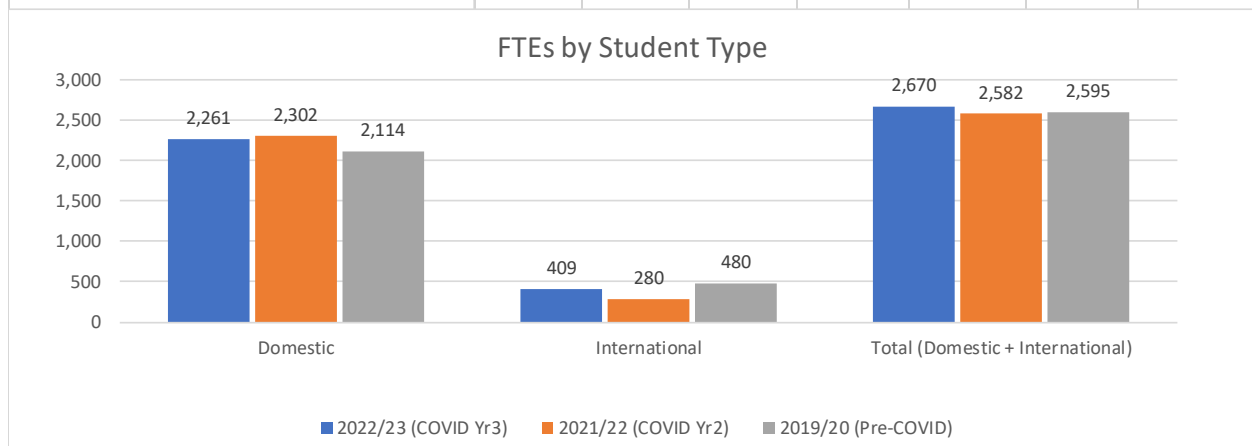
Fifty three percent of total FTEs (domestic + international) were delivered on-campus and 47% of total FTEs were delivered in digital plus blended formats in 2022/23 (30% digital + 17% blended). The following chart shows the shift in delivery since 2019/20 when 95% of total FTEs were delivered on-campus.

Percent FTEs by Delivery Type
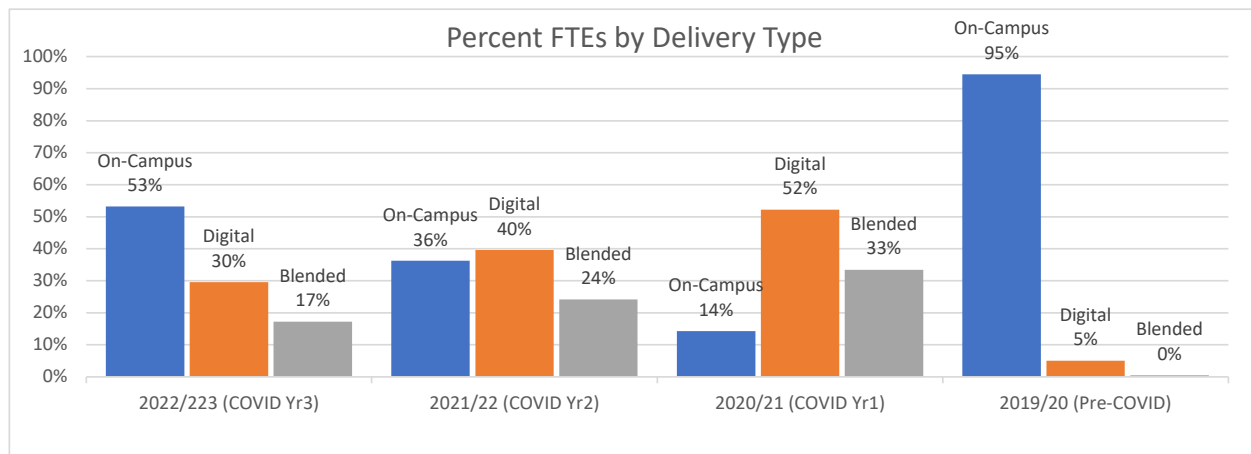
The *2022/23 Final FTE Report* was submitted to the Ministry by the May 12th reporting deadline. Data supporting FTE calculations were also submitted to the Ministry's Post-Secondary Central Data Warehouse by the May 31st submission deadline.

NIC's *Institutional Accountability Plan and Report for the 2022/23 Reporting Cycle* (IAPR) submission to the Ministry on, or before, July14, 2023 provides discussion, including strategic context, for NIC's 2022/23 Accountability Framework FTE performance measures. The Board of Governors is scheduled to receive NIC's IAPR at its June 29, 2023 meeting.

Policy analysis/strategic priority:

This item aligns with the *BUILD 2026* strategic priority and commitment to transparency and accountability in its leadership:

> *7.3*
> *Transparent decision-making builds a culture of trust and respect.* **We will facilitate open dialogue, collaboration, and consultation, to manage risk, achieve our goals and obtain results.**

Attachments:

APPENDIX I - PROGRAMMING YEAR-IN-REVIEW
NIC 2022-23 Final FTE Report Template

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE 2022/23 FINAL FTE ENROLMENT REPORT.

[i] Student FTEs quantify the enrolment activity of students in a given fiscal year using detailed methodology prescribed by the Ministry. Generally speaking, each full-time student enrolled in a full-time program is equivalent to one FTE. Part-time student enrolments are converted into full-time equivalents based on their course registrations as a proportion of a full-time course load – for example, a student taking 50% of a full course load is equivalent to 0.5 FTEs. It is important to note that FTEs reported for a given program in a given fiscal year can often be consi
derably less than the actual number of students enrolled. This is typical for programs starting in winter term, or near the end of the fiscal year, when some of the course registrations for that program start in the following fiscal year. In these cases, a portion of the FTEs is counted in the current fiscal year and the remaining portion is counted in the following fiscal year. Part-time programs and short-duration programs also result in fewer FTEs than students enrolled.

[ii] Skilled Trades BC funded foundation trades and apprenticeship program FTEs (751 FTEs) are reported but not counted toward Ministry targets. International student FTEs (409 FTEs) are also reported not counted toward Ministry targets. Not reported are 22 domestic student FTEs enrolled at NIC's Comox Valley campus in the Bachelor of Science in Nursing program offered in partnership with Vancouver Island University (VIU); these FTEs are reported by VIU.

APPENDIX I - PROGRAMMING YEAR-IN-REVIEW

Enrolment remained strong in 2022/23 with 2,670 FTEs (domestic + international) enrolled, the second highest in NIC's history after 2,740 FTEs enrolled in 2018/19, a peak enrolment year for international students. After two years of declining international student enrolment due to the wide-ranging, global impacts of the COVID-19 pandemic, international student enrolment recovered significantly in 2022/23 to 409 FTEs, an increase of 46% over the previous year and the third highest in the history of NIC. Domestic student FTEs declined slightly by 2% in 2022/23 over last year's 2,302 FTEs which was the highest in the past seven years, an 11% increase over the previous year and a 9% increase over pre-COVID 2019/20. Trades program FTEs were the highest in the history of the college at 927 FTEs, an 11% increase over last year, and Health and Human Service program FTEs remained strong at 309 FTEs, the second highest ever after last year's record high of 351 FTEs which was a 14% increase over the previous year. Through the collective efforts and hustle of the Education Team, NIC secured $5.2M in funding to enroll 438 one-time funded program FTEs in 2022/23 - 19% of total domestic student FTEs and the highest in NIC's history. At the same time, the college experienced declining domestic student enrolment in both Adult Basic Education and university studies, a trend seen at other post-secondary institutions. A focus on enhancing both program areas is underway.

The sections that follow provide an overview of how the college, through the collective efforts of staff, faculty and administration continued to provide programming that is high-quality, relevant, responsive and accessible to learners. The sections also articulate the importance of collaborating with Indigenous communities to support the development and offering of programs that speak to the Truth and Reconciliation Commission of Canada's education-related Calls to Action.

International Education

International student enrolment demonstrated a healthy recovery from the COVID 19 pandemic in 2022/23 with 409 FTEs enrolled, the third highest in NIC's history. Looking ahead, 2023 May and September intakes are reaching capacity earlier than expected in all academic, vocational and human services programs. Expanded enrolment is expected at each of the Port Alberni, Comox Valley and Campbell River campuses and new international student cohorts are planned in Early Childhood Care and Education, Health Care Assistant and Culinary Business on NIC's main campuses.

Beyond enrolling international students, NIC's Office of Global Engagement (OGE) connects all members of the NIC community – students, staff and faculty – with study abroad opportunities. OGE granted 45 study abroad scholarships for students participating in either virtual or physical mobility in 2022/23:

- two field schools in Indigenous Language Revitalization (Hawaii) and Advanced topics in Design (Mexico);
- two students in process of completing a double business degree with the Universite Savoie Mont Blanc/NIC in France;
- one student completing a one-year exchange with University of Transilvania Brasov in Romania; and,
- three Collaborative Online Intercultural Learning (COIL) projects were facilitated by NIC faculty.

One faculty mobility project supported by the Global Affairs Canada, Faculty Mobility for Building Partnership Grant was completed in Brazil at Instituto Federal de Amazonas. Three faculty completed a COIL Virtual Exchange Leadership training provided by Florida International University and are considering how to share their new knowledge with faculty. One welding instructor completed an expertise sharing mission in Kenya for the Young Africa Works Project. OGE also successfully secured a four-year project supported by Colleges and Institutes Canada and the Government of Canada with Nova Scotia Community College and Saskatchewan Polytechnic as partners in the Empowerment Through Skills Program in Tanzania.

In fall 2022, NIC launched *Journeying Together*, Canada's first ever Indigenizing internationalization plan developed under the guidance of NIC Elders, Indigenous community members and NIC's Indigenous Education Council (IEC). This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. NIC was selected for a national Excellence in Global Engagement bronze award by Colleges and Institutes Canada for *Journeying Together* and the plan is being used as an exemplar by researchers and other educational institutions to explore transforming international education in Canada. Part of NIC's integrated organizational planning approach, *Journeying Together* is aligned with *Build 2026* (NIC's strategic plan), *Working Together* (NIC's Indigenous education plan), and *Widening Our Doorways* (NIC's academic plan).

Trades and Technical

Faculty of Trades and Technical FTEs were the highest in NIC's history in 2022/23 with 927 FTEs enrolled, growing by 11% over the previous year. Core programming was delivered in the traditional on-campus format with a few adjustments required due to program waitlists. In addition to annual foundation and apprenticeship programs funded by Skilled Trades BC, one-time funding was secured in 2022/23 to serve over 145 additional students through micro-credential programming spanning environmental studies and motion picture crew training. Building off previous successes, additional cohorts of Youth in Trades, Women in Trades and Motor Sport and Power Equipment Technician programming were delivered, in addition to in-community Prep Cook programming in collaboration with the Parksville Chamber of Commerce.

Health & Human Services

Faculty of Health and Human Services (HHS) enrolments remained strong in 2022/23 as students retained a strong interest in both the health and human services fields. HHS enrolled the second highest number of health program FTEs in history in 2022/23 (309 FTEs) after last year's high of 316 FTEs which was a 14% increase over the previous year. Additionally, Early Childhood Care and Education (ECCE) enrolment was the highest in NIC's history in 2022/23, up 23% from last year, with 83 FTEs enrolled.

The majority of HHS programming was delivered in a blended format to increase accessibility across the NIC region, including ten students sponsored by the Mount Waddington Family Literacy Society who joined the Education Assistant Community Support Worker - Indigenous Focus program in Port Alberni. Similarly, the Health Care Assistant - Partnership Pathway program brought together an additional seven students from Port Hardy, Port McNeill and Alert

Bay to complete theory courses together online prior to attending in-person lab and clinical practice components at the Mixalakwila campus and local health care agencies.

In fall 2022, the ECCE department welcomed an Infant and Toddler diploma cohort of international students at the Comox Valley campus with an additional diploma cohort starting in 2023 winter at the Port Alberni campus. During spring 2023, the ECCE department partnered with School District 71 for a dual credit offering to a cohort of grade 12 students.

The Access to Practical Nursing program was offered in November 2022 to provide health care assistants with a pathway to expand their education and practice experience to become practical nurses; this access program will be offered again in fall 2024.

HHS continues to provide programming in a flexible, learner-centered way, supporting students in successfully persisting and completing programs in the Bachelor of Science in Nursing, Practical Nursing, Access to Practical Nursing, Health Care Assistant, Community Mental Health Worker, Human Services, Social Services and Early Childhood Care and Education.

Indigenous Education

A highlight for Indigenous Education in 2022/23 was the continued success of Indigenous language offerings with over 160 students enrolled. In partnership with Ehattesaht and Tla-o-qui-aht First Nations and Kwakiutl, Quatsino, and Gwa'sala-'Nakwaxda'xw Nations, one cohort of the Indigenous Language Fluency Certificate in Nuu-chah-nulth language is in progress and two cohorts - one in Kwak'wala and one in Nuu-chah-nulth language - were completed with a total of 61 students enrolled. 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 where children, siblings, parents, grandparents and Elders were all able to hear Indigenous language in their homes. Additionally, nine ABE-level course sections in Nuu-chah-nulth and Kwak'wala were delivered to over 100 learners in both digital and on-campus formats.

Indigenous students, faculty and staff have a new culturally relevant space for connection and celebration with the official community celebration and opening of the Indigenous Gathering Place at NIC's Campbell River campus. The building was honored with the name of q̓əpixidaʔas (which means "gathering place") and the Wei Wai Kum and We Wai Kai Nations blessed and officially opened the space on September 29, 2023. It is home to the Elders in Residence program, student support services, and offers a large community room for cultural celebrations, events and art displays. The gathering place will also provide a space to deliver Liq'wala language courses and other Indigenous education programming.

Indigenous-led learning continues to be the top priority for NIC's Office of Indigenous Education who continue to support Nations to bring self-determined education and training to their communities to meet their specific goals and objectives through accessing one-time funding sources.

Arts, Science & Management

Having recently undergone a significant and encompassing reorganization in 2022, the new Faculty of Arts, Science and Management (FASM) serves learners across Business, University Studies, Digital Design, Engineering, Office Administration, Fine Arts, Tourism and Hospitality

Management, Adult Basic Education and the brand-new Advanced Diploma in Island Pre-Health Science. The reorganization was done along methodological lines to enhance collaborative opportunities among like-minded and similarly-oriented instructors. It is also noteworthy that many departments have recently undergone program review or are scheduled for review in the coming months. Ongoing quality assurance practices support curriculum quality and renewal, ensuring the delivery of high-quality, responsive and relevant educational programming. This quality assurance process has been immensely rewarding for FASM and will guide future planning in all areas of instruction.

Consistent with last year's report, enrolment in tech-relevant Digital Design + Development programs remained strong in 2022/23 with just under 100 FTEs enrolled, the highest in NIC's history and a 26% increase over last year. Further expansion is planned beginning in 2023/24 with more learning opportunities both online and at the Campbell River campus.

Renewed strength in international student enrolment boosted business program enrolment to 310 FTEs in 2022/23, just slightly under pre-COVID levels and a 29% increase over last year. Beginning in fall 2023, the Bachelor of Business Administration program will include a broader array of program electives and, in support of the TRC's education-related Calls to Action, will include a requirement for students to take one Indigenous-focused course. Further enhancements are being explored to support reconciliation and the needs of Indigenous learners in the NIC service area.

In partnership with NIC's Office of Indigenous Education and the Tourism and Hospitality Management program, FASM delivered an Indigenous Hospitality Front Office Operation Micro-credential in 2022/23. Offered on the West Coast, this unique and relevant micro-credential added cultural learning and Indigenous language to an established hospitality course.

FASM's new Island Pre-Health Science advanced diploma program, scheduled for launch in fall 2023, is a place-based program that prepares students for entry into programs leading to careers in medicine, pharmacy, chiropractic, dentistry, optometry and health science research. This program will have a unique focus on Vancouver Island and the communities it serves, ensuring that students discover what it means to be a part of this region while learning about their value to the region. While an academically rigorous program, it will be supportive of all students, especially underrepresented students, and will incorporate an Indigenous focus while being socially just and inclusive. By encouraging students to enroll full-time, it is expected there will be a cohort intake for each year, creating a group of peers that can support each other and build a sense of community.

Lastly, for the first time in nearly five years, FASM offered students the opportunity to attend for-credit international field schools in spring 2023. With the support of NIC's Office of Global Engagement, students travelled to Spain to learn about art, culture and history, and separately to Jordan to undertake studies in applied archeology and anthropology.

Continuing Education and Training

NIC's Department of Continuing Education & Training (CET) delivered a wide range of vocational, work force certification, professional and contract training programs in 2022/23 to enroll 243 FTEs, the second highest in the past nine years after last year's 257 FTEs which was the highest and a 41% increase over the previous year. Enrolment in the Activity Assistant, and Animal Care Aide programs remained strong with a combined 124 students enrolled, the second highest in NIC's history after last year's high of 137 students which was a 44% increase over the previous year. Hospital Unit Clerk enrolment was also strong with 27 students enrolled and high student satisfaction levels. Other notable offerings included Craft Brewery Operations, Craft Brewing and Packaging, Meat Processing, Regenerative Farming, Trades Pathways, Carpentry Level One and Heavy Equipment Operator. The Metal Jewelry and Design program moved into a new studio in Campbell River in fall 2022 with enrolment recovering to pre-pandemic levels. Many programs continued to be offered digitally based on student preference and evidence that the format has been beneficial to student success. Expansion of digital program delivery continued into other regions of the province in 2022/23 where the programs were previously not available, notably South Vancouver Island, the Okanagan Valley, and northeastern B.C.

CET remained active in developing community partnerships in all regions of the NIC service area to meet local workforce training needs in 2022/23. In the Port Alberni region, programs were created in partnership with the Alberni Clayoquot Regional District, City of Port Alberni Economic Development, The Dock Food Hub, Community Futures Alberni-Clayoquot, Nuu-chah-nulth Employment & Training Program and Huu-ay-aht First Nation. In the Comox Valley and Campbell River, partnerships were created with the Comox Valley Chamber of Commerce, Lush Valley Food Action Network, Campbell River Economic Development, First Nations Health Authority, the BC Craft Brewers Guild, Island Health and long-term senior care homes. In the Port Hardy / Port McNeill region, CET worked with the Port Hardy Chamber of Commerce, the Mount Waddington Regional District, Wuikinuxv Nation, Gwa'sala- 'Nakwaxda'xw Nations, Quatsino, Kwakiutl and Dzawada-Enuxw/Kingcome Inlet Nations.

CET, along with partner organizations, applied for and received $1.4M in one-time program funding from the Community Workforce Response Grant program for the delivery of 12 training programs in 2022/23. These training programs provided needed workforce skills training for more than 140 students, supporting the social and economic health of communities throughout the NIC region.

2022/23 Final FTE Report for Post-Secondary Finance
<u>**North Island College**</u>
FTE Targets as at March 31, 2023

Date Reported:	May 4, 2023
Institution Contact:	Wes Skulmoski, Director, Institutional Research & Planning
Email:	wes.skulmoski@nic.bc.ca
Phone Number:	250-334-5245

Section 1 Program Level Details

PROGRAM	Ministry Code	CIP Code	FTE Target	FTE Actuals	Utilization	Comments
Bachelor of Science in Nursing	NURS	51.3801	87	109	125%	
Licensed Practical Nurse	NLPN	51.3901	32	39	121%	
Health Care Assistant	NHCA	51.3902	60	38	64%	
Health Care Assistant Partnership Pathway (one-time)	HLOT	51.3902	55	70	127%	
Allied Health	HLTH	51.0000	0	53		
Developmental	DEV	Multiple	256			
Tuition policy eligible ABE	ABE	53.0102		179		
Tuition policy eligible ESL	ESL	32.0109				
Not tuition policy eligible ASE	ASE	32.0101		47		
Not tuition policy eligible Developmental (please list)	DEV	Multiple				
Part-time/Evening/Weekend ECE Certificate	AVED	19.07	21	3	14%	This is a part-time program over two years so only partial FTEs are counted in a given fiscal year.
Full Time Onsite Diploma Program North Vancouver Island	AVED	19.07	9	9	95%	
Computer Information Systems (Certificate)	AVED	11.07	40	28	71%	
AVED graduate level (Masters or Doctoral) balance	AVED	Multiple	0			
AVED all other programs	AVED	Multiple	1,813	936	52%	
Total Ministry			**2,373**	**1,510**	**63.6%**	

Section 2 SkilledTradesBC Trades Training

PROGRAM	Ministry Code	CIP Code		FTE Actuals		Comments
Foundation	ITEL/ITHS/ITOT	Multiple		171		
Apprenticeship Technical Training	ITAP	Multiple		579		
Total STBC				**751**		

Section 3 International <u>Not</u> Reported in Section 1 Above

PROGRAM				FTE Actuals		Comments
International graduate level (Masters or Doctoral)						
International all other (e.g. Baccalaureate, certificate)				409		
Total International				**409**		

Section 4 Total Enrolment

PROGRAM	Ministry Code	CIP Code	FTE Target	FTE Actuals	Utilization	Comments
Total Ministry			2,373	1,510	64%	
Total STBC			0	751		
Total Domestic			**2,373**	**2,261**		
Total International				**409**		
Total Domestic and International				**2,670**		

Section 5 Supplementary Information

SUPPLEMENTARY INFORMATION	Ministry Code	CIP Code	FTE Target	FTE Actuals	Utilization	Comments
Total graduate level (Masters or Doctoral) included in section 1	Multiple	Multiple	0	0		
Health Externally Funded Domestic sources	Multiple	51.0000				
Health Externally Funded International sources	Multiple	51.0000				
Existing Delivery All other Early Childhood Education	AVED	Multiple		44		
International Reported in Section 1 Above (Domestic Tuition) graduate level (Masters or Doctoral)	Multiple	Multiple				
International Reported in Section 1 Above (Domestic Tuition) all other (e.g. baccalaureate, certificate)	Multiple	Multiple				
Online Delivery Domestic All programs	Multiple	Multiple		637		
Online Delivery International All programs	Multiple	Multiple		153		
Official Languages Education French Language Programs (1) French language/literature courses or (2) courses offered in French by the Faculty of Education or French language/literature courses offered through the Faculty of Arts in collaboration with the Faculty of Education for students planning to be teachers of Core French, French Immersion or Francophone Programs.	AVED	05.0124 13.1325 13.1402 55		5		

Section 6 <To combine components of Sections 1,3 and 5 for RRU, SFU, UBC, UNBC and UVIC>

Section 7 Summary by Program Grouping

Program Grouping	FTE Target	FTE Actuals	Utilization
Total Health	234	309	131.9%
Total Developmental - Tuition policy eligible	256	179	70.1%
Total Developmental - Not tuition policy eligible		47	
ECE Expansion	30	11	38.2%
Tech Expansion	40	28	
Total AVED All Other Programs	1,813	936	51.6%
Total Ministry	**2,373**	**1,510**	**63.6%**

	BOARD OF GOVERNORS – ACTION SHEET
NIC BOARD OF GOVERNORS	June 29, 2023
	Agenda #: 3.3
	Working together, North Island College builds healthy and thriving communities, one student at a time.

Agenda Item:	DRAFT INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT (IAPR) FOR THE 2022/23 REPORTING CYCLE *(attachment)*
Action Required:	For the Board's discussion and approval.

Background/History/Executive summary:

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

The purpose of the IAPR is to describe an institution's goals, objectives and outcomes and how it will monitor progress toward these outcomes. Institutions must describe what actions were taken, and the accomplishments achieved, related to priorities within the Minister's 2022/23 Letter of Direction. Due to the delay in releasing the 2023/24 Mandate Letters, a report on planning for 2023/24 Mandate Priorities is not required for the 2022/23 reporting period. The IAPR must also report on progress toward the goals and system objectives of the Ministry as established by the Accountability Framework performance measures.

NIC achieved 22 of the 24 assessed Accountability Framework performance measures in the 2022/23 reporting cycle. The Total Student Spaces and Developmental Student Spaces FTE performance measures were not achieved, with 1,510 FTEs enrolled toward the 2,373 FTE Total Student Spaces target and 179 FTEs enrolled toward the 256 FTE Developmental Student Spaces target. "Appendix I – Accountability Framework Performance Measure Results" provides an overview of all NIC's Accountability Framework performance measure target assessments. Strategies and challenges related to meeting targets are discussed in detail in "1.3 Strategic Context."

NIC's *IAPR for the 2022/23 Reporting Cycle* is aligned with *BUILD 2026*, NIC's 2021-2026 strategic plan, and will include a year-end report for BUILD's second year in "2. Performance Plan and Report: BUILD 2026" pending approval of the BUILD Year Two Dashboard at the June 29, 2023 Board of Governors meeting.

NIC will submit the *Institutional Accountability Plan and Report for the 2022/23 Reporting Cycle* to the Ministry by the submission deadline of July 14, 2023.

Policy analysis/strategic priority:

This item aligns with the *BUILD 2026* strategic priority and commitment to transparency and accountability in its leadership:

> *7.3*
> *Transparent decision-making builds a culture of trust and respect.* ***We will facilitate open dialogue, collaboration, and consultation, to manage risk, achieve our goals and obtain results.***

Attachments:
NIC IAPR 2022-23_DRAFT_230615

Suggested Resolution:
THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT FOR THE 2022/23 REPORTING CYCLE.

NORTH ISLAND COLLEGE

NIC

Institutional Accountability Plan & Report

2022 – 2023 Reporting Cycle   *** DRAFT ***

www.nic.bc.ca

TERRITORIAL ACKNOWLEDGEMENT

ƛuum̓aaʔateʔicuu
Nuu-chah-nulth

Gilakas'la
Kwak'wala

Ǧelakasla
Liq'wala

čɛčɛhaθɛč
Island Comox

The above words mean 'welcome' in the four languages of the Nuu-chah-nulth, Kwakwaka'wakw, Ligʷiɫdax̌ʷ, and Coast Salish people.

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 peoples, on whose traditional and unceded territories the college campuses are situated.

KITASOO/XAI'XAIS

NUXALK

HEILTSUK

WUIKINUXV

GWA'SALA-'NAKWAXDA'XW

DZAWADA'ENUXW

DA'NAXDA'XW

TLATLASIKWALA
Port Hardy
(Mixalakwila Campus)

GWAWAENUK

HOMALCO

KWAKIUTL

KWIKWASUT'INUXW HAXWA'MIS

QUATSINO

MAMALILIKULLA-QWE'QWA'SOT'EM

'NAMGIS

TLOWITSIS

KLAHOOSE

KA:'YU:'K'T'H'/
CHEK'TLES7ET'H'

EHATTESAHT

WE WAI KAI
Campbell River Campus

WEI WAI KUM

KWIAKAH

NUCHATLAHT

Comox Valley Campus

MOWACHAHT/
MUCHALAHT

K'ÓMOKS

HESQUIAHT

AHOUSAHT

HUPACASATH

Port Alberni Campus

TLA-O-QUI-AHT

TSESHAHT

UCHUCKLESAHT

UCLUELET
Ucluelet Centre

TOQUAHT

HUU-AY-AHT

DITIDAHT

PACHEEDAHT

Thunderbird Design on Qə pix ʔidaʔas by Jessica Chickite (We Wai Kai)

ACCOUNTABILITY STATEMENT

NORTH ISLAND COLLEGE

NIC

PENDING

The Institutional Accountability Plan and Report begins with a public letter to the Minister signed by both the Chair of the Board of Governors and the President.

This letter indicates that, in accordance with the institution's governance structure, the Board Chair and President are accountable for the Institutional Accountability Plan and Report.

CONTENTS

1. STRATEGIC DIRECTION AND CONTEXT

1.1 Institutional Overview

North Island College (NIC) is a comprehensive community college, which serves the people and communities across approximately 80,000 km² of Vancouver Island and parts of the B.C. Central Coast from Bamfield to Bella Coola. With 169,000 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 and unceded 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 a network of 24 learning centres. As the regional population underwent urbanization in the 1990s, NIC moved to a campus-based model at four sites in Campbell River, Comox Valley (main campus and NIC @ St. Joe's at the former St. Joseph's General Hospital), Port Alberni, the Mix̱alakwila campus in Port Hardy as well as a learning centre in Ucluelet.

Our niche lies in a deeply held commitment to being Indigenous-led, community-driven and student-centred. Students receive wrap-around services, including educational, financial aid, accessible learning, counseling, student advising and dedicated employment support with work-integrated learning while accessing a full range of education pathways, credentialed programs and short-term skills training.

We are grounded in community. In keeping with our access-focused roots, NIC continues to serve students in diverse and geographically dispersed communities through distance and digital learning as well as onsite programming in communities based on the specific needs of local First Nations and community partners.

NIC North Island College 2022/23 Fast Facts

NIC REGION

Campbell River Campus
Comox Valley Campus
Mixalakwila Campus
Port Alberni Campus
Ucluelet Centre
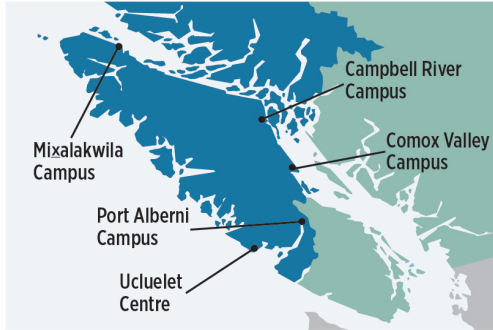
North Island College is a comprehensive community college that focuses on student success. We proudly serve the 169,000 people throughout our 80,000 km² service region, which includes northern Vancouver Island and B.C.'s mainland coast from Bamfield to Bella Coola.

Dedicated to Indigenization, access and wrap-around student supports, NIC works with local communities, government and industry to build healthy and thriving communities, one student at a time.

STUDENT ENROLMENT*

7,101 Total students

1,087 Indigenous students

533 International students

275 Dual Credit high school students

79 Dual Admissions post-secondary students

2,261 Domestic FTEs

409 International FTEs

*Headcount based on fiscal year NIC internal enrolment data

NIC STUDENTS SAY*

90% Satisfied with their education at NIC

93% Quality of instruction is high

94% Well prepared by NIC for further studies

*BC Student Outcomes survey of Diploma, Associate Degree and Certificate students

PROGRAM MIX*

8% Adult Upgrading
13% Business & Tourism
16% Health & Human Services
17% University Transfer
46% Trades & Industry Training

2022/23 Program Mix
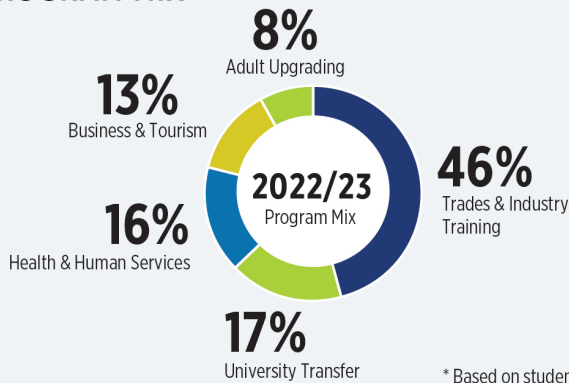
* Based on student FTEs

COLLEGE REVENUE

$4.2M Other Sources
$26.3M Provincial Base Operating Grant
$9.5M One-time Program Funding
$58.2M Total Revenue
$3.1M SkilledTradesBC Funding
$11.7M Tuition: International $5.9M Domestic $5.8M
$3.4M Capital Revenue
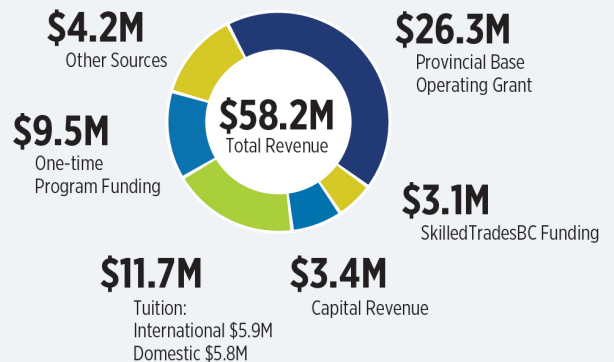
2022 AWARDS*

NICFoundation

$636,525 in Awards available to students

428 student recipients

*as of September 30, 2022

DOMESTIC STUDENT ORIGINS

79% Students from within the NIC region

10% Students from southern Vancouver Island

11% Students from mainland BC and other provinces

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.

For more information, please contact **communications@nic.bc.ca** | **www.nic.bc.ca**

1.2 Strategic Direction

1.2.1 Integrated Strategic Planning

NIC's strategic plan, *BUILD 2026*,[1] was created in response to community needs. It was first developed during the height of the COVID-19 pandemic with the voices of more than 1,500 students, First Nations representatives, communities, industries, governments and employees.

Under the guidance of the NIC Indigenous Education Council[2] and the NIC community, NIC co-launched BUILD with *Working Together – North Island College Indigenization Plan 2021-2026*,[3] the first Indigenous Education Plan in NIC history.

The two plans work in tandem toward lasting and meaningful reconciliation.

BUILD and Working Together are supported by *Widening our Doorways 2026*,[4] NIC's academic plan and *Journeying Together*,[5] NIC's Indigenous-serving internationalization plan which provides international students with Indigenous knowledge and understandings throughout their studies at NIC.

Together with *CARE²*,[6] a student mental health and well-being plan, they represent NIC's continued commitment to keep listening and responding with programs, services and delivery methods that support communities and student learning.

Aligned with provincial priorities, they provide a framework for working with government ministries, communities, employers and industry to implement post-secondary education and skills training programs that serve the needs of students across the region.

A report on performance measure results for year two of BUILD can be found in "2. Performance Plan and Report: BUILD 2026."

Ongoing engagement on BUILD and Working Together can be found at https://engage.nic.bc.ca.

---

[1] View *BUILD 2026* online at https://www.engage.nic.bc.ca/build-2026.
[2] View the Ministry of Advanced Education and Skills Training's Indigenous Leading Practices in Post-Secondary Education online at https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training/indigenous-leading-practices.
[3] View *Working Together – North Island College Indigenization Plan 2021-2026* online at https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf.
[4] View *Widening our Doorways 2026* online at https://www.nic.bc.ca/pdf/widening-our-doorways-2026.pdf.
[5] View *Journeying Together – A transformative approach to Indigenization and internationalization at NIC* online at https://www.nic.bc.ca/pdf/journeying-together.pdf.
[6] View NIC's *CARE²* plan online at https://www.nic.bc.ca/pdf/care2-plan.pdf.

1.2.2 Mission

Mission

Working together, NIC builds healthy and thriving communities, one student at a time.

1.2.3 Vision

Vision

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

1.3 Strategic Context

1.3.1 Navigating Change

NIC's fundamental challenge in enhancing our contribution to B.C.'s economic, social and environmental health is the diverse and rapidly shifting needs of the region's people and economies. The NIC region's people are incredibly diverse with a wide array of education and training needs ranging from traditional degree pathways to career, vocational, technology, trades, industry and resource training. The NIC 80,000 km^2 coastal, multi-island and inland service area lies within B.C.'s Vancouver Island/Coast economic region, making up approximately 85% of the region's geographic area and 20% of the population. The Vancouver Island/Coast economic region accounts for about 16% of B.C.'s workers and is forecast to have 176,700 job openings over the next ten years, of which 62% will replace retiring workers.

With the 65+ demographic being the fastest growing segment of the NIC region population, forecasts show that by 2027 there will be three retirees for every five working age people (compared with two retirees for every five working age people for B.C.). Amidst this profound and fast-moving demographic shift, a growing number of domestic NIC students - with an average age of 30 and just over 60% of whom are female - are reskilling and upskilling for second and third careers as economic and labour market conditions continue to shift in the region's primarily service- and resource-based economies. These students, older than the traditional 18-24 post-secondary demographic, illustrate the part-time nature of the learning journey for the majority of NIC students – just under two-thirds of students in NIC's credit programs study part time, in addition to the hours spent at work and caring for families. Never has personalized, flexible, affordable and close-to-home access to post-secondary education and training that incorporates an optimal balance of in-person, digital and blended delivery options been more important for people living in the NIC region.

Since the onset of the COVID-19 pandemic, communities have increasingly called for NIC to be front and centre in the execution of regional economic diversification strategies and labour force development plans. In response, we have widened and grown our program offerings to enroll the highest number of trades, tech-relevant, work-integrated learning, dual credit, and short-term and micro-credential program enrolments in the college's history in 2022/23. To do so, we have worked with regional First Nations and community partners to access over $5.2M in one-time funding to develop and deliver over 30 programs to fill just-in-time labour market needs in rural and remote communities. Importantly, these programs are often offered with low or no tuition, embedded essential skills or upgrading courses, Indigenous supports, and delivery modes and schedules that meet the needs of learners in rural and remote communities. Notably, this programming was one of the major sources of NIC's 7% growth in domestic FTEs in 2022/23 over pre-pandemic 2019/20 enrolment with up to 90% of students in these resource-intensive, in-community programs of self-declared Indigenous identity.

Like B.C. and the rest of Canada, the aging population of the NIC region escalates demand for healthcare professionals, especially in rural and remote communities where people must travel long distances if there are in-community service shortages. People trained in communities where they have put down roots with family and friends tend to stay in those communities, underscoring the importance of local access to health programming offered by NIC. NIC's health programs have grown consistently in number and enrolment over the past decade with student FTEs increasing, on average, by 7% annually over the past three years. In 2022/23, NIC enrolled the second highest number of health program FTEs (including

allied health programs) in its history (309 FTEs) after last year's high of 316 FTEs which was a 14% increase over the previous year. To help meet critical healthcare needs in Indigenous communities, NIC prioritizes admission for Indigenous learners in the Bachelor of Science in Nursing, Practical Nursing, Health Care Assistant and Island Pre-Health Science programs.

NIC has also prioritized Indigenous student admission for the Early Child Care and Education (ECCE) and Human Service Worker programs to help address Indigenous People's workforce priorities in childcare and community care. Enrolment in both program areas remained strong in 2022/23 and, with expanded international ECCE cohorts at the Comox Valley and Port Hardy campuses, ECCE enrolment was the highest in NIC's history, up 23% from last year with 83 FTEs enrolled. To further expand ECCE offerings, NIC partnered with School District 71 during spring 2023 for a dual credit intake of grade 12 students. Early childhood educators and assistants are high-demand occupations for the Vancouver Island/Coast economic region, with just under 1,600 job openings forecast over the next ten years with half replacing workers retiring from the workforce. NIC will continue to collaborate to grow the number of ECCE graduates to help local employers fill job vacancies and parents overcome barriers to work and education. With $14.2M in funding from the Province, the college will begin expansion of ECCE facilities at the Comox Valley campus in summer 2023, finalizing design of a $14.7M Centre of Excellence in Early Learning inclusive of academic and childcare spaces, with plans to select a builder in fall 2023 (see "2.5.2 Community-Connected Learning").

1.3.2 Supporting Local Communities to Build Resilient Economies

NIC's most important contribution to the economic, social and environmental health of British Columbians is our accessible, flexible and responsive approach to learning that increases the participation of people living in the NIC service area in the province's skilled economies. As an active member of B.C.'s public post- secondary system, we fully embrace our purpose as a B.C. college and our role as an anchor institution in the over 50 rural and remote communities, inclusive of 35 First Nations, that we have the privilege of serving.

We are a community college that is passionate about our mandate to provide comprehensive, relevant education and training to the people living in the NIC service area inclusive of the North Island, Northern Central Island and Pacific Rim regions of Vancouver Island as well as the Central Coast region of the B.C. mainland. Our broad range of affordable, year-round, high- quality offerings are a gateway to business, industry and further post-secondary education. Embedded in community, we bring our resources and knowledge to civic tables that work together to grow the well-being of the people and localities we serve. Our holistic approach to building community well-being weaves economic, social and environmental contributions to the province into our student-centred education and training. We collaborate with First Nations, local governments, businesses, industry and local communities to create high-quality education and training that is culturally relevant, environmentally sustainable and based on regional labour market needs. This practical and relationship-based approach to education and training is essential to the economic health of people living in the NIC service area. Our partners identify prospective programming and prospective students, ensuring that a growing number of local citizens have access to education and training, leading to rewarding careers in high-demand and high-income fields.

Our accessible and comprehensive programming contributes to a resilient and adaptable workforce that keeps rural and remote economies running in a shifting demographic and economic landscape. NIC graduates keep daycares, social service agencies, hospitals, medical clinics and schools open. Our

graduates in accounting, office administration, trades, culinary arts, technology, web design and marketing serve the small businesses, trades, forestry operations, mines, aquaculture farms and tourism sector businesses that ground North Island economies. At the same time, NIC's community capacity building extends beyond meeting core labour market needs. Rural and remote people living in the NIC service area are facing major technological, economic, environmental and regulatory changes in key industries like forestry, mining and aquaculture. NIC supports these transitions with programming that blends social and environmental awareness with the skills that technologization requires. For example, developed at local industry tables, NIC's Coastal Forest Worker Certificate integrates teachings about Indigenous lands and culture and leading environmental practices with hands-on skills acquisition and employability outcomes. The certificate includes the technical, math, engineering, applied technology and data management skills that careers in today's forestry industry require. Our Regenerative Farming Micro-credential supports female entrepreneurship and community resiliency through students' local acquisition of sustainable farming knowledge and skills.

Given the profound changes and rapid shifts in many of the NIC region's key industries, NIC's labour market programming is increasingly oriented towards regional economic diversification. For example, B.C.'s film industry has set new rural production records and is experiencing severe skilled labour shortages. NIC's motion picture micro-credentials, developed with INFilm and offered in partnership with Martini Film Studios, sees students from across rural B.C. learning theory online and gathering in-person for short, applied learning experiences. We also harness the college's growing applied research expertise to advance clean economic diversification through localized innovation activities that improve the province's social and environmental health (see "Fostering innovation across our economy" in Appendix II for a description the work done by NIC's Centre for Applied Research, Technology and Innovation to support the *StrongerBC Economic Plan*[7] in 2022/23). Our students' learning extends beyond the classroom to solve real-world challenges, which embed experiential learning opportunities within social innovation projects. For example, by partnering with small companies like Cascadia Seaweed and local First Nations, NIC's student researchers are increasing the viability of the environmentally sustainable seaweed industry. Economic development and diversification initiatives like these have the revenue potential to provide high-wage jobs in small communities while being sustainable and culturally appropriate.

Innovation in self-directed, flexible learning such as stackable, short-term credentials is an essential and growing strategy for training an adaptable and resilient workforce in the NIC region. Flexible learning with integrated student services offered year-round facilitates access and successful program completion with exit points that fit with learners' life circumstances and goals. For example, NIC's open admission, online, twelve-week Medical Terminology Skills Micro-credential meets Island Health's requirements and provides full credit toward an Office Administration certificate which ladders into our Bachelor of Business Administration. NIC looks forward to continuing to work with Ministry and sector colleagues to ensure that learning achieved through micro-credentials is stackable and transferable. Detailed information on micro-credentials delivered by NIC in 2022/23 can be found in "Micro-credentials" in Appendix II and progress on NIC's strategic priority of delivering customized training and programs can be found in "2.5.3 Self-Directed and Customized Learning."

---

[7] View the *StrongerBC Economic Plan* online at https://news.gov.bc.ca/files/StrongerBC_Economic_Plan_2022.pdf.

1.3.3 Making Space for Reconciliation

NIC is an Indigenous-led college which recognizes the authority and direction 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 campuses are situated. NIC also acknowledges the four Métis Chartered Communities throughout the region. Under their leadership, we promote reconciliation with Indigenous peoples through our actions and commitments. NIC's commitment to reconciliation is enshrined in our governance model, strategic plan, academic plan, Indigenization plan, global learning plan and operations.

In this work, we are accountable to the NIC Indigenous Education Council (IEC) composed of members from each of the 35 First Nations, four Métis Chartered Communities and local Indigenous organizations. A leading practice in B.C., the IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction in all matters relating to NIC's vision, mission and strategic direction. Three regional advisory committees identify local education and training priorities and advise on community and economic development plans.

In 2021, the IEC launched *Working Together – North Island College Indigenization Plan 2021-2026*, the college's first Indigenization plan. The plan adopts B.C.'s Declaration on the Rights of Indigenous People Act as its reconciliation framework and actions the *Colleges and Institutes Canada Indigenous Education Protocol* to bring this framework to life. Working Together commits NIC to:

1. Action - Making Indigenous education a priority.
2. Governance - Ensuring governance structures recognize and respect Indigenous peoples.
3. Teaching and learning - Including intellectual and cultural traditions of Indigenous peoples in curriculum and learning approaches.
4. Understanding and reciprocity - Increasing understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Employee recruitment - Increasing the number of Indigenous employees, including Indigenous senior administrators.
6. The learning environment - Establishing Indigenous-centred holistic services and learning environments.
7. Building relationships - Being accountable in Indigenous communities in support of self-determination.

NIC works to fulfill each of these commitments to reconciliation through specific goals and actions that aim to restore balance, address the social divide and eliminate racism and socio-economic inequity. Reporting annually to the NIC community, Working Together has advanced key initiatives and operational changes in accordance with these commitments (see "2.5.1 Indigenous-led Education").

We are working to restore balance in NIC's governance structures by increasing the representation of Indigenous Peoples on NIC boards, councils and committees. The NIC Board of Governors and IEC are committed to exploring decolonized, Indigenized decision-making processes. We are currently reviewing policies and operational practices to ensure they recognize Indigenous People's human rights and the equity and inclusion of Indigenous students, faculty, staff and community members. A strategy to increase the number of Indigenous employees, including in senior leadership positions, will achieve personnel balance in the organization (see "2.7.2 Diversity, Equity and Inclusion").

NIC will continue to balance programming through curriculum development in all disciplinary areas. Our goal is to ensure all academic programs include at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with that field of study. Program areas named in the *Truth and Reconciliation Commission's Calls to Action*[8] have committed to implementing the education-related Calls to Action as well as the articles related to education in the *United Nations Declaration on the Rights of Indigenous Peoples* (see "2.7.1 Reconciliation" and "Appendix III - Implementation of the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples").

We continue to expand Elder- and Navigator-guided, in-person and digital Indigenous student supports. All NIC students have access to Elders and Indigenous Education Navigators at all four NIC campuses to assist with developing educational plans, liaising with instructors, contacting Indigenous sponsorship organizations and other education-related and personal guidance needs. With the support of the NIC Foundation, NIC has also established an Aboriginal Scholars program. Aboriginal scholars work with a Navigator to create an achievement plan based on individual goals. The goals can be academic, spiritual, emotional and/or physical, to support students and provide life skills to help them during their educational journey and beyond. Students work with their Navigator throughout the term to keep on track and access services and support that will help them achieve their goals. At the end of each term, students earn a scholarship based on the successes of their individual achievement plans.

1.3.4 Breaking Barriers to Equitable and Inclusive Access

Equitable and inclusive access to post-secondary education and training is at the heart of NIC's institutional vision, mission and our role in B.C.'s post-secondary education system. Still, NIC continues to serve an underserved regional population with some of B.C.'s lowest levels of post-secondary education and most significant systemic barriers to participation. This includes 14% of the regional population who are of Indigenous ancestry and who are most impacted. The proportion of Indigenous peoples is highest in rural and remote areas of the NIC service area, ranging up to just under 30% on Northern Vancouver Island and 66% on the Central Coast; by comparison, only 6% of the province's population is Indigenous. Labour market forecasts indicate that enabling the workforce participation of all British Columbians will be necessary for the province's future economic health. NIC's mandate as a B.C. public-sector college includes providing equitable access to the economic and social prosperity that post-secondary education and training affords for all people who live in the NIC service area.

People living on Northern Vancouver Island and the Central Coast have some of the province's highest needs for post- secondary education and training. The *B.C. Labour Market Outlook: 2022 Edition*[9] predicts that nearly 80% of B.C.'s 1,017,000 job openings in the next decade will require post-secondary education and training; however, only 58% of the working-age population in the NIC region have post-secondary education (compared to 66% provincially). Inequity is apparent in the region's Indigenous working-age population of which only 43% have a post-secondary credential. People living in rural and remote areas of the NIC region have the lowest levels of post-secondary attainment. On Northern Vancouver Island, for example, only three-in-ten (31%) of the Indigenous working-age population have a post-secondary credential.

---

[8] View the *Truth and Reconciliation Commission of Canada's Calls to Action* online at https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf.
[9] View the *BC Labour Market Outlook: 2022 Edition* online at https://www.workbc.ca/media/358/download?inline=.

The NIC region also includes a higher proportion of people with barriers to post-secondary education than the B.C. average. About one-in-five secondary school students in the region do not graduate from high school, ranging up to 40% on Northern Vancouver Island (compared with 8% for the province). Fourteen percent of working age people living in the NIC region don't have a high school diploma (compared with 10% provincially), ranging up to one-in-four on Northern Vancouver Island and the Central Coast. About one-in-four Indigenous working age people living in the NIC region do not have any credential at all, including a high school diploma (compared to 10% for non-Indigenous working age people); this ranges up to 40% on Northern Vancouver Island. Thirteen percent of NIC's former diploma, associate degree and certificate students surveyed in 2022 took adult basic education upgrading courses 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 9%.

NIC's developmental education offerings provide an important pathway to post-secondary education and training given the low levels of high school completion in the regional population. Combined with individualized academic and personal services, they help to increase academic preparedness and post-secondary participation of students from disadvantaged socio-economic circumstances. These students are more likely to live in rural and remote areas of the NIC region where the selection of high school courses can be limited. To expand access, we have grown flexible-intake, digital and blended delivery options with multiple start dates during the year. Nonetheless, some developmental learners benefit most from structured, in-person instruction so maintaining these offerings is essential, especially in rural communities even though class sizes may be small. Important for local labour markets, NIC's suite of adult basic education offerings and services provide high school graduation equivalency, a requirement of many of the major employers in the NIC region. The *BC Labour Market Outlook: 2022 Edition* estimates that there will be just under 197,000 job openings in B.C. over the next ten years requiring high school and/or occupation-specific training.

Twenty-three former youth in care benefited from the B.C. Government's Provincial Tuition Waiver Program at NIC in 2022/23 representing an increase of 21% over last year. With the B.C. Government's $19.2M investment to remove the age restriction for the Provincial Tuition Waiver Program in August 2023, former youth in care seeking to attend NIC will have fewer barriers to accessing post-secondary education and training leading to meaningful career opportunities and life-long success. In addition to the tuition waiver, all former youth in care are eligible to receive $3,500 to offset the costs of books, supplies and computers. To further support former youth in care in 2022/23, NIC expanded outreach to include all in-community contacts working with youth. The connection has created more awareness of barriers faced by youth in care, resulting in efforts to streamline processes for increased access and support from point of entry to completion. Recognizing that Indigenous students are disproportionately represented, and to increase participation, NIC has communicated the tuition waiver program in its Indigenous student newsletter and has sent wrap-around support offers to 40 local contacts including First Nations, band offices, school districts and community support agencies in 2022/23. NIC's Financial Aid/Educational Advisor continues to participate fully in the provincial community of practice for former youth in care on a monthly schedule. Building relationships with Navigators and teams at other institutions promotes sharing of best practices and has led to an expansion of connection points to former youth in care students. Examples include creating monthly newsletters specific to former youth in care along with regular email communications tailored for former youth in care interests. The Financial Aid/Educational Advisor is the designated contact for former youth in care at NIC, supporting funding as well as educational planning, registration and referral to other services.

Affordable housing is a serious and growing barrier for people seeking post-secondary education and training in B.C. Work is underway to ensure that NIC's first Student Housing Commons, scheduled to open in fall 2025 on the Comox Valley campus, will meet a variety of students' housing needs, from single student to family housing, with a variety of lease lengths to accommodate learners across all NIC programs from weeks-long apprenticeship training to four-year degrees. NIC has identified priority access for both Indigenous and former youth in care students and it is expected that a human rights application and exemption will be complete in 2024/25 prior to applications opening for fall 2025 move-in. Equally important agreements with independently owned childcare centres on campuses in Campbell River and the Comox Valley require prioritized entry for students with families.

To help make education more affordable, NIC also offers several expanding forms of student financial assistance. The North Island College Foundation offered over $635K in student support in 2022/23, the majority going to students with the highest financial need. Emergency funds are available to students throughout the year through Student Services. Financial need is particularly strong for students who regularly commute from remote areas of the region whose median after-tax household income is well below the B.C. average at $59K in 2020 compared with $76K for B.C.

Our low tuition profile opens opportunities for thousands of students across the NIC service area who tell us that rising tuition, housing, transportation and food costs are impacting their ability to earn a credential and they cannot endure a higher cost burden. At $3,206 per year for arts programs, NIC continued to have the lowest tuition on Vancouver Island in 2022/23. NIC is also among eight public post-secondary institutions of 25 in the province - mostly the rural colleges - that offered tuition under $3,300 for arts programs, making it one of the most affordable post-secondary institutions in B.C. Tuition-free adult basic education upgrading courses and support services help reduce barriers for some of the region's most underserved learners. Many one-time, customized programs at NIC are also tuition-free, supported by the provincial Community Workforce Response Grant; these programs often embed tuition-free upgrading and cultural supports.

1.3.5 Fostering Collaborative Connections

Collaboration forms a necessary part of our core operations at NIC as a principal mechanism for achieving efficiency in expanding affordable, relevant learning opportunities for people living in the NIC region, especially those in rural and remote areas. These partnerships and collaborations are underpinned by a firm commitment to sector and professional organization participation by NIC faculty, staff and administrators. They provide residents of the NIC region with learning opportunities that span the public and private sectors, connecting them with learning institutions across the province and globe.

NIC partners with eight local school districts to jump start local high school students' futures through a wide range of dual credit options that allow students to earn college credit while still in high school. A strategic priority (see "2.4.3 Pathways to Learning"), dual credit headcount enrolment has, on average, grown by 14% annually over the past five years. With 275 students enrolled in 22 programs in 2022/23, dual credit enrolment was the highest in NIC's history, growing by 9% over last year and up almost 90% from 2017/18. NIC's dual credit offerings include traditional university transfer arts and science courses as well as shorter-term program offerings, including micro-credentials, connected to in-demand jobs in trades, health, human services, technology and business. These school district-funded offerings reduce student costs and ease the transition from high school to the B.C. post-secondary system.

An equally important strategic priority for NIC is collaborating and partnering with local employers to grow community-driven, real-world work experiences and placements that give students the opportunity to apply their theoretical knowledge in practical settings (see "2.5.2 Community-Connected Learning"). Working alongside professionals, students gain insights into industry practices, trends and challenges, enhancing their understanding of the workplace dynamics and expectations. This knowledge helps them make informed career decisions and establish valuable relationships that may lead to future job opportunities or mentorship. NIC enrolled 921 students in 67 work-integrated learning offerings in 2022/23 (excluding trades apprenticeships) - the highest ever – including co-op, practicum, internship and work experience placements in health, human services, trades, business, Indigenous education, vocational and accessible learning programs. Additionally, NIC enrolled the highest number of students ever in trades apprenticeship training offerings in 2022/23 with 574 students enrolled, a 19% increase over the previous year. The apprenticeship training model combines periods of on-the-job training with employers who serve as mentors and periods of classroom instruction where students receive theoretical knowledge and a broader understanding of the principles and concepts underpinning their chosen field.

NIC continues to maintain and expand dual admission and transfer agreements with the University of Victoria (UVic) and Vancouver Island University (VIU) – the two B.C. universities to which NIC students are most mobile – as well as numerous other Canadian and global post-secondary partnership and community agreements. These collaborations benefit both students and partner institutions. NIC students can enter their second or third year of degree programs seamlessly while boosting enrolment at partnership institutions in the latter years of undergraduate degree programs. International partnerships allow NIC students to travel internationally while paying affordable NIC tuition or to stay at home longer, earning lower-cost NIC credentials and transfer credits before moving to more expensive institutions further from home.

Our dual admissions agreement with UVic allows students to be admitted to UVic while taking their first two years of study at NIC. During this dual admission period, students are eligible for scholarships and bursaries from both institutions. UVic is also our partner for an engineering program transfer agreement which allows students to take their first-year courses at NIC and then transfer directly into the second year of UVic's engineering programs, including biomedical engineering. Our pathway agreement with VIU allows NIC students to take their first two years of study at NIC before completing their Bachelor of Arts or Bachelor of Science at VIU. NIC's Communication Design Diploma graduates can also transfer their full credits to the VIU Bachelor of Design in Graphic Design. These admission guarantees provide a secure pathway for students who wish to take advantage of the lower-cost, closer to home instruction that NIC provides.

NIC has expanded partnerships and learning pathways beyond the post-secondary sector with learning partnerships with Canada's military (via the University of Manitoba) and McDonald's Corporation of Canada. The Supplementary Student Mobility agreement allows NIC to send three students/year who are military service members or former service members to the University of Manitoba for their degree programs in the faculty of arts. Our Credit for Rank program allows advanced standing for military service members in a variety of in-demand NIC programs. This agreement formally recognizes members' on-the-job learning and allows them to continue their education throughout their postings. This enhances their readiness for post-service social and economic contributions. A similar program with McDonald's Canada provides McDonald's employees who have completed management training with the restauranteur up to 28 credits in NIC's Bachelor of Applied Business Administration programs. This partnership acknowledges

the value of workplace learning and facilitates students' ability to advance in their post-secondary studies while pursuing needed employment.

1.3.6 Innovating for Global Learning and Engagment

Global learning enriches the educational experience of all students at NIC, builds a diverse campus community and is key to supporting NIC's sustainability. It brings the world to NIC and provides all students opportunities to study, learn and gain international experience. We value international students' many contributions to the communities we serve and, in the spirit of reconciliation, seek to connect international and Indigenous students with communities through learning. In fall 2022, NIC launched *Journeying Together*, Canada's first ever Indigenizing internationalization plan developed under the guidance of the NIC Indigenous Education Council (IEC), NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. NIC was selected for a national Excellence in Global Engagement bronze award by Colleges and Institutes Canada for *Journeying Together* and the plan is being used as an exemplar by researchers and other educational institutions to explore transforming international education in Canada.

Global learning is a strategic priority for NIC that commits to expanding international enrolment and international partnership agreements while maintaining a high level of international student satisfaction that NIC provides a supportive learning environment (see "2.5.4 Global Learning"). The college's integrated enrolment planning process has identified optimal international student enrolment at 600 FTEs by 2026, or one-fifth of 3,000 total FTEs (i.e., international + domestic). On our way to achieving this target, NIC enrolled 409 international student FTEs in 2022/23 with a healthy recovery after two successive years of decline due to ongoing, wide-ranging global impacts from the COVID-19 pandemic. International student enrolment is expected to continue to grow in 2023/24 with additional intakes at each of NIC's Port Alberni, Comox Valley and Campbell River campuses. New international student cohorts are planned in Early Childhood Care and Education, Health Care Assistant and Culinary Business Operations to help meet local labour market needs in high-demand community care, health care and food and beverage service occupations. It is estimated that new people to Canada will fill 38% of B.C.'s forecast 1,017,000 job openings over the next ten years according to the *BC Labour Market Outlook: 2022 Edition*.

Beyond enrolling international students, NIC's Office of Global Engagement (OGE) connects all members of the NIC community – students, staff and faculty – with study abroad opportunities. OGE granted 45 study abroad scholarships for students participating in either virtual or physical mobility in 2022/23 including field schools in Indigenous Language Revitalization in Hawaii and Advanced Topics in Design in Mexico. OGE also provided Bachelor of Business Administration students with the opportunity to enroll in a double business degree with Universite Savoie Mont Blanc/NIC in France and participate in a one-year exchange with University of Transilvania Brasov in Romania. NIC students can study internationally in over 14 countries while benefiting from NIC's low tuition - the lowest on Vancouver Island and one of the most affordable in B.C. NIC also hosts exchange students from 14 universities across continents whose presence enriches our learning environments across a variety of university transfer programs.

OGE expanded international partnership agreements in 2022/23 by securing a four-year agreement to participate in in the Empowerment Through Skills program in Tanzania with Nova Scotia Community

College and Saskatchewan Polytechnic as partners. Supported by Colleges and Institutes Canada and the Government of Canada, the program supports the development of community-demand-driven, competency-based, gender and human rights-responsive skills training programs. It aims to increase participation among women and adolescent girls in skills training programs and improve access to business, skills, and gender and human rights training in their communities.

2. PERFORMANCE PLAN AND REPORT: BUILD 2026

This section provides an overview of priorities, actions and outcomes for *BUILD 2026*, NIC's 2021-2026 strategic plan, organized by the plan's main architectural themes. BUILD uses architecture as an analogy to illustrate a responsive, student-centred strategic plan. It envisions stronger, thriving, integrated places of learning that reflect and support the richness of the region, and opens NIC to the communities it serves, creating a welcoming educational home for students and communities to call their own. Additionally, BUILD incorporates a strong commitment to the five foundational principles established by Government in 2020: putting people first; working toward lasting and meaningful reconciliation; supporting equity and anti-racism; ensuring a better future through fighting climate change and meeting our greenhouse gas reduction targets; and supporting a strong, sustainable economy that works for everyone. It is evident in this section as well as in "Appendix II – Implementation of Ministry Directives and Strategic Priorities" and "Appendix III – Implementation of the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples" that BUILD is also well-aligned with Ministry mandates and directives for NIC as well as Government's economic, workforce and climate action plans, StrongerBC, Future Ready Action Plan and CleanBC. A separate report on NIC's 2022/23 targets, results and assessments for the Ministry of Advanced Education and Skills Training's Accountability Framework performance measures is provided in "Appendix I – Accountability Framework Performance Measures Results."

Figures 1 and 2 below illustrate the BUILD architecture and how to interpret the dashboard graphics for the performance measures in the remainder of this section.

Figure 1, BUILD Architecture

Figure 2, How the Dashboard Graphics Work

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su | F | W	Su/F | W/Sp	Su/F | W/Sp	Su/F | W/Sp	Su/F | W/Sp	

ROOMS

2.5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING

| a. Increase # of students with advising support above 425 students | > 425 | On Track | 547 543 576 | | | | | 576 students have been assigned to an advisor. |

YEAR 5 GOAL
Combines the action of each of the plan's Year 5 targets with its measurable, providing a cohesive goal statement for ease of review

STATUS
Provides a consistent glanceable summary of the current status

MILESTONE
Highlights past, upcoming and/ or scheduled achievements

COMMENTS
Each project lead provides information to support/ clarify milestones on the timeline

TARGET
The Year 5 target — listed as either the item's defined benchmark or default as complete

TIMELINE BAR
Represents the five years of the plan, subdivided into reporting periods within each plan year, as defined in the reporting schedule below (grey shading indicates when data available)

LEGEND		Complete		On Track		Behind		No data yet		Not started

BUILD 2026 REPORTING

Current Report

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

2.1 People: Our Commitment to the NIC Community

The power of NIC lies in the strength, commitment and diversity of our people and workplaces. In our fast-changing digital world, our ability to act quickly, creatively and entrepreneurially requires a collaborative culture of growth and innovation. We will recruit, encourage, develop and retain a supportive, inclusive and diverse community of employees.

2.1.1 Healthy and Productive Workplaces

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

Outcome: Healthier employees working in safe and supportive workplaces.

YEAR 5 GOAL		TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
				Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***															

2.1.2 People Development

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

Outcome: Thriving, inspired and productive employees.

YEAR 5 GOAL		TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
				Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***															

2.1.3 Employee Engagement and Collaboration

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

Outcome: A culture of collaboration supported by peer networks.

YEAR 5 GOAL		TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
				Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***															

2.2 Foundation: Our Commitment to Strengthening Core Operations

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

2.2.1 Teaching and Learning

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

Outcome: Teaching excellence.

YEAR 5 GOAL		TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
				Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***															

2.2.2 Finances

NIC has a long history of strong and sound financial management, in keeping with our responsibility to the Province and people of this region. This ensures our sustainability over the long term, giving confidence to students and employees, even as we recover from the pandemic and guard against future challenges and threats to our financial security. We will develop a responsive financial model to eliminate our deficit and create fiscal health.

Outcome: Fiscal strength.

YEAR 5 GOAL		TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
				Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***															

2.2.3 Information Technology

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

We will actively and intentionally leverage our IT capacity through planning and investment.

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

YEAR 5 GOAL		TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
				Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***															

2.2.4 Integrated Enrolment

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

Outcome: Optimum college-wide domestic and international enrolment.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.2.5 Campuses and Centres

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

Outcome: Thriving, inspired and integrated campuses and centres.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.3 Frame: Our Commitment to Supporting Students

From the moment students enter the college, our services support their learning experiences. With "we are NICe" setting the tone, our learning services integrate with our many and varied courses and programs to ensure students are supported. We will embed caring learning services that support students in their studies.

2.3.1 Student Well-Being

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

Outcome: Increased student well-being.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.3.2 Student Support and Persistence

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

Outcome: Retain students with proactive support strategies.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.4 Doorways: Our Commitment to Accessible Education and Training

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

2.4.1 Program Entry

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

Outcome: Wider access to courses and programs.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.4.2 Learning and Services

Time and place can render post-secondary learning and services inaccessible for students with multiple family and work commitments. We will increase access to education and training by offering students flexible learning and service options.

Outcome: Serve more adult students through flexible delivery.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.4.3 Pathways to Learning

NIC links students, community, employers, industry and educational institutions. We welcome students from education institutions around the world, from within B.C. as part of B.C.'s transfer system and from Vancouver Island. We are a gateway for learning. We will connect students to learning opportunities close to home and across B.C.

Outcome: Seamless transitions to and from NIC.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.5 Rooms: Our Commitment to High-Quality, Relevant and Responsive Programming

Learning is NIC's reason for being. Our high-quality, relevant and responsive programming draws students from across B.C. and around the world. COVID-19 has shifted local and global industries, regional labour markets, employment rates and individual student needs. We will examine and renew our programs, the types of credentials we offer and the needs of the unique communities we serve.

2.5.1 Indigenous-led Education

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

Outcome: Indigenous-led learning.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.5.2 Community-Connected Learning

Community-driven, applied learning provides students with tactile understandings of their studies and new connections to employers and industry. We will enrich student learning through student-centred, community-relevant learning.

Outcome: Place-based learning.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.5.3 Self-Directed and Customized Learning

Rapid economic and social change is being unevenly felt across the region. Students now need more accessible skills and credentials that provide access to changing economies. We will offer individualized and customized education and training to meet the changing needs of students, industry and communities.

Outcome: Individualized advising support and customizable training or programs.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.5.4 Global Learning

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

Outcome: Revitalize and diversify international engagement at NIC.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.5.5 Program Response and Renewal

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

Outcome: High-quality, relevant and responsive programming.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.6 Windows: Our Commitment to Raising Awareness About the Quality and Diversity of Learning at NIC

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, 90% of students tell us they are satisfied with their education, 93% say our quality of instruction is high and 94% feel well prepared for further studies. Yet, there remains a lack of awareness about who we are, what we do and what sets us apart from other post-secondary institutions. We will raise awareness about the quality and diversity of learning at NIC.

2.6.1 Brand and Identity

NIC operates in an increasingly crowded post-secondary marketplace occupied by public and private post-secondary institutions and non-traditional digital providers. We will build on history and culture to establish our distinct place in an increasingly competitive post-secondary landscape.

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.6.2 Marketing & Recruitment

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

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.7 Roof: Our Commitment to Accountable Governance and Social Responsibility

Good governance puts values and principles into practice every day. It ensures programs are accountable to the people who fund our work including governments, the public and students, and our social responsibilities to each other and the planet. We will develop diverse, inclusive and accountable processes that support college employees and provide new opportunities to contribute.

2.7.1 Reconciliation

Meaningful reconciliation with Indigenous Peoples and communities requires inclusive policies and processes that invite Indigenous participation and perspectives in NIC decision-making. We will include Indigenous worldviews in governance processes across the college.

Outcome: Adoption of the *Truth and Reconciliation Commission's Calls to Action* for education and the *UN Declaration on the Rights of Indigenous Peoples.*

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22		YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.7.2 Diversity, Equity and Inclusion

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

Outcome: A diverse, equitable and inclusive college that welcomes all.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22		YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.7.3 Transparency and Accountability

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

Outcome: Clear, productive and accountable organizational structure that uses a respectful and consultative decision-making framework.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22		YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.8 Environment: Our Commitment to Sustaining the Planet for Future Generations

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

2.8.1 Climate and Sustainability

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

Outcome: Climate change education and research.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.9 Communities: Our Commitment to the People of the NIC Region

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

2.9.1 Serving the People of the Region

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

Outcome: Higher enrolment from within the region.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.9.2 Community Engagement

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

Outcome: To be at the heart of civic conversations.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

2.9.3 Social and Economic Development Of The Region

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

Outcome: To be a hub for knowledge, service and innovation in the North Island.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
*** Year 2 BUILD Dashboard Update Pending ***														

3. FINANCIAL INFORMATION

Table 1 below summarizes NIC's financial results over the past five years. NIC's revenues have begun to recover from the impacts of the COVID-19 pandemic, though not fully back to pre-pandemic levels. The significant inflationary pressures in the last year have negatively impacted the college's recent financial results and NIC has responded by curtailing non-staff related operating expenses where possible to reduce projected deficits. This will ensure that any incremental new revenues can be earmarked for NIC's strategic plan, *BUILD 2026*,[10] initiatives.

Table 1, North Island College – Five-Year Financial Statement Summary (Fiscal Year)

	FY 22/23	FY 21/22	FY 20/21	FY 19/20	FY 18/19
Total Revenues	$57,548,172	$55,647,837	$49,206,690	$51,446,446	$48,893,904
Total Expenses	$58,288,934	$55,590,858	$50,820,385	$52,357,861	$48,838,138
Net Surplus (Deficit)	($740,762)	$56,979	($1,613,695)	($911,415)	$55,766
Accumulated Surplus (Net Assets) balance	$4,742,331	$5,483,093	$5,426,114	$7,039,809	$7,951,224

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.

Please see "2.2.2 Finances" for a progress update on NIC's strategic priorities for strong and sound financial management in 2022/23.

---

[10] View *BUILD 2026* online at https://www.engage.nic.bc.ca/build-2026.

APPENDIX I – ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

Tables 2 and 3 at the end of this section provide NIC's 2022/23 performance targets, results and assessments for each performance measure included in the Ministry of Advanced Education and Skills Training's Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the *Accountability Framework Standards Manual and Guidelines* on the Ministry's website.[11]

NIC achieved or substantially achieved 22 of the 24 assessed Accountability Framework performance measures in the 2022/23 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 students. NIC achieved targets for all these measures in 2022/23, as in all previous accountability plan reporting years, affirming continued delivery of high-quality, relevant educational programming and training.

NIC also achieved the Total Indigenous Student Spaces target of >=14% of total domestic student FTEs with 20% Indigenous student FTEs enrolled. Note that the target value is shown as 'TBI' in Table 2 because the target for this Accountability Framework performance measure is set internally by NIC based on the proportion of self-declared Indigenous people in the NIC regional population as identified in Statistics Canada's 2021 Census of Population.

Developmental program FTEs were substantially below the target of 256 FTEs with 179 domestic student FTEs enrolled in Adult Basic Education (ABE) courses compared with 214 FTEs last year. ABE domestic student enrolment continued to decline in 2022/23, a continuation of a long-term trend seen in B.C.'s public post-secondary system that began over a decade ago. Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access" for more information on NIC's strategic context for adult basic education.

The Total Student Spaces performance measure, targeting Ministry funded domestic student FTEs was also not achieved with 1,510 FTEs enrolled toward the 2,373 FTE target. Notably, SkilledTradesBC funded trades and apprenticeship FTEs, international student FTEs and BSN partnership FTEs offered in partnership with VIU - totaling 1,182 FTEs, or 44% of total FTEs - are not counted toward Ministry targets. Please see "1.3 Strategic Context" for a detailed narrative on NIC's strategies and challenges related to providing post-secondary education and training in the NIC region.

---

[11] 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.

Table 2, Accountability Framework performance measures, 2022/23 reporting cycle

Performance measure[1]	Reporting year			
	2021/22 Actual	2022/23 Target	2022/23 Actual	2022/23 Assessment
Student spaces (FTEs)[2]				
Total student spaces	1,653	2,373	1,510	Not Achieved
Nursing and other allied health programs	266	234	309	Achieved
Developmental	214	256	179	Not Achieved
Credentials awarded[3]				
Number	516	≥546	521	Substantially Achieved
Indigenous student spaces (FTEs)[4]				
Total Indigenous student spaces	397	TBI	459	
Ministry (AEST)	300		371	
Industry Training Authority (ITA)	96		88	
Student satisfaction with education[5,6]				
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.8%	1.5%	≥ 90%	89.7%	2.2%	Achieved
Trades foundation and trades-related vocational graduates	90.8%	4.4%		96.1%	2.9%	Achieved
Former apprenticeship students	95.9%	3.9%		95.5%	3.6%	Achieved
Bachelor degree graduates	N/A	N/A		90.0%	7.1%	Achieved
Student assessment of the quality of instruction[5,6]				
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	96.0%	1.2%	≥ 90%	92.9%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	90.8%	4.4%		100.0%	0.0%	Achieved
Former apprenticeship students	98.0%	2.7%		97.0%	3.0%	Achieved
Bachelor degree graduates	N/A	N/A		90.0%	7.1%	Achieved
Student assessment of skill development[5,6]				
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.4%	1.8%	≥ 85%	85.9%	2.5%	Achieved
Trades foundation and trades-related vocational graduates	88.9%	4.3%		91.6%	3.7%	Achieved
Former apprenticeship students	90.2%	5.3%		86.0%	5.4%	Achieved
Bachelor degree graduates	N/A	N/A		89.4%	6.5%	Achieved

Performance measure	Reporting year				
	2021/22 Actual		2022/23 Target	2022/23 Actual		2022/23 Assessment
Student assessment of usefulness of knowledge and skills in performing job[5,6]					
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.3%	2.7%	≥ 90%	90.4%	2.9%	Achieved
Trades foundation and trades-related vocational graduates	82.5%	7.6%		81.7%	7.5%	Substantially Achieved
Former apprenticeship students	90.5%	6.7%		93.7%	4.5%	Achieved
Bachelor degree graduates	100.0%	0.0%		96.4%	4.8%	Achieved
Unemployment rate[5,6]					
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	3.4%	1.5%	≤6.6%	3.8%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	18.5%	6.3%		10.3%	5.2%	Achieved
Former apprenticeship students	14.3%	6.9%		0.0%	0.0%	Achieved
Bachelor degree graduates	0.0%	0.0%		3.3%	4.3%	Achieved

Table 3, Accountability Framework performance measures, 2022/23 reporting cycle, Assessment of Skill Development component measures

Performance measure[1]	Reporting year					
	2021/22 Actual		2022/23 Target	2022/23 Actual		2022/23 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	90.4%	1.8%	≥ 85%	85.9%	2.5%	Achieved
Written communication	91.1%	2.0%		83.1%	2.9%	
Oral communication	89.4%	2.1%		82.7%	2.9%	
Group collaboration	89.3%	2.0%		86.1%	2.6%	
Critical analysis	95.1%	1.3%		91.9%	2.0%	
Problem resolution	87.6%	2.1%		84.8%	2.7%	
Learn on your own	89.6%	1.9%		84.9%	2.6%	
Reading and comprehension	92.4%	1.7%		90.6%	2.1%	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	88.9%	4.3%	≥ 85%	91.6%	3.7%	Achieved
Written communication	80.4%	9.3%		76.6%	10.0%	
Oral communication	83.3%	7.7%		85.2%	7.5%	
Group collaboration	86.4%	5.1%		94.6%	3.6%	
Critical analysis	94.3%	3.5%		96.1%	3.0%	
Problem resolution	90.9%	4.3%		96.0%	3.1%	
Learn on your own	88.8%	4.7%		89.5%	4.7%	
Reading and comprehension	94.2%	3.6%		98.6%	1.8%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	90.2%	5.3%	≥ 85%	86.0%	5.4%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	91.5%	5.7%		80.0%	7.7%	
Critical analysis	92.0%	5.2%		95.1%	4.1%	
Problem resolution	89.8%	6.0%		93.8%	4.4%	
Learn on your own	90.0%	5.8%		85.9%	6.3%	
Reading and comprehension	91.7%	5.6%		96.9%	3.1%	

Performance measure	Reporting year						
	2021/22 Actual		2022/23 Target	2022/23 Actual			2022/23 Assessment
Bachelor degree graduates' assessment of skill development							
	%	+/-			%	+/-	
Skills development (avg. %)	N/A	N/A	≥ 85%		89.4%	6.5%	
Written communication	N/A	N/A			92.9%	6.6%	
Oral communication	N/A	N/A			88.9%	8.4%	
Group collaboration	N/A	N/A			90.0%	7.1%	
Critical analysis	N/A	N/A			93.1%	6.3%	
Problem resolution	N/A	N/A			83.3%	8.9%	
Learn on your own	N/A	N/A			85.2%	9.5%	
Reading and comprehension	N/A	N/A			89.3%	7.9%	

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% to <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 2 and 3

N/A - Not Assessed
TBI - Institutions are required to include their target and assessment.

[1] Please consult the 2021/22 Standards Manual at https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework for a current description of each measure.

[2] Results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year; results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year. Only Ministry funded Full-Time Equivalents are included.

[3] Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2022/23 reporting year are a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

[4] For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

[5] Results from the 2022/23 reporting year are based on 2022 survey data; results from the 2021/22 reporting year are based on 2021 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%.

[6] As of the 2020/21 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 – IMPLEMENTATION OF MINISTRY DIRECTIVES AND STRATEGIC PRIORITIES

Letter of Direction 2022/23

This section provides specific examples of how NIC has worked toward achieving priorities in NIC's *2022/23 Letter of Direction* from the Minister of Post-Secondary Education and Future Skills.

Priority 1
Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including: • working to align education and skills training to goals of the B.C. Economic Plan; and • supporting the implementation of Skilled Trades Certification.
Achievements
Working to Align Education and Skills Training to Goals of the B.C. Economic Plan Education and skills training at NIC are well aligned with the *StrongerBC Economic Plan* as evidenced below. NIC remains committed to making progress on StrongerBC's central goals and missions in future years by expanding access to affordable, accessible, inclusive and relevant education and training so British Columbians have the skills they need for the jobs of the future. **Supporting People and Families** • Please see "1.3.1 Navigating Change" • Please see "1.3.2 Supporting Local Communities to Build Resilient Economies" • Please see "2.1.1 Healthy and Productive Workplaces" • Please see "2.1.2 People Development" • Please see "2.2.4 Integrated Enrolment" • Please see "2.3.1 Student Well-Being" • Please see "2.3.2 Student Support and Persistence" • Please see "2.4.1 Program Entry" • Please see "2.4.2 Learning and Services" • Please see "2.4.3 Pathways to Learning" • Please see "2.5.3 Self-Directed and Customized Learning" • Please see "2.6.2 Marketing & Recruitment" • Please see "2.9.1 Serving the People of the Region" **Building Resilient Communities** • Please see "1.3.1 Navigating Change" • Please see "1.3.2 Supporting Local Communities to Build Resilient Economies" • Please see "2.1.3 Employee Engagement and Collaboration" • Please see "2.2.3 Information Technology" • Please see "2.2.5 Campuses and Centres" • Please see "2.5.2 Community-Connected Learning" • Please see "2.5.4 Global Learning" • Please see "2.5.5 Program Response and Renewal" • Please see "2.9.2 Community Engagement"

- Please see "2.9.3 Social and Economic Development of the Region"

Advancing True, Lasting and Meaningful Reconciliation with Indigenous Peoples
- Please see "1.3.3 Making Space for Reconciliation"
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "2.5.1 Indigenous-led Education"
- Please see "2.7.1 Reconciliation"
- Please see "2.7.2 Diversity, Equity and Inclusion"
- Please see "Anti-racism" in "Ministry's Strategic Priorities"
- Please see "Appendix III – Implementation of the TRC Calls to Action and UN Declaration on The Rights of Indigenous Peoples"

Meeting B.C.'s Climate Commitments
- Please see "2.8.1 Climate and Sustainability"

Fostering Innovation Across Our Economy
- NIC's Centre for Applied Research, Technology and Innovation (CARTI)[12] connects NIC expert faculty and students with local businesses and organizations to develop innovative solutions to current challenges. Through CARTI, NIC is committed to fostering applied research and social innovation projects as fundamental experiential learning opportunities where students develop transferable skills while increasing the college's contribution toward the socioeconomic needs of the community. CARTI remains well-aligned with the *StrongerBC Economic Plan*, supporting the plan's overarching goals of inclusive growth and clean growth across all project areas. With $1.15M in new research revenue in 2022/23, some highlights of how CARTI served each of StrongerBC's six missions are provided here:
- Supporting people and families: Fifteen students were hired as research assistants on CARTI projects enabling them to develop the skills and opportunities to accelerate their careers.
- Building resilient communities: CARTI's research projects[13] are designed to meet the unique needs and challenges of local communities by bringing together NIC faculty experts, student researchers and research funding.
- Advancing true, lasting & meaningful reconciliation with Indigenous Peoples: The vast majority of CARTI projects are Indigenous-led or include meaningful engagement with Indigenous community partners; projects are often initiated at the request of Indigenous partners.
- Meeting B.C.'s climate commitments: CARTI's seaweed-focused research continues to investigate opportunities for seaweeds to support reductions in GHG emissions and capture carbon. Virtually all of CARTI's active projects have a climate or sustainability focus.
- Leading on environmental and social responsibility: CARTI's social innovation initiatives are leading in their respective fields. For example, the Walk With Me[14] initiative addressing the stigma associated with the toxic drug crisis is being requested and adapted throughout the province.
- Fostering innovation across our economy: CARTI's focus on developing and commercializing the innovation ideas of local business and organizations promotes innovation throughout the NIC region. Student research assistants gain opportunities to develop an innovation and inquiry mindset, which in turn serves the economy in their future careers.

---

[12] View CARTI's website at https://www.nic.bc.ca/about-us/research/carti/.
[13] View a complete list of CARTI projects online at https://www.nic.bc.ca/about-us/research/carti/projects/.
[14] View NIC's press release on Walk With Me at https://www.nic.bc.ca/about-us/nic-news/news/walk-with-me/.

- As CARTI moves into the coming years, innovating in the blue economy and Indigenous-led initiatives will continue to be main pillars for projects in the NIC region.
- Please see "1.3.2 Supporting Local Communities to Build Resilient Economies"

Supporting the Implementation of Skilled Trades Certification

- NIC delivered foundation trades and apprenticeship programming with pathways to four of the ten trades currently selected for skilled trades certification in B.C. and is keen to support successive stages of this initiative to support equitable, higher paying, more stable work for skilled trades workers across the province:
  - Steamfitter/Pipefitter,
  - Electrician (construction),
  - Heavy Duty Equipment Technician, and
  - Automotive Service Technician.
- In support of skilled trades certification, NIC is also working to increase opportunities for under-represented and equity-seeking groups in skilled trades careers to "level the playing field."
  - In the four programs highlighted above, a total of 458 FTEs were enrolled in 2022/23; 9% were female students (42 FTEs) and 12% were self-declared Indigenous students (54 FTEs).
  - NIC also delivered the Women in Construction Trades program in 2022/23 (26 students enrolled) to inspire women interested in pursuing a career in trades. Topics include electrical, automotive, heavy mechanical, welding, fabrication, carpentry and industry certification in WHMIS and forklift training.
  - NIC plans to add priority admission for Indigenous students to all trades programs in 2023/24.
- NIC delivered the Trades Sampler Plus Micro-credential in 2022/23 (30 students enrolled) to provide students with the opportunity to gain an introduction to the trade sector. Topics include introductory theory and applied skills training spanning a number of trades (electrical, plumbing, carpentry and more) to inform planning and decision making in choosing a trade as further education and a career.
- Trades program FTEs (all programs) were the highest in NIC's history in 2022/23 with 927 FTEs enrolled, growing by 11% over the previous year. Over the past three years, trades FTEs have grown, on average, by 13% annually.

Priority 2

Contribute to Ministry engagement on:
   • the *StrongerBC: Future Ready Action Plan*;
   • the Ministry's sexualized violence policy review;
   • further tech-relevant seat expansions; and
   • the funding formula review of provincial operating grants.

Achievements

StrongerBC: Future Ready Action Plan

The *BC Labour Market Outlook: 2022 Edition* forecasts 1,017,000 job openings in B.C. over the next ten years, nearly 80% of which will require workers to have post-secondary education and training, and over half of those will require workers with a college-level credential (i.e. certificate, diploma or apprenticeship). The NIC service region lies within B.C.'s Vancouver Island/Coast economic region (VICR) and makes up approximately 85% of the geographic area and approximately 20% of the population. The VICR accounts for about 16% of B.C.'s workers and is forecast to have 176,700 job openings over the next ten years, of which 62% will replace retiring workers. NIC's 50 years of experience serving rural and remote regions of the North Island, Northern Central Island and Pacific Rim regions of Vancouver Island as well as the Central Coast region of the B.C. mainland, with guidance from the 35 local First Nations on whose traditional and unceded territories the NIC campuses are situated, has shown that training people in place allows them to live and prosper in those places.

The B.C. Government's $480M commitment in the *StrongerBC: Future Ready Action Plan* is an important investment in the social and economic prosperity of the people and communities served by NIC. NIC was well-aligned with the five pillars of the *StrongerBC: Future Ready Action Plan* in 2022/23 and remains committed to supporting the plan in future years as shown in the following bullets.

People Seeking Post-secondary Education
- Please see "1.3.1 Navigating Change"
- Please see "1.3.2 Supporting Local Communities to Build Resilient Economies"
- Please see "1.3.3 Making Space for Reconciliation"
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "1.3.5 Fostering Collaborative Connections"
- Please see "1.3.6 Innovating for Global Learning and Engagement"
- Please see "2.4.3 Pathways to learning"
- Please see "2.5.3 Self-Directed and Customized Learning"
- Please see "2.9.1 Serving the People of the Region"
- Please see "2.9.2 Community Engagement"
- Please see "Tech relevant seat expansion" in "Letter of Direction 2022/23"

People Looking to Reskill for In-demand Jobs
- Please see "1.3.1 Navigating Change"
- Please see "1.3.2 Supporting Local Communities to Build Resilient Economies"
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "Tech-relevant seat expansion" in "Letter of Direction 2022/23"
- Please see "1.3.5 Fostering Collaborative Connections"
- Please see "Micro-credentials" in "Ministry's Strategic Priorities"

- The StrongerBC future skills grant is open to British Columbians aged 19 years or older – regardless of financial need – and covers up to $3,500 per person for eligible short-term skills training at B.C. public post-secondary institutions. NIC has funding approval for 37 intakes to be offered in 2023/24 in 11 motion picture industry programs, four forestry and environmental programs, four GIS programs, three marketing and office skills programs, two resource field programs, wildfire crew training, craft brewery operations, building service worker and more. NIC's offerings for 2023 fall term can be viewed on EducationPlannerBC's website.[15]

People Facing Barriers
- Please see "1.3.1 Navigating Change"
- Please see "1.3.2 Supporting Local Communities to Build Resilient Economies"
- Please see "1.3.3 Making Space for Reconciliation"
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "2.2.5 Campuses and Centres"
- Please see "2.3.2 Student Support and Persistence"
- Please see "2.3.1 Student Well-Being"
- Please see "2.4.1 Program Entry"
- Please see "2.4.2 Learning and Services
- Please see "2.5.2 Community-Connected Learning"
- Please see "2.7.2 Diversity, Equity and Inclusion"

Indigenous Peoples
- Please see "1.3.3 Making Space for Reconciliation"
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "2.5.1 Indigenous-led Education"
- Please see "2.7.1 Reconciliation"
- Please see "2.7.2 Diversity, Equity and Inclusion"
- Please see "Anti-racism" in "Ministry's Strategic Priorities"
- Please see "Appendix III – Implementation of the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples"

People New to B.C.
- Please see "1.3.6 Innovating for Global Learning and Engagement"
- Please see "2.5.4 Global Learning"

The Ministry's Sexualized Violence Policy Review
- NIC's Sexualized Violence Education Team (SVET) has initiated its biennial review of Policy #3-34 Sexualized Violence Prevention and Response.[16] It is recognized that the Ministry's sexual violence policy team is reviewing sexual violence policies and that this may inform legislative amendments to B.C.'s Sexual Violence and Misconduct Policy Act; therefore, NIC's SVET is aware that they may need to revisit the college policy before the next biennial review date.
- Please see "Sexual violence and misconduct prevention and response" in "Ministry's Strategic Priorities"

---

[15] View NIC's StrongerBC Future Skills Grant programs online at https://www.educationplannerbc.ca/plan/finance/future-skills-grant.
[16] View NIC's Sexualized Violence and Prevention Response policy online at https://www.nic.bc.ca/pdf/policy-3-34-sexualized-violence-prevention-and-response.pdf.

Tech-relevant Seat Expansion
- NIC expanded tech-relevant FTEs by 25% in 2022/23 with 103 FTEs enrolled in thirteen digital design and development, computer information systems, and web and mobile application development programs including the Digital Content Production Micro-credential. Tech-relevant FTEs were the highest in NIC's history, having almost tripled since pre-pandemic 2019/20 (2.75x) with the highest number of international students ever enrolled (48 FTEs).
- NIC has received Ministry funding approval for expanded delivery of the Web and Mobile Application Development Diploma that includes an additional 10 FTEs in 2023/24 and 20 FTEs each year thereafter though 2027/28.
- NIC's digital design and development programs have been immensely successful in exposing students to industry, incorporating work-integrated learning and specific in-demand curriculum, and establishing an ethos of creativity and entrepreneurial know-how.

Funding Formula Review
- NIC completed phase one engagement with the Ministry in summer 2022 and NIC's written submission (along with those of other institutions) can be viewed on the Ministry's website.[17]
- NIC will continue to participate collaboratively with government and post-secondary sector organizations to support the Ministry in creating an updated, impartial and modern funding model that will serve the best interests of all British Columbians.

---

[17] View NIC's written submission for Funding Formula Review Phase 1 – Post-Secondary Sector Engagement online at https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/post-secondary-funding-formula-review.

Ministry's Strategic Priorities

This section provides specific examples of how NIC has worked toward achieving long-term strategic priorities of the Ministry of Post-Secondary Education and Future Skills.

Sexual Violence and Misconduct Prevention and Response

Awareness and Prevention Activities

- NIC's Sexualized Violence Education Team worked on the following initiatives in 2022/23 to support sexualized violence prevention and response:
    - an interactive installation art piece created by NIC alumna was showcased on all NIC campuses to raise awareness about sexual assault and initiate conversations about consent, and
    - an educational campaign about intimate partner violence was deployed on all four NIC campuses and paired with the delivery of resource and support material.
- NIC collaborated with College of the Rockies and Selkirk College in 2022/23 to present four workshops for students and employees from all three institutions:
    - Starting a Conversation About Mental Health,
    - Active Bystander,
    - Supporting Survivors, and
    - Starting a Conversation About Suicide.
- NIC is a member of BCcampus's Intersectional Sexualized Violence project group and the Ministry's Sexualized Violence Advisory Group.
- Please see "The Ministry's sexualized violence policy review" in "Letter of Direction 2022/23" for more information.

Education or Training Sessions Offered to Students, Staff and/or Faculty

- A sexual violence prevention and response training module for all employees is being prepared for launch; this training will be added to new employee orientation as a mandatory part of on-boarding. A parallel student-focused module is also being developed.
- A series of open education training resources were developed collaboratively by NIC, Selkirk College and College of the Rockies. Open textbooks were created for adoption or adaptation by educators throughout the province on topics that include preventing and responding to sexual violence, consent and sexual training, supporting survivors, accountability and repairing relationships, active bystander intervention and safer campuses for everyone. These resources have been well received by the B.C. post-secondary sector, especially by small institutions where employees may find it challenging to allocate time to develop new resources.

Former Youth in Care

- Twenty-three former youth in care benefited from the B.C. Government's Provincial Tuition Waiver Program at NIC in 2022/23 representing an increase of 21% over last year.
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "2.5.3 Self-Directed and Customized Learning"

K-12 Transitions and Dual Credit Programming

- With 275 students enrolled in 22 programs in 2022/23, dual credit enrolment was the highest in NIC's history, growing by 9% over last year and up almost 90% from 2017/18. Dual credit headcount enrolment has, on average, grown by 14% annually over the past five years.
- Please see "1.3.5 Fostering Collaborative Connections"
- Please see "2.4.3 Pathways to Learning"
- Please see "2.9.1 Serving the People of the Region"

Micro-credentials

- In response to regional labour market needs, NIC delivered 26 customized short-term and micro-credential programs in 2022/23, enrolling just over 1,280 students (252 FTEs) - the highest FTEs in NIC's history. Over the past three years, NIC enrolled just under 3,100 students (616 FTEs) in 37 distinct programs including a comprehensive suite of motion picture micro-credentials offered in partnership with inFILM, the Vancouver Island North Film Commission. Other notable programs offered in 2022/23 included Digital Content Production, Digital Elevation Expertise, Indigenous Hospitality, Medical Terminology Skills, Ecosystem Stewardship, Resource Field Assistant and Trades Sampler Plus.
- Please see "1.3.2 Supporting Local Communities to Build Resilient Economies"
- Please see "2.5.3 Self-Directed and Customized Learning"

Co-op, Work-Integrated Learning and Career Planning

- NIC enrolled 921 students in 67 work-integrated learning offerings in 2022/23 (excluding trades apprenticeships) - the highest ever – including co-op, practicum, internship and work experience placements in health, human services, trades, business, Indigenous education, vocational and accessible learning programs. Additionally, NIC enrolled the highest number of students ever in trades apprenticeship training offerings in 2022/23 with 574 students enrolled, a 19% increase over the previous year.
- Please see "1.3.5 Fostering Collaborative Connections"
- Please see "2.5.2 Community-Connected Learning"

Health-Seat Expansion

- NIC enrolled the second highest number of health program FTEs (including allied health programs) in its history in 2022/22 (309 FTEs) after last year's high of 316 FTEs which was a 14% increase over the previous year; on average, health program FTEs have shown consistent growth over the past decade, increasing by 7% annually over the past three years. Programs offered in 2022/23 included Bachelor of Science in Nursing, Practical Nursing, Health Care Assistant, Activity Assistant, Medical Office Terminology Micro-credential and Hospital Unit Clerk.
- Please see "1.3.1 Navigating Change"

Anti-racism

- NIC's Indigenization plan, *Working Together – North Island College Indigenization Plan 2021-2026*,[18] defines numerous priorities, goals and actions broadly and specifically committed to anti-racism awareness, prevention and response. Year-one highlights include:
  - Goal 4.1: Develop and incorporate a multi-tiered local core competency training experience.
    - Development of core competency training to increase understanding of reciprocity and insight into the local context and history of First Nations on whose traditional territories NIC's campuses are located is underway.
    - Three of seven modules are complete and, once they are finished, the training will be offered to all employees with multiple entry points throughout the year.
    - The training will be integrated into the orientation package for all new employees and NIC's Indigenous Curriculum Subcommittee will facilitate the integration of the training into college courses and programs.
  - Action 4.5.2: Website to include tools for addressing racism in the classroom.
    - NIC's Indigenization resource website has been launched at https://nicresources.opened.ca/. Work on adding anti-racism tools is underway in collaboration with NIC's Centre for Teaching and Learning Innovation.
  - Action 5.1.1: Create process for Indigenous employees to self-identify.
    - NIC's Indigenous Education Team is providing consultation to Human Resources as they work to create this process.
  - Action 6.3.3: Create supports and education around cultural safety, racism and diversity.
    - A joint session of NIC's Leadership Team and NIC's Indigenous Education Team was held in March 2022 to explore racism within the college community.
  - A year-two report is expected in summer 2023.
- NIC continues to use a justice, diversity, equity, and inclusion lens and create Brave Space events for students and employees to inform and engage participants in topics including white privilege, ableism and gender-based violence. Examples include the Breaking the Closet audiobook project, a social media campaign during Black History Month, and the support of engagement and conversations on International Transgender Day of Visibility.
- Please see "1.3.3 Making Space for Reconciliation"
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "2.5.1 Indigenous-led Education"
- Please see "2.7.1 Reconciliation"
- Please see "2.7.2 Diversity, Equity and Inclusion"
- Please see "Appendix III – Implementation of the TRC Calls to Action and UN Declaration on The Rights of Indigenous Peoples"

---

[18] View *Working Together – North Island College Indigenization Plan 2021-2026* online at https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf/.

Indigenization
• Please see "1.3.3 Making Space for Reconciliation" • Please see "1.3.6 Innovating for Global Learning and Engagement" • Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access" • Please see "2.5.1 Indigenous-led Education" • Please see "2.7.1 Reconciliation" • Please see "2.7.2 Diversity, Equity and Inclusion" • Please see "Anti-racism" in "Ministry's Strategic Priorities" • Please see "Appendix III – Implementation of the TRC Calls to Action and UN Declaration on The Rights of Indigenous Peoples"

Climate Action
• Please see "2.8.1 Climate and Sustainability"

Tuition Policy
• NIC complied with the Province's two percent cap on tuition and mandatory fee increases in 2022/23 to help make sure tuition and fee increases remain low and predictable. NIC will continue to submit annual tuition and mandatory fees data to the Ministry. • Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"

Digital Services

EducationPlannerBC (EPBC)

- NIC has implemented the EPBC XML application and high school transcript exchange services with continued plans to implement new functionality to streamline the application process for students and increase the efficiency of data collection for the college.
  - The EPBC XML application development project and gender identity panel have been implemented.
  - NIC's implementation of the EPBC 3.0 application platform is ongoing with a goal for completion in 2023 fall.

Digital Tools for Learning

- Please see "2.4.2 Learning and Services"

Enhance Cybersecurity Measures

- NIC's IT department implemented new cyber security solutions and supporting processes in 2022/23 and maintained existing ones to ensure the college's information, IT systems and constituents are secure. NIC's approach to cyber security relies on partnering with vendors, BCNET, CANARIE/CanSSOC and NIC users. Highlights are provided in the following bullets.
  - Implemented Webnames Anycast, amplifying the performance and speed of NIC's DNS infrastructure, while also increasing resilience against DDoS attacks.
  - Expanded Manager, IT Infrastructure job description to have a greater focus on leading cyber security efforts at NIC.
  - Planned development of Cyber Security Awareness program as well as new position focused on cyber security training and information sharing.
  - Planned cyber security assessment in spring/summer 2023 with KPMG.
  - Multi-Factor Authentication (MFA)
    - Implemented MFA for all employees.

- Ongoing implementation of MFA for internal enterprise resource planning applications.
- Planned implementation of MFA for all students in spring/summer 2023.
  - BCNET
    - Maintained BCNET Security Incident and Event Management as a Service (SIEMaaS). BCNET staff monitor security alerts from NIC infrastructure and business applications and respond to events sector-wide.
    - Implemented BCNET CrowdStrike in EduCloud to protect NIC's web server.
    - Planned implementation of BCNET's Managed Firewall service in summer 2023.
  - CANARIE/CanSSOC
    - Maintained Cybersecurity Initiatives Program components.[19]
      - CIRA DNS Firewall - Blocks users from accessing malicious websites, prevents phishing attacks, and stops malware already on NIC's network from accessing the internet.
      - CIRA Anycast DNS – Provides a distributed DNS architecture that improves DNS queries performance, resilience and protects against denial-of-service attacks.
      - CanSSOC Threat Feed - Aggregates and curates threat intelligence from public and private cybersecurity threat feeds into a single block/allow list that is deployed directly to NIC's Juniper NGFWs.
      - Intrusion Detection System - Tracks suspicious network behaviour and finds new threats as they emerge.
      - CUCCIO Cybersecurity Benchmarking - Assesses and compares higher education organizations' cybersecurity processes and performance to promote evidence-based best practices.
      - National Cybersecurity Assessment - An annual, comprehensive assessment of cybersecurity capabilities and capacities against the NIST Cybersecurity Framework.[20]
    - Maintained Canadian Access Federation trust framework for managing digital identities in higher ed & research.
    - Maintained eduroam, a secure wi-fi service for the global research and higher education community.
    - Maintained Federated Identity Management to securely connect students, staff and faculty to global resources using a single, secure digital identity.
  - Enhanced cybersecurity measures to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services.[21]
    - Staff attend monthly Information Sharing Conference Call meetings.
    - Staff attend monthly CanSSOC Canadian Higher Education Security Session meetings.
    - Staff attend weekly BCNET/CanSSOC Weekly meetings.
    - Subscribed to vulnerability notifications from CanSSOC/CANARIE/BCNET.
- Please see "2.2.3 Information Technology"

---

[19] View a list of CANARIE initiatives online at https://www.canarie.ca/cybersecurity/cip/initiatives/.
[20] View the NIST Cybersecurity Framework online at https://www.nist.gov/cyberframework.
[21] View a list of External Security Services available online at https://www2.gov.bc.ca/gov/content/governments/services-for-government/information-management-technology/information-security/security-services.

APPENDIX III – IMPLEMENTATION OF THE TRC CALLS TO ACTION AND THE UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

This section reports on NIC's progress toward implementing the Truth and Reconciliation Commission of Canada's education-related Calls to Action as well as the articles related to education in the *United Nations Declaration on the Rights of Indigenous Peoples*.

TRC CALLS TO ACTION[22] AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE

PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: • New[23] • Planned / In Progress / Implemented or Ongoing	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

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	• Content on the history and impact of residential schools on Indigenous people is included in NIC's social work programs.
Ongoing	• All students are gifted with *Truth & Reconciliation: Calls to Action* by the National Centre for Truth and Reconciliation in ceremony with Elders.
Ongoing	• Reserved seating and priority admission for students of Indigenous ancestry.
Ongoing	• Access to Indigenous Navigators for academic advising and personal counselling needs.
New	In Progress	• Funding has been secured to offer a reconciliation training workshop for faculty and community partners delivered by Ladders to Kindness Training.

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
	Culturally Appropriate Curriculum
Ongoing	• Curriculum continues to be based on the B.C. Early Learning Framework, the Indigenous Early Learning and Child Care Framework, and the First Peoples Principles of Teaching and Learning.
Ongoing	• First Nations Health Authority resources for determinants of health, nutrition, wellness and spiritual health continue to be embedded in curriculum.

---

[22] "…" represents omitted text not related to post-secondary education from the original Call to Action.
[23] New initiatives start in the current reporting year and have not been previously reported on.

Ongoing	• Culturally appropriate ways of knowing and being continue to be embedded in learning outcomes and assessments.
Ongoing	• Indigenous pedagogical processes such as discussion circles, ceremony, and land-based and immersion learning experiences continue to be incorporated into course revisions.
New | In Progress	• Funding has been secured for a second faculty pedagogist position from the Early Childhood Pedagogy Network, an initiative within ChildCareBC's strategy to support early childhood educators. The position will 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. https://www.ecpn.ca/
Ongoing	• Collaborated with the First Nations Pedagogies Network through its partnership with the BC Aboriginal Child Care Society and Metis Nation of British Columbia who are dedicated to the cultural continuance and revitalization of early childhood education with First Nations children, families, cultures and communities. https://fnpn.ca/
Ongoing	• *Speaking Our Truth: A Journey of Reconciliation* by Monique Gray Smith is a required program text.
Ongoing	• All students are gifted with *Truth & Reconciliation: Calls to Action* by the National Centre for Truth and Reconciliation in ceremony with Elders.
Ongoing	• Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.
Ongoing	• More intention placed on the inclusion of Indigenous authors' and artists' perspectives in required readings.
New | Implemented	• Added a collection of children's books and resources to the student lending library on racism and the diversity of families.
New | Implemented	• Moved to the *Science of Early Childhood Education*, a free "living textbook" for development and guidance courses, for Indigenous and Canadian content not found in traditional textbooks. https://content.scienceofecd.com/bcaccess/
New | Implemented	• Increased orientation to Indigenous infant development, speech and language, and supported child development programs and resources.

Student Supports

Ongoing	• Funding applications for the Early Childhood Educators of BC Education Support Fund with priority going to students who self-identify as Indigenous. https://www.ecebc.ca/ece-education-support-fund
Ongoing	• Strengthened work-integrated learning options to support student practice in home communities.
Ongoing	• Work-based practicums created to support students staying in early learning employment while completing credential.
Ongoing	• Increased Indigenous practicum placement opportunities.
Ongoing	• Elders in Residence and Indigenous community partners are invited to co-create and share content and knowledge as co-teachers with faculty, facilitators and guest presenters.
Ongoing	• Reserved seating and priority admission for students of Indigenous ancestry.
Ongoing	• Access to Indigenous Navigators for academic advising and personal counselling needs.

Cultural Awareness Workshops

New | Implemented	• Partnered with the Nuyumbalees Cultural Centre on Cape Mudge, Quathiaski Cove. https://www.museumatcapemudge.com/
New | Implemented	• Faculty attended Sharing Metis Culture workshops and integrated resources into teaching.
New | Implemented	• Domestic and International students and faculty attended Indigenous language learning sessions during International Development Week.
New | Implemented	• Faculty attended cedar weaving sessions during International Development Week.
New | Implemented	• Faculty attended First Nations Pedagogy Network workshops. https://fnpn.ca/fnpn-online-workshops/

	Faculty Supports
Ongoing	• Membership in Early Childhood Educators of BC a requirement for faculty.
Ongoing	• Membership in the British Columbia Aboriginal Child Care Society a requirement for faculty.
Ongoing	• Faculty engage in professional development in First Nations history, culture and traditions including the use of the open textbook, *Pulling Together - A Guide for Indigenization of Post-Secondary Institutions*, by BCcampus.
Ongoing	• Professional development topics focus on racism, prejudice and discrimination, including an examination of program texts and children's literature through this lens.
New | Implemented	• Added equity literacy as a lens of support.
New | Implemented	• Guided on advancing innovative pathways and weaving Indigenous-serving approaches into practice through NIC's new, and Canada's first, Indigenizing internationalization plan, *Journeying Together*. https://www.nic.bc.ca/pdf/journeying-together.pdf
New | Implemented	• Participation on Early Years Community Tables now includes opportunities and resources for Indigenization applied to the terms of references, meeting structures and agendas.

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
New | Implemented	• Over 160 students enrolled in Indigenous language offerings in 2022/23 in the following intakes. • Indigenous Language Fluency Certificate in Nuu-chah-nulth language offered in partnership with Ehattesaht First Nation and Quuquuatsa Language Society via digital delivery was completed in fall 2022.
Implemented	• Indigenous Language Fluency Certificate in Kwak'wala language was offered in partnership with Kwakiutl First Nation via digital delivery completed in summer 2022.
In Progress	• Indigenous Language Fluency Certificate in Nuu-chah-nulth language offered in partnership with Ehattesaht First Nation and Tla-o-qui-aht First Nation via digital delivery started in fall 2022 with an expected completion date in fall 2023.
In Progress	• over 100 students enrolled in ABE-level Nuu-chah-nulth and Kwak'wala language courses in both digital and on-campus formats.
Ongoing	• Access to Indigenous Navigators for academic advising and personal counselling needs.
Planned	• A cohort of Indigenous Language Fluency Certificate in Nuu-chah-nulth language in partnership with Ehattesaht First Nation and Ahousaht First Nation is planned for a fall 2023 start.
New | In Progress	• Development of two ABE-level courses in Ayajuthem language underway in collaboration with Homalco, K'omoks, Klahoose and Tla'amin Nations.

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

New | Implemented	• In collaboration with the Practical Nursing Program, a cohort of Health Care Assistant (HCA) program students and faculty participated in a cultural day at the Campbell River campus gathering space for a full day of listening, learning and dialogue. The event was facilitated by an Elder in Residence with highlights provided in the following bullets.
	   • A land acknowledgement, followed by an introduction to the TRC Calls to Action and a discussion of the history of the residential school system.
	   • A smudging ceremony in which each student was able to partake in a ceremonial cleanse.
	   • A video sharing the lived experience of Indigenous peoples accessing healthcare at Westcoast General Hospital in Port Alberni. The video summarized an equity-based research initiative to develop an action plan for addressing barriers to accessing healthcare. Students discussed how they can work to prevent mistreatment and stigmas in B.C.'s healthcare system. Finally, each student was gifted with an It Starts with Me pledge feather from the B.C. First Nations Health Authority representing commitment to anti-racism, cultural safety and humility.

New | Implemented	• Students and faculty participated in Walk with Me events at the Comox Valley campus, walking and listening to recordings of personal lived experiences of individuals affected by the opioid crisis. Participants shared personal responses and new perspectives with the option to have their words included in the research project results.
New | Implemented	• Students and faculty met with an educator of Indigenous ancestry who provided relevant and personal dialogue including discussion of the impacts of colonialism and residential schools.
Ongoing	• Students and faculty from two HCA cohorts participated in the Blanket Exercise, an online learning experience presented by KAIROS.
Ongoing	• HCA faculty continue to maintain currency of education on approaching and incorporating cultural sensitivity and perspective in health care and teaching. Faculty completed cultural safety modules by the University of Victoria, Indigenous Canada modules from the University of Alberta and a webinar with the Canadian Association of Schools of Nursing on implementing the TRC Calls to Action in nursing education. Curriculum focused on person-centred care, cultural diversity, and providing compassionate and culturally sensitive care.
Ongoing	• All students are gifted with Truth & Reconciliation: Calls to Action by the National Centre for Truth and Reconciliation in ceremony with Elders.
Ongoing	• The HCA program has reserved seating and priority admission for students of Indigenous ancestry.
Ongoing	• Access to Indigenous Navigators for academic advising and personal counselling needs.

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
Ongoing	• Content related to Indigenous health and wellness, Indigenous ways of knowing and cultural safety is weaved throughout all courses in the Bachelor of Science in Nursing (BSN) program, particularly in the relational practice courses.
Ongoing	• First- and third-year students in the BSN program attend the Building Bridges through Understanding the Village workshop hosted at the K'ómoks Big House.
Ongoing	• Third-year BSN students research national, provincial and local responses to the TRC Calls to action.
Ongoing	• Third-year BSN students take NUR-318, Global Health, which has a significant focus on the TRC Calls to Action and anti-racism.
Implemented	• Third-year BSN students participated in a collaborative, online international learning initiative, delivering a presentation on the history of colonization and the work related to reconciliation in Canada.
New | Planned	• BSN faculty members will attend the Canadian Association of Schools of Nursing conference in spring 2023 where the focus will be anti-discriminatory pedagogy in nursing education. NIC's faculty will deliver two presentations on: 1) health and wellness in First Nations communities and 2) critical race theory as an approach to support the TRC Calls to Action for nursing education.
Ongoing	• BSN and Practical Nursing students are gifted with Truth & Reconciliation: Calls to Action by the National Centre for Truth and Reconciliation in ceremony with Elders.
Ongoing	• Reserved seating and priority admission for students of Indigenous ancestry in BSN and Practical Nursing programs.
Ongoing	• Access to Indigenous Navigators for academic advising and personal counselling needs.

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	

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	• Offered a series of truth and reconciliation dialogues focused on systemic racism and white privilege to allow for staff, faculty and administration to gain a better understanding of each other's perspectives, encourage critical thinking and learn from each other. The goal was to create spaces for constructive conversation centered around reconciliation and reconcili-action, and support collective and individual commitment to action items.
In Progress	• 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.
In Progress	• 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.

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

Ongoing
 	
Ongoing
 	
Ongoing
	• ENG-166 focuses on the oral and written communication skills required for administrator and leadership positions within Indigenous organizations and communities. This course is added to the business curriculum, and students can choose this course (or ENG-160) to enhance their effective organizational writing/communications skills.
	• ENG-116 introduces university-level research and writing in the humanities, social sciences, and/or natural sciences, specifically focusing on contemporary Indigenous issues in Canada.
	• Students take three elective credits from the following list of courses focusing on Indigenous studies:
	  • ABG-100 Histories and Impacts of Colonization
	  • ABG-102 Governance and Organizational Structures
	  • ABG-103 Vision, Values, Philosophies and Ethics
	  • ABG-105 Politics, Policy and Practice
	  • ABG-110 Community Development & Planning
	  • ABG-111 Economic Development
	  • ANT-250 Ethnology of North America
	  • ENG-127 Indigenous Literatures in Canada
	  • FNS-160 First Nations Education: Traditional and Contemporary
	  • GLS-140 Fishing, Indigeneity and the Asia Pacific I
	  • GLS-240 Fishing, Indigeneity and the Asia Pacific II
	  • GLS-241 Field School: Fishing, Indigeneity and the Asia Pacific
	  • HIS-246 Domination and Resistance: A History of Imperialism and Colonialism
	  • SOC-130 First Nations Sociology

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
	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.
Ongoing	**Indigenous Education Council (IEC)** • 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: • guidance in developing and implementing the Aboriginal Service Plan, including the finalized plan and priority approval; • responsive curriculum; • student access, retention and success; • in-community programming transition support; • being an active community partner; • developing, strengthening and expanding strategic partnerships; • raising awareness about post-secondary education throughout the region; and, • strengthening NIC employees' skills to support the *Colleges and Institutes Canada Indigenous Education Protocol*.
Ongoing	**Regional Advisory Committees** • 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: • identify local education and training priorities, and • advise on local community development and economic development plans.

	Indigenous Employees

Ongoing	• NIC maintains its special program approval through Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions:
	   • Executive Director of Indigenous Education,
	   • Indigenous Education Navigators,
	   • Elders in Residence, and
	   • faculty in Indigenous programming.

Ongoing	• NIC expanded its special program approval through Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions:
	   • Indigenous Counsellor and
	   • Manager of Indigenous and Regional Partnerships.

	Working Together: NIC's Indigenization Plan
Ongoing	• NIC's first ever Indigenization plan, *Working Together – North Island College Indigenization Plan 2021-2026*, was approved by the IEC in June 2021 and launched on June 21st in recognition of National Indigenous Day. The plan signifies NIC's commitment to become more Indigenous serving, laying out steps to answer the education-related *TRC Calls to Action* and *United Nations Declaration on the Rights of Indigenous Peoples*, and building on the vision of *the College and Institutes Canada Indigenous Education Protocol*, signed by NIC in 2015. Over the past two years, more than 150 Indigenous community members, Elders, IEC members, NIC employees and students have used the protocol as a framework to develop detailed goals and actions. The resulting plan confirms NIC's commitment to reconciliation with actions that integrate and honour local Indigenous cultures, histories, languages and ways of knowing and being in NIC curriculum, teaching, planning and operations. NIC will provide a progress report to the IEC and NIC community in summer 2023.
Ongoing	• Please see "1.3.3 Making Space for Reconciliation" for more information on Working Together, NIC's strategy to increase the number of Indigenous employees, Indigenizing curriculum and expanding Indigenous student supports.
	Journeying Together: NIC's Indigenizing Internationalization Plan
New | In Progress	• In fall 2022, NIC launched *Journeying Together*, Canada's first ever Indigenizing internationalization plan developed under the guidance of the IEC, NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. NIC was selected for a national Excellence in Global Engagement bronze award by Colleges and Institutes Canada for *Journeying Together* and the plan is being used as an exemplar by researchers and other educational institutions to explore transforming international education in Canada.
	Breaking Barriers to Equitable and Inclusive Access
Ongoing	• Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
	Indigenous-led Education
Ongoing	• Please see "2.5.1 Indigenous-led Education"

Ongoing	**Reconciliation** • Please see "2.7.1 Reconciliation"	
Ongoing	**Diversity, Equity and Inclusion** • Please see "2.7.2 Diversity, Equity and Inclusion"	
Ongoing	**Anti-racism** • Please see "Anti-racism" in "Ministry's Strategic Priorities" in "Appendix II – Implementation of Ministry Directives and Strategic Priorities"	

This page intentionally left blank.

NORTH ISLAND COLLEGE
NIC

Institutional Accountability Plan & Report

2022 - 2023 REPORTING CYCLE

About the cover

Vanessa Gallick (left) and Simone Johnston (right) were among 13 students in NIC's Carpentry Apprenticeship program who helped build the new Walyaqil tiny home village to address the needs of people experiencing homelessness in downtown Port Alberni. The students gained skills and apprenticeship hours toward their Level 1 (Red Seal) certification, while supporting the community. NIC delivered the program in partnership with the Nuu-chah-nulth First Nation Employment Training Program (NETP) and the Port Alberni Friendship Centre.

BOARD OF GOVERNORS – ACTION SHEET
June 29, 2023
Agenda #: 3.4

Working together, North Island College builds healthy and thriving communities, one student at a time.

Agenda Item:	3.4 *BUILD 2026* Updates and Dashboard Review
Action Required:	For Board review, discussion and approval

Background/History/Executive summary:

The *BUILD 2026* Strategic Plan and Year 2 Dashboard reports on the progress to date toward the goals of *BUILD 2026.* The *BUILD 2026 -* Proposed Year 2 Amendments clarify, refine and expand on those goals.

NIC President, Lisa Domae, will present the proposed amendments and the Year 2 report – highlighting major achievements and challenges – for Board review, discussion and approval.

Policy analysis/strategic priority:

This item aligns with the *BUILD 2026* strategic priority and commitment to transparency and accountability in its leadership:

   7.3
   *Transparent decision-making builds a culture of trust and respect. **We will facilitate open dialogue, collaboration, and consultation, to manage risk, achieve our goals and obtain results.***

Attachments:

BUILD 2026 Strategic Plan and Year 2 Dashboard
BUILD 2026 - Proposed Year 2 Amendments

Suggested Resolution:

THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVE THE AMENDED *BUILD 2026*, STRATEGIC PLAN AND YEAR 2 DASHBOARD.

BUILD

2026

STRATEGIC PLAN AND YEAR 2 DASHBOARD

North Island College

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 peoples, on whose traditional and unceded territories the College's campuses are situated.

The **BUILD 2026 vision** uses architecture as an analogy to illustrate a responsive, student-centred strategic plan. It envisions stronger, thriving, more integrated places of learning that reflect and support the richness of the region. It opens the College to the communities we serve, creating a welcoming educational home for students and communities to call their own.
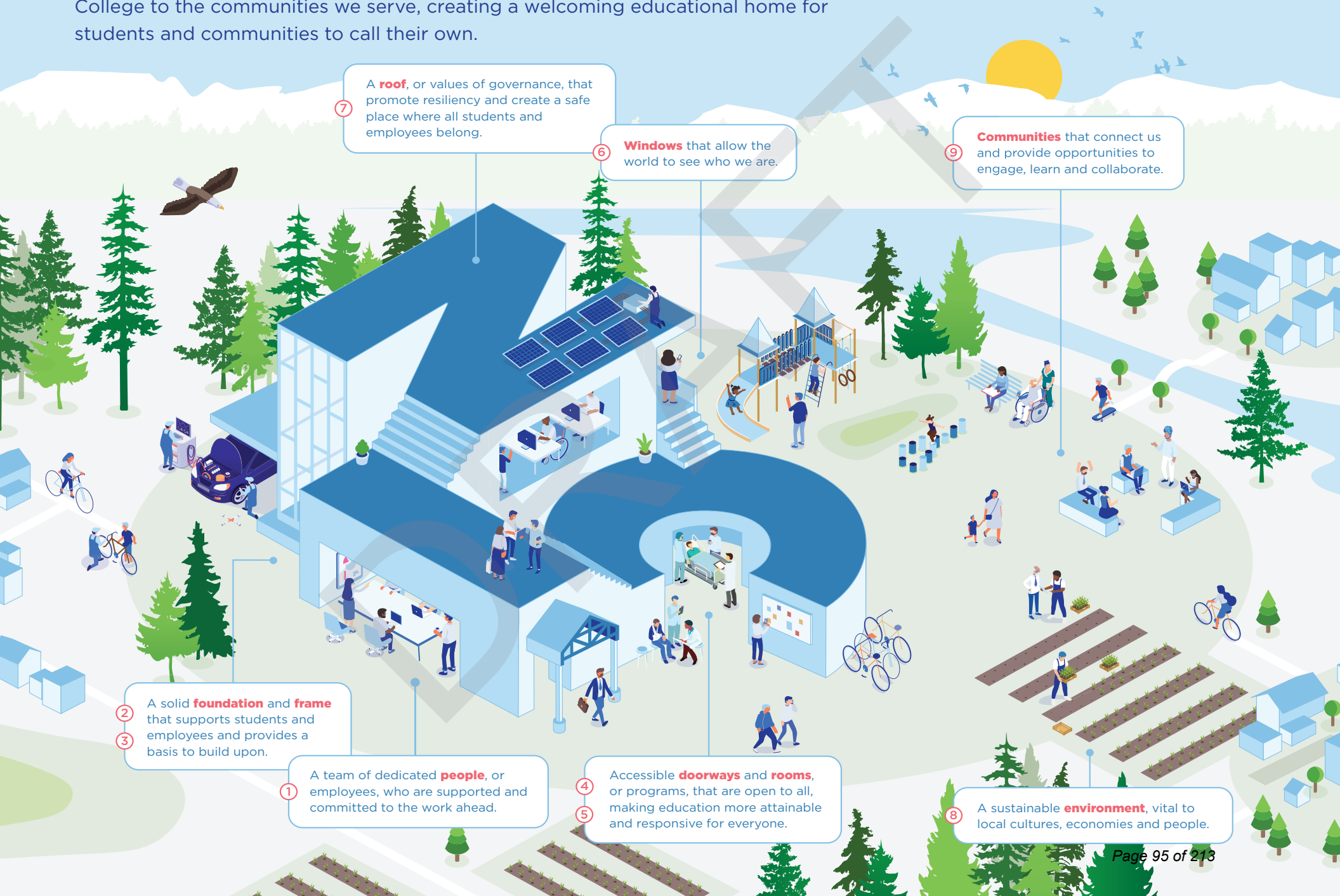
7. A **roof**, or values of governance, that promote resiliency and create a safe place where all students and employees belong.

6. **Windows** that allow the world to see who we are.

9. **Communities** that connect us and provide opportunities to engage, learn and collaborate.

2. & 3. A solid **foundation** and **frame** that supports students and employees and provides a basis to build upon.

1. A team of dedicated **people**, or employees, who are supported and committed to the work ahead.

4. & 5. Accessible **doorways** and **rooms**, or programs, that are open to all, making education more attainable and responsive for everyone.

8. A sustainable **environment**, vital to local cultures, economies and people.

TABLE OF CONTENTS

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

WELCOME

This strategic plan is founded in our passionate belief that learning empowers people and builds healthier and more resilient communities.

BUILD 2026 is North Island College's commitment to ensure students are at the centre of everything we do. It is our promise to support unique people and communities through individualized learning.

MISSION

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

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

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

Just as NIC was created as an innovative experiment to bring education and training to people in every corner of the vast 80,000-square km region, NIC will continue to change.

During our short history, we have evolved from tutors visiting logging camps and remote coastal communities in school buses and a former whaling boat, to mobile training units, to four campuses in Campbell River, the Comox Valley, Port Alberni, Port Hardy, a regional learning centre in Ucluelet, as well as a temporary location at St. Joe's in Comox.

We have adapted many times to students' changing personal, professional and educational needs. We have invested in digital learning technologies to sustain our in-community program delivery and regional learning. We serve an increasing number of students from across BC and around the world.

Though our delivery methods and programs have changed, our commitment to student-centred learning and the communities we serve has never wavered.

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

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

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

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

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

Visit **engage.nic.bc.ca** to share your voice as we continue building NIC together.

YEAR 2 IN REVIEW

As NIC enters the third year of this integrated strategic plan, we are so proud of how much we have accomplished.

Two years ago, we had an ambitious vision — to deliver BC's best individualized education and training experience by 2026. We started this plan by listening, then responding to calls for NIC to be front and centre in the region; to build stronger connections with communities, businesses, the post-secondary sector and the Province.

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

We are seeing results across a wide range of programming, infrastructure, Indigenization and health and well-being measures. A few examples of our Year 2 achievements include:

Regional Delivery: NIC earned $5M in one-time funding and delivered 438 domestic full-time equivalent (FTE) students in regional skills training, economic recovery and Indigenous-led programming across the region. This constitutes an estimated 19% of NIC's total domestic FTEs that were delivered in partnership with community, industry and First Nations. Many more students accessed a wide range of programs, including micro-credentials, health and adult upgrading.

Student Housing: NIC secured an additional $11.4M to meet the $77.4M cost of the 217-bed student housing project at the Comox Valley campus. With a new design build team in place, NIC hosted a well-attended site blessing by K'ómoks First Nation, and the site was cleared in anticipation for construction in Summer 2023.

Port Alberni Campus Master Plan: NIC undertook wide-ranging engagement to ensure facilities in the Port Alberni region meet student needs for the long term. The resulting proposal includes an expanded trades building at the Roger Street campus to support growing community needs. The building creates the foundation to support goals for childcare, a new Indigenous gathering space and student housing onsite.

Journeying Together: Guided by the NIC Indigenous Education Council, *Journeying Together* introduces international students to Indigenous knowledge and understanding throughout their studies and commits NIC to advancing Indigenization, decolonization and reconciliation through a global lens. The plan is one of Canada's first Indigenous-focused international education plans, and received a national award for excellence in global education at the Colleges and Institutes Canada World Congress in April.

CARE[2]: Informed by the National Standard of Canada for Mental Health and Well-being for Post-Secondary Students (July 2020), *CARE[2]* provides a comprehensive framework for student mental health and wellness. Developed with input from students, the plan outlines NIC goals over five years and is already receiving support. Bell Canada awarded NIC a $100K Let's Talk grant to support mental health in trades training.

While there is much more to do, we are confident that this plan will continue to position us for ongoing success.

We are excited about the expanding possibilities in the region, as NIC continues to meet the needs of the students, Nations, industries and communities we serve.

Jane Atherton
Chair, North Island College
Board of Governors

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

Working together to support students and communities.

NIC's two overarching strategic and Indigenization plans, **BUILD 2026** and *Working Together,* are supported by *Journeying Together*, *Widening Our Doorways* and the **CARE² Plan**. Through the implementation of these plans, the College connects international students and faculty with Indigenous perspectives, ensures all learning at NIC is relevant and accessible and supports the mental health and wellbeing of all members of the college community. The five plans work collectively to realize connected goals, measures and targets which support student success, strengthen communities and foster lasting, meaningful reconciliation across the region.

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

27 Commitments

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

These commitments inspired our *People* action statements.

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

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

SUPPORTING STUDENTS
Caring and Supportive
4. Student Well-Being
5. Student Support and Persistence
Access
6. Program Entry
7. Learning and Services
8. Pathways to Learning
Learning and Programming
9. Indigenous-Led Education
10. Community-Connected Learning
11. Self-Directed and Customized Learning
12. Global Learning
13. Program Response and Renewal

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

STRENGTHENING THE COLLEGE
Enrolment Services
14. Brand and Identity
15. Marketing & Recruitment
16. Integrated Enrolment
Infrastructure
17. Teaching and Learning
18. Finances
19. Information Technology
20. Campuses and Centres
Leadership
21. Reconciliation
22. Diversity, Equity and Inclusion
23. Transparency and Accountability

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

ENVIRONMENT
24. Climate and Sustainability
SERVING COMMUNITIES
25. Serving the People of the Region
26. Community Engagement
27. Social and Economic Development of the Region

9 Action Statements

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

These action statements were inspired by our *Engaging People* commitments.

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

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

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

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

People

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

Foundation

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

Frame

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

Doorways

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

Rooms

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

Windows

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

Roof

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

Environment

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

Communities

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

How the Dashboard Works

YEAR 5 GOAL		TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
				Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS															
5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING															
a.	Increase # of students with advising support above 425 students	> 425	On Track			547	543	576								576 students have been assigned to an advisor.

YEAR 5 GOAL
Combines the action of each of the plan's Year 5 targets with its measurable, providing a cohesive goal statement for ease of review

TARGET
The Year 5 target — listed as either the item's defined benchmark or default as complete

STATUS
Provides a consistent glanceable summary of the current status

MILESTONE
Highlights past, upcoming and/ or scheduled achievements

TIMELINE BAR
Represents the five years of the plan, subdivided into reporting periods within each plan year, as defined in the reporting schedule below (grey shading indicates when data available)

COMMENTS
Each project lead provides information to support/ clarify milestones on the timeline

LEGEND

	Complete		On Track		Behind		No data yet		Not started

BUILD 2026 REPORTING

Current Report

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

1

People

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

The power of NIC lies in the strength, commitment, and diversity of our people and workplaces. In our fast-changing digital world, our ability to act quickly, creatively and entrepreneurially requires a collaborative culture of growth and innovation. **We will recruit, encourage, develop and retain a supportive, inclusive and diverse community of employees.**

1.1 HEALTHY AND PRODUCTIVE WORKPLACES

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

Outcome: Healthier employees working in safe and supportive workplaces

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
PEOPLE														
1.1 HEALTHY AND PRODUCTIVE WORKPLACES														
a. Evaluate, recommend and implement benchmarks based on research and the National Standard of Canada for Psychological Health and Safety in the Workplace	Complete	On Track				Foundational research begins ⭕	Begin implementation of *Not Myself Today*	⭕						Research on the National Standard continues. The next step is to engage with the Canadian Mental Health Association (CMHA) and implement the CMHA's *Not Myself Today* program as a precursor to moving forward with implementing the National Standard.

1.2 PEOPLE DEVELOPMENT

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

Outcome: Thriving, inspired and productive employees

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
PEOPLE														
1.2 PEOPLE DEVELOPMENT														
a. Implement People Plan to develop thriving, inspired and productive employees	Complete	On Track				Draft strategy complete ○	○ Final plan complete							Fulsome, college-wide consultation, conducted between January and March, identified key themes which will be embedded in the first draft of the plan, due this summer. Feedback on the draft plan will inform the finalized plan, to be launched in Fall 2023.

1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION

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

Outcome: A culture of collaboration supported by peer networks

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
PEOPLE														
1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION														
a. Develop and implement an internal communications strategy	Complete	On Track				Draft strategy complete ○		○ Begin implementation						Recommendations on a new employee communications strategy have been received and are being shared with those who have provided feedback. Work to integrate some recommendations into the People Plan is underway. Prioritization of the recommendations will begin in Winter and Fall 2024 towards developing a budget for 2024/25.

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

2 Foundation

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

2.1 TEACHING AND LEARNING

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

Outcome: Teaching excellence

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.1 TEACHING AND LEARNING														
a. Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs	≥ 90%	On Track				96%	93%							NIC continues to exceed targets set in the Province's accountability framework.
b. Implement a student learning experience survey	Complete	On Track				Survey complete		Implement survey institution-wide						The Student Learning Experience Survey will be formally launched college-wide in Fall 2023.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	

FOUNDATION

2.1 TEACHING AND LEARNING *continued*

| c. Implement combined teaching and learning/digital learning strategy | Complete | On Track | | | | | | Begin draft combined teaching and learning/digital learning strategy (○) | | | | | | Development continues on a holistic strategy, focused on teaching, learning, digital learning and innovation, with a first draft underway in Spring 2024. |

2.2 FINANCES

NIC has a long history of strong and sound financial management, in keeping with our responsibility to the Province and people of the region. This ensures our sustainability over the long term, giving confidence to students and employees, as we recover from the pandemic and guard against future challenges and threats to our financial security. **We will develop a responsive financial model to eliminate the deficit and create fiscal health.**

Outcome: Fiscal strength

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	

FOUNDATION

2.2 FINANCES

a. Balanced budget within three years of the pandemic ending	Balanced	On Track	Projected: ($1.5M) ○			($793K) ○		($643K) ○		0 ○		$100K ○		NIC is continuing to recover revenues lost during the pandemic. The actual deficit for 2022/23 is slightly lower than the projected amount, and the Ministry has approved the projected deficit for 2023/24.
			Actual: $57K			($741K)								
b. Long-term financial health (positive net asset position)	> $2.8M	On Track	Projection in 2021: $3.9M			$2.8M		$2.1M		$2.1M		$2.2M		NIC's net assets remain in a good position, due to the small surplus produced in fiscal year 2021/22 and the lower-than-anticipated deficit in 2022/23. The erosion of NIC's net assets hasn't been as significant as estimated at the beginning of the pandemic, maintaining these funds for future use.
			Current Projections: ○			○		4.1M ○		$4.1M ○		$4.2M ○		
			Actual: $5.4M			$4.7M								

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

2.3 INFORMATION TECHNOLOGY

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

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.3 INFORMATION TECHNOLOGY														
a. Implement IT Service Management (ITSM) model*	Complete	On Track						TeamDynamix (ITSM) complete ○						Extended inventory planning/implementation continues, and knowledge base is also progressing. Both efforts have slowed due to core business needs but fundamentally remain on track. Notable progress bringing the HR/Payroll teams onboard with the Service Desk. Upcoming efforts will utilize the ITSM approach and tool to develop an improved change management process.

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

2.4 INTEGRATED ENROLMENT

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

Outcome: Optimum college-wide domestic and international enrolment

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.4 INTEGRATED ENROLMENT														
a. Define optimum enrolment for NIC	Complete	Complete				Optimum enrolment established ⚪								The Education Team continues its work in enrolment planning to meet the College's enrolment targets, set at 3,000 FTEs by 2026. The FTE measure may need to be reconsidered, as Ministry directions for shorter, faster, labour-market-focused programming continue.
b. Implement enrolment targets for all programs	Complete	Complete				Template implemented ⚪ Annual process implemented	⚪							Annual program targets are in place, and a new Integrated Enrolment planning process has been developed to promote the offering of a forward-thinking, relevant mix of programs and student spaces in the region and beyond.

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

2.5 CAMPUSES AND CENTRES

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

Outcome: Thriving, inspired and integrated campuses and centres

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.5 CAMPUSES AND CENTRES														
a. Develop Campus Master Planning concepts and share with communities	Complete	On Track			Miẋalakwila complete ○		○ Port Alberni complete		○ Comox Valley complete		○ Campbell River complete		○	Campus planning continues to support key projects: replacing the Tebo Centre in Port Alberni and the Village portables in Comox Valley and expanding the Campbell River campus. The new Port Alberni Campus Plan was approved by the Board of Governors in February 2023 and presented to the community in March.
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus	Complete	On Track			Tree removal/site clearance ○	Operational development begins ○				Housing opens ○				Under the direction of design-build team, Urban One, the building site was cleared in Winter 2023. Building permits will be reviewed by the City of Courtenay this summer, and construction will begin in Fall 2023. A new Student Housing Manager joined the College in April and is supporting the Student Housing Operations Committee in meeting operating milestones.

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

2.6 RISK MANAGEMENT

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

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.6 RISK MANAGEMENT														
a. Develop and implement a College-wide risk management program	Complete	On Track				Framework development								**NEW** Adding this as a new BUILD goal demonstrates the College's commitment to risk management. Work is underway to develop NIC's risk management program framework and guidelines.

3 Frame

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

From the moment students enter the college, our services support their learning experiences. With "we are NICe" setting the tone, our learning services integrate with our many and varied courses and programs to ensure students are supported. **We will embed caring learning services that support students in their studies.**

3.1 STUDENT WELL-BEING

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

Outcome: Increased student-well-being

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FRAME														
3.1 STUDENT WELL-BEING														
a. Develop and implement a Student Mental Health and Well-Being plan	Complete	Complete				Plan complete / Implementation plan complete		Recruit for CARE² Advisory Committee / 2023 CARE² Dashboard						The CARE² Dashboard will be updated in Summer 2023. Bell Canada awarded NIC a Let's Talk grant of $100K to support plan goals.

3.2 STUDENT SUPPORT AND PERSISTENCE

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

Outcome: Retain students with proactive support strategies

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FRAME														
3.2 STUDENT SUPPORT AND PERSISTENCE														
a. Increase first-year student retention (Fall to Fall) above 47%	> 47%	On Track		52% retention (Fall 2021) / 57% retention (Fall 2022)										The next report will be in Fall 2023. This measure is expected to remain on track.
b. Maintain or increase $ scholarships, bursaries, awards and emergency funds available to students	≥ $500K	On Track		≥ $540K / ≥ $635K		> $530K								The 2023 awards program distributed $545,090 to 450 students. The 2024 awards program is projected to have $530K-$540K available for distribution.
c. Increase # of childcare spaces above 94	>94	On Track		Inventory of seats complete / Explore expansion opportunities										NIC has secured funding to support 75 new childcare seats at the Comox Valley campus.

4 Doorways

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

4.1 PROGRAM ENTRY

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

Outcome: Wider access to courses and programs

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
DOORWAYS														
4.1 PROGRAM ENTRY														
a. Increase the % of full-time equivalents (FTEs)* in access** courses and initiatives above 40%	> 40%	On Track			72%	60%								The College continues to source one-time funding opportunities in collaboration with community partners, including Indigenous Nations, to support in-person and digital programming throughout the college region.

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

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

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

4.2 LEARNING AND SERVICES

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

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

Outcome: Serve more adult students through flexible delivery

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
DOORWAYS														
4.2 LEARNING AND SERVICES														
a. Increase % of courses with more than one entry point per year above 27%	> 27%	On Track		28%		28%								The College was successful in sourcing funding to support the offering of both credentialed and non-credentialed programs. These were offered throughout the college region with multiple points of entry through the academic year.
b. Increase the % of courses with multiple modes of delivery above 9%	> 9%	On Track		44%		33%								The Centre for Teaching and Learning Innovation (CTLI) continues to support and provide guidance to faculty, successfully delivering courses through multiple modes, including digital, in-person and blended.
c. Develop and implement fully operational digital service strategy	Complete	On Track	Digital service strategy complete											The Digital Service Strategy was approved in April 2023 and will be operationalized in Fall 2023.
					Digital service strategy implementation									

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

4.3 PATHWAYS TO LEARNING

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

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

Outcome: Seamless transitions to and from NIC

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
DOORWAYS														
4.3 PATHWAYS TO LEARNING														
a. Maintain dual credit enrolment above 170	> 170	On Track	253 enrolments ○			○ 275 enrolments								Through the collective efforts of Student Services and the Education Team, the College successfully enrolled 275 students in dual credit courses.
b. Maintain or increase the # of partnership agreements each year, equal to or above 16	≥ 16	On Track	16 partnership agreements ○			○ 18 partnership agreements								Continued success in this measure is attributed to the combined efforts of Student Services and the Education Team in fostering and formalizing strategic educational agreements with other post-secondary institutions and educational partners.

5 Rooms

Learning is NIC's reason for being. Our high-quality, relevant and responsive programming draws students from across BC and around the world. COVID-19 has shifted local and global industries, regional labour markets, employment rates and individual student needs. **We will examine and renew our programs, the types of credentials we offer and the needs of the unique communities we serve.**

5.1 INDIGENOUS-LED EDUCATION

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

Outcome: Indigenous-led learning

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
5.1 INDIGENOUS-LED EDUCATION														
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population	≥ 14%	On Track				19% Indigenous students		20% Indigenous students						Strategies outlined in the *Working Together* Indigenization Plan are supporting success in this measure. In 2022/23, the College established 10 partnerships and educational agreements with Indigenous communities. Priority admission was renewed for all Health and Human Service programs and added to all Trades programs for the 2023/24 academic year.
b. Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%	≥ 90%	On Track				90%	90%	Next survey launches Nov 2023						The 2023 NIC Indigenous Student Satisfaction Survey will be conducted in November 2023, and data will be included in the January 2024 dashboard.

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

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
5.1 INDIGENOUS-LED EDUCATION														
c. Implement Indigenization Plan recommendations	Complete	On Track		Indigenization Plan costing complete ○ ○		Year 1 Working Together Dashboard complete	Year 2 Working Together Dashboard complete ○							The Year 2 Dashboard of NIC's Indigenization Plan, *Working Together,* will be approved by the Indigenous Education Council in Fall 2023.

5.2 COMMUNITY-CONNECTED LEARNING

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

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

Outcome: Place-based learning

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
5.2 COMMUNITY-CONNECTED LEARNING														
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants	> 700	On Track			916 students ○		921 students ○							921 students participated in co-ops, practicums, internships and/or work-integrated learning (WIL) in 2022/23. WIL is a powerful form of experiential education, helping students forge new career paths and new networks for success in a rapidly changing world.
b. Implement place-based learning initiatives in program renewal plans	Complete	On Track					Strategy implemented ○							Within their renewal plans — which identify and prioritize goals against the benchmarks and targets outlined in *Widening Our Doorways* and *Working Together* — program areas continue the strategy to infuse place-based learning. New initiatives include the offering of the Awi'nakola ABE program at the Mixalakwila campus and the first offering of the Island Pre-health diploma program.
c. Open an expanded and fully operational integrated child-care and learning facility at the Comox Valley campus	Complete	On Track		Business case development ○		Business case approved ○ $14.2M Ministry funding achieved	Builder selected ○				Academic & child-care spaces open ○			The Province has committed $14.2M toward the new $14.7M Centre of Excellence in Early Learning at the Comox Valley campus. Design plans will be finalized this summer and a builder contracted in Fall 2023. Consultations with Beaufort Children's Centre (the main operator) continue, and NIC is providing operational planning support.

5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING

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

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

Outcome: Individualized advising support and customizable training or programs

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING														
a. Increase # of students with advising support above 425 students	> 425	On Track		547	543	576								576 students have been assigned to an advisor.
b. Maintain or increase # of short-term and micro-credential programs above 12	≥ 12	On Track			24		26							NIC's Education Team successfully secured one-time funding agreements to develop and deliver 26 short-term, customized micro-credentials and programs throughout the college region.

5.4 GLOBAL LEARNING

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

Outcome: Revitalize and diversify international engagement at NIC

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
5.4 GLOBAL LEARNING														
a. Increase # of new international student enrolments each year above 214 new students	> 214	On Track		194 new students in academic year 21/22 · 304 new students in academic year 22/23										304 new international students joined NIC this academic year. September 2023 intake numbers are nearing capacity in all academic, vocational and human services programs, and Winter 2024 intake is looking strong.
b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally	Complete	Complete		One international project · New Tanzania project · 45 study-abroad scholarships · 5 faculty engaged internationally · 20+ students engaged internationally										The Office of Global Engagement (OGE) secured a new international project in Tanzania and granted 45 study-abroad scholarships for students participating either physically or virtually in mobility education in several countries. Faculty were supported to create new programming in Brazil and to develop new virtual exchange programs.
c. Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 81%	≥ 81%	On Track		84% · Next survey conducted										Next survey will be conducted in 2025.

5.5 PROGRAM RESPONSE AND RENEWAL

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

Outcome: High-quality, relevant and responsive programming

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
5.5 PROGRAM RESPONSE AND RENEWAL														
a. Complete renewal plans* for all programs	Complete	Complete				Program renewal plans complete ○	2022/23 Progress Reports Complete ○	2023/24 Renewal Plans Complete						Program areas provided progress reports on their 2022/23 renewal plans at the end of May 2023. Departments will submit updated renewal plans for the 2023/24 academic year by the end of June 2023.
b. Complete Provincial Quality Assurance Process Audit (QAPA)**	Complete	On Track				QAPA orientation / Institutional response & final summary complete ○	Institutional report submitted ○	QAPA Panel Visit ○	Begin actions on recommendations & enhancements to academic programming ○					NIC's program review process launched six new programs this spring and engaged in a QAPA orientation with the Ministry. In June, three to four programs for review will be identified. NIC's institutional report will be submitted in late September 2023, with the QAPA panel visit scheduled for November. Quality Student Learning info sessions and workshops, engaging the college community, were held this spring, and further engagements are scheduled for Fall 2023.

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

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

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

6 Windows

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, over 90% of students tell us they are satisfied with their education, say our quality of instruction is high and feel well prepared for further studies.* Yet, there remains a lack of awareness about who we are, what we do and what sets us apart from other post-secondary institutions. **We will raise awareness about the quality and diversity of learning at NIC.**

6.1 BRAND AND IDENTITY

NIC operates in an increasingly crowded post-secondary marketplace, occupied by public and private post-secondary institutions and non-traditional digital providers. **We will build on history and culture to establish our distinct place in an increasingly competitive post-secondary landscape.**

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
WINDOWS														
6.1 BRAND AND IDENTITY														
a. Establish brand with better overall role and scope of the College	Complete	On Track	Internal/external audits complete			Tactical plan operative / Consultant recommendations received / Brand strategy consultant secured		Brand architecture finalized		Brand strategy complete				Consultant work completed on time, and Marketing and Future Students team is working with the recommendations to refine brand ecosystem for soft launch in Fall 2023 and full brand refresh launch in Winter 2024.

* Based on BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, survey year 2022, data prepared by BC Stats

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

6.2 MARKETING & RECRUITMENT

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

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
WINDOWS														
6.2 MARKETING & RECRUITMENT														
a. Establish a clearly defined student audience profile for all areas of study	Complete	On Track					Audience profiles complete ○							Guided by brand report recommendations, the Marketing and Future Students team is refining personas in Spring/Summer 2023.
b. Implement annual marketing and recruitment plans	Complete	Complete				2023/24 tactical plan complete ○ 2024/25 under development	○							In consultation with program-area leads and informed by the 2022/23 campaigns and promotional initiatives, Marketing and Future Students is developing the 2024/25 recruitment and marketing tactical plan for domestic audiences. The plan will retain the current digital-first strategy, offer refined targeting of promotions directed to mature learners and include the January 2024 launch of NIC's refreshed brand. The plan will be accessible to the internal NIC community on the college portal.

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

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

7 Roof

Good governance puts values and principles into practice every day. It ensures programs are accountable to the people who fund our work, including governments, the public and students, and our social responsibilities to each other and the planet. **We will develop diverse, inclusive and accountable processes that support college employees and provide new opportunities to contribute.**

7.1 RECONCILIATION

Meaningful reconciliation with Indigenous Peoples and communities requires inclusive policies and processes that invite Indigenous participation and perspectives in NIC decision-making. **We will include Indigenous worldviews in governance processes across the College.**

Outcome: Adoption of the Truth and Reconciliation Commission's (TRC) Calls to Action for education and the UN Declaration on the Rights of Indigenous Peoples

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOF														
7.1 RECONCILIATION														
a. 75% of employees complete NIC-specific Indigenous intercultural competency training	≥ 75%	Behind & No data yet						Framework complete						Development continues on the NIC-specific cultural training framework, with four of seven modules complete. The revised completion goal is Fall 2023. Under the direction of our regional Nations, storytelling videos and interviews are being conducted through the summer to integrate into the training.
b. 100% of all named program areas with clear measurable commitments to address specific TRC Calls to Action for education	Complete	Complete		All commitments defined										This measurable has been achieved — all program areas have made commitments to address this goal.

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

7.2 DIVERSITY, EQUITY AND INCLUSION

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

Outcome: A diverse, equitable and inclusive college that welcomes all

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOF														
7.2 DIVERSITY, EQUITY AND INCLUSION														
a. Maintain or increase 88% (2020) of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background."	≥ 88%	On Track				Canadian Campus Wellbeing Survey — 88%								The Student Affairs team is building on initiatives, including the *CARE[a]* Plan, Accessibility Plan, new counseling model and revised conduct processes to achieve success in this measure.
b. Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."	≥ 88%	On Track				Canadian Campus Wellbeing Survey — 88%				Next survey				Through the initiatives noted in 7.2.a., Student Affairs is striving to increase the number of students who feel that NIC values diversity. NIC's People Plan is expected to positively impact success in this measure and help ensure a great student experience for every student. Next survey will be launched in 2025.
c. Implement Diversity, Equity and Inclusion Strategy	Complete	On Track				Draft DEI policy / Accessibility Plan finalized		Policy finalized / DEI strategy complete						The Accessibility Advisory Committee formed in Spring 2023 was tasked with drafting NIC's first Accessibility Plan by June 2023. The plan will be finalized by the September 2023 legislated deadline and will help inform the development of the broader DEI strategy.

7.3 TRANSPARENCY AND ACCOUNTABILITY

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

Outcome: Clear, productive and accountable organizational structure that uses a respectful and consultative decision-making framework

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOF														
7.3 TRANSPARENCY AND ACCOUNTABILITY														
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs	Complete	Complete	New administrative structure ○											Being revised as needed.
b. Increase engagement with the North Island Students' Union (NISU)	Complete	Complete	New MOU with NISU ○											The VP, Students & Community Engagement and the Executive Director, NISU meet regularly to advance integrated planning and collaboration through the Campus Life Advisory Committee. Events include orientations, end-of-term lunches (for students and employees), Thrive events, Black History Month, Pink Shirt Day, Transgender Day of Visibility and Mental Health week. NISU has also increased its participation in administrative selection committees and college-wide committees.

Environment

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

8.1 CLIMATE AND SUSTAINABILITY

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

Outcome: Climate change education and research

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ENVIRONMENT														
8.1 CLIMATE AND SUSTAINABILITY														
a. Reduce greenhouse gas emissions	Complete	On Track				2021 Carbon Neutral outcomes ◯								NIC's greenhouse gas emissions in 2022 were 12% lower than in 2010 (944 tonnes vs. 1,069 tonnes). We are on track to meet CleanBC's 2025 target of a 16% reduction in emissions, focusing on reducing emissions created through building operations, paper use and transportation..

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

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ENVIRONMENT														
8.1 CLIMATE AND SUSTAINABILITY														
b. Implement process to track # of courses, research and applied learning initiatives that include sustainability	Complete	On Track						Process established ⭕						Sustainability outcomes were incorporated in 18 applied-research initiatives, including the study of forage-fish populations in collaboration with Project Watershed, the support of Kwiakah First Nation in assessing wild kelp beds in their territory and the restoration of kelp habitat.
c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS)	Complete	On Track								Decision on tracking system ⭕				The Sustainability Tracking Assessment and Rating System (STARS) is a global standard for higher education. We have met with post-secondary partners to better understand the value of STARS and have conducted a gap analysis to help inform the College's decision.

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

9 Communities

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

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

9.1 SERVING THE PEOPLE OF THE REGION

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

Outcome: Higher enrolment from within the region

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
COMMUNITIES														
9.1 SERVING THE PEOPLE OF THE REGION														
a. Increase above 278 the # of students participating in custom regional and in-community programming	> 278	On Track		353 ○		374 ○								Success in this measure has been achieved through the ongoing initiatives set out in *Widening Our Doorways 2026*.

9.2 COMMUNITY ENGAGEMENT

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

Outcome: To be at the heart of civic conversations

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
COMMUNITIES														
9.2 COMMUNITY ENGAGEMENT														
a. Create community-engagement strategy	Complete	Complete				Consultation complete / Draft strategy in development	Draft strategy complete	Final strategy approved / Final strategy shared with external consultees						An Advisory Committee to support strategy operation is being developed.

9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION

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

Outcome: To be a hub for knowledge, service and innovation in the North Island

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
COMMUNITIES														
9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION														
a. Create alumni-relations capacity	Complete	On Track	Capacity plan complete ●	Alumni-relations readiness assessment complete ●	●	Alumni Relations Liaison job description approved and posted				Alumni Relations established			●	The alumni-relations readiness assessment advises that capacity in this area be built prior to the formation of an association. Anticipate successful hire of Alumni Relations Liaison and beginning work on developing the alumni-relations program in Fall 2023.
b. Increase the number of active community partnerships to enhance programming	12	On Track				18 partnerships ●	31 partnerships ●							Community Engagement continues to foster dialogue within NIC and throughout the communities we serve, and in fiscal year 2022/23, community partnerships have expanded to 31.
c. Increase # of students involved in research projects to greater than 13 students	> 13	On Track	13 students ●	28 students ●	30 students ●									In 2022/23 fiscal year, 16 NIC students were hired to participate in research projects, and another 14 students participated as part of their course work.
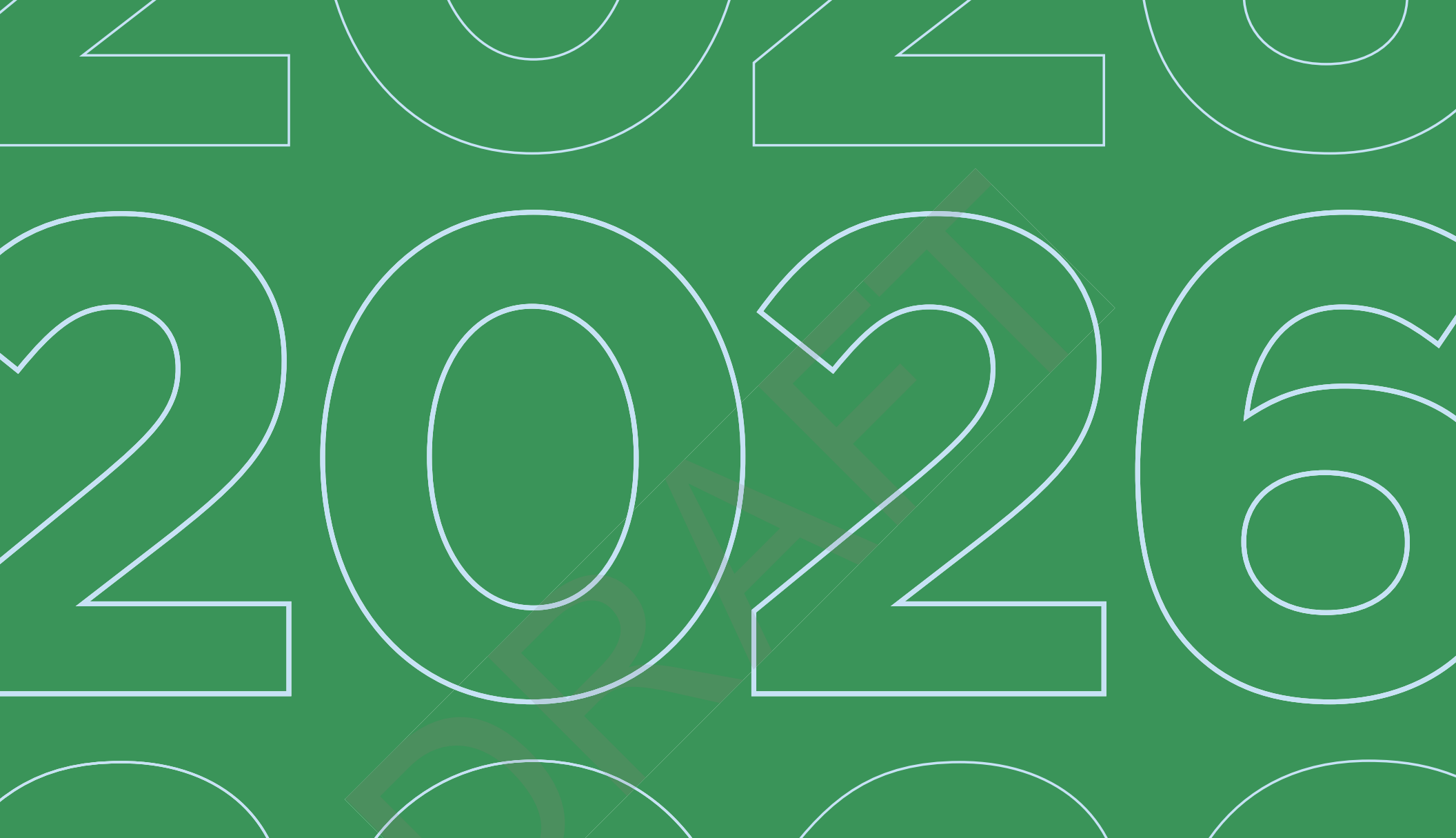
EDUCATION AND TRAINING BUILT FOR YOU

WWW.NIC.BC.CA

SUMMARY OF PROPOSED PLAN AMENDMENTS
BUILD 2026 - Year 2

Legend:

Housekeeping	proposed amendment corrects typos or other mistakes in the previous version of plan
Refinement	proposed amendment clarifies and focuses goal and/or responsible area
Consolidation	proposed amendment eliminates overlap & duplication in the previous version of plan
Expansion	proposed amendment augments existing plan based on identified need and changed environment
Deletion	proposed amendment deletes measure

#	Item	Proposed Amendment	Rationale	Impact
People				
1.2.a.	People Development	Measure 1.2.a. – Year 5 goal, "Implement people strategy to develop thriving, inspired and productive employees": change "people strategy" to "People Plan"	Specifies the tangible outcome of this measure	Refinement
Foundation				
2.1.c.	Teaching and Learning	Measure 2.1.c.: change the Year 5 goal from, "Implement teaching and learning strategy" to, "Implement combined teaching and learning/digital learning strategy".	Combined measure allows for removal of duplicate measure, 4.2.c.	Consolidation
2.6 (new)	Risk Management	Create a new foundational element: Risk Management • Create measure 2.6.a: "Develop and implement a college-wide risk-management program"	NIC recognizes that a coordinated risk-management approach is critical to the achievement of its strategic goals and operational priorities. Adding this as a new BUILD goal demonstrates the College's commitment to risk management.	Expansion
Frame				
3.2.c.	Student Support and Persistence	Measure 3.2.c. – expansion of childcare spaces: amend the Year 5 goal to include	Specifies a measurable benchmark	Refinement

#	Item	Proposed Amendment	Rationale	Impact
		the benchmark of "above 94" and change the target to "> 94"		
Doorways				
4.2.c.	Learning and Services	Delete measure 4.2.c. "Develop and implement digital learning strategy"	Eliminates duplication (section 2.1.c. addresses the development and implementation of the combined teaching and learning/digital learning strategy)	Deletion
4.3.a.	Pathways to Learning	Measure 4.3.a – dual credit enrolment: specify the benchmark in the Year 5 goal by adding, "above 170"	Increases clarity in the Year 5 goal	Refinement
4.3.b.	Pathways to Learning	Measure 4.3.b. – partnership agreements: change Year 5 goal from, "Maintain or increase # of students participating in post-secondary pathway agreements" to, "Maintain or increase the # of partnership agreements each year, equal to or above 16"	Expands the measure, which was previously too narrow	Refinement
Rooms				
5.1.a.	Indigenous-Led Education	Measure 5.1.a. – Year 5 goal: "Maintain or increase % of FTE Indigenous students greater than or equal to representation in the population": change the target from ≥13% to ≥14%	Aligns with updated data from the Canadian Census of Population (2021), which identifies Indigenous representation at 14% of the population within the NIC region	Refinement
5.2.b.	Community-Connected Learning	Measure 5.2.b.: change Year 5 goal from, "Implement place-based learning strategy" to, "Implement place-based learning initiatives in program renewal plans"	Clarifies the specific actions undertaken within this measure	Refinement
5.3.b.	Self-directed and Customized Learning	Measure 5.3.b.: 1. change Year 5 goal from, "Maintain or increase # of short-term customized micro-credentials and programs above 29" to, "Maintain or increase # of short-	1. Clarifies the program types represented in this measure, differentiating them from longer custom programs now reported in 9.1.a.	Refinement

2

#	Item	Proposed Amendment	Rationale	Impact
		term and micro-credential programs above 14" 2. change the target from >29 to >14	2. Reflects the exclusion of longer custom programs	
5.4.c.	Global Learning	Measure 5.4.c. – international student survey: change the benchmark in the Year 5 goal and in the target from >80 to >81	Corrects erroneous data (the target has always been >81 for this measure)	Housekeeping
Roof				
7.2.a.	Diversity, Equity and Inclusion	Measure 7.2.a. – Year 5 goal, "Maintain or increase 80% (2020) of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background": change the benchmark in the Year 5 goal and in the target from >80 to >88	Corrects erroneous data (the target is >88 for this measure)	Housekeeping
7.2.d.	Diversity, Equity and Inclusion	Delete measure 7.2.d, "Increase % of students and employees who self-report as a member of a marginalized group protected from discrimination by the BC Human Rights Code"	This initiative has been superseded by the Anti-Racism Data Act which became law in June 2022. As a public sector organization, NIC will have to comply with the provincial standards, which have yet to be announced.	Deletion
Communities				
9.1.a.	Serving the People of the Region	Measure 9.1.a.: change Year 5 goal from, "Increase above 31%, the % of in-region public high school graduates who attend NIC within two years of graduation" to "Increase above 278 the # of students participating in custom regional and in-community programming"	New data available enables a new measure that more accurately measures the goal of serving the people of the NIC region. The previous high-school transition measure was aspirational and represented only a small portion (7%) of the NIC region's population demographic.	Refinement
9.3.a.	Communities	Measure 9.3.a: change the Year 5 goal from "Create an Alumni Association" to "Create alumni-relations capacity"	Prioritizes the foundational work of community engagement per the recommendations of the alumni-relations readiness study	Refinement

3

Overarching Goals

BUILD 2026 **and Responsive Integrated Strategic Planning Framework**

Advancing Year 3 of BUILD 2026, NIC's strategic plan will be the focus of the 2023/2024 year.

Landmark capital projects such as Student Housing and the Centre of Excellence for Early Childhood Care and Education at the Comox Valley campus will be underway. Development of NIC's People Plan will also be a focus as we work to improve the employee experience to facilitate employee retention and attraction. Another priority area will be building the community of support for NIC through the development and execution of an advocacy strategy for the College.

New Mandate Letter (June 22, 2023)

Government's new mandate letter for NIC contains many new initiatives for the post-secondary sector, including an emphasis on cybersecurity and risk management. These critical initiatives for NIC will be a focus this year.

Future Ready Action Plan

On May 2, 2023 the BC Government released its [Future Ready Action Plan](). We are grateful to the Ministry for funding several priorities for NIC under the plan's five pillars: 1) more post-secondary seats in skilled training that meets the needs of the economy, 2) future ready grant program, 3) people facing barriers, 4) Indigenous People and 5) People new to BC.

A key focus for me will be the advancement of the Action Plan which includes transformational initiatives.

Community Economic Response and Recovery

The north Island is experiencing incredible economic and social change, particularly in the primary resource economies. Working together with First Nations and local governments with labour-force development and economic diversification will be front and centre at NIC, as we support the rural and remote areas of the College region in aligning resident skills and talents with critical workforce development needs.

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 the college's campuses are situated.

June 23, 2023

Goals	Objectives	Targets
1. BUILD 2026 and the Integrated Strategic Planning Framework	a. Develop a responsive, flexible, and measurable strategic planning framework that integrates college goals and activities	Final Year 2 Dashboard presented to the Board of Governors for approval. Year 3 Revisions to BUILD 2026 presented to the Board of Governors for approval. Ensure strategic plan's alignment with Future Ready, government's new action plan for post-secondary education and NIC's new mandate letter.
2. Government Mandate, Policy, and Direction	a. Institutional Accountability Plan and Report	Government acknowledgement of NIC's performance in meeting the 2023/24 Mandate Letter.
	b. Lasting and meaningful reconciliation with Indigenous peoples	Deliver on the commitments for post-secondary education outlined in the *Declaration on the Rights of Indigenous Peoples Act* action plan.
	c. Cybersecurity	Complete a cybersecurity audit.
	d. Implement and maintain and effective fraud risk management strategy	Develop and implement an Enterprise Risk Management Program.
	e. StrongerBC Future Ready Action Plan	Implement the Future Ready Action Plan, as relevant to NIC.
	f. Indigenous Trades Training	Work with the NIC Indigenous Education Council to support Indigenous Trades Training at NIC.
	g. Provide culturally sensitive and safe learning environments for	Implementation of *Working Together*, NIC's Indigenization plan.

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 the college's campuses are situated.

	Indigenous learners to maximize their participation and success	Meet BUILD 2026 targets as set out in 5.1 Indigenous-led Education: 5.1.a. Maintain or increase % of FTE Indigenous students greater than or equal to representation in the population. 5.1.b. Maintain or increase % of Indigenous students greater than or equal to representation in the population.
	h. Develop and maintain protections for international students that support their fair treatment.	Implement the Board of Governors' approved 2% increase on international student tuition (to 2024/2025).
	i. Meet or exceed financial targets as outlined by the Ministry	Achieve the Ministry approved deficit budget for 2023/2024.
	j. Comply with the Tuition limit policy	Recommend to the Board of Governors' tuition (2024/25) for domestic students that complies with the tuition limit policy.
3. Stakeholder Engagement	a. Community Engagement	Finalize and implement NIC's first Community Engagement plan.
	b. Government Relations	Complete and implement an Advocacy Strategy for NIC.
	c. Global Engagement	Support the recovery of international education and enhance the diversification of international student recruitment and study abroad, through partner engagement..
	d. Leadership Development	Participate in leadership professional development activities pursuant to the requirements of the Canadian Registered Professional Planners.

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 the college's campuses are situated.

	BOARD OF GOVERNORS – ACTION SHEET
NIC BOARD OF GOVERNORS	June 29, 2023 Agenda #: 4.2.1 *Working together, North Island College builds healthy and thriving communities, one student at a time.*

Agenda Item:	4.2.1 Audited Financial Statements, Year Ended March 31, 2023
Action Required:	For Approval

Background/History/Executive summary:

NIC's fiscal year 2022/23 year-end audit is now complete, and the final draft financial statements are included in the Board package. NIC's auditors (KPMG) have prepared their audit findings report, which went to the Finance and Audit committee on June 12, 2023. KPMG found no material misstatements in their audit work.

NIC finished the year with a deficit of $740,762, slightly less than the $792,752 deficit planned for in the Budget.

Policy analysis/strategic priority:

This agenda item is linked to the BUILD Foundational Goals 2.2 and 2.3: NIC's finances. The financial results for 2022/23 keep NIC on track with these foundational strategic plan goals.

Attachment:

Audited financial statements for the fiscal year ended March 31, 2023

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE FISCAL YEAR 2022/23 FINANCIAL STATEMENTS.

NORTH ISLAND COLLEGE
FINANCIAL STATEMENTS
For the year ended March 31, 2023

North Island College
Index to the Financial Statements
For the year ended March 31, 2023

North Island College
Statement of Financial Position
As at March 31, 2023 with comparative information for 2022

	Note	2023	2022
Financial assets			
Cash and cash equivalents		$ 7,067,317	$ 9,729,331
Accounts receivable		761,253	1,057,053
Due from government organizations	3	2,510,918	821,104
Inventories held for resale		470,117	306,534
Portfolio investments	4	17,469,029	17,532,842
		28,278,634	29,446,864
Liabilities			
Accounts payable and accrued liabilities	5	12,970,535	12,700,349
Due to government organizations	3	674,587	315,835
Employee future benefits	6	473,605	592,725
Deferred revenue		2,898,389	2,433,892
Deferred contributions	7	14,096,158	13,747,183
Deferred capital contributions	8	42,458,154	41,382,580
		73,571,428	71,172,564
Net debt		(45,292,794)	(41,725,700)
Non-financial assets			
Tangible capital assets	9	50,105,370	47,574,970
Prepaid expenses		200,233	400,818
		50,305,603	47,975,788
Accumulated surplus		$ 5,012,809	$ 6,250,088
Accumulated surplus is comprised of:			
Accumulated surplus		$ 4,742,331	$ 5,483,093
Accumulated remeasurement gains		270,478	766,995
		$ 5,012,809	$ 6,250,088

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

Approved on behalf of the Board of Governors

Jane Atherton,
Chair of the Board of Governors

Colin Fowler,
Vice President, Finance and Facilities

1

North Island College
Statement of Operations and Accumulated Surplus
For the year ended March 31, 2023 with comparative information for 2022

	Note	Budget 2023 Note 2(k)	2023	2022
Revenue				
Province of British Columbia		$ 35,566,110	$ 36,199,925	$ 33,532,104
Government of Canada grants		1,027,270	582,040	254,124
Tuition and student fees		11,572,771	11,746,436	9,843,065
Contract services		1,721,210	3,183,653	2,968,404
Sales of goods and services		1,092,600	1,127,070	1,043,102
Investment income		770,000	686,067	1,545,247
Other income		673,496	1,270,428	2,744,311
Revenue recognized from deferred capital contributions	8	3,270,257	3,377,334	3,717,480
		55,693,714	58,172,953	55,647,837
Expenses (Schedule 1)				
Instructional and non-sponsored research		53,504,762	55,472,089	50,642,429
Ancillary services		1,026,367	1,112,993	1,052,430
Sponsored research		1,088,437	736,302	437,459
Special purpose		866,900	1,592,331	3,458,540
		56,486,466	58,913,715	55,590,858
Surplus (deficit) for the year		(792,752)	(740,762)	56,979
Accumulated surplus, beginning of year		5,483,093	5,483,093	5,426,114
Accumulated surplus, end of year		$ 4,690,341	$ 4,742,331	$ 5,483,093

See accompanying notes to the financial statements

2

North Island College
Statement of Changes in Net Debt
For the year ended March 31, 2023 with comparative information for 2022

	Budget 2023 Note 2(k)	2023	2022
Surplus (deficit) for the year	$ (792,752)	$ (740,762)	$ 56,979
Acquisition of tangible capital assets	-	(6,589,501)	(4,472,362)
Net transfer to/from assets held for resale	-	-	(583,511)
Amortization of tangible capital assets	3,870,678	4,059,101	3,862,186
Gain on sale of tangible capital assets	-	-	(1,854,632)
Proceeds on sale of tangible capital assets	-	-	2,438,143
	3,870,678	(2,530,400)	(610,176)
Acquisition of prepaid expenses	-	(104,600)	(223,929)
Use of prepaid expenses	-	305,185	313,703
	-	200,585	89,774
Net remeasurement losses	-	(496,517)	(776,218)
Change in net debt	3,077,926	(3,567,094)	(1,239,641)
Net debt, beginning of year	(41,725,700)	(41,725,700)	(40,486,059)
Net debt, end of year	$ (38,647,774)	$ (45,292,794)	$ (41,725,700)

See accompanying notes to the financial statements

3

North Island College
Statement of Remeasurement Gains and Losses
For the year ended March 31, 2023 with comparative information for 2022

	2023	2022
Accumulated remeasurement gains, beginning of year	$ 766,995	$ 1,543,213
Unrealized gains (losses) attributed to:		
Portfolio investments	(504,164)	234,637
Amounts reclassified to the statement of operations:		
Realized losses (gains) on pooled funds	7,647	(1,010,855)
Net remeasurement gains for the year	(496,517)	(776,218)
Accumulated remeasurement gains (losses), end of year	**$ 270,478**	**$ 766,995**

See accompanying notes to the financial statements

4

North Island College
Statement of Cash Flows
For the year ended March 31, 2023 with comparative information for 2022

	2023	2022
Cash provided by (used in):		
Operations		
Surplus (deficit) for the year	$ (740,762)	$ 56,979
Items not involving cash:		
Amortization of tangible capital assets	4,059,101	3,862,186
Revenue recognized from deferred capital contributions	(3,377,334)	(3,717,480)
Change in employee future benefits	(119,120)	10,166
Change in lease inducements	-	(371,321)
Gain on sale of tangible capital assets	-	(1,854,632)
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	295,800	219,445
Decrease (increase) in due from government organizations	(1,689,814)	427,096
Decrease (increase) in prepaid expenses	200,585	89,774
Decrease (increase) in inventories held for resale	(163,583)	(46,303)
Increase (decrease) in accounts payable and accrued liabilities	270,186	3,497,707
Increase (decrease) in due to government organizations	358,752	201,322
Increase (decrease) in deferred revenue	464,497	279,333
Increase (decrease) in deferred contributions	348,975	1,026,756
Net change in cash from operating activities	(92,717)	3,681,028
Capital activities		
Cash used to acquire tangible capital assets	(6,589,501)	(4,472,362)
Increase in deferred capital contributions	4,452,908	6,374,711
Proceeds on disposal of tangible capital assets	-	2,438,143
Net change in cash from capital activities	(2,136,593)	4,340,492
Investing activities		
Increase in portfolio investments	(432,704)	(1,431,942)
Net change in cash from investing activities	(432,704)	(1,431,942)
Net change in cash and cash equivalents	**(2,662,014)**	**6,589,578**
Cash and cash equivalents, beginning of year	9,729,331	3,139,753
Cash and cash equivalents, end of year	$ 7,067,317	$ 9,729,331

See accompanying notes to the financial statements

5

North Island College
Notes to the Financial Statements
Year ended March 31, 2023

1 Authority and purpose

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

2 Summary of significant accounting policies

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

(a) Basis of accounting:

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

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

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

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

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

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

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

6

2 Summary of significant accounting policies (continued)

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

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

(b) Cash and cash equivalents

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

(c) Financial instruments

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

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

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

(d) Inventories held for resale

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

7

2 Summary of significant accounting policies (continued)

(e) Non-financial assets

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

(i) Tangible capital assets

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

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

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

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

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

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

8

2 Summary of significant accounting policies (continued)

(f) Employee future benefits

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

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

(g) Revenue recognition

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

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

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

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

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

(h) Use of estimates

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

9

2 Summary of significant accounting policies (continued)

(i) Assets held for sale

Long-lived assets are classified by the College as an asset held for sale at the point in time when the asset is in a condition to be sold and is publicly seen to be for sale, management has committed to selling the asset and has a plan in place, there is an active market, and is reasonably anticipated that the sale will be completed within a one-year period.

(j) Foreign currency translation

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

(k) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the North Island College 2022-2023 Budget approved by the Board of Governors of North Island College on April 7, 2022.

Budget figures are presented only for information purposes.

(l) PS 3280 - Asset retirement obligations

On April 1, 2021 the College adopted Public Accounting Standards PS3280 - Asset Retirement Obligations. The new accounting standard addresses the reporting of legal obligations associated with the retirement of certain tangible capital assets, such as asbestos removal in retired buildings by public sector entities. The standard was adopted on the modified retrospective basis at the date of adoption. The College has not identified any retirement obligations associated with its tangible capital assets therefore the adoption of the standard had no impact on the financial statements of the College.

3 Due from and to government organizations

Due from:		2023		2022
Federal government	$	3,510	$	6,124
Provincial government		2,267,664		432,691
Other government organizations		239,744		382,289
	$	2,510,918	$	821,104

Due to:		2023		2022
Federal government	$	433,634	$	102,796
Provincial government		193,547		155,786
Other government organizations		47,406		57,253
	$	674,587	$	315,835

10

4 Portfolio investments

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

	2023	2022
Fixed income	$ 1,406,925	$ 1,185,826
Pooled bond funds	8,304,830	7,825,190
Pooled equity funds	7,757,274	8,521,826
	$ 17,469,029	$ 17,532,842

5 Accounts payable and accrued liabilities

	2023	2022
Trade payables	$ 1,965,324	$ 1,857,080
Salaries and benefits payable	2,024,735	1,767,205
Accrued leaves payable	3,592,376	3,491,699
Other payables and accrued liabilities	5,388,100	5,584,365
	$ 12,970,535	$ 12,700,349

6 Employee future benefits

(a) Pension benefits:

The College and its employees contribute to the College Pension Plan and the Municipal Pension Plan (jointly trusteed pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2022, the College Pension Plan has about 16,600 active members, and approximately 10,100 retired members. As at December 31, 2022, the Municipal Pension Plan has about 240,000 active members, including approximately 7,000 from colleges.

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

The most recent actuarial valuation for the College Pension Plan as at August 31, 2021, indicated a $202 million surplus for basic pension benefits on a going concern basis.

11

6 Employee future benefits (continued)

The most recent valuation for the Municipal Pension Plan as at December 31, 2021, indicated a $3,761 million funding surplus for basic pension benefits on a going concern basis.

The College paid $2,861,764 for employer contributions to the plans in fiscal 2023 (2022: $2,688,934).

The next valuation for the College Pension Plan will be as at August 31, 2024. The next valuation for the Municipal Pension Plan will be December 31, 2024, with results available in 2025.

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

(b) Other benefits:

	2023	2022
Severance	$ 388,605	$ 519,725
Accumulated sick leave benefit	85,000	73,000
	$ 473,605	$ 592,725

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

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

7 Deferred contributions

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

12

7 Deferred contributions (continued)

| | 2023 | | |
	Land Sale	Other	Total
Balance, beginning of year	$ 3,961,144	$ 9,786,039	$ 13,747,183
Contributions received	-	13,086,795	13,086,795
Revenue recognized	-	(12,737,910)	(12,737,910)
Balance, end of year	$ 3,961,144	$ 10,134,924	$ 14,096,068

| | 2022 | | |
	Land Sale	Other	Total
Balance, beginning of year	$ 3,961,144	$ 8,759,283	$ 12,720,427
Contributions received	-	11,956,585	11,956,585
Revenue recognized	-	(10,929,829)	(10,929,829)
Balance, end of year	$ 3,961,144	$ 9,786,039	$ 13,747,183

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

8 Deferred capital contributions

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

	2023	2022
Balance, beginning of year	$ 41,382,580	$ 38,725,349
Contributions received during the year	4,452,908	6,374,711
Revenue recognized from deferred capital contributions	(3,377,334)	(3,717,480)
Balance, end of year	$ 42,458,154	$ 41,382,580

During 2021/22, the College sold the Campbell River campus property location on Vigar Road for $2,700,000. Use of the sale proceeds is restricted under the College and Institute Act. The Province granted use of the revenue related to this transaction for specific capital projects that were completed in 2021 and 2022 and added it to deferred capital contributions.

The gain on sale of $1,854,632 and the remaining unamortized deferred capital contributions of $453,510 related to the disposed asset were recognized in operating revenue, and an equal expense was recognized to return the funds due to the Ministry during 2022.

13

9 Tangible capital assets

Cost	Mar 31, 2022	Additions	Transfers	Disposals	Mar 31, 2023
Land	$ 327,919	$ -	$ -	$ -	$ 327,919
Site improvements	2,718,292	13,733	-	-	2,732,025
Buildings	85,280,874	1,048,804	-	-	86,329,678
Furniture & equipment	5,940,653	778,486	40,954	(560,029)	6,200,064
Software & licences	24,229	-	-	-	24,229
Computer equipment	830,928	100,385	-	(290,764)	640,549
Leasehold improvements	2,199,271	-	-	-	2,199,271
Vehicles	324,113	153,228	-	-	477,341
Library books	448,098	31,106	-	(46,657)	432,547
Assets under construction	812,556	4,463,759	(40,954)	-	5,235,361
Total	$ 98,906,933	$ 6,589,501	$ -	$ (897,450)	$ 104,598,984

Accumulated amortization	Mar 31, 2022	Amortization	Transfers	Disposals	Mar 31, 2023
Site improvements	$ 2,389,912	$ 45,814	$ -	$ -	$ 2,435,726
Buildings	44,255,489	2,396,982	-	-	46,652,471
Furniture & equipment	2,537,924	1,113,034	-	(560,029)	3,090,929
Software & licences	5,696	7,989	-	-	13,685
Computer equipment	615,192	123,143	-	(290,764)	447,571
Leasehold improvements	1,022,193	270,687	-	-	1,292,880
Vehicles	255,955	61,804	-	-	317,759
Library books	249,602	39,648	-	(46,657)	242,593
Total	$ 51,331,963	$ 4,059,101	$ -	$ (897,450)	$ 54,493,614

	Net Book Value Mar 31, 2022				Net Book Value Mar 31, 2023
Land	$ 327,919				$ 327,919
Site improvements	328,380				296,299
Buildings	41,025,385				39,677,207
Furniture & equipment	3,402,729				3,109,135
Software & licences	18,533				10,544
Computer equipment	215,736				192,978
Leasehold improvements	1,177,078				906,391
Vehicles	68,158				159,582
Library books	198,496				189,954
Assets under construction	812,556				5,235,361
Total	$ 47,574,970				$ 50,105,370

14

9 Tangible capital assets (continued)

Cost	Mar 31, 2021	Additions	Transfers	Disposals	Mar 31, 2022
Land	$ 327,919	$ -	$ -	$ -	$ 327,919
Site improvements	2,562,036	144,728	11,528	-	2,718,292
Buildings	81,587,227	2,636,551	1,057,096	-	85,280,874
Furniture & equipment	5,429,403	1,479,581	21,295	(989,626)	5,940,653
Software & licences	24,452	21,088	-	(21,311)	24,229
Computer equipment	1,188,047	-	-	(357,119)	830,928
Leasehold improvements	2,199,271	-	-	-	2,199,271
Vehicles	513,670	-	-	(189,557)	324,113
Library books	457,367	38,903	-	(48,172)	448,098
Assets under construction	1,750,964	151,511	(1,089,919)	-	812,556
Total	$ 96,040,356	$ 4,472,362	$ -	$ (1,605,785)	$ 98,906,933

Accumulated amortization	Mar 31, 2021	Amortization		Disposals	Mar 31, 2022
Site improvements	$ 2,342,368	$ 47,544	$ -	$ -	$ 2,389,912
Buildings	41,977,341	2,278,148	-	-	44,255,489
Furniture & equipment	2,561,504	966,046	-	(989,626)	2,537,924
Software & licences	22,445	4,562	-	(21,311)	5,696
Computer equipment	781,142	191,169	-	(357,119)	615,192
Leasehold improvements	751,505	270,688	-	-	1,022,193
Vehicles	381,288	64,224	-	(189,557)	255,955
Library books	257,969	39,805	-	(48,172)	249,602
Total	$ 49,075,562	$ 3,862,186	$ -	$ (1,605,785)	$ 51,331,963

	Net Book Value Mar 31, 2021				Net Book Value Mar 31, 2022
Land	$ 327,919				$ 327,919
Site improvements	219,668				328,380
Buildings	39,609,886				41,025,385
Furniture & equipment	2,867,899				3,402,729
Software & licences	2,007				18,533
Computer equipment	406,905				215,736
Leasehold improvements	1,447,766				1,177,078
Vehicles	132,382				68,158
Library books	199,398				198,496
Assets under construction	1,750,964				812,556
Total	$ 46,964,794				$ 47,574,970

9 Tangible capital assets (continued)

(a) Assets under construction

Assets under construction having a value of $5,235,361 (2022: $812,556) have not been amortized. Amortization of these assets will commence when the asset is available for productive use.

The College has entered into a construction contract to build a 217 bed student housing complex. The anticipated completion date is July 2025. Total amount of the contract with Urban One is $74,298,263. Funding guarantees of $68,543,250 have been aproved by the Ministry of Post-Secondary and Future Skills. As of March 31, 2023, $4,316,953 has been expended and is included in assets under construction.

10 Financial risk management

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

(a) Credit risk

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

Accounts receivable primarily consist of amounts receivable from government organizations, students, clients and sponsors. To reduce the risk, the College regularly reviews the collectability of its accounts receivable and establishes an allowance based on its best estimate of potentially uncollectible amounts. As at March 31, 2023 the amount of allowance for doubtful debts was $186,028 (2022: $161,662), as these accounts receivable are deemed by management not to be collectible. The College historically has not had difficulty collecting receivables, nor have counterparties defaulted on any payments.

(b) Market and interest rate risk

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

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

16

10 Financial risk management (continued)

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

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

(c) Liquidity risk

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

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

(d) Foreign exchange risk

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

11 Contractual obligations

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

	Port Alberni Campus	St. Joe's Campus	Port Hardy Campus	Total
2024	$ 136,010	$ 36,167	$ 95,400	$ 267,577
2025	-	-	95,400	95,400
2026	-	-	95,400	95,400
2027	-	-	95,400	95,400
2028	-	-	39,750	39,750
Total contractual obligations	$ 136,010	$ 36,167	$ 421,350	$ 593,527

12 Contingent liabilities

The College may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. In the event that any such claims or litigation are resolved against the College, such outcomes or resolutions could have a material effect on the business, financial condition, or results of operations of the College. At March 31, 2023 there are no outstanding claims.

17

13 Related parties

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

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

At March 31, 2023 accounts receivable of the College included $89,280 (2022: $112,522) due from the Foundation.

	2023	2022
Bursaries	$ 605,185	$ 530,507
Donations and other	229,218	141,789
Gifts-in-kind	19,500	34,279
Foundation contributions to the College	$ 853,903	$ 706,575
College contributions to the Foundation	$ 9,130	7,350

14 Contractual rights

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

	Port Alberni Campus	St. Joe's Campus	Port Hardy Campus	Total
2024	$ 136,010	$ 36,167	$ 95,400	$ 267,577
2025	-	-	95,400	95,400
2026	-	-	95,400	95,400
2027	-	-	95,400	95,400
2028	-	-	39,750	39,750
Total contractual rights	$ 136,010	$ 36,167	$ 421,350	$ 593,527

18

North Island College
Schedule 1 - Schedule of Expenses by Object
For the year ended March 31, 2023 with comparative information for 2022

	Budget 2023	2023	2022
Expenses			
Salaries and benefits	$ 40,226,720	$ 39,633,457	$ 36,727,325
Other personnel costs	1,010,471	1,148,581	1,087,634
Advertising and promotion	687,035	738,773	549,667
Books and periodicals	346,098	366,566	395,616
Cost of goods sold	689,500	697,747	684,880
Equipment costs	1,757,771	2,649,749	1,808,346
Facility costs	2,839,755	3,398,205	3,247,676
Financial service charges	234,003	239,522	245,969
General fees and services	2,128,561	2,026,155	1,602,810
Student awards	656,759	1,289,045	931,724
Supplies and general expenses	1,041,181	1,700,411	1,610,204
Travel	764,434	683,733	300,389
Grant transfers	233,500	273,535	2,529,082
Donations to NIC Foundation	-	9,130	7,350
Amortization of tangible capital assets	3,870,678	4,059,106	3,862,186
	$ 56,486,466	$ 58,913,715	$ 55,590,858

19

Edco Chair Report to Board of Governors

June 2023

Edco met on May 12th and approved the following:

Program Revision

Web Design Fundamentals Certificate

Course Revisions

BIO 060 Concepts in Biology I (Inhabiting the Human Body)

BIO 110 Concepts of Biology I (Inhabiting the Human Body)

KWA 096 Introduction to Kwak'wala

KWA 097 Introduction to Kwak'wala II

New Courses

AYA 096 Introduction to Ayajuthem

AYA 097 Introduction to Ayajuthem II

Alix Carrell, co-chair, chaired this meeting and I fully appreciate that she did so on short notice.

There were neither curriculum submissions nor policies for review in May.

Edco met on June 14th and approved the following:

New Program

Resource Field Assistant

New Courses

RCT 100 Introduction to Mineral Exploration and Mining

RCT 101 Introduction to Ecosystems, the Environment and Reclamation

RCT 102 Introduction to Communities and the Resource Sector

RCT 103 Fundamentals of Data Collection, Mapping and Technical Communications

RCT 104 Introduction to Health and Safety for the Resource Sector

RCT 105 Introduction to Resource Field Methods and Sampling Techniques

RCT 106 Introduction to Workplace Readiness Skills in the Resource

RCT 107 Introduction to Flora and Fauna

RCT 108 Introduction to Natural Resource Management

RCT 110 Applied Resource Field Skills

RCT 109 Resource Field Safety Practices

New Program

Principles of Ecosystem Stewardship

New Courses

RCT 120 Introduction to Ecosystems and Environmental Science

RCT 121 Fundamentals of Technical Math for Resource Applications

RCT 122 Introduction to Earth Science and Ecosystem Stewardship

RCT 123 Introduction to Technical Communications

RCT 124 Introduction to Environmental Law, Economy and Ethics

The next meeting will be held on September 15th.

On May 23rd I joined with other faculty for a presentation from our partner institute, Université Savoie Mont Blanc to learn about their program offerings which are available to our students as a study abroad opportunity.

On May 26th I joined in the Employee Recognition Event which was held at the Campbell River campus, along with fellow board members and our esteemed chair, Patricia, Shelley and Jane.

NIC Board of Governor's 2023/24 Workplan

MISSION Working together, NIC builds healthy and thriving communities, one student at a time.

VISION By 2026, NIC will deliver BC's best individualized education and training experience.
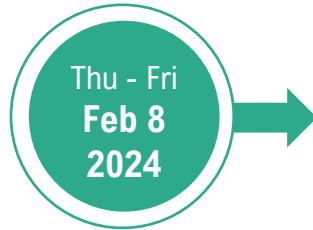
Thursday Sep 28 2023	Thursday Nov 2-3 2023	Thursday Dec 7 2023	Thu – Fri Feb 8 2024	Friday Mar 15 2024	Thursday Apr 18 2024	Thursday Jun 27 2024
CAMPBELL RIVER	**UCLUELET**	**CAMPBELL RIVER**	**PORT ALBERNI**	**COMOX VALLEY**	**MIXALAKWILA**	**COMOX VALLEY**

CAMPBELL RIVER (Sep 28)

BOARD DEVELOPMENT & EDUCATION
- Joint meeting with NIC Foundation

BOARD BUSINESS
- *Officer Elections*
- Standing Committee Reports
- New Appointed Member Oaths

ORGANIZATIONAL PERFORMANCE
- Fiscal Year 22/23 Enrolment Report

FIDUCIARY
- *Statement of Financial Information (SOFI)*
- Q1 Financial Statements
- Q2 Financial Forecast

CAMPUS/CENTRE DEVELOPMENT
- *5-Year Capital Plan Priorities*

UCLUELET (Nov 2-3)

BOARD DEVELOPMENT & EDUCATION
- Annual Board Retreat

BOARD BUSINESS
- *Committee Appointments*
- New Elected Member Oaths

CAMPBELL RIVER (Dec 7)

BOARD DEVELOPMENT & EDUCATION
- Topic TBD

BOARD BUSINESS
- Standing Committee Reports

FIDUCIARY
- *Bylaw 4: Domestic Tuition and Fees*
- Q2 Financial Statements
- Q3 Financial Forecast

PORT ALBERNI (Feb 8)

BOARD DEVELOPMENT & EDUCATION
- Topic TBD

BOARD BUSINESS
- Standing Committee Reports
- Triennial Bylaw & Policy Review

ORGANIZATIONAL PERFORMANCE
- *BUILD 2026* Dashboard Review
- Fiscal Year Enrolment Report

FIDUCIARY
- Q3 Financial Statements
- Q4 Financial Forecast

COMOX VALLEY (Mar 15)

BOARD DEVELOPMENT & EDUCATION
- Fiscal Year Draft Budget Presentation

BOARD BUSINESS
- Joint meeting with Indigenous Education Council

MIXALAKWILA (Apr 18)

BOARD DEVELOPMENT & EDUCATION
- Topic TBD

BOARD BUSINESS
- Standing Committee Reports
- *Board Workplan 2024/25*
- *Mandate Letter, if received*

FIDUCIARY
- *Budget 2024/25*

STUDENT ASSOC. FEES
- *Direct institution to collect fees*

COMOX VALLEY (Jun 27)

BOARD DEVELOPMENT & EDUCATION
- Topic TBD

BOARD BUSINESS
- Standing Committee Reports
- *2023/24 Institutional Accountability Plan & Report*
- *President's objectives/goals 2024/25*

ORGANIZATIONAL PERFORMANCE
- *BUILD 2026* Updates & Dashboard Review
- *2023/24 Full-time Equivalent Enrolment Report*

FIDUCIARY
- *2023/24 Audited Financial Statements*

Items that are in this font and italicized require Board approval

ONGOING AS REQUIRED

ORGANIZATIONAL PERFORMANCE
- *Strategic Plan Approval*

PROGRAMMING
- *Credential Approval*
- *Program Cancellation*

FIDUCIARY
- *New Programming Tuition and Fees*

CAMPUS/CENTRE DEVELOPMENT
- *Lease Approval*
- *Land Sale*

EMPLOYEES
- *Collective Agreement Ratification*

North Island College
College & Community 2023/2024 Upcoming Events

MISSION Working together, NIC builds healthy and thriving communities, one student at a time.
VISION By 2026, NIC will deliver BC's best individualized education and training experience.

	September 2023	November 2023	Dec 2023/Jan 2024	February 2024	March 2024	April-May 2024	June 2024
Board committee meetings to be held virtually and/or in the Komoux Hall Boardroom (venue and dates are subject to change)							
Executive	**Sep 14** 9am	**Oct 19 & Nov 23** 9am	**Jan 25** 9am	**Feb 29** 9am	**Mar 28** 9am		**Jun 13** 9am
Governance & Board Development	**Sep 14** 11am	**Oct 19 & Nov 23** 11am	**Jan 25** 11am		**Mar 28** 11am		**Jun 13** 11am
Finance & Audit	**Sep 15** 3pm	**Nov 24** 3pm	**Jan 26** 3pm		**Mar29** 3pm		**Jun 14** 3pm
Community Engagement Events (optional)							
						Apr 29-May 1 **Calgary, AB** CICan Conference	
NIC College Engagement Events (optional)							
						May **Location TBA** Employee Recognition Event	**Jun** **Comox Valley** Graduation
							Jun **Campbell River** Graduation
							Jun **Port Alberni** Graduation

Please note: dates subject to change

COLLEGE HIGHLIGHTS REPORT
JUNE 2023

TRADES AND TECHNICAL PROGRAMS

Heading into Summer

Now that we are on the very cusp of the first day of summer, we can pause to catch our breath as the change in season brings many programs to a close and students are ready to embark on their new career paths or they gear up to continue their studies in the fall. We have a few programs still running to make sure there's no moss anywhere come September.

Our Heavy Mechanical Trades Level 2 students wrote their Skilled Trades BC exam on June 23 to be followed by the Culinary Arts students' Certificate of Qualification exam on June 30th. The Heavy Mechanical Trades Level 1 students are scheduled for July 6th and then there is a bit of a gap in exams until August for Welding Foundation and the Port Alberni cohort of Professional Cook Level 1.

The students in the Motor Sport and Power Equipment Technician Foundation program will all be revved up by June 29th and the Aircraft Structural Technician students will be spreading their wings as of June 30th. It will be lights out for the Electrical Foundation program on July 12th after the students complete their Work Experience.

Teamwork Makes the Dream Work!

Trades and Technical Programs collaborated with the Office of Global Engagement and then further teamed up with other institutions for two amazing projects that saw two of our Faculty members travelling abroad to share their knowledge and skills with the incredible people of Keroka and Tanzania in Africa. As instructors, being met with students that have an insatiable desire to learn proved to be a phenomenal experience for all involved.

From Welding Instructor, Jim Stratford

> Early in 2022, I was approached by the Dean of Trades and Technical programs, Cheryl O'Connell, with the possibility of working with Romana Pasca, Manager of International Projects, Partnerships & Global Education, Vancouver Island University (VIU) and Keroka Technical Training Institute Trainers to develop a Level 3 Welding Assessment Package & Learning Materials.

> After reviewing the existing materials, I began to develop the necessary formative and summative assessments involving a theory and practical learning module. A dialogue with the Team which consisted of the Mechanical & Automotive Engineering Department began with weekly online 6:00 am meetings commencing mid-October 2022 through to late January 2023. It was then determined that I would be bound for Keroka in March to instruct the Level 3 process with hands-on training, shop set-up and equipment requirements.

> I was received with the utmost respect and kindness from the beginning to end of the project. Time was limited so daily mornings were spent on Welding Theory that carried over directly to the practical on-the-shop-floor-welding in the afternoon allowing a continuous flow through the learning process. The shop presented some challenges as

there was no ventilation, frequent power outages, old and inadequate welding equipment but the enthusiasm of the Keroka training team kept everyone going and we made it work.

The training did not stop in Africa! A select team of two from Keroka and two members from Kissii would travel to Canada for two weeks of intense hands-on training at VIU for one week and I had the pleasure of training the Team in their second week of stay. This provided a firsthand look at how welding training shops; tool rooms and classroom settings should be arranged to deliver successful welding training.

By all accounts this was an incredible journey. Thank you, North Island College, OGE and Keroka Technical Training Institute for an amazing life experience for which I'm very grateful for.

I am confident the Keroka and Kissii Team will deliver a fine program this forthcoming September.

Jaylene van der Merwe – Instructor, Automotive & Women in Trades

In March of this year, I was invited by the Office of Global Engagement (OGE) to participate in the ESP-01 Project in Tanzania, Africa. The Empowerment though Skills Project is focused on empowering women and girls through short course training with the goal of entering the workforce and starting their own businesses. The trip was comprised of project coordinators and faculty from North Island College, Saskatchewan Polytechnic and Nova Scotia Community College. As part of the faculty team, our focus was to build and deliver a 3-day workshop to 16 instructors and community-based organization leaders from colleges and organizations in Mto Wa Mbu and Kilwa Mosoko on the importance of active learning strategies. We delivered the course in Arusha using active learning strategies and participants were engaged, reflective and asked many questions on methods to implement these strategies into their classrooms and organizations.

The second part of the trip focused on cultural tourism and meetings with the community-based organization Maasai Stoves at their village. We were able to see firsthand the difference being made for the health of the women and children by building stone stoves with chimneys and installing solar panels in their *bomas* (huts). We also travelled to a Folk Development College in Mto Wa Mbu who invited us, the other college personnel, and the community-based organization leaders to visit their campus and daycare center. They showcased their current courses and discussed what they would like to develop with assistance from this program.

The trip was an incredible opportunity for me. I emersed myself into the culture, the thought-provoking conversations and cultivated strong relationships with the other Canadian participants, many of whom have worked on similar projects and are considered leaders in their establishments. We were there to teach and support the Tanzanian participants, but I think we all came away feeling that we had also learned from them. I hope to stay involved in this project and more in the future. It is amazing to see the good work being done in higher education facilities through these programs and how we can make a difference beyond our own communities.

No doubt very humbling experiences for Jim and Jaylene.

Next Up!

In early June, NIC's Coastal Forestry department hosted the 2023 Forestry & Sustainable

Resource Articulation Meetings. The event was attended by the Nicola Valley Institute of Technology (NVIT), University of Northern British Columbia (UNBC), VIU, Selkirk College, BCIT, and Forest Professionals BC, while Thompson Rivers University (TRU), BC Council on Admissions and Transfer (BCCAT), and Canadian Association of Biologists (CAB) joined online.

On the first day, the agenda included school reports and a guest speaker, with the overarching theme being Silviculture and Biodiversity. Taisa Brown, a Registered Professional Forester (RPF) and a Silviculture Assessment Specialist, Office of the Chief Forester, presented updates on adaptation initiatives in the areas of stand-tending, drought mitigation, the Free Growing Framework, and Climate Change Informed Species Selection. The school reports sparked discussions on various topics, including student mental health, program reviews, micro-credentials, and professional credentials for instructors. To conclude the day, the attendees enjoyed a delightful dinner prepared by the Level 2 Culinary students in the NIC Bistro.

Day 2 featured a Silvicultural Field tour led by Rick Monchak, an RPF, and Mosaic Forest Management, taking place on Quadra Island. The field tour proved to be informative, well-executed and received much appreciation from the participants. Everyone is looking forward to gathering again next year! **Coleen MacLean, RPF, MEM**

Looking Ahead…

The upcoming fall term is sure to kick start us out of our lawn chairs and right back into a busy schedule of Foundation and Apprenticeship programs along with the Coastal Forest Certificate, Coastal Forest Technology Diploma and Film Training cohorts. There are nine foundation programs spread across our Campbell River, Comox Valley and Port Alberni campuses, eight Apprenticeships and the Culinary Business Operations Certificate and Diploma programs and (*spoiler alert*!) Port Alberni will be delivering the Culinary Business Operations Diploma for the first time ever at the Roger Street Teaching Kitchen. Instructor Sean McSavaney will have his work cut out for him coming off the heels of his Professional Cook 1 program that ends in August.

For now, it's visions of sunny days, SPF 140, hammocks and a dip here and there to help beat the summer heat. So, we'll see you in September!

STUDENTS AND COMMUNITY ENGAGEMENT

Student Affairs and Student Life

Craig Whitton, Director, Student Affairs & Mez Jiwaji, Associate Director, Student Life

Student Life Highlights

Healthy Trades: Student Life Welcomes New Healthy Students Liaison for the Trades

Sierra Gale joined the Student Life team at the beginning of May as our new Healthy Students Liaison, funded by the Bell Let's Talk Program. Sierra is dedicated to supporting students in the NIC Trades, Apprenticeship, and Technical programs at the Comox Valley, Campbell River, and Port Alberni campuses. She will focus on promoting mental health and wellness within the college community through relationship-building, leadership opportunities, and the sharing of resources in collaboration with internal and external partners.

April Activities:

- Student Life and the Sexualized Violence Education Team (North Island Students Union (NISU), Office of Global Engagement (OGE), Counselling, Student Life ran a sexualized violence awareness campaign during the month of April. This was done in partnership with NIC Alumna Elektra Watson, a Continuing Education and Training (CET) student who created an interactive art installation entitled "Starting a Conversation about Consent". In partnership with the Library and Learning Commons (LLC), the art installation (a life-sized silhouette of an androgynous human with red handprints that could be placed on the body by viewers to signify where they didn't want to be touched) was on display in the Campbell River LLC from April 3-6, in the Comox Valley LLC from April 11-14, and in the Port Alberni LLC from April 24-28. The display was also intended to go to Mix̱alakwila campus on April 18, but the trip was cancelled due to snow. Each week's display ended with an opportunity to join a debrief discussion with student life and counselling faculty on the corresponding campus. Twenty-four people interacted with the artwork over the course of the month, and students used the discussions to chat about consent or other concerns that were top of mind.

- An informational campaign about Intimate Partner Violence and resources for connection to digital and community resources ran parallel to the campaign above. The material was available for in-person and online consumption, with opportunities to connect with Counselling, Early Assist and Student Life at NIC and 24/7 community resources.
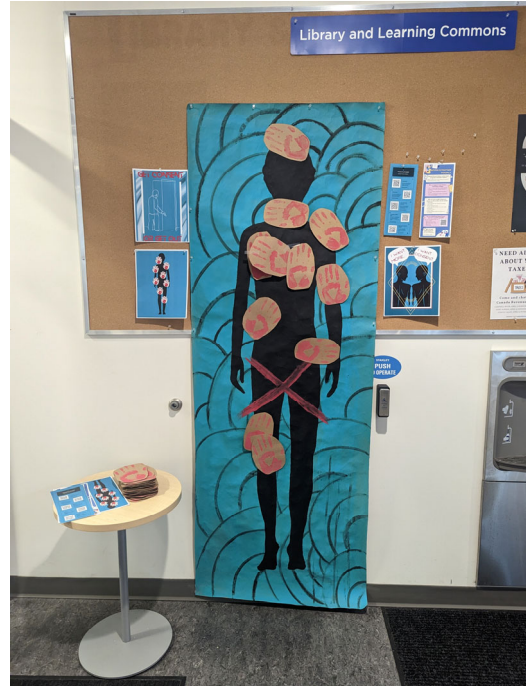
May Activities:

- Spring Summer Orientation ran from May 2 to 4 with in-person events co-hosted by Student Life and NISU in Port Alberni, Campbell River and Comox Valley, serving a total of over 120 students and 18 employees. The "We're Rooting For You" seed packs were popular and great conversation starters, and paired well with mental health and wellbeing conversations. Mez Jiwaji created little booklets on well-being that students enjoyed engaging in as they had to assemble the booklets themselves in order to read them. Student Life also ran two virtual orientation sessions, and while there was very low attendance at those sessions, one student was particularly grateful for the opportunity to chat and connect to resources.

Figure 1: Rooting for You

- Canadian Mental Health Association's Mental Health Week ran from May 1 to 5, and Student Life shared a broad array of information on mental health with students at the in-person orientation events that week, as well as running a social media campaign on our Student Life Facebook and Instagram pages.

- Red Dress Day was May 5 – Student Life posted informational material on social media.

- Moose Hide Campaign Day was May 11. Student Life highlighted the day in their student newsletter, the Monday Memo. We also ran a social media campaign with support from Public Affairs and Communication (PAC) for the week to raise awareness, inform and support students around the topic, as well as direct interested students toward the online Moose Hide Campaign Day opening ceremony that took place on May 11 at 12 pm.

June Activities:

- Accessibility Week was from May 29 to June 2. Student Life, the Accessibility Advisory Committee and PAC ran a social media campaign with videos during the week, and Healthy Students Liaison Sierra Gale also created some excellent posts on Accessibility in the Trades and why Accessibility is important! The week was also highlighted in the Monday Memo.

Figure 2 Accessibility Week

- Alberni Valley Pride Week was also May 29 - June 2. Student Life shared information about Alberni Valley Prides events and activities, as well as some information about what Pride is and why it's celebrated through the Student Life Monday Memo and Student Life Social Media Channels.

- June is Indigenous History Month. Student Life has been running an inform, educate and support social media campaign on our Student Life Facebook and Instagram channels, including directing viewers to some excellent resources provided by the Government of Canada at https://www.rcaanc-cirnac.gc.ca/eng/1466616436543/1534874922512, as well as highlighting the event in our Student Life Monday Memo.
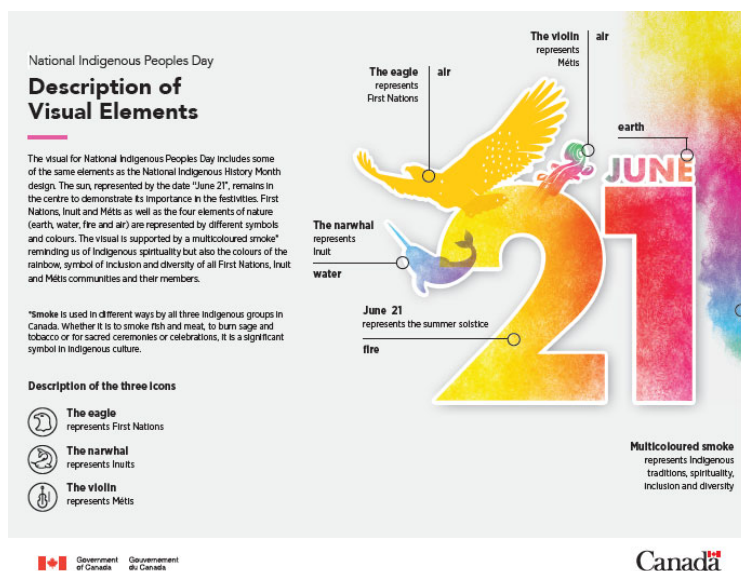
Figure 3 Indigenous History Month

- June 21 is Indigenous People's Day. Student Life is marking the day through the Student Life Monday Memo and a social media campaign on the Student Life Facebook and Instagram pages. We will also be promoting community events, such as the K'ómoks Festival happening on June 21 in Courtenay, and volunteering at the events.

- Canadian Multiculturalism Day on June 27 was marked on social media and in the Student Life Monday Memo.

Student Affairs Highlights

CARE[2], NIC's first-ever mental health plan, has been the primary focus of the Director of Student Affairs. Many of the events listed above contribute directly to the goals of this plan; a healthy vibrant community is a connected community, and the exceptional work of our Student Affairs team helps people connect with each other.

In addition to the above, the Director, of Student Affairs has been focused on:

- Reorganizing NIC's Counselling Model to better serve students. Collaboratively with our counselling team, we are moving to a five-session-per-semester model with urgent appointment slots for September 2023. This will allow students in immediate need to be seen, while still allowing students to get the capacity-building care they might need throughout their education;

- Adjusting the operations of the Student Case Management Team, NIC's first-level multidisciplinary behavioural intervention team that aims at providing supportive interventions to students at risk;

- Campus Visits to MX – The Student Affairs division (consisting of Counselling, the Department of Accessible Learning Services, Student Life, and the Library and Learning Commons) made four trips to Port Hardy to visit students studying at that campus; one trip was cancelled due to weather, but the others were a success and resulted in more outreach from Port Hardy-based students to our support services;

- Friday Webinar Series – as part of our CARE[2] commitments, and thanks to support from the Service Improvement Fund, we have secured rights to five webinars on topics related to diversity, equity, inclusion, and supporting students. We will be launching these with the community as part of a Friday Webinar series, starting in September, for all staff to attend.

Office of the Registrar

Topic Title

2023 Graduation Ceremonies   Submitted By: Michelle Badger, Registrar

Our Graduation Ceremonies conclude on a high note on June 19, 2023. We had 189 students cross our stages at four ceremonies in three different communities. Ceremonies were held at,

Mixalakwila on June 5

Campbell River on June 15

Comox Valley on June 19

All four ceremonies were live-streamed and can be viewed at the following links.

https://www.youtube.com/playlist?list=PLUb84KWJ6NbEuGfzhWhAJjhvdQ2DQXyYz

These ceremonies are no small feat to organize and pull off. We had 46 staff who agreed to support the Office of the Registrar with a variety of tasks from planning to execution of our events.

In addition, to the 189 students, we also graduated another 556 students who were unable to attend our annual ceremonies for a variety of reasons. This means that North Island College awarded 745 credentials between July 1, 2022, and June 30, 2023.

Unfortunately, we had to postpone our Port Alberni Ceremony from June 13 to September 27 due to the fires at Cameron Bluffs. We are looking forward to celebrating this momentous occasion with our Port Alberni students and their families.

HEALTH AND HUMAN SERVICES

BS Nursing (BSN) Pinning Ceremony

Submitted by Shari Jakubiec, Program Assistant

Of the 32 students graduated from the BSN Program in Spring 2023, 27 attended the Annual Pinning Ceremony held on Monday, June 19, 2023 at the Stan Hagen Theatre starting at 2pm.

In attendance to celebrate this occasion were 27 graduates along with BSN faculty, family, and friends. The master of ceremonies of the event was retiring faculty member Pam Burton, who started the celebration with an introduction of the special guests which included Dr. Kathleen Haggith, Dean, Faculty of Health and Human Services, Jan Meiers, Associate Dean, Faculty of Health and Human Services, and Dr. Evelyn Voyager, Elder in Residence. We were also thrilled to have a special guest, Christina Berlanda, Director of Island Health Professional Practice, in attendance to celebrate our 2023 graduates.

The ceremony started with a territorial acknowledgment and prayer for the graduates from Dr. Evelyn Voyager.   A congratulatory message from Tony Bellavia, Vice President, Academic, was read to the graduates. This was followed by inspiring speeches from both Dr. Kathleen Haggith and Jan Meiers. Dr. Evelyn Voyager presented the pin for the Canadian Indigenous Nurses Association to 2023 BSN graduate, Yani Brabant.

The BSN valedictorian, Jacob Hussey, and class historian, Courtney Wilson, both did an excellent job of capturing the excitement and achievements of the 2023 graduates. Following the presentation of the pins to each graduate, BSN faculty member Cara Tilston led the students in the candle-lighting ceremony.   At the conclusion of the pinning ceremony, graduates and guests were invited to enjoy cake and refreshments. It was an inspiring event for everyone involved and the BSN faculty look forward to working with our new colleagues as they now transition from student to Registered Nurse.

North Island College

**Audit Findings Report
year ended March 31, 2023**

KPMG LLP

For the meeting on June 12, 2023

kpmg.ca/audit

KPMG contacts

Key contacts in connection with this engagement

Liette Bates-Eamer

Lead Audit Engagement Partner

250-480-3588

lbateseamer@kpmg.ca

Ayomide Kolawole-Osafehinti

Senior Manager

250-480-3637

aosafehinti@kpmg.ca

Table of contents

The purpose of this report is to assist you, as a member of the Finance and Audit Committee, in your review of the results of our audit of the financial statements as at and for the period ended March 31, 2023. This report builds on the Audit Plan we presented to the Audit Committee. This report is intended solely for the information and use of Management, the Audit Committee and the Board and should not be used for any other purpose or any other party. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.

Digital use information

This Audit Findings Report is also available as a "hyper-linked" PDF document.

If you are reading in electronic form (e.g. In "Adobe Reader" or "Board Books"), clicking on the home symbol on the top right corner will bring you back to this slide.

Click on any item in the table of contents to navigate to that section.

KPMG

Audit highlights

Purpose of this report

The purpose of this report is to assist you, as a member of the Finance and Audit Committee (the "Committee"), in your review of the results of our audit of the financial statements of North Island College (the "College") as at and for the year ended March 31, 2023.

Status of the audit

We have completed the audit of the financial statements, with the exception of certain remaining outstanding procedures, which are highlighted on page 5 of this report.

Significant changes to our audit plan

There were no significant changes to our audit plan which was originally communicated to you in the audit planning report.

Audit risks and results

Findings related to significant risks are discussed on page 6.

Audit risks and results – other focus areas

Findings related to other focus areas are discussed on pages 7 - 11.

Corrected and uncorrected audit misstatements

We identified **_three_** misstatements that were communicated to management and remain **_uncorrected_** in the financial statements.

There was **_one_** disclosure omission which has been corrected in the financial statements.

The management representation letter includes all misstatements identified as a result of the audit and communicated to management.

See page 12 and Appendix 2.

Control deficiencies and improvement observations

We did not identify any control deficiencies that we determined to be significant deficiencies in internal control over financial reporting. We identified three other control deficiencies which have been discussed with management. See pages 13 and 14.

Significant accounting policies and practices

Findings related to significant accounting policies and practices are discussed on page 15.

Independence

As required by professional standards, we have considered all relationships between KPMG and the College that may have a bearing on independence. We confirm that we are independent with respect to the College within the meaning of the relevant rules and related interpretations prescribed by the relevant professional bodies in Canada and any other standards or applicable legislation or regulation from April 1, 2022 up until the date of this report.

KPMG

4

Status of the audit

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

- Completing our discussions with the Committee
- Obtaining evidence of Board of Governor's approval of the financial statements
- Obtaining a signed management representation letter
- Completing subsequent event review procedures up to the date of Board of Governors' approval of the financial statements

We will update the Committee on significant matters, if any, arising from the completion of the audit, including the completion of the above procedures.

Our auditor's report, a draft of which is included in the draft financial statements, will be dated upon the completion of <u>any</u> remaining procedures.

5

Significant risks and results

We highlight our findings in respect of **significant risks** as identified in our discussion with you in the Audit Plan.

🔍 Fraud risk from management override of controls

This is a presumed fraud risk. Management is in a unique position to perpetrate fraud because of its ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively. Although the level of risk of management override of controls will vary from entity to entity, the risk nevertheless is present in all entities. We have not identified any specific additional risks of management override relating to this audit.

Our response

Our procedures included:

• testing of journal entries and other adjustments,

• performing a retrospective review of estimates

• evaluating the business rationale of significant unusual transactions.

Significant findings

We noted no issues as a result of our testing.

KPMG

6

Audit focus areas

🔍 Capital assets

Our procedures

- During 2023, capital additions were $2.13 million, across buildings, furniture and equipment, and computer equipment, and vehicles. There were also $4.46 million in additions to assets under construction that are not yet ready for use. We selected a sample of additions during the year and compared the amounts recorded as additions to supporting third party evidence.

- We tested deferred capital contributions to assess if amounts are appropriately restricted and accurately recorded.

- We tested repairs and maintenance expenses to assess that items are not capital in nature.

- We performed analytical procedures over amortization expense by comparing to prior year and comparing to deferred capital contributions recognized to revenue.

Results

We noted an exception in our testing related to network equipment expensed during the period. We recommend that the related costs should have been capitalized. See page 12 for further details.

We also noted the outstanding contractual construction commitments with the selected vendor for the student housing project had not been disclosed as a commitment as at March 31, 2023. Management has corrected this disclosure in the financial statements. See page 12 for further details.

No further issues were noted as a result of our testing.

KPMG

7

Audit focus areas

Salaries and benefits

Our procedures

- We performed predictive analytical procedures over the payroll and benefits expenses for the year to March 31, 2023, taking into account salary increases and other budgeted changes in costs.

- We reviewed the overall payroll and vacation accruals as at March 31, 2023, and found accruals to be consistent with our expectation. No issues were noted.

- We reviewed the assumptions and methodology used by the College in estimating the liability for the employee future benefits. The method used by management is reasonable and consistent with the prior year.

Results

The College's union agreements expired in 2023 and are either under negotiation or recently ratified as at March 31, 2023. For the agreements not yet ratified, under the Shared Recovery Mandate, Provincial expectations on negotiated agreements have been set out with funding available to reimburse the College for pay increases up to a maximum amount. Management determined that both a revenue and expense accrual should be made to reflect that the agreements, once ratified, will be retroactive to fiscal 2023. Service provided by employees in 2023 has been incurred at a cost that will include the retroactive pay adjustment once ratified. As at March 31, 2023, the College has accrued the retroactive wages as an expense and payable, with the corresponding revenue and receivable from the Ministry. KPMG analyzed the accrual of both revenue and expense and noted an under accrual for one of the contracts not yet ratified. We proposed a correction to the accrual however since the correction would increase both expenses and revenues, there is no impact on annual surplus. Management has chosen not to correct the estimated error in amounts. See page 12 for further details.

We noted no further issues as a result of our testing.

Audit focus areas

🔍 Revenue and receivables management

Our procedures

- We selected a sample of operating and capital grant revenues for the year-end March 31, 2023 and agreed them to supporting documentation and third-party confirmations.
- We performed analytical procedures over tuition revenues based on the number of full time equivalent ("FTE") students and increases in tuition fees approved by the Board of Governors. We found actual tuition revenues for the year ended March 31, 2023 to be consistent with our expectation.
- We reviewed the other revenue balances and performed analytical procedures and noted no issues.
- We assessed the revenue recognition policy used by management against the Public Sector Accounting Standards requirements and accounting policies adopted as disclosed in the financial statements and noted no issues.

Results

We noted no issues as a result of our testing.

9

Audit focus areas

🔍 Asset retirement obligations

Summary

The College adopted PS 3280 *Asset Retirement Obligations* ("ARO") for the fiscal year ended March 31, 2023. This standard addresses the reporting of legal obligations associated with the retirement of certain tangible capital assets. Under the new standard, an entity is required to review its tangible capital assets and identify any legal obligations associated with the retirement of those tangible capital assets (ex: removal of asbestos), estimate the future remediation cost, and record that future obligation as a corresponding depreciable asset and liability in the statement of financial position today.

Our procedures

- We obtained an understanding of management's process for adopting the standard through discussion with management and review of their scoping and measurement.

- We tested completeness of in-scope identified assets through review of other source documents to validate whether any AROs existed at the financial reporting date.

- We reviewed the related financial statement disclosures and accounting policies.

Results

We noted no issues as a result of our audit procedures. The adoption of the standard had no impact on the College's financial statements as no legal obligations associated with retirement of the College's assets were found.

Other focus areas

CAS 315 (Revised) *Identifying and Assessing the Risks of Material Misstatement*

Summary

CAS 315 (Revised) *Identifying and Assessing the Risks of Material Misstatement* has been revised, reorganized and modernized in response to challenges and issues with the previous standard. It aims to promote consistency in application, improve scalability, reduce complexity, support a more robust risk assessment and incorporate enhanced guidance material to respond to the evolving environment, including in relation to information technology.

Our procedures

When assessing inherent risk we consider the degree to which inherent risk factors (such as complexity, subjectivity, uncertainty, change, susceptibility to management bias) affect the likelihood and magnitude of material errors being present in financial statement balances. These factors allow us to apply a range (from higher to lower risk) to areas of possible misstatement, which drives our audit strategy and planned procedures. The procedures we performed to enable us to perform this inherent risk assessment and design our audit strategy and procedures were:

- We updated and obtained a more in depth understanding of the College's entity-level controls, including those related to creating and maintaining a culture of honesty and ethical behaviour, maintaining and monitoring internal control responsibilities, enterprise wide risk management and assessment procedures and communication of responsibilities.

- We met with management and relevant business process stakeholders to obtain a more in-depth understanding of business process specific processes within the entity. We validated our understanding of these processes by performing detailed walkthroughs to determine if the process operated as described.

- We met with IT personnel to understand the extent to which the business model integrates the use of IT. We also gained a more in depth understanding of the IT processes and personnel involved in those processes relevant to the audit, the IT applications, and any related risks arising from the IT environment. We considered any emerging risks related to cybersecurity.

- Identification and testing of the design and implementation of controls related to journal entries and potential risk areas for management override of control.

Results

We have implemented the requirements of this new audit standard in our audit of the College's March 31, 2023 financial statements. No additional findings related to inherent risk were identifed in applying this standard from those already reported.

KPMG

11

Corrected and uncorrected audit misstatements

Corrected and uncorrected audit misstatements include financial presentation and disclosure omissions.

Corrected audit misstatements

We noted one disclosure omission which has been corrected in the financial statements as follows:

- The outstanding contractual construction commitments with the selected vendor for the student housing project has been added to the financial statements

Impact of uncorrected audit misstatements – Not material to the financial statements

The management representation letter includes the Summary of Uncorrected Audit Misstatements, which discloses the impact of all uncorrected misstatements considered to be other than clearly trivial, including the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole.

We identified three uncorrected audit misstatements as follows:

- Computer hardware assets purchased totaling $112,257 were identified as expenses during the period and not capitalized as assets.

- A related party receivable of $91,580 from the North Island College Foundation was classified as a debit balance in Accounts Payable.

- Retroactive wages and benefits payable and related Ministry fundings are under-accrued at year-end by an estimated $152,219.

Based on both qualitative and quantitative considerations, management have decided not to correct certain misstatements and represented to us that the misstatements —individually and in the aggregate—are, in their judgment, not material to the financial statements. This management representation is included in the management representation letter.

We concur with management's representation that the uncorrected misstatements are not material to the financial statements. Accordingly, the uncorrected misstatements have no effect on our auditor's report.

Control deficiencies and improvement observations

Consideration of internal control over financial reporting (ICFR)

In planning and performing our audit, we considered ICFR relevant to the College's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on ICFR.

Our understanding of internal control over financial reporting was for the limited purpose described above and was not designed to identify all control deficiencies that might be significant deficiencies. The matters being reported are limited to those deficiencies that we have identified during the audit that we have concluded are of sufficient importance to merit being reported to those charged with governance.

Our awareness of control deficiencies varies with each audit and is influenced by the nature, timing, and extent of audit procedures performed, as well as other factors. Had we performed more extensive procedures on internal control over financial reporting, we might have identified more significant deficiencies to be reported or concluded that some of the reported significant deficiencies need not, in fact, have been reported.

A deficiency in internal control over financial reporting

A deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A deficiency in design exists when (a) a control necessary to meet the control objective is missing or (b) an existing control is not properly designed so that, even if the control operates as designed, the control objective would not be met. A deficiency in operation exists when a properly designed control does not operate as designed, or when the person performing the control does not possess the necessary authority or competence to perform the control effectively.

Significant deficiencies in internal control over financial reporting

A significant deficiency in internal control over financial reporting is a deficiency, or combination of deficiencies, in internal control that, in the auditor's professional judgment, is of sufficient importance to merit the attention of those charged with governance.

We did not identify any significant deficiencies in internal control over financial reporting.

13

Significant accounting policies and practices

Significant accounting policies

- Management adopted PS 3280 *Asset Retirement Obligations* during the year using the modified retroactive method. There were no issues noted as a result of adoption.
- There were no significant accounting policies in controversial or emerging areas.
- There were no issues noted with the timing of the College's transactions in relation to the period in which they were recorded.
- There were no issues noted with the extent to which the financial statements are affected by a significant unusual transaction and extent of disclosure of such transactions.
- There were no issues noted with the extent to which the financial statements are affected by non-recurring amounts recognized during the period and extent of disclosure of such transactions.

Significant qualitative aspects of financial statement presentation and disclosure

- There were no issues noted with the judgments made, in formulating particularly sensitive financial statement disclosures.
- There were no issues noted with the overall neutrality, consistency, and clarity of the disclosures in the financial statements.
- There were no significant potential effects on the financial statements of significant risks, exposures and uncertainties.

Significant accounting estimates

- There were no issues noted with management's identification of accounting estimates.
- There were no issues noted with management's process for making accounting estimates.
- There were no indicators of possible management bias.

KPMG

14

Appendices

1 Other required communications

2 Management representation letter

3 Changes in accounting standards

4 Upcoming changes to auditing standards

5 Thought leadership and insights

Appendix 1: Other required communications

Auditors' report

Refer to the draft report attached to the financial statements.

Management representation letter

A copy of the management representation letter is attached.

Appendix 2: Management representation letter

A copy of the draft management representation letter is included on the following pages.

KPMG

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

Date of Board of Governors approval of the financial statements

We are writing at your request to confirm our understanding that your audit was for the purpose of expressing an opinion on the financial statements (hereinafter referred to as "financial statements") of North Island College ("the Entity") as at and for the period ended March 31, 2023.

General:

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

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

Responsibilities:

1) We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated January 25, 2023, including for:

   a. the preparation of the financial statements and believe that these financial statements have been prepared in accordance with the relevant financial reporting framework.

   b. providing you with all information of which we are aware that is relevant to the preparation of the financial statements ("relevant information"), such as financial records, documentation and other matters, including:

      i. the names of all related parties and information regarding all relationships and transactions with related parties;

      ii. the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of the Board and committees of the Board that may affect the financial statements. All significant actions are included in such summaries.

   c. providing you with unrestricted access to such relevant information.

   d. providing you with complete responses to all enquiries made by you during the engagement.

   e. providing you with additional information that you may request from us for the purpose of the engagement.

   f. providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.

   g. such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.

h. ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.

i. ensuring that internal auditors providing direct assistance to you, if any, will be instructed to follow your instructions and that management, and others within the Entity, will not intervene in the work the internal auditors perform for you.

j. Providing you with written representations required to be obtained under professional standards and written representations that we determine are necessary. Management also acknowledges and understands that, as required by professional standards, you may disclaim an audit opinion when management does not provide certain written representations required.

Internal control over financial reporting:

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

Fraud & non-compliance with laws and regulations:

3) We have disclosed to you:
   a) the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
   b) all information in relation to fraud or suspected fraud that we are aware of that involves:
      — management;

      — employees who have significant roles in internal control over financial reporting; or

      — others

      where such fraud or suspected fraud could have a material effect on the financial statements.
   c) all information in relation to allegations of fraud, or suspected fraud, affecting the financial statements, communicated by employees, former employees, analysts, regulators, or others.
   d) all known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements, whose effects should be considered when preparing financial statements.
   e) all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements.

Subsequent events:

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

Related parties:

5) We have disclosed to you the identity of the Entity's related parties.

6) We have disclosed to you all the related party relationships and transactions/balances of which we are aware.

7) All related party relationships and transactions/balances have been appropriately accounted for and disclosed in accordance with the relevant financial reporting framework.

Estimates:

8) The methods, the data and the significant assumptions used in making accounting estimates, and their related disclosures are appropriate to achieve recognition, measurement or disclosure that is reasonable in the context of the applicable financial reporting framework.

Going concern

9)   We have provided you with all information relevant to the use of the going concern assumption in the financial statements.

10)   We confirm that we are not aware of material uncertainties related to events or conditions that may cast significant doubt upon the Entity's ability to continue as a going concern

Misstatements:

11)   We approve the corrected misstatements identified by you during the audit described in Attachment II.

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

Yours very truly,

NORTH ISLAND COLLEGE

_____
Colin Fowler, Vice-President Finance & Facilities

_____
Sue Fleck, Director of Finance

Cc: Finance and Audit Committee

Attachment I – Definitions

Materiality

Certain representations in this letter are described as being limited to matters that are material.

Information is material if omitting, misstating or obscuring it could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

Judgments about materiality are made in light of surrounding circumstances, and are affected by perception of the needs of, or the characteristics of, the users of the financial statements and, the size or nature of a misstatement, or a combination of both while also considering the entity's own circumstances.

Information is obscured if it is communicated in a way that would have a similar effect for users of financial statements to omitting or misstating that information. The following are examples of circumstances that may result in material information being obscured:

   a) information regarding a material item, transaction or other event is disclosed in the financial statements but the language used is vague or unclear;

   b) information regarding a material item, transaction or other event is scattered throughout the financial statements;

   c) dissimilar items, transactions or other events are inappropriately aggregated;

   d) similar items, transactions or other events are inappropriately disaggregated; and

   e) the understandability of the financial statements is reduced as a result of material information being hidden by immaterial information to the extent that a primary user is unable to determine what information is material.

Fraud & error

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

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

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

Attachment II – Summary of Audit Misstatements

Summary of Corrected Audit Misstatements

- The outstanding contractual construction commitments with the selected vendor for the student housing project has been added to the financial statements

Summary of Uncorrected Audit Misstatements

	Annual surplus	Financial position			
Description of misstatements	**(Decrease) Increase**	**Financial Assets (Decrease) Increase**	**Liabilities (Decrease) Increase**	**Non-financial Assets (Decrease) Increase**	**Accumulated surplus (Decrease) Increase**
To capitalize computer hardware assets that were expensed as equipment	112,257	112,257	-	-	-
To reclassify receivable from NIC Foundation from accounts payable to accounts Receivable	-	91,580	91,580	-	-
To record under accrued retroactive wage increases	152,219 (152,219)	152,219	152,219	-	-
Total	**112,257**	**356,056**	**243,799**	**-**	**-**

Appendix 3: Changes in accounting standards (continued)

Standard	Summary and implications
Revenue	• The new standard PS 3400 *Revenue* is effective for fiscal years beginning on or after April 1, 2023. • The new standard establishes a single framework to categorize revenue to enhance the consistency of revenue recognition and its measurement. • The standard notes that in the case of revenue arising from an exchange transaction, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations. • The standard notes that unilateral revenue arises when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.
Employee benefits	• The Public Sector Accounting Board has initiated a review of sections PS 3250 *Retirement benefits* and PS 3255 *Post-employment benefits, compensated absences and termination benefits*. • The intention is to use principles from International Public Sector Accounting Standard 39 *Employee benefits* as a starting point to develop the Canadian standard. • Given the complexity of issues involved and potential implications of any changes that may arise from the review of the existing guidance, the new standards will be implemented in a multi-release strategy. The first standard will provide foundational guidance. Subsequent standards will provide additional guidance on current and emerging issues. • The proposed section PS 3251 *Employee benefits* will replace the current sections PS 3250 *Retirement benefits* and PS 3255 *Post-employment benefits, compensated absences and termination benefits*. It will apply to fiscal years beginning on or after April 1, 2026. Early adoption will be permitted and guidance applied retroactively. • This proposed section would result in public sector entities recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position. Organizations would also assess the funding status of their post-employment benefit plans to determine the appropriate rate for discounting post-employment benefit obligations. • The Public Sector Accounting Board is in the process of evaluating comments received from stakeholders on the exposure draft.

KPMG

18

Appendix 3: Changes in accounting standards (continued)

Standard	Summary and implications
Public Private Partnerships	• The new standard PS 3160 *Public private partnerships* is effective for fiscal years beginning on or after April 1, 2023. • The standard includes new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. • The standard notes that recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the public private partnership ends. • The public sector entity recognizes a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure. • The infrastructure would be valued at cost, which represents fair value at the date of recognition with a liability of the same amount if one exists. Cost would be measured in reference to the public private partnership process and agreement, or by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project. • The standard can be applied retroactively or prospectively.

KPMG

19

Appendix 3: Changes in accounting standards (continued)

Standard	Summary and implications
Concepts Underlying Financial Performance	• The revised conceptual framework is effective for fiscal years beginning on or after April 1, 2026 with earlier adoption permitted. • The framework provides the core concepts and objectives underlying Canadian public sector accounting standards. • The ten chapter conceptual framework defines and elaborates on the characteristics of public sector entities and their financial reporting objectives. Additional information is provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts are introduced.

Financial Statement Presentation	• The proposed section PS 1202 *Financial statement presentation* will replace the current section PS 1201 *Financial statement presentation*. PS 1202 *Financial statement presentation* will apply to fiscal years beginning on or after April 1, 2026 to coincide with the adoption of the revised conceptual framework. Early adoption will be permitted.
	 • The proposed section includes the following:
	   • Relocation of the net debt indicator to its own statement called the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained.
	   • Separating liabilities into financial liabilities and non-financial liabilities.
	   • Restructuring the statement of financial position to present total assets followed by total liabilities.
	   • Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities).
	   • Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities), including a new component called "accumulated other".
	   • A new provision whereby an entity can use an amended budget in certain circumstances.
	   • Inclusion of disclosures related to risks and uncertainties that could affect the entity's financial position.
	 • The Public Sector Accounting Board is currently deliberating on feedback received on exposure drafts related to the reporting model.

KPMG

20

Appendix 3: Changes in accounting standards (continued)

Standard	Summary and implications
Purchased Intangibles	• The new Public Sector Guideline 8 *Purchased intangibles* is effective for fiscal years beginning on or after April 1, 2023 with earlier adoption permitted. • The guideline allows public sector entities to recognize intangibles purchased through an exchange transaction. The definition of an asset, the general recognition criteria and GAAP hierarchy are used to account for purchased intangibles. • Narrow scope amendments were made to PS 1000 *Financial statement concepts* to remove the prohibition to recognize purchased intangibles and to PS 1201 *Financial statement presentation* to remove the requirement to disclose purchased intangibles not recognized. • The guideline can be applied retroactively or prospectively.

KPMG

21

Appendix 4: Upcoming changes to auditing standards

The International Auditing and Assurance Standards Board (IAASB) has issued three new and revised standards to strengthen and modernize the approach to quality management.

These standards address an evolving and increasingly complex environment, including a need for quality management systems that are proactive and adaptable.

	ISQM 1	ISQM 2	ISA 220 (Revised)
Scope	• Focuses on quality management **at the firm** level • Requires the firm to design, implement and operate a system of quality management (SoQM) to manage the quality of engagements performed by the firm • Applies to all firms that perform audits or reviews of financial statements, or other assurance or related services engagements	• Focuses on the appointment of the engagement quality (EQ) reviewer and the EQ reviewer's responsibilities relating to the performance and documentation of an EQ review • Applies to audits and reviews of financial statements; and other assurance and related services engagements	• Focuses on quality management **at the engagement** level • Clarifies and strengthens the key elements of quality management at the engagement level, focusing on the critically important role of the engagement partner and reinforcing the importance of quality to all members of the engagement team • Applies to audits of financial statements
Effective date	Firms are required to: • have their SoQM designed and implemented by 15 December 2022 • evaluate the SoQM at least annually, and no later than 15 December 2023 for the first evaluation	Periods beginning on or after 15 December 2022	Periods beginning on or after 15 December 2022

KPMG

22

Appendix 5: Thought leadership and insights

Thought leadership – Environmental, social and governance ("ESG")

Note: Click on images to visit document link.

CoP26 made progress towards tackling climate change, but there is much more to do.

At KPMG, we're committed to accelerating the changes required to fight climate change.

The Green City outlines the need of the cities and the buildings in them to reflect climate consciousness.

The link provides guidance on what that looks like and the first steps to meeting those objectives.

In this report, KPMG considers how leading corporations and investors can take action to capture the value that can be found in a healthy, sustainable ocean economy.

This report outlines the updates in regulatory sustainability reporting.

Its focus is comparing and contrasting proposals from the ISSB, EFRAG, and the SEC.

This highlights a five-part framework to help organizations shape the total impact of strategy and operations on performance both externally, and internally.

This article outlines the importance of Gender-lens investing and how it aims on promoting equity and sustainability.

23

Appendix 5: Thought leadership and insights

Thought leadership – Environmental, social and governance ("ESG")

Note: Click on images to visit document link.

Getting started on the inclusion and diversity journey

In the age of transparency, businesses must implement inclusion and diversity practices

In this age of transparency, businesses must act proactively to implement strategic inclusion and diversity ("I&D") practices.

This link is a guide for organizations on their own transformation journey.

How the 'S' in ESG is changing the way we do business

The social component of ESG calls for more heart, empathy and interconnectedness

The "S" in ESG is becoming critical as people and organizations become more conscious about how the social aspect of business will impact their future.

This article touches on the social movements driving business change.

Climate change, human rights and institutional investors

The adverse impacts to people from a changing climate will create risks for institutional investors throughout the value chain

As the severity of climate impacts increase, so do the socio-economic disruptions due to the risk and fall of climate impacted sectors and projects.

This article breaks down the impact on institutional investors.

The numbers that are changing the world

Revealing the growing appetite for responsible investing

This article outlines how ESG is impacting valuation and performance of the underlying companies institutional investors have a stake in.

Market statistics highlight the issues surrounding responsible investment.

KPMG's Climate Change Financial Reporting Resource Centre

KPMG's climate change resource centre provides FAQs to help you identify the potential financial statement impacts for your business.

Click here to access KPMG's portal.

A closer look at the GHG Protocol

Chartered Professional Accountants of Canada (CPA Canada) and the Institute for Sustainable Finance (ISF) produced a 23-page report (click here) on the GHG Protocol. The report looks to inform potential preparers and users of emissions disclosure; policy makers; standard setters; regulators; and others, and to spur important additional research into key aspects of emissions disclosure and standards that require closer attention.

24

Appendix 5: Thought leadership and insights (continued)

Thought leadership – Public sector

Voices on 2030: Digitalizing Government

What will the world look like in 2030? How will citizen and customer expectations evolve? And what can public sector organizations be doing today to help ensure they can meet these expectations? We spoke with leaders and disruptors from around the world, across the public and private sector to explore answers to these questions.

Click here to access KPMG's portal.

Global Economic Outlook

2022 has arguably been one of the most challenging years the world has experienced in modern times. KPMG's Global Economic Outlook is an invaluable asset, helping to map out some of the challenges and opportunities ahead and enables corporate leaders to plan for the future and prepare for an eventual return to sustainable, long-term growth.

Click here to access KPMG's portal.

Why Audit Committees Should Know About Asset Retirement Obligations

Many public sector entities are currently working through the various aspects of the implementation of the Asset Retirement Obligation standard. In this publication we have provided some key insights to make this complex topic easy to understand by senior level management and those charged with governance at these organizations.

Click here to access KPMG's portal.

Perspectives on PS 3280 Asset Retirement Obligations

This guide provides KPMG's perspective on key implementation issues and technical interpretations of the guidance in PS 3280.

Click here to access KPMG's portal.

KPMG

25

Appendix 5: Thought leadership and insights (continued)

Thought leadership – Audit quality

Audit Quality and Transparency Report

Learn about KPMG's ongoing commitment to continuous audit quality improvement. We are investing in new innovative technologies and building strategic alliances with leading technology companies that will have a transformative impact on the auditing process and profession. How do we seek to make an impact on society through the work that we do?

Click here to access KPMG's portal.

Audit and Assurance Insights

KPMG provides curated research and insights on audit and assurance matters for audit committees and boards.

Click here to access KPMG's portal.

Thought leadership – Digital and technology

Going Digital, Faster in Canada

Pre-COVID-19, private and public organizations were moving towards a digital business model, travelling at varying speeds. But the pandemic forced a dramatic acceleration, both in the speed of change and the required investment to digitally transform. According to Canadian insights from KPMG's recent global survey, organizations are investing heavily in technology to address immediate concerns, ranging from falling revenue and interrupted supply chains to building longer-term competitiveness and operational resilience.

Click here to access KPMG's portal.

Five Questions Boards Should Ask About Digital Transformation Projects

Boards and management committees alike have increasingly expressed interest in technology investments that improve operations, enable customer relationships, and support virtual workforces. Based on our experience working with organizations across many industries, five questions have been identified to help a Board understand and 'sponsor' a project successfully.

Click here to access KPMG's portal.

26

Appendix 5: Thought leadership and insights (continued)

Thought leadership – Boards, Audit Committees and C-Suite

2022 CEO Outlook – Canadian Insights

With a potential recession on the horizon, Canadian CEOs are preparing for some rocky roads ahead. However, they remain optimistic about the growth of their businesses and believe any turbulence will be mild and short lived.

These are among the core themes in the latest KPMG CEO Outlook survey and small and medium-sized business poll.

Click here to access KPMG's portal.

Audit Committee Guide – Canadian Edition

The Audit Committee Guide – Canadian Edition from our Board Leadership Centre provides timely, relevant and trusted guidance to help both new and seasoned audit committee members stay informed.

Click here to access KPMG's portal.

Board Leadership Centre

KPMG in Canada Board Leadership Centre engages with directors, board members and business leaders to discuss timely and relevant boardroom challenges and deliver practical thought leadership on risk and strategy, talent and technology, globalization and regulatory issues, financial reporting and more.

Click here to access KPMG's portal.

Momentum

Offering curated insights for management, boards and audit committees, our quarterly newsletter provides the latest thought leadership from KPMG's subject matter leaders across Canada and valuable audit resources for clients.

Click here to access KPMG's portal.

Accelerate Series

The role of the audit committee is expanding, and their expertise has never been more in need. In today's environment it's hard to stay fully informed of the issues, never mind manage for them. In this year's Accelerate insights series, KPMG examines some of the pressing issues organization will face in 2023 and spotlight questions audit committees should be asking.

Click here to access KPMG's portal.

27

KPMG

kpmg.ca

KPMG member firms around the world have 227,000 professionals, in 145 countries.

NORTH ISLAND COLLEGE

![NIC logo]

Report to: President Lisa Domae

Prepared by: Mez Jiwaji, Associate Director, Student Life and Craig Whitton, Director, Student Affairs

Date: June 16, 2023

RE: NIC's Implementation of the Sexualized Violence Prevention and Response Policy 3-34 in accordance with Bill 23 – Sexual Violence and Misconduct Policy Act

This report covers the period from May 1, 2022 – May 31, 2023

On May 19, 2016, the provincial government passed the BC *Sexual Violence and Misconduct Policy Act*. This legislation required all BC post-secondary institutions to develop and adopt a stand-alone sexual misconduct and violence policy and procedure with the expectation that the policies and procedures enacted by post-secondary institutions would create and sustain the following:
1. A safe and respectful learning environment free of sexualized violence; and
2. A campus culture that encourages affected individuals to report acts of sexual violence.

Policy 3-34 came into effect on April 20, 2017. The legislation (Bill 23) governing the policy requires that a review of the policy be undertaken every 3 years; in the fall of 2019, a steering committee was convened to lead the required three-year policy review. NIC's Sexualized Violence Prevention and Response policy (3-34) is due for review in 2022/23. The Sexualized Violence Education Team has undertaken a review of the Sexualized Violence Prevention and Response policy (3-34) and the updated policy will be submitted to the Leadership team for review in July 2023.

NIC is committed to on-going education to foster a college community with a 'safe and secure environment free from all forms of sexualized violence'. In addition to clear procedures and supports for those impacted by sexualized violence, we have created a Sexualized Violence Education Team (SVET) whose mandate is to:

- Provide College-wide workshops to ensure awareness of the sexualized violence policy and procedures; Develop campaigns to promote a culture of consent, bystander intervention, and prohibit Rape Culture;
- Provide on-going training opportunities for the College community to stay up to date with best practices regarding sexualized violence-free campuses; and
- Provide supports for survivors and those impacted by sexualized violence.

Since May 1, 2022, Sexualized Violence Education Team (SVET) has developed and/or coordinated the following projects:
1. In May 2022, NIC received funding from the Ministry to implement an external anonymous reporting platform or to enhance the existing anonymous or confidential reporting systems in place at the institution. The SVET has recruited a consultant with expertise in the sector to evaluate NIC's existing resources and processes and make recommendations for improvements and alignment to best practice.

2. F2023, SVET/Student Life/Library and Learning Commons facilitated delivery of a Consent Culture campaign. This campaign was created by Elektra Watson, an NIC student, and was showcased on the Campbell River, Comox Valley and Port Alberni campuses.

3. F2023, SVET/Student Life/Library and Learning Commons delivered an informational campaign about Intimate Partner Violence (IPV), which aimed to increase awareness about IPV and the supports available, in Campbell River, Comox Valley and Port Alberni. At the end of the weeklong campaign, debrief sessions were hosted for students and staff in partnership with members of the Counselling team.

4. Four sexualized violence awareness workshops (Starting a conversation about mental health, Bystander intervention, Supporting survivors, Let's talk about suicide) were offered between October 2022 and March 2023. These workshops, based on BC Campus resources, were offered in collaboration with College of the Rockies and Selkirk College. Over 50 students and employees from the three colleges attended these workshops. Based on the success of these workshops, five sessions have been planned in partnership with College of the Rockies and Selkirk College for 2023-2024. Northern Lights College has indicated their intention to promote these events and encourage participation at their institution.

5. NIC are represented on the AEST-led Sexualized Violence Advisory Group and the BCcampus Intersectional Sexualized Violence working group. NIC have continued to engage with the Campbell River Family Services Society and occupy a seat on their Violence in Relationships Committee. These relationships provide access to timely information, resources, and support that can be filtered into the NIC community and inform College strategies and practices.

6. The Safer Campuses for Everyone: Sexual Violence Prevention and Response Training was collaboratively created by a working group of students, staff, and faculty as part of the BCcampus Sexual Violence Training and Resources Project and funded by AEST. The staff and Faculty training resources have been adapted for the college and are available on the Brightspace learning platform. This training will be soft launched in July 2023 and be broadly available to staff and Faculty in F2023. Student-focused resources are being developed by SVET/Student Life with an anticipated launch date of W2024.
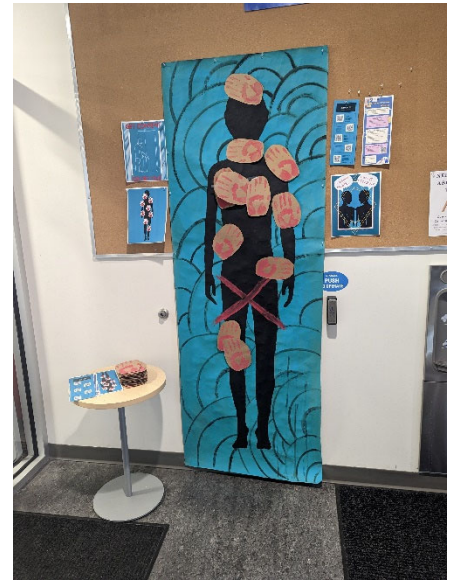
May 2, 2023
Our Ref. 129004

I am pleased to share with you information about the provincial government's StrongerBC: Future Ready Action Plan designed to meet the challenges of today, to make sure people in British Columbia are ready to succeed and grow our inclusive and sustainable economy now and into the future.

The Future Ready Action Plan will develop trained, skilled and talented people to fill the jobs of today and tomorrow. It is the BC government's commitment to ensuring everyone in the province can access the post-secondary skills and training they need to build good lives, while developing the talent and skills that businesses and employers need so we can drive our economy forward and deliver the services we all rely on.

As a key pillar of the StrongerBC Economic Plan launched in February 2022, the Future Ready Action Plan invests an additional $480 million dollars over the next three years in targeted supports to a broad range of British Columbians.

The action plan is focussed on five pillars:
- Making post-secondary more affordable, accessible and relevant;
- Providing the innovation and skills needed to fill the jobs of tomorrow faster;
- Breaking down barriers so everyone can find a job that works for them;
- Addressing Indigenous People's workforce priorities; and
- Making it easier for people new to Canada to find a job in which they are trained.

I am grateful to those who shared feedback and insights during the StrongerBC: Future Ready Action Plan engagement sessions in May 2022. As a result of this collaborative process, I am confident the Action Plan will support British Columbians to acquire the skills they need to succeed in British Columbia's diverse and innovative economy. I am also confident that it will become easier for employers to find the talent and skills they need to sustain and grow their enterprises.

If you would like more information about the Action Plan and how it can benefit you, I encourage you to reach out to my office or participate in one of the roundtables we will be holding over the next few months.

… /2

Ministry of Post-Secondary Education and Future Skills

Office of the Minister

Mailing Address:
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

The Future Ready Action Plan is an historic investment in people—because what helps people succeed in our economy, makes our economy succeed for people.

Sincerely,

Honourable Selina Robinson
Minister

SUMMARY OF CANDIDATES FOR THE
PRESIDENT'S AWARD, GOVERNOR GENERAL ACADEMIC MEDAL PRESIDENT'S COMMUNITY ENGAGEMENT AWARD, AND LIEUTENANT GOVERNOR MEDAL ~ 2022/2023

GOVERNOR GENERAL ACADEMIC MEDAL:

Riley Bridge	Practical Nursing Diploma	Campus: PA

PRESIDENT'S AWARDS

Certificate Program
GPA

Sunny Lee	Engineering Foundations Certificate	Campus: CV

AWARD GRADE METHOD

Jasmine McFarlen	Early Childhood Care & Education Certificate	Campus: PA

Diploma Program
GPA

Romart **John** Donasco	Business Administration Post Degree Diploma – International Management	Campus: CV

AWARD GRADE METHOD

Emily Spooner	Practical Nursing Diploma	Campus: CR

University Studies

Alex Badzio-George	Campus: CR
Kenneth Knudsen	Campus: CV
Gabby P Wolfe	Campus: CV

Adult Basic Education

Tyson Denis	Campus: PA

Bachelor Degree Programs Award
GPA

Jaewon Kim	Bachelor of Business Administration – Management	Campus: CV

AWARD GRADE METHOD

Erika Massicotte	Bachelor of Science in Nursing	Campus: CV

LIEUTENANT-GOVERNOR'S MEDAL PROGRAM FOR INCLUSION, DEMOCRACY AND RECONCILILATION

Lisa Petrunia	Fine Art Diploma	Campus: CV

PRESIDENT'S COMMUNITY ENGAGEMENT AWARD

Jaewon Kim	Bachelor of Business Administration –Management	Campus: CV

Commonly Used Acronyms

This is a partial list of acronyms commonly used at North Island College.

ABE	Adult Basic Education (formerly known as Adult Upgrading)
AEC	Aboriginal Education Council (now Indigenous Education Council)
	Ministry of Post-Secondary Education and Future Skills (new name 2023)
AGC	Academic Governance Council. This is the group of EdCo chairs from all BC colleges and institutes (BCIT and the Justice Institute), which meets twice a year to discuss areas of common concern.
ASD	Access for Students with Disabilities. Now renamed to DALS.
AVP	Associate Vice President
AST	Arts, Science and Technology (Faculty of)
BCNet	Not-for-profit, shared services organization providing computer support and services to post-secondary institutions
BOG	Board of Governors
CABRO	Crown Agencies and Board Resourcing Office
CARTI	Centre for Applied Research, Technology and Innovation
CEO	Chief Executive Officer
CET	Continuing Education and Training
CICan	Colleges and Institutes Canada
COO	Chief Operating Officer
CR	Campbell River
CUPE	Canadian Union of Public Employees
CV	Comox Valley
DAC	Deans Advisory Council
DACSO	Diploma, Associate degree, and Certificate Student Outcomes; conducts annual surveys of former students from British Columbia's post-secondary institutions
DALS	Department of Accessible Learning Services
DCC	Deferred Capital Contribution
DCWG	Department Chairs Working Group
EdCo	Education Council
ET	Education Team
VPA	Vice President, Academic
FASM	Faculty of Arts, Science & Management
FPSE	Federation of Post-Secondary Educators of BC
HHS	Health and Human Services (Faculty of)
IEC	Indigenous Education Council (formerly Aboriginal Education Council)

IRR	(Ministry of) Indigenous Relations and Reconciliation
ITA	Industry Training Authority BC (now Skilled Trades BC))
ITV	Interactive Television
IWC	Immigrant Welcome Centre
JEDC	(Ministry of) Jobs, Economic Development and Innovation
LT	Leadership Team
MYPP	Multi-Year Program Plan
NIC	North Island College
NICFA	North Island College Faculty Association (Union)
NISU	North Island Students' Union
OGE	Office of Global Engagement (formerly International Education)
OIC	Order-in-Council
PA	Port Alberni
PSEA	Post-Secondary Employers' Association
PSEC	Public Sector Employers' Council Secretariat
PSI	Post-Secondary Institution
QAPA	Quality Assurance Process Audit
SIF	Strategic Investment Fund
STBC	Skilled Trades BC (formerly Industry Trades Authority)
SVM	Sexual Violence and Misconduct (Policy)
TLC	Teaching and Learning Committee
TLI	Teaching & Learning Innovation
UCIPP	University, College and Institute Protection Program
UT	University Transfer