BUILD

2026

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

					547	543	576							
a. Increase # of students with advising support above 425 students	> 425	On Track			○	○	○							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

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.

2 Foundation
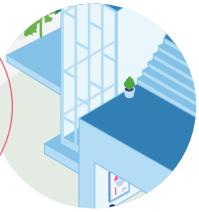
NIC will commit to making Indigenous Education a priority.

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								

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.

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 Mix̱alakwila (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			Mix̱alakwila 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.

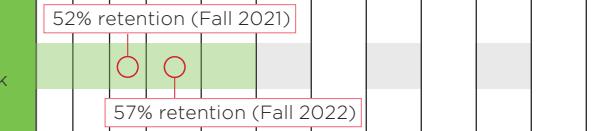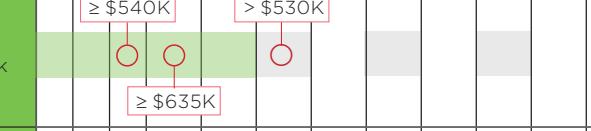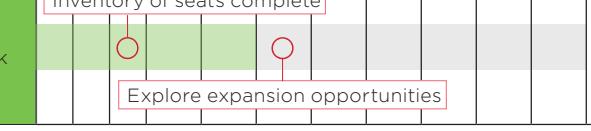## 3.2 STUDENT SUPPORT AND PERSISTENCE

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.

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

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.

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.

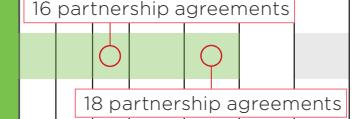**Outcome: Serve more adult students through flexible delivery**

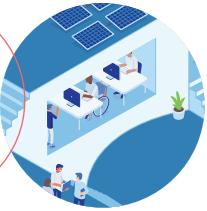| YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
DOORWAYS														
4.2 LEARNING AND SERVICES														
a. Increase % of courses with more than one entry point per year above 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		Digital service strategy implementation						The Digital Service Strategy was approved in April 2023 and will be operationalized in Fall 2023.

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

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

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

5.1 INDIGENOUS-LED EDUCATION

Serving the distinct 35 First Nations of the 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.

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

5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING

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

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

Outcome: Individualized advising support and customizable training or programs

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
ROOMS														
5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING														
a. Increase # of students with advising support above 425 students	> 425	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 14	≥ 14	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	QAPA Panel Visit / Institutional report submitted / 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**

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			○ Brand strategy consultant secured	○ Consultant recommendations received	○ Tactical plan operative		○ 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.

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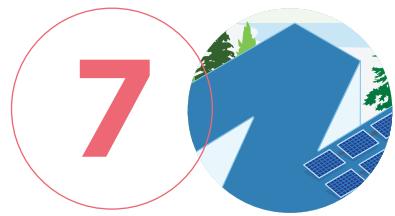
Roof

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.
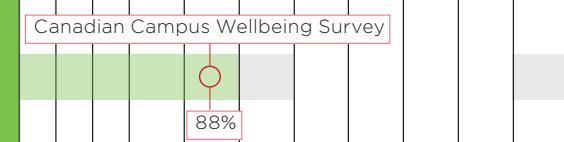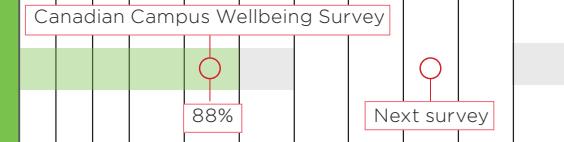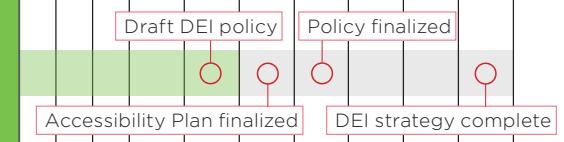
7.2 DIVERSITY, EQUITY AND INCLUSION

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 *CARE²* 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.
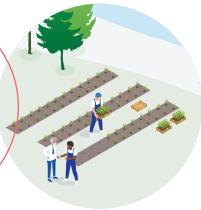
8 Environment

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

YEAR 5 GOAL	TARGET	STATUS	Timeline	COMMENTS
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.

9 Communities

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.
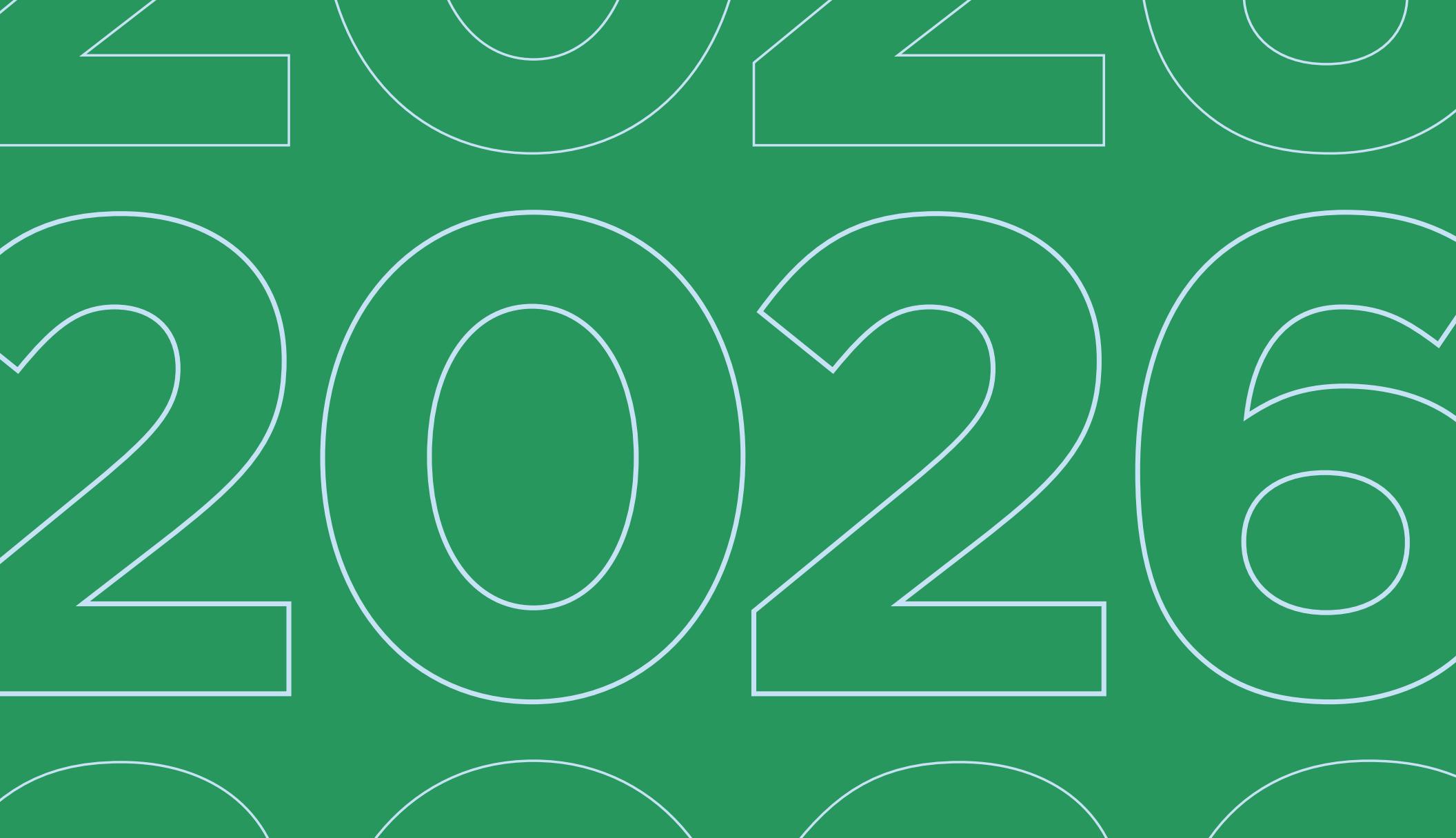
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