



BUILD 2026 Year 4 Dashboard – Results at a Glance

Action Statements	Performance Measures/ Year 5 Goals	Project Completion Timeline									
		YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24		YEAR 4 2024/25	
		S	F	W	S/F	W/S	S/F	W/S	S/F	W/S	S/F
4. DOORWAYS We will increase the many ways students can access education and training at NIC.	4.1 Program Entry	a. Increase the % of full-time equivalents (FTEs) in access ² courses and initiatives above 40%									EC
	4.2 Learning and Services	a. Increase % of courses with more than one entry point per year above 27%									EC
		b. Increase the % of courses with multiple modes of delivery above 9%									EC
		c. Develop and implement fully operational digital service strategy						✓			
	4.3 Pathways to Learning	a. Maintain dual credit enrolment above 170									EC
		b. Maintain or increase the # of partnership agreements each year, equal to or above 40									EC
5. ROOMS 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	a. Maintain or increase % of FTE Indigenous students ³ greater than or equal to representation in the population (14%)									EC
		b. Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%									EC
		c. Implement Indigenization Plan recommendations						✓			

✓ Complete (26) On Track (30) Behind (2)

EC = expected completion

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					Complete (26)		On Track (30)		Behind (2)		
		YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26
		S	F	W	S/F	W/S	S/F	W/S	S/F	W/S	S/F
	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									EC
		b. Implement place-based learning initiatives in program renewal plans						✓			
		c. Open an expanded and fully operational integrated childcare and learning facility at the Comox Valley campus									EC
	5.3 Self-Directed and Customized Learning	a. Increase # of students with advising support above 425 students									EC
		b. Maintain or increase # of short-term and micro-credential programs above 14									EC
	5.4 Global Learning	a. Increase # of new international student enrolments each year above 75 new students									EC
		b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally				✓					
		c. Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 81%									EC
	5.5 Program Response and Renewal	a. Complete renewal plans ⁴ for all programs							✓		
		b. Complete Provincial Quality Assurance Process Audit ⁵							✓		

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6. WINDOWS We will raise awareness about the quality and diversity of learning at NIC.	6.1 Brand and Identity	a. Establish brand with better overall role and scope of the College							✓			
	6.2 Marketing & Recruitment	a. Establish a clearly defined student audience profile for all areas of study					✓					
		b. Implement annual marketing and recruitment plans						✓				
7. ROOF We will develop diverse, inclusive and accountable processes that support college employees and provide new opportunities to contribute.	7.1 Reconciliation	a. 75% of employees complete NIC-specific Indigenous intercultural competency training								X		EC
		b. 100% of all named program areas with clear measurable commitments to address specific TRC Calls to Action for education		✓								
	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."								X		EC
		b. Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."								✓		EC
		c. Implement Diversity, Equity and Inclusion Strategy								✓		EC
	7.3 Transparency and Accountability	a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs	✓									
		b. Increase engagement with the North Island Students' Union (NISU)					✓					

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8. ENVIRONMENT 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	a. Reduce greenhouse gas emissions									EC
		b. Implement process to track # of courses, research and applied learning initiatives that include sustainability					✓				
		c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS)							✓		
9. COMMUNITIES We will serve the social and economic development needs of the people and region.	9.1 Serving the People of the Region	a. Increase above 278 the # of students participating in custom regional and in-community programming									EC
	9.2 Community Engagement	a. Create community-engagement strategy					✓				
	9.3 Social and Economic Development of the Region	a. Create alumni-relations capacity							✓		
		b. Increase the number of active community partnerships to enhance programming (above 12)									EC
		c. Increase # of students involved in research projects to greater than 13 students									EC

¹ 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.

² 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.

³ Inclusive of First Nations, Métis, Inuit and their communities, arts, cultures and histories in Canada.

⁴ Program renewal plans provide programming and embedded services for workers, small business owners and industries negatively affected by the pandemic.

⁵ An external review process, required by all public post-secondary institutions, [Government of BC QAPA website](#).