



THE CARE² PLAN

Student Mental Health and Well-Being at NIC

Care Compassion Agency Accessibility Resilience Responsibility Engagement Equity

Dashboard
YEAR 3 REPORT



How the Dashboard Works

YEAR 5 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
1. INSTITUTIONAL LEADERSHIP, ADMINISTRATION AND OPERATIONS <i>continued</i>			
Goal 1.4 Encourage departments to identify goals to support student mental health and well-being during annual strategic planning.			
a. Create a mental-health-and-well-being 'lens' checklist to support policy and procedure development. BUILD 2.0 Foundation BUILD 3.0 Frame	DSA to work with the committee to create a checklist 'lens' tool to be piloted with Students, Community Engagement & Admin Team (SCEAT) and Health & Human Services (HHS).	The first draft of the CARE ² mental-health lens tool is complete and circulating for feedback prior to submission to Marketing for final production.	On Track
YEAR 5 GOAL A cohesive goal statement for each item BUILD 2026 priority/priorities the goal supports	STRATEGY Approach to achieve the goal	PROGRESS UPDATE Recent accomplishments, highlights or barriers toward achieving the goal	STATUS Current goal status at a glance

LEGEND	<div></div> Complete	<div></div> On track	<div></div> Behind	<div></div> No data yet	<div></div> Not started	<div></div> Removed
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CARE² PLAN 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
Measurement Period	July 2021-June 2022	July 2022-June 2023	July 2023-June 2024	July 2024-June 2025	July 2025-June 2026
Reporting Date	June 2022	June 2023	June 2024	June 2025	June 2026

THE CARE² PLAN DASHBOARD

YEAR 3 REPORT

YEAR 5 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
1. INSTITUTIONAL LEADERSHIP, ADMINISTRATION AND OPERATIONS NIC will incorporate mental health and well-being into all aspects of the institution and operations.			
Goal 1.1 Establish area of responsibility for <i>The CARE² Plan</i> .			
a. Determine lead to develop annual road map, and coordinate and report back on milestones and completion. BUILD 2.0 Foundation			Complete
b. Develop and implement a student Mental Health and Well-being (MHWB) Committee. BUILD 2.0 Foundation BUILD 3.0 Frame	Liaise with key stakeholders on student mental health and well-being for consultation and leadership.	The work of the Campus Life Advisory Committee (facilitated by Student Life [SL]) has supported extensive collaboration between NIC departments on initiatives related to health and well-being. Now a full member of the Education Team (ET), the Director, Student Affairs (DSA) ensures these initiatives are communicated to educational leaders institution-wide.	Complete
Goal 1.2 Ensure appropriate funding and resources for mental health and well-being initiatives identified in <i>The CARE² Plan</i> .			
a. Cost out <i>The CARE² Plan</i> for the next 5 years – to include annual budgetary expenses for operations supporting the plan. BUILD 2.0 Foundation BUILD 3.0 Frame	DSA to work with VP, Students & Community Engagement to cost plan and present costing to Leadership Team.	Currently finalizing details of costing out the mental-health competency plan.	On Track
b. Apply to grant funding through Bell <i>Let's Talk</i> and other grant-offering organizations. BUILD 3.0 Frame	Research grant opportunities.	The <i>Let's Talk</i> -funded Healthy Trades (HT) program delivered numerous positive outcomes, and the program experience was shared in a "Healthy Minds, Healthy Campus" seminar and with the BC Post-Secondary Counsellors' Association. The HT Liaison duties have been embedded into a permanent Student Life & Outreach Liaison position, working to create a sustainable HT program focused on encouraging help-seeking behaviours.	Complete

YEAR 5 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
1. INSTITUTIONAL LEADERSHIP, ADMINISTRATION AND OPERATIONS <i>continued</i>			
Goal 1.3 Identify where the goals of <i>The CARE² Plan</i> align with other NIC plans, including <i>BUILD 2026</i> and <i>Working Together</i>, and develop opportunities for cross-departmental collaboration.			
a. Identify where <i>The CARE² Plan</i> overlaps with other plans (such as <i>Widening Our Doorways</i> and <i>Working Together</i>) and work with Leadership Team, Indigenous Education and Education Team to identify opportunities for collaboration. <i>BUILD 1.0 People</i> <i>BUILD 3.0 Frame</i>	DSA to meet with Director, Indigenous Education and VP, Academic to identify opportunities for collaboration.	The Library has partnered with NISU, OGE, Student Life and Student Services on initiatives to support student well-being. The Student Affairs Plan put forward an action item for leads to create Indigenization plans for their service areas. These are to be shared with the Working Together Working Group in Spring 2025.	On Track
Goal 1.4 Encourage departments to identify goals to support student mental health and well-being during annual strategic planning.			
a. Create a mental-health-and-well-being 'lens' checklist to support policy and procedure development. <i>BUILD 2.0 Foundation</i> <i>BUILD 3.0 Frame</i>	DSA to work with the committee to create a checklist 'lens' tool to be piloted with Students, Community Engagement & Admin Team (SCEAT) and Health & Human Services (HHS).	The first draft of the <i>CARE²</i> mental-health lens tool is complete and circulating for feedback prior to submission to Marketing for final production.	On Track
b. Departments create a benchmark report for the MHWB Committee, indicating: i) Current operations and initiatives that support mental health and well-being ii) Annual goals <i>BUILD 2.0 Foundation</i> <i>BUILD 3.0 Frame</i>	The DSA is now a member of ET, and with the committee structure being modified to a more informal approach, the idea of a benchmark report to capture the work we are doing does not necessarily make sense; the majority of this work is now being captured on Program Review, or driven from our Student Life division.	Considering sunseting this goal.	Not Started
c. Encourage institutional responsibility and opportunity to create conditions for student well-being. <i>BUILD 1.0 People</i> <i>BUILD 2.0 Foundation</i> <i>BUILD 3.0 Frame</i>	Seek base funding for CARE Grants.	<i>CARE²</i> grant funding unused by recipients was redirected to the "Smiles Project" in which pots, soil and seeds were acquired to grow flowers from seed. In partnership with Community Engagement and Facilities, the project created pockets of beauty and enhanced the well-being of students, faculty and staff on the CV campus.	Complete

YEAR 5 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
2. TEACHING AND LEARNING NIC will develop and promote pedagogy, curriculum and academic processes that support mental health and well-being.			
Goal 2.1 Provide support and training for faculty to recognize, respond and refer students experiencing academic or personal distress.			
a. Offer and promote workshops for NIC employees including: Capacity to Connect, Supporting Students in Distress, Understanding Duty to Accommodate. BUILD 1.0 People BUILD 2.0 Foundation BUILD 3.0 Frame	DSA to consult with the MHWB Committee and other stakeholders in developing an annual program of training/PD events for employees.	Library staff completed a PD course, "Homeless Training for Libraries" by Niche Training. Student Life partnered with NIC counsellors and colleagues from other post-secondary institutes to deliver workshops that support and enhance proactive relationship building and provide information on how to seek and offer support and create welcoming, inclusive communities. HR rolled out training in Employee Sexual Violence Prevention and Response to the NIC community. Currently assessing a department-wide opportunity to provide all front-facing Student Affairs staff with Mental-Health-First-Aid Training in Fall 2024 Shifting student orientation to be both synchronous and asynchronous, with the asynchronous portion delivering mandatory training, including information on mental health.	Complete
b. Integrate education regarding student mental health into new-employee orientation. BUILD 1.0 People BUILD 2.0 Foundation BUILD 3.0 Frame	DSA to work with HR to identify opportunities and update current new-employee orientation. Also discuss possible mandatory employee-training modules supporting students in distress.	The Community Competency program has evolved and will require us to license an existing program – currently evaluating available options.	On Track
c. Evaluate the effectiveness of Early Assist through a robust review of user experience and perceived impact. BUILD 3.0 Frame	Associate Director, Student Life and Student Life Outreach Liaison to develop and implement a review strategy.	Early Assist (EA) reports and feedback from the NIC community have led to the evolution of the EA platform on the digital Service Desk system. This is aimed at reducing barriers to reporting (making it easier for concerned parties to report concerning behaviours) and supporting timely, relevant interventions when students are in need. The EA program has been highly successful and has received increased resources to continue this success.	Complete
Goal 2.2 Support the development of inclusive curriculum and pedagogical approaches which foster and highlight mental health and well-being.			
a. Work with CTLI and decanal areas to identify and promote well-being in learning environments. BUILD 2.0 Foundation BUILD 3.0 Frame	DSA stakeholders, CTLI and decanal areas work together and fundamentally support the program-review process, helping ensure best practices in mental health are embedded in the learning environment of all programs. This will produce a positive, sustainable outcome for NIC community members.		Complete

YEAR 5 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
3. MENTAL-HEALTH LITERACY, CAPACITY BUILDING AND EDUCATION NIC will reduce the stigma associated with mental health and mental illness, foster help-seeking behaviour and resilience and encourage age-healthy behaviours.			
Goal 3.1 Increase mental-health training and support for student leaders, volunteers and student employees.			
a. Work with OGE, Student Life and HR to develop and implement training plans for student employees that include awareness of supports, suicide awareness and self-care. BUILD 3.0 Frame	Review current student-employee training and procedures.	The Library & Learning Commons (LLC) trains Library Student Assistants to know and be able to refer the available mental-health supports at NIC. SL supports Campus Life Assistants in active learning and leadership opportunities. Currently exploring opportunities to license a Community Competency program for delivery to staff and students.	On Track
Goal 3.2 Create awareness of and access to support services.			
a. Identify key 'pressure points' within the student cycle. Consider the cycle from diverse perspectives, including Indigenous, international, mature, dual credit, trades, credential type, entry point and other student ways of knowing and being. Create campaigns and initiatives to coincide with need. BUILD 3.0 Frame BUILD 6.0 Windows BUILD 7.0 Roof	Map out the student cycle from a range of perspectives and lived experience.	While the structure and annual plan of the Student Life events and programming calendar are complete, SL continues to assess and enhance the effectiveness of activities it develops and delivers. Key areas of focus include increasing accessibility, creating safe, welcoming and inclusive spaces (DEI) and uplifting the Calls to Action.	Complete
b. Develop marketing campaigns and other resources and strategies to increase awareness of supports. BUILD 3.0 Frame	Using the information from the student-cycle initiative, establish events, information sharing and marketing that highlight available supports.	The LLC's website redesign, along with expanded use of social media, feature staff and services to increase awareness of and accessibility to student supports. SL engages in in-person, online and social-media activities to communicate information on supports and services. The Healthy Trades and Early Assist programs both raise awareness of available student supports and increase students' connection to them. Additional improvements to communications on mental health services are part of the Student Affairs Plan – Year 2, which focuses on identity-building and the marketing of our various student-support services.	On Track

YEAR 5 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
3. MENTAL-HEALTH LITERACY, CAPACITY BUILDING AND EDUCATION <i>continued</i>			
Goal 3.3 Create opportunities to foster resilience and self-advocacy (see also 5. Student Support Services).			
a. Integrate and leverage national campaigns such as Bell <i>Let's Talk</i> with NIC campaigns such as Mental Health Week. BUILD 2.0 Foundation BUILD 3.0 Frame	Include campaigns on mental health and well-being in regular Student Life programming.	Mental-health awareness is embedded into numerous campaigns, events and activities, apart from those specifically focused on mental health; for example, Thrive and Orientation.	Complete
b. Provide opportunities to understand resilience and self-advocacy. BUILD 3.0 Frame	The new Academic Integrity web page will support this goal.	Learning opportunities in self-advocacy and resilience are presented through the Early Assist and Healthy Trades programs. Additionally, training and mentorship of student employees support increased understanding and development of resilience and self-advocacy.	Complete
Goal 3.4 Encourage and support healthy behaviours.			
a. Develop support strategies for contract and short-term programs (e.g., micro-credentials) for vulnerable population. BUILD 3.0 Frame	Liaise with SCEAT and Education Team to identify needs for students entering short-term programs.	Current programming is designed to normalize help-seeking behaviour, especially in short-term programs. This is achieved through mental-wellness displays and events like "Stay Afloat" and "16 Days of Activism Against Gender-Based Violence". Recent work with "Real Adulting 101" demonstrated students' interest in participating in useful, self-paced training. Information on available programming is shared with the student body in newsletters, social media and at in-person events. Student Housing is considering the needs of short-term program learners to further provide support.	Complete
b. Pave a pathway towards long-term systemic change in relation to the institution's approach to, and capacity to address, the toxic-drug-poisoning crisis. BUILD 3.0 Frame	Expand existing programs which support the college community, and collaborate with partner organizations to help support regional communities.	SL has been working with "Walk With Me," the "Tailgate Toolkit" and other key partners on designing strategies to provide access to resources and supports that deal with challenges associated with the toxic drug crisis. SL was recently awarded an Island Health grant focused on providing strategies and interventions to increase help-seeking behaviours and destigmatize help-seeking practices.	Complete

YEAR 5 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
4. CAMPUS LIFE NIC will connect, engage and inform students through the development of inclusive, accessible and relevant initiatives and events.			
Goal 4.1 Create opportunities for students to connect with each other and with other members of the college community.			
a. Provide in-person and virtual events and initiatives based on student needs and interest. Evaluate the success of these events. <i>BUILD 3.0 Frame</i>	Evaluate and adapt programming related to the needs of students and emerging themes.		Complete
Goal 4.2 Create awareness of and access to support services.			
a. Partner with North Island Students' Union (NISU) on campaigns and initiatives that build agency and capacity. <i>BUILD 3.0 Frame</i>	NISU input and collaboration is actively sought in all aspects of Student Affairs/ Life, including policy development, advocacy and events.	SL continues to engage with NISU on projects increasing student access to supports.	On Track
b. Provide opportunities for student leadership through student employment, volunteering and educational offerings. <i>BUILD 3.0 Frame</i> <i>BUILD 7.0 Roof</i> <i>BUILD 9.0 Communities</i>	Review training and roles to ensure meaningful engagement for student employees.	Student leadership opportunities are being finalized for operations of the Student Housing Commons at Comox Valley. Opening date is set for Fall 2025.	On Track
Goal 4.3 Ensure Student Life initiatives and events reflect the diversity of our student population and are inclusive, relevant and accessible.			
a. Develop a Justice, Diversity, Equity and Inclusion Policy. <i>BUILD 3.0 Frame</i> <i>BUILD 6.0 Windows</i> <i>BUILD 7.0 Roof</i> <i>BUILD 9.0 Communities</i>	Justice, Diversity, Equity and Inclusion (JDEI) are fundamental to NIC's future and integral to the College's strategic plans. JDEI to become its own policy initiative.	NIC has established a DEI Committee to address and achieve this goal, and its progress will no longer be reported in <i>The CARE² Plan Dashboard</i> .	To be removed
b. Develop a JDEI lens tool to support effective planning of Student Life and other NIC events. The tool will support event planners in determining accessibility and inclusivity as well as indicating consideration of diverse needs and participants. <i>BUILD 3.0 Frame</i> <i>BUILD 6.0 Windows</i> <i>BUILD 7.0 Roof</i> <i>BUILD 9.0 Communities</i>	Create advisory group to begin the pre-development (research, planning) of this tool. Group to include reps from Department of Accessible Learning Services, Indigenous Education, Office of Global Engagement, Student Life and NISU.	See 4.3.a. above.	To be removed

YEAR 5 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
5. STUDENT SUPPORT SERVICES NIC will connect, engage and inform students through the development of inclusive, accessible and relevant initiatives and events.			
Goal 5.1 Increase awareness of available support services at NIC and within the community.			
a. In conjunction with 3.2.a (student cycle), develop an annual promotion plan with Student Life and other support services to include regular updates and information about available services and new support initiatives and events. . BUILD 3.0 Frame	Create an inventory of supports and how they are promoted, and review the list based on the student cycle and other events/campaigns.	Progress continues on developing the annual plan.	On Track
Goal 5.2 Normalize help-seeking behaviour.			
a. Promote the range of supports that can improve the academic and personal experience for all students – not only those in distress. BUILD 3.0 Frame	Create one or more campaigns to highlight the range of student services and their capacity to help students who are either in distress or simply looking to enhance their educational experience.	An annual schedule of promotions has been established.	Complete
b. Offer workshops and other resources to promote help-seeking behaviour to students. BUILD 3.0 Frame	Shift to a shorter, more focused Thrive event (1 week instead of a full month) to encourage participation and create a more equitable experience across our various campuses.	Sustainable initiatives are in place for annual implementation, pending evaluation and improvement where necessary.	Complete
Goal 5.3 Develop relationships with community and other support services/networks			
a. Explore and establish connections and partnerships with external organizations, including those in each campus's community. These might include victim services, crisis lines, mental health and substance use, shelter/transition houses, RCMP liaisons and family services (sexualized violence). . BUILD 3.0 Frame BUILD 9.0 Communities	Continue to build partnerships/connections with external community organizations (including food banks) that support our students.	NIC recently enhanced our partnership with the Comox Valley Regional District (CVRD) to provide discounted access for Comox Valley students and employees to CVRD recreation facilities (including the Aquatics Centre), which will further support healthy student behaviours. We will continue to explore relations with an expanded network of community partners and encourage their participation in student-focused events and opportunities.	On Track

YEAR 5 GOAL	STRATEGY	PROGRESS UPDATE	STATUS
5. STUDENT SUPPORT SERVICES <i>continued</i>			
Goal 5.4 Provide culturally appropriate supports.			
a. Hire an Indigenous Counsellor. BUILD 3.0 Frame BUILD 6.0 Windows BUILD 7.0 Roof	This role is twofold: 1) provide the service; and 2) develop and demonstrate what it means to provide Indigenous counselling to enhance the culturally appropriate practices and skill set of the entire counselling team.		Complete
b. In hiring processes, include language about experience working with diverse populations in the job description and questions related to this experience in the interview. BUILD 3.0 Frame BUILD 6.0 Windows BUILD 7.0 Roof			Complete
Goal 5.5 Increase student resilience and coping skills.			
a. Develop website content prioritizing mental health and well-being – to include links to internal and external resources and self-screening tools. BUILD 3.0 Frame	Continue to review website and other resources for more accessible and relevant information related to student mental health and well-being.	Upon launch of the new website this fall, we will assess and fine tune the messaging, tools and resources we offer online.	On Track

