



NORTH ISLAND COLLEGE
INTERNATIONAL EDUCATION PLAN
2022-2026

Journeying Together Dashboard

YEAR 3 REPORT

NORTH ISLAND COLLEGE



VANCOUVER ISLAND, CANADA



How the Dashboard Works

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
3. INTERCULTURAL ENGAGEMENT We will collaborate with the NIC community* to build an understanding of intercultural fluency and empathy.			
OBJECTIVE 3.1 Initiate collaboration with the Office of Indigenous Education to develop intercultural aspects of NIC’s first Indigenizing International Education Plan. (See: <i>Widening Our Doorways</i> 6.1; <i>Working Together</i> 3.4.3, 4.4.3 and 6.1.3)			
a. Deliver International Education Week (IEW) and International Development Week (IDW) programs	Maintain IEW and IDW as integral parts of OGE’s annual schedule to engage students and faculty in international education activities	- Indigenous Language and Culture sessions were held at Comox Valley (CV), Campbell River (CR) and Port Alberni (PA) campuses - International Gallery Walks, featuring student presentations from their home countries, were shared at CV and CR campuses	Complete/ Ongoing

YEAR 4 GOAL
A cohesive goal statement for each item

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	Complete	On track	Behind	No data yet	Not started	Removed
---------------	---------------------	---------------------	-------------------	------------------------	------------------------	--------------------

JOURNEYING TOGETHER REPORTING

Current Report

PLAN YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	2022/23	2023/24	2024/25	2025/26
Measurement Period	September 2022 to August 2023	September 2023 to August 2024	September 2024 to August 2025	September 2025 to August 2026
Reporting Date	September 2023	September 2024	September 2025	September 2026

JOURNEYING TOGETHER 2026 DASHBOARD

YEAR 3 REPORT: SEPTEMBER 2024 – AUGUST 2025

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT We will attract successful international applicants to NIC campuses and communities. SDG 13 - Climate Action and CANIE Accord.			
OBJECTIVE 1.1 Renew international enrolment through an established, sustainable international enrolment and service model. (See: <i>BUILD 2026</i> , Global Learning 1)			
a. Allocate resources for application conversion efforts on a consistent basis and implement recruitment target requirements for recruitment partners and representatives	- Track conversion rates per term, agent and program area - Report agent performance and create performance-recognition system - Produce institutional and program-area reports re: headcount and full-time enrolment (FTE)	- Applicant info sessions run monthly and program-specific (cohort) info sessions, once per term: - attendance at parent sessions is 30-50% that of student sessions - Pre-arrival orientation is held each term, usually 1 1/2 - 2 months prior to term start: - over 50% of new international students participate (except in Spring 2025, when OGE connected with students individually to ensure their safe arrival) - In 2024/25, NIC enrolled 799 students — 638 Full Time Equivalents (FTEs) — from 48 different countries - To maximize faculty resources, a planned new intake of Global Business Management Post-Graduate Diploma in Campbell River was cancelled - Under the leadership of the VP College Experience, OGE worked with Institutional Research and Planning (IRP) to determine appropriate enrolment projections for 2025/26, based on available programming and targeted programs supporting Post-Grad Work Permits (PGWP)	On Track
b. Focus admissions and recruitment resources to prioritize and expand capacity to identify and welcome applicants who meet NIC's successful, international-applicant profile	- With the Manager, International Student Support (ISS), support admissions team capacity to process applications accurately and in a timely manner - Work with regional recruitment representatives and agents to build recruitment/admissions cooperation	- Application-processing volumes were significantly impacted by IRCC changes, and admission processes adjusted to the new recruitment reality: relying less on diversity and more on key markets for PGWP-eligible programs - Additional training of all recruitment partners began in Fall 2024 to prepare them for changes in the 2025/26 cycle - Recruitment representatives in South East Asia and Bangladesh/Pakistan were let go to support a more focused and lower-cost approach to recruitment	Complete/ Ongoing

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT continued			
OBJECTIVE 1.1 continued			
c. Manage the volume of incoming applications from recruitment partners and identify strategies to scale the numbers to meet enrolment objectives	• Work with academic areas to build enrolment targets and align admissions and recruitment capacities to meet those targets • Ensure all applications are processed efficiently • Identify conversion rate through application funnel per term/year, agent and program area	• With support from faculty in Health and Human Services (HHS) and Fine Arts, Science & Math (FASM) and from our recruitment partners, OGE began applying in earnest for targeted, limited-entry PGWP (focused mainly on HHS, the new Health Sciences Diploma and Bachelor of Business Administration [BBA] program options) • On January 1, 2025, the new agent-agreement cycle began, allowing us to revise the agreement in accordance with BC Education Quality Assurance (BCEQA) and manage any non-performing partners - Quarterly cycle of agent management continues • NIC international recruitment achieved a historically high FTE student number in the 2024/25 recruitment cycle - This growth will be followed by successive intakes of lower new-student admissions, until IRCC regulations become less restrictive • Conversion is a challenge posed by the current market - OGE is rethinking and revamping student communication	On Track
d. Build data-reporting systems to track effectiveness of recruitment/marketing strategies	• Track marketing/social-media impact through rates of engagement, website visits, etc. • Support annual institutional “Student Pathways to NIC” surveys	• Recruitment is less data-driven at this time, as our efforts focus increasingly on branding, rather than direct recruitment - Direct recruitment is easier to track, with leads generated and matched to the incoming applications - Branding focuses on maintaining NIC as a brand in the market during this challenging time • We are building more digital, centralized lead-collection methods to direct students toward the application stage	No Data Yet
e. Establish a sustainable system to fund ongoing entry scholarships	• Sustain scholarship funds for the long term	• Limited targeted scholarship funds are available and can be supplemented as needed • Regional awards will be reviewed and applied to support diversity and program expansion	Complete/ Ongoing
f. Build a library of student testimonials and experience in a variety of forms that can be shared with potential students and the Communications office	• Collect updated student testimonials regularly • Share testimonials via print, web and social-media channels • Provide the Communications office with access to a categorized ‘library’ of testimonials	• A collection of 2025 testimonials and photos is underway • Creation and launch of the testimonial page on NIC’s website is planned for Summer 2025 - Progress on the page was stalled due to delays in website upgrades, completed in March 2025	On Track

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT <i>continued</i>			
OBJECTIVE 1.2 Diversify international enrolment through active and consistent outreach to recruitment partners, and establish sustainable student communities from each NIC region.			
a. Identify countries that add diversity to NIC and have a reasonable chance of successful recruitment outcomes	• Apply research (through Trade Commissioner Service, [TCS], International Consultants for Education and Fairs [ICEF], Canadian Partnership Forum [CPF], etc.) to explore opportunities to broaden national/cultural diversity • Build capacity to attract students from broader national/cultural backgrounds	• In response to IRCC changes, student enrolments have been prioritized over diversity; however, some factors continue to support diversity: - The shift in programming — away from business/tourism to CIP-related programming — may naturally support market diversification - The new Health Sciences Diploma and recent inclusion of the BBA program in PGWP eligibility will positively impact diversity to some degree - Current societal and educational disruptions in the US have precipitated increased applications from the US (presently up 240%) - Priorities of individuals in diverse countries are creating pockets of growth, such as in Kenya, where applications increased by 94%	On Track
b. Develop intake-specific, consistent, annual marketing and recruitment plans in cooperation with appropriate departments	• Factor both regular and cohort recruitment/enrolment into annual marketing and recruitment planning	• The current enrolment, marketing and recruitment plans were delayed, pending finalized IRCC changes - The 2025/26 plans are now prepared, with projected numbers available by mid-May	No Data Yet
c. Balance application numbers from high-volume regions, high-volume recruitment partners and low-quality recruitment partners to manage risk	• Manage capacity and enrolments • Increase required deposit payments	• At this time, there are no high-volume agents or countries - Tracking of agent infractions and application quality is underway	On Track
d. Inform Education Team of potential new or repackaged program options to support increased enrolment diversity by program area	• Establish prioritized list of new programming and intake needs to support diversification	• OGE worked with decanal areas to create new programming: - With HHS to establish a new cohort in an HCA/CMHW 1+1 certificate suitable for international students - With FASM to develop a new Health Sciences Diploma and a new BBA option for PGWP completion • It will take significant effort to shift recruitment partners' attitudes toward four-year college degrees	No Data Yet

*Supports the [CANIE Accord](#) and [United Nations Sustainable Development Goals \(SDG\)](#):



[#4 Quality Education](#)



[#8 Decent Work and Economic Growth](#)



[#13 Climate Action](#)

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT <i>continued</i>			
OBJECTIVE 1.3 Engage prospective students, applicants and recruitment partners in location-specific and student-centered content prior to arrival.			
a. In collaboration with the Office of Indigenous Education (OIE), include appropriate Indigenous welcome to admissions documents and pre-arrival sessions and information	Expand appropriate use of Indigenous content in NIC's introductory materials for international students	OGE continues collaboration with the Office of Indigenous Education (OIE) to build materials to introduce incoming students to Indigenous people and their culture, prior to arrival	Complete/ Ongoing
b. Manage social-media and marketing channels, including team of students who can support content creation to provide student-centered and audience-targeted content	- Monitor stats on traffic and engagement in recruitment socials - Promote system offering student guidance on social-media content and interaction - Hire students to build content and maintain communication streams	- Social-media marketing starts in early June 2025 - Test runs with student-built content have been completed with reels - To solicit further content creation, engagement with students in co-op and internship is scheduled for summer	On Track
c. Devise an effective individualized communication channel to target, engage and interact with prospective students and recruitment partners from expression of interest to arrival	- Build system and process that aligns with and supports the recruitment and conversion cycle - Implement increase in required deposit payments	- Most communication with students is currently streamlined to use messaging apps such as WhatsApp, LINE and WeChat for general conversations and email for formal conversations - Pre-arrival orientation and engagement still need work and require collaboration with GEL	No Data Yet
d. Identify areas to reduce impacts of travel and material choices on the environment	- Quantify reduced travel/material choices - Invest in environmental offsets with funds saved through reduced travel	- OGE shared its and NIC's activities/investments in environmental mitigation on the panel of Climate Action Network for International Education (CANIE) (Western Hemisphere) - OGE continues to source and purchase environmentally conscious merchandise - Giveaway items have been updated for new students attending NIC orientation - No changes were made to giveaways to external partners	On Track

*Supports the [CANIE Accord](#) and [United Nations Sustainable Development Goals \(SDG\)](#):



[#4 Quality Education](#)



[#5 Gender Equality](#)



[#11 Sustainable Cities & Communities](#)



[#17 Partnership for the Goals](#)

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
1. RECRUITMENT & ENROLMENT <i>continued</i>			
OBJECTIVE 1.4 Collaborate to develop the NIC brand strategy to reach international communities.			
a. Start regular meetings with the Marketing department to align the international brand strategy with domestic marketing	Ensure NIC brand reflects the needs and expectations of international students and acknowledges the process of Indigenization of international education	- The majority of marketing collateral has been fully aligned with the institutional brand strategy - Effectiveness varies - Regular meetings are ongoing - Further collaboration with Marketing is needed to optimize the new website and supplement information	Complete/ Ongoing
b. Identify NIC's key messaging points, social-media presence and use of branding to build an annual international image and messaging plan	Leverage institutional messaging (adapt as required) to maximize the alignment to and benefit of international messaging	- Institutional brand messages are well received at the outset but do not fully resonate with international students and their reasons for choosing NIC: - Ongoing work with Marketing will review messaging - Some of the suggested branded materials are not effective to the international audience • Flexibility is needed in brand presentation • Further use of and updates to presentations, student guides and other flyers this year may provide insights on their efficacy	On Track
c. Support institutional-student-recruitment surveys to determine factors that influence international student decisions to study at NIC	Apply targeted data gathering to current processes	- OGE continues to monitor its student-orientation surveys - Utilizing survey data and anecdotal feedback from students to improve service standards and recruitment materials	On Track

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE We will enable the NIC community to develop the international knowledge, skills and experience needed to succeed. We will actively collaborate with Indigenous communities and learners to engage more deeply in building international relationships and connections.*			
OBJECTIVE 2.1 Further develop and integrate international and intercultural learning at NIC. (See: <i>Widening Our Doorways</i> , 6.1; <i>Working Together</i> 4.4.3)			
a. Engage faculty in Collaborative Online International Learning (COIL) projects/ virtual collaborations, particularly in Indigenous-specific subject areas and those furthering Indigenous partnerships	Increase annually, by 1-2 from baseline, the number of faculty interested and/or engaged in COIL/virtual projects	- OGE developed a COIL project on Indigenous Knowledge and Climate Action in partnership with Kapio’Lani Community College, Hawaii and University of Colima in Mexico 1 non-Indigenous faculty and 1 Elder participated - Three Indigenous faculty members took part in exploring opportunities for collaboration on COIL projects in NZ, Mexico, and Hawaii	On Track
b. Collaborate with OIE to consider an Indigenous Global Learning Coordinator (IGLC)	- OGE/OIE co-share IGLC - Secure financial support/funding	Not initiated	Not Started
c. In collaboration with the OIE, engage actively in and contribute to events involving communities and students in order to identify/implement/incorporate land-based, cultural learning into OGE activities and events	Maintain or increase annually by 1-2 from the baseline, the number of events/activities organized in collaboration with OIE and communities	An Indigenous Field School framework has been developed to be implemented at NIC in Summer 2026	On Track
d. Deliver Truth and Reconciliation Dialogue series and/or Global Learning Circles	Host four events per year	- Three sessions of the Indigenous Speaker Series were offered to the Campbell River community in 2024/25 - Continuation of this series in Campbell River and expansion to Comox Valley is budgeted for 2025/26	On Track
e. Establish faculty and student online, intercultural resources on Brightspace, Teach Anywhere, Learn Anywhere and NIC study-abroad (SA) websites	Track visits to the resources and enhance/ update resources as needed	Continuing to update resources	Complete/ Ongoing
f. Promote and support study-abroad, field-school and virtual-exchange opportunities for all students, and build faculty interest and engagement	Increase annually by 2-4 from the baseline, the number of Indigenous students aware, interested in and/or engaged in study-abroad experiences	- NIC worked with partnering colleges to offer 5 field schools between January and March 2025 — all funded through Global Skills Opportunity (GSO): - Rural Teacher Pathway Indigenous Field School in Maui, Hawaii (NIC/VIU/NTC) - COIL Climate Action - physical mobility at Kapio’lani Community College, Hawaii - Climate Justice Field School, Costa Rica (NIC/NLC/CMC) - ECCE NZ Field School (NIC/NLC/CMC/Aurora College) - Indigenous Language Revitalization Costa Rica (NIC/ NSCC/NLC)	Complete/ Ongoing

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE <i>continued</i>			
OBJECTIVE 2.2 Utilize strategic approaches to enhance partnership agreements, international projects and international experiences for students. (See: <i>BUILD 2026</i> , Global Learning 3; <i>Working Together</i> 3.4.3 and 6.1.3)			
a. Liaise with deans/department chairs to present opportunities for faculty to engage in international collaborations	Conduct semi-annual meetings to maintain connection with deans and department chairs	- A presentation was made to departments on potential opportunities for professional engagement and collaboration - Brown-bag lunch events were organized to include faculty in discussions on approaches to engage in international work	Complete/ Ongoing
b. Establish a Study Abroad Learning Community of Practice where champions of study abroad can share and mentor - consider including instructors from the Global Skills Opportunity (GSO) Consortium (Yukon, NLC, Aurora, Coast Mountain College).	Share results and changing activity in study-abroad programs, as identified by the community of practice	The existing network is being maintained and updated as needed	Complete/ Ongoing
c. Deliver major college-engagement events biannually around International Education Week (IEW) and International Development Week (IDW)	- Expand/maintain guest-speaker participation by 1-2 annually - Increase the number of events by 1-2 (as appropriate) every year - Increase participation in events/activities	- International Education Week was delivered in 2024/25 - International Development Week 2024/25 was cancelled due to uncontrollable circumstances	Complete/ Ongoing
d. Establish systems to engage NIC students and faculty in international projects and collaboration	Engage students and faculty in development of international-project capacity	- Maintaining channels of communication with the faculty and staff - Increasing engagement with the Communications team to share testimonials and experiences of students who participate in international collaborations - Created a series of testimonials — videos, graphic recordings — capturing reflections of the students and faculty involved	On Track

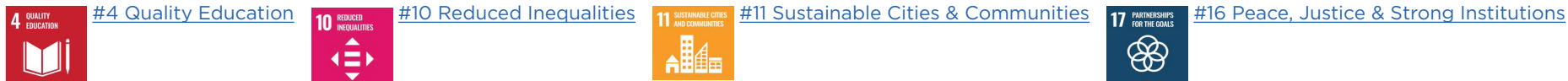
YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.3 Inform and support continued development of new and adjusted programming in a variety of credential types that support both local and international student learners. (See: Widening Our Doorways, 6.1 initiative 5; Working Together Action 8)			
a. Support faculty with the development of study-abroad opportunities for students	Maintain NIC web page with current, relevant resources for faculty	Continuing work initiated in 2023/24 academic year	Complete/ Ongoing
b. Build on the existing partnerships and collaborations to enhance/develop sustainable, long-term reciprocal collaborations	- Focus on sustainable, reciprocal international/ Indigenous partnerships - Work with CARTI to develop environmental off-set projects - Work with OIE to consider sustainable support for offerings of ABG 100 to international students	- At the invitation of the US-based Forum for Education Abroad (FEA), OIE/OGE supported an Indigenous-focused study-abroad collaboration at FEA's annual conference in March 2025 in Toronto - Provided nationwide partner suggestions to the organizing committee (of which NIC's Indigenous Learning Liaison was a member) - At the request of the Asia Pacific Association for International Education (APAIE), Education New Zealand and the BC Council for International Education (BCCIE), OGE contributed to the development of a proposed network of institutions interested in furthering Indigenous study-abroad opportunities in the Asia Pacific region - Anticipating the termination of the Global Skills Opportunity Fund in March 2025, NIC secured \$300,000 in Queen Elizabeth Scholarship funding to offer study-abroad scholarships from 2026-2030 (one of 6 Canadian colleges to do so)	Complete/ Ongoing
c. Maintain geographic and cultural breadth of institutional and project partnerships	Consider further project activity in other geographical areas and participants from other institutional departments	- Broadened the scope of collaboration with existing partners - Focusing on deepening relationships by investing time in building the trust and mutual respect essential for meaningful, long-term engagement	On Track
d. Build data systems to track student and faculty participation in study abroad/ virtual exchange	Capture comprehensive data and evaluate annually	In progress	On Track

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.4 Develop clear pathways, together with the Office of Indigenous Education, to support Indigenous student, faculty and community engagement internationally. (See: <i>Working Together</i> 3.4.3 and 6.1.3)			
a. Collaborate with the OIE to develop a process/protocol for promoting, developing and disseminating information on partnerships and study abroad to engage Indigenous students and faculty	• Ensure information resonates with Indigenous students and faculty • Assess process and evaluate success annually, in May	• In progress	On Track
b. Engage Office of Indigenous Education in the process of embedding of Indigenous ways of learning, reflection and sharing information on the SA materials developed/to be developed	• Design a new Study Abroad Handbook • Update SA website • Build social-media strategy	• Ongoing collaboration with OIE includes regular consultation for feedback and support on all activities being developed and implemented • Though work on the website has slowed progress, this goal remains on track	On Track

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
2. GLOBAL EXPERIENCE continued			
OBJECTIVE 2.5 Establish a communication/advocacy strategy engaging students, employees, local, provincial, national and international organizations, governments and government agencies with NIC's opportunities and challenges as a public rural BC college in the international education environment.			
a. Participate/present to conferences jointly with project leads	- Explore opportunities for participation in relevant conferences - Identify opportunities for external recognition of activity	- see 2.3.b. above - OIE/OGE representatives participated in 3 conference presentations at FEA's March 2025 conference	On Track
b. Collaborate with the Communications office and Education Team to develop internal/external communication strategy	Align with NIC's institutional communications strategy	Through articles, social media posts, videos, graphic recordings, etc., OGE has highlighted the depth and breadth of supports developed by the OGE office — singularly and jointly with faculty, Elders and OIE — for students' study abroad, international projects, international partnerships and Indigenous-focused partnerships and activities	On Track
c. Deliver regular strategic communications to internal/external audiences and government at local, provincial, national and international levels	- Establish regular, general, relevant and useful communication tools/channels for institution, community and international-partner audiences - Deliver regular internal OGE newsletters - Deliver regular external OGE newsletters to partners, government, organizations - Engage regularly with provincial and national bodies	- OGE maintains communications to a broad audience through multiple channels: - Regular updates to the internal college community via College Conversations and the OGE Annual Report - Annual submissions to NIC's Institutional Accountability Plan & Report (IAPR) and Board of Governors (BOG), including joint presentation with OIE regarding international Indigenous study-abroad activity - Social-media and local-media platforms, news and updates, highlighting partnership and project work - Participation and presentations at CICan, CBIE, BCCIE, meetings, conferences and on committees, including CICan Indigenous forum in Halifax and Forum on Education Abroad in Toronto - Participation in international conferences such as Forum on Education Abroad	Complete/ Ongoing
d. Establish annual institutional and departmental reporting processes	- Build comprehensive data system - Assess and evaluate data annually		Cancelled

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
3. INTERCULTURAL ENGAGEMENT We will collaborate with the NIC community* to build an understanding of intercultural fluency and empathy.			
OBJECTIVE 3.1 Initiate collaboration with the Office of Indigenous Education to develop intercultural aspects of NIC's first Indigenizing International Education Plan. (See: <i>Widening Our Doorways</i> 6.1; <i>Working Together</i> 3.4.3, 4.4.3 and 6.1.3)			
a. Deliver International Education Week (IEW) and International Development Week (IDW) programs	Maintain IEW and IDW as integral parts of OGE's annual schedule to engage students and faculty in international education activities	- Indigenous Language and Culture sessions were held at Comox Valley (CV), Campbell River (CR) and Port Alberni (PA) campuses - International Gallery Walks, featuring student presentations from their home countries, were shared at CV and CR campuses	Complete/ Ongoing
b. Develop joint OGE and linked OIE PD events	Establish annual plan with OIE and CTLI	In progress	On Track
c. Develop intercultural programming in collaboration with OIE and other departments, including Trades and Technology	Establish annual plan with OIE and CTLI	In progress	On Track

*Supports the [CANIE Accord](#) and [United Nations Sustainable Development Goals \(SDG\)](#):



YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
3. INTERCULTURAL ENGAGEMENT continued			
OBJECTIVE 3.2 Engage in active and collaborative dialogue with students, faculty, departments and the institution about global learning experiences at home and abroad, with a focus on opportunities addressing environmental and social justice challenges. (See: <i>Widening Our Doorways</i> 6.1; <i>Working Together</i> 3.4.3, 4.4.3 and 6.1.3)			
a. Develop an online, student-study mini-course on intercultural communication, to be part of a micro-credential: Communicating Across Diversity and Developing Intercultural Fluency for College and Workplace Success	• Follow up on micro-credential development, delivery and review	• Delayed	On Track
b. Deliver “Breaking Out of the Box” for SA, with the goal to introduce this resource as a permanent addition to the course	• Determine resources needed, faculty participants and assess resource usage	• In progress	On Track
c. Build a communication strategy for developing intercultural awareness	• Assess and revise strategy annually, in June	• In progress	On Track
d. Establish an institutional understanding of the diversity of international students’ academic and support needs in cooperation with ISS and CTLI	• Document how this is being developed and identify the outcomes	• In progress	On Track
OBJECTIVE 3.3 Engage with Centre for Teaching & Learning Innovation (CTLI), North Island Students’ Union (NISU), North Island College Faculty Association (NICFA), Centre for Applied Research, Technology & Innovation (CARTI), Department Chairs Working Group (DCWG) and other departments, including Trades and Technical programs, and committees as appropriate to integrate global perspectives, cultural understanding and empathy into the teaching, learning, research and services functions of NIC.			
a. Develop online intercultural resources for students and employees	• Develop and assess intercultural resources regularly	• In progress	On Track
b. Develop DEI resources for students and employees	• Develop a Brightspace course for faculty, with resources specifically aimed at DEI from an intercultural perspective	• In progress	On Track
c. Support interculturalization of curriculum through CTLI and applied research through CARTI	• Develop a Brightspace course for faculty, with resources to support internationalizing curriculum and incorporating increased intercultural perspectives into courses	• In progress	On Track

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
4. INTERNATIONAL STUDENT SUPPORT We will connect with and support international students from application to graduation to enhance their living and learning experiences, and success.†			
OBJECTIVE 4.1 Enrich the learning environment through meaningful and relevant student services and supports. (See: <i>BUILD 2026, 5.4.c Global Learning; Working Together 4.4.3</i>)			
a. Engage with OIE to co-host events that celebrate and share local and international cultures	Collaborate with OIE to explore event ideas	- OGE sponsored and supported delivery of Indigenous Speaker Series in Campbell River - Journeying Together activities: - Two cedar-weaving workshops - National Indigenous Peoples Day celebration - Herbal medicine display with June Johnson - June Johnson cultural dance performance at CR orientations - Three Indigenous Speaker Series events - International student volunteers supported each event - Elder in Residence and Indigenous Navigator facilitated CV ECCE Kwak'wala language lesson - Two elders from Uchucklesaht First Nation provided language lesson at PA campus	On Track
b. Host annual or bi-annual international-student panels/podcasts/sessions to share experiences	- Host IEW events - Participate in Thrive Week	- A total of 66 events were held at CV, CR and PA campuses 1,953 international students participated 242 domestic students participated - Major field trips: - Two Camp Bob trips for canoing, archery and nature exploration - Hike at Paradise Meadows - Four snowtubing trips at Mt. Washington - Two whale-watching excursions for exchange students - Two snowshoeing outings for exchange students - Other activities: - Swim lessons, coffee socials, pizza/movie nights, lunchtime dance parties, karaoke, potlucks, bowling, Christmas dinners, pumpkin carving, Halloween parties, ice cream socials, beach walks, Euro 2024 and summer-Olympic viewing parties, road-bike lesson, Canada Day parade, free summer music events	Complete/ Ongoing

*Supports the [CANIE Accord](#) and [United Nations Sustainable Development Goals \(SDG\)](#):



[#4 Quality Education](#)



[#8 Decent Work and Economic Growth](#)



[#11 Sustainable Cities & Communities](#)

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
4. INTERNATIONAL STUDENT SUPPORT continued			
OBJECTIVE 4.1 continued			
c. In collaboration with OIE, identify how/ whether Indigenous languages may be incorporated into various spaces, including signage, marketing material, website and other communication media	Continue discussions with OIE on further opportunities to expand Indigenous-language signage	This is continuing	On Track
d. Build data-collection and reporting systems to track rates of student retention and success and to support recruitment and marketing	- Develop tracking systems – institution-wide and by program area – and distribute reports as needed - Review Early Assist's May 2023 report for 2022/2023 academic year	To support enrolment planning and retention analysis, OGE collaborated with IRP and SEM to create a tool to track and project continuing-student enrolments	On Track
e. Establish international-student leadership through paid and volunteer opportunities, in collaboration with Student Life	Re-establish International Peer Connector program	- GEL mentored five International Peer Connectors (IPCs) (three at CV and two at CR) to help facilitate ongoing engagement activities, on and off campus - Five student volunteers assisted with first-day-of-semester activities for Fall 2024 and Winter 2025	On Track
f. In cooperation with the Office of Community Engagement, support international-alumni development and alumni engagement in on-campus activities	Collaborate on engagement process and opportunities and track success	- This goal is on hold, as OGE navigates announcements from IRCC and changes to the International Student Program - Focusing on supporting current students on campus and new students arriving	Not Started
OBJECTIVE 4.2 Embed Indigenous cultural learnings to support international student settlement and engagement. (See: <i>BUILD 2026</i> , 5.4 Global Learning; <i>Working Together</i> 4.4.3)			
a. Incorporate introduction to Indigenous culture in all international-student orientations	- Expand Elder-in-Residence welcome to all digital and in-person orientations - Work with K'ómoks First Nation to establish Big House experiences for international orientation	- Elder in Residence is providing territorial welcome for digital orientations - Elder in Residence, Ligwiltach Elders and Youth Culture Group provided cultural sharing with dances and stories to new international students at Q' ə pix' ida' as at CR campus in Fall 2024	On Track
b. Establish events that specifically connect international students with Indigenous students and Indigenous culture	Under development	Under development	On Track
c. Support further improved access of Aboriginal Studies (ABG) courses for new and continuing international students	- Register all new international AART students in ABG 100 in first term of study - Consider other disciplines for ABG 100 elective/requirement	Four sections of ABG 100 were filled in Fall 2024 and three in Winter 2025	Complete/ Ongoing

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
4. INTERNATIONAL STUDENT SUPPORT continued			
OBJECTIVE 4.3 Advocate for systemic immigration reforms that serve the needs of NIC and local communities.			
a. Adapt international-student/immigration advocacy to federal (Immigration, Refugees and Citizenship Canada [IRCC]), provincial (Provincial Nominee Program [PNP]) and local municipal audiences	Adapt and build upon advocacy documentation and language on a regular, ongoing basis	- OGE regularly provides advocacy documents, language and feedback to all three levels of government - No longer having an RISIA-certified Manager, ISS, future advocacy will be more challenging	On Track
b. Work with networks like the GSO consortia partners, BC Heads of International (BCHOI), BC rural colleges to advocate for rural institution/ community needs	Maintain rural-institution advocacy as part of regular advocacy activity	- Work on this goal continues, mainly in relation to the impacts of new IRCC regulations on rural institutions - GSO funding ended, despite efforts at a national level to maintain it - BCHOI has remained active as an information-sharing, lobbying and support group - Rural institutions in this group have coordinated rural responses to IRCC and to address other provincial and national issues	On Track
c. Use provincial and national partners like BCCIE, CBIE, CIGan to build advocacy for international-student immigration to rural communities	Participate in relevant events and consultations to advocate for international-student immigration and support	- OGE has participated actively: - In many IRCC events, discussions and presentations at the CBIE annual conference and as part of the regular CBIE SIO and SACE immigration-advisor meetings - In several events, discussions and presentations at CIGan annual conference - In several BCCIE-sponsored events and activities related to immigration changes	On Track
d. Work with domestic recruitment and marketing to promote study abroad in local school districts	Provide regular study-abroad updates to domestic recruiters and advisors	Presented to domestic recruiters and advisors re: study-abroad and double-degree opportunities available for domestic students	On Track
e. Executive Director, Managers and teams from International Student Services and International Recruitment and Enrolment Management work with provincial counterparts and IRCC to manage impacts of 'cap' and PAL systems on enrolment	(New Goal)	- In navigating changes to the International Student Program, OGE and its teams have: - Established a PAL system and process to track PAL usage - Participated in multiple meetings with provincial and federal governments, CBIE and CIGan regarding ongoing IRCC changes - Conducted regular, detailed, personalized communications with students as changes occur - Maintained regular communiques to agents and students regarding the multiple and impactful immigration changes	On Track

YEAR 4 GOAL	STRATEGY	YEAR 3 PROGRESS UPDATE	STATUS
4. INTERNATIONAL STUDENT SUPPORT <i>continued</i>			
OBJECTIVE 4.4 Build relationships with local organizations, cultural communities, employers, municipal government organizations and school districts to further student opportunities.			
a. Continue engagement with the Immigrant Welcome Centre and other community organizations to support international-student settlement	Meet quarterly to discuss how to support and engage newcomers in our communities to access services and resources	- The Manager, Partnerships, Projects and Global Education has assumed former duties of the eliminated position of Manager, ISS, including: - maintaining involvement with the Immigrant Welcome Centre (IWC), Comox Valley Steering Committee and Welcoming Communities Coalition	Complete/ Ongoing
b. Continue engagement with municipal governments, economic development offices regarding international-student employment, economic and social impacts	Participate regularly in meetings and with community committees	- OGE worked with the President's Office and Office of Future Students and Community in support of an application to the new federal immigration program: Rural Community Immigration Pilot - Unsuccessful in encouraging application to this pilot	On Track
c. Collaborate with school districts and domestic recruitment to identify areas of engagement for international recruitment, and support transition of international students from high schools to NIC	Schedule regular presentations	Due to limited international Grade 12 students in the district who plan to continue to post-secondary studies in Canada, OGE and SD71 agreed that presentations were not needed this year	On Track
d. Work with domestic recruitment and marketing to promote study abroad in local school districts	Provide regular study-abroad updates to domestic recruiters and advisors	Presentations were made to domestic recruiters and advisors on study-abroad and double-degree opportunities	On Track

FRONT COVER CEREMONIAL PADDLES

The four cover photos are the ceremonial paddles created for convocation at NIC's four campus locations.

The Indigenous artists are:

William Henderson - Campbell River (top left)

Karver Everson -Comox Valley (bottom left)

Gord Dick - Port Alberni (top right)

Mervyn Child - Mixalakwila (bottom right)

