



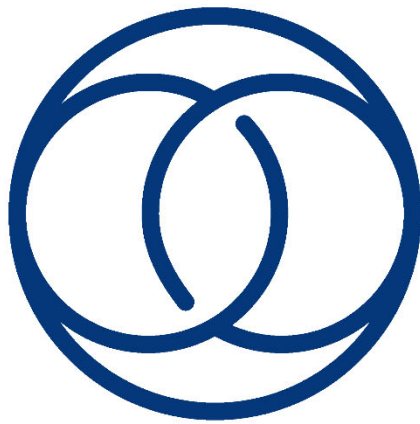
NORTH ISLAND COLLEGE



Institutional Accountability Plan & Report

2024-2025 REPORTING CYCLE

www.nic.bc.ca



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

NORTH ISLAND COLLEGE



Accountability Statement

June 19, 2025

Honourable Anne Kang
Minister of Post-Secondary Education and Future Skills
Parliament Buildings
Victoria, British Columbia V8V 1X4



Dear Minister Kang,

On behalf of North Island College (NIC), we are pleased to present the NIC Institutional Accountability Plan and Report (IAPR) for the 2024/25 reporting cycle.

We are accountable for the results presented in the IAPR report, which outlines NIC's goals, achievements and alignment with government mandates, as well as strategic initiatives.

Sincerely,

A handwritten signature in blue ink, appearing to read "P. Trasolini", written in a cursive style.

Patricia Trasolini, Chair

NIC Board of Governors

A handwritten signature in blue ink, appearing to read "T. Bellavia", written in a cursive style.

Tony Bellavia, Acting President

North Island College

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1 Strategic Direction and Context

1.1 Institutional Overview

North Island College (NIC) is an inclusive and expansive community college, serving a diverse region of approximately 71,000 square kilometres across central and northern Vancouver Island and the Central Coast of British Columbia, from Bamfield to Bella Coola. With a regional population of over 182,000 residents, NIC serves the largest population of any rural college in B.C., offering access to high-quality education in both urban and remote communities.

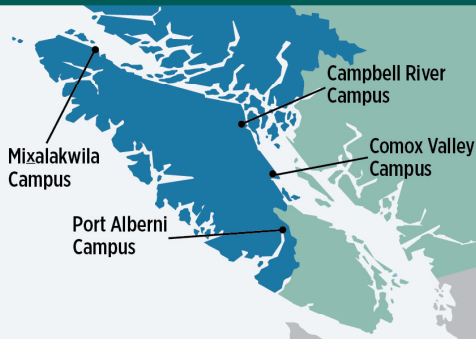
NIC is honoured to operate within the unceded territories of 35 First Nations, whose rich traditions—including those of the Nuu-chah-nulth, Kwakwaka'wakw, and Coast Salish Peoples—continue to guide and inspire the college's work. This land-based relationship is foundational to NIC's identity and ongoing commitment to reconciliation, collaboration, and Indigenous-led education.

Founded in 1975 as a distance education institution, NIC began by delivering learning opportunities to residents in remote logging camps and coastal communities through a network of 24 regional learning centres. As the region's population grew and urbanized throughout the 1990s, the college transitioned to a campus-based model, establishing permanent campuses in Campbell River, the Comox Valley, Port Alberni and the M̓isalakwila campus in Port Hardy.

In 2025, North Island College celebrates its 50th anniversary—a milestone shaped by a half-century of innovation, resilience and deep connection to community. With an eye to the future, the college will open its first-ever student housing commons at the Comox Valley campus in Fall 2025. The new facility, gifted the name *tul'al'txw* by the K'ómoks First Nation, will offer a mix of single and family units, with flexible lease terms designed to support learners across a diverse range of programs and life circumstances.



NIC North Island College 2024/25 Fast Facts



NIC REGION

North Island College is a comprehensive community college that focuses on student success. We proudly serve the 182,000 people throughout our 71,000 km² service region, which includes northern Vancouver Island and B.C.'s mainland coast from Bamfield to Bella Coola.

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

STUDENT ENROLMENT*

6,969

Total students

246

Dual Credit
high school students

76

Dual Admissions
post-secondary students

983

Indigenous
students

818

International
students

2,103

Domestic FTEs

640

International FTEs

*Headcount based on fiscal year NIC internal enrolment data

NIC STUDENTS SAY*

93%

Satisfied with their
education at NIC

97%

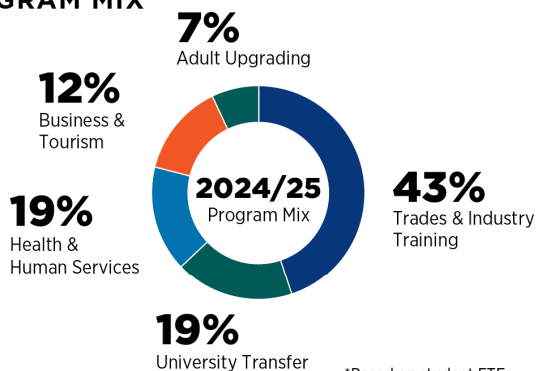
Quality of instruction
is high

94%

Well-prepared by
NIC for further studies

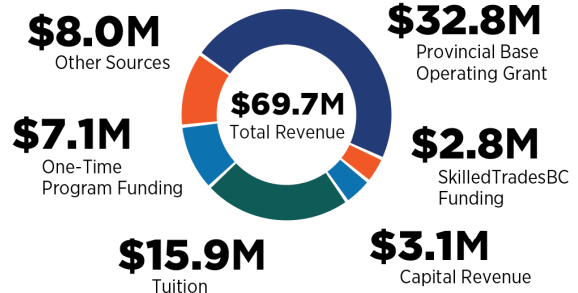
*BC Student Outcomes survey of Diploma, Associate Degree and Certificate students

PROGRAM MIX*



*Based on student FTEs

COLLEGE REVENUE



2024 AWARDS*

NORTH ISLAND COLLEGE
NIC
FOUNDATION

583

student recipients

\$796,675

in awards available to students

*As of September 30, 2024

DOMESTIC STUDENT ORIGINS



Students
from within the
NIC region



Students
from southern
Vancouver Island



Students
from mainland BC
and other provinces



NIC is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuuchah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories we are situated.

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

1.2 Strategic Direction

1.2.1 Integrated Strategic Planning

NIC's strategic plan, [BUILD 2026](#), was developed in response to community needs and shaped by input from more than 1,500 students, First Nations representatives, communities, governments, industries and employees. Drafted during the height of the COVID-19 pandemic, the plan reflects NIC's commitment to responsiveness and collaboration.

[BUILD 2026](#) was co-launched alongside [Working Together – North Island College Indigenization Plan 2021-2026](#), the first Indigenous education plan in NIC's history. Working Together was developed under the guidance of the NIC Indigenous Education Council and in collaboration with the NIC community. These two foundational plans work in tandem, as well as reinforce the college's commitment to meaningful and lasting reconciliation.

Both strategic initiatives are further supported by [Widening our Doorways 2026](#), NIC's academic plan, and [Journeying Together](#), the college's Indigenous-serving internationalization plan, which integrates Indigenous knowledge and perspectives into the learning experience for international students.

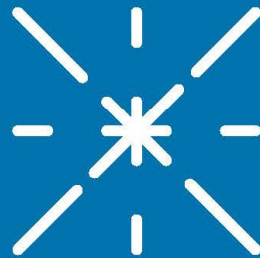
Additionally [CARE²](#), NIC's student mental health and well-being plan, and [Thriving Together](#), the college's people plan, reflect NIC's ongoing commitment to listening, adapting and delivering programs and services that meet the evolving needs of students and communities.

Aligned with provincial priorities, these various plans provide a framework for working collaboratively with government ministries, communities, employers and industry to ensure that post-secondary education and skills training continue to support regional growth and success.

A report on performance measure results for year four of BUILD can be found in this report in section 3. *Performance Plan & Report: BUILD 2026*.



MISSION



**WORKING TOGETHER, NIC builds
healthy and thriving communities,
one student at a time.**



VISION

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

1.3 Strategic Context

1.3.1 Adapting to New Realities

Mission Remains Anchored in Community: North Island College (NIC) continues to fulfill its mission as a community-driven, student-focused institution by providing accessible, flexible and responsive education that increases regional participation in the skilled economy. The college offers a broad range of affordable, high-quality programs serving the Mid- and North-Island and B.C. Central Coast, acting as a gateway to local industry and further post-secondary opportunities. Embedded in its communities, NIC collaborates with First Nations, local governments, and industry partners to deliver culturally relevant training aligned with regional needs. This deep community engagement remains a cornerstone of NIC's approach, even as the post-secondary environment undergoes significant change.

Exogenous Shock - Federal Policy Resets the International Pipeline: In the past year, NIC has faced a rapidly shifting external landscape marked by new government policies and emerging financial pressures. Federal policy changes, including reductions in study permit approvals and adjustments to post-graduation work permit eligibility, have precipitated an unprecedented decline in international student enrolment nationwide. Although NIC enrolled the highest number of international student full-time equivalent enrolments (FTEs) ever in 2024/25 (640 FTEs)—largely based on carryover from the previous year—new international student enrolment declined by 37% in Winter 2025 as policy changes took effect. As of July 2025, with federal government policy continuing to shift and the full impact on international student demand for the upcoming academic year still unfolding, NIC is projecting a substantial decline in international student FTEs for 2025/26. This decline is expected to translate into a considerable reduction in tuition revenue for NIC which is the college's second-most important source of revenue (23% of total revenue in 2024/25) after the Provincial base operating grant. While NIC has a smaller proportion of international students than many institutions (23% vs 30% for B.C. public colleges as of 2024/25), international enrolment and the associated revenue have been critical to supporting program and service delivery across all areas of the college.

Sustainability Response - Realignment and Program Consolidation: In response, NIC has taken proactive steps to ensure its sustainability and uphold its commitment to students and communities. The college initiated a difficult but necessary organizational realignment in early 2025 to rebalance resources. Staffing levels have been adjusted to match the new enrolment reality, resulting in the elimination of administrative, support staff and faculty positions through incentivized retirements, layoffs and elimination of vacant positions. This represents a downsizing of approximately 11% of administrative, 12% of faculty and 8% of support staff roles. At the same time, the college is reviewing and consolidating its program array. Given the enrolment and fiscal pressures, NIC has announced suspensions of several unsustainable programs effective Fall 2025 to focus resources on core offerings. These difficult decisions, affecting programs such as select tourism and hospitality credentials and other niche offerings, are aimed at preserving the overall quality, accessibility and financial health of NIC's education and services. Despite the challenges of this transition, NIC remains committed to its students and communities. The realignment is intended to ensure that the college's programs continue to meet student demand and community needs in a sustainable way. Central to this effort is the implementation of a Strategic Enrolment Management framework, which provides a focused plan for shaping NIC's future by keeping programming relevant, responsive and aligned with strategic priorities.

1.3.2 Embedding Strategic Enrolment Management

As NIC navigates these changes, it has adopted a Strategic Enrolment Management (SEM) planning framework to guide institutional decision-making and support student success. SEM is a comprehensive, data-informed process that aligns NIC's enrolment strategies with its mission, strategic priorities, and students' educational goals. Encompassing the entire student lifecycle—from recruitment and admissions to progression, retention and graduation—SEM ensures a coordinated, college-wide strategy for achieving an optimal mix of students and programs.

NIC's SEM framework is guided by key principles emphasizing strategic planning, evidence-based decisions, academic alignment and adaptability. In practice, this means that enrolment planning is integrated with program quality, reflects the long-term needs of learners and communities, and treats change management as an ongoing part of fulfilling the college's mandate. This institution-wide approach also reinforces that student retention, engagement and outcomes are just as critical as new student recruitment in sustaining healthy enrolments.

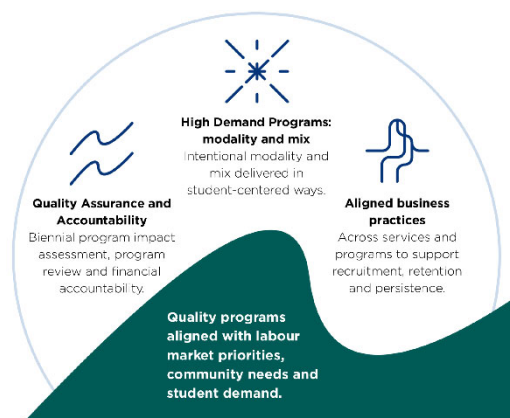


Figure 1, Quality Engagement Ecosystem

Importantly, SEM at NIC serves as a bridge between quality assurance and program/service alignment, ensuring that offerings not only meet student demand, but also respond to labour market needs and the broader needs of the communities NIC serves. This connection is illustrated through NIC's Quality Engagement Ecosystem (Figure 1), which is built on three foundational elements:

- **Quality assurance and accountability** – Including biennial program impact assessments, formal program reviews, and financial accountability.
- **High-demand programs** – Delivered intentionally through a student-centred mix of modalities.
- **Aligned business practices** – Across academic and service areas to support recruitment, retention, and student persistence.

These SEM elements are closely tied to NIC's strategic plan, BUILD 2026 (see *Integrated Enrolment* in 3.3 Foundation), and the college's mandate of serving its region. The SEM framework operationalizes these priorities by using data and broad input to adjust NIC's offerings in line with government priorities, labour market demand, and emerging learner needs.

By pursuing SEM, NIC aims to grow and sustain enrolments in key areas, improve student retention and outcomes, and maintain financial balance. This strategic and integrated approach ensures that NIC remains resilient, mission-focused and responsive — supporting student success, community prosperity and reconciliation — amid ongoing demographic shifts, policy changes, and evolving community needs in a rapidly changing world.

1.3.3 Aligning with Provincial Labour Market Priorities

Strategic Fit with the Provincial Agenda: In the current environment, NIC's strategic context remains closely aligned with the priorities of the provincial government and the mandate for post-secondary education in B.C. The college's recent realignment initiatives ensure that programming remains relevant, efficient, and contributes to economic growth while strengthening institutional sustainability for 2025/26. These efforts include finding internal efficiencies and pursuing new revenue streams (see re-tooled continuing education offerings below), reinforcing B.C.'s commitment to strong public post-secondary institutions in a changing policy landscape. By focusing on programming that leads to high-opportunity occupations and jobs in labour market sectors where shortages constrain economic growth and service delivery, NIC advances the province's goal of expanding meaningful training opportunities for British Columbians.

Regional Workforce Development: The NIC region continues to undergo economic transition, with forecast growth in high-opportunity occupation sectors like healthcare, community care, early childhood care and education, service sector management, skilled trades and technology, alongside ongoing demographic shifts. Working closely with local employers, industry associations, and community partners to identify high-demand skills and emerging workforce requirements, NIC targets new program development and student recruitment in areas of greatest opportunity. This collaborative, community-based approach connects local learners with education and training leading to rewarding careers in high-opportunity, family-supporting fields, while informing how NIC allocates its resources to maximize impact on regional economic development. In these ways, NIC continues to act as a proactive partner to government with an institutional strategy that advances both local needs and broader regional and provincial economic objectives.

Flexible, Stackable, Rapid-Response Learning: To this end, the college is expanding flexible learning options such as micro-credentials and short-term training that quickly upskill workers for in-demand jobs. NIC's Continuing Education and Training (CET) department, for example, is being refocused and rebranded to more effectively emphasize professional and industry training aligned with regional economic growth; this unit will now coordinate all of NIC's micro-credential programming and other non-credit courses geared toward industry needs. NIC is also launching an enrolment management incubator model within CET to convert successful short programs into full credential programs. High-priority, labour market-driven micro-credentials—developed in collaboration with employers—can be “stacked” or combined into larger certificates and diplomas through this incubator process. These innovations allow NIC to respond rapidly to skills gaps in sectors like technology, trades and healthcare, while providing learners with flexible pathways to formal qualifications. By realigning its program mix and delivery methods in these ways, NIC is strengthening its role in building a resilient local workforce and supporting the economic development of the communities it serves.

2 Financial Information

Table 1 below summarizes NIC's financial results over the past five years. NIC's revenues recovered after the pandemic but are now being impacted by the policy changes—especially to study permit approvals and post-graduate work permit eligibility—discussed in section 1.3 *Strategic Context*. While the impacts were relatively small in fiscal year 2024/25, the revenue decline will be more significant in 2025/26. NIC is preparing for this through the actions discussed earlier in this report. The financial results in fiscal 2024/25 were impacted by a number of one-time expenses and the result was the deficit shown in Table 1. Some of these expenses were part of the restructuring required to balance the budget in fiscal 2025/26.

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

	Actual				
	FY 24/25	FY 23/24	FY 22/23	FY 21/22	FY 20/21
Total Revenues	\$69,713,743	\$67,423,849	\$58,172,953	\$55,647,837	\$49,206,690
Total Expenses	\$70,265,983	\$67,345,312	\$58,913,715	\$55,590,858	\$50,820,385
Net Surplus (Deficit)	(\$552,240)	\$78,537	(\$740,762)	\$56,979	(\$1,613,695)
Accumulated Surplus (Net Assets) Balance	\$4,268,628	\$4,820,868	\$4,742,331	\$5,483,093	\$5,426,114

NIC's most recent audited financial statements can be viewed on the [Ministry's website](#).

See *Finance* in 3.3 *Foundation* for a progress update on NIC's strategic priorities for strong and sound financial management in 2024/25.

3 Performance Plan & Report: BUILD 2026

[BUILD 2026](#), NIC's five-year strategic plan, remains firmly grounded in the college's Mission and Vision, upholding our belief that learning empowers individuals and fosters healthier, more resilient communities. It guides our commitment to keeping students at the centre of everything we do and to supporting the diverse needs of people and communities through individualized learning.

At the same time, BUILD 2026 is well-aligned with provincial priorities as specified in the Ministry of Post-Secondary Education and Future Skills' Service Plan, the Minister's January 16, 2025, Mandate Letter and the Accountability Framework's system objectives.

- **[Ministry of Post-Secondary Education and Future Skills' Service Plan](#):** BUILD 2026 supports provincial goals around affordability, reconciliation and highly responsive skills training. NIC's low tuition rates, tuition-free upgrading and skills training programs, growing student financial supports (e.g., \$797K in awards available in 2024/25) and implementation of the Truth and Reconciliation Commission's education-related Calls to Action all reflect our commitment to relevant, accessible and inclusive education. We also continue to prioritize social and economic development within the NIC region, collectively contributing to a more skilled provincial workforce.
- **[Minister's Mandate Letter](#):** Key ministerial priorities—such as meaningful training opportunities for British Columbians, addressing labour market shortages, supporting Indigenous learners, enhancing services and training for people facing multiple barriers, and expanding student housing—are strongly reflected in BUILD 2026. Through initiatives like community-connected learning, self-directed and customized learning, micro-credentials, Indigenous-led education, and targeted outreach for underrepresented learners, NIC refines programs, services and partnerships to meet the distinct needs of learners and communities in the NIC region.
- **[Accountability Framework System Objectives](#):** As detailed in section 4. Accountability Framework Performance Measures, the standardized Accountability Framework performance measures guide how we assess institutional success in the areas of capacity, access, quality, relevance, and efficiency. BUILD 2026 goals—such as enhancing program pathways to in-demand jobs, optimizing access to learning and services, improving teaching and learning, and embedding strategic enrolment management—are informed by these measures to ensure alignment with Government's broader post-secondary accountability and reporting requirements.

The pages that follow present a summary dashboard illustrating performance measure outcomes under BUILD 2026 at the end of 2024/25, year four of the plan's five-year implementation timeline. This dashboard offers a visual snapshot of NIC's achievements, highlighting progress toward key goals. By integrating these metrics directly into NIC's strategic plan, the college maintains a clear, data-informed approach to more effectively serve students and communities in the NIC region while demonstrating measurable outcomes that contribute to broader provincial goals and objectives. A more detailed version of the dashboard can be viewed on the [BUILD 2026 Engage site](#).

3.1 BUILD 2026 Goal Progress Summary

Goal Status	Counts										Total
	YEAR 1 21/22		YEAR 2 22/23		YEAR 3 23/24		YEAR 4 24/25		YEAR 5 25/26		
	Su/F	W	Su/F	W/S	Su/F	W/S	Su/F	W/S	Su/F	W/S	
✓ Completed	1	3	1	3	4	5	7	2			26
On Track*									6	24	30
✗ Behind*									2	2	

Su = Summer term, F = Fall term, W = Winter term and S = Spring term. Reporting periods for Year 1 only included the Summer, Fall, and Winter terms (no Spring).

* Expected completion

3.2 People

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

Year 5 Goals		Status End of Year 4
Healthy and Productive Workplaces	Evaluate, recommend and implement benchmarks based on research and the National Standard of Canada for Psychological Health and Safety in the Workplace.	On Track 2025/26 Winter/Spring
People Development	Implement People Plan to develop thriving, inspired and productive employees.	✓ Completed 2024/25 Summer/Fall
Employee Engagement and Collaboration	Develop and implement an internal communications strategy.	✓ Completed 2024/25 Summer/Fall

3.3 Foundation

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

Year 5 Goals		Status End of Year 4
Teaching and Learning	Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs.	On Track 2025/26 Winter/Spring
	Implement a student learning experience survey.	✓ Completed 2024/25 Summer/Fall
	Implement combined teaching and learning/digital learning strategy.	On Track 2025/26 Winter/Spring
Finance	Balanced budget within three years of the pandemic ending.	✓ Completed 2023/24 Winter/Spring
	Long-term financial health (positive net asset position >\$2.8M)	On Track 2025/26 Winter/Spring
Information Technology	Implement IT Service Management (ITSM) model.	✓ Completed 2023/24 Summer/Fall
	Improve NIC's cybersecurity risk-mitigation and response capabilities.	On Track 2025/26 Winter/Spring
Integrated Enrolment	Define optimum enrolment for NIC.	✓ Completed 2021/22 Winter
	Implement enrolment targets for all programs.	✓ Completed 2022/23 Winter/Spring
	Develop and implement an integrated, strategic enrolment management (SEM) planning process.	On Track 2025/26 Summer/Fall
Campuses and Centres	Develop Campus Master Planning concepts and share with communities.	On Track (MX, PA campuses completed; CR, CV campuses remaining)
	Establish a fully operational NIC Housing Commons at the Comox Valley campus.	On Track 2025/26 Summer/Fall
	Develop a business case for an NIC Housing Commons at the Comox Valley Campus.	✓ Completed 2024/25 Winter/Spring
Risk Management	Develop a college-wide risk management program.	✓ Completed 2024/25 Summer/Fall

3.4 Frame

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

Year 5 Goals		Status End of Year 4
Student Well-Being	Develop and implement a Student Mental Health and Well-being plan.	✓ Completed 2022/23 Summer/Fall
Student Support and Persistence	Increase first-year student retention (Fall to Fall) above 47%	On Track 2025/26 Winter/Spring
	Maintain or increase the dollar amount of scholarships, bursaries, awards and emergency funds available to students (above \$500K).	On Track 2025/26 Winter/Spring
	Increase # of childcare spaces above 94.	On Track 2025/26 Summer/Fall

3.5 Doorways

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

Year 5 Goals		Status End of Year 4
Program Entry	Increase the % of full-time equivalents (FTEs) ¹ in access ² courses and initiatives above 40%.	On Track 2025/26 Winter/Spring
Learning and Services	Increase % of courses with more than one entry point per year above 27%.	On Track 2025/26 Winter/Spring
	Increase % of courses with multiple modes delivery above 9%.	On Track 2025/26 Winter/Spring
	Develop and implement fully operational digital service strategy.	✓ Completed 2023/24 Winter/Spring
Pathways to Learning	Maintain dual credit enrolment above 170.	On Track 2025/26 Winter/Spring
	Maintain or increase the # of partnership agreements each year, equal to or above 40.	On Track 2025/26 Winter/Spring

¹ Full-time equivalent (FTE) is a standardized metric used to measure enrolment across B.C. public post-secondary institutions. Students in apprenticeships or taking a full course load count as one FTE while students with a 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.

3.6 Rooms

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

Year 5 Goals		Status End of Year 4
Indigenous-Led Education	Maintain or increase the % of FTE Indigenous students ³ greater than or equal to representation in the population (14%).	On Track 2025/26 Winter/Spring
	Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%.	On Track 2025/26 Summer/Fall
	Implement Indigenization Plan recommendations.	✓ Completed 2024/25 Summer/Fall
Community-Connected Learning	Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants.	On Track 2025/26 Winter/Spring
	Implement place-based learning initiatives in program renewal plans.	✓ Completed 2022/23 Winter/Spring
	Open an expanded and fully operational integrated childcare and learning facility at the Comox Valley Campus.	On Track 2025/26 Summer/Fall
Self-Directed and Customized Learning	Increase # of students with advising support above 425 students.	On Track 2025/26 Winter/Spring
	Maintain or increase # of short-term and micro-credential programs above 14.	On Track 2025/26 Winter/Spring
Global Learning	Increase # of new international student enrolments each year above 214 new students.	On Track 2025/26 Winter/Spring
	Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally.	✓ Completed 2021/22 Winter
	Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 81%.	On Track 2025/26 Winter/Spring
Program Response and Renewal	Complete renewal plans ⁴ for all programs.	✓ Completed 2023/24 Winter/Spring
	Complete Provincial Quality Assurance Process Audit (QAPA) ⁵ .	✓ Completed 2023/24 Winter/Spring

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 QAPA is an external review process for public post-secondary institutions mandated by the [Government of B.C.](#)

3.7 Windows

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

Year 5 Goals		Status End of Year 4
Brand and Identity	Establish brand with better overall role and scope of the College.	✓ Completed 2024/25 Summer/Fall
Marketing and Recruitment	Establish a clearly defined student audience student audience profile for all areas of study.	✓ Completed 2023/24 Summer/Fall
	Implement annual marketing and recruitment plans.	✓ Completed 2023/24 Winter/Spring

3.8 Roof

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

Year 5 Goals		Status End of Year 4
Reconciliation	75% of employees complete NIC-specific Indigenous intercultural competency training.	✗ Behind
	100% of all named program areas with clear measurable commitments to address specific TRC Calls to Action for education.	✓ Completed 2021/22 Winter
Diversity, Equity and Inclusion	Maintain or increase 88% of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background."	✗ Behind
	Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."	On Track 2025/26 Winter/Spring
	Implement Diversity, Equity and Inclusion Strategy.	On Track 2025/26 Summer/Fall
Transparency and Accountability	Implement new administrative structures, teams and operational committees to meet strategic and operational needs.	✓ Completed 2021/22 Summer
	Increase engagement with the North Island Students' Union (NISU).	✓ Completed 2022/23 Winter/Spring

3.9 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.

Year 5 Goals		Status End of Year 4
Climate and Sustainability	Reduce greenhouse gas emissions.	On Track 2025/26 Winter/Spring
	Implement process to track # of courses, research and applied learning initiatives that include sustainability.	✓ Completed 2023/24 Summer/Fall
	Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS).	✓ Completed 2024/25 Winter/Spring

3.10 Communities

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

Year 5 Goals		Status End of Year 4
Serving the People of the Region	Increase above 278 the # of students participating in custom regional and in-community programming.	On Track 2025/26 Winter/Spring
Community Engagement	Create community-engagement strategy.	✓ Completed 2023/24 Summer/Fall
Social and Economic Development of the Region	Create alumni-relations capacity.	✓ Completed 2024/25 Summer/Fall
	Increase the number of active community partnerships to enhance programming (above 12).	On Track 2025/26 Winter/Spring
	Increase # of students involved in research projects to greater than 13 students.	On Track 2025/26 Winter/Spring

4 Accountability Framework Performance Measure Results

Tables 2 and 3 in this section summarize NIC's 2024/25 performance targets, results and assessments for each performance measure included in the Ministry of Post-Secondary Education and Future Skills' Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the [Accountability Framework Standards and Guidelines Manual](#).

NIC achieved 20 of the 23 assessed Accountability Framework performance measures in 2024/25. These strong results reflect NIC's enduring commitment to accessible, high-quality instruction and relevant programming. At the same time, three measures fell short of the established targets, underscoring the importance of NIC's ongoing efforts to address enrolment challenges—particularly in the face of shifting federal policies, an aging regional population and evolving labour market needs.

The Student Satisfaction with Education, Student Assessment of the Quality of Instruction, Student Assessment of Skill Development, and Student Assessment of Usefulness of Knowledge and Skills in Performing Job performance measures are based on surveys of former NIC students. NIC achieved targets for all these measures in 2024/25, as in all previous accountability plan reporting years, affirming continued delivery of high-quality, relevant educational programming and training while maintaining high levels of student satisfaction.

NIC met its target for Indigenous Student Spaces⁶ in 2024/25, with Indigenous students accounting for 21% of total domestic FTE enrolment. NIC's consistency in achieving this target reflects the continued success of the college's strategic commitment to Indigenous-led education (see *Indigenous-Led Education* in 3.6 Rooms). Contributing factors include the delivery of culturally responsive supports—such as Indigenous Education Navigators, Elders in Residence, and Indigenous Student Success Advisors—as well as reserved seating and priority admissions in select programs. For additional details, please see 5. Mandate Priority Report and 6. Report on Lasting and Meaningful Reconciliation.

Developmental program enrolment in 2024/25 totaled 160 domestic student FTEs in Adult Basic Education (ABE) courses, falling short of the target of 256 FTEs. Nonetheless, NIC provided the necessary capacity to meet actual student demand, ensuring continued access to these vital programs. ABE remains a critical pathway to post-secondary education and employment, particularly in rural and remote areas of the NIC region, where access to high school course options is often limited. Please see 5.1.5 *Minister's Mandate Letter, Priority 5*, for more information.

NIC did not achieve the target for the Total Student Spaces⁷ performance measure in 2024/25, filling only 1,354 Ministry-funded student FTEs out of a target of 2,412. This shortfall, which is partly attributable to regional demographics, reinforces the importance of NIC's strategic enrolment efforts to attract and retain more domestic learners. The college has

⁶ The target for the Indigenous Student Spaces performance measure is set internally by NIC at 14% based on the proportion of self-declared Indigenous people in the NIC regional population as identified in Statistics Canada's 2021 Census of Population.

⁷ SkilledTradesBC funded trades and apprenticeship FTEs, international student FTEs and Bachelor of Science in Nursing Degree partnership FTEs offered in partnership with Vancouver Island University, totaling 1,410 FTEs, or 51% of total FTEs, are not counted toward Ministry targets.

taken this performance feedback into account and is actively addressing it through the SEM framework and program realignments (see 1.3 Strategic Context).

Moving forward, NIC will continue to monitor all Accountability Framework performance measures closely, from student spaces to credentials awarded to employment outcomes, and will report on its progress in a transparent manner. The college will also continue to report on progress toward achieving its strategic plan goals for BUILD 2026 (see 3. Performance Plan & Report: BUILD 2026). NIC remains accountable to students, communities and government stakeholders, and it continuously hones its strategies to fulfill its mission of building healthy and thriving communities one student at a time.

Table 2, Accountability Framework Performance Measures, 2024/25 Reporting Cycle

Performance Measure ¹	Reporting Year					
	2023/24 Actual	2024/25 Target	2024/25 Actual	2024/25 Assessment		
Student spaces (FTEs) ²						
Total student spaces	1,395	2,412	1,354	Not Achieved		
Nursing and other allied health programs	305	277	359	Achieved		
Developmental	163	256	160	Not Achieved		
Credentials awarded ³						
Total credentials	643	N/A	603	Not Assessed		
Bachelor	12	≥13	<10	Not Achieved		
Certificate	430	≥410	400	Substantially Achieved		
Developmental	<10	N/A	11	Not Assessed		
Diploma	97	≥93	88	Substantially Achieved		
Graduate, first professional and post-degree	N/A					
Short certificate	95	≥83	92	Achieved		
Indigenous student spaces (FTEs) ⁴						
Total Indigenous student spaces	449	≥14% of domestic FTEs	450	Achieved		
Ministry (PSFS)	345		325	Not Assessed		
SkilledTradesBC	104		125	Not Assessed		
Student satisfaction with education ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.4%	2.6%	≥90%	93.2%	2.2%	Achieved
Trades foundation and trades-related vocational graduates	94.5%	3.5%		91.4%	4.6%	Achieved
Former apprenticeship students	94.3%	4.7%		97.9%	3.2%	Achieved
Bachelor’s degree graduates	N/A	N/A		N/A	N/A	Not Assessed ^{†‡}

Performance Measure ¹	Reporting Year					
	2023/24 Actual		2024/25 Target	2024/25 Actual		2024/25 Assessment
Student assessment of the quality of instruction ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.8%	2.2%	≥90%	96.5%	1.6%	Achieved
Trades foundation and trades-related vocational graduates	96.7%	2.7%		96.3%	3.1%	Achieved
Former apprenticeship students	96.3%	3.7%		97.9%	3.2%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed ^{†‡}
Student assessment of skill development ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.5%	2.4%	≥85%	90.1%	2.6%	Achieved
Trades foundation and trades-related vocational graduates	89.3%	3.9%		91.2%	4.2%	Achieved
Former apprenticeship students	87.4%	5.5%		89.6%	5.3%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed [†]
Student assessment of usefulness of knowledge and skills in performing job ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.3%	2.6%	≥90%	90.7%	3.5%	Achieved
Trades foundation and trades-related vocational graduates	85.5%	6.3%		93.4%	5.1%	Achieved
Former apprenticeship students	96.2%	3.9%		95.5%	4.9%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed [†]
Unemployment rate ⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	2.8%	2.0%	≤10.8%	6.5%	2.8%	Achieved
Trades foundation and trades-related vocational graduates	4.9%	3.6%		10.3%	5.7%	Achieved
Former apprenticeship students	1.9%	2.7%		4.3%	4.7%	Achieved
Bachelor's degree graduates	N/A	N/A		N/A	N/A	Not Assessed [†]

Table 3, Accountability Framework Performance Measures, 2024/25 Reporting Cycle, Assessment of Skill Development Component Measures

Performance Measure ¹	Reporting year					
	2023/24 Actual		2024/25 Target	2024/25 Actual		2024/25 Assessment
Former diploma, associate degree and certificate students' assessment of skill development ⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	89.5%	2.4%	≥85%	90.1%	2.6%	Achieved
Written communication	90.4%	2.7%		89.8%	2.9%	
Oral communication	83.3%	3.5%		86.7%	3.3%	
Group collaboration	86.5%	3.1%		90.3%	2.6%	
Critical analysis	92.4%	2.3%		91.2%	2.5%	
Problem resolution	90.2%	2.7%		88.1%	2.9%	
Learn on your own	91.5%	2.5%		90.5%	2.6%	
Reading and comprehension	91.2%	2.5%		92.3%	2.4%	
Trades foundation and trades-related vocational graduates' assessment of skill development ⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	89.3%	3.9%	≥85%	91.2%	4.2%	Achieved
Written communication	N/A	N/A		79.6%	9.7%	
Oral communication	81.0%	8.6%		86.2%	7.3%	
Group collaboration	93.1%	4.0%		90.1%	4.9%	
Critical analysis	93.3%	3.9%		93.8%	4.0%	
Problem resolution	93.3%	3.9%		93.7%	4.1%	
Learn on your own	86.8%	5.2%		93.8%	4.0%	
Reading and comprehension	93.3%	3.9%		92.5%	4.3%	
Former apprenticeship students' assessment of skill development ⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	87.4%	5.5%	≥85%	89.6%	5.3%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	92.0%	5.8%		88.6%	7.5%	
Critical analysis	96.0%	4.2%		91.5%	6.3%	
Problem resolution	92.2%	5.6%		95.7%	4.5%	
Learn on your own	87.8%	7.1%		93.6%	5.5%	
Reading and comprehension	96.2%	3.8%		97.8%	3.3%	

Performance Measure ¹	Reporting year					
	2023/24 Actual		2024/25 Target	2024/25 Actual		2024/25 Assessment
Bachelor's degree graduates' assessment of skill development ⁵						
	%	+/-		%	+/-	
Skills development (avg. %)	N/A	N/A	≥85%	N/A	N/A	Not Assessed [†]
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	N/A	N/A		N/A	N/A	
Critical analysis	N/A	N/A		N/A	N/A	
Problem resolution	N/A	N/A		N/A	N/A	
Learn on your own	N/A	N/A		N/A	N/A	
Reading and comprehension	N/A	N/A		N/A	N/A	

Notes for Tables 2 and 3

¹ Please consult the [Accountability Framework Standards and Guidelines Manual](#) for a detailed description of each measure. A performance measure is considered as "Achieved" if the actual proportion plus the margin of error meets or exceeds the target; "Substantially achieved" if the actual proportion plus the margin of error is at least 90% of the target but less than 100%; "Not achieved" if the actual proportion plus the margin of error is less than 90% of the target; and "Not assessed" if *either* the response count is below 20 or the margin of error is greater than 10%.

² Results from the 2024/25 reporting year are based on data from the 2024/25 fiscal year; results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year. Only Ministry-funded full-time equivalents are included.

³ Annual performance is based on the number of credentials awarded in the most recent fiscal years, e.g., results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year. Targets are set in the previous reporting year for the next reporting cycle, e.g., targets for the 2024/25 reporting year are a three-year average of the 2021/22, 2022/23, and 2023/24 fiscal years. However, before the 2024/25 reporting year, annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g., results from the 2023/2024 reporting year are based on a three-year average of the 2020/21, 2021/22, and 2022/23 fiscal years.

⁴ Results for the previous fiscal year are reported for Indigenous Student Spaces. Results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year; results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesBC funded FTEs are included. Institutions provide their own target and assessment for Indigenous student spaces.

⁵ Results from the 2024/25 reporting year are based on 2024 BC Student Outcomes survey data; results from the 2023/24 reporting year are based on 2023 BC Student Outcomes survey data.

[†] Response count too low (<20 responses).

[‡] Margin of error too large (>10%). Margin of error was calculated based on a two-tailed 95% confidence interval ($\alpha=0.025$, $Z=1.96$). A finite population correction factor was applied since the number of survey responses (n) was greater than 5% of the survey cohort (N):

$$\text{Margin of Error} = \pm 1.96 \times \sqrt{\frac{p \times (1-p)}{n}} \times \sqrt{\frac{(N-n)}{(N-1)}} \text{ where } p \text{ is the proportion (\%) of positive responses}$$

Margin of error is sensitive to the number of survey responses (n) and the distribution of responses. The greater the number of responses, the smaller the margin of error. Likewise, the more skewed the response distribution is in either direction, whether positive or negative, the smaller the margin of error.

5 Mandate Priority Report

5.1 Minister's Mandate Letter

This section provides specific examples of how NIC has worked toward achieving priorities in Minister Kang's January 16, 2025, mandate letter.

5.1.1 Priority 1

Relevant programs that offer meaningful training opportunities for British Columbians.

Achievements

For 50 years, North Island College (NIC) has been a leader in delivering meaningful, accessible education and training in rural and remote communities across the North Island, North Central Island, Pacific Rim, and Central Coast regions of Vancouver Island and B.C. Rooted in respectful partnership with the 35 local First Nations on whose traditional and unceded territories NIC campuses are located, the college is deeply committed to training people in place—ensuring that individuals can live, work, and thrive within their home communities.

As B.C. faces ongoing socio-demographic change, the NIC region is experiencing many of these trends in sharper relief. With the 65+ age group being the fastest growing segment of the NIC region population, projections forecast that by 2027 there will be three retirees for every five working age people (compared with two retirees for every five working age people for B.C.). Amidst this profound and fast-moving demographic shift, a growing number of domestic NIC students—with an average age of 30 and just over 60% of whom are female—are reskilling and upskilling for second and third careers as economic and labour market conditions continue to shift in the region's primarily service- and resource-based economies.

These adult learners, older than the traditional 18-24 post-secondary demographic, illustrate the part-time nature of the learning journey for the majority of NIC students: just under two-thirds of students in NIC's credit programs study part time in addition to the hours spent at work and caring for families. Never has personalized, flexible, affordable and close-to-home access to post-secondary education and training that incorporates an optimal balance of in-person, digital and blended delivery options been more important for people living in the NIC region.

According to the [B.C. Labour Market Outlook: 2024 Edition](#), British Columbia is expected to see 1,120,000 job openings between 2024 and 2034, with 76% requiring post-secondary education, training or supervisory/management experience (TEERs 0–3). The province's employment base is projected to grow at an average annual rate of 1.4%, reaching 3.3 million employed workers by 2034. Within this context, NIC plays a critical role. As part of the Vancouver Island/Coast Economic Region (VICR), the NIC service area encompasses 85% of the region's geography and 20% of its population. Over the next decade, the VICR is forecast to generate 176,700 job openings, with 70% resulting from retirements—a clear reflection of the region's aging workforce.

Through its accessible, flexible, and responsive approach, NIC continues to expand programming aligned with in-demand and high-opportunity careers, as identified in the B.C. Labour Market Outlook. Equally important, the college's ongoing collaboration with local governments, First Nations, industry, employers, and communities remains central to ensuring NIC programs are regionally driven, culturally relevant, and environmentally sustainable. These commitments support a resilient and adaptable workforce at both the regional and provincial levels—one that is better prepared to meet current and emerging economic challenges.

It is noteworthy that over the past few years, NIC has achieved and sustained record enrolment in programs supplying key provincial and local labour market sectors. Highlights from 2024/25 follow.

Health Seat Expansion

- **Supplying healthcare workforce demand** – According to the B.C. Labour Market Outlook, B.C. will need to fill 38,729 jobs over the next decade for registered nurses, licensed practical nurses, and home support workers, including 8,410 positions in the Vancouver Island/Coast Region. Both registered nurses and licensed practical nurses are identified as High Opportunity Occupations (HOOs)—careers expected to offer higher demand, above-average wages, and strong employment prospects. In 2024/25, NIC supported workforce readiness in the healthcare sector through a range of programs, including: Bachelor of Science in Nursing (BSN), LPN Access to Bachelor of Science in Nursing, Practical Nursing (LPN), Island Pre-Health Science Advanced Diploma, Health Care Assistant, Activity Assistant and Hospital Unit Clerk. Consistently high employment outcomes among NIC's health program graduates—with 100% typically employed—underscore strong demand for healthcare professionals and the vital role NIC's programs play in strengthening B.C.'s healthcare system.
- **Record-high enrolment in health programs** – Health program FTEs reached their highest level ever in 2024/25, with 359 FTEs enrolled, an 18% increase over the previous year. This growth reflects strong regional and provincial demand for health care professionals.
- **Sustained enrolment growth under BUILD 2026** – Since the launch of NIC's strategic plan, BUILD 2026, in 2021/22, a total of just under 1,300 FTEs have been enrolled in health programs, with record-high enrolment each year. The lowest enrolment during this period occurred last year (2023/24), with 305 FTEs—still higher than any year prior to the plan's launch. The average annual FTE enrolment increased from 256 FTEs (pre-2021/22) to 322 FTEs over the four years following the launch of BUILD 2026, reflecting consistent growth and increased program demand.
- See 6. *Report on Lasting and Meaningful Reconciliation*.

Tech-relevant Seat Expansion

- **Expanding tech talent to meet growing demand** – The B.C. Labour Market Outlook forecasts 18,602 job openings over the next decade for occupations such as web developers, programmers, designers, and technicians, as well as graphic designers, illustrators, and graphic arts technicians. Of these, 1,557 jobs are expected to be in the Vancouver Island/Coast Region. In 2024/25, NIC supported this demand through eleven tech-relevant programs in digital design and development, communication design, and web and mobile application development—including the Digital Content Production Micro-credential, designed to equip learners with in-demand applied digital skills.
- **Industry-connected and entrepreneurial learning** – NIC's digital design and development programs continue to deliver strong employment-relevant learning experiences by integrating work-integrated learning (WIL), aligning curriculum with in-demand skillsets, fostering a culture of creativity, innovation, entrepreneurial thinking and providing opportunities for hands on learning. These programs have been particularly successful in building student readiness for the dynamic and rapidly evolving tech sector.
- **Record enrolment growth** – NIC expanded tech-relevant FTEs by 4% in 2024/25, reaching 114 FTEs, the highest in the college's history. This follows a four-year period of

31% compound annual growth that has contributed to tripling of tech-relevant enrolment since pre-pandemic 2019/20. Notably, international students accounted for 72 FTEs in 2024/25, marking the highest international participation in tech-relevant programming to date.

Early Childhood Care & Education (ECCE) Expansion

- **Addressing the growing demand for early childhood educators** – The B.C. Labour Market Outlook projects 13,816 job openings for early childhood educators and assistants across B.C. over the next decade, including 2,093 positions in the Vancouver Island/Coast Region. In response, NIC remains committed to working in partnership with local First Nations, school districts, employers, and childcare providers to increase the number of ECCE graduates, helping to meet workforce demand, fill local vacancies, and support parents in overcoming barriers to employment and education through improved access to quality childcare. ECCE graduates surveyed over the past four years reported a 97% employment rate, underscoring both the high demand for qualified early childhood educators and the success of NIC's training programs in supporting workforce and community needs.
- **Sustained high ECCE enrolment** – With 101 FTEs enrolled in 2024/25, ECCE enrolment reached the second-highest level in NIC's history, reflecting a modest 2% decline from last year's all-time high. This follows two consecutive years of 23% year-over-year growth. Much of this sustained growth has been driven by strong international student enrolment in the Infant & Toddler Diploma, which has contributed significantly to overall ECCE FTEs over the past three years.
- **New Centre of Excellence in Early Learning** – Construction of a Centre of Excellence in Early Learning at NIC's Comox Valley campus began in Summer 2024, with completion anticipated in Winter 2026. Funded by the Province of British Columbia and the Government of Canada, this project will expand the on-campus, independently owned Beaufort Children's Centre, adding 75 new childcare spaces to relieve pressure on the existing 53-space facility. The project will also include expanded classroom space for NIC's ECCE programs, increasing teaching and learning capacity critical to NIC's role in supporting the regional childcare workforce.
- See 6. *Report on Lasting and Meaningful Reconciliation*.

Skilled Trades Expansion

- **Strong provincial demand for skilled trades** – The B.C. Labour Market Outlook projects 105,300 job openings in skilled trades across B.C. over the next decade. High-demand areas include construction trades—especially carpenters, plumbers, and electricians—as well as automotive and heavy-duty mechanics, welders, heavy equipment operators, and cooks. NIC remains committed to aligning program offerings with these priorities by working closely with local communities, First Nations and industry to deliver accessible, regionally relevant pathways into foundation and apprenticeship-level skilled trades training.
- **Record-high skilled trades enrolment** – In 2024/25, NIC enrolled 748 FTEs in SkilledTradesBC-funded foundation and apprenticeship programs, the third highest in the college's history. This follows last year's record-setting 775 FTEs in 2023/24 and 751 FTEs in 2022/23, reflecting sustained high levels of demand for these programs in recent years. Over the past four years, NIC has enrolled a total of 3,080 FTEs in SkilledTradesBC and Ministry-funded foundation and apprenticeship training programs.

- **Expanded Trade Sampler enrolment** – NIC's restructured Trade Sampler program doubled student capacity in 2024/25 by adopting a dual-cohort model, increasing capacity from 16 to 32 students per intake across morning and afternoon sessions. With enhanced access to hands-on training in high-demand trades such as carpentry, electrical, cabinetmaking, welding, metal fabricator, automotive, heavy duty and AutoCAD principles, the program delivers 300 hours of instruction per student, including targeted essential skills development such as mathematics, job search and resume and interview preparation, ensuring graduates are well-rounded and prepared for the workforce.

Community-Driven Micro-Credential Programming

- **Flexible, stackable learning to build a resilient workforce** – Innovation in self-directed and modular learning—such as stackable, short-term credentials—is an increasingly vital strategy for preparing a resilient and adaptable workforce across the NIC region. In response to regional labour market needs, NIC enrolled just under 1,150 students (167 FTEs) in 22 customized short-term and micro-credential programs in 2024/25. These offerings provide flexible entry and exit points, enabling learners to build skills aligned with their life circumstances, career goals and availability. NIC will continue to collaborate with the Ministry and sector partners to ensure that learning achieved through micro-credentials is both stackable and transferable, supporting long-term credential pathways and system-wide alignment. Please see 1.3.4 Aligning with Provincial Labour Market Priorities for an overview of NIC's plans to launch an enrolment management incubator model for converting successful micro-credential and short-duration programs into full credential programs.
- **Cumulative growth since BUILD 2026 launch** – NIC has enrolled just over 4,800 students (843 FTEs) in 56 distinct programs since the launch of NIC's strategic plan, BUILD 2026, four years ago, including a comprehensive suite of motion picture micro-credentials offered in partnership with inFILM, the Vancouver Island North Film Commission.
- **StrongerBC Future Skills Grant-funded training** – In 2024/25, NIC enrolled 150 students (34 FTEs) in 10 tuition-free, vocational training programs funded through the StrongerBC Future Skills Grant, including: Advanced Digital Marketing with AI Integration Micro, Small Business Fundamentals Micro, Project Coordinator Foundations, Office and Clerical Training, Drone to Map GIS Micro, Fundamentals of GIS Micro, Principles of Ecological Monitoring Micro, Timber Cruising Micro, B.C. Wildfire Essentials, and Building Service Worker.
- **Other notable offerings in 2024/25** – Additional micro-credential and short-term programs delivered in 2024/25 included: Motion Picture Production Accounting Clerk Micro, Applied Human Resources Practitioner, Digital Content Production Micro, Craft Brewing Fundamentals, Trades Sampler Plus, Building Deconstruction and Salvage, and Worksite Safety Essentials.
- See *Self-Directed and Customized Learning* in 3.6 Rooms.

Indigenous-Led Partnership Programs

NIC recognizes the authority and direction of the combined 35 First Nations of the Nuuchah-nulth, Kwakwaka'wakw and Coast Salish traditions on whose traditional and unceded territories the college campuses are situated. NIC also acknowledges the four Métis Chartered Communities throughout the region. With the guidance of Indigenous leadership, Elders, students and employees, the college is committed to supporting Indigenous-led education and celebrating Indigenous knowledge. Under their leadership, NIC promotes

reconciliation with Indigenous Peoples through actions and commitments. NIC's commitment to reconciliation is enshrined in the college's governance model, strategic plan, academic plan, Indigenization plan, global learning plan and operations.

Indigenous-led learning continues to be the top priority for the NIC Office of Indigenous Education, with continued support for First Nations to bring self-determined education and training to their communities to meet their specific goals and objectives. Highlights of First Nations partnership programs offered in 2024/25 follow.

LANGUAGE REVITALIZATION AND CULTURAL PROGRAMMING

- Indigenous Language Fluency Certificate in the Nuu-chah-nulth language was delivered in partnership with Ehattesaht, Ahousaht, and Tla-o-qui-aht First Nations.
- Ayajuthem (ʔayʔajuθəm) language courses were delivered in collaboration with the Homalco, K'ómoks, Klahoose, and Tla'amin Nations.
- NIC delivered the Awi'nakola program, combining in-class instruction with land-based cultural learning rooted in Kwak'waka and Kwakwaka'wakw knowledge systems, emphasizing student strengths and spirit-based learning.

TEACHER EDUCATION AND EARLY CHILDHOOD TRAINING

- NIC offered Pathways to Nuu-chah-nulth Teacher Training in partnership with the Nuu-chah-nulth Tribal Council.
- NIC is currently delivering Pathways to Indigenous Teacher Training in partnership with the Beaufort Delta Divisional Education Council.
- Two Early Childhood Educator Assistant programs were delivered in partnership with Homalco First Nation and the Nuu-chah-nulth Employment and Training Program.

EMPLOYMENT, SKILLS AND LEADERSHIP TRAINING

- NIC delivered Employment and Digital Skills Training in partnership with the Mowachaht/Muchalaht First Nation.
- The college offered Greenhouse Training in partnership with the Hupačasath First Nation and the Alberni-Clayoquot Regional District.
- NIC is currently delivering an Indigenous Leadership Certificate to support Nation-based governance, planning and capacity building.

COMMUNITY-BASED SAFETY AND ENVIRONMENTAL TRAINING

- B.C. Wildfire Training was delivered in partnership with the Huu-ay-aht First Nations to build local emergency response and employment capacity.
- More information can be found in the following sections of this document:
- See 5.1.5 *Minister's Mandate Letter, Priority 5* and section 6. *Report on Lasting and Meaningful Reconciliation*.

5.1.2 Priority 2

Practical, fast and efficient ways to address identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery.

Achievements

See 5.1.1 *Minister's Mandate Letter, Priority 1*.

5.1.3 Priority 3

Work with post-secondary institutions to evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools, and training providers, who offer British Columbians the training and skills they need to be successful and help grow our provincial economy.

Achievements

See 1.3.1 *Adapting to New Realities*.

5.1.4 Priority 4

Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.

Achievements

Meaningful reconciliation requires recognizing the rights of Indigenous Peoples to participate in joint decision-making regarding post-secondary education and skills training policies, programs and services. The NIC Indigenous Education team is actively developing a framework to guide ethical and effective engagement in Indigenous-led and in-community programming. The college remains committed to ensuring Indigenous voices are at the forefront of Indigenous-led and funded programs, reinforcing respectful, accountable and transformative partnerships.

Under the direction of the NIC [Indigenous Education Council](#) and aligned with the goals of the [Working Together](#) co-strategic Indigenous plan, this framework ensures that the college upholds its commitments to reconciliation, Indigenous and decolonization. Grounded in key principles such as the [Declaration on the Rights of Indigenous Peoples Act](#), the [United Nations Declaration on the Rights of Indigenous Peoples](#), and the [Truth and Reconciliation Commission's Calls to Action](#), it will provide clear guidance for working with Indigenous communities and organizations. The Indigenous Education team will continue to lead and support these efforts to create meaningful and lasting impacts.

Ongoing initiatives with continued success in 2024/25 are highlighted in the following bullets.

- **Indigenous content in all academic programs** – NIC is committed to embedding Indigenous knowledge across all programs. Curriculum development efforts aim to ensure that all academic programs include at least one course exploring Indigenous histories and examining how Indigenous issues intersect with that field of study. Program areas identified in the Truth and Reconciliation Commission's Calls to Action have committed to implementing the education-related Calls to Action, as well as the articles related to education in the United Nations Declaration on the Rights of Indigenous Peoples. Please see 6. Report on Lasting and Meaningful Reconciliation for more information.
- **Indigenous Education Facilitator support for faculty** – The Indigenous Education Facilitator plays a pivotal role in supporting faculty by providing guidance, resources, and expertise to integrate Indigenous perspectives into teaching. Through workshops, one-on-one consultations and collaborative initiatives, the facilitator equips instructors with the tools needed to navigate culturally sensitive topics, develop culturally relevant curricula and foster an inclusive learning environment. This role ensures faculty

engagement with Indigenous content is respectful, meaningful and informed by Indigenous cultures and traditions.

- **Core competency course in Indigenous knowledge for staff and faculty** – Community consultations and guidance from the NIC Indigenous Education Council have identified a strong need for a core competency course covering foundational knowledge about Indigenous Peoples, including local perspectives from the Indigenous Nations on whose land NIC campuses reside. This mandatory course for staff and faculty is currently under development and is set for completion in 2025/26.
- **Expanded Elder- and Navigator-guided student supports** – NIC continues to expand both in-person and digital [supports for Indigenous students](#). Elders and Indigenous Education Navigators are available at all four NIC campuses to assist with educational planning, liaising with instructors, connecting with Indigenous sponsorship organizations and providing education-related and personal guidance.
- **Aboriginal Scholars Program** – With support from the [NIC Foundation](#), NIC has established the Aboriginal Scholars Program. Through this initiative Aboriginal Scholars work with an Indigenous Education Navigator to develop an achievement plan based on academic, spiritual, emotional and/or physical goals. Students receive ongoing mentorship and support throughout the term to stay on track and access relevant services. At the end of each term, students earn a scholarship based on their progress toward their individual achievement plans.
- See 3.6 Rooms, Indigenous-led Education, and 3.8 Roof, Reconciliation.

5.1.5 Priority 5

Enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.

Achievements

Equitable and inclusive access to post-secondary education, training and services is at the heart of NIC's institutional vision, mission and our role in B.C.'s post-secondary education system. NIC serves a regional population with some of B.C.'s lowest levels of post-secondary education and most significant systemic barriers to economic participation.

- **Barriers to economic participation** – The [B.C. Labour Market Outlook: 2024 Edition](#) forecasts 1,120,000 job openings in B.C. over the next ten years (2024-2034), about 76% of which will require workers to have post-secondary education and training, or management or supervisory experience (i.e., TEERs 0, 1, 2, and 3). However, only 58% of the working-age population in the NIC region have post-secondary education (compared to 66% provincially). Inequity is apparent in the region's Indigenous working-age population of which only 43% have a post-secondary credential and who represent 14% of the region's population. On Northern Vancouver Island, for example, only about three-in-ten (31%) of the Indigenous working-age population have a post-secondary credential. The proportion of Indigenous Peoples is highest in rural and remote areas of the NIC service area, ranging up to just under 30% on Northern Vancouver Island and 66% on the Central Coast; by comparison, only 6% of the province's population is Indigenous.
- **Barriers to post-secondary education** – The NIC region also includes a higher proportion of people with barriers to post-secondary education than the B.C. average. About one-in-five secondary school students in the region do not graduate from high school, ranging up to 40% on Northern Vancouver Island (compared with 8% for the province). Fourteen percent of working age people living in the NIC region don't have a high school diploma (compared with 10% provincially), ranging up to one-in-four on

Northern Vancouver Island and the Central Coast. Thirteen percent of NIC's former diploma, associate degree and certificate students surveyed in 2024 took adult basic education upgrading courses during, or prior to, their studies. Students from the rest of B.C.'s public institutions (public colleges, institutes and teaching intensive universities), together reported in 2024 that under eight percent (7.6%) of them had taken upgrading courses, making NIC's relative proportion comparatively large at 1.7x the rest of the province.

- **Adult Basic Education (ABE)** – NIC's ABE offerings provide a critical pathway to post-secondary education and the labour market especially for students in the rural and remote areas of the NIC region where the selection of high school courses can be limited. To expand access, we have developed flexible-intake, digital and blended delivery options with multiple start dates during the year. Nonetheless, some developmental learners benefit most from structured, in-person instruction so maintaining these offerings is essential, especially in rural communities even though class sizes may be small. Over time, a balanced delivery model has proven to be the most successful. NIC's suite of ABE offerings and services provide high school graduation equivalency, a requirement of many of the major employers in the NIC region. The *B.C. Labour Market Outlook: 2024 Edition* estimates that there will be 141,500 job openings in B.C. over the next ten years requiring high school education.
- **Accessible Education and Training (AET)** – NIC's Department of Accessible Learning continued to successfully offer employment transition, workplace readiness, daily living, self-advocacy, literacy and numeracy courses in 2024/25 tailored to individuals with diverse learning needs, including those with intellectual or developmental disabilities. NIC's employment transition programs are designed to eliminate barriers to employment through meaningful educational opportunities, hands-on skills development and built-in, individualized supports. Courses are offered across multiple campuses, including Comox Valley, Campbell River, Port Alberni and online, with flexible intake and delivery options to accommodate various learning preferences. Financial support is available through the Adult Upgrading Grant, which can cover course and application fees. Upon completion, students are equipped with employability skills, self-awareness, job readiness, and industry-specific experience, preparing them for entry-level employment, volunteer positions or further education and training at NIC.
- **Affordability and tuition costs** – NIC's low tuition costs open opportunities for thousands of students across the NIC service area who tell us that rising tuition, housing, transportation and food costs are impacting their ability to earn a credential and they cannot endure a higher cost burden. At \$3,334 per year for arts programs, NIC continued to have the lowest tuition on Vancouver Island in 2024/25 making us one of the most affordable post-secondary institutions in B.C. This, along with tuition-free adult basic education upgrading courses and support services helped reduce barriers to post-secondary education for some of the region's most underserved learners. Many one-time, customized programs at NIC are also tuition-free, supported by B.C. Government grant funding; these programs often embed tuition-free upgrading and cultural supports.
- **Financial supports for students** – To help make education more affordable, NIC offers several forms of student financial assistance. The North Island College Foundation offered \$797K in student support in 2024/25 with 583 individual student awards, the majority going to students with the highest financial need. Emergency funds are available to students throughout the year through the NIC Student Services. Financial need is particularly strong for students who regularly commute from remote areas of the region whose median after-tax household income is well below the B.C. average at \$59K in 2020 compared with \$76K for B.C.

More information about how NIC is working to enhance employment services and skills training for people facing multiple and complex barriers can be found in the following sections of this document:

- *3.4 Frame, Student Support and Persistence and Student Well-Being;*
- *3.5 Doorways, Program Entry and Learning and Services;*
- *3.6 Rooms, Community-Connected Learning and Self-Directed and Customized Learning;*
- *3.8 Roof, Diversity, Equity and Inclusion;*
- *3.10 Communities, Serving the People of the Region;*
- *5.2 Ministry's Strategic Initiatives, 5.2.3 Former Youth in Care (FYIC) and 5.2.5 Work-Integrated Learning (WIL); and*
- *6. Report on Lasting and Meaningful Reconciliation.*

5.1.6 Priority 6

Ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing urgently.

Achievements

- **Economic and regional impact of student housing** – Affordable housing remains a serious barrier for people seeking post-secondary education and training in B.C. NIC's community engagement has reinforced that the lack of housing also limits the ability to attract new businesses and workers to the region. Purpose-built student housing helps free up market rental housing, creating new opportunities for economic development in the communities we serve.
- **Comox Valley housing nearing completion** – Thanks to B.C.'s [Homes for People Action Plan](#), construction is nearly complete on NIC's first [Student Housing Commons](#) at the Comox Valley campus, scheduled to open in Fall 2025. The 217-bed facility will accommodate a range of learners—from single students to families—and offer flexible lease lengths to support a diversity of programs, from short-term apprenticeships to four-year degrees. Priority access will be provided to Indigenous students and former youth in care.
- **Campbell River business case developed** – Over the past year, NIC has done significant work to develop a business case for student housing at our Campbell River campus, including a formal study to identify demand, site/soil suitability analyses, traffic analysis, community engagement, and architectural design and costing. A housing project in Campbell River, where a significant proportion of our students are in trades and apprenticeship programs, would reduce barriers and address shortages for training of these critical skilled workers. Although the Ministry has indicated that current budget limitations prevent moving forward with this project at this time, the project will remain ready to support training of trades students when provincial funding becomes available or alternate funding sources are identified.
- **Demonstrated demand in Port Alberni** – A recent survey confirmed strong demand for student housing at NIC's Port Alberni campus, supporting learners in the Alberni Valley and on the West Coast of Vancouver Island.

5.2 Ministry's Strategic Initiatives

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

5.2.1 Progress on the Truth and Reconciliation Calls to Action and UNDRIP

See 6. *Report on Lasting and Meaningful Reconciliation*.

5.2.2 Sexualized Violence Prevention and Response Initiatives

Overview of Awareness and Prevention Activities

NIC's Sexualized Violence Education Team leads education, information and training initiatives across NIC campuses. Key awareness and prevention activities in 2024/25 included:

- An updated [Sexualized Violence webpage](#) on the new North Island College website, providing comprehensive resources and information for students, staff and faculty.
- An informational campaign in October 2024 focused on technology-facilitated sexualized violence, raising awareness about risks, outlining NIC's expectations and promoting prevention strategies related to online harassment and exploitation.
- A consent-focused campaign in March 2025, emphasizing the importance of consent culture and healthy relationships.

These initiatives aim to foster a safer and more informed campus community.

Education and Training Sessions

NIC continued to offer a variety of education and training sessions to students, staff, and faculty in 2024/25 to address sexualized violence. Key offerings included:

- **Staff training** – The Safer Campuses for Everyone training program has engaged 150 employees to date. This training equips staff with the knowledge and skills to recognize, respond to, and prevent sexualized violence.
- **Student orientation sessions** – Orientation events for new and current students include discussions on consent culture, sexualized violence and reporting resources. These sessions ensure that students are aware of the support services available to them and understand their rights and responsibilities.

These training initiatives are designed to foster a safer and more inclusive environment for all members of the NIC community.

Progress on Sexualized Violence Policy Review

As required by the Sexual Violence and Misconduct Policy Act, NIC's [Sexualized Violence Prevention and Response Policy #3-34](#) was last updated on September 28, 2023. The next review is scheduled for September 2026.

PLANS FOR THE 2026 REVIEW

- Expanding consultation with Indigenous communities, marginalized groups and other key stakeholders.
- Incorporating feedback from the Student Perceptions of Sexualized Violence Survey to ensure the policy remains responsive to student concerns and priorities.

Use of Student Perceptions of Sexualized Violence Survey Results

The Student Perceptions of Sexualized Violence Survey (SPSVS) plays a critical role in shaping NIC's approach to sexualized violence prevention and response. Key actions informed by the survey include:

- **Addressing awareness gaps** – Survey data will help tailor education and training sessions to target specific concerns, ensuring they are relevant and impactful.
- **Enhancing survivor support services** – Insights from the survey will guide efforts to expand support options and improve access to reporting mechanisms, making it easier for survivors to seek help.
- **Informing policy updates** – Student concerns and priorities highlighted in the survey will be integrated into the 2026 Sexualized Violence Policy review to ensure it reflects the needs of the campus community.

5.2.3 Former Youth in Care (FYIC)

Participation

- In the 2024/25 fiscal year, NIC saw 44 former youth in care benefit from the B.C. Government's tuition waiver program, with a total of \$113,207 distributed in waivers, representing an increase in program recipients of 22% over the previous fiscal year.

Supports

- **Improved direct student communication** – Developed templates for automated messages sent every six weeks through the student information system. These messages provide timely, plain-language guidance on available supports and resources.
- **Student feedback survey** – Designed a survey for FYIC students who have accessed a tuition waiver at NIC to gather direct feedback on the most useful supports and how they prefer to be supported.
- **Priority housing access** – Collaborated with the new housing team to ensure FYIC students receive priority placement in campus housing.
- **Technology access** – Distributed 12 donated laptops to FYIC students without reliable access to technology.
- **Streamlined support processes** – Created a user-friendly, up-to-date business process to regularly review FYIC files, ensuring all eligible students receive the Learning for Future Grant (LFG) and other available supports.
- **Awareness campaign** – Launched a social media campaign in June 2024 to increase awareness of available resources for FYIC and other vulnerable students.

Strategies

- **Self-identification through EPBC applications** – Beginning in Fall 2024, students are now asked to self-identify as FYIC when completing their EducationPlannerBC (EPBC) application. NIC follows up with every self-declared student who has not yet applied for a tuition waiver. Additionally, all front-facing staff receive training to support FYIC students; staff in any service area can confidently refer students to the appropriate contact managing tuition waivers.
- **Personalized outreach for admission support** – NIC's Educational Advisor for FYIC students personally reaches out to each FYIC applicant who receives a denied or delayed admission offer. They ensure students are properly referred to an Access Navigator, who

assists them in meeting admission requirements for their desired program or advises them on alternative pathways that may ladder into their final career goal.

- **Active participation in community networks** – Attended and participated in all monthly Community of Practice meetings to stay engaged with sector-wide FYIC support initiatives.
- **Strengthened regional partnerships** – Established relationships with three new Strength, Abilities, and Journey of Empowerment (SAJE) coordinators across the NIC region to expand support networks for FYIC students.
- **Collaboration with MCFD and social workers** – Attended Ministry of Children and Family Development (MCFD) team meetings in multiple communities to raise awareness about the FYIC Tuition Waiver and Learning for Future Grant (LFG) programs, building strong referral pathways. NIC also engages directly with community social workers to strengthen communication and develop a coordinated wraparound support network for FYIC students.
- **Demonstrated student success** – Over 90% of students who received an LFG successfully completed their courses, indicating that NIC's proactive communication, accessibility and support strategies are effective.
- **Priority access to support services** – Leveraging on-campus FYIC support funding, NIC ensures that any FYIC student can be prioritized for an appointment within a few days. This funding will continue for another fiscal year, and efforts are ongoing to secure long-term, regularized funding for sustained support.

5.2.4 K-12 Transitions and Dual Credit Programming

- **Strong participation** – Dual credit enrolment increased by 34% over the previous year in 2024/25, with 246 students enrolled in 21 programs. This included 123 students in university studies and business programs, 114 in foundation trades and six in health and community care programs.
- **Career-connected offerings** – [NIC's dual credit programming](#) includes both traditional university transfer arts and science courses and shorter-term, career-connected offerings such as micro-credentials. These are aligned with in-demand fields like trades, health, human services, technology and business. By lowering costs and offering career-relevant programming, these dual credit pathways help prepare students for success in both the workforce and further post-secondary education.
- **Outreach and engagement activities** – NIC offers a variety of dual credit-specific initiatives to support high school students and their families. In 2024/25, the Future Students team hosted Spring and Fall on-campus events for high school career coordinators and counsellors, alongside guided campus tours for prospective Dual Credit students. The team also collaborated with Student Life to deliver Dual Credit orientation programming and end-of-program visits for foundation trades students, ensuring participants received clear pathway information and support. Additionally, NIC Fest, the college's annual education and career festival, welcomed more than 500 Grade 10, 11 and 12 students across three campus communities, connecting students with programs, services, and future career opportunities.
- See 3.5 *Doorways, Pathways to Learning*.

5.2.5 Work-Integrated Learning (WIL)

Enrolment

- **Record WIL participation** – WIL enrolment reached its highest level to date in 2024/25, with 938 students participating across 45 WIL offerings (excluding trades apprenticeships).
- **All-time high international student engagement** – International student participation in WIL also reached a record in 2024/25, with 252 students making up 27% of the total WIL headcount—the highest proportion to date.
- **Cumulative growth since BUILD 2026 launch** – Since the launch of NIC's strategic plan, BUILD 2026, four years ago, the college has enrolled nearly 3,450 students in WIL opportunities across a broad range of programs and sectors.

Concerted Action to Offer WIL

- **Organizational realignment** – NIC has recently implemented significant institutional changes to enhance WIL support for students. Beginning in 2023/24, the college has shifted to a decentralized model that incorporates WIL directly into NIC's academic division, moving from student services. This strategic change has enhanced and expanded curricular WIL offerings within the Faculty of Arts, Science and Management, specifically in cooperative education and internships. Additionally, new WIL staff positions have been added to support this expansion.
- **Diverse work placements** – WIL offerings included co-op, practicum, internship and work experience placements in health, human services, trades, business, Indigenous education, vocational and accessible learning programs. NIC students are gaining hands-on experience in accountancy firms, design shops, local hotels and restaurants, and many other small and large businesses in the NIC region.
- **Employer engagement events** – The NIC WIL team organized several successful employer engagement events in 2024/25, bringing together alumni, current students, and business owners. These events strengthen WIL programming and expand industry connections by providing opportunities to share stories, review opportunities and 'talk shop.'
- **Comprehensive student support** – All NIC students retain access to WIL and Career Service support, with the flexibility to choose their preferred mode of interaction—whether face-to-face on campus, via phone or through virtual meetings online:
 - *Before placement:* Preparing students for their work experiences;
 - *During placement:* Offering guidance and troubleshooting challenges; and,
 - *After placement:* Assisting with career planning and professional development.
- See 3.6 Rooms, Community-Connected Learning and 6.1.2 Call #12: Early Childhood Education, Student Supports.

5.2.6 Developing and Implementing Protections for International Students That Support Their Fair Treatment

Global learning enriches the educational experience of all students at NIC, builds a diverse campus community and is key to supporting NIC's sustainability. It brings the world to NIC and provides all students opportunities to study, learn and gain international experience. NIC values international students' many contributions to the communities it serves and, in the spirit of reconciliation, seeks to connect international and Indigenous students with communities through learning. Developing and implementing protections for international students that support their fair treatment is foundational to these commitments as evidenced in the following bullets.

- **Regulated International Student Immigration Advisor (RISIA)** – NIC employs RISIA certified International Student Advisors for immigration and program advising. NIC also offers counselling services, on-and off-campus social activities and employment support.
- **Comprehensive pre-arrival and orientation support** – NIC provides comprehensive pre-arrival information sessions, assistance with accommodation, and full orientation on each campus where international students receive a strong welcome to the unceded territories where they are studying.
- **Strategic priority in global learning** – As indicated in, [BUILD 2026](#), NIC's strategic focus is to revitalize and diversify international student engagement while maintaining a high level of international student satisfaction with its supportive learning environment (see Global Learning in 3.6 Rooms). In 2024/25, 86% of international student respondents to NIC's deployment of the [Canadian Campus Wellbeing Survey](#) agreed or strongly agreed that they were satisfied with NIC's supportive learning environment, exceeding the 81% target. Additionally, 86% of international student respondents reported that NIC provides a supportive learning environment and 88% said that NIC values diversity and inclusion.
- **Journeying Together: Canada's first Indigenous-serving internationalization plan** – In Fall 2022, NIC launched [Journeying Together](#), the first Indigenous-serving internationalization plan in Canada. Developed with guidance from the NIC [Indigenous Education Council](#), Elders and Indigenous community members, the plan integrates international and Indigenous education goals. It ensures that visiting students—and those who eventually become Canadian citizens—understand Canada's colonial history, its legacy and ongoing impacts, both locally and globally. The four pillars of Journeying Together are: 1) Recruitment and Enrolment, 2) Global Experience, 3) Intercultural Engagement, and 4) International Student Support. This framework ensures NIC's commitment to internationalization is ethical, inclusive and student-centered. Pillars 1 and 4 specifically outline how NIC ensures international students are supported, protected and treated fairly throughout their academic journey. In 2023, NIC received national recognition for this work, earning the Internationalization and Reconciliation Award of Excellence from the [Canadian Bureau for International Education](#) and the Excellence in Global Engagement Award from [Colleges and Institutes Canada](#). NIC's Journeying Together Annual Report and Dashboard for 2024/25 are currently in progress and will be published to the NIC public website later this year.

6 Report on Lasting and Meaningful Reconciliation

This section reports on NIC’s progress toward implementing the [Truth and Reconciliation Commission of Canada’s education-related Calls to Action](#) as well as the articles related to education in the [United Nations Declaration on the Rights of Indigenous Peoples](#) and [In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care](#) report recommendations for public post-secondary institutions in B.C.

6.1 Truth and Reconciliation Commission Calls to Action

6.1.1 Call #1: Social Work

We call upon the federal, provincial, territorial and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none">Content on the history and impact of residential schools on Indigenous people is included in NIC’s social work programs.
Ongoing	<ul style="list-style-type: none">All students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action by the National Centre for Truth and Reconciliation in ceremony with Elders.
Ongoing	<ul style="list-style-type: none">Reserved seats and priority admission for students of Indigenous ancestry.
Ongoing	<ul style="list-style-type: none">Access to Indigenous Education Navigators for academic advising and personal counselling needs.
Implemented	<ul style="list-style-type: none">Offered a reconciliation training workshop in March 2025 for faculty and community partners delivered by Ladders to Kindness Training.

6.1.2 Call #12: Early Childhood Education

We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Progress	New and/or Continuing Initiatives and Partnerships
	<i>Culturally Appropriate Curriculum</i>
Ongoing	<ul style="list-style-type: none"> Curriculum based on B.C.'s Early Learning Framework, the Indigenous Early Learning and Child Care Framework and the First Peoples Principles of Learning.
Ongoing	<ul style="list-style-type: none"> Embedded the First Nations Health Authority resources for determinants of health, nutrition, wellness, and spiritual health in curriculum.
Ongoing	<ul style="list-style-type: none"> Embedded culturally appropriate ways of knowing and being in learning outcomes and assessments in approved course description revisions.
Ongoing	<ul style="list-style-type: none"> More intention placed on Indigenous pedagogical processes such as discussion circles, ceremony, land-based and immersion learning experiences to support course revisions.
Ongoing	<ul style="list-style-type: none"> Received increased funding support for a second Faculty Pedagogist Position from the Early Childhood Pedagogy Network, an initiative within ChildCareBC's strategy to support early childhood educators to expand the faculty pedagogist position to provide leadership to faculty, students and early learning programs in a pedagogy of listening to deepen understanding of honouring children's knowledge and skills within their local contexts and times.
Ongoing	<ul style="list-style-type: none"> Collaborated with the First Nations Pedagogies Network through its partnership with the BC Aboriginal Child Care Society and the Métis Nation British Columbia who are dedicated to the cultural continuance and revitalization of early childhood education with First Nations children, families, cultures and communities on Indigenous terms.
Ongoing	<ul style="list-style-type: none"> <i>Speaking Our Truth: A Journey of Reconciliation</i> by Monique Gray Smith is a required program text.
Ongoing	<ul style="list-style-type: none"> All students are gifted with the <i>Truth & Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in ceremony with Elders.
Ongoing	<ul style="list-style-type: none"> Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.
Ongoing	<ul style="list-style-type: none"> More intention placed on the inclusion of Indigenous authors and artists perspectives in required readings across multiple courses.
Ongoing	<ul style="list-style-type: none"> Increased Indigenous practicum placement opportunities.
Ongoing	<ul style="list-style-type: none"> Added a collection of children's books and resources to the student lending library on racism and the diversity of families.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Moved to the Science of Early Childhood Education, a free “living textbook” for development and guidance courses, for Indigenous and Canadian content not found in traditional textbooks.
Ongoing	<ul style="list-style-type: none"> Increased orientation to Aboriginal Infant Development Programs, including speech and language and supported child development programs and resources.
New Implemented	<ul style="list-style-type: none"> Faculty participated in a one-day professional development event hosted by BCcampus on November 5, 2024 called <i>Wayi-Wah! Building Stronger Education Systems through Indigenous-Informed Pedagogies and Anti-Racist Education</i>.
New Implemented	<ul style="list-style-type: none"> In February 2025, sixteen Indigenous ECCE students from four Canadian colleges participated in a two-week Indigenous ECCE Field School in New Zealand in collaboration with Te Whare Wānanga and Te Rito Maioha. The field school received funding support from Global Skills Opportunities program. Led by four ECCE faculty and one NIC Indigenous Elder, the program emphasized Indigenous ECCE practices and professional development.
	Student Supports
Ongoing	<ul style="list-style-type: none"> Reserved seating and priority admission for students of Indigenous ancestry.
Ongoing	<ul style="list-style-type: none"> Funding applications for the Early Childhood Educators of BC Education Support Fund with priority going to students who self-identify as Indigenous (First Nations, Métis or Inuit).
Ongoing	<ul style="list-style-type: none"> Access to Indigenous advisors/counsellors for academic and personal counselling needs.
Ongoing	<ul style="list-style-type: none"> Strengthened work-integrated learning options to support student practice in home communities.
Ongoing	<ul style="list-style-type: none"> Work-based practicums created to support students staying in early learning employment while completing credential.
Ongoing	<ul style="list-style-type: none"> Elders in Residence and Indigenous community partners are invited to co-create and share content and knowledge as co-teachers with faculty, facilitators and guest presenters.
	Cultural Awareness Workshops
Ongoing	<ul style="list-style-type: none"> Partnered with the Nuyumbalees Cultural Centre on Cape Mudge, Quathiaski Cove.
Ongoing	<ul style="list-style-type: none"> Faculty attended <i>Sharing Métis Culture</i> workshops and integrated resources into teaching.
	Faculty Supports
Ongoing	<ul style="list-style-type: none"> Membership in Early Childhood Educators of BC is a requirement for faculty.
Ongoing	<ul style="list-style-type: none"> Membership in the British Columbia Aboriginal Child Care Society is a requirement for faculty.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Faculty engage in professional development in First Nations history, culture and traditions including the use of the open textbook, Pulling Together: A guide for Indigenization of post-secondary institutions, by Kory Wilson, available through BCcampus.
Ongoing	<ul style="list-style-type: none"> Professional development topics focus on racism, prejudice and discrimination, including an examination of program texts and children's literature through this lens.
Ongoing	<ul style="list-style-type: none"> Added equity literacy as a lens of support.
Ongoing	<ul style="list-style-type: none"> Guided on advancing innovative pathways and weaving Indigenous-serving approaches into practice through NIC's Indigenization and Internationalization plan, Journeying Together.
Ongoing	<ul style="list-style-type: none"> Participation on Early Years Community Tables now includes opportunities and resources for Indigenization applied to the terms of references, meeting structures and agendas.
	<i>In-Community Programming</i>
New In Progress	<ul style="list-style-type: none"> Currently offering in-community ECCE certificate programming for Homalco First Nation.

6.1.3 Call #16: Indigenous Language Degree and Diploma Programs

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Delivered the Awi'nakola program which combines in-class instruction with land-based cultural learning. Instructors draw on Kwak'wala and Kwakwaka'wakw ways of knowing and being to inform academic learning. The classes are structured to focus on student strengths and the language to nourish their spirit and work at their level.
In Progress	<ul style="list-style-type: none"> Delivery of two ABE-level courses in Ayajuthem language underway in collaboration with Homalco, K'ómoks, Klahoose and Tla'amin Nations.
Implemented	<ul style="list-style-type: none"> Delivery of two ABE Level courses in Nuuchahnulth language, two ABE level courses in Kwak'wala and the delivery of a 100-level Indigenous Language Fluency course in Kwak'wala.
Implemented	<ul style="list-style-type: none"> Indigenous Language Fluency Certificate in Nuuchahnulth language was offered in partnership with Ehatesaht, Ahousaht and Tla-o-qui-aht First Nations via digital delivery and completed in Fall 2024.
Implemented	<ul style="list-style-type: none"> Supported Ahousaht First Nations in their first annual Language Resource Gathering.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<ul style="list-style-type: none"> Development of Indigenous Language Fluency Certificate in Ayajuthem language has been created in collaboration with Homalco, K'ómoks, Klahoose and Tla'amin First Nations.
Ongoing	<ul style="list-style-type: none"> Access to Indigenous Education Navigators for academic advising and personal counselling needs.
Ongoing	<ul style="list-style-type: none"> Elders in Residence on campus to provide support and guidance and deliver cultural teachings through guest presentations in the certificate and diploma programs.
Implemented	<ul style="list-style-type: none"> In partnership with Nuuchahnulth Tribal Council and Vancouver Island University, brought 17 Indigenous Teacher Education Program students and their families to Hawaii to experience and learn of the revitalization work, language immersion in the education system and culture experiences of the Hawaiian peoples.

6.1.4 Call #23: Healthcare Professionals

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities and provide cultural competency training for all healthcare professionals.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> In collaboration with the NIC's Practical Nursing program, a cohort of Health Care Assistant (HCA) program students and faculty participated in a cultural day at the Campbell River campus gathering space for a full day of listening, learning and dialogue. The event was facilitated by a NIC Elder in Residence with highlights as follows: <ul style="list-style-type: none"> A land acknowledgement, followed by an introduction to the TRC Calls to Action and a discussion of the history of the residential school system. A smudging ceremony in which each student took part in a ceremonial cleanse. A video sharing the lived experience of Indigenous Peoples accessing healthcare at Westcoast General Hospital in Port Alberni. The video summarized an equity-based research initiative to develop an action plan for addressing barriers to accessing healthcare. Students discussed how they could work to prevent mistreatment and stigmas in B.C.'s healthcare system. Finally, each student was gifted with an <i>It Starts with Me</i> pledge feather from the First Nations Health Authority representing commitment to anti-racism, cultural safety and humility.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> HCA students and faculty participated in Walk with Me events at the Comox Valley campus, walking and listening to recordings of personal lived experiences of individuals affected by the opioid crisis. Participants shared personal responses and new perspectives with the option to have their words included in the research project results.
Ongoing	<ul style="list-style-type: none"> HCA students and faculty met with an educator of Indigenous ancestry who provided relevant and personal dialogue including discussion of the impacts of colonialism and residential schools.
Implemented	<ul style="list-style-type: none"> Students and faculty from two HCA cohorts participated in the Blanket Exercise, an online learning experience presented by KAIROS.
Ongoing	<ul style="list-style-type: none"> HCA faculty continue to maintain currency of education on approaching and incorporating cultural sensitivity and perspective in healthcare and teaching. Faculty completed cultural safety modules by the University of Victoria, Indigenous Canada modules from the University of Alberta and a webinar with the Canadian Association of Schools of Nursing on implementing the TRC Calls to Action in nursing education. Curriculum focused on person-centred care, cultural diversity, and providing compassionate and culturally sensitive care.
Ongoing	<ul style="list-style-type: none"> HCA students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action in ceremony with Elders.
Ongoing	<ul style="list-style-type: none"> The HCA program has reserved seating and priority admission for students of Indigenous ancestry.
Ongoing	<ul style="list-style-type: none"> Access to Indigenous Education Navigators for academic advising and personal counselling needs.

6.1.5 Call #24: Medical and Nursing Schools

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

Progress	New and/or Continuing Initiatives and Partnerships
	<i>Bachelor of Science in Nursing Degree (BSN)</i>
Implemented	<ul style="list-style-type: none"> Faculty members attended the Canadian Association of Schools of Nursing conference in Spring 2023 where the focus was on anti-discriminatory pedagogy in nursing education. NIC faculty delivered two presentations on: <ol style="list-style-type: none"> health and wellness in First Nations communities, and critical race theory as an approach to support the TRC Calls to Action for nursing education.

Progress	New and/or Continuing Initiatives and Partnerships
New In Progress	<ul style="list-style-type: none"> Select second- and third-year students will be participating in a Health and Wellness in First Nations Communities field school in Rivers Inlet. This course will be led by a BSN faculty member in collaboration with NIC Elders in Residence and the community of Rivers Inlet. Topics include contemporary and colonial intersections of health, wellness, reconciliation and cultural safety.
Implemented	<ul style="list-style-type: none"> Faculty participate in a workshop held by NIC Elders in Residence focused on changing mindsets and engaging in transformation reconciliation.
Ongoing	<ul style="list-style-type: none"> Content related to Indigenous health and wellness, Indigenous ways of knowing and cultural safety is woven throughout all courses in the BSN program, particularly in the relational practice courses.
Ongoing	<ul style="list-style-type: none"> First- and third-year students in the BSN program attend the Building Bridges through Understanding the Village workshop hosted at the K'ómoks Big House.
Ongoing	<ul style="list-style-type: none"> Third-year BSN students research national, provincial and local responses to the TRC Calls to Action.
Ongoing	<ul style="list-style-type: none"> Third-year BSN students take NIC's Global Health <i>Issues</i> course, which has a significant focus on the TRC Calls to Action and anti-racism.
Ongoing	<ul style="list-style-type: none"> BSN students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action in ceremony with Elders.
Ongoing	<ul style="list-style-type: none"> Reserved seating and priority admission for students of Indigenous ancestry in the BSN program.
Ongoing	<ul style="list-style-type: none"> Access to Indigenous Education Navigators for academic advising and personal counselling needs.
New Implemented	<ul style="list-style-type: none"> Faculty participated in a one-day professional development event hosted by BCcampus on November 5, 2024 called Wayi-Wah! Building Stronger Education Systems through Indigenous-Informed Pedagogies and Anti-Racist Education.
New Implemented	<ul style="list-style-type: none"> A faculty member is a co-researcher for the Learning Our Way (LOW) project to leverage innovation systems change with the goal of addressing systemic racism and promoting health equity for Indigenous people and communities on northern Vancouver Island.
New Planned	<ul style="list-style-type: none"> Three faculty members will be attending the International Council of Nurses Congress in Helsinki, Finland, with one member presenting the Learning Our Way project.
	<i>Practical Nursing Diploma (PN)</i>
Ongoing	<ul style="list-style-type: none"> Mandatory course content covering key findings from the In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care report was developed and implemented in 2023/24.
Ongoing	<ul style="list-style-type: none"> PN students are gifted with Truth and Reconciliation Commission of Canada: Calls to Action in ceremony with Elders.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Reserved seating and priority admission for students of Indigenous ancestry in the PN program.
Ongoing	<ul style="list-style-type: none"> PN students are required to maintain a portfolio through all four levels of the program on topics covering: inclusivity, post-colonial understanding, respect, Indigenous knowledge and culturally safe communication.
Ongoing	<ul style="list-style-type: none"> Students complete a unit on diversity-in-practice focused on collaborating with Indigenous community members and increasing Indigenous knowledge by participating in a community cultural experience.
Ongoing	<ul style="list-style-type: none"> Students read and discuss the book Beyond the Orange Shirt Story, a collection of stories from family and friends of Phyllis Webstad. There is an accompanying learning module that all students complete.

6.1.6 Call #28: Law Schools

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and antiracism.

Progress	New and/or Continuing Initiatives and Partnerships
N/A	

6.1.7 Call #57: Public Servants

We call upon federal, provincial, territorial and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Offered skills-based workshops with faculty on creating inclusive, Indigenized and intercultural learning outcomes.
New Implemented	<ul style="list-style-type: none"> Participated in the first annual Community Connections and Learning Day for all staff at NIC which provided sessions on Decolonization and Indigenization with Kory Wilson, Indigenization and Decolonization within the NIC Region, and Exploring Responses to Diversity.
Ongoing	<ul style="list-style-type: none"> Provided core competency monthly drop-in sessions for faculty to discuss inter-culturalization.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Developing a six-week digital learning module that will provide insight into the local context and history of First Nations on whose traditional territories NIC's campuses and centres are situated. This training provides faculty with the opportunity to reflect and examine their practice and guides them in the development of new teaching and learning methods as well as support and services for students.
Ongoing	<ul style="list-style-type: none"> Developing an Indigenous education resource website to support faculty with Indigenizing their courses, curriculum and practices. The website will also house Truth and Reconciliation resources.

6.1.8 Call #62: Teacher Education

We call upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Governed by the Nuu-chah-nulth values of respect, order and protocols, Elder's teaching, sustainability, children as the future, responsibility, accountability, preparation, family, community and celebration, Nuu-chah-nulth Tribal Council partners with North Island College to create a Nuu-chah-nulth Pathways to Education program. The Pathways to Education program combines in-class instruction with land-based cultural and personal learning to prepare Nuu-chah-nulth students for third-year entrance into the Bachelor of Education at Vancouver Island University. This pathway program delivers six Indigenous-focused, first-year courses and includes recognition of previously completed Indigenous language fluency courses and Indigenous leadership courses. Through the Pathways to Education program, instructors draw on Nuu-chah-nulth ways of knowing and being to inform academic learning. The classes are structured to focus on student strengths and the language to nourish their spirit and work at their level.
New In Progress	<ul style="list-style-type: none"> Delivering Pathways to Indigenous Teacher training in partnership with Beaufort Delta Divisional Education Council.

6.1.9 Call #86: Journalism and Media Schools

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal-Crown relations.

Progress	New and/or Continuing Initiatives and Partnerships
N/A	

6.1.10 Call #92: Business Schools

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Indigenous-informed courses and courses with discrete Indigenous and First Nations content have been added to business programming at NIC. The majority of students have elected to take ABG-100, <i>Histories and Impacts of Colonization</i>, which is also part of the Indigenous Leadership Certificate program. This course covers a broad range of issues and topics, but most importantly situates contemporary Indigenous peoples in context of temporal processes and developments. Understanding this history and the impact of colonization (and Empire) on Indigenous peoples and the socio-legal framework businesses operate in Canada, is important to comprehending larger political and economic forces. In the 2024/25 fiscal year, 313 students enrolled in ABG-100. Additional courses available to business students that support Indigenous ways of knowing and being are: <ul style="list-style-type: none"> ABG-102 Governance and Organizational Structures; ABG-103 Vision, Values, Philosophies and Ethics; ABG-105 Politics, Policy and Practice; ABG-110 Community Development & Planning; ABG-111 Economic Development; ANT-250 Ethnology of North America; ENG-127 Indigenous Literatures in Canada; FNS-160 First Nations Education: Traditional and Contemporary; GLS-140 Fishing, Indigeneity and the Asia Pacific I; GLS-240 Fishing, Indigeneity and the Asia Pacific II; GLS-241 Field School: Fishing, Indigeneity and the Asia Pacific; HIS-246 Domination and Resistance: A History of Imperialism and Colonialism; and, SOC-130 First Nations Sociology.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> ENG-116 Essay Writing & Indigenous Perspectives, introduces university-level research and writing in the humanities and social sciences and/or natural sciences with a specific focus on contemporary Indigenous issues in Canada. Students critically analyze and study the writing, oral and aural practices of Indigenous scholars and teachers in a variety of disciplines and settings. Emphasis is placed on respecting and interweaving non-Indigenous and Indigenous ways of knowing and research methodologies.
Ongoing	<ul style="list-style-type: none"> ENG-166 Effective Organizational Communications, focuses on the oral and written communication skills required to function in administrative and leadership positions within Indigenous organizations and communities. Students examine and practice the writing process in various capacities specific, but not always limited to, Indigenous organizations, including email etiquette, minute-taking, briefing notes and professional letter writing. Students also learn reporting processes, both written and electronic, with a particular focus on Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC), Indigenous Services Canada (ISC) and other provincial and national Indigenous funding organizations. Students also gain research skills necessary to access and apply to funding sources and to write formal reports.
Ongoing	<ul style="list-style-type: none"> The NIC Business Department continues to review and enhance its curriculum with the goal of integrating more Indigenous topics, case studies, and perspectives into existing courses and programs. A key development has been the expansion of elective options, allowing students to engage more deeply with courses focused on Indigenous history, culture, and approaches to business and leadership.

6.2 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) Implementation

How is your institution working with Indigenous Peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples and, in particular, the articles related to education, which include the following:

Article 14

1. Indigenous Peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

Article 15

1. Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

Indigenous Peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Progress	New and/or Continuing Initiatives and Partnerships
<p>NIC recognizes the authority and direction of the combined 35 First Nations of the Nuuchah-nulth, Kwakwaka'wakw and Coast Salish traditions on whose traditional and unceded territories the college campuses are situated. NIC also acknowledges the four Métis Chartered Communities throughout the region. With the guidance of Indigenous leadership, Elders, students and employees, NIC is committed to supporting Indigenous-led education and celebrating Indigenous knowledge.</p>	
	<p>Indigenous Education Council</p>
Ongoing	<ul style="list-style-type: none"> NIC is accountable to the NIC Indigenous Education Council⁸ (IEC) composed of members from each of the 35 First Nations, four Métis Chartered Communities and local Indigenous organizations. A leading practice in B.C., the IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction in all matters relating to NIC's mission, vision and strategic direction, namely: <ul style="list-style-type: none"> working in collaboration with NIC, to guide the development and implementation of the Working Together – North Island College Indigenousization Plan 2021-2026; providing guidance in developing responsive curriculum; providing guidance on student access, retention and success;

⁸ View the Ministry of Post-Secondary Education and Future Skills' Indigenous Leading Practices in Post-Secondary Education online at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training/indigenous-leading-practices>.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> • providing guidance on in-community programming transition support; • being an active community partner; • developing, strengthening and expanding strategic partnerships; • raising awareness about post-secondary education throughout the region; and • strengthening NIC employees' skills to support the Colleges and Institutes Canada Indigenous Education Protocol. • The IEC continues to explore the development of a co-governance model with NIC's Board of Governors.
	<i>Regional Advisory Committees</i>
Ongoing	<ul style="list-style-type: none"> • The Indigenous Education Council is made up of three First Nations regional advisory committees: Central, Northern, and West Coast, with members appointed by First Nations communities and urban Indigenous organizations. The committees meet a minimum of three times per year to: <ul style="list-style-type: none"> • identify local education and training priorities, and • advise on local community development and economic development plans.
	<i>Working Together – North Island College Indigenization Plan</i>
Ongoing	<ul style="list-style-type: none"> • In 2021, the NIC Indigenous Education Council launched Working Together – North Island College Indigenization Plan 2021-2026, the college's first Indigenization plan. The plan adopts B.C.'s Declaration on the Rights of Indigenous People Act as its reconciliation framework and actions the Colleges and Institutes Canada Indigenous Education Protocol to bring this framework to life. Working Together commits NIC to: <ol style="list-style-type: none"> 1. Action – Making Indigenous education a priority. 2. Governance – Ensuring governance structures recognize and respect Indigenous Peoples. 3. Teaching and learning – Including intellectual and cultural traditions of Indigenous Peoples in curriculum and learning approaches. 4. Understanding and reciprocity – Increasing understanding and reciprocity among Indigenous and non-Indigenous Peoples. 5. Employee recruitment – Increasing the number of Indigenous employees, including Indigenous senior administrators. 6. The learning environment – Establishing Indigenous-centred holistic services and learning environments. 7. Building relationships – Being accountable in Indigenous communities in support of self-determination. • NIC works to fulfill each of these commitments to reconciliation through specific goals and actions that aim to restore balance, address the social divide and eliminate racism and socio-economic inequity.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> Reporting annually to the NIC community, Working Together has advanced key initiatives and operational changes in accordance with these commitments (see Indigenous-led Education in 3.6 Rooms and Reconciliation in 3.8 Roof).
Ongoing	<ul style="list-style-type: none"> NIC's year-three 2023/2024 Working Together Dashboard can be viewed on NIC's engage website; the year-four annual dashboard is in progress.
	<i>Indigenous Employees</i>
Ongoing	<ul style="list-style-type: none"> NIC continues work to restore balance in the college's governance structures by increasing the representation of Indigenous Peoples on NIC boards, councils and committees (Working Together Goal 2.1).
Ongoing	<ul style="list-style-type: none"> NIC continues to review policies and operational practices to ensure they recognize Indigenous People's human rights and the equity and inclusion of Indigenous students, faculty, staff and community members. Three goals specified in Working Together form part of a larger strategy to achieve personnel balance in the organization by increasing the number of Indigenous employees including in senior leadership positions (Working Together Goals 5.1, 5.2 and 5.3).
Ongoing	<ul style="list-style-type: none"> NIC maintains special program approval through the BC Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> Executive Director of Indigenous Education, Indigenous Education Navigator, Elder in Residence, faculty in Indigenous programming, Indigenous Counsellor, Indigenous Project Analyst, and Manager and Associate of Indigenous and Regional Partnerships. <p><i>Note: NIC submitted to the BC Human Rights Tribunal in September 2024 and is still waiting for approval.</i></p>
	<i>Journeying Together – NIC's Internationalization and Indigenization Plan</i>
Ongoing	<ul style="list-style-type: none"> In Fall 2022, NIC launched Journeying Together, Canada's first ever Indigenous-serving internationalization plan developed under the guidance of the NIC Indigenous Education Council, NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada—its legacy and ongoing impacts—here and across international borders. NIC was recognized nationally with the Internationalization and Reconciliation Award of Excellence from the Canadian Bureau for International Education as well as an Excellence in Global Engagement Award from Colleges and Institutes Canada.

Progress	New and/or Continuing Initiatives and Partnerships
Ongoing	<ul style="list-style-type: none"> NIC has initiated new Indigenous study-abroad partnerships and field schools, offering unique opportunities for Indigenous students to engage with global Indigenous communities including: <ul style="list-style-type: none"> collaborations with Te Whare Wānanga o Awanuiārangi, Te Rito Maioha and the University of Waikato in New Zealand; a Japan field school focusing on immigration and Indigeneity; a collaboration with the University of Hawai'i Maui College to learn of their Language Immersion Elementary programs; a field school to Costa Rica with a focus on language and culture; and an Indigenous sustainability field school in partnership with the University of Hawai'i Kapi'olani Community College in Honolulu.
New Implemented	<ul style="list-style-type: none"> NIC developed and implemented a Collaborative Online Indigenous Intercultural Learning (COIIL) framework, further emphasizing NIC's holistic approach to fostering understanding, respect and reconciliation through embracing Indigenous values, knowledge and language in education.
First Nations Partnership Programs	
New Implemented	<ul style="list-style-type: none"> Delivered B.C. Wildfire Training in partnership with Huu-ay-aht First Nations.
Implemented	<ul style="list-style-type: none"> Delivered Indigenous Language Fluency Certificate in Nuuchah-nulth language was offered in partnership with Ehatesaht, Ahousaht and Tla-o-qui-aht First Nations.
In Progress	<ul style="list-style-type: none"> Delivered Ayajuthem language courses in collaboration with the Homalco, K'ómoks, Klahoose and Tla'amin Nations.
New In Progress	<ul style="list-style-type: none"> Delivered Pathways to Nuuchah-nulth Teacher Training in partnership with Nuuchah-nulth Tribal Council.
New In Progress	<ul style="list-style-type: none"> Delivering Pathways to Indigenous Teacher training in partnership with Beaufort Delta Divisional Education Council.
New In Progress	<ul style="list-style-type: none"> Delivering two Early Childhood Educators Assistant programs in partnership with Homalco First Nation and Nuuchah-nulth Employment and Training Program.
New Implemented	<ul style="list-style-type: none"> Delivered Employment and Digital Skills Training with Mowachaht/Muchalaht First Nation.
New In Progress	<ul style="list-style-type: none"> Delivered Greenhouse Training in partnership with Hupacasath First Nations and Alberni Clayoquot Regional District.
In Progress	<ul style="list-style-type: none"> Delivering Indigenous Leadership Certificate.
In Progress	<ul style="list-style-type: none"> Delivered Awi'nakola program which combines in-class instruction with land-based cultural learning. Instructors draw on Kwak'waka and Kwakwaka'wakw ways of knowing and being to inform academic learning. The classes are structured to focus on

Progress	New and/or Continuing Initiatives and Partnerships
	student strengths and the language to nourish their spirit and work at their level.
	<i>Indigenous-Led Education</i>
New In Progress	<ul style="list-style-type: none"> A major advancement in 2024/25 was the formalization of the Framework for Indigenous-Led Education and Training (FILET). FILET is a systemic, Nation-directed model for delivering respectful, sustainable and responsive education. It articulates roles, responsibilities and protocols for in-community programming and is now being integrated into NIC's operational planning processes as the foundational approach for all Indigenous partnerships.
Ongoing	<ul style="list-style-type: none"> In alignment with FILET, the Indigenous Education Council (IEC) continues to move into a co-governance role, offering strategic direction, guiding program development and helping shape NIC policy through a distinctions- and protocol-based lens. This year, the IEC prioritized equitable Nation representation and is developing a formal structure to distinguish voting and observer members. Conversations with the NIC Board of Governors have also begun to explore the inclusion of IEC-appointed seats at the Board table, reinforcing Indigenous leadership in institutional governance.
Ongoing	<ul style="list-style-type: none"> See <i>Indigenous-Led Education</i> in 3.6 Rooms.
	<i>Reconciliation</i>
Ongoing	<ul style="list-style-type: none"> See <i>Reconciliation</i> in 3.8 Roof.
	<i>Diversity, Equity and Inclusion</i>
Ongoing	<ul style="list-style-type: none"> See <i>Diversity, Equity and Inclusion</i> in 3.8 Roof.
	<i>Ensuring that Indigenous Learners Can Achieve Their Higher Educational Goals</i>
Ongoing	<ul style="list-style-type: none"> See 5.1.4 Minister's Mandate Letter, Priority 4.

6.3 In Plain Sight Report Recommendations

6.3.1 Recommendation #8

Please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program Name	Accreditation Standard Details (If none exist, N/A)
Bachelor of Science in Nursing Degree Practical Nursing Diploma	<p>The British Columbia College of Nurses and Midwives (BCCNM) establishes the following standards for Registered Nurses and Licensed Practical Nurses:</p> <ul style="list-style-type: none"> • Self-reflective practice (It Starts with Me). • Building knowledge through education. • Anti-racist practice (Taking Action). • Creating safe healthcare experiences. • Person-led care (Relational Care). • Strengths-based and trauma-informed practice (Looking Below the Surface). <p>The Canadian Association of Schools of Nursing establishes and promotes national standards of excellence for nursing education across Canada.</p> <ul style="list-style-type: none"> • Canadian schools of nursing: The curriculum addresses “Action 24” of the Truth and Reconciliation Commission for programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.
Health Care Assistant Certificate	<p>The following standards have been set out by the BC Care Aid & Community Health Worker Registry to provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client:</p> <ul style="list-style-type: none"> • Respect the individuality, diversity, and dignity of clients and families. • Display cultural sensitivity and cultural humility when interacting with clients and families from diverse backgrounds and cultures. • Provide culturally safe and sensitive care. • Discuss traditional medicines, healing practices, and alternative forms of healing.

6.3.2 Recommendation #14

The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program	Progress	Actions
Practical Nursing Diploma (PN) Health Care Assistant Certificate (HCA)	Ongoing	<ul style="list-style-type: none"> An Indigenous instructor teaches in both the PN and HCA programs.
Bachelor of Science in Nursing Degree	Ongoing	<ul style="list-style-type: none"> NIC continues its efforts to hire an Indigenous instructor to facilitate in-person field school experiences in a remote First Nations community as part of the Health and Wellness in First Nations Communities course.
Bachelor of Science in Nursing Degree	Ongoing	<ul style="list-style-type: none"> NIC continues to have an Elder in Residence assigned to the Faculty of Health and Human Services. The Elder is a registered nurse and has supported NIC's health programs for decades.

6.3.3 Recommendation #18

The B.C. government requires all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note – the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
Regular intakes have two seats reserved for self-identified Indigenous students.	<ul style="list-style-type: none"> • Bachelor of Science in Nursing Degree – Option A: three seats in 2024/25. • Bachelor of Science in Nursing Degree – Option C (LPN to BSN): three seats in 2023/24 (only offered every three years) 	24 students are self-identified as Indigenous (not all requested consideration for priority seating)
	<ul style="list-style-type: none"> • Practical Nursing Diploma: two seats at each campus (Campbell River, Comox Valley and Port Alberni) in 2024/25. • Access to Practical Nursing Diploma: Two seats for the 2024/25 admission (only offered every 2 years) 	<10 students
	<ul style="list-style-type: none"> • Health Care Assistant Certificate: eight seats in 2023/24 	<10 students
One-time in-community cohort intakes offered in specific First Nations Communities.	<ul style="list-style-type: none"> • Health Care Assistant Certificate: zero seats in 2024/25 	No intakes offered in 2024/25

6.3.4 Recommendation #21

All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
Bachelor of Science in Nursing Degree	N/A	<ul style="list-style-type: none">See 6.1.5 Call #24: Medical and Nursing Schools.
Practical Nursing Diploma	N/A	<ul style="list-style-type: none">See 6.1.5 Call #24: Medical and Nursing Schools.
Health Care Assistant Certificate	N/A	<ul style="list-style-type: none">See 6.1.4 Call #23: Health-Care Professionals.

NORTH ISLAND COLLEGE



Institutional Accountability Plan & Report

2024-2025 REPORTING CYCLE

About the cover

Students in the Seaweed Production and Processing Micro-credential program are identifying seaweed types at Stories Beach in Campbell River.

Bottom left to right: Tara Giguere, Cristi May Sacht, Cara Rogers, Levi Verschuur, Mike Harcott

Cohort of students on the final wrap-up celebrating the completion of the Seaweed Production and Processing Micro-credential

Front row, left to right: Tara Giguere, Lyndsay Silvestre, Cristi May Sacht, Levi Verschuur

Back row, left to right: Cara Rogers, Tom Allan, Mike Harcott, Todd McCaslin