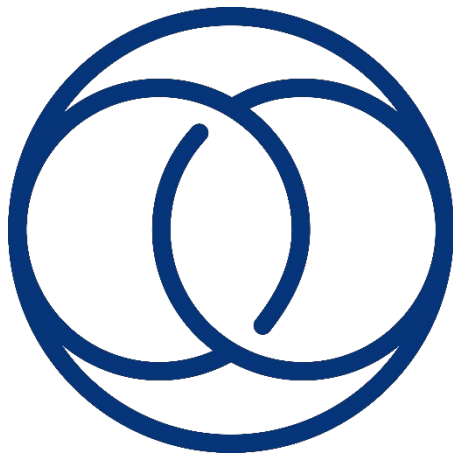




# Environmental Scan

**Preparing for the 2025 Strategic Plan**

September 2025 Release



**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.**

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# 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 approximately **182,000 residents**<sup>1</sup> 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 Nuuchahnulth, 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.**

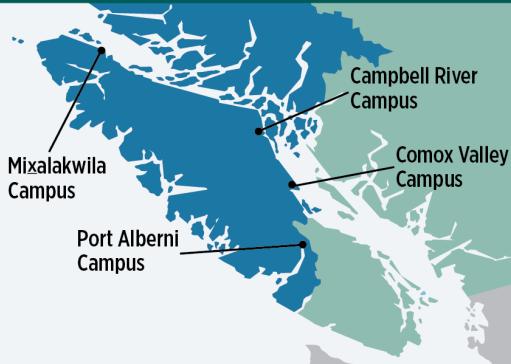
**Founded in 1975** as a distance education institution, NIC began by delivering learning opportunities to residents in remote logging camps and coastal communities through a network of 24 regional learning centres. As the region's population grew and urbanized throughout the 1990s, the college transitioned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

In **2025, North Island College celebrates its 50<sup>th</sup> 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.



<sup>1</sup> The NIC college region's 2025 population count of 182,354 is a projection from [BC Stat's Population Extrapolation for Organizational Planning with Less Error \(PEOPLE\) model](#). The PEOPLE model combines Census data with other data sources (such as BC's Medical Service Plan roster) to provide population estimates and projections.

# 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 km<sup>2</sup> 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**

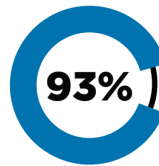
Domestic FTEs

**640**

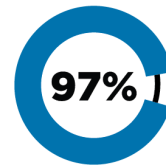
International FTEs

\*Headcount based on fiscal year NIC internal enrolment data

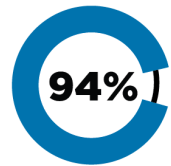
## NIC STUDENTS SAY\*



Satisfied with their  
education at NIC



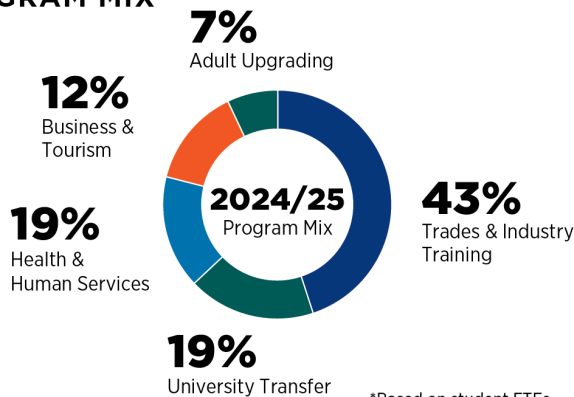
Quality of instruction  
is high



Well-prepared by  
NIC for further studies

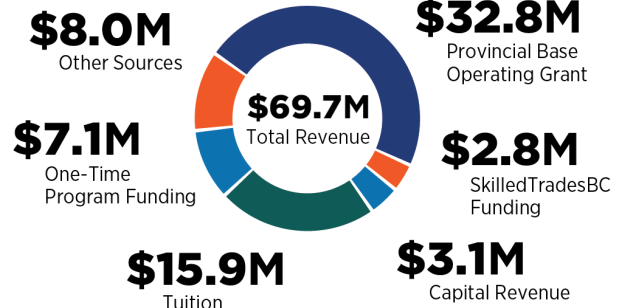
\*BC Student Outcomes survey of Diploma, Associate Degree and Certificate students

## PROGRAM MIX\*



\*Based on student FTEs

## COLLEGE REVENUE



## 2024 AWARDS\*

NORTH ISLAND COLLEGE  
  
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 Nuuchahnulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories we are situated.

For more information, please contact [communications@nic.bc.ca](mailto:communications@nic.bc.ca) | [www.nic.bc.ca](http://www.nic.bc.ca)



# Strategic Direction

## Integrated 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.

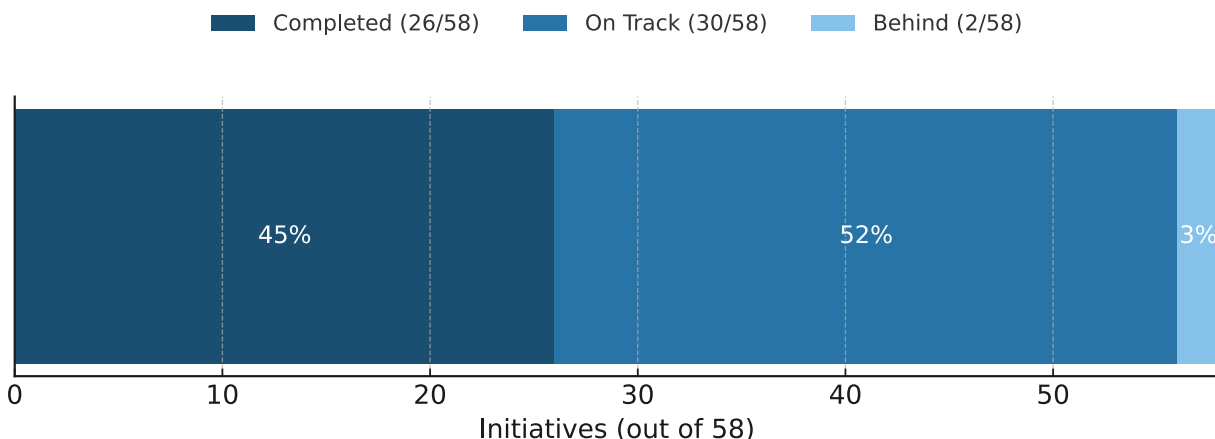
Additionally CARE<sup>2</sup>, NIC's student mental health and well-being plan, and Thriving Together, the college's people plan, reflect NIC's ongoing commitment to listening, adapting and delivering programs and services that meet the evolving needs of students and communities.

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.



## BUILD 2026 Progress Summary

As of the end of year four (2024/25), North Island College has made significant progress toward achieving the strategic goals outlined in its five-year strategic plan, [BUILD 2026](#). Of the 58 initiatives, 26 are completed, 30 remain on track for timely completion, and only two are behind schedule.

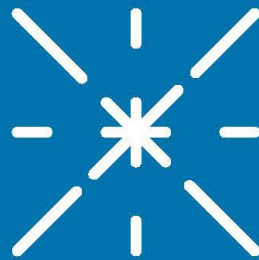


Notable accomplishments include the full implementation of frameworks such as *Working Together*, the 2021-2026 North Island College Indigenization Plan; *CARE<sup>2</sup>*, a student mental health and well-being plan; *Thriving Together*, the college's plan to develop thriving and productive employees; and multiple enrolment management initiatives. NIC has also completed major foundational goals like launching a digital service strategy and establishing administrative structures to meet strategic and operational needs as well as enhance transparent and accountability.

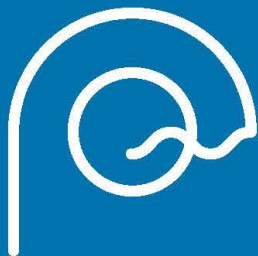
This progress reflects NIC's continued focus on student-centred learning, strategic enrolment management, Indigenous-led education, and community engagement—solidifying the college's resilience, accountability and impact in the region. A full year-four dashboard report can be found on the [BUILD Engagement site](#).



# 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.**

# Strategic Context

## 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.



# 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.

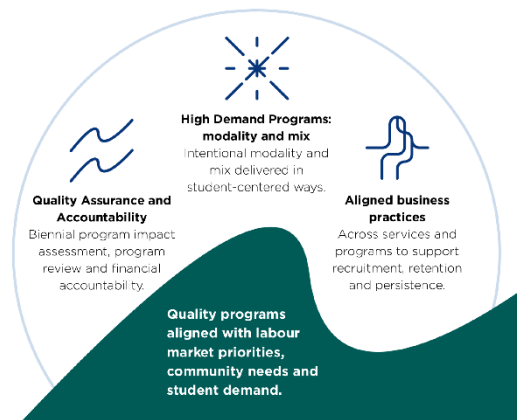
NIC's SEM framework is guided by key principles emphasizing strategic planning, evidence-based decisions, academic alignment and adaptability. In practice, this means that enrolment planning is integrated with program quality, reflects the long-term needs of learners and communities, and treats change 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.

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](#), 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.



**Figure 1, Quality Engagement Ecosystem**

## Aligning with 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.

# Revenue: Funding and Tuition

**Top line growth.** Total revenue (nominal) rose every year since 2020/21, up **42%** to **\$69.7M** in **2024/25**.

## Provincial base operating grant

- NIC's **largest revenue stream**.
- Increased **33% (+\$8.6M)** in nominal terms over five years since the onset of the pandemic to **\$32.8M** (2020/21-2024/25) – however, the bulk of this rise funded wage settlements rather than new program capacity. After accounting for elevated **inflation (peaking at 8.1%)**, the increase in real dollars is only **14% (+\$3.3M)**.
- As a share of total revenue, the grant remained essentially stable at **47% (just under half)** in nominal terms.

## One-time program funding

- **An important source of funding but variable:** peaked at **16% (\$9.5M)** in **2022/23** but eased to **10% (\$7.1M)** in **2024/25**; typically NIC's **third-largest** revenue stream.
- Targeted to priority, labour-market-aligned offerings; the provincial government shift toward one-time rather than base funding requires **rapid stand-up and marketing**, with **no multi-year certainty**. This volatility makes it **harder to optimize enrolment**—especially for **in-community** delivery—and to sustain overall college enrolment when programs start and stop with **funding available for only a single year at a time**.

## Tuition revenue

- **Second-largest** source at **23%** of revenue (**\$15.9M**) in **2024/25**.
- **International tuition** reached a high of **\$9.7M** in **2024/25** accounting for **61% of total tuition** and **14% of total revenue**—up from **\$4.1M** or **42% of tuition** and **7% of revenue** in **2021/22** and **expected to decline substantially in upcoming 2025/26**.
- **Domestic tuition** has been broadly stable in nominal dollars since **2019/20**, averaging **~\$5.9M** annually and rising to **\$6.2M** in the past two years.
- Tuition increases for B.C. public PSIs remain **capped at 2% annually**.

## Affordability and access

- NIC maintains the **lowest tuition on Vancouver Island: \$3,334** per year for Arts programs (2024/25), compared with **\$8,104** (Royal Roads), **\$6,289** (UVic), **\$4,992** (VIU), and **\$3,846** (Camosun).
- **Adult Basic Education** upgrading and **Indigenous language** courses are **tuition-free**; **former youth in care** are also eligible for **tuition waivers**.
- Among B.C.'s **25 public PSIs**, NIC's tuition for Arts programs ranks **8th-lowest**.

**Bottom line.** NIC recorded operating **deficits in three years** since the onset of the pandemic with a focus on fiscal resilience in 2025/26.

# North Island College Internal Scan

## Campuses

(NIC Campuses = Comox Valley, Campbell River, Port Alberni, M̓ixalakwila/Port Hardy. Ucluelet centre closed Fall 2025.)

### Four campuses, one regional mandate

North Island College serves its Mid- and North-Island and Central Coast communities through four distinct yet complementary campuses—Comox Valley, Campbell River, Port Alberni, and M̓ixalakwila (Port Hardy). Each site is deeply integrated with local community, industry and First Nations partners.

#### Comox Valley (Courtenay) – administrative hub

Opened 1992

- **Largest campus in** terms of space, programming, and student numbers and is NIC's administrative hub.
- **Capital expansion completed since opening:** Shadbolt Fine Art Studio (**1996**), Tyee Hall (**2004**) university transfer and student amenity building, and a Trades Training centre (**2011**), which uses 60 to 70 percent less energy than typical buildings of its size.
- **Capital expansion underway:** a **217-bed Student Housing Commons**, opening Fall 2025, and 75 new childcare spaces in **Centre of Excellence in Early Learning** with an anticipated opening of Spring 2026.
- **Additional key infrastructure:** library & learning commons, Indigenous student lounge, cafeteria/student lounge, and daycare. **NIC@St. Joe's (leased space)** supports Health Care Assistant and Practical Nursing programs.
- **Distinctive programs:** Home to NIC's applied **degree offerings:** Bachelor of Science in Nursing in partnership with VIU and BBA with majors in Accounting, Management and Marketing.
  - └ **Offers the widest range of programs** including university transfer, trades, business, health, and continuing education.

#### Campbell River – trades hub

Opened 1997

- **Second-largest campus** and **joint facility** with Timberline Secondary School.
- **Capital expansion completed since opening:** a \$17.6M renovation in **2017** for **expanded trades facilities** and create distinct space from Timberline Secondary School.
- **Additional key infrastructure:** Indigenous Gathering Place ("Q̓ə p̓ix ʔidaʔas"), student commons, library, bistro, bookstore, daycare, and health and human service labs.
  - └ Built in **2022**, the **Indigenous Gathering Place** provides a culturally relevant space for Indigenous students, faculty and staff for connection and celebration. It is also home to the Elders in Residence program.
- **Seaweed Innovation Hub:** Received **2025** federal funding through NIC's research office (CARTI).
- **Distinctive programs:** primary location for trades/apprenticeship programs **including heavy mechanical, automotive, electrical, and culinary**; also health and university transfer.



**Port Alberni – West Coast hub****Opened 1994**

- **Third-largest campus**, operating two sites: **Roger Street** and **Tebo Vocational Centre** (leased space).
- **Capital expansion completed since opening**: \$1.35M teaching kitchen (2012).
- **Additional key infrastructure**: Indigenous gathering place and lounge, library & learning commons, bistro, cafeteria, bookstore, and health and human service labs.
- **Distinctive Programs**: Indigenous language, **health, and trades**. Continuing Education and Training delivers regionally focused short-term training, including **wildfire** and building service worker training.
- **Community collaboration**: Strong collaboration with local First Nations and the Alberni Valley Learning Council to respond to community needs.

**Mixalakwila (Port Hardy) – North Island hub****Opened 2004**

- Consolidated North-Island operations in Port Hardy in 2004; moved to a more accessible **Thunderbird Mall site in 2018**.
- First campus to receive an Indigenous name—Mixalakwila: **“making what’s been dreamt about”**—reflecting meaningful partnerships with Kwakwaka’wakw Nations.
- **Distinctive programs**: land-based **Awí’nakola** Kwak’wala language, Early Childhood Care & Education, Health Care Assistant and other programs (e.g., Human Service Worker) that **shift annually with community need**. Continuing Education and Training delivers regionally-focused short-term training including Office & Clerical, Project Coordinator, and Retail & Customer Service.

**In-Community Offerings****One-Time / Renewable**

- **Bringing NIC to the learner**: Industry-driven, job-focused pathway programs are offered in-community across the 71,000 km<sup>2</sup> service area so people can **study close to home and family**—often in band halls, community centres, and employer facilities—**reducing travel/relocation barriers** and aligning delivery with local timelines.
- **Skills for in-demand jobs**: Short duration **micro-credentials** and **contract training** delivered on employer timelines—first aid, wildfire, building-service worker, marine safety/transport, digital marketing w/AI, seaweed production) - designed to stack and convert into longer credentials where appropriate. Also, full academic credit programs like Early Childhood Care & Education, Health Care Assistant, Human Service Worker, and trades with flexible delivery options and built-in upgrading pathways.
- **Partnership model**: Programs are **co-planned with First Nations, municipalities, employers** and community agencies, often using **shared and leased spaces**, to expand access efficiently and meet local needs. Applied projects and sector partnerships (e.g., with the Vancouver Island North Film Commission) align training with emerging local industry practice.
- **Regional impact**: In-community delivery boosts participation, **builds local talent pipelines** to meet labour market demand, and **supports economic diversification** in rural and coastal communities—critical as most B.C. job openings over the next decade require post-secondary education or management experience.

## Strategic significance – why the campus network matters

- **Anchoring access across 71,000 km<sup>2</sup>:** Four bricks-and-mortar hubs plus customized in-community deliveries give residents of more than 50 rural and remote communities—home to 35 First Nations—local entry points to post-secondary education without relocating to urban centres.
- **Partner-driven and place-based:** Campus offerings are co-designed with neighbouring First Nations, municipalities, employers and social agencies, ensuring programs are culturally grounded, environmentally responsive and directly linked to regional labour-market demand.
- **Catalyst for diversification:** As legacy industries such as forestry, aquaculture and mining adapt to technological, environmental and regulatory change, NIC provides accessible education and training in local communities that helps regional economies pivot toward emerging sectors.
- **Infrastructure that unlocks participation:** Recent investments—student housing, expanded childcare, trades shops, Indigenous gathering places—remove key barriers (accommodation, childcare, cultural safety) and lift regional participation in post-secondary education leading to high-opportunity occupations.

# Students

## Domestic students

- **Share of enrolment: 77%** of total FTEs.
- **Age:** Median 26; **average 30**—older than the traditional 18–24 cohort.
- **Gender: 56% women.**
- **Home region:** 90% lived in the NIC region or the South Island before enrolment, with nearly **80% from NIC's own service area.**

## International students

- **Share of enrolment: 23%** of total FTEs.
- **Age:** Median 24; **average 25**—slightly younger than domestic peers yet still beyond the traditional age range.
- **Gender: 49% women.**
- **Home region: 64% from South Asia.**
- **Program choice:** Concentrated in Business & Tourism, University Transfer, and Health & Human Services (HHS). As of Fall 2025, HHS has seen a 13%pt. increase in its share of intl. FTEs, with the other areas declining slightly as a result.

## Indigenous students

- **Share of enrolment: 21%** of domestic FTEs; the regional Indigenous population is 14%.
- **Age:** Median 27; **average 31.**
- **Gender: 59% women.**
- **Home region:** 94% were Island residents prior to study (**87% NIC region**, 7% South Island).

## Sociodemographic snapshot (2025 Canadian Campus Wellbeing Survey respondents)

- **Working while studying: 72%** of respondents worked  $\geq 15$  hrs/week; **risers to 88% for international students.**
  - └ **Full-time work ( $\geq 35$  hrs/week): 18%** of non-Indigenous domestic students, **34% of Indigenous students.**
- **Financial stress: 43%** reported “quite a bit” or “great deal” of financial stress; **52% among international students.**
- **Family status: 26% were married** or in a domestic partnership.
- **Mental-health disclosure: 22%** reported a **documented mental-health condition**, underscoring a need for robust student-support services.
- **Difficulty in finding housing: 52% of respondents (75% for international student respondents)** reported having encountered difficulty during their housing search, with high rental costs being by far the most common (**43% for all students; 62% for international students**) followed by limited availability (**27% for all students; 29% for international students**).
- **Housing-related challenges: 21% of respondents (34% for international student respondents)** reported having some issues with their housing, with landlord conflicts topping the list at **11% (16% for international students)**.
- **Housing-related financial stress: 14% of respondents (10% for international student respondents)** reported having considered dropping out or deferring their education due to housing-related financial stress.

# Enrolment

## 2024/25 snapshot

NIC enrolled a **record-high total of 2,743 FTEs** (6,969 students) in the following categories:

- **Domestic:** 2,103 FTEs 6,152 students 77% of total FTEs
- **International: 640 FTEs (record high)** 818 students 23% of total FTEs
- **Indigenous\*:** 450 FTEs 1,098 students 21% of domestic FTEs

\* Indigenous students are a subset of the domestic total.

## Domestic enrolment trend

- **Peak and gradual slide.** Domestic FTEs peaked just under **2,600** in **2010/11** and have fallen by **~2% per year** on average since—accelerating to **~3% annually** post-COVID, broadly in line with trends at other rural B.C. colleges.  
\* The math: a 2% cumulative annual decline → 10% in 5 yrs → **18% in 10 yrs** → 26% in 15 yrs.
- **Structural factors.** Long-term demographic contraction (Grade 12 grads and 18-24-year-olds) combined with strong labour markets and high cost of living/housing and, more recently pandemic-accelerated lifestyle shifts have collectively reduced post-secondary participation (see [Appendix I](#)).
- **Predominantly part-time.** Nearly **60%** of domestic students study part-time, a factor that has remained constant pre-pandemic to present day.

## International enrolment trend & outlook

- **Record high.** International FTEs reached **640** (23% of total) in **2024/25**.
- **Policy-driven contraction ahead.** Federal study-permit caps and tighter PGWP rules are expected to cut NIC's international FTEs substantially beginning in 2025/26; B.C. PSIs with higher exposure (some with up to 50% intl. FTEs) face even steeper risk.
- **Predominantly full-time.** About **75%** of international students study full-time.

## Aggregate effect (domestic + international)

- **Post-COVID cushioning.** Growth in international numbers has more than offset the domestic decline in the years since peak-COVID disruption, driving **total enrolment to an all-time high in 2024/25**.
- **Re-balancing ahead.** As international volumes recede, overall FTEs will trend toward the lower domestic baseline unless new domestic markets and/or funding injections stimulate growth.

## Campus mix and modality

- The **Comox Valley campus enrolled the largest proportion** of NIC students at just under half of total FTEs in 2024/25, **Campbell River campus was the second largest** with just under a quarter, Port Alberni and M̓xalakwila in Port Hardy were substantially smaller at 5% and 2%, respectively.
- **Campus-independent digital learning** (i.e., completely online) offerings enrolled just under **a quarter of total FTEs** in 2024/25.
- Since the onset of the COVID pandemic in 2020/21, **digital learning offerings have shrunk from 52% of total FTEs to 23%** with virtually all of those FTEs shifting to the Comox Valley Campus.

**Outlook: NIC's enrolment profile is at a turning point.** Domestic numbers remain soft yet concentrated in applied fields; international volumes have peaked and will adjust downward in the near-term as federal caps on study permits and tighter PGWP rules changes take full effect; and modality finds optimal balance in the shift away from online delivery to on-campus delivery.

# Program Mix

## NIC's program offerings: wide, stackable portfolio

- NIC offered **123 credentialed programs** and **1,026 courses** in 2024/25, most at the one- and two-year certificate/diploma level with clear pathways to degrees, apprenticeships, or employment. Four-year degrees (Business BBA and Nursing BSN) round out the ladder along with a growing number of “stackable” micro-credential programs.
- Program highlights by region can be found in the Campuses section. Detailed descriptions of NIC programs can be viewed in the [Program Finder](#) on the NIC website. Programs for international students including confirmation of postgraduate work permit eligibility can be viewed on the [International Student Programs](#) portal.

## Domestic shift to applied learning

- NIC's domestic program mix has shifted considerably since peak domestic student FTEs in 2010/11 from just over **50%** of total FTEs enrolled in Arts, Science and Management plus Access & Regions (developmental) programs to **30% in 2024/25**.
  - └ Trades and Apprenticeships are now the **dominant pair at 38%** of total FTEs.
  - └ Health and Human Services FTEs have **grown from 12% to 17%**.
  - └ Continuing Education FTEs have remained **constant at about 11%** with expected year-over-year variation given that most programs are funded on a **one-time, contract, or cost-recovery** basis.

## Indigenization continues to deepen across NIC's curriculum

- Dedicated Indigenous Education offerings have grown and stayed consistent at about 3% of total FTEs in for the past five years. However, it is important to note that this number only captures a small fraction of all Indigenous-focused program and course content offered by NIC as **Indigenization efforts continue to expand** in key program areas as: **social work, early childhood care and education, Indigenous language programs, health care programs (health care assistant, practical nursing, and bachelor of science in nursing), business, university pathway programs, and in-community partnership offerings** with local First Nations. Detailed information about curriculum Indigenization can be viewed in NIC's [Institutional Accountability Plan & Report](#).

## International diversification

- Since 2010/11, the majority of international student FTEs have been focused in Arts, Science and Management (ASM) FTEs (predominantly in business, university studies, and tourism programs).
  - └ As a percentage of total FTEs, ASM peaked at 93% in 2019/20 (the year before the COVID pandemic) and declined to **77% in 2024/25** with program diversification for international students.
- FTEs began to grow in **cohort-based** Health & Human Services program intakes in 2019/20 from virtually none to **13%** of total international FTEs (85 FTEs) in 2024/25 and an estimated 26% (+13%pt) of intl. FTEs as of Fall 2025.
- Over the past two years, **Trades FTEs** have increased from virtually none to **5%** of total international FTEs (31 FTEs) with students taking Culinary Business Operations.

# Student Outcomes

(Graduates and former students who participated in the 2024 [BC Student Outcomes surveys](#).)

## Employment & earnings

- **Fast landing in field.** Roughly **9 in 10** NIC were working within a year and reported their position was directly related to their program and that the skills learned at NIC were useful in performing their job.
- **Multiple-job economy. Seventeen percent held two or more jobs**, reflecting the current labour-market reality for early-career workers.
- **Stay local.** About **4 in 5** remained in the **Vancouver Island/Coast region**, contributing to local economies.
  - ↳ **Competitive salaries (average full-time earnings):** degree (mainly BSN) grads: ~\$108K; apprenticeship completers: ~\$86K; certificate, diploma & trades grads: ~\$48K. These figures track closely with, or exceed (for degree program grads), earnings reported by peers from comparable B.C. institutions.

## Quality of education

- **High quality & satisfaction.** **96%** rated instructional quality as high and **93% were satisfied** with their NIC experience.
- **Strong foundational skills.** **90%** credited NIC with developing communication, critical thinking, and self-directed-learning abilities—key assets for successful employment and further education.

## Further education and transfer

- **Pathway success.** **75%** of Arts & Sciences university pathway respondents and **26%** of certificate/diploma respondents undertook additional studies at a B.C. public PSI; most said NIC had **prepared them well** and were **satisfied with the credit-transfer process**.
- **Program alignment.** The majority indicated their subsequent studies **built directly on their NIC program**.

## Financing and debt

- **Who borrows?** Degree graduates were most likely to incur debt (**68%**), followed by certificate/diploma/A&S completers (**38%**).
- **Average debt to pay for program:** degree: ~\$30K; certificate/diploma/ A&S: ~\$15K; trades (mostly one-year programs): ~\$8K
- **Top funding sources (ranked):** 1) Family / partner support; 2) Personal savings; 3) Employment income while studying; 4) Government student loans (the latter ranks higher for degree students).
- **Part-time for affordability.** About **18%** of certificate/diploma/A&S respondents (and **5%** of trades/apprenticeship respondents) completed some or all their studies part-time for financial reasons.

**Relocating to study.** Roughly **30%** of certificate/diploma/A&S/apprenticeship respondents (and **20%** of trades respondents) relocated from their home community to attend NIC, underscoring the need for student housing.



# Employees

## Workforce Profile

- **CV campus concentration.** NIC employs **519** faculty, support staff, and administrators, with ~two-thirds (**65%**) **based at the Comox Valley hub** where most students and services are located.
- **Seasoned talent poised for retirements.** Just under three-quarters (**72%**) of employees are **over 45** and **more than one-third** of faculty, support, and administration are already **55+**, signalling a succession-planning and knowledge-transfer imperative.
- **Faculty-heavy age curve.** Nearly half of instructors (**48%**) are **55+**, a higher share than in other employee groups (34% for support staff and administrators each).

## Thriving Together – People Plan Progress (Year 1)

- **Remote work launched.** A Remote Work Program—developed through extensive internal consultation—went live in May 2024; more than **35 staff had approved arrangements** by September 2024.
- **Mental-health supports expanded.** All employee benefit plans now include **higher annual mental-health coverage** and an expanded list of practitioners; NIC also rolled out the **Not Myself Today** mental-wellness program with four modules completed to date.
- **Career development gains.** Creation of a dedicated **Career Development Advisor** in Fall 2023 has driven a marked increase in support-staff utilization of available funding.
- **Policy modernization:** Updated Human Rights, Respectful Workplace, Code of Conduct and a new Accommodation Policy (Sept 2024) strengthen equity, inclusion, and duty-to-accommodate provisions across all employee groups.

## Strategic Significance

- **Impending talent turnover.** The mature age profile makes proactive succession pipelines critical to sustaining program quality and regional labour-force supply.
- **Culture of well-being and flexibility.** Remote-work options, enhanced mental-health benefits, and the Not Myself Today initiative position NIC as an employer of choice in a rural talent market.
- **Resilience through modernization:** Updated policies, digital HR tools (e.g., MyNIC Employee Resources portal), and career-path supports collectively strengthen NIC's ability to attract, develop, and retain a diverse workforce equipped to deliver student-centred, Indigenous-led, and labour-market-aligned education across the college's 71,000 km<sup>2</sup> service area.

# North Island College Regional Scan

## The NIC Supply Chain: Regional Population

### Largest rural-college catchment population in B.C., but still sparsely settled

- BC Stats' July 2025 PEOPLE estimates put the NIC college region (NICR) at approximately **182,000 residents in 2025**—the largest population served by any rural college in the province, yet spread across 71,000 km<sup>2</sup> of island, coastal and mainland terrain.

### Federal immigration reset: brief population dip, then (slower) growth

- **Short-term decline.** The NICR's population is projected to peak near 182,000 in 2025 and is projected **to dip to ~177,000 by 2026**, reflecting the 2025 reduction in federal immigration targets and fewer temporary residents, the main source of B.C.'s population gains since 2021. Over this period, natural growth has been negative (more deaths than births – consistent with an ageing demographic) and net interprovincial migration has trended negative since late 2023.
- **Muted recovery.** Growth resumes in 2026 but at a slower pace than in recent years: +0.19% per year in the NIC Region (vs +1.08% provincially), compared with +0.37% / +1.78% during 2021–25 (BUILD 2026 years) and +1.46% / +1.48% during 2016–21. By 2031, the NIC Region is expected to edge back to ~179,000, just below the current (2025) level.
- **Shifting age structure.** The 0–17, 18–24, and 25–64 cohorts are (unevenly) projected to contract over the next 2–10 years, while the rapidly-growing 65+ (retiree-age) population continues to grow before leveling off around 2030.

### CV and Central Coast growing, other regional districts flat or declining

- **Comox Valley:** Newcomer inflows have been concentrating here, but growth is modest—about **0.8% per year**, less than half the B.C. pace (**1.8%**).
- **Central Coast:** Fastest growth at **~1.4% annually**, though from a very small base (~3,700 in 2021), so absolute numbers remain limited.
- **Strathcona/Campbell River & Alberni-Clayoquot:** Essentially **flat, with little net change** over recent years.
- **Mount Waddington:** Continuing **contraction of ~1% per year**, with the decline expected to deepen to **~1.5% annually** over 2026–2031.
- **Outlook:** Projections indicate these patterns—growth in Comox Valley and the Central Coast, stagnation in Strathcona and Alberni-Clayoquot, and contraction in Mount Waddington—are likely to **persist through 2031**.

### A markedly older age profile

- In 2025, seniors (65+) represent **28%** of the NIC Region's population (vs **20%** province-wide), and **older working-age adults (45–64)** account for roughly **50%**. By contrast, the traditional college-age group **18–24** is just **6%** (~11,500 people) and **children 0–17** are **16%**. This age mix helps explain why NIC's **average domestic learner is 30**—well beyond the 18–24 “direct-entry” norm—and underscores the need for flexible, adult-friendly delivery.

## Indigenous Peoples are central to the region's demography

- **Higher Indigenous presence than the rest of B.C.** 14% of NIC region residents self-identified as Indigenous in the 2021 Census of Population, more than double the overall provincial share of **6%**.
- **Significantly higher sub-region shares for most sub-regions.** Most of NIC's sub-regions have a substantially higher share than the region's overall 14% share: **67% for Central Coast, 29% for Mount Waddington, 20% for Alberni-Clayoquot and 13% for Strathcona.** For the most populous sub-region, **Comox Valley**, Indigenous people made up **7%** of the population in 2021.
- **A younger age profile.** Province-wide, the average age of Indigenous people is **34**, vs **43** for non-Indigenous. Children under 15 make up **24%** of the Indigenous population, vs **14%** for non-Indigenous, implying larger school-age and early-career cohorts.
- **Diverse Nations, deep partnerships.** NIC operates within the territories of **35 First Nations** (Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish) and is advised by an Indigenous Education Council representing Nations across the region.

## Strategic implications

- **Tight market for learners.** With the only growth among seniors and ~80% of domestic students coming from the local area, the **18–24 and 25–64 pipelines are expected to remain virtually level at today's level through 2031.**
- **Adult-first demand.** An older age mix means more need for flexible, job-focused learning (reskilling and upskilling) for working adults and caregivers.
- **Limited youth pipeline.** The small 18-24 base limits immediate “direct-entry” pipelines from high school; **mature learners and lifelong learning markets remain crucial.**
- **Compete on affordability.** Student housing, childcare and targeted financial aid remain important core enrolment tools.
- **Stability over volume.** Prioritize retention and completion; rebuild international enrolment cautiously in BC-priority fields.
- **Programming that reflects, and is responsive to, the community.** The demographic reality of NIC's service area underscores the importance of **Indigenous-led programming, in-community delivery, culturally grounded student supports, and clear ladder pathways** from Adult Basic Education and upgrading into trades, health, community services, university transfer and micro-credentials. It also reinforces the value of sustained collaboration with First Nations governments and organizations through the Indigenous Education Council to co-design programs that reflect local priorities and support community well-being and workforce development.

# The NIC Supply Chain: Regional High Schools

(NIC Region school divisions = SD49-Central Coast, SD70-Pacific Rim, SD71-Comox Valley, SD72-Campbell River, SD84-VI West, and SD85-VI North)

## Grade 12 enrolment has climbed and is stabilizing at a higher plateau

- **Bigger senior classes than pre-COVID.** After averaging ~1,880 Grade-12s pre-pandemic, cohorts rose sharply and are projected to level off around ~2,350 per year from 2025/26–2030/31—about +470 students (+25%) above pre-COVID.
- **Growth is concentrated.** Comox Valley (SD71) accounts for virtually all of the increase and now hosts ~51% of the region's Grade-12s; Campbell River and VI North show modest gains at near 20% each.
- **Why the jump?** Likely a mix of in-migration, newcomer families, and improved retention options during/after the pandemic—effects most visible in Comox Valley.
- **Projection caveat:** Forecasts (beginning in 2025/26) showing higher numbers of Grade 12 graduates **do not yet reflect the Fall 2024 federal immigration reset**; as a result, they likely **overstate future student numbers**.

## High school graduations have trended down—but are set to rebound

- **Fewer grads than a decade-and-a-half ago:** fell from the peak in 1,524 (2006/07) to 1,264 (2022/23) – a 17% decline.
- **Pipeline points to recovery.** If historic rates hold (~0.64 grads per Grade 12 student), larger senior cohorts could lift annual grads back toward ~1,500—last seen in 2006/07 (**see above Projection Caveat**).

## Direct entry to NIC has slipped

- **Fewer immediate transitioners.** Only 17% of 2022/23 grads (213 of 1,264) enrolled at NIC the very next year—down from 31% (446 of 1,422) at the past peak for 2010/11 grads — and they now form a smaller share of new domestic intake than a decade ago (14% in 2023/24 vs. 22% a decade earlier). In the 2023/24 school year, **university studies commanded a plurality of immediate transitioners at 23%**, with **adult basic education having the next largest share at 5%**.

## Delayed entry matters

- **A longer runway still leads to NIC.** While 17% (213) come immediately, ~29% (~350 individuals) enroll at NIC within three years; over ten years, the cumulative share rises to ~43% (~590 individuals).

## Most grads aren't heading straight to B.C. public post-secondary

- **Gap years/other pathways more common post-COVID.** 61% of 2022/23 NIC region grade 12 grads (770 grads) did not enroll at any B.C. public PSI within one year (higher than the 54% pre-COVID baseline).

## Among those who go elsewhere, more are bypassing NIC

- **Post-COVID choice shift.** A larger share of NIC-region grads who go straight to public post-secondary are choosing *other* B.C. PSIs over NIC: **2022/23** → 196 to NIC vs. 279 elsewhere; **2023/24** → 213 to NIC vs. 281 elsewhere. Pre-COVID, NIC captured the bigger share of immediate transitioners.
- **Regional destination shift.** Before the pandemic, about two-thirds of those who went elsewhere stayed on Vancouver Island. Post-COVID, nearly half now head to Mainland institutions (**~46% Mainland; 54% Island**).

**Strategic Implication.** With larger Grade 12 cohorts on the horizon and graduation numbers expected to climb, NIC has an opportunity to recapture market share by **strengthening recruitment, pathways and dual-credit partnerships**—particularly in the Comox Valley where growth is concentrated.

# Educational Attainment

(NIC Region = Comox Valley, Strathcona, Alberni-Clayoquot, Mount Waddington & Central Coast regional districts; or school divisions 49, 70, 71, 72, 84 & 85)

## High school completion gaps in the NIC region

- **Non-graduation twice the provincial rate.** 18% of secondary students in the NIC Region leave without a Dogwood Diploma, compared with **8%** province-wide.
  - └ The gap **widens in the most rural districts: 40%** non-graduation in SD 84 (Vancouver Island West) and SD 85 (Vancouver Island North).
- **Many adults without high-school credentials.** Among residents aged 25–64, **14%** lack a diploma (B.C. = 10%; Canada = 12%).
  - └ Range inside the Region: Comox Valley 11% → Strathcona 13% → Alberni-Clayoquot 19% → Mount Waddington 24% → Central Coast 25%.
- **Indigenous learners face steeper barriers.** 24% of Indigenous adults in the NIC Region report **no credential at all** vs. 10% for non-Indigenous peers (B.C. = 20%; Canada = 22% for Indigenous).
  - └ Range inside the Region: Comox Valley 14% → Strathcona 22% → Central Coast 25% → Alberni-Clayoquot 27% → Mount Waddington 40%.
- **Provincial labour-market alignment.** The BC Labour Market Outlook 2024 Edition forecasts that **13%** of job openings in B.C. over the next decade will require at least a high school diploma.

## Post-secondary attainment gaps in the NIC region

- **Lower credential completion overall.** 42% of working-age adults in the NIC Region have *no* post-secondary credential (B.C. = 34%; Canada = 33%).
  - └ Highest gaps: Mount Waddington **51%**, Central Coast 50%.
- **Indigenous gap even larger.** 57% of Indigenous adults in the Region lack a post-secondary credential vs. 39% of non-Indigenous (B.C. = 52%; Canada = 51% for Indigenous).
  - └ All districts exceed 45%; **peaks at 69%** in Mount Waddington.
- **Provincial labour-market alignment.** The BC Labour Market Outlook 2024 Edition forecasts that **76%** of job openings in B.C. over the next decade will require post-secondary training or management experience. Lower attainment rates therefore limit regional participation in emerging, higher-paying occupations.

## Implications for NIC and the region

- **Access & affordability.** Tuition-free ABE, pathway programming and ladder credentials, and in-community delivery remain essential to close both high-school and post-secondary gaps.
- **Targeted outreach.** Rural districts and Indigenous communities require tailored supports—including childcare, transportation, broadband, and culturally grounded programming—to facilitate post-secondary participation and completion.
- **Economic resilience.** Raising educational attainment is pivotal to meeting local labour-force needs, attracting new investment, and improving individual earnings across region and especially for North and West Vancouver Island and the Central Coast.

# Labour Market

(Source: *British Columbia Labour Market Outlook, 2024 Edition*)

## Province-wide

- **1.12 million job openings** are projected over the decade—about **60%** to replace retirees (**671,000**) and **40%** from economic growth (**449,000**). Provincial employment is expected to grow **1.4% annually** to **3.3 million** by 2034.
- Filling those jobs will draw on multiple sources: **young entrants 47% (~524,000)**, **new immigrants 46% (~518,000)**, and **interprovincial migrants 5%**, with the rest from re-entrants and unemployed workers.
- **Education & skills:** about **76% of openings** will generally require **post-secondary training or management/supervisory experience** (TEER 0–3).
- **Occupation mix: province-wide, healthcare, retail/service and education occupations, such as** retail and wholesale trade managers, salespersons, visual merchandisers; registered nurses, registered psychiatric nurses, nurses aides, orderlies, patient service associates; senior managers; administrative officers; food counter attendants, kitchen helpers and related support occupants; transport truck drivers; social and community service workers; elementary school and kindergarten teachers; and early childhood educators and assistants are expected to have large volumes of openings.
- **Forecast caveat:** the 2024 Outlook **does not yet integrate the federal immigration reset announced in fall 2024**; current projections likely **overstate** population, labour-force and household growth. Revisions are expected in the next edition.

## Vancouver Island/Coast (economic development region: proxy for NIC region)

- **166,700 job openings** are expected (2024–2034), with **~50,000 from growth** and **~116,700 from retirements**—a **replacement-driven market (~70%)** consistent with the region's older age profile. Projected **employment growth ~1.1% per year**.
- **Top occupations for regional openings** (2024–2034, across all industries) include **registered and psychiatric nurses** (~6230); **nurse aides, orderlies and patient service associates** (~5380); **trade managers** (~4650); **retail salespersons and visual merchandisers** (~3960); **administrative officers** (~3530); social and community service workers (~3290); senior managers (~3070); light duty cleaners (~2640); food counter attendants, kitchen helpers and related support occupations (~2620); elementary school and kindergarten teachers (~2420); administrative assistants (~2110); early childhood educators and assistants (~2090); carpenters (~1950); and accounting technicians and bookkeepers (~1840)—a mix that underscores demand in **health, education and service** sectors.
- The Outlook's immigration caveat also applies regionally; slower population growth would temper demand in sectors such as **residential construction, health care and education** relative to this edition's baseline.

## Why this matters for NIC

- With most openings requiring **post-secondary credentials** and a strong **replacement** component locally, NIC's focus on **health, community care, trades/technical, education, and business/administration** aligns with both the provincial and regional demand profiles.
- The immigration-assumption caveat suggests continued value in **upskilling incumbent workers, ladder pathways, and flexible delivery** to meet local employer needs even if overall growth moderates.



# Unemployment

## Unemployment snapshot (youth focus)

- **Current conditions (July 2025).** Canada's unemployment rate held at **6.9%** in July; **youth (15–24) unemployment climbed to 14.6%**, the highest since 2010 outside pandemic years, and the youth employment rate fell to a multi-decade low. **B.C.'s jobless rate is 5.9%**. Within NIC's catchment proxy, the Vancouver Island/Coast region also sits at 5.9%. Near-term risks remain tilted to softer growth even as wage gains persist.
- **Why youth are hit harder.** Youth **joblessness has risen faster** than for other age groups. Two structural forces stand out: (1) **more 25- to 29-year-olds occupying roles teens/early-20s once filled** (a “failure-to-launch” dynamic amid high living costs); and (2) **changing entry-level job mix**—retail steadier, but fewer hospitality, transport/warehousing and construction roles in the past year. Automation remains uneven: **high-touch, low-wage work is less automatable** than hype suggests, though displacement of junior white-collar roles could “smush down” into entry-level jobs.
- **Economic scarring & affordability.** Missing that first match in one's trained field **pushes youth into stop-gap jobs** and those detours slow earnings mobility. Housing and general cost-of-living pressures extend dependence and delay career progression—compounding the scarring effect.
- **Longer view—openings remain.** Despite near-term softness, the Vancouver Island/Coast region is forecast to see **~166,700 job openings (2024–2034)**, mostly from retirements. This underpins demand for short, applied training aligned to regional high-opportunity occupations.

## Implications for NIC enrolment (youth lens)

- **Tailwinds for short, job-ready pathways.** Elevated youth unemployment potentially boosts interest in **certificates, micro-credentials, and fast up-/re-skilling** tied to immediate vacancies (health care, ECCE, trades/technical, marine/transport).
- **Affordability shapes modality.** More youth **working more hours/jobs** to cover rent/transport/food → higher **part-time** uptake, demand for **online/blended** options, and preference for **paid WIL/clinical** to offset costs.
- **Retention opportunity.** With Island/Coast unemployment near the provincial rate but replacement-driven openings large, NIC can **convert local jobseekers into trained entrants for in-region** roles through targeted recruitment, upgrading pathways to credentials, and employer-co-designed WIL.

# Appendix I – 2024/25 Enrolment Highlights

The enrolment (FTEs and headcounts) presented in this study adhere to the reporting categories and methodologies established by the Ministry of Post-Secondary Education and Future Skills. This alignment supports narratives for the final FTE report, the [Institutional Accountability Plan and Report](#) (2024-25 edition anticipated to be posted Nov. 2025), the [BUILD Dashboard](#), and other public communication.

STUDENT TYPE

○ All Students (dom + int)

2,743 FTEs ▼ 1% (-31 FTEs)

| second-highest ever

○ Domestic

2,103 FTEs ▼ 3% (-67 FTEs)

| second-lowest in seventeen years

○ International

640 FTEs ▲ 6% (+35 FTEs)

| highest ever

HIGHEST EVER

○ International

640 FTEs ▲ 6% (+35 FTEs)

| 799 students enrolled

▪ Second-highest

605 FTEs in 2023/24

▪ Third-highest

506 FTEs in 2018/19

▪ Fourth-highest

480 FTEs in 2019/20

○ Health Programs

359 FTEs ▲ 18% (54 FTEs)

| dom including allied health

▪ Second-highest

316 FTEs in 2021/22

▪ Third-highest

309 FTEs in 2022/23

▪ Fourth-highest

305 FTEs in 2023/24

○ Digital Design Programs

114 FTEs ▲ 4% (+4 FTEs)

| dom + int by student program

○ Work-integrated Learning

938 heads ▲ 3% (28 heads)

| dom + int

▪ Second-Highest

921 students in 2022/23

▪ Third-Highest

916 students in 2021/22

▪ International student enrolment was the highest ever in 2024/25 with 252 students enrolled making up 27% of total WIL headcount.

SECOND-HIGHEST EVER

○ All Students

2,743 FTEs ▼ 1% (-31 FTEs)

| dom + int

▪ Highest

2,775 in 2023/24

▪ Third-highest

2,740 in 2018/19 (pre-COVID international peak).

▪ Fourth-highest

2,683 in 2010/11 (peak domestic enrolment year of 2,598 domestic student FTEs plus 85 international FTEs enrolled).

○ Early Childhood Care and Education

101 FTEs ▼ 2% (-2 FTEs)

| dom + int by student program

THIRD-HIGHEST EVER

○ STBC Trades (Base-Funded Fdn + App) 748 FTEs ▼ 3% (-26 FTEs)

| STBC trades + apprenticeships

▪ Highest

775 in 2023/24

▪ Second-highest

751 in 2022/23

#### NOTABLE INCREASES

- **Health Programs**      359 FTEs ▲ 18% (54 FTEs)      | *dom including allied health*
  - One-time: After last year's 60% decline to 28 FTEs, one-time health programs recovered in 2024/25. A total of 86 one-time FTEs were enrolled in 2024/25, marking a 210% increase (58 FTEs) over last year. One-time programs included Health Care Assistant (72 FTEs) and Activity Assistant (14 FTEs offered in partnership with BC Care Providers Association).
  - Base-funded: BSN Option C FTEs doubled to 16 FTEs in 2024/25 and Practical Nursing FTEs grew by 15% to 50 FTEs.
- **STBC-Funded Foundation Trades**      234 FTEs ▲ 5% (12 FTEs)      | *STBC base-funded*
  - Foundation trades FTEs (234 FTEs) were the highest in eight years in 2024/25, a 5% (+12 FTEs) increase over last year which grew substantially by 30% (+51 FTEs) over the previous year.
- **Dual Credit**      246 heads ▲ 34% (+62 heads)      | *dom by application status*
  - This year saw a recovery after last year's 33% decline to 184 heads due to policy review at the Ministry of Education and Child Care. Last year's headcount enrolment was the lowest in five years.
  - Dual credit students enrolled in 21 programs with the largest gains in FASM and trades programs, up 71% (or 51 students) and 18% (or 17 students), respectively.

#### NOTABLE DECLINES

- **One-time Occupational Skills (CET)**      35 FTEs ▼ 58% (-50 FTEs)      | *dom by student program*
  - Lowest in six years (see Actual FTEs by Ministry Target Program report)
- **One-Time Trades**      58 FTEs ▼ 35% (-31 FTEs)      | *dom by student program*
  - Lowest in five years (see Actual FTEs by Ministry Target Program report)
- **STBC-Funded Apprenticeships**      515 FTEs ▼ 6% (-38 FTEs)      | *dom by student program*
  - Electrician, Heavy Duty Mechanic and Professional Cook (all levels) were the main areas of decline.
  - Professional Cook (all levels) declined by 56% (-15 FTEs) to 12 FTEs.
  - Not included in the above are the following one-time apprenticeships offered in 2024/25: Carpentry in Kingcome (12 FTEs) and Residential Building Maintenance Worker in Kyuquot (9 FTEs).

# Appendix II – Provincial Mandates and Accountability

## 2025/26 Mandate Letter Priorities for NIC

In June of 2025, NIC received its 2025/26 Mandate Letter from the Minister of Post-Secondary Education and Future Skills requesting that NIC address the following priorities:

- “Work with the Ministry to explore and implement **strategies that support efficiency and service optimization, reduce expenses, generate revenues** and help ensure long-term financial sustainability of the sector while enhancing access to high quality learning opportunities.
- The post-secondary education system is critical to **supporting a prosperous, diverse and growing economy and a strong, secure British Columbia**. I expect that your institution's policies and programs ensure that post-secondary education and training in British Columbia remains relevant and accessible.
- I expect your institution to develop and implement strategies that **ensure safety, protection, and fair treatment** on campuses for all students, staff, and faculty.
- Underlying our work is a continued commitment to lasting and meaningful **Reconciliation with Indigenous partners** by supporting opportunities for First Nations self-determination in the post-secondary sector leading to **greater access to relevant programs for Indigenous learners.**”

Other important priorities and areas of focus in the Mandate Letter include:

- “In the current economic and fiscal context including the threat of U.S. tariffs and other global economic challenges affecting British Columbian families, your organization is to work with ministry staff to review all existing programs and initiatives to ensure **programs remain relevant, efficient, sustainable, grow the economy**, and help **keep costs low** for British Columbians. Public sector organizations are expected to adhere to the principles of: cost consciousness, accountability, appropriate compensation, service, and integrity.”
- “Providing equitable service requires due consideration of the diverse needs of local communities with **specific attention to the unique needs of rural, remote and First Nation communities.**”
- “Underlying all this work is our partnership with Indigenous peoples and our commitment to advancing reconciliation. I expect your organization to comply with the Declaration on the Rights of Indigenous Peoples Act, including implementing existing commitments made under it. **I expect your organization to work in partnership with First Nations rights-holders.**”
- “Strategic stewardship requires public sector organizations keep up-to-date systems and **implement effective cybersecurity practices**, including maintaining information management and cybersecurity policies, guidelines, and standards; assessing enterprise risk for high-value information and services, including confidential and sensitive data; and continuously evaluating and updating security practices to align with industry standards.”
- “As required by the Climate Change Accountability Act, you must ensure your organization implements plans and **strategies for minimizing greenhouse gas emissions and managing climate risk**. Your organization is expected to work with my ministry to report out on these plans and activities as required by legislation.”

## Accountability Framework

As a B.C. public sector post-secondary institution (PSI), NIC is considered to deliver a vital public service and is accountable to the public through the Minister responsible.

All B.C. PSIs receive annual mandate letters from the Ministry of Post-Secondary Education and Future Skills communicating Government's strategic priorities for public PSIs for a minimum of the coming year to a maximum of the remaining term of the current provincial government. As part of the Ministry's Accountability Framework for the public post-secondary system, institutions must prepare an annual, publicly available Institutional Accountability Plan and Report (IAPR) that describes the institution's goals and objectives and how they align with the institution's Mandate Letter, Minister's Mandate Letter, the Ministry's Service Plan, and the Accountability Framework system objectives. The IAPR typically includes more than 20 Accountability Framework performance measures. For any targets that are not achieved, a discussion on factors contributing to the assessment must be included as well as any actions being taken to address the situation. An Accountability Statement signed by NIC's President and the Chair of the NIC Board of Governors is provided in the IAPR, acknowledging responsibility for the results presented therein.

## Legislative Mandate for B.C. Colleges

Legislation put forth in B.C.'s College and Institute Act mandate that the objects of a college are to provide comprehensive:

- **courses of study at the first- and second-year levels** of a baccalaureate degree program,
- courses of study for an **applied baccalaureate degree program**,
- **post-secondary education** or training,
- **adult basic education**, and
- **continuing education**.

Like all public colleges and institutes in B.C., NIC is bound by this legislative mandate.

# Appendix III – Figures and Tables

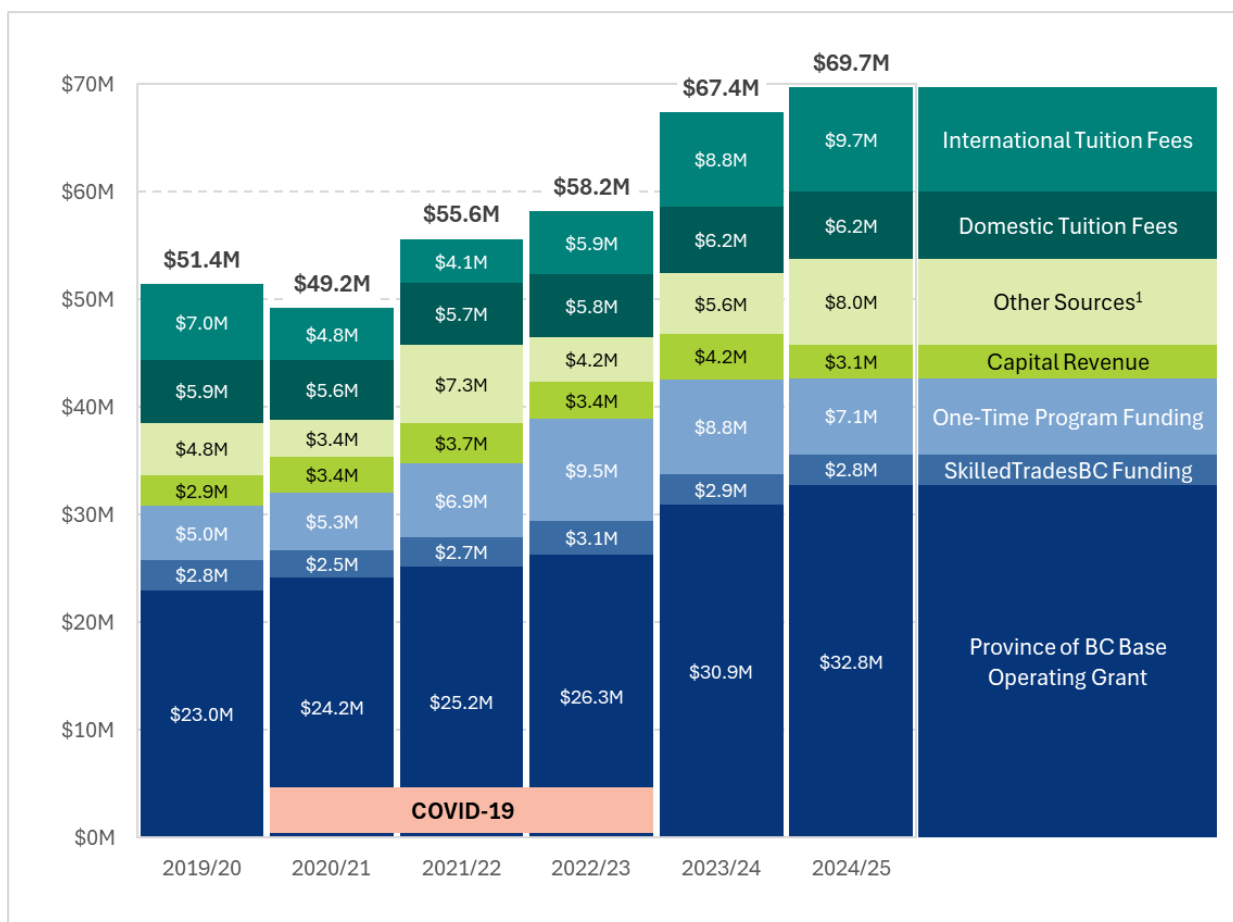
## Revenue

### Revenue Streams

This section presents three figures for **2019/20–2024/25**, pre-COVID to the most recent year with complete financials:

1. **Revenue by category.** Displays overall revenue with the principal categories/streams separated to show their relative contribution and growth since 2019/20.
2. **Base operating grant vs. total revenue.** Plots the provincial base operating grant alongside total revenue, highlighting its **remarkable stability at ~46–47%** of total revenue across the period.
3. **One-time program funding vs. total revenue.** Shows the contrasting **volatility** of one-time funding: rising sharply to a **peak of ~16%** of revenue in **2022/23** before receding, underscoring the importance—and planning challenges—of this variable, year-to-year source

**NIC Revenue by Category, 2019–Present (Nominal Dollars)**

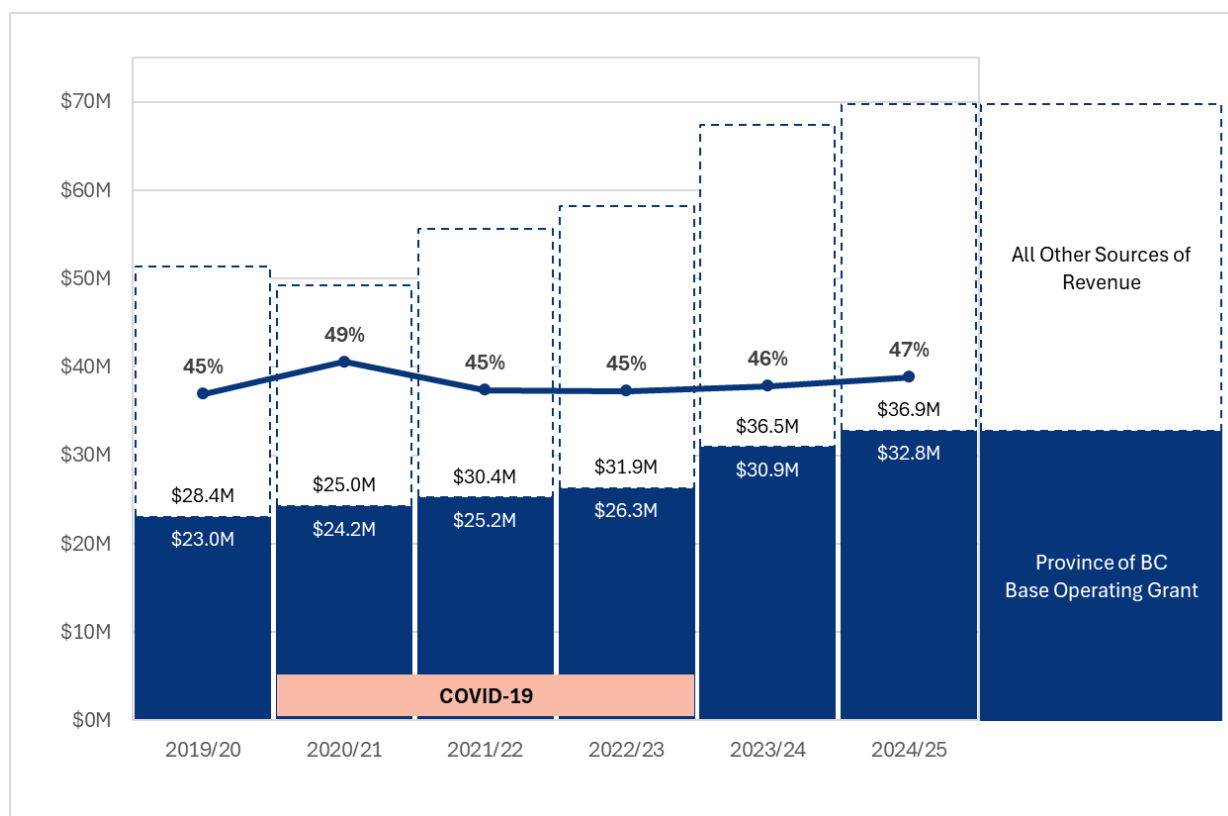


### Notes

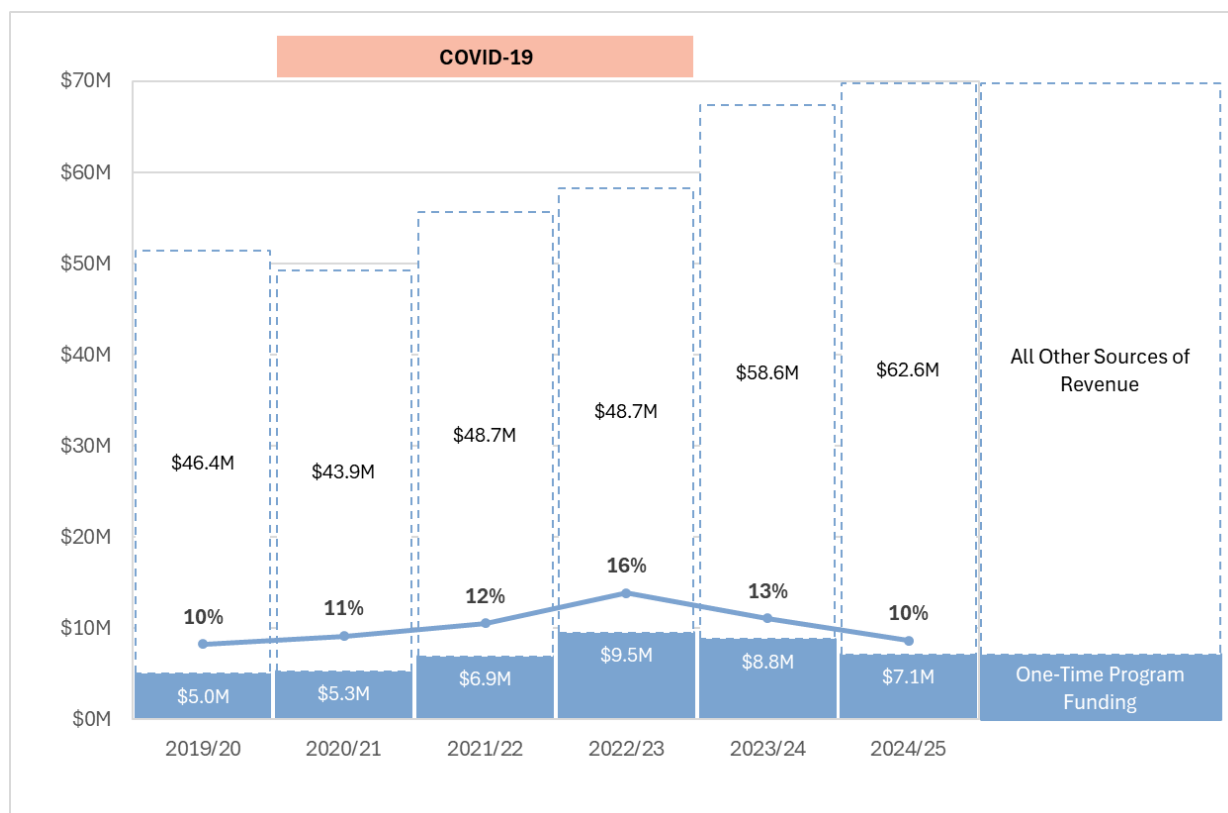
<sup>1</sup> Other sources of revenue include items such as research funding, contract service training, investment income, and bookstore and cafeteria revenue.



## NIC Base Operating Grant Amount and Share of Total Revenue, 2019–Present



## NIC One-Time Program Funding Amount and Share (%) of Total Revenue, 2019–Present

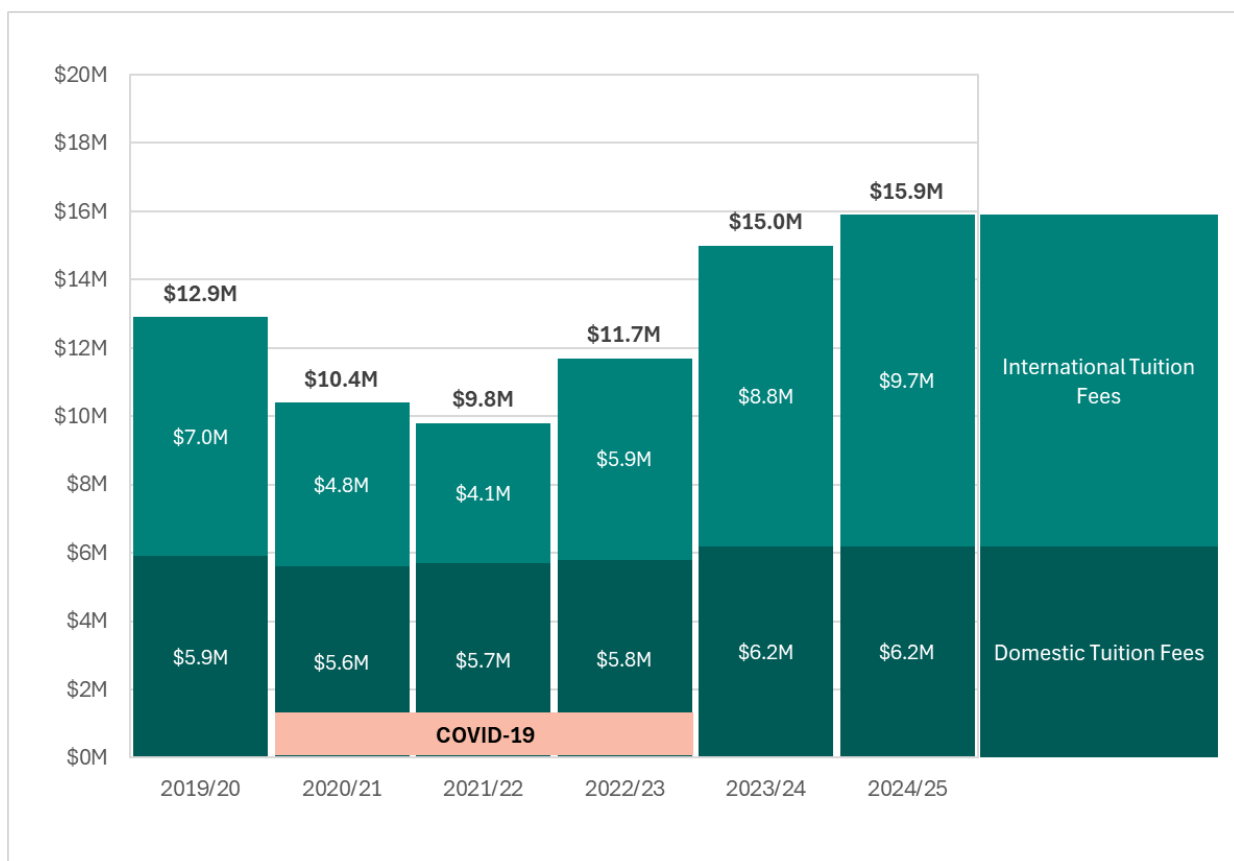


## Tuition: Domestic and International

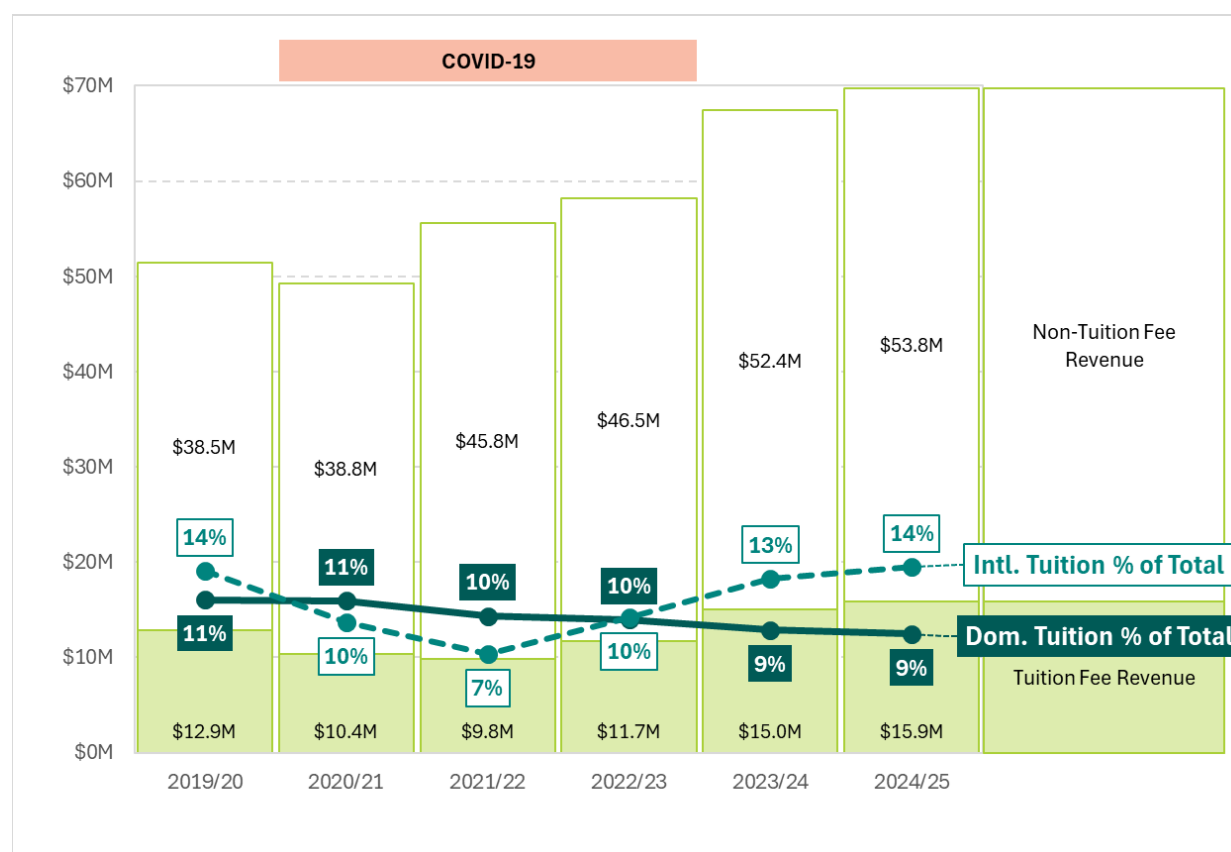
This section presents two figures for **2019/20–2024/25**, pre-COVID to the most recent year with complete financials:

1. **Total tuition by category.** Shows domestic and international tuition revenues over time, highlighting relatively **stable domestic tuition** alongside the **decline in international tuition into the early pandemic years followed by substantial growth through 2024/25**.
2. **Tuition vs. total revenue.** Plots total tuition alongside total revenue to illustrate tuition's share of the revenue mix, including the **rising contribution of international tuition prior to the anticipated decline in 2025/26**.

NIC Domestic and International Tuition Fee Revenue, 2019–Present



## NIC Domestic and International Tuition Fee Revenue, 2019–Present



## Financial Results

The following data summarize NIC's financial results over the past five years. Revenues grew after the pandemic but are now being pressured by federal changes to international-student policy—particularly study-permit approvals and post-graduation work-permit eligibility. While the impact was modest in 2024/25, a larger revenue decline is expected in 2025/26. The 2024/25 deficit primarily reflects one-time items, including restructuring costs undertaken to align operations with the 2025/26 outlook.

## North Island College – Financial Results, 2020–Present

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

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

# Students

## Domestic Students<sup>2</sup>

### Number of students enrolled in 2024/25

- Credit course headcount: 3,517
- Total headcount (credit + non-credit): **6,152**
- **FTEs: 2,103**

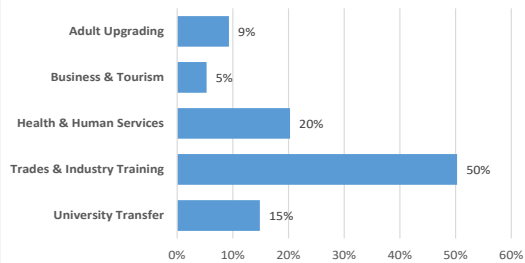
### Percent self-declared Indigenous

- Credit course headcount: **22%**
- Total headcount (credit + non-credit): 18%
- **FTEs: 21%**

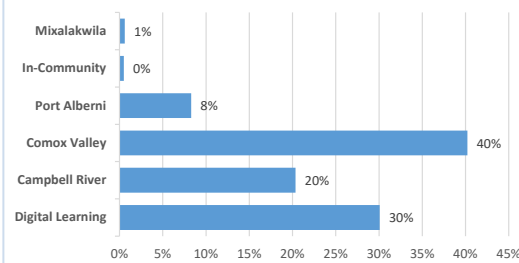
### Demographics

- Median age: 26
- **Average age: 30**
- Percent Woman/Girl: 56%

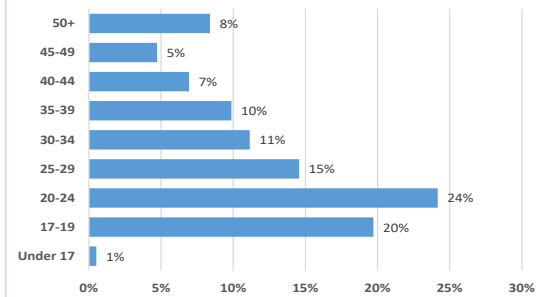
Program Mix (FTEs)



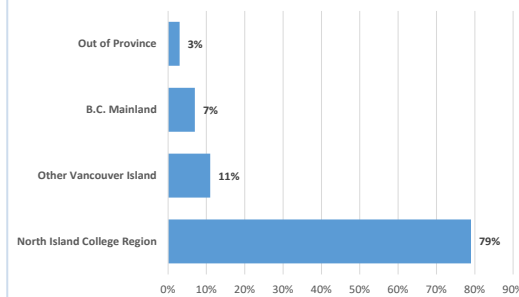
Campus (credit course)



Age Group



Region of Origin (credit course)



<sup>2</sup> Based on 2024/25 domestic student credit enrolment data except where non-credit enrolment or FTEs are specified. Includes students of self-declared Indigenous ancestry.

## International Students<sup>3</sup>

### Number of students enrolled in 2024/25

- Credit course headcount: 799
- Total headcount (credit + non-credit): **818**
- **FTEs: 640**

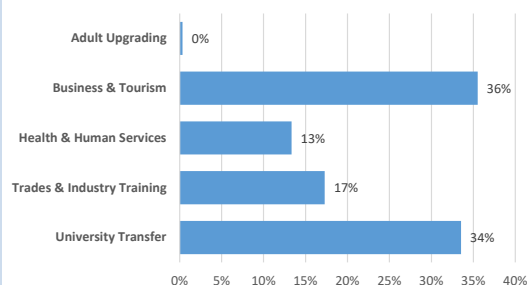
### Percent of total student enrolment:

- Credit course headcount: **18%**
- Total headcount (credit + non-credit): 12%

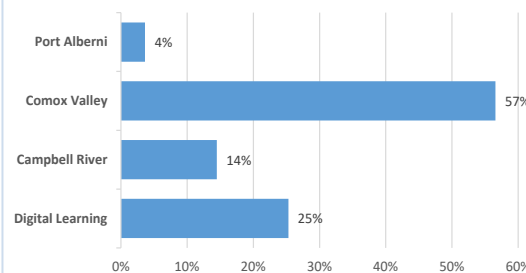
### Demographics

- Median age: 24
- **Average age: 25**
- Percent Woman/Girl: 49%

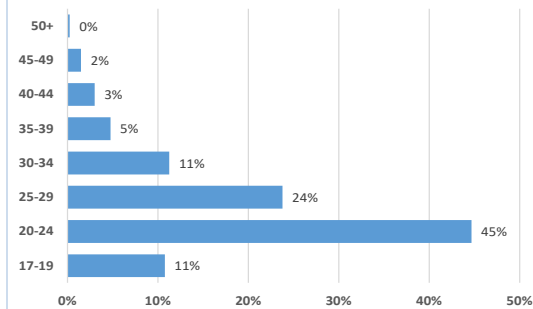
Program Mix (FTEs)



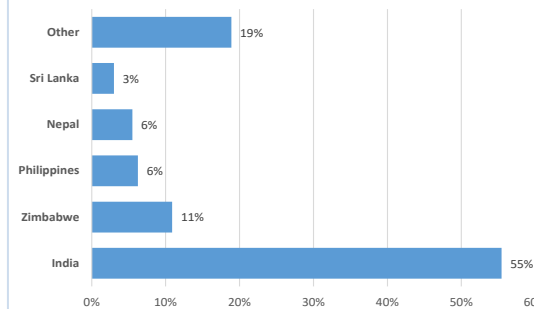
Campus (credit course)



Age Group



Country of Origin (48 Countries)



<sup>3</sup> Based on 2024/25 international student credit enrolment data except where non-credit enrolment or FTEs are specified.

## Indigenous Students<sup>4,5</sup>

### Number of students enrolled in 2023/24

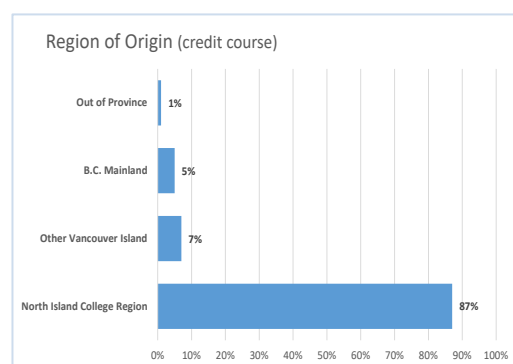
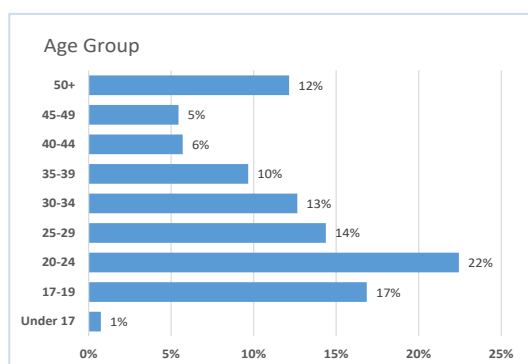
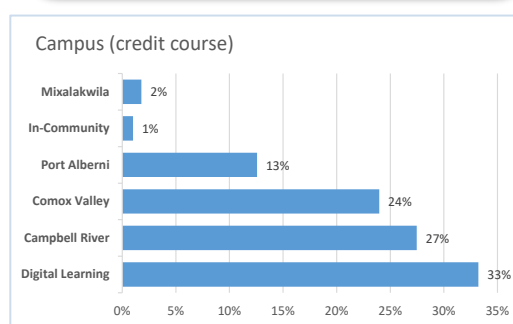
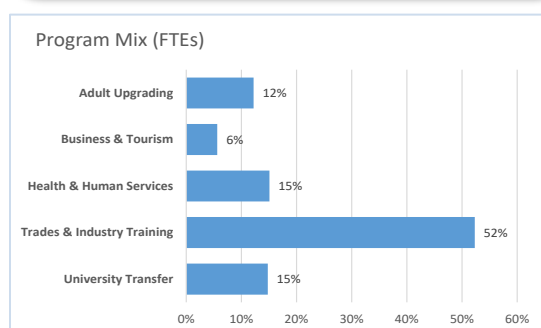
- Credit course headcount: 807
- Total headcount (credit + non-credit): **1,098**
- FTEs: 450

### Percent of domestic student enrolment:

- Credit course headcount: **22%**
- Total headcount (credit + non-credit): 18%

### Demographics

- Median age: 27
- **Average age: 31**
- Percent Woman/Girl: 59%



<sup>4</sup> Indigenous peoples must self declare per B.C.'s Indigenous Administrative Data Standard when they apply to NIC if they wish to be identified. To be consistent with language used in the provincial standard, the term Indigenous is used when describing data for students who have self-identified. It should be noted that the quality of reports are dependent on the quality and completeness of the underlying self-identification data. Since self-identification data were incomplete for 2024/25 during the creation of this environmental scan, 2023/24 is the most current year reported for Indigenous student data.

<sup>5</sup> Based on 2023/24 Indigenous student credit enrolment data except where non-credit data or FTEs are specified. FTEs are reported per NIC's 2023/24 *Institutional Accountability Plan & Report*.



# Enrolment

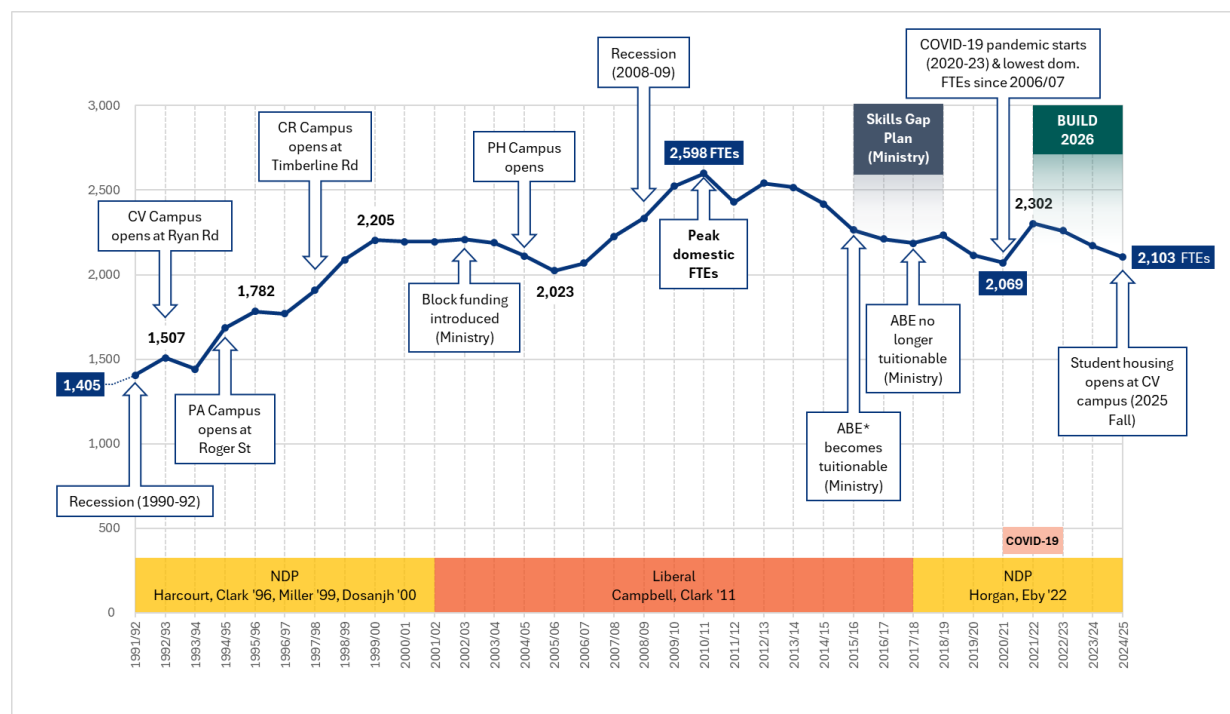
## The Long History of Domestic Student Enrolment

This section steps back for a panoramic view of NIC's home-grown enrolment, plotting credit full-time-equivalent (FTE) activity across more than three decades.

- **NIC Domestic FTEs** captures every expansion and contraction since the college's early distance-education era, highlighting the 2010/11 peak (~2,600 FTEs) and the gradual ~2% annual slide that followed and accelerated to ~3% post-COVID.
- **BC Rural College Comparison** places NIC's trajectory beside the median of the province's five other rural colleges, showing that the down-drift is a sector-wide phenomenon.

Together, the paired charts provide essential context for current enrolment-management decisions, revealing how today's numbers fit within a much longer cycle and underscoring the need for targeted program design, flexible delivery and new domestic markets.

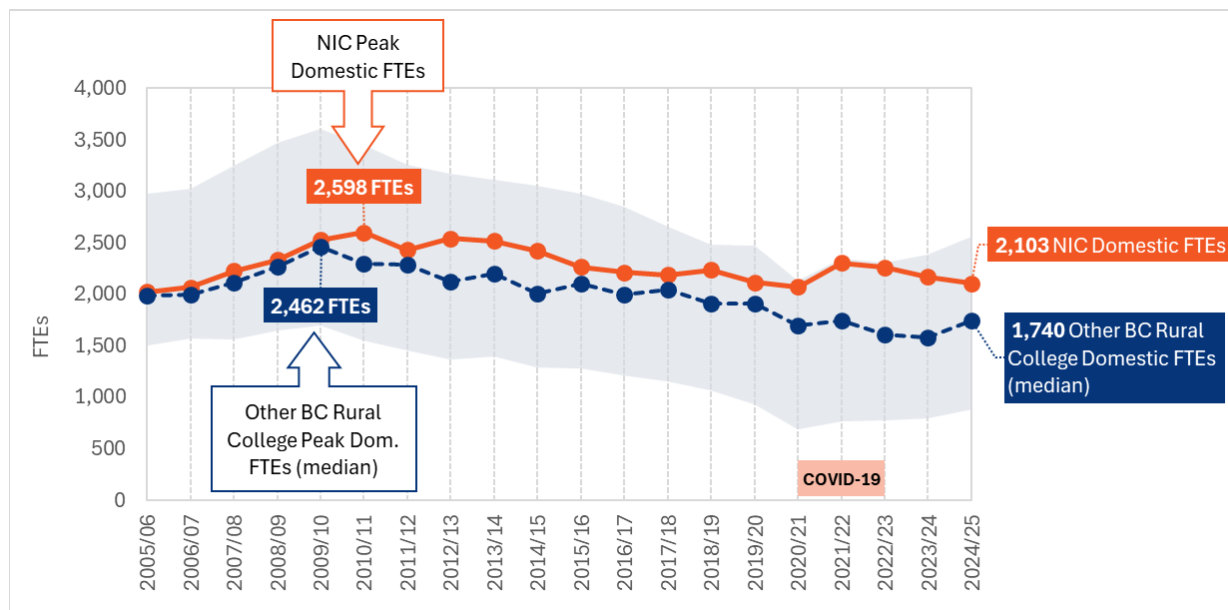
### NIC Domestic FTEs, 1991–Present



### Notes

\* Between January 1, 2015, and September 1, 2017, public post-secondary institutions were mandated to charge tuition fees for adult basic education (ABE) programming, up to a maximum tuition cost of \$1,600 per full-time semester.

## BC Rural College Comparison: NIC and Other BC Rural Colleges Domestic FTEs, 2005–Present

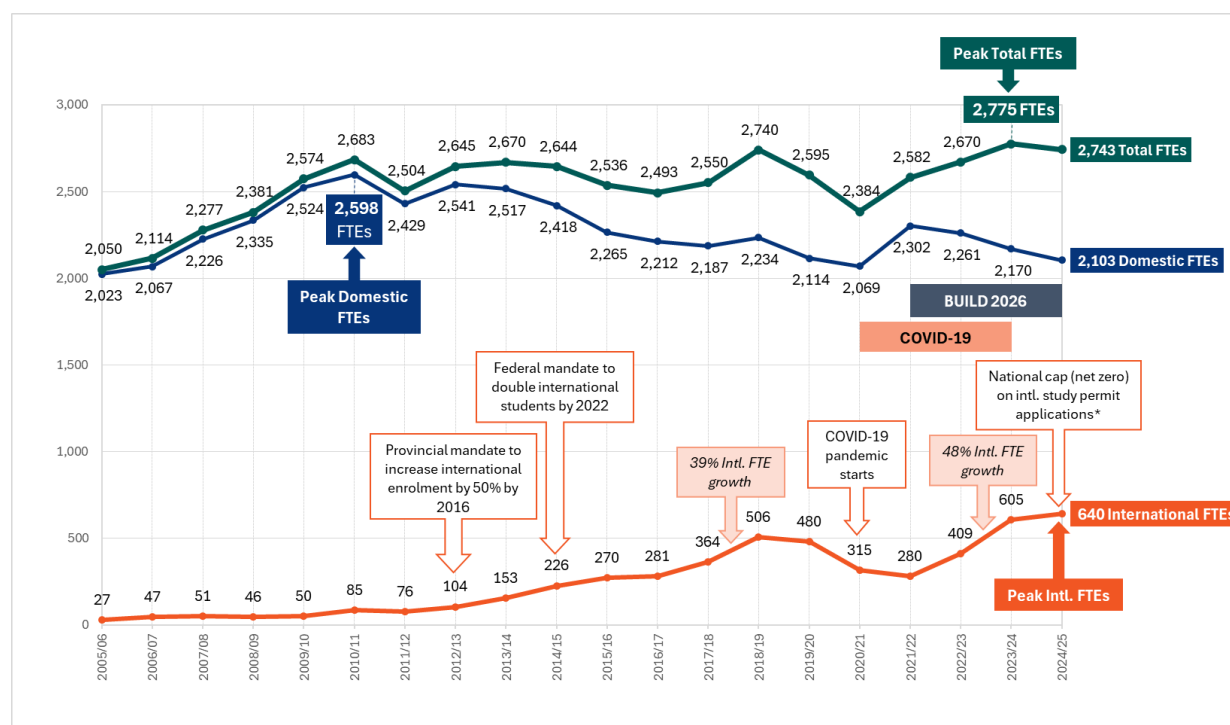


## International: Impact on Total Enrolment

This time-series figure traces NIC's international (orange line), domestic, and aggregate FTEs from 2005/06 through 2024/25. By plotting all three lines together, the chart makes two dynamics clear:

- **2021/22–2024/25 surge.** A rapid post-COVID recovery in international enrolment more than offset nearly a decade-and-a-half of declining domestic numbers, driving total FTEs to a record high in 2024/25.
- **Turning point ahead.** The visual gap between the domestic and international trend lines underscores how vulnerable overall enrolment is to the forthcoming impact of federal caps on study permits and tighter PGWP rules.

### International, Domestic and Total FTEs at NIC, 2005–Present



#### Notes

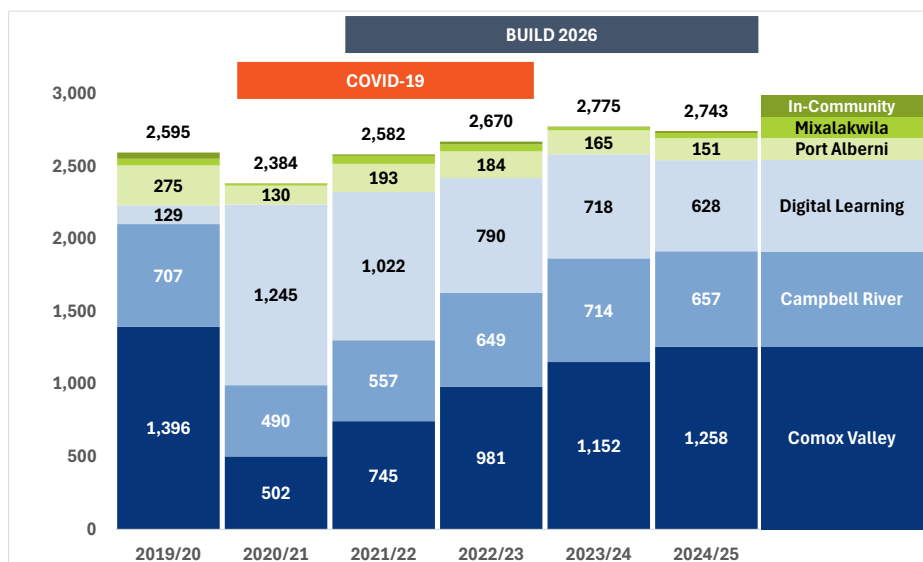
\* In 2024, the federal government adopted a zero net-growth model for study permits, where the number of new study permits in 2024 is meant to equal the number of expiring permits in 2024. A new provincial attestation letter (PAL) system was also introduced, which had the effect of limiting the number of international applicants both per province/territory and per post-secondary institution. British Columbia's PAL allocation was 83,000 for undergraduate study permit applications. Through 2024 and into 2025, additional restrictions were placed on the programs that could be used to obtain a post-graduate work permit (PGWP) upon completion of study, as well as on the programs that would allow for family or spouse open work permits (OWP) during study.

## Campus Enrolment: Pre-COVID to Now

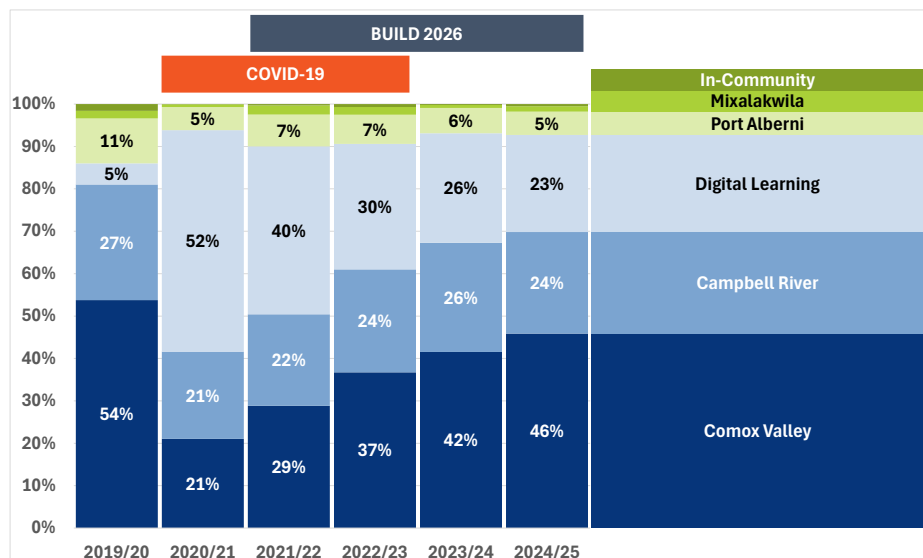
The following two figures track how full-time-equivalent (FTE) activity has redistributed across NIC's four campuses and its campus-independent, fully-online digital learning offerings since the last "normal" year before the pandemic and introduces two complementary views:

1. **FTEs by Campus** shows the absolute enrolment at each physical campus, in stand-alone digital programs, and in community locations (including Ucluelet centre), highlighting the rebound at the Comox Valley and Campbell River campuses to near pre-COVID enrolment levels and the post-COVID decline at Port Alberni.
2. **Percentage FTEs by Campus** converts the same data to shares of total enrolment, illustrating the post-COVID pivot: Comox Valley regains ground, digital-only declines to roughly one-quarter of activity, and the Port Alberni share steps lower.

FTEs by Campus 2019/20- 2024/25 Fiscal Years



Percentage FTEs by Campus 2019/20- 2024/25 Fiscal Years

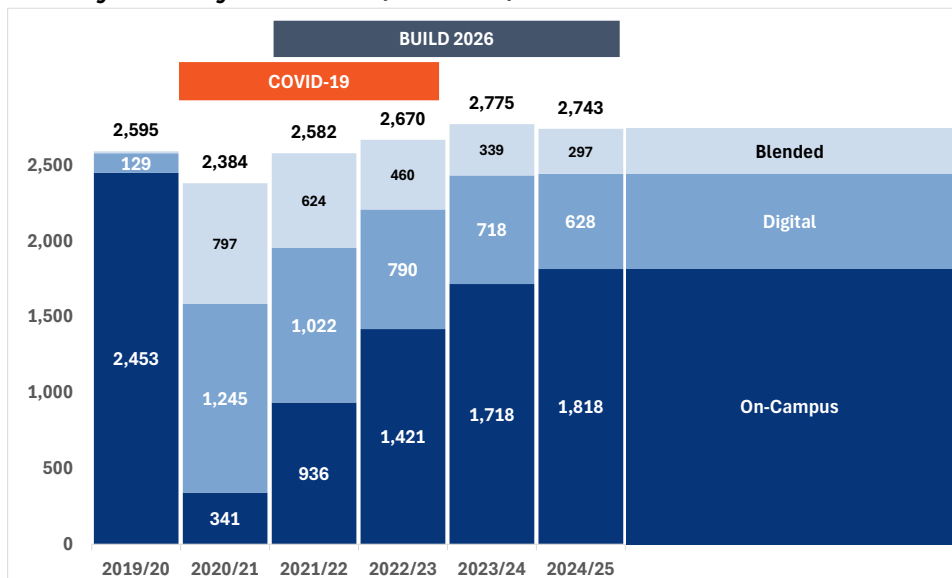


## Course Delivery Mode: Pre-COVID to Now

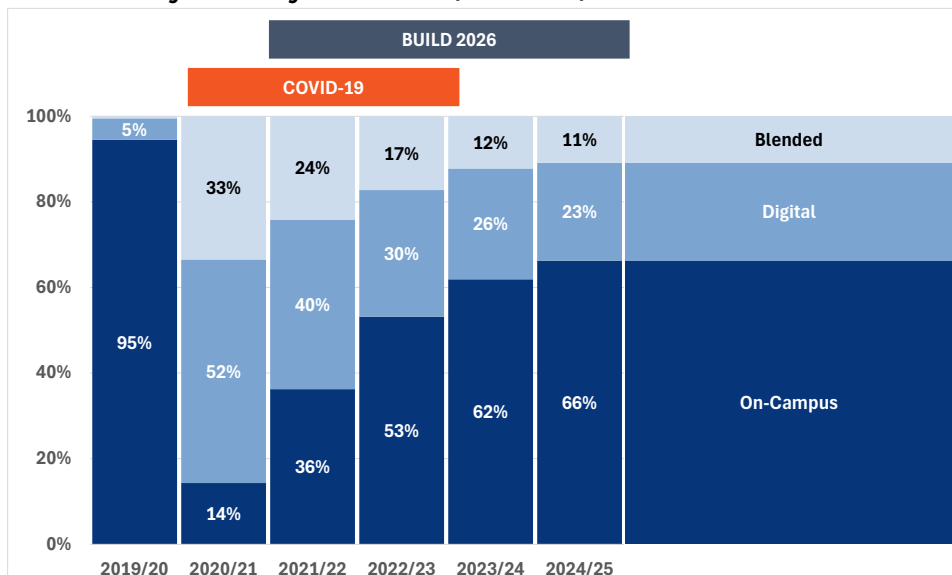
These companion charts illustrate how students are choosing to learn—on-campus, online (digital), or in blended formats—through the pandemic recovery period.

- **FTEs by delivery mode** plots the swing from maximum emergency online and blended delivery at the pandemic peak to today's more balanced mix, with on-campus instruction once again the dominant mode but digital and blended options remaining well above pre-2020 levels.
- **Percentage FTEs by delivery mode** expresses each mode as a share of total FTEs, making the structural shift clearer: purely digital learning has declined from just over 50% at the peak of the pandemic to about one-quarter of enrolment, blended courses occupy a modest but important niche, and on-campus delivery has grown to two-thirds of overall activity.

FTEs by Delivery Mode 2019/20–2024/25 Fiscal Years



FTE Mix % by Delivery Mode 2019/20–2024/25 Fiscal Years





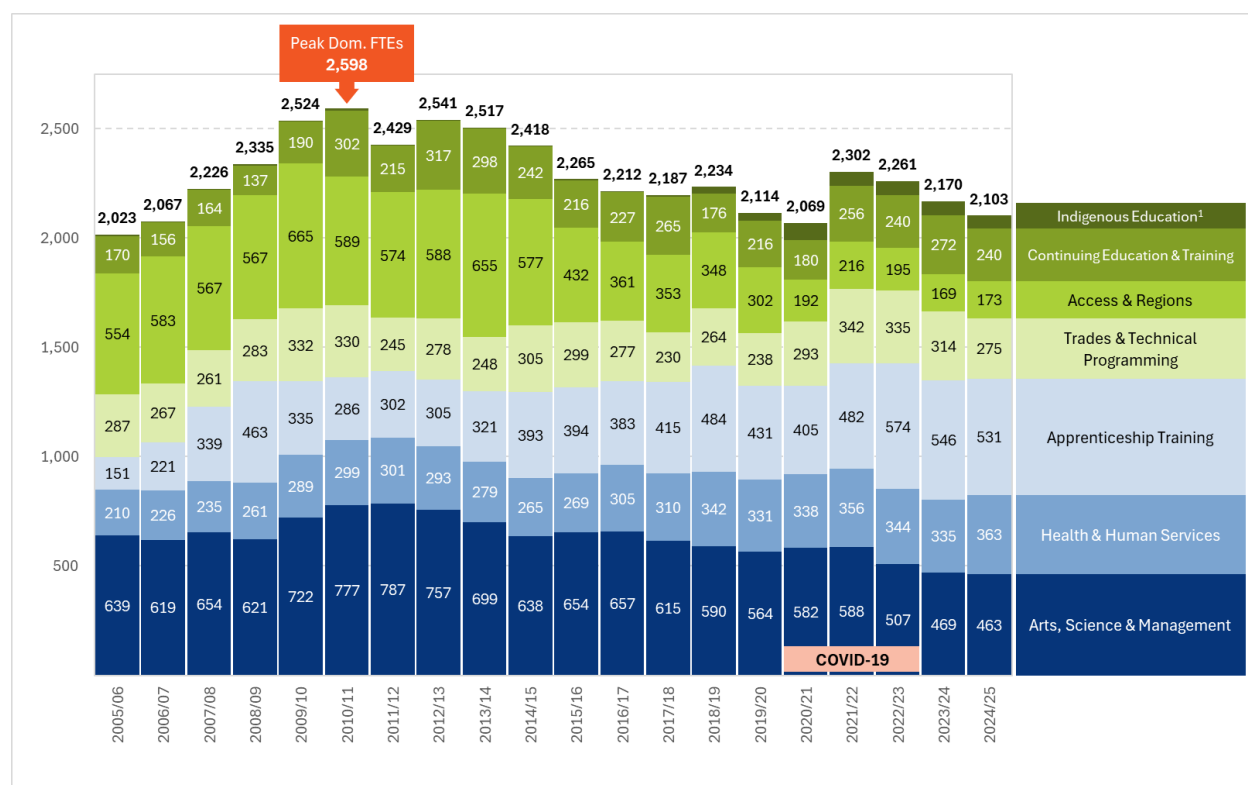
# Program Mix

## Domestic Student Program Mix

This section tracks how domestic enrolment has evolved over two decades (**2005/06–2024/25**) and introduces two complementary views:

1. **Domestic FTEs by program area.** A time-series that plots actual full-time-equivalent enrolments across the major program clusters—Trades & Technical, Apprenticeship Training; Health & Human Services; Arts, Science & Management; Business, Access & Regions (developmental education); Continuing Ed; and Indigenous Ed—from 2005/06 through the domestic-enrolment peak in 2010/11 to the most recent year.
2. **Program-area share of domestic FTEs.** Uses the same data set but expresses each program cluster as a percentage of total domestic FTEs, highlighting shifts in the portfolio mix (e.g., the rise of Apprenticeship Training and Health & Human Services, and the relative contraction of Access & Regions and Arts, Science & Management).

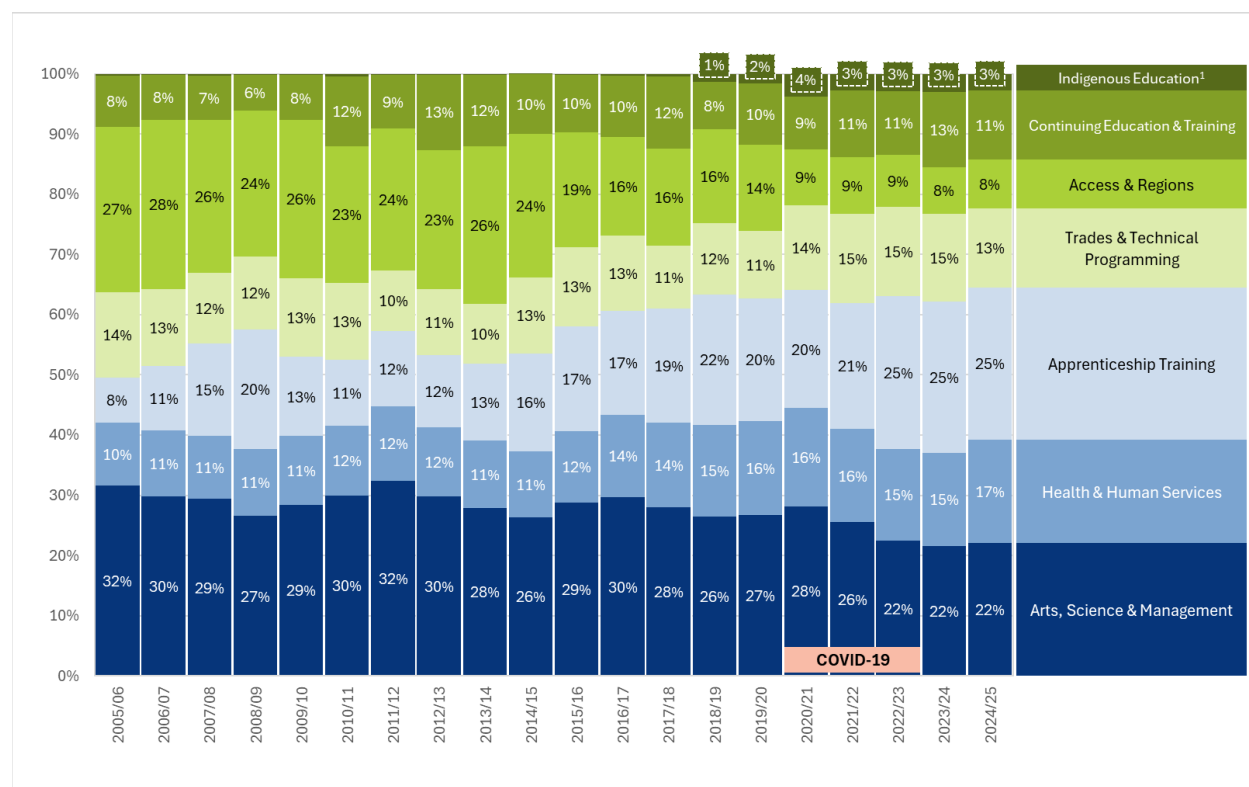
### Domestic FTEs by Program Area, FY 2005–2024



### Notes

<sup>1</sup> Indigenous Education FTEs for FYs 2020 to 2024, rounded to nearest whole number: 79, 63, 65, 65, 59. FTEs previous to FY 2020 may be non-zero.

## Domestic FTE Mix % by Program Area, FY 2005–2024



### Notes

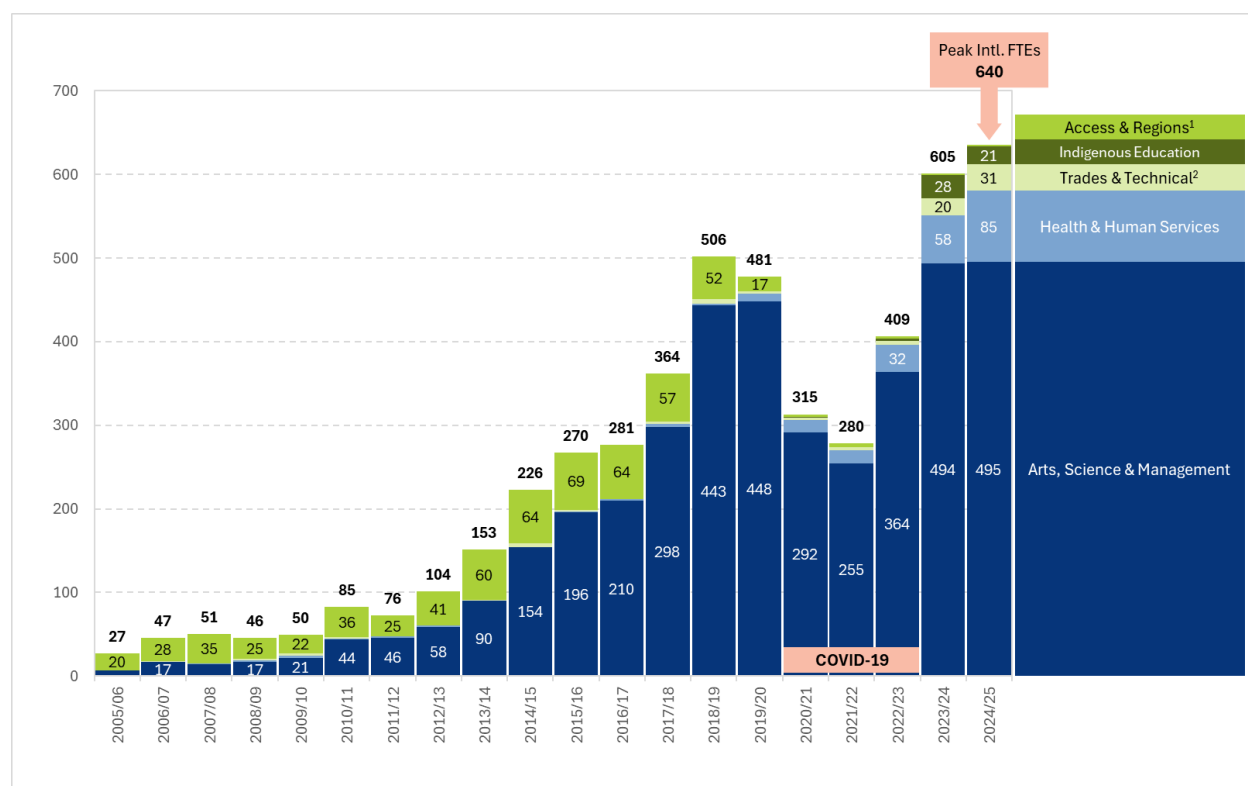
<sup>1</sup> Indigenous Education FTE mix% pre-FY 2018 round to 0%.

## International Student Program Mix

This section tracks how international enrolment has evolved over two decades (**2005/06–2024/25**) and introduces two complementary views:

1. **International FTEs by program area.** A time-series that plots actual full-time-equivalent enrolments across the major program clusters— Arts, Science & Management (includes: university studies, business & tourism programs); Health & Human Services; Trades & Technical, Indigenous Education; and Access & Regions (developmental education)—from 2005/06 through the international-enrolment peak in 2024/25.
2. **Program-area share of international FTEs.** Uses the same data set but expresses each program cluster as a percentage of total domestic FTEs, highlighting shifts in the portfolio mix such as the decline in Access & Regions as ABE declined and ESL was cancelled, and the rise of Health & Human Services programs post-COVID with the growth of cohort-based programs.

### International FTEs by Program Area, FY 2005–2024



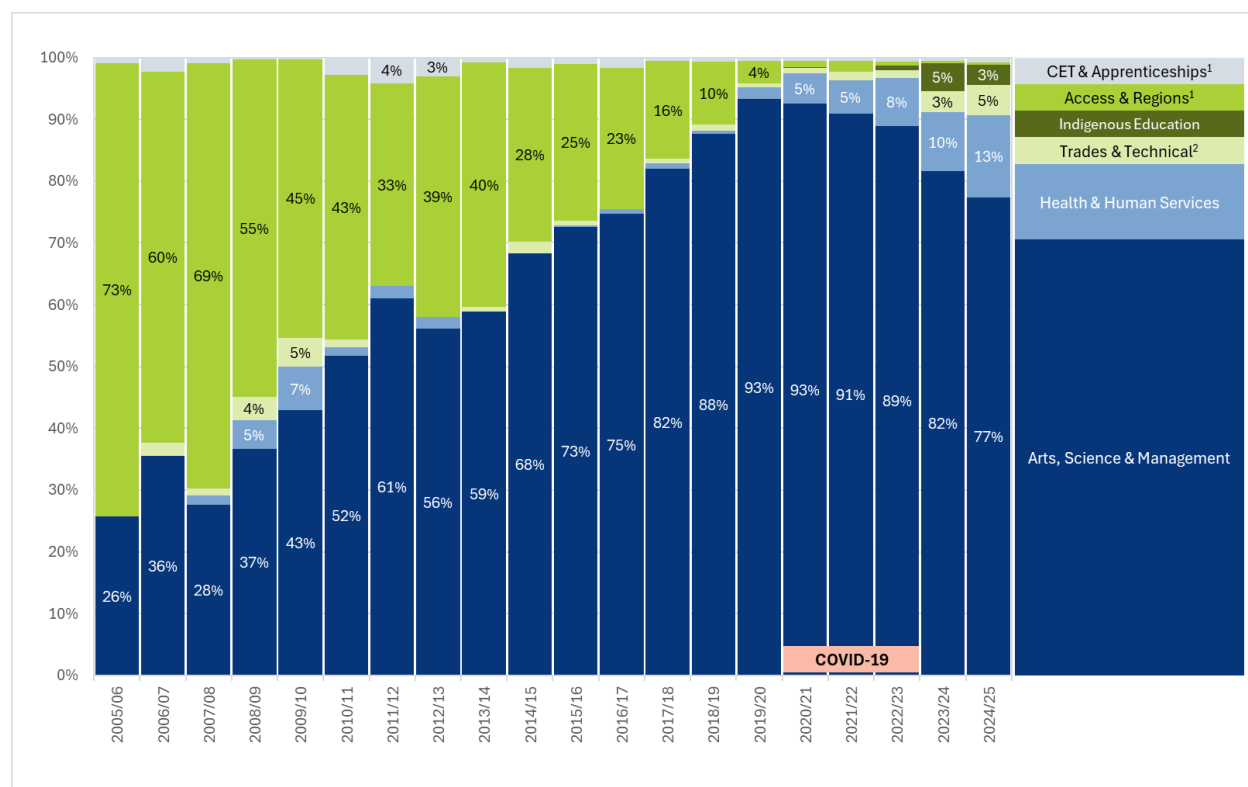
#### Notes

FTE label counts 15 and below are not displayed. The Continuing Education & Training and Apprenticeships program areas are not plotted due to low FTE counts ( $\leq 5$ ).

<sup>1</sup> Access & Regions Intl. FTEs for FYs 2020–2024 have been suppressed due to low counts.

<sup>2</sup> Full program area name: Trades & Technical Programming

## International FTE Mix % by Program Area, FY 2005–2024



### Notes

FTE % rounded to nearest percentage point. FTE % below 3% (unrounded) are not displayed.

<sup>1</sup> The Continuing Education & Training and Apprenticeships program areas have been combined due to low FTE %. FTE % for FYs 2020–2024, rounded to the nearest whole percentage point: 1% (all FYs).

<sup>2</sup> Access & Regions Intl. FTE % for FYs 2020–2024, rounded to the nearest whole percentage point: 0%, 0%, 1%, 2%, 1%

<sup>3</sup> Full program area name: Trades & Technical Programming

# Student Outcomes

## Employment & Earnings

The following data show employment outcomes of NIC graduates and former students surveyed in 2024 compared with those for other B.C. rural colleges (*Other Rural Colleges*) and the remaining B.C. public post-secondary institutions in the college, institute and teaching-intensive university sectors (*Rest of B.C.*).

The data are broken down into key respondent groups for whom employment outcomes are relevant - former students in *Certificate & Diploma Programs*, *Apprenticeships*, *Trades*, and *Degree Programs*. Data for students in university arts and sciences transfer streams are not included as most of these students have not completed their education at the time of the survey.

Data points for NIC are highlighted in bold text where they are higher than both comparator groups.

### Employment Outcomes, NIC, Other B.C. Rural Colleges & Rest of B.C., 2024

	NIC	Other Rural Colleges	Rest of B.C.
<b>Currently employed</b>			
Certificate & Diploma Programs	87%	87%	85%
Apprenticeships	92%	95%	95%
Trades	76%	82%	82%
Degree Programs	<b>100%</b>	N/A	81%
<b>Currently in program-related job</b>			
Certificate & Diploma Programs	<b>85%</b>	80%	76%
Apprenticeships	<b>95%</b>	94%	94%
Trades	75%	77%	85%
Degree Programs	<b>100%</b>	N/A	75%
<b>Average annual salary (full-time) in main job</b>			
Certificate & Diploma Programs	\$48K	\$47K	\$58K
Apprenticeships	\$86K	\$98K	\$89K
Trades	\$48K	\$54K	\$56K
Degree Programs	<b>\$108K</b>	N/A	\$79K
<b>Currently living in region of study</b>			
Certificate & Diploma Programs	<b>85%</b>	70%	76%
Apprenticeships	75%	83%	74%
Trades	<b>89%</b>	76%	83%
Degree Programs	<b>79%</b>	N/A	68%
<b>Students with more than one job</b>			
Certificate & Diploma Programs	22%	25%	18%
Apprenticeships	8%	8%	7%
Trades	<b>9%</b>	12%	11%
Degree Programs	16%	N/A	15%



## Quality of Education

The following data show how NIC graduates and former students surveyed in 2024 evaluated their education and skills development for NIC compared with other B.C. rural colleges (*Other Rural Colleges*) and the remaining B.C. public post-secondary institutions in the college, institute and teaching-intensive university sectors (*Rest of B.C.*).

The data are broken down into key respondent groups - former students in *Certificate, Diploma and Arts & Sciences Programs*; *Trades*; *Apprenticeships*; and *Degree Programs*.

Data points for NIC are highlighted in bold text where they are higher than both comparator groups.

### Evaluation of Education, NIC, Other B.C. Rural Colleges & Rest of B.C., 2024

	NIC	Other Rural Colleges	Rest of B.C.
<b>Quality of instruction is high</b>			
Certificate, Diploma, and Arts & Sciences Programs	<b>96%</b>	94%	95%
Trades	<b>96%</b>	93%	95%
Apprenticeship	<b>98%</b>	93%	96%
Degree Programs	83%	N/A	92%
<b>Satisfied with education</b>			
Certificate, Diploma, and Arts & Sciences Programs	<b>93%</b>	91%	90%
Trades	91%	92%	93%
Apprenticeship	<b>98%</b>	89%	92%
Degree Programs	84%	N/A	91%
<b>Knowledge and skills are useful in performing job</b>			
Certificate and Diploma Programs	90%	90%	85%
Trades	<b>93%</b>	84%	90%
Apprenticeship	<b>95%</b>	93%	92%
Degree Programs	<b>100%</b>	N/A	86%
<b>Institution was helpful in developing foundational skills*</b>			
Certificate, Diploma, and Arts & Sciences Programs	<b>90%</b>	89%	87%
Trades	<b>91%</b>	89%	90%
Apprenticeship	<b>90%</b>	88%	86%
Degree Programs	<b>91%</b>	N/A	85%
<b>Relocated from home community to attend program</b>			
Certificate, Diploma, and Arts & Sciences Programs	29%	50%	37%
Trades	<b>20%</b>	36%	25%
Apprenticeship	31%	37%	24%
Degree Programs	N/A	N/A	N/A

\* Skills included in the calculation are: (a) writing clearly and concisely, (b) speaking effectively (verbally express opinions or ideas clearly and concisely), (c) reading and comprehending material (appropriate to your field), (d) working effectively with others, (e) analyzing and thinking critically, (f) resolving issues or problems, and (g) learning on your own.

## Further Education and Transfer

The following table presents data from NIC graduates and former students surveyed in 2024 regarding further education taken after finishing or leaving their post-secondary program.

Data for NIC are compared with those for other B.C. rural colleges (*Other Rural Colleges*) and the remaining B.C. public post-secondary institutions in the college, institute and teaching-intensive university sectors (*Rest of B.C.*).

*Certificate & Diploma Programs* consists of respondents who were mainly in one- and two-year certificate and diploma programs, excluding trades programs. Respondents who were in these programs had completely, or mostly, finished their education at the time they were surveyed.

*Arts & Sciences Programs* is made up of students in university arts and sciences transfer streams who had completed at least 24 credits before leaving the institution they were attending. These students are typically on four-year degree program pathways and, as expected, Table 3, shows that a substantially larger proportion of these students had taken further studies than students in *Certificate & Diploma Programs* (75% versus 26%).

Data points for NIC are highlighted in bold text where they are higher than both comparator groups.

### Further Education, DACSO Survey Respondents, NIC, Other Rural Colleges, Rest of B.C., 2024

	NIC	Other Rural Colleges	Rest of B.C.
<b>Have taken further studies</b>			
Certificate & Diploma Programs	26%	25%	27%
Arts & Sciences Programs	<b>75%</b>	51%	46%
<b>Further studies at a B.C. public post-secondary institution</b>			
Certificate & Diploma Programs	<b>85%</b>	77%	78%
Arts & Sciences Programs	85%	84%	88%
<b>Very well or somewhat prepared for further studies</b>			
Certificate & Diploma Programs	91%	89%	92%
Arts & Sciences Programs	<b>98%</b>	85%	93%
<b>Very satisfied or satisfied with transfer</b>			
Certificate & Diploma Programs	<b>88%</b>	69%	79%
Arts & Sciences Programs	<b>90%</b>	74%	83%
<b>Further studies very or somewhat related</b>			
Certificate & Diploma Programs	<b>92%</b>	89%	85%
Arts & Sciences Programs	<b>88%</b>	84%	84%

## Financing and Debt

The following data summarize how NIC graduates and former students surveyed in 2024 financed their education, the levels of debt they carried, and whether they enrolled part-time for financial reasons, comparing results with those from other B.C. rural colleges (*Other Rural Colleges*) and from the remaining B.C. public post-secondary institutions in the college, institute and teaching-intensive university sectors (*Rest of B.C.*).

The data are broken down into key respondent groups - former students in *Certificate, Diploma and Arts & Sciences Programs; Trades; Apprenticeships; and Degree Programs*.

Data points for NIC are highlighted in bold text where they are higher than both comparator groups.

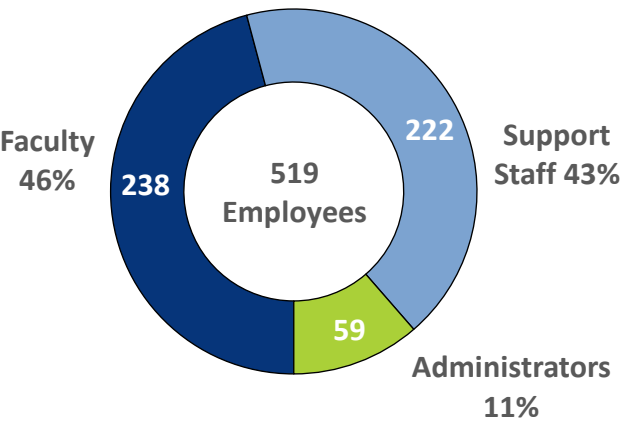
### Funding and Relocation, NIC, Other Rural Colleges, Rest of B.C., 2024

	NIC	Other Rural Colleges	Rest of B.C.
<b>Incurred financial debt to pay for program</b>			
Certificate, Diploma, and Arts & Sciences Programs	38%	39%	34%
Trades	33%	27%	29%
Degree Programs	<b>68%</b>	N/A	42%
<b>Average financial debt incurred to pay for program</b>			
Certificate, Diploma, and Arts & Sciences Programs	\$14,792	\$18,751	\$16,366
Trades	\$8,206	\$9,877	\$12,760
Degree Programs	\$ 30,050	N/A	\$33,749
<b>Took part or all their program on a part-time basis for financial reasons</b>			
Certificate, Diploma, and Arts & Sciences Programs	18%	16%	18%
Trades	5%	4%	6%
Degree Programs	5%	N/A	16%

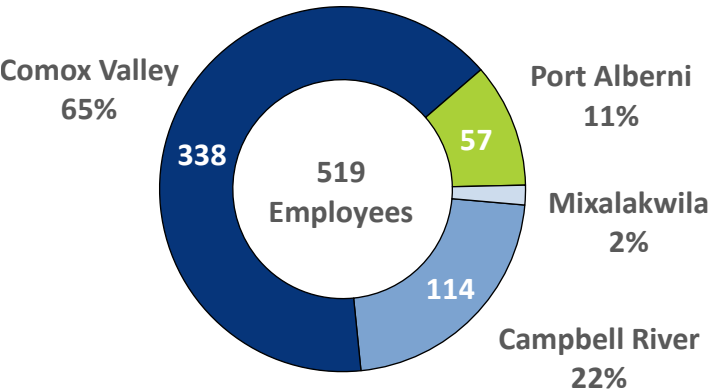
# NIC Employee Profile

as of July 2025

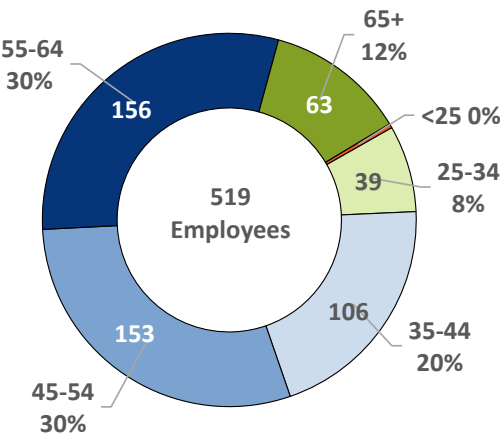
## Role



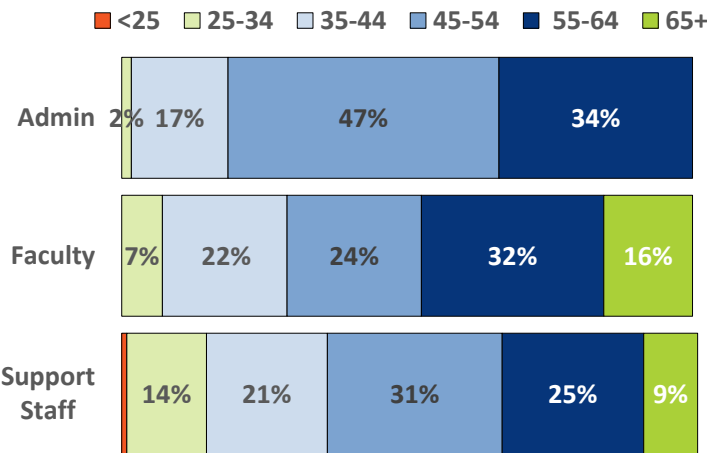
## Campus



## Age



## Age by Role



# The NIC Supply Chain: Regional Population

## Regional Comparisons: Looking Forward and Looking Back

The following table compares historical and projected population change in the NIC Region with provincial trends, as well as for each of the regional districts that comprise the NIC service area. These data illustrate how growth and decline vary within the region, shaping the size and composition of potential learner pipelines. Slower overall growth compared with the province, combined with sub-regional disparities, will influence future enrolment potential and underscore the need for targeted recruitment, program delivery, and retention strategies tailored to local contexts.

### Historical and Projected Population Change – NIC Region, Regional Districts, and B.C., 2021-2026 and 2026-2031

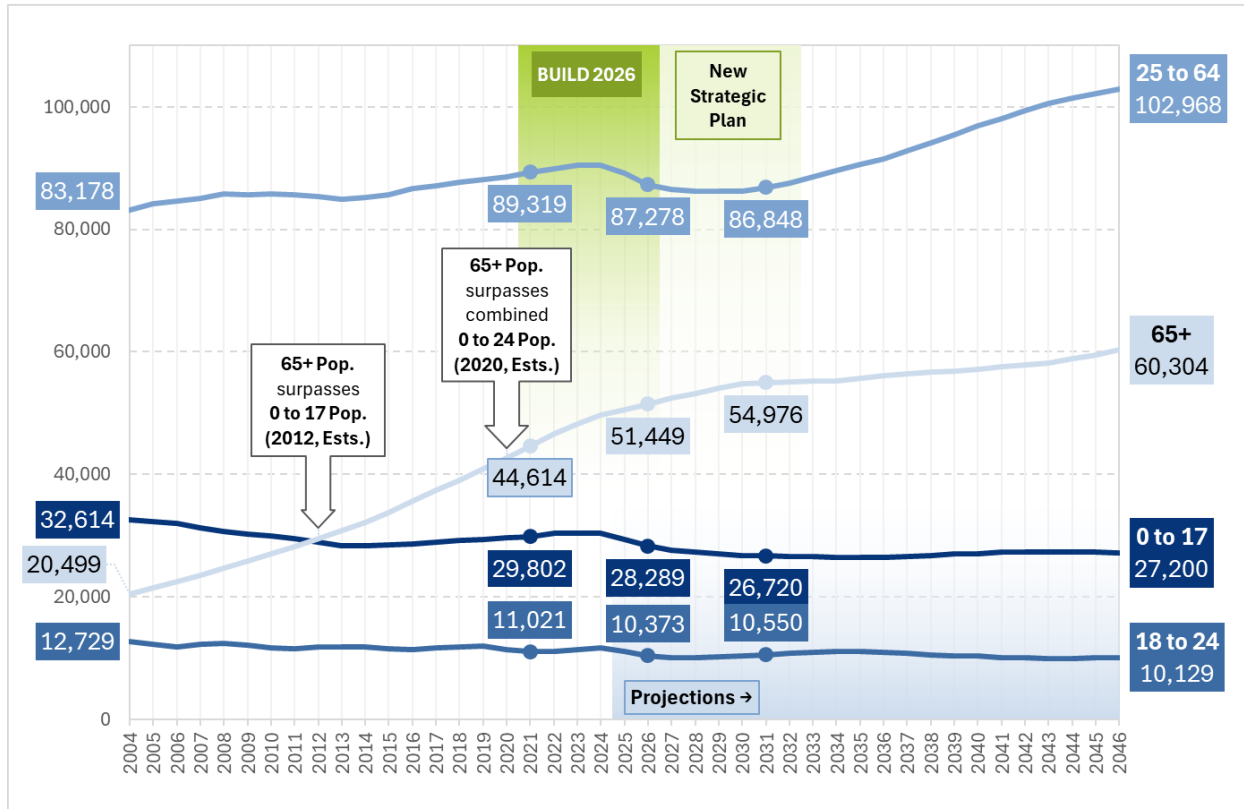
	2021-2026 (BUILD 2026 Era)					2026-2031 (Next Strategic Plan Era)				
	2021	2026	5-Yr Change	5-Yr %	Avg. Annual %	2026	2031	5-Yr Change	5-Yr %	Avg. Annual %
BC	5,226,665	5,707,994	481,329	<b>9.2%</b>	<b>1.78%</b>	5,707,994	6,023,005	315,011	<b>5.5%</b>	<b>1.08%</b>
NIC Region	174,756	177,389	2,633	1.5%	0.37%	177,389	179,094	1,705	1.0%	0.19%
Comox Valley	74,985	77,911	2,926	<b>3.9%</b>	<b>0.77%</b>	77,911	80,430	2,519	<b>3.2%</b>	<b>0.64%</b>
Strathcona	49,904	49,632	-272	-0.5%	-0.11%	49,632	49,452	-180	-0.4%	-0.07%
Alberni-Clayoquot	34,918	35,145	227	0.7%	0.13%	35,145	35,048	-97	-0.3%	-0.06%
Mount Waddington	11,261	10,788	-473	<b>-4.2%</b>	<b>-0.85%</b>	10,788	10,022	-766	<b>-7.1%</b>	<b>-1.46%</b>
Central Coast	3,737	4,014	277	<b>7.4%</b>	<b>1.44%</b>	4,014	4,289	275	<b>6.9%</b>	<b>1.33%</b>

**How to read:** “Avg. annual %” is the compound average annual growth rate over each five-year window. Bold entries highlight larger percentage moves or declines.

## Population by Age Group

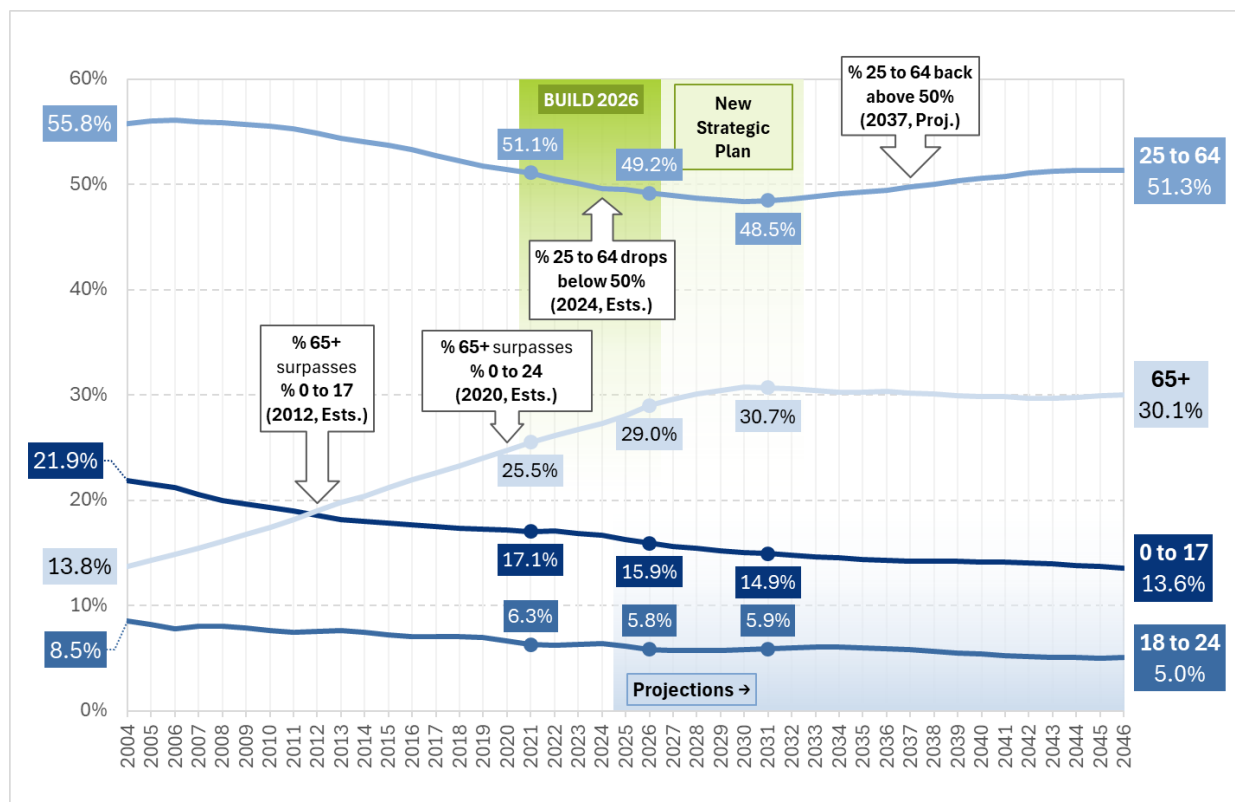
The following two figures present historical and projected headcounts and shares by age group for the NIC region. Together, they show a long-term **demographic contraction in younger cohorts**: children (0–17) and the traditional college-entry group (18–24) have trended down and are projected to **shrink further or flatten through 2031**, while the **65+ population continues to grow** before leveling near 2030. With the working-age 25–44 cohort forecast to remain at roughly 50% of the region's population, NIC can expect to continue serving a proportionally large **mature-learner market**—reinforcing the need for flexible, adult-oriented delivery, upskilling pathways, and targeted recruitment.

NIC Region Population Counts by Age Group, Estimates and Projections, 2004–2046





## NIC Region Population Mix% by Age Group, Estimates and Projections, 2004–2046

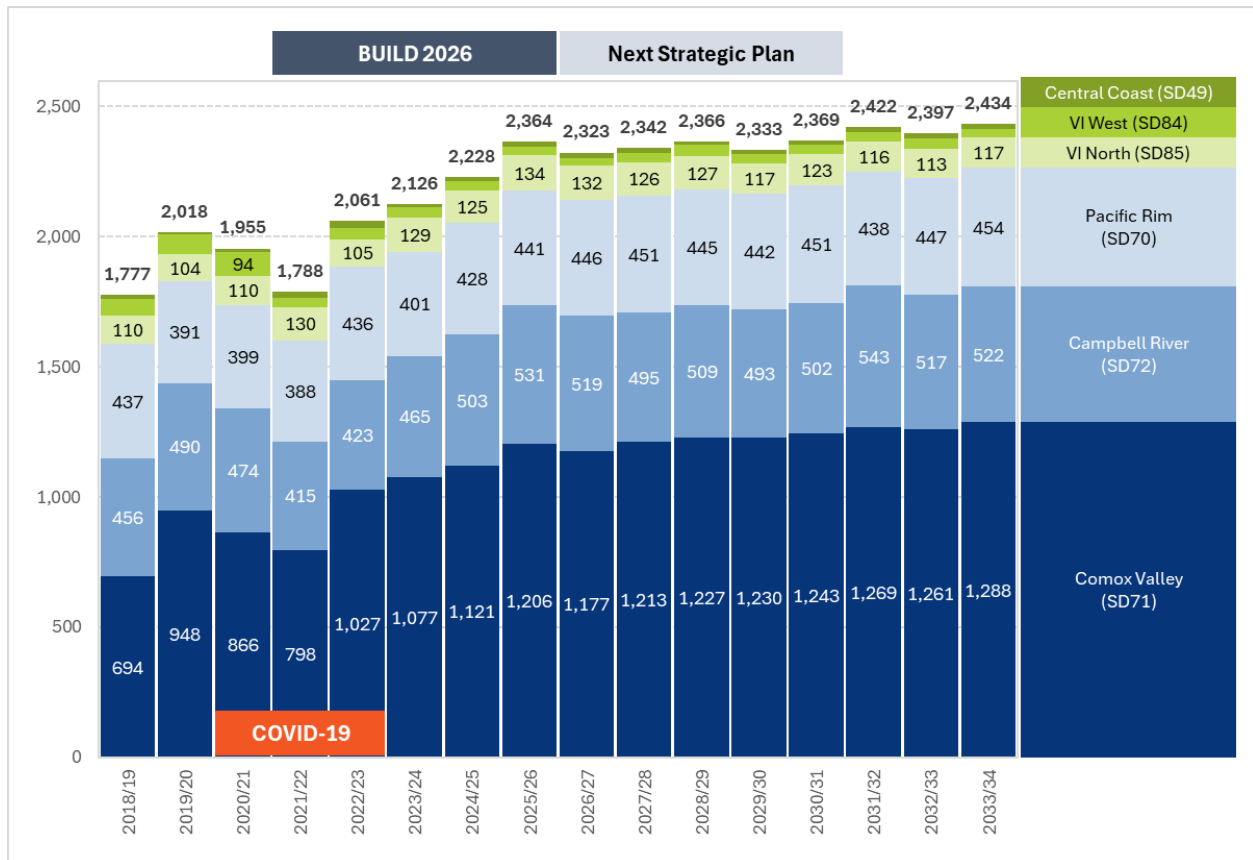


# The NIC Supply Chain: Regional High Schools

## Grade 12 Enrolment: Looking Forward and Looking Back

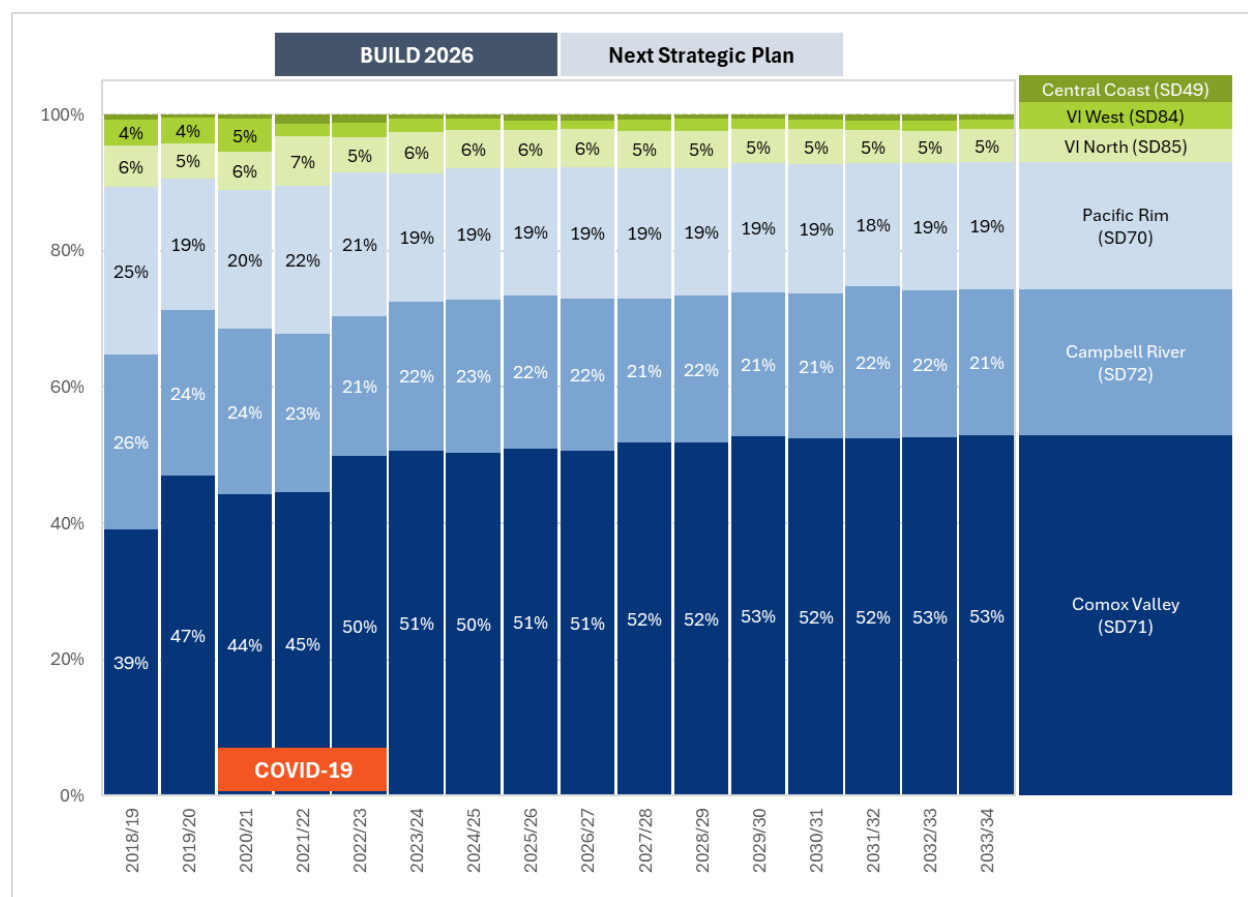
The following charts track historical and projected Grade 12 enrolment across the school districts in the NIC Region, highlighting both aggregate and sub-regional trends. They show the sharp increase in senior-class sizes since the pre-COVID period, the concentration of growth in the Comox Valley, and the projected stabilization of enrolment at a higher plateau through 2030/31. These patterns are important indicators of the potential future supply of direct-entry students to NIC and point to geographic differences that may require targeted outreach and recruitment strategies.

### Grade 12 Public School Headcounts by School District in the NIC Region, School Years 2018–2033 (Projections starting 2024)



**Note:** Headcounts below 90 are not displayed.

## Grade 12 Headcount% by School District in the NIC Region, School Years 2018–2033 (Projections starting 2024)

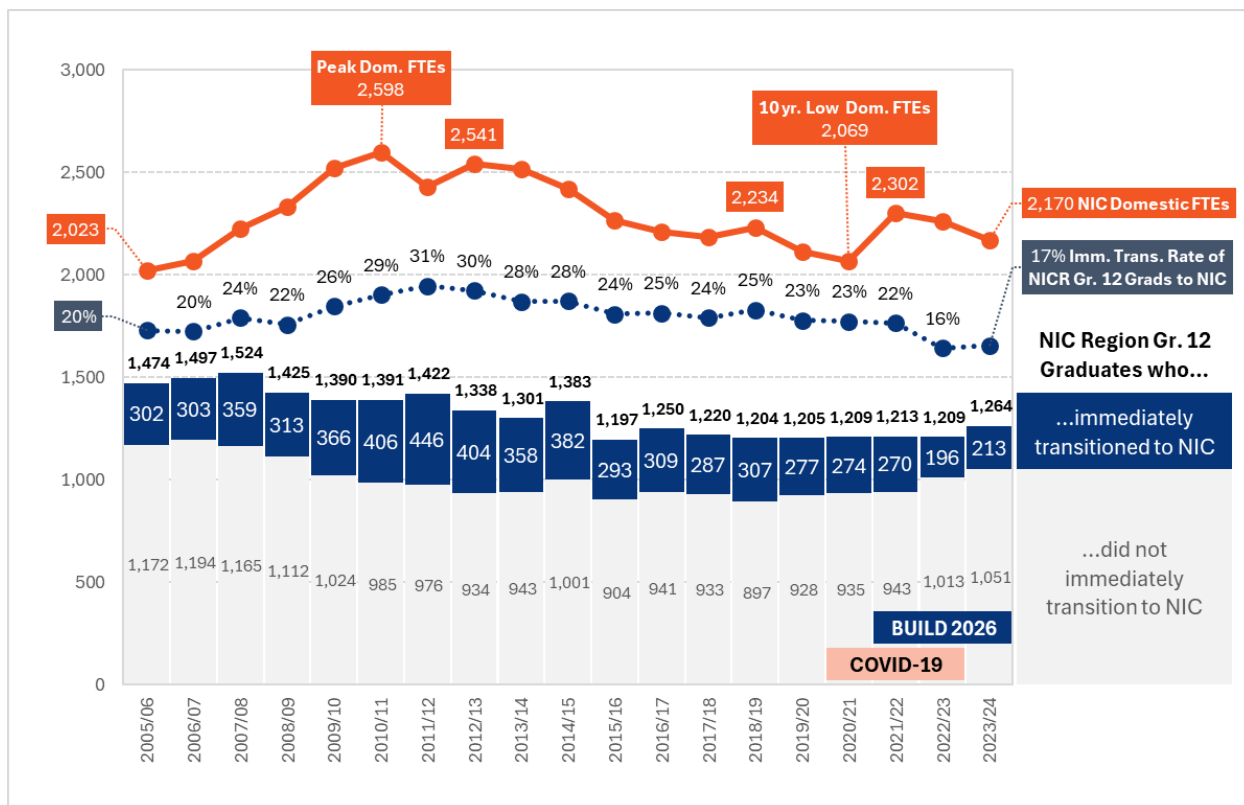


**Note:** Headcount% below 3% are not displayed.

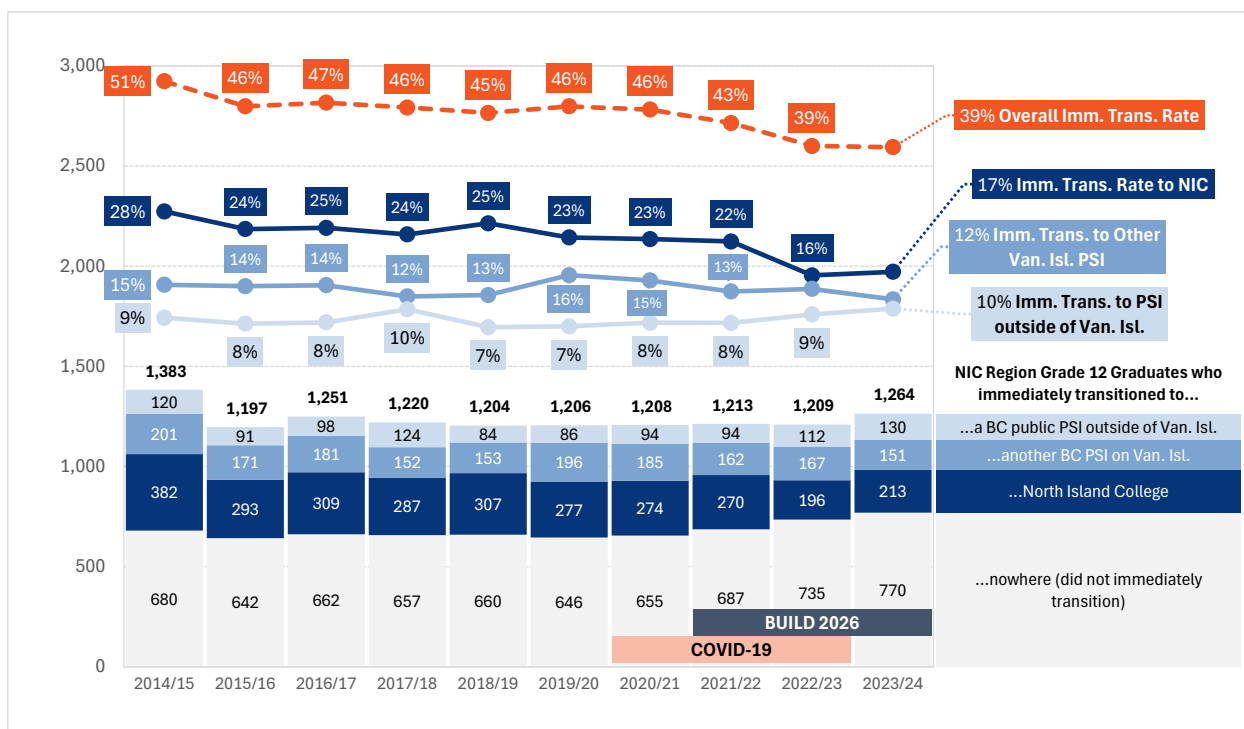
## Grade 12 Grads: Post-Secondary Destinations

The following two figures show the post-secondary destinations of Grade 12 graduates from the NIC Region, including the share enrolling at NIC, at other B.C. public post-secondary institutions, or not entering the provincial public system within one year of graduation. The trends reveal a long-term decline in immediate transitions to NIC—and to the B.C. public post-secondary system overall—as well as a post-COVID shift toward more graduates choosing other institutions, particularly off-Island. Understanding these patterns helps inform recruitment strategies and partnership development with secondary schools.

## NIC Region Grade 12 Graduates Immediate Transitions to NIC, Counts and Rates %, vs NIC Domestic FTEs by PSI Entry Year, 2005–2023



## Destinations of Immediate Transitioners from the NIC Region, FY 2014–2023



## North Island College Region



**Source:** North Island College

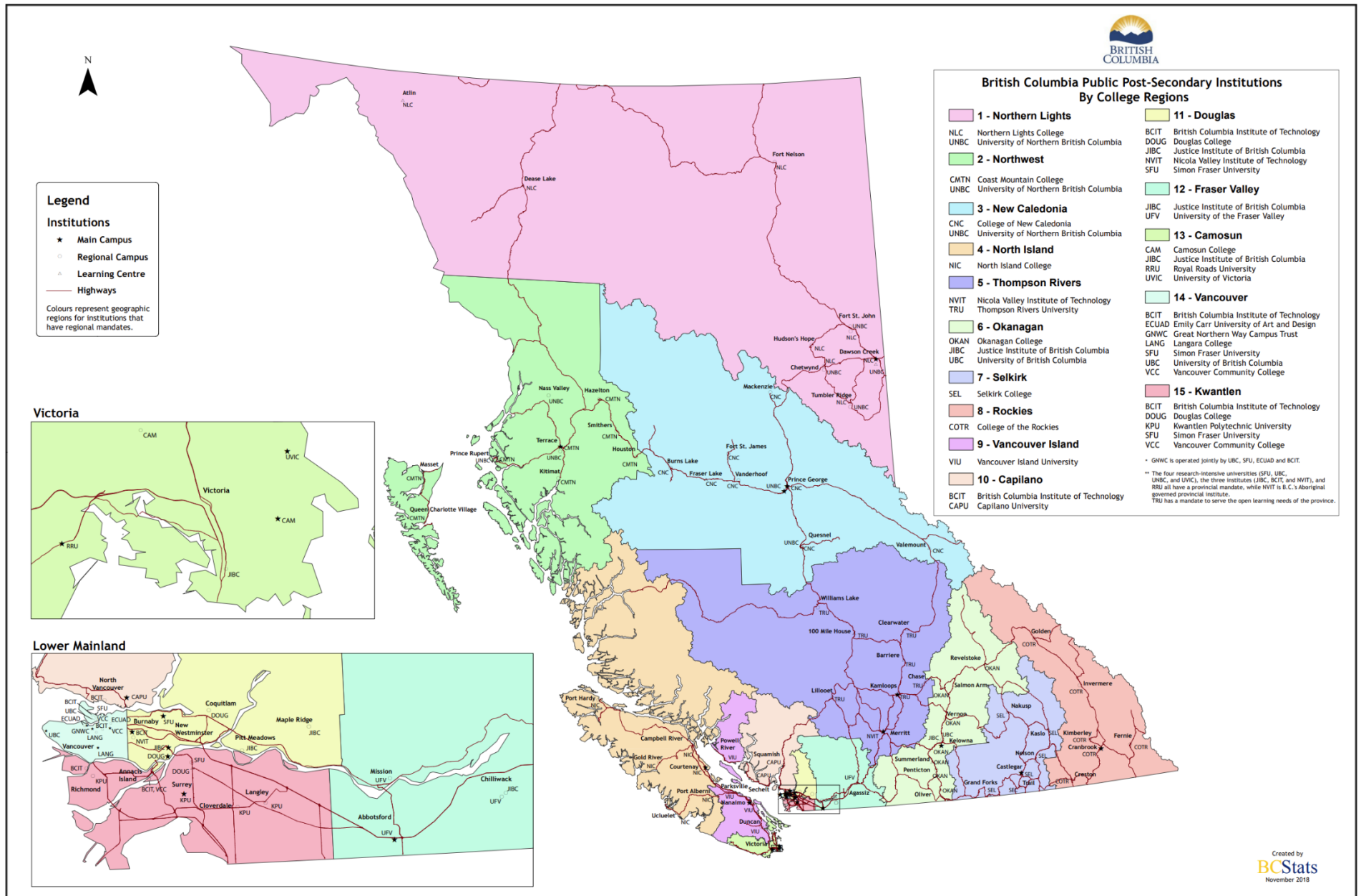
## School Districts in the NIC Region



Source: North Island College



# B.C. College Regions



Source: BC Stats





## FRONT AND BACK COVER PHOTOS

These photos show tul'al'txw, NIC's new student housing project in Comox Valley open as of September 2025. The project has incorporated many Indigenous elements, including the frog button blanket image that graces the front entrance to the building. Created by K'ómoks artist Pamela Mitchell, it is known as "the knowledge keeper."

