



# Institutional Accountability Plan & Report 2022/23 REPORTING CYCLE

March 31, 2023

Honourable Selina Robinson  
Minister of Post-Secondary Education and Future Skills  
Parliament Buildings  
Victoria, B.C. V8V 1X4

Dear Minister Robinson,

ÍY,ĆANEUEL OL is SENĆOFEN for Doing Good Work Together and is pronounced *Eye Chay Nowel Ul*. It is one of the six paddles identifying the priorities within the college's newly launched 2023-2028 Strategic Plan and is echoed throughout the Institutional Accountability Plan and Report for 2022/23.

The effects of the pandemic, increases to the cost of living and other pressures are being felt throughout the college but students, faculty and staff have demonstrated their resiliency and commitment to building a brighter future.

While our Strategic Plan may be new, it builds upon the previous vision, mission, and values, to create a clear pathway to where we want to be in five years. Relevant, innovative, and applied education continues to play a pivotal role in building a better future for our community.

Doing Good Work Together with community partners was evident through the reporting period of 2022/23. Examples include Hospitality Management students preparing lunch for 300 neighbours in need at Our Place; the opening of Campus Ultrasound in partnership with Island Health, in addition to offering affordable massage therapy and athletic exercise therapy treatments and dental hygiene care.

The college has also advanced plans to bring student housing to Lansdowne and a film studio with educational components to Interurban. We are collaborating with other post-secondary institutions to open a new West Shore campus in 2024 and, further afield, work with Miriam College in the Philippines is creating defined pathways for students in the region to access Camosun programs.

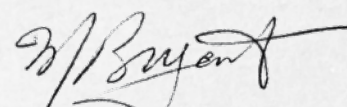
The college was delighted to host the launch of B.C.'s Labour Market Outlook: 2022 Edition. We have a critical role in educating the next generation of workers in high-demand fields such as health care, trades, business, technology and early childhood education. Our Strategic Plan is aligned with the B.C. government's focus on getting more people with multiple barriers and underrepresented groups into the workforce and providing the necessary support for students to succeed and thrive.

We look forward to continuing to Doing Good Work Together with government, community partners, employers, businesses, students and each other.

Sincerely,



Dr. Lane Trotter  
President



Dr. Monty Bryant  
Chair, Board of Governors

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# Seeking knowledge in these territories

Camosun College is one of the largest colleges in British Columbia, serving communities on southern Vancouver Island, the southern Gulf Islands and beyond. With deep respect and gratitude, the college acknowledges that these are the traditional territories of the Ləkʷəŋən (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and WSÁNEĆ peoples. Learners, faculty, staff and leadership are all enriched by the friendship and gracious welcome extended by the hosts of the land and by the beauty of the land on which we live, work and learn.



# Camosun: Where Different Waters Meet and are Transformed

Camosun College welcomed its first students in 1971, becoming the ninth community college in B.C. Since then, the college has grown into one of the province's largest and most impactful post-secondary institutions. Today's Camosun is a vibrant, future-focused educational institution, home to 14,000 students annually and 1,400 faculty and staff. As we celebrate our history, our Indigenous connections and educational mission, we turn towards our exciting plans for the future.

From accounting to athletic therapy, carpentry to criminal justice, early childhood learning to engineering technology—Camosun College delivers relevant and applied education through 160 programs, that is transforming lives to build a better world. The median student age is 24, and we proudly serve over 1,100 Indigenous students and 1,700 international students from 70 countries worldwide each year.

The college also boasts the largest trades program and largest business school on Vancouver Island, educates over 1,000 health care professionals each year and has consistently been one of the top 50 research colleges in Canada since 2014.

Located in beautiful Victoria, British Columbia, Camosun's two main campuses, Lansdowne and Interurban, and our five satellite partnership centres serve students in a diverse array of top-level certificate, diploma, applied bachelor degree, university transfer and post-degree programs.

In 1971, the college adopted the name "Camosun," a local Lekwungen (Songhees) name meaning "where different waters meet and are transformed."



Today, Camosun delivers innovative post-secondary programs meeting the educational and skills training needs of students, employers, businesses, and communities in Victoria and beyond. Whether students are seeking education and career skills in arts, sciences, business, trades, technology, health and human services, sport and exercise education, Indigenous studies or adult upgrading, Camosun College has earned an outstanding reputation for teaching excellence.

We are immensely proud of our students, faculty and staff, and the fact that we provide one of B.C.'s best learning experiences. Our impact extends well beyond our highly-skilled, job-ready graduates. We provide contract training opportunities for local businesses; applied research, innovation and prototyping services for industry; and work-ready co-op students for employers. With an annual budget of around \$155 million, Camosun generates close to \$1 billion in economic impact in our region every year.



160+ programs



1,223 Courses  
in more than 40 different  
subject areas.



14,000 learners each year



1,838 graduates in 2022



1,700 international  
students from 70+ countries

11.9%

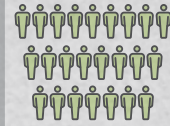


1,100  
Indigenous students

7.7%



78%  
of students are from  
Vancouver Island



24 students:  
typical class size



23.5 years:  
median student age



1,400 faculty, staff,  
and administration



## TWO CAMPUSES

Lansdowne  
Founded in 1971



Interurban



90%  
of grads are satisfied  
or very satisfied with  
their education.



94%  
of grads who go on to  
further studies say they  
were well prepared.

First Technology Access Centre in BC



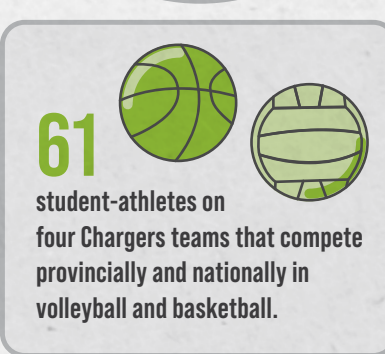
Largest business school  
on Vancouver Island, offering degrees since 2005

First college-based nursing program  
on Vancouver Island, established in 1980

Campus Ultrasound:

first outpatient ultrasound clinic  
embedded within a school in Canada  
to support on-site learning.

Only massage therapy program in BC  
with transferable academic credits



61

student-athletes on  
four Chargers teams that compete  
provincially and nationally in  
volleyball and basketball.



2500 trades students in 30+  
pre-apprentice and apprenticeship  
programs, the biggest on the island

1,437



Camosun students  
go on to further studies at other  
B.C. post-secondary institutions.

70,000+



alumni in various sectors from  
business to tech, trades, and tourism



## New Strategic Plan Launched for 2023-2028

Camosun College's new Strategic Plan (2023-2028) was developed through a process of meaningful engagements, transparent practice and continuous communications with all members of the college community. The plan builds upon the foundation of the past plan and places a strengthened emphasis on important priorities such as Indigenization, equity, diversity and inclusion, and responding to the climate emergency. At the heart of the plan are the four Rs of Indigenous Education, emphasizing individual responsibility and collective accountability. The four Rs of Indigenous education are:

- Relevance;
- Respect;
- Reciprocity; and
- Responsibility.

Indigenization is a significant aspect of the new Strategic Plan, with local Indigenous ways of being, doing and relating being foundational to its development. The plan incorporates local Indigenous semiotics, iconography, artwork and language to acknowledge and honour the local Indigenous lands and territories on which Camosun is situated. Over the next five years, the plan is expected to have a positive impact on every aspect of the college community and contribute to healthier communities, stronger student outcomes, greater Indigenization, and ensure that students continue to be valued by employers.

**"Our common focus is on students. We want to break down barriers so everyone has the opportunity to pursue a post-secondary education, whether you are the first person in your family to graduate high school or a learner returning to the classroom with a new career goal."**

*- Dr. Lane Trotter, President*



2023 – 2028

# Strategic Plan

## Our Vision

Inspiring life-changing learning.

## Our Mission

We build a better future for our community with relevant, innovative and applied education.

## Our Values

Lifelong learning

Positive and supportive student experiences

An inclusive community

An environment of respect and safety for all

Our relationships with one another

Indigenization

Environmental stewardship (new)

Strengthening the Camosun Advantage | **Thunderbird**

ÍY,ĆANEUEL OL: Doing Good Work Together | **Hands**

Responding to Community Needs | **Eagle**

Rising to the Challenges of Climate Change | **Salmon**

Honouring Indigenous Resurgence | **Ancestors**

Advancing Social Justice, Equity, Diversity and Inclusion | **Mink**



# Key Accomplishments of 2022/23

## A triple celebration

Camosun's largest convocation marks the success of three graduating classes. The convocation ceremonies in June 2022 at Camosun College marked a significant milestone as it commemorated the success of students from three consecutive years, namely 2020, 2021 and 2022, making it the largest convocation in the college's history.

"The virtual convocation last year was a unique experience, but nothing beats the excitement and energy of an in-person graduation ceremony. It was an amazing opportunity to connect with my fellow graduates and feel a sense of pride and accomplishment as we move on to the next phase of our lives."

- Jasey Philip, Camosun Alumni



## Camosun celebrates 10 years of Women in Trades Training

Students, faculty, staff and alumni at Camosun College are celebrating more than 10 years of delivering programs aimed at encouraging women to explore the trades. Through the efforts of Women in Trades programming over the past decade, enrollment of women has increased from five per cent to nine per cent at Camosun and continues to grow.

The women-specific programs have resulted in over 1,000 women pursuing a career in high-demand areas such as carpentry, plumbing and sheet metal among others. Some alumni have even come full circle by returning to Camosun to instruct the next generation of skilled trades people.



## Celebrating 10 years of Medical Radiography at Camosun

Camosun's School of Health and Human Services is celebrating 10 years of preparing students for careers as Medical Radiation Technologists (MRT) through applied learning and theoretical instruction. Since launching in 2012, the program has graduated about 135 students from nine cohorts, with two more in the wings.



**“Ten years on, it’s so exciting to see the different directions Camosun medical radiography alumni are taking their careers. From leadership and teaching roles to students going on to sub-specialize in different technologies, the career options for graduates are more diverse than some think.”**

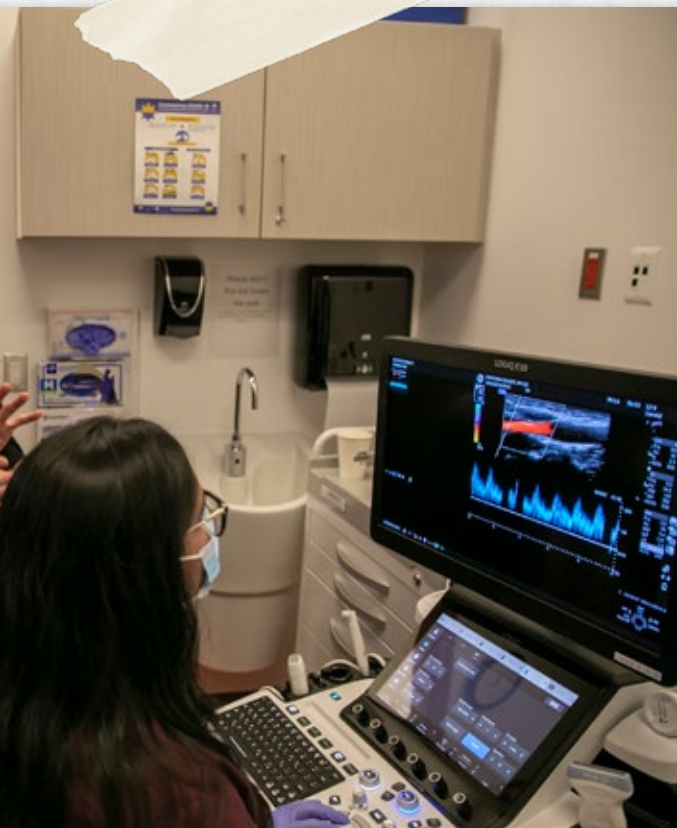
*- Sarah Erdelyi, program leader and instructor in Medical Radiography.*

## Island Health ultrasound clinic opens at Camosun College

Island Health partnered with Camosun College to open an outpatient ultrasound clinic embedded within Camosun's School of Health and Human Services. Campus Ultrasound is the first clinic of its kind in the country to support on-site learning and provide diagnostic services for the general public.

Students training at the clinic will administer ultrasound scans used to diagnose, treat and monitor a variety of medical conditions within two specialty disciplines: general and cardiac. Approximately 32 Camosun College Diagnostic Medical Sonography students will receive hands-on training at Campus Ultrasound each year.

Campus Ultrasound aligns with StrongerBC's Future Ready plan. Future Ready is making education and training more accessible, affordable and relevant to help businesses grow and prepare British Columbians for the jobs of tomorrow.



## Improved campus life for students with renewed Wilna Thomas building

With the reopening of the renovated Wilna Thomas building at Camosun College's Lansdowne campus, students, staff and faculty have access to state-of-the-art facilities, including a 150-person gathering hall with an attached patio, quiet reflection space and breakout rooms, a new café, Indigenous learning space and an Idea Lab for innovation and collaboration with other students. It also includes five upgraded classrooms, as well as upgraded washrooms, technology, and heating and cooling systems.

**"I absolutely love the new Wilna Thomas building! The new spaces for collaboration and events are amazing. As a student, it's great to have access to such state-of-the-art facilities to work with other students on projects and assignments. It really enhances the campus life experience at Camosun."**

*– Julia Berezin, Camosun Student*



## Westshore campus to give students access to post-secondary education close to home

To enhance accessibility of post-secondary education for students in the Westshore area and equip them with essential skills and training, a range of courses and programs including business, health care and community support programs will be offered at a new campus in Langford starting fall 2024.

The campus is a first-of-its-kind partnership between Camosun College, Royal Roads, University of Victoria and the Justice Institute of British Columbia with space for programming by School District 62. The collaboration will help equip British Columbians with the knowledge and skills they require to succeed in the jobs of today and the future.





## Advancing gender equality in trades

The Gwyn Morgan and Patricia Trottier Foundation donated \$1.285 million to Camosun College to enable more women to pursue a career in various Red Seal trades programs. This is the foundation's second time supporting the Empowering Women in the Trades program, and the commitment will last for five years. This donation is the largest philanthropic contribution to the college outside of estate gifts.

Women who wish to start their career in trades now have several options, such as a construction focus, marine labour or a foundation sampler that allows students to explore their strengths.

**"Given the opportunity, a career in the trades can be life-altering for women, who unfortunately have historically faced obstacles. At a time when Canada is facing a skilled trades shortage impacting almost every industry and employer it is critical that women are given the chance to help close the skills gap and achieve their own personal and professional goals."**

*- Patricia Trottier.*



## Founding college leader honoured with CETL renaming

The renaming of the Centre for Excellence in Teaching and Learning honours the work of one of the founding leaders of Camosun College and an early promoter of community colleges as accessible institutions.

The Dr. Lloyd Morin Centre for Excellence in Teaching and Learning will continue to inspire and promote innovation and excellence in curriculum, and all aspects of teaching and learning. The centre provides support to faculty in the development of their teaching practice, and in the development of curriculum, instructional materials, media and the use of technology.



## Camosun hosts Labour Market Outlook launch

The Helmut Huber Cook Training Centre at Camosun College was the backdrop for the launch of the latest Labour Market Outlook for British Columbia. More than one million job openings (1,017,00) are expected between 2022 and 2032.

## Plans for an on-campus film studio

Camosun College selected a potential partner to help turn plans for an on-campus film studio with education components into a reality. The film complex is expected to contain sound stages, editing facilities, green screen environments, classrooms, production offices and workshops for wardrobe, carpentry and props.

## Premier Horgan's visit to Camosun College on July 7, 2022

Health care students at Camosun College got the opportunity to sit down with Premier John Horgan on July 7 ahead of the Summer Meeting of Canada's Premiers in Victoria where discussions focused on health care. Premier Horgan had a conversation with students from our BSN Nursing, Practical Nursing and Health Care Assistant-ESL programs in the Alex & Jo Campbell Centre for Health and Wellness on the Interurban campus.

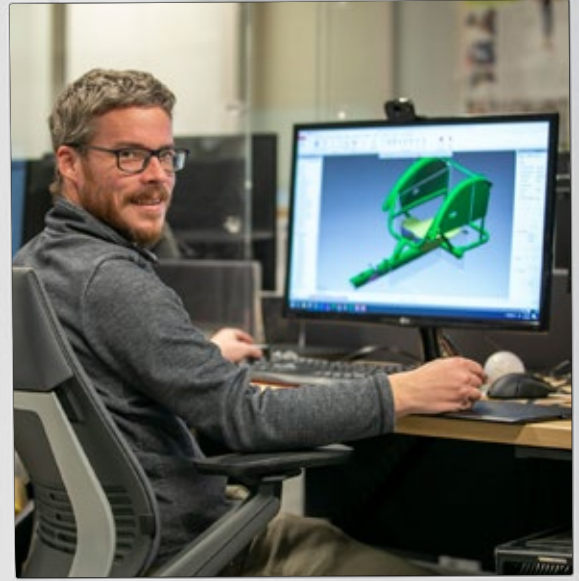


# Education – Key Highlights

## Camosun among top 50 research colleges in Canada

Camosun's continued success as a top research college was highlighted again in this year's ranking of Canada's Top 50 Research Colleges. Excelling in manufacturing and applied research, Camosun's research is guided by a strong commitment to innovation and close relationships with local industry.

As a leader in applied research and innovation, Camosun also ranked as number five among over 200 colleges in Canada for total completed research projects. Examples of recent Camosun innovations include design and manufacturing of competitive equipment for Olympic para-athletes, complex sport simulators, and self-righting watercraft, as well as medical grade face shields, vaccine trays, foam trays and portable decontamination devices to support front-line health care professionals during the pandemic.



## Camosun students light up torch design for BC Games

A torch created by Camosun College students will shine brightly at the next BC Summer and Winter Games. Through a partnership between BC Games Society and Camosun Innovates, design of the new torch began as a student-led initiative that was the basis of a capstone project for four students from the Mechanical Engineering Diploma program at Camosun. Once the concept was approved, the applied research arm of the college stepped in so Lacey Reay, one of the students involved, could take the torch from idea to full implementation.

**"I think it was mostly just the learning curve as a student, and coming into the industry for the first time, and working on this project as the lead; it was quite an undertaking. To say it's been a year of reflection would be a bit of an understatement, but the cool thing is I haven't had to do that reflection alone, I've had a great team to support me through it."**

*- Lacey Reay, Mechanical Engineering Technology Student*



## Library goes green with new solar panel system

The Camosun Library at Lansdowne has received a funding grant of \$97,000 USD from a major library vendor to install solar panels on its roof. The objective of the solar panel project is to offset electricity costs and cover over 50 per cent of the library's energy use. Camosun anticipates that the installation of solar panels will lead to a reduction in energy costs and a decrease in the library's carbon footprint. Additionally, Camosun intends to provide students and the community with various educational opportunities related to solar power, such as an information kiosk that displays real-time data from solar installations.

**"Receiving the solar grant allows our library to continue playing an important role in educating students and the community about renewable energy, inside and outside the classroom."**

*– Shannon Craig, Sustainability manager*





## Nautical training gets renewed federal support

With the announcement of renewed funding from the federal government, Camosun will be able to continue to open doors for underrepresented groups hoping to enter the nautical industry for years to come. This next phase of the Oceans Protection Plan will keep oceans and coasts safe and healthy, will advance reconciliation and build a clean future.

The Ocean Protection Plan ensures the continuation of nautical training programs in the province and includes funding from Transport Canada for the Bridge Watch Rating program at Camosun delivered in partnership with BCIT. The fully-funded Bridge Watch Rating program opens doors and creates entry-level career opportunities for Indigenous peoples and women in the marine industry.



## Hospitality students serve up social responsibility.

Hospitality Management students at Camosun College are learning about the importance of giving back to the local community by preparing a two-course lunch for up to 300 neighbours in need.

**"Our Place is reliant on community partners such as Camosun for many of the services and supports we offer to some of Greater Victoria's most vulnerable populations. In addition to a tasty lunch, hopefully the lesson learned in social responsibility continues throughout the students' careers."**

*- Julian Daly, Chief Executive Officer of Our Place*





## Apprenticeship Recognition Month

Advanced Education and Skills Training Minister Anne Kang visited with trades students at Camosun College on November 17, 2022 as part of Apprenticeship Recognition Month.

### Carpentry apprentice builds winning playhouse in record time

Camosun's carpentry apprentice, Truan Forsyth, won a gold medal at the Skills Canada National Competition. Forsyth completed the task of building a playhouse with the highest degree of quality within 12 hours and even finished with more than half an hour to spare. The competition saw the participation of over 300 competitors from all regions of Canada who competed in over 35 skilled trade and technology competitions.

### Camosun Pipe Trades celebrates fourth National Skills Competition win

David Young, a second-year apprentice plumber won the 2022 United Association's National Skills Competition. Young's victory marks the fourth time a plumber from Camosun Pipe Trades and UA Local 324 has won the competition since 2009.



Resembling a huge cedar hat and perched on top of the slope overlooking Lansdowne Road, Na'tsa'maht is a gathering place. Na'tsa'maht, a Coast Salish phrase, means "unity or working together as one".

## Indigenous Education at Camosun

Valued community partners: Saanich Adult Education Centre, Songhees Employment Learning Centre, and Victoria Native Friendship Centre

As of April 2023, 379 Camosun employees have completed the Understanding Indigenous Peoples 'TELFIN TFE WILNEW' (TTW) course

1,100 Indigenous students of First Nations, Metis and Inuit ancestry

## Indigenous Education – Key Highlights

### Progress on Truth and Reconciliation Commission recommendations and Indigenization

Camosun's response plan to the Truth and Reconciliation Commission (TRC) Calls to Action contains a strong vision, guiding principles, and 39 action statements that have enabled the college to respond to the TRC and the Indian Residential School survivors upon whose experience the TRC was founded. *(Details provided in Appendix B)*

## Three generations of an Indigenous family at Camosun

Karla Point was the first in her family to attend Camosun College over 25 years ago, and her example paved the way for her son Jason and now her granddaughter Naviana to pursue their education at Camosun. Karla is now the Indigenous Resurgence Coordinator for the Faculty of Fine Arts at the University of Victoria, where she works on indigenization and decolonization.

Overall, the Point family is a testament to the value of education and the importance of creating space and opportunities for Indigenous students to pursue their dreams.

## Orange Shirt Day 2022

Orange Shirt Day was commemorated at Camosun on Thursday, Sept. 29, 2022 with a ceremony at Na'tsa'maht.

**"Orange Shirt Day is an important day to honour Indian residential school survivors, as well as those who didn't survive or died, often young and tragically as a result of the horrors they experienced in these schools."**

*- Ruth Lyall, Chair of Indigenous programs at Eye/Sqa'lewen: The Centre for Indigenous Education & Community Connections.*



## Wraparound supports for Indigenous students in trades

Indigenous trades training at Camosun got a major boost with a \$500,000 donation from TD Bank. The donation will be used over the next three years to support an Indigenous Coordinator, program development, outreach, networking for students, and wraparound supports such as student fees, books, supplies, housing, transportation, childcare, assistance with tools and protective equipment as needed for work, cultural activities and training.

**"I am grateful to the sponsors and staff of the Indigenous Peoples in Trades Training Initiative for supporting my studies, allowing me to fully concentrate on my education without worrying about financial stress. The accessibility of the funds without bureaucracy is truly appreciated - this help brings me closer to my career goal!"**

*– Makenzie Kwaksistala, Camosun Student*

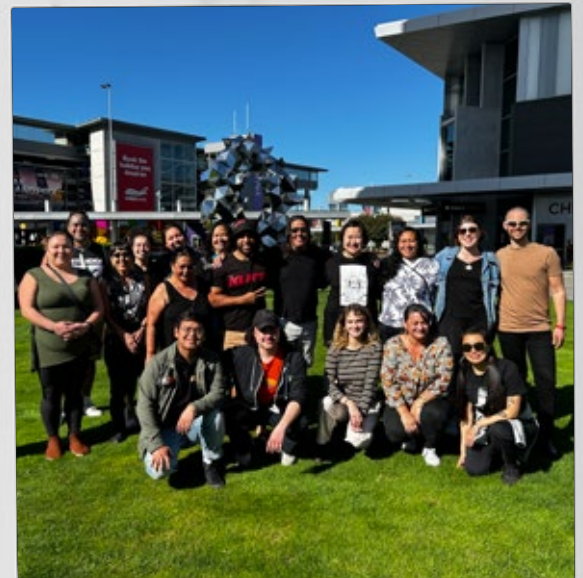


## Indigenous students leave for Māori cultural field school in New Zealand

A group of students from Eye? Sqā'lewen - Centre for Indigenous Education & Community Connections at Camosun embarked on a three-week field trip to New Zealand to learn about Māori culture.

**"By broadening my understanding of Indigenous peoples around the world, I believe I can become a more effective advocate for their rights and needs."**

*– Katie Manomie, Camosun Student*





**“I hope that the painting can serve as a beacon for how disability can be viewed differently. The heartberry plant can be understood as the collective community of Indigenous students with disability, allies, support and accessibility tools. The roots, leaves, flowers, stems, berries, seeds, shoots and runners, hands, arrows, circles and cedar frame of the painting each speak to important values and methodology of the heartberry.”**

*- Alisha Parks, Camosun Student*

## **Gifts of the heartberry**

Camosun student Alisha Parks, who is of Mohawk, Irish and Danish ancestry, has gifted a painting titled ‘Gifts of the Heartberry’ to the college as part of a special project for Indigenous Education.

Alisha’s project, ‘Heartberry methodology: decolonizing how Camosun supports disability,’ was done in collaboration with instructors from the Centre for Excellence in Teaching and Learning and the Centre for Accessible Learning.

## Investing in reconciliation

Camosun College has received grants for applied research projects aimed at promoting reconciliation with Indigenous communities. The projects are centred on continued steps toward awareness and reconciliation, with vision and collaboration from multi-disciplinary Indigenous artist Carey Newman.

The Virtual Reality (VR) Witness Blanket Project, a true-to-life simulation of a physical installation assembling 800 objects from residential schools in the Canadian Museum for Human Rights, was awarded \$351,964. Over the next three years, Camosun Innovates collaborators will scan and represent components for a virtual experience combining history, storytelling and technology to recreate the emotional impact of the installation in virtual reality. The goal is for this VR installation to then be made available to First Nations throughout Canada and beyond.

The second project, Preparing for Totem 2.0, received \$101,413. This is the design and fabrication of a device that will make totem carving safer and more ergonomic, while also providing greater flexibility for the next generation of carvers to use second growth trees in place of logs from old growth.

## Indigenous student welcome feast

Camosun College held its 31st annual Indigenous student welcome feast at the Songhees Wellness Centre. The event was organized to welcome and celebrate Indigenous students who are beginning their academic journey at the college.

The Indigenous student welcome feast has become a significant tradition, reflecting the institution's commitment to creating a welcoming and inclusive environment for all students, particularly those from Indigenous communities. The event was a great success, and attendees left with a sense of community, belonging and pride in their cultural heritage.



# Student Experience – Key Highlights

## Fine furniture students give new life to fallen Garry oak tree

The large tree that fell and struck Lansdowne’s Library building is being carefully processed into sought-after lumber by students in the 10-month Fine Furniture/Joinery Trades Foundation program as a part of continued applied learning projects within the school.

From wood-turning blanks to table tops and public seating, each piece of the oak tree’s twisted trunk and limbs will be chosen for specific projects that will make best use of their features. This experience allows students to work with a locally sourced, sustainable material, and to gain a deeper appreciation for the history and cultural significance of Garry oak trees in the region. It also highlights Camosun College’s commitment to providing hands-on, experiential learning opportunities to students in its programs.



## Provincial leader in co-op education

Camosun College leads the way in co-operative education in British Columbia with its extensive program accounting for 50 percent of all college co-op placements in the province in 2021 – 2022. At Camosun, 86% of our programs offer students the possibility to engage in work integrated learning.

## Camosun College continues co-op success streak

Camosun College’s remarkable track record in co-op education shines once again as another student is honoured as College Co-op Student of the Year 2021-2022 by the Association for Co-operative Education and Work-Integrated Learning in BC/Yukon (ACE-WIL). Molly Mifsud, an Arts and Science Studies student at Camosun College, has been selected as this year’s honouree for her outstanding achievements and exemplary performance during her co-op placement.

## Camosun students compete against top Victoria restaurants.

Camosun College participated in the tastiest fundraiser in Victoria. The Hungry Hearts Culinary Gala fundraiser supports Our Place Society’s food security programs that serve Greater Victoria’s most vulnerable, including people struggling with homelessness, mental health challenges, substance use issues, the working poor and impoverished elderly. Students from the professional cook program at Camosun College will be vying for top prize amongst top local chefs, while giving back to the local community.

**“Co-op education has been truly transformational for me, providing invaluable experiences and opportunities to grow both personally and professionally.”**

- Molly Mifsud

**“Being able to experience the whole process is so important to having students prepare for the next step in their careers.”**

- Chef Budlong, Instructor



## Puppy love on campus

During exam season at Camosun College, therapy dogs from the Pacific Animal Therapy Society (PATS) made their presence known at both Camosun campuses. Many students found comfort in spending time with the dogs, and the program was widely appreciated by the Camosun College community.

The therapy dog visit is a very popular event that the college holds each fall and winter semester. Students, and employees, love being able to spend time with the dogs, petting them, and talking to them, their handlers and each other. It's a great way for the students to relieve some stress and take a break from studying for exams and preparing term papers.

## Provincial Tuition Waiver Program

Camosun students who were former youth in care are benefiting from the Provincial Tuition Waiver Program. The program is focused on making post-secondary education more accessible for former youth in care by covering tuition and mandatory fees for eligible students. Waiving tuition for this group of students reduces barriers to post-secondary education, supports people in pursuing well-paying and meaningful jobs, and support a more inclusive, balanced and diverse workforce. Camosun College saw 61 former youth in care benefit from the BC Government's tuition waiver program, with a total of \$154,086 distributed in from May 2021 to April 2022 representing a 19% decrease over the last year. Over 231 students at Camosun have accessed the program since its launch in 2017.

## Micro-credentials at Camosun empowering lifelong learners

Camosun is meeting local labour market demands by offering a growing range of micro-credentials. These include: the TELFIN TFE WILNEW-inspired Indigenous Truth and Reconciliation in Action program, which is designed for both the general public and employers, and aims to promote understanding and reconciliation between Indigenous and non-Indigenous peoples; the Electric Vehicle Technology and Service micro-credential provides training for automotive service technicians who need to learn how to safely work with electric vehicles; and, the Film Production Assistant micro-credential which is tailored to the needs of the South Island film industry and prepares students for entry-level jobs on film sets. These competency-based courses provide workers with an opportunity to enhance their skills, boost their resumes, and take advantage of job openings in high-demand fields.



## Supports for vulnerable, under-represented students

Student Support Managers within the Office of Student Support regularly work one-to-one with a variety of vulnerable and under-represented student populations including BIPOC students, those with diverse abilities and/ or neurodiversity, students of diverse gender identities and sexual orientations, first-generation students, sexualized and gender-based violence survivors among others. Using a trauma-informed approach and an intersectional lens, Student Support Managers connect with students to explore and supporting student's mental, physical, social, cultural, and spiritual health and well-being as relevant to student's identity and expressed wants and needs. Students are actively supported with appropriate on-campus and off-campus supports. The Office of Student Support also provides regular virtual and in-person learning opportunities to increase the knowledge, connection, and well-being of diverse student populations. Work includes providing regular learning opportunities for Camosun staff to increase their capacity, knowledge and skills such as responding to disclosure of sexualized violence and working with youth in and from government care.

## Creating and maintaining a safe and healthy learning environment for all students

Led by the Office of Student Support, year-round sexual and gender-based violence prevention education efforts include a blend of virtual and in-person learning and engagement opportunities for students, staff, and faculty. Opportunities include dynamic workshops, on topics including consent, healthy relationships, boundaries, effectively responding to disclosures, supporting students in distress, and bystander intervention. Alongside prevention and education outreach for all members of the Camosun community, the Office of Student Support continues to provide safe, trauma-informed, and confidential support to all students who have been impacted by sexualized and gender-based violence.



## Camosun Chargers sweep PACWEST volleyball championships

The Camosun Chargers volleyball teams had a successful run in the PACWEST championships. The women's team won their fourth championship in six years after a close five-set match against the Douglas College Royals, while the men's team secured their victory for the second consecutive year by defeating the Capilano University Blues in four sets. Both teams had outstanding seasons, with the women's team winning 18 out of 20 games and the men's team winning 16 out of 18.



## Women's volleyball team wins silver in CCAA nationals

The Camosun Chargers women's volleyball team finished as the runners-up in the Canadian Collegiate Athletic Association (CCAA) national championships, settling for silver. The team won their first two matches of the tournament but lost to Lakeland Rustlers in the final.

## Men's volleyball team claims back-to-back national championships

The Chargers men's volleyball team are once again Canadian Collegiate Athletic Association (CCAA) champions, after defeating the host team and three-time Ontario champions Humber Hawks in three straight sets.

# Partnerships and International Education - Key Highlights

## Camosun International: Bringing worlds together

International education has long been recognised as providing links that reflect global opportunity and understanding. With over 1,666 international students from around 70 countries each year, along with short-term partnership independent study programs, field schools, exchange opportunities and work/volunteer abroad placements, Camosun College is part of a dynamic, global community offering education that knows no borders.

## Driving applied research and innovation

Camosun College has received funding from NSERC to improve its applied research capacity by partnering with local organizations to identify and address industry challenges, providing students with real-world experience. A new dedicated position has also been added to its research and development department with a focus on automation and mechatronics. The aim is to foster innovation and support economic growth in the region.

## Cross-cultural learning: Camosun and Miriam College partner to deliver educational programs

A unique partnership between Camosun College, Canada and Miriam College, Philippines will see greater study opportunities starting later this year for Filipino, Canadian and international students from the South East Asia region.

The partnership will create a defined pathway for students in the Philippines and throughout the region to access Camosun and Miriam programs including degrees in Business Administration and diplomas in areas such as Early Learning and Care, Health Care Assistant and Mental Health and Addictions.



## International student takes home Lt. Governor's Silver Medal

Gretta de Carvalho Kawahara, an international student, has been awarded the Lieutenant Governor's Silver Medal in British Columbia. The award recognizes outstanding students who excel in their studies while making a positive impact in their institution and community by promoting inclusion, democracy and reconciliation. Gretta graduated from the School of Health and Human Services and moved to Victoria from Brazil in January 2021 to continue studying in the Early Learning and Care diploma program at Camosun College. Her commitment to education and community involvement earned her this prestigious honor.



**"I feel grateful to be recognized for something I put my heart into it. Furthermore, Inclusion, Democracy & Reconciliation, are topics and values that we all need to not only talk about, but practice and I am very grateful that Camosun offered me a safe space to put them into practice."**

*- Gretta de Carvalho Kawahara*

## Camosun hosts successful 2023 South Island Partnership Regional Skills Competition

The 2023 South Island Partnership Regional Skills Competition was held at Camosun College, where students from various educational institutions competed in a range of trades and tech competitions. The event showcased the talent and skills of these students, who demonstrated their expertise in fields such as carpentry, welding, automotive and robotics.

The successful event is a testament to the commitment of Camosun College to support and promote vocational education and training in the region.



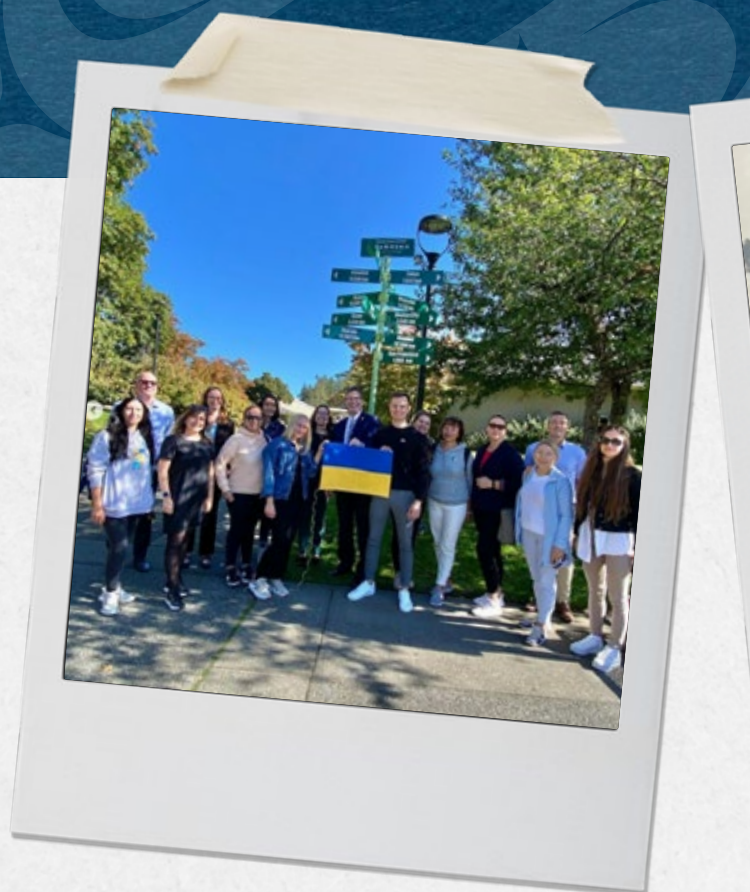


## Volunteer Victoria and Camosun College partner to host in-person volunteer fair

The Volunteer Fair held at Camosun College in partnership with Volunteer Victoria marked the first in-person event of its kind since the pandemic began. Students from various schools took part, and approximately 30 volunteer organizations throughout Victoria were in attendance, seeking volunteers.

## Kyiv added to the wayfinder poles on both campuses

Camosun College has added a new location, Kyiv, the capital city of Ukraine, to the wayfinder poles on their Interurban campus. This addition is aimed at showing support for the approximately 50 current students from Ukraine at Camosun and providing an opportunity for them to come together. The Camosun Printshop made the Kyiv signs for the poles, while the Ukraine flag cover was created by Camosun Innovates.



# Engaged Communities

## Nine immigrant women display their soup-erpower!

Nine soup-erstars from the Maker-to-Market program at Camosun College placed second in a provincial competition that supports immigrant entrepreneurs.

The Women of the World (W.O.W.) Soup was awarded \$1,500 prize in the 2022 DIVERSEcity's new Business Pitch Competition that will allow the team to develop their small market business after graduation. There are three W.O.W. Soup varieties each featuring local dried vegetables and ingredients authentic to their culture: hearty veggie borscht, caramba tortilla soup and Thaibooster soup.

## Camosun and UVic bring Science Rendezvous to Victoria

Camosun College and the University of Victoria collaborated to bring Science Rendezvous to Victoria, an event that showcased the wonders of science to the public. This annual event featured interactive exhibits, demonstrations, and hands-on activities designed to inspire curiosity and engage people of all ages in science. The event also provided an opportunity for students and researchers to share their work with the community and fostered a deeper appreciation for the role of science in society.



## Campus crosswalks get a burst of colour

In a visual show of support for Pride, a crosswalk on each campus at Camosun College now reflects the Progress Pride flag.

**"I love seeing the rainbow crosswalks on campus. It's a visual statement that Camosun values diversity and inclusion. Pride is more than just a single month as work to promote, educate and drive awareness about equity for all sexual and gender diverse people is something that needs to happen throughout the year. It makes me proud to be part of a community that celebrates differences and supports everyone."**

*- Jessie Naadei Niikoi, Camosun student*



## Students offer unique insight into death and informed decision-making

Camosun Anthropology students organized an interactive event called “Mourning at Night” that focused on educating the public about death and how to make informed decisions related to it. The event was open to anyone in Victoria who was interested in attending.

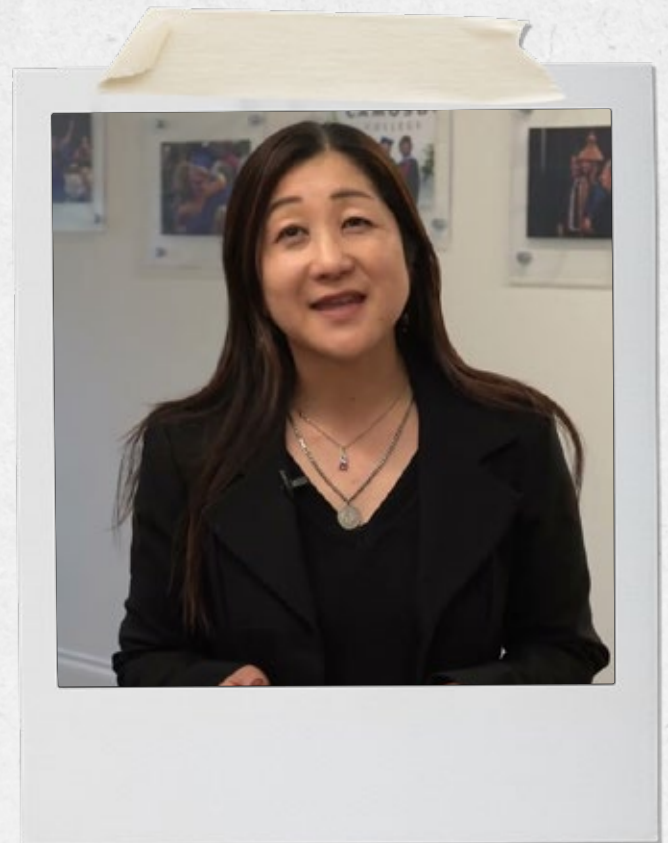
## Criminal Justice students gather and donate clothes to local shelter

The students filled a classroom with their generous donations, which were then delivered to Our Place Society and the Out of the Rain Shelter in winter 2022.

The donation drive was especially crucial as the cold weather and snow settled in the Greater Victoria area. The warm clothing provided a lifeline for those experiencing homelessness or struggling to make ends meet.

## Camosun International’s Miki Speirs recognized for leadership excellence by CICan

Miki Speirs has been awarded the Leadership Excellence Award for Non-Managerial Staff by Colleges and Institutes Canada (CICan)! In addition to her daily administrative duties in Camosun International, Miki co-initiated the Camosun Cares hamper program in 2020, during the most challenging period of the pandemic. The weekly care hampers included fresh produce, hygiene items, recipes and prepared meals, and were distributed to hundreds of students. The positive impacts of Miki’s organizational efforts were felt throughout the college community, at a time when many people were feeling isolated and disconnected.



# The British Columbia Labour Market Outlook: 2022 – 2032

**Camosun College hosted the launch of the 2022 Labour Market Outlook in the Helmut Huber Cook Training Centre. Speakers included Professional Cook student Savannah Mckinnon.**

## Change Faster at Camosun

The British Columbia Labour Market Outlook is updated every year to provide a 10-year forecast of the flow of supply and demand for labour in the province. British Columbia is expected to have 1,017,000 job openings between 2022 and 2032. Nearly 80 per cent of these job openings typically require some form of post-secondary education. This means there is a wealth of opportunities for students to be equipped with the education to find rewarding jobs as well as for workers to upskill or reskill.

The current B.C. Labour Market Outlook launched on Feb. 8, 2023 at Camosun College's Helmut Huber Culinary Arts Centre. At the official launch, student Savannah Mckinnon spoke to their time as a first-year Professional Cook student and their future career plans.

Of the forecasted job openings, 37 per cent are due to a growing economy, while 63 per cent of the openings will be the result of retiring workers.

People aged 29 or younger entering the labour force for the first time are expected to fill 47 per cent of future job openings. People new to Canada are expected to fill 38 per cent of the openings, and workers coming from other parts of Canada to fill 8 per cent of the jobs.

Camosun College is well-positioned to support the workforce needs of the regional economy and ensure students can seize emerging opportunities.



## OF THESE OPENINGS:

- 37 per cent of the total job openings will be filled by people with a bachelor's, graduate or first professional degree.
- Workers with diplomas and certificates excluding apprenticeships will fill 29 per cent of openings, and those with an apprenticeship certificate will account for 12 per cent.
- The other 22 per cent of job openings will be available for those with high school education or less.



# Aligning Education with the Labour Market Outlook

Within the health program list there has been growth over the past year. This demonstrates Camosun's commitment to aiding in the delivery of competent and qualified workers to meet the demands of the emerging labour market supply. Some of these programs include:

Priority/High Opportunity Health Occupations	Camosun Supporting Programs of BC Health Care Priorities
Registered nurses and registered psychiatric nurses	Nursing BSN and LPN Diploma
Nurse aides, orderlies and patient service associates	Health Care Assistant Certificate
Physiotherapists and occupational therapists	Bachelor's Degree in Athletic and Exercise Therapy
Medical radiation technologists	Medical Radiography Diploma
Medical laboratory technicians and pathologists' assistants	Certified Medical Lab Assistant
Medical administrative assistant	Medical Office Assistant (Certificate)

Select occupations in the B.C. Labour Market Outlook that require post-secondary education include:

High Opportunity Program	Camosun Aligned Program (Direct or Transferable)
Early childhood educators and assistants	Early Learning and Care Diploma
Accounting technicians and bookkeepers	Accounting and Finance Advanced Certificate Business Administration – Accounting (Diploma) Bookkeeping Fundamentals Certificate
Computer network technicians	Computer Network Electronics Technician Advanced Certificate
Massage therapists	Massage Therapy Diploma
Cooks	Professional Cook Apprenticeship Training Professional Cook Level 1 Foundation Certificate Professional Cook Level 2 Foundation Certificate
Carpenters	Carpenter Apprenticeship Training
Automotive service technicians	Automotive Service Technician Foundation Certificate, Automotive Service Technician Apprenticeship

There has been growth within programs to help aid future labour supply requirements. Some of the select programs include:

**Certified Medical Laboratory Assistant**

Grew from 30.5 FTEs in 2021/22 to 33.7 FTEs in 2022/23 (+10.3%) +3.2 FTEs.

**Carpenter - Apprenticeship Training**

Grew from 363.0 FTEs in 2021/22 to 373.0 FTEs in 2022/23 (+2.8%) +10.0 FTEs

**Massage Therapy**

Grew from 62.6 FTEs in 2021/22 to 68.4 FTEs in 2022/23 (+9.3%) +5.8 FTEs

**Trades Skills Foundation**

Grew from 134.0 FTEs in the 2021/22 to 137.5 FTEs in 2022/23 (+2.6%) +3.5 FTEs



# Profile of Students at Camosun College

## Overall FTEs decline slightly, while international FTEs increase

When compared to the 2021/22 fiscal year, the overall number of student FTEs at Camosun College fell by 35 (-0.4%) in the 2022/23 fiscal. In the same period, Ministry FTEs and STBC FTEs, fell when compared to their value in the previous year: falling by 375 FTEs and 49 FTEs, respectively. Conversely, International FTEs grew by 388 FTEs, moving from 1,153 FTEs in the 2021/22 fiscal year to 1,541 in the 2022/23 fiscal year.

Full-time equivalent student data by fiscal year	2021/22	2022/23	Change
FTEs – Ministry of Post-Secondary Education and Future Skills	5,321	4,946	-375
FTEs – SkilledTradesBC (formerly ITA)	2,223	2,174	-49
FTEs – International students	1,153	1,541	388
Total student FTEs	8,696	8,661	-35



## Select student demographics

Camosun was one of many institutions that experienced a decline in their total population from the 2021/22 academic year to the 2022/23 academic year. Despite this, the decline in the population overall and international subpopulation was very small with both contractions being less than %1.

- The student population remained relatively stable, only falling by 88 overall from the 2021/22 academic year to the 2022/23 academic year – A contraction of 0.6%
- The number of indigenous students fell by 86 from 2021/22 to 2022/23 academic year – marking a decline of 7.7%
- Total international students remained nearly stable falling by only 16 students from 2021/22 to 2022/23 academic year – a decrease of -0.9%

Student enrolment headcount data by academic year	2021/22	2022/23	Change
All Students	13,670	13,582	-88
Indigenous Students	1,115	1,029	-86
International Students	1,691	1,675	-16



# Future Population Trends

Camosun continues to monitor the provincial population projections (PEOPLE) with a specific focus on the Capital Regional District (CRD). Although there is an increasing number of international students, a large proportion of students at Camosun come from within the province demonstrating Camosun's commitment to the local community and beyond. Population projections are created by BC Stats and used for the long-term strategic planning of post-secondary institutions. The larger the projected growth rate of select segments of the CRD population, the greater the demand for locally supplied education or graduates. The following graph provides a 10-year projection (2024-2034) for the CRD population by select age groups. The expected growth of the 65 years and older segment of society—projected to grow by 24.3 per cent in the next 10 years—signals a demand for health care professionals and supportive positions in the future. Camosun continues to help educate what is going to be the labour supply of future health care workers keeping in alignment with the provincial high opportunity health occupations. With an overall projected growth rate of 13.9 per cent for the CRD population, it is expected that the need will grow for skilled tradespeople to build and maintain the public projects and infrastructure. These projects are going to be required to support an ever-growing community and are going to continue to be an important part of planning for the future. Camosun has a variety of trades and health care programs to help supply the current and future labour requirements.

## Projected population growth rate by age, Capital Regional District, 2024-2034

- The largest ten-year growth rate is projected to occur in the 65+ years and older segment of the population at 24.3 per cent.
- Conversely, those aged 55 to 64 years old are expected to contract by 5.3 per cent over the same period.
- The 15 to 24 years old subpopulation has a projected growth rate of 20.3 per cent.
- The 'core working' aged population (25 – 54 years old) is estimated to grow by 15.3 per cent over the horizon.
- Finally, the youngest segment of society (0 – 14 years old) is expected to have small amount of growth at 3.7 per cent over the next ten years.



<https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-projections>

# Adult Upgrading Grant Summary

Adult Upgrading Grant summary: April 1, 2022 – March 31, 2023

Term	Approved	Denied	Cancelled	Per cent Denied	Total Applications	Funding for tuition & fees
Summer 2022	175	10	N/A	5%	185	\$49,632.36
Fall 2022	307	30	N/A	9%	337	\$132,876.75
Winter 2023	305	25	N/A	8%	330	\$129,522.40
Total	787	75	N/A	9%	852	\$312,031.51

\* The table above indicates the amount for tuition and student fees only, the total spent from April 1, 2022 – March 31, 2023 is \$391,746 that includes textbooks, childcare, and transportation.



## Financial Information

Revenue	\$ Millions	Per cent
Provincial Grants	77.7	50.0%
Provincial Capital Grants	8.2	5.3%
Tuition & Fees	49.2	31.6%
Federal & Other Grants	3.0	1.9%
Goods and Services	14.2	9.2%
Other	3.1	2.0%
<b>TOTAL REVENUE</b>	<b>155.4</b>	<b>100.0%</b>

For additional information, please see the Audited Financial Statements available on [camosun.ca](http://camosun.ca)

Expense	\$ Millions	Per cent
Salaries and Benefits	118.1	76.5%
Contract Fees	4.6	3.0%
Supplies and Services	16.3	10.6%
Costs of Goods Sold	2.7	1.8%
Accretion Expense	0.06	0.0%
Amortization	9.7	6.3%
Minor Repairs and Maintenance	2.9	1.9%
<b>TOTAL REVENUE</b>	<b>154.3</b>	<b>100.0%</b>

# Appendix A: IAPR PERFORMANCE METRIC RESULTS AND MANDATE PRIORITIES

The following table, together with the performance measures listed in this report, demonstrate the commitment of Camosun College towards achieving the 2022/23 mandate letter priorities.

PERFORMANCE MEASURE 1: TOTAL FTE STUDENT SPACES (EXCLUDING THE SkilledTradesBC)		
2020/21 Actual:	5,452	Camosun produced 4,946 FTEs in the 2022/23 FY. This is below the target of 7,207 FTEs resulting in Camosun not achieving its target.
2021/22 Actual:	5,321	
2022/23 Actual:	4,946	
2022/23 Target:	≥ 7,207	
2022/23 Assessment:	Not Achieved	

PERFORMANCE MEASURE 1A: STUDENT SPACES IN NURSING AND ALLIED HEALTH PROGRAMS (FTE)		
2020/21 Actual:	756	Camosun produced 887 Health FTEs in the 2022/23 FY. This is above the target of 862 FTEs resulting in Camosun achieving its target.
2021/22 Actual:	870	
2022/23 Actual:	887	
2022/23 Target:	≥ 862	
2022/23 Assessment:	Achieved	

PERFORMANCE MEASURE 1B: STUDENT SPACES IN DEVELOPMENT PROGRAMS (FTE)		
2020/21 Actual:	808	Camosun produced 704 Developmental Program FTEs in the 2022/23 FY. This is below the target of 935 FTEs resulting in Camosun not achieving its target.
2021/22 Actual:	748	
2022/23 Actual:	704	
2022/23 Target:	≥ 935	
2022/23 Assessment:	Not Achieved	



### PERFORMANCE MEASURE 2: CREDENTIALS AWARDED

2020/21 Actual:	2,410	Camosun awarded 1,569 credentials in the 2022/23 fiscal year not achieving the target amount. This is likely in part due to the lag effect of the pandemic.
2021/22 Actual:	2,100	
2022/23 Actual:	1,569	
2022/23 Target:	≥2,009	
2022/23 Assessment:	Not Achieved	

### PERFORMANCE MEASURE 3: TOTAL INDIGENOUS STUDENT FTE

2020/21 Actual:	800	Camosun realized 715 Indigenous Student FTEs. This is a drop of 47 FTEs compared to the previous year. Camosun failed to achieve the target this year in part to domestic activity being down across the province.
2021/22 Actual:	762	
2022/23 Actual:	715	
2022/23 Target:	Increase from previous year	
2022/23 Assessment:	Not Achieved	

### PERFORMANCE MEASURE 3A: TOTAL INDIGENOUS STUDENT FTE (PSFS)

2020/21 Actual:	531	Compared to the previous fiscal year, Camosun produced 10 fewer FTEs at 519. This fails to achieve the target of an increase over the previous year. As noted this in part due to domestic activity being down across the province.
2021/22 Actual:	529	
2022/23 Actual:	519	
2022/23 Target:	Increase from the previous year	
2022/23 Assessment:	Not Achieved	

### PERFORMANCE MEASURE 3B: TOTAL INDIGENOUS STUDENT FTE (ITA)

2020/21 Actual:	269	Camosun realized 196 Indigenous SkilledTradesBC FTEs in the 2022/23 period. This is down from the previous year and fails to achieve the target for this round.
2021/22 Actual:	234	
2022/23 Actual:	196	
2022/23 Target:	Increase from the previous year	
2022/23 Assessment:	Not Achieved	

### PERFORMANCE MEASURE 4: STUDENT SATISFACTION WITH EDUCATION

Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	90.9% (+/- 1.2%)	95.9% (+/- 2.1%)	94.6% (+/- 2.2%)	93.9% (+/- 3.2%)	The results of the 2022/23 student satisfaction from Outcomes indicate all but APPSO populations achieved their targets. The APPSO substantially achieved the target rate of 90.0%.
2021/22 Actual:	90.9% (+/- 1.1%)	85.7% (+/- 3.7%)	87.2% (+/- 3.4%)	95.8% (+/- 2.9%)	
2022/23 Actual:	89.5% (+/- 1.6%)	91.9% (+/- 6.4%)	85.2% (+/- 4.2%)	89.7% (+/- 4.4%)	
2022/23 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%	
2022/23 Assessment:	Achieved	Achieved	Substantially Achieved	Achieved	

### PERFORMANCE MEASURE 5: STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION

Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	94.3% (+/- 0.9%)	94.1% (+/- 2.5%)	95.6% (+/- 2.0%)	99.0% (+/- 1.3%)	The results of the 2021/22 student satisfaction from Outcomes indicate all the survey populations achieved their targets.
2021/22 Actual:	94.8% (+/- 0.8%)	88.8% (+/- 3.3%)	92.3% (+/- 2.7%)	95.8% (+/- 2.9%)	
2022/23 Actual:	93.9% (+/- 1.3%)	97.3% (+/- 3.8%)	96.1% (+/- 2.3%)	94.8% (+/- 3.2%)	
2022/23 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%	
2022/23 Assessment:	Achieved	Achieved	Achieved	Achieved	

### PERFORMANCE MEASURE 6: STUDENT ASSESSMENT OF SKILL DEVELOPMENT

Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	85.8% (+/- 1.3%)	87.9% (+/- 3.3%)	84.1% (+/- 3.4%)	87.9% (+/- 4.1%)	The results of the 2022/23 student satisfaction from Outcomes indicate all but APPSO populations achieved their targets. The APPSO substantially achieved the target rate of 85.0%.
2021/22 Actual:	86.6% (+/- 1.3%)	82.2% (+/- 4.0%)	80.7% (+/- 4.0%)	89.4% (+/- 3.3%)	
2022/23 Actual:	85.7% (+/- 1.5%)	88.8% (+/- 6.7%)	79.7% (+/- 4.3%)	86.6% (+/- 4.2%)	
2022/23 Target:	≥ 85%	≥ 85%	≥ 85%	≥ 85%	
2022/23 Assessment:	Achieved	Achieved	Substantially Achieved	Achieved	

## PERFORMANCE MEASURE 7: STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	85.9% (+/- 2.2%)	86.8% (+/- 4.4%)	93.7% (+/- 2.5%)	92.6% (+/- 3.7%)	The results of the 2021/22 student satisfaction from Outcomes indicate all but TFTVG populations achieved their targets. The TFTVG was not assessed this round.
2021/22 Actual:	82.0% (+/- 2.4%)	87.4% (+/- 4.5%)	88.9% (+/- 3.7%)	96.8% (+/- 2.6%)	
2022/23 Actual:	83.8% (+/- 2.8%)	N/A	90.2% (+/- 3.8%)	94.0% (+/- 3.9%)	
2022/23 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%	
2022/23 Assessment:	Substantially Achieved	Not Assessed	Achieved	Achieved	

## PERFORMANCE MEASURE 8: UNEMPLOYMENT RATE

Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	7.7% (+/- 1.6%)	10.5% (+/- 3.6%)	3.5% (+/- 1.8%)	3.0% (+/- 2.3%)	Camosun College Achieved the target unemployment rates for all of the surveys in the 2022/23 reporting period.
2021/22 Actual:	8.8% (+/- 1.6%)	13.3% (+/- 4.0%)	10.9% (+/- 3.3%)	0.0% (+/- 0.0%)	
2022/23 Actual:	3.6% (+/- 1.3%)	11.4% (+/- 7.9%)	3.4% (+/- 2.2%)	4.5% (+/- 3.3%)	
2022/23 Target:	≤ 6.6%	≤ 6.6%	≤ 6.6%	≤ 6.6%	
2022/23 Assessment:	Achieved	Achieved	Achieved	Achieved	

DACSO - *Diploma, Associate Degree, and Certificate Student Outcomes Survey*

TFTVG - *Trades Foundation and Trades-Related Vocational Student Outcomes Survey*

APPSO - *Apprenticeship Student Outcomes Survey*

BGS - *Baccalaureate Graduates Student Outcomes Survey*

## TOTAL STUDENTS FOR OTHER STUDENT CATEGORIES

2022/23 Results, SkilledTradesBC (formerly ITA) funded students	SkilledTradesBC student FTEs counted for 2,223 in the 2021/22 fiscal year. The FTEs fell by 49 down to 2,174, in 2022/23 fiscal year.
2022/23 International students	International student FTEs were 1,153 in the 2021/22 fiscal year. International FTEs subsequently increased by 388 FTEs in the 2022/23 fiscal year – increasing to 1,541 FTEs.

## 2022/23 Minister's Letter Priorities

<p>1. Demonstrate your commitment to collaborating within your sector on new and priority initiatives.</p> <ul style="list-style-type: none"> <li>• Working to align education and skills training to goals of the BC Economic Plan; and</li> <li>• Supporting the implementation of Skilled Trades Certification</li> </ul>	<p>Camosun is well-positioned to support the workforce needs of the regional economy and ensure students can seize emerging opportunities, particularly in the areas of health, tech, trades. Skilled Trades Certification supports efforts to provide accessible, affordable and relevant trades training for women, Indigenous peoples and those just starting in their careers, including youth as part of the South Island Partnership with school districts. Camosun is working with SkilledTradesBC to ensure there is sufficient seat capacity so that apprentices can complete their training in a timely manner.</p>
<p>2. Contribute to Ministry engagement on upcoming initiatives</p> <ul style="list-style-type: none"> <li>• Skills for the Jobs of Tomorrow plan</li> <li>• The Ministry's sexualized violence policy review</li> <li>• Further tech-relevant seat expansions</li> <li>• The funding formula review of provincial operating grants</li> </ul>	<p>Camosun participated in the paper from BC Colleges as part of the input into the development of the Future Ready Skills Plan. Camosun has submitted several proposals to the 2,000 tech-related seat expansion. Camosun has supported ministry-directed sexualized violence and misconduct initiatives including training, policy community of practice, and data and reporting. Active participation is underway as part of the funding formula review of provincial operating grants.</p>

Foundational Principles		Camosun Examples
<p>Putting people first</p>	<p>We are committed to working with you to put people first. You and your board are uniquely positioned to advance and protect the public interest and I expect that you will consider how your board's decisions maintain, protect and enhance the public services people rely on and make life more affordable for everyone</p>	<p>Camosun College's Student Affairs unit is dedicated to putting students first by providing comprehensive support throughout a student's academic journey. By using a holistic approach, we offer various services, programs, and resources that are responsive to students' evolving needs. Our focus is on fostering personal, academic, and career development to ensure our learners have a successful college experience. In addition, Student Support Managers within the Office of Student Support regularly work one-on-one with a variety of vulnerable and under-represented student populations including BIPOC students, those with diverse abilities and/ or neurodiversity, students of diverse gender identities</p>

		<p>and sexual orientations, first generation students, sexualized and gender based violence survivors among others. As reflected in Camosun’s updated Strategic plan, our goal is to support students in achieving their goals and thriving at Camosun College.</p> <p>Approximately 170 former youth in care students benefiting from the provincial tuition waiver program and wraparound supports.</p>
<p>Lasting and meaningful reconciliation</p>	<p>Reconciliation is an ongoing process and a shared responsibility for us all. Government’s unanimous passage of the Declaration on the Rights of Indigenous Peoples Act was a significant step forward in this journey – one that all public post-secondary institutions are expected to support as we work in cooperation with Indigenous peoples to establish a clear and sustainable path to lasting reconciliation. True reconciliation will take time and ongoing commitment to work with Indigenous peoples as they move towards self-determination. Guiding these efforts, public post-secondary institutions must also remain focused on creating opportunities that implement the Truth and Reconciliation Commission through your mandate</p>	<p>Camosun College’s updated strategic plan (2023 – 2028) prioritizes lasting and meaningful reconciliation with Indigenous peoples. The college has established three goals to achieve this:</p> <ol style="list-style-type: none"> <li>1. Engage with reciprocity and understanding to cultivate healthy community relationships;</li> <li>2. Incorporate the four ‘R’s of Indigenous Education to ensure an accessible and inclusive learning environment;</li> <li>3. Infuse Indigenous ways of being and doing into practices and spaces at the college. We are committed to supporting the government’s passage of the Declaration on the Rights of Indigenous Peoples Act and implementing the Truth and Reconciliation Commission’s recommendations. Through partnership and humility, we can achieve lasting reconciliation with Indigenous peoples.</li> </ol> <p>Camosun continues to work to increase Indigenous participation in decision-making processes, along with increased consultation, and representation.</p>

<p>Equity and anti-racism</p>	<p>Our province’s history, identity and strength are rooted in its diverse population. Yet racialized and marginalized people face historic and present-day barriers that limit their full participation in their communities, workplaces, government and their lives. The public sector has a moral and ethical responsibility to tackle systemic discrimination in all its forms – and every public sector organization has a role in this work. All public post-secondary institutions are encouraged to adopt the Gender-Based Analysis Plus (GBA+) lens to ensure equity is reflected in your operations and programs. Similarly, appointments resulting in strong public sector boards that reflect the diversity of British Columbia will help achieve effective and citizen-centred governance.</p>	<p>Camosun College is dedicated to promoting social justice, equity, diversity, and inclusion to create a learning and working environment that is respectful and free from barriers for all students and employees. We strive to uphold these values in all aspects of our institution, from our curriculum to our hiring practices. Our commitment to equity, diversity, and inclusion is reflected in our policies and initiatives, including our Equity, Diversity, and Inclusion Action Plan, which outlines strategies to address systemic barriers and promote diversity and inclusion in all areas of the college. Through ongoing education and dialogue, we aim to create a campus culture that celebrates diversity and fosters social justice.</p>
<p>A better future through fighting climate change</p>	<p>Announced in December 2018, the CleanBC climate action plan puts our province on the path to a cleaner, better future by building a low-carbon economy with new clean energy jobs and opportunities, protecting our clean air, land and water and supporting communities to prepare for carbon impacts. As part of the accountability framework established in CleanBC, and consistent with the Climate Change Accountability Act, please ensure your institution aligns operations with targets and strategies for minimizing greenhouse gas emissions and managing climate change risk, including the CleanBC target of a 50% reduction in public sector building emissions and a 40% reduction in public sector fleet emissions by 2030. I ask that your institution work with government to report out on these plans and activities as required by legislation.</p>	<p>The Wilna Thomas building renewal project on Lansdowne campus is an extensive renovation that integrated Energy Modeling and a Social Sustainability Framework into the planning process. The building upgrades are projected to result in a 23 per cent emissions reduction for the building. Camosun completed the planning and procurement stages of enhancing Smart Metering for all buildings in 2021. Smart Metering all buildings will help create energy consumption baselines and will aid in measuring successes. It will also help with behavioral change campaigns, as the plan is to have this information available on a public dashboard. It will also help improve reporting granularity so Camosun is more able to see and celebrate the positive impact of ongoing upgrades. Camosun’s Climate Coalition Group (C4) partnered with Camosun Sustainability Office, the Camosun Sustainability, the</p>

		<p>Camosun College Students Society, Canadian Union of Public Employees Local 2081, and the Camosun College Faculty Association to host a public talk by Seth Klein, author of <i>A Good War: Mobilizing Canada for the Climate Emergency</i>. Students, faculty and staff came together virtually to discuss steps forward we can take personally and as an institution in the face of a Climate Emergency. (C4 is an informal group of Camosun people who share an interest in promoting positive climate action)</p>
<p>A strong, sustainable economy that works for everyone</p>	<p>I expect that you will identify new and flexible ways to achieve your mandate and serve the citizens of British Columbia within the guidelines established by the Provincial Health Officer and considering best practices for conducting business during the pandemic. Collectively, our public sector will continue to support British Columbians through the pandemic and economic recovery by investing in health care, getting people back to work, helping businesses and communities, and building the clean, innovative economy of the future. As a public sector organization, I expect that you will consider how your decisions and operations reflect environmental, social and governance factors and contribute to this future.</p>	<p>Camosun continues to grow a range of microcredentials to fill industry needs through its Professional Studies &amp; Industry Training department. The shorter, competency-based education opportunities are a bridge for workers to enhance their skills and take advantage of job openings in highdemand fields. Students are actively supported to ensure that appropriate on-campus supports are accessible and available. Examples include: Camosun Counselling, Centre for Accessible Learning, Academic Advising, Help Centres, Eyē? Sqâ’lewen – Centre for Indigenous Education &amp; Community Connections, Camosun College Student Society Clubs, and on-campus recreation facilities. Students are also actively supported to make connections to appropriate off-campus supports. Examples include: The Foundry, Disability Resource Centre, Victoria Sexual Assault Centre, Island Sexual Health, Native Friendship Centre, Men’s Therapy Centre and PEERS.</p>

2021/22 Mandate Letter Priorities	Camosun's Examples
<p>1. Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Postsecondary Sector, and support your academic communities as you respond to COVID-19 impacts and recovery</p>	<p>Created and regularly updated Communicable Disease Prevention Plan and Communicable Disease Prevention Guidelines to support safe campus operations and guide decision making.</p>
<p>2. Work with the Ministry and your communities, employers, and industry to implement postsecondary education and skills training initiatives for British Columbians, particularly those impacted by COVID -19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.</p> <ul style="list-style-type: none"> <li>• Report on plans and progress to introduce and recognize micro-credentials that aim to meet local or regional needs and/or reskill individuals to gain employment in high opportunity occupations.</li> <li>• Continue to report on increases or expansion of co-ops and work integrated learning opportunities.</li> <li>• Continue to report on increases or expansion of high-demand occupation programming relevant to your institution (e.g. Early Childhood Education, Trades, Health)</li> <li>• Increase seats in Health Care Assistant Partnership Pathway that align with regional Health Career Access Program needs</li> <li>• Initiatives to support vulnerable and underrepresented groups</li> <li>• Participation in Sexual Violence and Misconduct Climate survey Report ongoing activities and future plans to sustain institutional efforts regarding Sexual Violence and Misconduct prevention and response.</li> </ul>	<p>The tuition-free, entirely-online Education &amp; Career Planning certificate program offers adult learners the time and support to explore new life directions in a rapidly changing world.</p> <p>Student Support Managers regularly work one-to-one with a variety of vulnerable and underrepresented student populations including BIPOC students, those with diverse abilities and/ or neurodiversity, students of diverse gender identities and sexual orientations, first generation students, sexualized and genderbased violence survivors among others. Camosun continues to grow a range of microcredentials to fill industry needs. The shorter, competency-based education opportunities are a bridge for workers to enhance their skills and take advantage of job openings in highdemand fields.</p>
<p>3. Fully engage with government in implementing mandate commitments to support a future-ready post-secondary system and workforce, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.</p> <ul style="list-style-type: none"> <li>• Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization. Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).</li> </ul>	<p>Camosun's response plan to the Truth and Reconciliation Commission Calls to Action contains a strong vision, guiding principles, and 39 action statements that have enabled the college to respond to the TRC and the Indian Residential School survivors. Education and training at Camosun is structured to respond to industry demand, ensuring graduates enter the labour market with pragmatic skills and the confidence to be productive immediately.</p>



- Support the Ministry with key PSI staff participating collaboratively in the upcoming funding review process and any steering committee/working groups.
- Continue to submit annual tuition and mandatory fees data to the Ministry.
- As applicable, adopt the EducationPlannerBC application and transcript exchange service. Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid. Enhance cybersecurity measures at your institution to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services activities available through <https://www2.gov.bc.ca/gov/content/governments/services-for-government/information-management-technology/information-security/security-services>

#### Cross-government and stakeholder collaboration

- Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization
- Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).

#### Funding Review

- Support the Ministry with key post-secondary institution staff participating collaboratively in the upcoming review process and any steering committee/working groups.

#### Tuition Policy

- Continue to submit annual tuition and mandatory fees data to the Ministry.

#### Digital Services

- As applicable, adopt the EducationPlannerBC application and transcript exchange service.
- Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid.
- Enhance cybersecurity measures at your institution to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services.

- Camosun college staff participate in funding review processes with the ministry and submit annual tuition and fees data to the ministry.
- Camosun uses EducationPlannerBc for student applications and transcript exchange.
- Camosun's commitment to equity, diversity, and inclusion is reflected in our policies and initiatives, including our Equity, Diversity, and Inclusion Action Plan, which outlines strategies to address systemic barriers and promote diversity and inclusion in all areas of the college.
- As part of steps taken to secure Camosun employees' accounts safe and to ensure that the college is adequately protected from cyber-attacks, all employees are required to enroll in MFA to prevent attackers from connecting to Office 365, email and VPN remotely.
- Pre-Arrival Student Orientation is available on D2L for all new Fall 2023 students. Topics covered in the course include technology used at Camosun, student services, campus life, and many other relevant things students need to know about the college to help them succeed.
- Learning Services has launched a new Artificial Intelligence in Teaching & Learning LibGuide to support instructors preparing their fall courses and adapting to the emergence of generative artificial intelligence (Gen-AI) tools such as ChatGPT. As Gen-AI technology is evolving so quickly, this guide is a living document that will be updated regularly.

## Appendix B: Priority #1 TRC Calls to Action / UNDRIP Articles

### Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. The following table provides an at-a-glance summary of Camosun's progress in these important areas.



<b>TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples article</b>	<b>Progress</b> Identify whether the initiative is: <ul style="list-style-type: none"> <li>• New</li> <li>• Planned vs In Progress vs Implemented or Ongoing</li> <li>• If there is no relevant program show as N/A.</li> </ul>	<b>Initiative &amp; partnership details</b> Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.
<p><b>1. Social work</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p><b>Ongoing:</b> IST 205: Indigenous Introduction to Social Work</p> <p><b>Ongoing:</b> IST 206: Indigenous Social Welfare</p> <p><b>Ongoing:</b> IST 243: Comparative Indigenous Rights</p> <p><b>Ongoing:</b> All instructors and student support personnel who work with pre-social work students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, CENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p><b>New:</b> Camosun has developed a new 10-month certificate program in Indigenous Community Wellness. Graduates will work in Indigenous communities and urban community agencies to support the wellness of Indigenous community members. The program will begin delivery in September 2023.</p> <p><b>Completed:</b> Camosun delivered eight human services courses to the Saanich Adult Education Centre in 2022/23 while the Indigenous Community Wellness program was being developed and went through curriculum approval processes.</p>	<p>More Indigenous and Indigenous-informed social workers will reduce the number of Indigenous children in care.</p> <p>IST 205 and 206 are continuing. Both serve as prerequisites to BSW programs and are delivered in both traditional formats and intense weekend-based sessions during the summer semester. The number of IST 205 and 206 sections has doubled in the last two years.</p> <p>IST 243, Comparative Indigenous Issues, is continuing. It compares Indigenous social welfare practices across the pacific rim, enabling students who may later work in Indigenous child welfare to learn from practices in Canada, USA, Australia and New Zealand.</p> <p>The Indigenous Community Wellness program was developed in partnership with the IAHLA institution the Saanich Adult Education Centre and with Indigenous social work and human services practitioners.</p> <p>In September 2023, students will learn to effectively build relationships and walk in wellness with service users to support their access to, and engagement with programs and services.</p>

<p><b>12. Early Childhood Education</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p><b>Ongoing:</b> Camosun has a Human Rights Tribunal (HRT) special program to provide priority access to Indigenous students entering Health Sciences and Human Services programs, including Early Learning and Care (ELC)</p> <p><b>Ongoing:</b> All instructors and student support personnel who work with ELC students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, CENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p><b>Ongoing:</b> IST 120: Understanding Indigenous Peoples</p>	<p><b>Completed:</b> Camosun partnered with Victoria Native Friendship Centre to develop the Early Childhood Care and Learning program.</p> <p><b>Continuing:</b> All ELC program delivery requires students to complete IST 120, Understanding Indigenous Peoples.</p> <p>IST 120 is now a required course in the nursing program which has increased number of offerings this course delivers by three times.</p>
<p><b>16. Indigenous language degree and diploma programs</b></p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>IECC offers an IST 234 Land and Language course as part of the Indigenous studies diploma program.</p>	<p><b>Ongoing:</b> The IST 234 course introduces students to the Indigenous relationships among culture, land and language and their connected influences with development of self-identity</p> <p><b>Ongoing:</b> Local First Nations, urban Indigenous organizations in Victoria and Metis Nation Greater Victoria all manage their own Indigenous language programs. Camosun refers students to these programs as appropriate and may provide facilities as necessary.</p> <p><b>Ongoing:</b> Formal Indigenous language programs in this region are delivered by Indigenous Education in the Faculty of Education at the University of Victoria. Camosun honours this agreement with local First Nations. It contributes to this programming by serving on the Faculty of Education’s Indigenous Advisory Board.</p>

<p><b>23. Health-care professionals</b></p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	<p><b>Ongoing:</b> Health 111: Indigenous Peoples' Health</p> <p><b>Ongoing:</b> All instructors and student support personnel who work with health care students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p><b>Ongoing:</b> The School of Health &amp; Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p><b>Ongoing:</b> All students in Nursing, Medical Lab Assistant, Diagnostic Medical Sonography and Early Learning Care programs are required to complete IST 120: Understanding Indigenous Peoples. All students in the Mental Health &amp; Addictions program are required to completed HLT 111: Indigenous Peoples' Health.</p>
<p><b>24. Medical and nursing schools</b></p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p><b>Ongoing:</b> Health 111: Indigenous Peoples' Health.</p> <p><b>Ongoing:</b> All instructors and student support personnel who work with Health Care students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p><b>Ongoing:</b> The School of Health &amp; Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p>All students in the Nursing program are required to complete IST 120, Understanding Indigenous Peoples.</p>

<p><b>28. Law schools</b></p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	<p>IST 136, Indigenous Justice &amp; Law is part of the core curriculum of the Indigenous Studies program and the Criminal Justice program, the two programs pre-law students are most likely to enrol in.</p> <p><b>Ongoing:</b> All instructors and student support personnel who work with Justice students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p>	<p>Students in IST 136 will examine Indigenous legal traditions and forms of justice, followed by a review of Indigenous peoples’ experiences in the Canadian criminal justice system including interactions with police, courts, and corrections.</p>
<p><b>57. Public servants</b></p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p><b>Ongoing:</b> A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including Public Administration.</p> <p><b>New:</b> Ways of Indigenous Leadership and Learning program (WILL) will debut in September 2023.</p> <p><b>Ongoing:</b> All instructors and student support personnel who work with public administration students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p><b>New:</b> IECC delivers occasional one-off three-hour indigenous awareness sessions for public sector organisations.</p>	<p>The Indigenous Ways of Leadership and Learning program is delivered in partnership with Māori Studies at the Ara Institute in Christchurch, New Zealand.</p> <p>The WILL advance certificate program provides learning for students who plan to, or are, leaders in Indigenous communities and those who work, or will work, in organizations that provide public services to Indigenous people, communities and Nations, and are responsible to bring Indigenous consciousness to those organizations.</p> <p>Ongoing: Several Indigenous Studies courses are either required or can be taken as electives in a variety of Camosun programs, including Public Administration.</p>

<p><b>62. Teacher education</b></p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	<p><b>N/A:</b> Camosun does not offer teacher education courses, but Indigenous content is integrated into the Education Assistant and Community Support (EACS) program. Students in EACS must complete IST 120: Understanding Indigenous Peoples.</p>	<p><b>N/A</b></p>
<p><b>86. Journalism and media school</b></p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>

## 92. Business schools

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

**Ongoing:** A number of Indigenous Studies courses are available as electives in a variety of Camosun business programs.

**New:** Ways of Indigenous Leadership and Learning certificate program (WILL) will support learners who want to work in Indigenous leadership or support Indigenous initiatives/ decolonization work in non-Indigenous organizations.

**Ongoing:** All instructors and student support personnel who work with business students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as CENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.

**New/Partnership:** Ways of Indigenous Leadership and Learning certificate program (WILL) will be delivered in partnership with Māori people at Ara Institute in Christchurch, New Zealand. The program, which will be a hybrid online learning/on-the-land learning with students from each location visiting the others in their homelands, will focus on trauma-informed leadership of Indigenous organizations and implementing Indigenization processes in non-Indigenous organizations.

## United Nations Declaration on the Rights of Indigenous Peoples implementation

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

### Article 14

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

### Article 15

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

### Article 21

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



## Progress

## New and/or continuing initiatives and partnerships

### The first phase of Camosun's Indigenization and Reconciliation Initiative is complete and includes the following successes:

- Developed Indigenous-focused required learning for all applicable programs.
- Explored programming to meet relational and cultural leadership needs in Indigenous communities and organizations, including micro credentials and distance programming.
- Supported faculty to indigenize teaching and learning experiences in programs and courses (CETL Lands based activity).
- Identified and created pathways and connections between Indigenous and non-Indigenous programs.
- Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues.
- Acquired a Camosun canoe to provide students, employees and community members with access to a canoe for cultural camps and outdoor expeditions/field trips etc.
- Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples.
- Explored domestic and international field schools, for example with Māori students and institutions, to support students learning more about international approaches to Indigenization.
- Facilitation of Indigenous learning sessions for the Board of Governors.
- Provided a one-day TRC awareness day for all employees.
- On-going TRC committee meetings are held to address how Camosun is moving forward with TRC recommendations.
- Expanded offerings of TELFIN TFE WILNEW for employees.
- Developed and began delivery of the TELFIN TFE WILNEW follow up course, ĀENENITEL.

**Partnership:** Eyē? Sqâ'lewen: the Centre for Indigenous Education & Community Connections is part of the Victoria Urban Leadership Table, which is supporting inclusion of urban Indigenous peoples' needs and interests as the Declaration on the Rights of Indigenous Peoples becomes implemented. Eyē? Sqâ'lewen is also part of the Victoria City Family, a collaboration between the Lekwungen Nations, the Victoria City mayor and select Council members and two other Indigenous representatives who are educators. This group has focused strongly on educating the general public about Indigenous truths and issues, including UNDRIP.

Phase two of our response to the TRC calls to action has been initiated. It currently includes 23 new action items.

Local Indigenous ways of being, doing and relating are foundational to the development of Camosun's new Strategic Plan. Camosun is a committed partner in honouring Indigenous resurgence and the principles of Truth and Reconciliation.

IECC is developing an Indigenous action plan which will guide their Centre for the next three years.

## Progress

## New and/or continuing initiatives and partnerships

- Incorporated intercultural awareness and understanding as key college-wide competencies, informed by principles of Indigenization, in the college's Capability Framework.
- Introduced integral elements of Indigenization into the onboarding process, the welcome orientation, and the employee handbook.
- Piloted the development of cultural camps for students and employees, including college leadership.
- Brought more Indigenous presence to the Senior Leadership Council, Education Council, Education Leadership Team, Policy and Standards Committee and the Integrated Curriculum Committee.
- Ensured the 2025-2028 Strategic Plan is informed by principles of Indigenization and Reconciliation.
- Designated September 30 as an annual, college-wide, college-supported Orange Shirt Day. Now that September 30 is a national statutory holiday, the Friday or Monday closest to September 30 will acknowledge Residential School survivors, as well as those who did not survive.
- Provided designated Elders' parking in preferred spots in employee parking lots on both campuses.
- Facilitated the purchase and storage of blankets for use within Na'tsa'maht, and installed steps from Na'tsa'maht down to the Pit Cook area.
- Organized and implemented an information campaign to educate the Camosun community about the United Nations Declaration on the Rights of Indigenous Peoples.
- Included elements of the TRC calls to action in the Respect in the Workplace program.
- Established Indigenous cultural space on the Interurban campus.
- Policy and procedure development to ensure that planning teams establish a process for consultation with Elders, leaders, and knowledge keepers from Indigenous communities, Nations and organizations, as appropriate.

## Progress

## New and/or continuing initiatives and partnerships

- Opened a classroom on the Lansdowne campus in the newly renovated Wilna Thomas building that can be used for the delivery of Indigenous pedagogy. The room is large enough for 40 people to sit in circle with fans and insulation for drumming and smudging.
- Indigenized hiring practices to value Indigenous competencies and employment of Indigenous people - was successful in a proposal to the Human Rights Tribunal to initiate preferential and limited hiring for Indigenous people for some programs and positions in the college.
- Established Indigenous gathering/learning/service space at Interurban.
- Established an Indigenous Research and Indigenous Knowledge protection process under the direction of a multi-discipline council called NEĆITEL.
- Organized a Vancouver Island Post-Secondary Alliance session to support the island public post-secondary institutions to collaborate in ongoing Truth & Reconciliation initiatives and response to the revealing of Indigenous children's graves near former Indian Residential Schools.
- Developed and provided more web-based education and training to staff, faculty and admin wishing to become more informed about reconciliation.
- Devoted a section of the college website to reconciliation information and support.
- Calendarized Indigenous events.

# Strategic Initiatives

Camosun’s educational approach looks to develop a comprehensive strategy composed of educational and engagement components that equip students, faculty and staff with the awareness, knowledge and skills required to make social change at Camosun and beyond. The end goal is an environment where sexual violence is not tolerated, and a culture of consent and respect is expected and demonstrated by all members of the College community.

## **In-line with the Sexual Violence and Misconduct policy (E-2.9), the goal of the education plan is to provide education, training and awareness to the College Community in order to:**

- Increase the amount and quality of information and education to prevent sexual violence;
- Reduce trauma for people who have been harmed;
- Improve responsiveness and quality of service for survivors; and
- Strengthen the capacity and support for staff whose positions support prevention or response to sexual violence on our campuses.

## **Strategies implemented over the last year have included:**

- Year-round learning opportunities for students (and supporters) on topic of sexualized violence prevention
  - Implementation and launch of Safer Campuses for Everyone—self-paced online training available to all students covering the meaning and impact of sexual violence, reasons why sexual violence happens, importance of consent in all relationships, how to intervene to prevent sexual violence, and how to find support or how to support someone else who has experienced sexual violence (181 students completed in this time frame)
  - Social media educational campaigns focused on – technology facilitated violence, bystander intervention, consent, and how to access supports at Camosun
  - Implementation of Bringing in a Bystander Intervention training
  - Safer Spaces training – partnership between community non-profit Good Night Out and Camosun’s Hospitality Management program – educating hospitality students how to prevent and respond to sexual harassment in the hospitality sector
  - Inclusion of sexualized violence prevention education embedded in Welcome and Orientation activities
    - Sexualized violence prevention and response information included in orientation and transitions newsletters to students
    - Online student outreach times hosted by Student Workers aimed at connecting with students virtually and referring them to appropriate Student Affairs services and supports including Office of Student Support
    - Office of Student Support sexualized violence prevention CamFest/Welcome Week tabling
    - Parents and Supporters Orientation presentations
    - Athletics department—Chargers’ student-athlete orientation

- Ongoing collaboration with various college stakeholders on sexual and gender-based violence prevention planning and initiatives
  - Camosun College Student Society representatives
  - Camosun Chargers Athletics teams
  - Camosun International
  - School of Trades and Technology
  - School of Health and Human Services
  - School of Business
  - Camosun Learning Services
- Ongoing support and education offered to Camosun staff and faculty on sexual and gender-based violence
  - Regular one-to one consultation with faculty and staff to assist with responding to disclosures, appropriate referrals, safety planning, supporting students and fostering a culture of consent and increasing awareness about sexualized and gender-based violence
  - Engagement and presentation to schools and administrative units to build partnerships and increase awareness of sexualized violence prevention efforts and student safety
    - Office of the Registrar, Deans, Directors, Chairs, Schools, Centre for Accessible Learning, Camosun International and Indigenous Education and Community Connections.
- Engagement with local community partners to enhance awareness of services and ensure strong appropriate collaboration in support of student and community safety and well-being:
  - Victoria Sexual Assault Centre
  - Victoria Women’s Transition House
  - Good Night Out Vancouver/Victoria
  - The Foundry
  - Island Community Mental Health
  - The Men’s Therapy Centre
- Engagement with media to amplify sexualized violence prevention and response efforts
  - Office of Student Support representatives’ participation in local news media interviews highlighting Camosun’s efforts to prevent sexualized violence and support students who have been impacted
- Participation in development of best-practices for sexualized violence reporting for BC post-secondary institutions
  - Provincial working group on a strategy for the collection of statistics on Sexual Violence and Misconduct cases in BC post-secondary institutions headed by representatives from BC PSIs and Ministry of Advanced Education and Skills Training

## STUDENT ENGAGEMENT AND CONSULTATION

**Student voices and perspectives are actively sought out to ensure the Sexualized Violence and Misconduct Policy best serves the needs of the Camosun community. This engagement includes:**

- Ongoing review and updates to the 2023 Sexual Violence and Misconduct Policy (E-2.9) Review in-line with provincial legislation requirements that all BC post-secondary institution sexual violence and misconduct policies are reviewed every three years.
  - This review has involved assessing students' perception and understanding of current policy and areas of improvement in clarity, awareness and supports available via:
    - Participation in the provincial Student Perceptions of SV Survey
    - A policy working group involving both staff and members of the Camosun College Student Society
    - Online Camosun specific student Sexual Violence and Misconduct Policy perception survey (108 total student responses)
    - Four in-person open Sexual Violence and Misconduct Policy student consultation sessions held on both campuses (75 total student responses)
    - Tabling promotion of online survey and in-person sessions
- Hired two student workers focused on increasing student engagement with sexualized violence prevention efforts and policy engagement.
- Regular engagement with Camosun College Student Society
- Resulting from the above consultation strategies some key themes emerged that will inform how Camosun responds and works to prevent SV at Camosun. These include:
  - Ensuring SV support and response options are accessible, safe, and respectful of the unique wants, choices, and needs of the survivors and students accessing support services
  - Ensuring policy and process communications are clear and understandable so that students feel confident in their understanding of how disclosures of incidences of SV will be responded to and how they will be communicated with and supported throughout the process
- Increasing awareness raising efforts on:
  - Supports available for those impacted by SV and how to access
  - Prevention education on consent, active bystander, and healthy relationships

**Former Youth in Care - Supports for students who are former youth in care, including participation in the provincial tuition waiver program.**

### **Participation:**

- In 2021/22, Camosun College saw 61 former youth in care benefit from the BC Government's tuition waiver program, with a total of \$156,237.00 distributed in 2021/22, representing a decrease of 19% over last year.

## Supports:

- Identification of a Student Support Manager and Financial Aid and Awards Advisor as point people for FYIC students to connect with for questions and assistance navigating funding sources/application, assistance connecting with appropriate on and off campus supports, and assistance with navigating challenges and college processes
- Ongoing outreach and communication to Camosun community (faculty, staff, and students) re. Camosun supports available to FYIC students
- Designated unlimited number of Camosun Counselling sessions available to FYIC students recognizing importance of developing relationship and trust and opportunity of ongoing support along academic path
- Ongoing multi departmental planning conversations to determine best approach for effective coordination of wrap around support for FYIC and other under represented student populations
- Three Camosun representatives from Office of Student Support, Financial Aid Department, and Eyē? Sqā'lewen Centre for Indigenous Education and Community Connections participating in monthly Campus Navigator Community of Practice meetings
  - Opportunity to connect with diverse PSI professionals from across BC building relationships and sharing promising practices amongst PSIs on how to ensure ease of funding access, effectiveness of wrap around supports for FYIC students, and supporting overall well-being and academic success of FYIC students
  - Ensuring Camosun has most up to date knowledge on shifts and expansions of Provincial Tuition Waiver Programs and how to support students navigating these funding sources

## K-12 Transitions and Dual Credit Programming

The partnership between Camosun College and the five partner school districts - Cowichan Valley, Gulf Islands, Greater Victoria, Saanich and Sooke—is the largest in B.C., supporting over 1000 students each year with their transition into post-secondary education and training.

Since the South Island Partnership's (SIP) inception in 2003, the partnership has grown from annually supporting 80 students to over 1000 students. In 2022/23, 1012 students participated in post-secondary transitions programs – a total of 1480 courses taken across the South Island region. Over the last ten years, over 10,300 students have participated in over forty different program and course areas.

Camosun's career program pathways include health and human services, business, communication, trades, technology and sport; and within each of these areas, we strive to develop and deliver a variety of course and program delivery methods that help students pursue their desired career path. For many program pathways, students have the ability to take dual credit courses and programs at their home school, on campus, online, and/or as part of blended program (secondary, post-secondary, and often work experience courses combined into one program).

For the last several years, SIP has also compiled success data for our dual credit students. In 2021/22, 85% of our students successfully completed their dual credit course or program, with 22% of students achieving a mark of 90% or higher.

Personalized student success and transition is interwoven into our partnership's vision, mission and goals. SIP's support team, specifically our two Transition Coordinators, provide direct mentorship and support to our students as they navigate their dual credit experience. Our Transition Coordinators, when necessary, act as liaisons between the student, instructor, college departments, school district and parents. We advocate for each of our students and ensure their unique needs are met.

## Appendix C: Performance Measures

PERFORMANCE MEASURE	ACTUAL			TARGET 2022/23	ASSESSMENT 2022/23
	2020/21	2021/22	2022/23		
Former diploma, associate degree and certificate students' assessment of skill development					
Skill Development	85.8% +/- 1.3%	86.6% +/- 1.3%	85.7% (+/- 1.5%)	≥ 90%	Achieved
Written Communication	83.4% +/- 1.7%	83.7% +/- 1.5%	85.1% (+/- 2.0%)	≥ 90%	Achieved
Oral Communication	79.8% +/- 1.8%	80.8% +/- 1.6%	78.7% (+/- 2.3%)	≥ 90%	Achieved
Group Collaboration	87.6% +/- 1.4%	87.1% +/- 1.3%	86.3% (+/- 1.8%)	≥ 90%	Achieved
Critical Analysis	91.3% +/- 1.2%	91.7% +/- 1.1%	90.0% (+/- 1.6%)	≥ 90%	Achieved
Problem Resolution	83.4% +/- 1.6%	85.8% +/- 1.4%	84.9% (+/- 1.9%)	≥ 90%	Achieved
Learn on Your Own	85.7% +/- 1.5%	86.2% +/- 1.3%	86.3% (+/- 1.8%)	≥ 90%	Achieved
Reading and Comprehension	89.4% +/- 1.3%	90.5% +/- 1.1%	87.9% (+/- 1.7%)	≥ 90%	Achieved

PERFORMANCE MEASURE	ACTUAL			TARGET 2022/23	ASSESSMENT 2022/23
	2020/21	2021/22	2022/23		
Trades foundation and trades-related vocational graduates' assessment of skill development					
Skill Development	87.9% +/- 2.3%	82.2% +/- 4.0%	88.8% (+/- 6.7%)	≥ 90%	Achieved
Written Communication	69.0% +/- 8.4%	64.0% +/- 7.9%	N/A	≥ 90%	Achieved
Oral Communication	75.7% +/- 6.9%	70.9% /- 6.6%	N/A	≥ 90%	Achieved
Group Collaboration	92.0% +/- 3.0%	84.5% +/- 4.0%	97.0% (+/- 4.5%)	≥ 90%	Achieved
Critical Analysis	93.9% +/- 2.6%	86.1% +/- 3.7%	94.6% (+/- 5.3%)	≥ 90%	Achieved
Problem Resolution	91.3% +/- 3.2%	84.6% +/- 4.0%	86.1% (+/- 8.3%)	≥ 90%	Achieved
Learn on Your Own	87.7% +/- 3.7%	85.9% +/- 3.8%	91.9% (+/- 6.4%)	≥ 90%	Achieved
Reading and Comprehension	92.7% +/- 2.9%	89.0% +/- 3.4%	89.2% (+/- 7.3%)	≥ 90%	Achieved



PERFORMANCE MEASURE	ACTUAL			TARGET 2022/23	ASSESSMENT 2022/23
	2020/21	2021/22	2022/23		
Former apprenticeship students					
Skill Development	84.1% +/- 3.4%	80.7% +/- 4.0%	79.7% +/- 4.3%	≥ 85%	Substantially Achieved
Written Communication	67.0% +/- 7.5%	63.1% +/- 7.1%	60.5% +/- 9.0%	≥ 85%	Substantially Achieved
Oral Communication	68.0% +/- 6.7%	64.8% +/- 6.9%	67.3% +/- 7.6%	≥ 85%	Substantially Achieved
Group Collaboration	82.8% +/- 4.1%	80.0% +/- 4.4%	73.7% +/- 5.9%	≥ 85%	Substantially Achieved
Critical Analysis	90.3% +/- 2.9%	87.2% +/- 3.5%	85.6% +/- 4.2%	≥ 85%	Substantially Achieved
Problem Resolution	88.3% +/- 3.2%	82.4% +/- 4.0%	82.0% +/- 4.7%	≥ 85%	Substantially Achieved
Learn on Your Own	87.2% +/- 3.3%	85.0% +/- 3.7%	81.9% +/-4.7%	≥ 85%	Substantially Achieved
Reading and Comprehension	91.9% +/- 2.7%	88.3% +/- 3.3%	86.1% +/-4.2%	≥ 85%	Substantially Achieved

PERFORMANCE MEASURE	ACTUAL			TARGET 2022/23	ASSESSMENT 2022/23
	2020/21	2021/22	2022/23		
Bachelor degree graduates					
Skill Development	87.9% +/- 4.1%	89.4% +/- 3.3%	86.6% +/- 4.2%	≥ 90%	Achieved
Written Communication	87.2% +/- 4.7%	81.1% +/- 6.0%	79.8% (+/- 6.0%)	≥ 90%	Achieved
Oral Communication	87.6% +/- 4.5%	91.7% +/- 4.0%	86.3% (+/- 5.1%)	≥ 90%	Achieved
Group Collaboration	82.0% +/- 5.1%	94.8% +/- 3.2%	91.8% (+/- 4.0%)	≥ 90%	Achieved
Critical Analysis	93.0% +/- 3.4%	93.7% +/- 3.5%	88.4% (+/- 4.7%)	≥ 90%	Achieved
Problem Resolution	83.5% +/- 5.0%	91.6% +/- 4.0%	85.1% (+/- 5.3%)	≥ 90%	Achieved
Learn on Your Own	90.9% +/- 3.8%	87.5% +/- 4.8%	87.2% (+/- 5.0%)	≥ 90%	Achieved
Reading and Comprehension	90.7% +/- 3.9%	85.3% +/- 5.2%	87.2% (+/- 5.0%)	≥ 90%	Achieved



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