



# Environmental Scan

In Support of the Strategic Plan

Educational Research and Planning

A large, abstract graphic at the bottom of the page consists of several overlapping, semi-transparent geometric shapes in shades of blue and grey, creating a layered, architectural effect.

2011



## VERSION HISTORY

**Last update:** 13 December 2010. Please visit the [ERP website](http://camosun.ca/about/educational-research/index.html) for the most up-to-date information:

<http://camosun.ca/about/educational-research/index.html>

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## EXECUTIVE SUMMARY

Camosun College is currently developing a new Strategic Plan. *Environmental Scan 2011* supports the process by providing data and analysis in three general areas: social trends, the economy and educational issues. The volatile combination of an aging population, the global economic downturn and financial crisis, high Canadian dollar, uneven recovery and significant skills shortages in a number of employment areas along with short-term high unemployment in other areas makes for a highly unpredictable labour market and program planning environment for post-secondary education in general and Camosun College in particular.

## SOCIAL TRENDS

The federal government's Canada Social Transfer contains a nominal amount for post-secondary education but provincial use of the funds lacks transparency and accountability.

Provincially, Premier Gordon Campbell dissolved the Ministry of Advanced Education and Labour Market Development in October 2010, shortly before announcing his resignation. The Ministry of Regional Economic and Skills Development is now responsible for the province's remaining 11 colleges, while the four research-intensive universities and all of the newer teaching universities fall under the Ministry of Science and Universities.

The five public post-secondary institutions on Vancouver Island signed a Collaborative Agreement in May 2010, with the goal of developing an integrated and synergistic educational strategy. Private institutions continue to foster a competitive environment in the region although fewer are appearing now than in earlier years. Online educational opportunities also create a competitive environment for Camosun.

In fiscal year 2009/10, Camosun College served 19,390 students, the University of Victoria (UVic) served 16,379, Vancouver Island University (VIU, formerly Malaspina College) served 19,780, and Royal Roads University (RRU) served 4,175 students.

Enrolment has never been more than loosely related to population change as economic cycles, labour force turnover and lifelong learning continue to drive increased participation and enrolment.

The population of the Camosun region is older than the rest of the province; it is expected to grow more slowly (1% per year over 10 years) than the rest of BC (1.4% per year), with most growth arising from immigration and in-migration. The group aged 15-29 in the Camosun region is expected to decline by 1.10% per year for 10 years, compared to a 0.22% average annual decline for the province as a whole.

We draw most of our students from the four local school districts (Greater Victoria, Sooke, Saanich and Gulf Islands) as well as Cowichan. The number of Grade 12 students in the four feeder districts is projected to drop 18% to 3,669 by 2019.

The Grade 12 completion rate of Camosun region students is much lower than the provincial average and the immediate transition rate to post-secondary is below the provincial average; however, Camosun students catch up after several years. Half of the region's Grade 12 graduates who make an immediate transition to post-secondary attend Camosun, about one-third attend UVic and smaller proportions attend UBC, SFU and BCIT.

Among applicants in Fall 2010: Two-thirds were female; the largest group were age 20-24; one out of ten were from outside BC; seven out of ten were single; nearly three-quarters were working when they applied, while 14% were unemployed; 13% had dependent children; nine out of ten spoke English at home and 4%, Chinese; 7% were Aboriginal; 8% had a physical, mental health or learning disability; the largest group had not attended any school in the past year; the largest group of applicants transferred from other post-secondary education (PSE); one in five were the first generation in their family to attend PSE; more than one in five intended ultimately to receive a university undergraduate degree.

Of the almost 13,000 students in regular programs in 2009/10, the largest group was in Arts and Science, followed by Access, Trades and Technology (TT), Business and Health and Human Services (HHS). Overall slightly more than half of students are female; however, there are significantly more males (91%) in Trades and Technologies and significantly more females (88%) in Health and Human Services. Overall, the median age of regular students is 23.6;

the oldest students are in TT (25.4) and HHS (25.2), while the youngest (21.6) are in the Centre for Sport and Exercise Education.

Aboriginal people make up 3.3% of the Camosun Region's population and 4.4% of Camosun College students. The number of Aboriginal students at Camosun increased nearly 16% from 690 in 2004/05 to 799 in 2008/09, outpacing overall enrolment growth (10%). Aboriginal students are younger than the overall student population.

Immigrants make up 16% of the Vancouver Island-Coast Development Region's population; only 8% of this group had arrived in the previous five years. About one in ten people in the Camosun Region self-identify as a visible minority. In 2009/10, just under 4% of FTEs at the College were identified as having Permanent Resident status, while another 6.6% were here on a student visa (International Education). Nearly two-thirds of international students originate from China (39%), Japan (12%) and Korea (12%).

Continuing Education (CE) course registrations at stable date increased nearly 6% from 2,381 in Fall 2009 to 2,516 in Fall 2010; CE registrations in the Winter term fluctuate around 2,000.

## THE ECONOMY

Real Gross Domestic Product (GDP) in British Columbia grew by 4.1% in 2006, 3.0% in 2007 and 0.2% in 2008, then contracted 1.8% in 2009. Forecast growth is 3.1% in 2010 and 2.2% in 2011 although there are a number of risks to the outlook because of continuing global economic uncertainty.

The BC unemployment rate (6.9% in November 2010) is lower than the Canadian average (7.6%) and Victoria's (5.6%) is among the lowest in BC. Employment growth for the Camosun College Region is expected to grow on average 0.7% per year through 2014, compared to the BC average of 1.4%. Jobs in the service industry will continue to predominate although goods-producing jobs are expected to grow somewhat more quickly.

The Health and Social Assistance **industry** is expected to grow the fastest (2.5% per year). Health **occupations** are expected to grow fastest, followed by Natural and Applied Sciences. By the same token, the highest numbers of openings due to expansion and replacement are expected to be in Health occupations, for example Registered Nurses, Medical Technologists, Dental Assistants and Dental Hygienists.

Between 2005/06 and 2009/10, the number of FTEs increased by more than 25%, from just under 7,700 to more than 9,700. Including International students our FTE enrolment surpassed 10,000 in 2009/10. Camosun had 101% utilization in Ministry of Regional Economic and Skills Development (RESD) programs and 99% overall including ITA in 2009/10. Utilization grew 7% from 2008/09 to 2009/10. Estimated utilization for 2010/11 is 100.3% (10,086 FTEs).

## EDUCATIONAL ISSUES

Overall, half of all Camosun College students complete their credential "on-cycle"; during the past four years, the On-Cycle Completion rate (OCC) improved in 21 programs, declined in 14 and stayed steady in 19. The OCC is 39% among two-year programs, ranging from a high of 73% in HHS to 24% in Arts and Science. Among one-year programs, the OCC is 65% (83% in HHS, 37% in Arts and Science). The one four-year program for which data is available (BBA-Accounting) has an OCC of 46%.

Camosun On-Line includes both distance and blended activity; Camosun On-Line activity has doubled and doubled again within the last five years. Approximately one-half of our course sections use web technology in some aspect of delivery, from supplementing learning through instructional websites to full on-line delivery through web-enabled learning management systems. This expansion will continue through the planning period as we move towards ubiquity in web-supported teaching and learning.

Outcomes among former Camosun students are high. Nearly all students (94% in 2010) express overall satisfaction with their Camosun College studies; former Camosun College students perennially have the lowest unemployment rates among provincial graduates; four out of five former Camosun students report that their program is useful in their job; and former Arts and Science students have the highest transfer rates and rates of further study among BC College students.

## PART I: SOCIAL TRENDS

### BRITISH COLUMBIA POST-SECONDARY CONTEXT

*Colleges are the advanced skills educators of choice. Aligned with the needs of employers, and operating on the leading edge of advanced skills identification, economic trends and market shifts, colleges solicit continuous business and industry input into curriculum development through Program Advisory Committees. Colleges encourage business formation and sustainability by growing the local talent pool, by re-skilling displaced employees, by offering customized education, and by providing applied research and development support to local business. They are key to immigrant credentialing and integration, and the access of the disadvantaged to post-secondary education.*

~Association of Canadian Community Colleges (ACCC)

### FEDERAL CONTEXT

- In 2010/11, the federal government's Canada Social Transfer (CST) includes a nominal \$3.4 billion for post-secondary education.
- Provincial use of these funds lacks transparency and accountability.
- Although the post-secondary allocation is scheduled to continue increasing by 3% each year to 2013/14, it "in no way reflects the funding needed to address the deepening of the advanced skills crisis".<sup>1</sup>

### PROVINCIAL CONTEXT

- On October 25, 2010, Premier Gordon Campbell announced a cabinet shuffle that resulted in the dissolution of the Ministry of Advanced Education and Labour Market Development (ALMD) and the creation of two new separate ministries for the sector: the Ministry of Science and Universities and the Ministry of Regional Economic and Skills Development, which is responsible for the province's 11 colleges, including Camosun College.
- British Columbia has seen seven new university campuses come into existence since 2001-Thompson Rivers University, Capilano University, University of the Fraser Valley, Vancouver Island University, Kwantlen Polytechnic University, Emily Carr University of Art + Design and the University of British Columbia Okanagan.<sup>2</sup>
- The Ministry has approved 270 new degree programs since 2001.
- The Private Career Training Institutions Agency has accredited more than 150 career training institutions.
- Eighteen private and out-of-province public institutions offer more than 40 degree programs under the Degree Authorization Act.
- In 2010/11, the provincial government is funding 205,278 full-time equivalent seats.
- Since 2001, 36,000 new FTEs have been added to BC's 11 universities, 11 community colleges, three provincial institutes and the Industry Training Authority.
- BCcampus offers more than 2,000 online courses.
- BCcampus also operates PASBC, the province's online application service, which received more than 140,000 applications between October 2008 and April 2009.

**COLLABORATIVE AND COMPETITIVE ENVIRONMENT**

- Opportunities for educational partnerships exist, such as with the University of Victoria, VIHA and the South Island school districts.
  - In May 2010, the five public post-secondary institutions on Vancouver Island signed a Collaborative Agreement to provide a broader range of learning opportunities and supports to residents and communities of Vancouver Island, the Gulf Islands and the BC Coastal region through the development of an integrated and synergistic educational strategy.
- The competitive environment of Camosun College continues to change as public institutions change, new private institutions spring up around Victoria and on-line educational opportunities proliferate.
  - A 2007 report by ERP identified 78 public and private institutions in some degree of competition with Camosun College, concluding: "Overall, Camosun College is challenged on all sides with small private providers offering specialized programs, large public and private providers offering very similar programming in a variety of formats, and institutions increasing the levels of programming offered, such as universities offering certificates and diplomas and vast continuing education programming."
  - Fewer new private institutions are appearing now than in earlier years.
  - BC's Private Career Training Institutions Agency (PCTIA) requires registration by private institutions that offer career-related training programs with at least 40 hours of instruction and \$1,000 in tuition.
    - Other private institutions may register voluntarily.
    - Private institutions may undergo a quality review process and obtain PCTIA accreditation, enabling their students to benefit from student financial assistance under StudentAid BC.
- In fiscal year 2009/10, Camosun College served 19,390 students (including 720 International students), up 3.4% from the previous year.
- The University of Victoria served 16,379 students in fiscal year 2009/10, up 3.8% from a year earlier (15,775).
  - Since 2006/07, FTEs (headcounts not available) at UVic have increased by 3.6%.
  - UVic reports having more than 1,600 international students from 100 different countries.
- Malaspina University College became Vancouver Island University (VIU) on September 1, 2008.
  - In the 2009/10 fiscal year, VIU served 19,780 students (including 1,540 International), 0.43% fewer than a year earlier.
  - Over three years, VIU's enrolment increased by 385 (2%).
  - On September 4, 2009, VIU broke ground on a new campus in Duncan called Cowichan Place, with \$26.6 million in federal funding. VIU's Cowichan campus will offer university degree, business, health and human services, trade and applied technology, career and academic preparation and employability skills programs.
- Royal Roads University (RRU) served 4,175 students in fiscal year 2009/10 (including 45 International).
  - Headcount enrolment at RRU has declined by 645 (13.4%) since 2007/08, when it was 4,820.

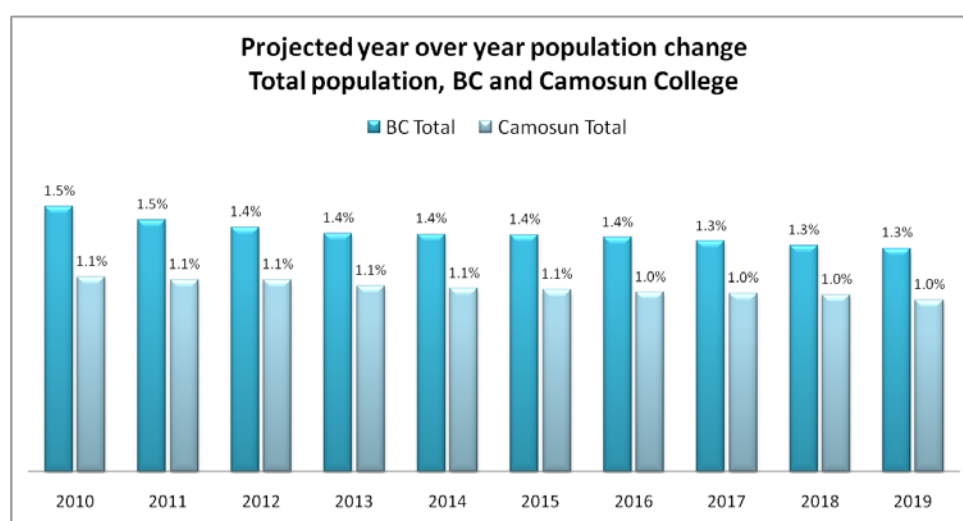
## REGIONAL POPULATION: AGING QUICKLY AND GROWING SLOWLY

- With a median age of 42 compared to 38 for the rest of British Columbia, the population of the Camosun region is older than the general British Columbia population. This difference will continue to increase over the next 10 years.
- For the next 10 years, total population in the Camosun College region is expected to grow slowly at just over 1% per year compared to 1.4% for all of British Columbia. Net growth in the region will result almost entirely from interprovincial and international in-migration.

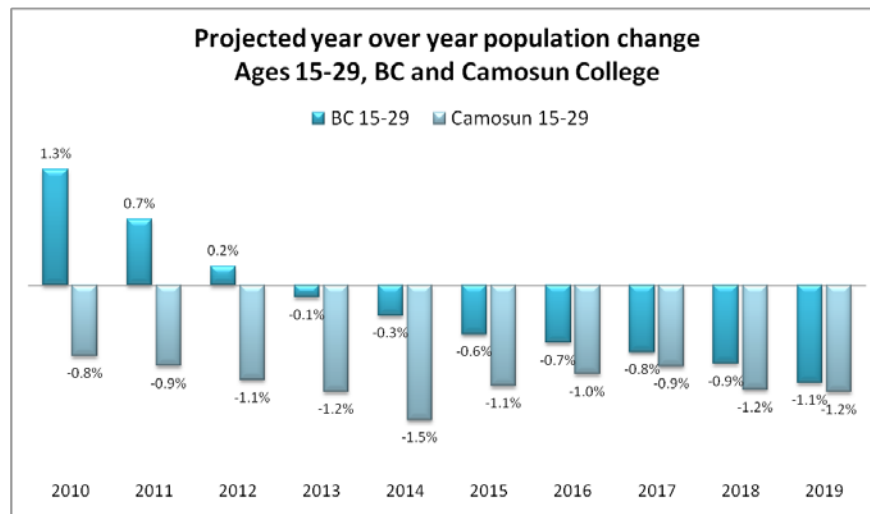
**British Columbia and Camosun Region Population, Total and Ages 15-29, 2009-2019**

Year	Total		Ages 15-29	
	BC	Camosun	BC	Camosun
2009	4,455,207	367,578	909,038	74,792
2010	4,523,995	371,748	921,027	74,193
2011	4,590,276	375,890	927,903	73,513
2012	4,655,417	380,080	929,886	72,720
2013	4,719,924	384,181	928,603	71,842
2014	4,785,107	388,272	925,427	70,741
2015	4,850,960	392,389	920,302	69,932
2016	4,917,037	396,484	914,296	69,226
2017	4,982,926	400,601	907,367	68,590
2018	5,048,556	404,722	899,267	67,776
2019	5,114,029	408,755	889,295	66,954
<b>10-yr. avg. chg.</b>	<b>1.4%</b>	<b>1.1%</b>	<b>-0.22%</b>	<b>-1.10%</b>

Source: PEOPLE 35, BC Stats, 2010



- Growth in the key population cohort (15 to 29 years of age) within the Camosun region is expected to decline on average 1.1% per year for the planning period, compared to an average annual decline of 0.22% for all of British Columbia.



- However, enrolment has never been more than loosely related to population change. Factors such as economic cycles and labour force turnover continue to drive increased participation and enrolment.
  - College growth has far exceeded population growth over time, averaging just under 4% per year over the last 15 years.
  - Providing access to lifelong learning will be a growing market for Camosun College. According to a Statistics Canada study, formal education and the acquisition of new skills through further education and training were found to be mutually reinforcing. With little growth expected in the traditional college-age cohort, lifelong learning and retraining will constitute a greater portion of College enrolments in the future.
- Another significant change within our population is the crest of the retirement of the large Baby-Boom generation. Reflecting this trend, many of our employees are approaching retirement as well. For instance, within 10 years 70% of our faculty will reach retirement eligibility age.
- Despite the recent economic downturn, this retirement of the Baby Boom generation combined with growth in parts of the economy, continues to lead to significant skill shortages in a number of employment areas. This is combined with short-term high unemployment in other areas, making for a highly unpredictable labour market and program planning environment for post-secondary education in general and Camosun College in particular.

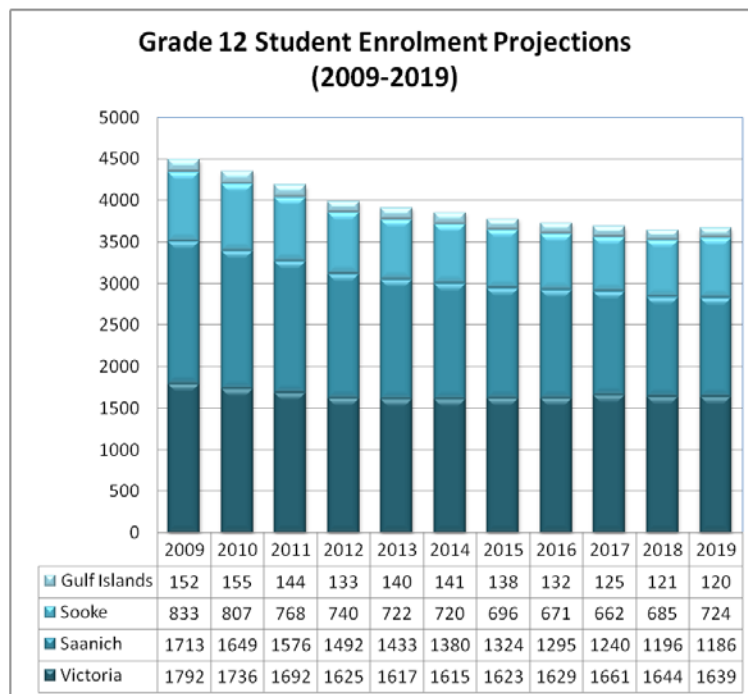
## REGIONAL K-12 POPULATION<sup>3</sup>

Although students from all over BC and the world attend Camosun College, the Camosun region officially comprises four public school districts from which we draw most of our students:

- 61 Greater Victoria
- 62 Sooke
- 63 Saanich and
- 64 Gulf Islands

## GRADE 12 ENROLMENT PROJECTIONS

- 39,464 students were enrolled in Kindergarten to Grade 12 in the four Camosun school districts in 2009; of these, 4,490 students were enrolled in Grade 12.<sup>4</sup>
- The number of Grade 12 students is projected to drop 18% to 3,669 by 2019. The K-12 population as a whole is expected to behave markedly differently, as it is expected to grow more than 6% to 41,921 by 2019.
- The number of Grade 12 enrolments is projected to decrease every year between 2009 and 2018 and only increase slightly in 2019.
- Grade 12 enrolment is projected to decrease in each of the four regional school districts but to varying degrees: Saanich, -31%; Gulf Islands, -21%; Sooke, -13. %; Victoria, -8.5%.



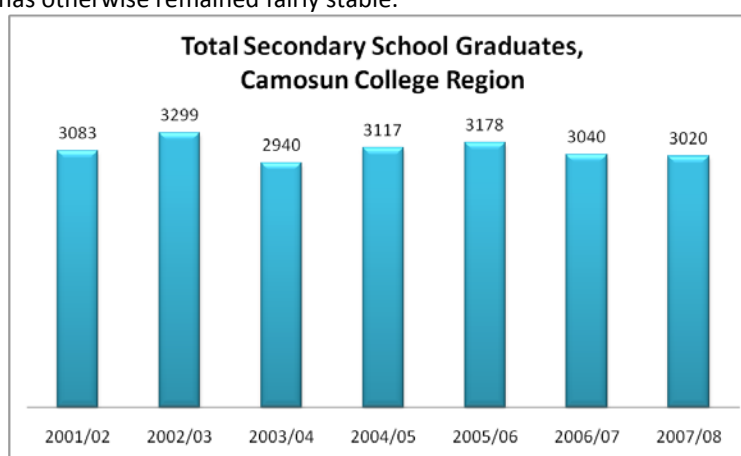
## SUMMARY OF PROJECTED K-12 ENROLMENT CHANGES

### Year over Year Changes in Projected K-12 Enrolment, Camosun College Region

Year	Grade 12	K-12 Total
2010	-3.2%	-0.8%
2011	-3.8%	-0.5%
2012	-4.5%	-0.3%
2013	-2.0%	0.2%
2014	-1.4%	0.5%
2015	-1.9%	1.0%
2016	-1.4%	1.2%
2017	-1.0%	1.4%
2018	-1.1%	1.6%
2019	0.6%	1.7%

## GRADE 12 GRADUATES

- Seven out of ten (69%) students in the Camosun region graduate from secondary school within six years of enrolling in Grade 8; this is well below the provincial public average of 78%.<sup>5</sup>
- Each year between 2001/02 and 2007/08, about 3000 students graduated from Grade 12 in the region.
- The number of Grade 12 graduates in the region peaked in 2002/03 at about 3300 and hit a low of 2940 in 2003/04, but has otherwise remained fairly stable.



### Annual Change in Number of Grade 12 Graduates, Camosun Region

Academic year	Year over year change
2002/03	7%
2003/04	-11%
2004/05	6%
2005/06	2%
2006/07	-4%
2007/08	-1%

## REGIONAL POST-SECONDARY TRANSITIONS

- Just under half (43%) of 2001/02 Grade 12 graduates in the Camosun region transitioned immediately to BC public post-secondary education
- Nearly three-quarters (74%) of 2001/02 Grade 12 graduates in the Camosun region made the transition to BC public post-secondary education by 2007/08. This is virtually the same as the provincial average of 75%.

**Transitions to Post-Secondary of 2001/02 Grade 12 Camosun Region Graduates**

College Region of Secondary School	Immediate Transition	1 Year Delay	2 Year Delay	3+ Year Delay	No Transition Yet	Total
Vancouver/Langara	67%	9%	3%	5%	16%	100%
Douglas	59%	11%	4%	7%	20%	100%
Capilano	55%	12%	5%	8%	20%	100%
Kwantlen	56%	11%	4%	7%	22%	100%
Selkirk	48%	13%	5%	8%	25%	100%
Northwest	47%	11%	7%	10%	25%	100%
North Island	46%	14%	5%	9%	26%	100%
<b>Camosun</b>	<b>43%</b>	<b>15%</b>	<b>6%</b>	<b>10%</b>	<b>26%</b>	<b>100%</b>
New Caledonia	47%	10%	6%	10%	27%	100%
Thompson Rivers	48%	12%	6%	7%	27%	100%
Malaspina	43%	14%	6%	9%	28%	100%
Northern Lights	37%	13%	8%	12%	31%	100%
Fraser Valley	44%	10%	5%	8%	33%	100%
Rockies	33%	13%	7%	11%	36%	100%
Okanagan	35%	11%	5%	10%	38%	100%
<b>Provincial Average</b>	<b>51%</b>	<b>11%</b>	<b>5%</b>	<b>8%</b>	<b>25%</b>	<b>100%</b>

## POST-SECONDARY DESTINATIONS

- Half (50.3%) of Grade 12 graduates from the Camosun region who make an immediate transition to post-secondary attend Camosun College, while just over one-third (36%) attend the University of Victoria. UBC accounts for 5.8%, SFU for 1.8% and BCIT for 1.2%.

### Camosun Region Grade 12 Graduates, Immediate Transition to Post-Secondary, 2008/2009

Post-Secondary Institution	Count of Students	Percent
<b>Total</b>	<b>1385</b>	<b>100.0%</b>
Camosun College	696	50.3%
University of Victoria	499	36.0%
University of British Columbia	80	5.8%
Simon Fraser University	25	1.8%
British Columbia Institute of Technology	16	1.2%
Vancouver Island University	10	0.7%
Justice Institute of British Columbia	9	0.6%
Thompson Rivers University	7	0.5%
University of British Columbia Okanagan	7	0.5%
Capilano University	6	0.4%
Langara College	5	0.4%
North Island College	4	0.3%
University of Northern British Columbia	4	0.3%
Vancouver Community College	4	0.3%
College of New Caledonia	1	0.1%
Emily Carr University Of Art + Design	2	0.1%
Kwantlen Polytechnic University	2	0.1%
Nicola Valley Institute of Technology	1	0.1%
Northern Lights College	2	0.1%
Okanagan College	2	0.1%
Thompson Rivers University-Open Learning	1	0.1%
University of The Fraser Valley	2	0.1%

## SOURCE DISTRICTS FOR CAMOSUN COLLEGE

- Four out of ten (38%) of the 869 secondary school graduates who entered Camosun in 2008/09 directly from high school were from the Greater Victoria School District, while one in five (21%) were from Saanich, and one in seven (14%) were from Sooke.
- Less than 1% (0.8%) were from Gulf Islands.
- The following districts or independent schools exceeded the Gulf Islands contribution:
  - Cowichan Valley (7% of new secondary school graduates)
  - Catholic Independent Schools of Victoria (4%)
  - Victoria Christian Education School (3%)
  - Comox Valley (1.3%)
  - Nanaimo-Ladysmith (1.2%)
  - Campbell River (1%)

### 2007/08 Secondary School Students Entering Camosun in 2008/09<sup>6</sup> (4 regional school districts in italics)

School district or independent school	Number
<b>Total</b>	<b>869</b>
<i>Greater Victoria</i>	<i>330</i>
<i>Saanich</i>	<i>179</i>
<i>Sooke</i>	<i>118</i>
Cowichan Valley	61
CATHOLIC INDEP. SCHOOLS OF VICTORIA	34
VICTORIA CHRISTIAN EDUCATION	24
Comox Valley	11
Nanaimo-Ladysmith	10
Campbell River	9
<i>Gulf Islands</i>	<i>7</i>
Surrey	6
Central Okanagan	5
Okanagan Skaha	4
Powell River	4
West Vancouver	4
Alberni	3
Bulkley Valley	3
Burnaby	3
MAXWELL INTERNATIONAL SCHOOL S	3
North Okanagan-Shuswap	3
Prince George	3
Prince Rupert	3
Qualicum	3
BRENTWOOD COLLEGE ASSOCIATION	2
CHRISTIAN SCHOOL SOCIETY	2

Conseil scolaire francophone	2
Coquitlam	2
Kootenay Lake	2
Nechako Lakes	2
Richmond	2
Southeast Kootenay	2
ST MARGARET'S SCHOOL	2
Vancouver Island North	2
Abbotsford	1
Arrow Lakes	1
Coast Mountains	1
GLENLYON NORFOLK SCHOOL SOCIETY	1
Haida Gwaii	1
Kootenay-Columbia	1
Maple Ridge-Pitt Meadows	1
MENNONITE EDUCATIONAL INSTITUTE	1
North Vancouver	1
Okanagan Similkameen	1
Peace River North	1
QUEEN MARGARET'S SCHOOL	1
ST MICHAELS UNIVERSITY SCHOOL	1
TERRACE CALVIN CHRISTIAN SCHOOL	1
TRADITIONAL LEARNING SOCIETY	1
Vancouver	1
Vancouver Island West	1
Vernon	1
WHITE ROCK CHRISTIAN ACADEMY	1

## CAMOSUN COLLEGE APPLICANT PROFILES<sup>7</sup>

The following summarizes the results of Camosun College’s University College and Applicant Study (UCAS) in Fall 2010.

- Two out of three applicants are female (65% in 2009 and 64% in 2010).
- About one-third of applicants are ages 20-24 (36% in 2009, 32% in 2010) followed by 30 and over (19% and 20% respectively).
- One in ten applicants (10% in 2009, 9% in 2010) was from outside BC.
- About one-quarter of applicants (25% in 2009, 23% in 2010) have a household income of less than \$30,000. A further one-quarter did not know or chose not to answer.
- Seven out of ten applicants were single (72% in 2009, 69% in 2010).
- In 2010, nearly three-quarters of applicants were working either full-time (42%) or part-time (29%), while 14% were unemployed.
- 13% of applicants had any dependent children (12% in 2009).
- Nine out of ten applicants speak primarily English at home, followed by Other (5%) and Chinese (4%).
- 7% of applicants were Aboriginal (4% First Nation, 3% Métis).
- 8% reported having a physical (2%), mental health (3%) or learning (4%) disability.
- The largest group of applicants (38%) in 2010 had not attended any school in the past year; 20% were previously in high school full-time and 16% had most recently taken a continuing education course.

### Type of school attended over past year, All Camosun College Applicants

	Percent
Did not attend any school	38.3
High school full-time	20.3
Continuing education course(s)	16.2
College full-time	9
University full-time	5.9
College part-time	4.9
High school equivalency	2.5
High school part-time	1.6
University part-time	1.3
<b>Total</b>	<b>100</b>

- High school was the highest level of education for four out of ten applicants (41%) in September 2010, followed by some college or university (30%), a university undergraduate degree (9%), completed trades (8%), completed college (7%) and incomplete high school (4%).

**Highest level of education (as of September 1, 2010), All Camosun College Applicants**

Highest level of education	Percent
Completed high school or equivalent	40.8
Incomplete college/university	30.4
University undergraduate degree	8.9
Completed trades	7.6
Completed community college	7.1
Incomplete high school	3.9
Graduate degree	0.9
Professional degree	0.5
<b>Total</b>	<b>100</b>

- The largest group of applicants was PSE Transfer (37%), followed by Past PSE Experience (24%), Direct Entry (21%) and Delayed Entry (18%).

**Entry type, All Camosun College Applicants**

Entry type	Percent
PSE Transfer	37.4
Past PSE Experience	24.1
Direct Entry	21
Delayed Entry	17.5
<b>Total</b>	<b>100</b>

- In 2010, one in five (21%) of Camosun applicants were first-generation PSE (defined as those whose parents/guardians did not attend a post-secondary institution).
- Applicants used the Camosun College website more in 2010 (90%) than in 2009 (84%).
- In 2010, 53% were very much influenced by the College’s website and 22% were influenced quite a bit. These figures are lower than in 2009, when 61% said the website influenced them very much while 25% were influenced quite a bit.
- In 2010 e-mail was the favoured choice of communication for:
  - admission requirements (42%), followed by online (35%);
  - acceptance notification (42%), tied with regular mail (42%)
  - financial aid (43%), followed by regular mail (28%) and online (17%).

- The most common ultimately intended credential was a University undergraduate degree (22%), followed by a Master’s degree (15%), College degree (4-year program) (11%), Don’t know (11%), College diploma (11%) and College certificate (10%).

**Highest intended credential, All Camosun College Applicants**

<b>Highest intended credential</b>	<b>Percent</b>
University undergraduate degree (e.g. BA, BSc)	22.2
Master's degree (e.g. MA, MSc)	15.5
College degree (4-year program)	11
Don't know	11
College diploma (2-year program)	10.8
College certificate (1-year program)	9.7
Doctorate degree (PhD)	5.5
Medical degree (MD, DDS, DVS)	4.4
Business graduate degree (MBA)	3.1
College advanced diploma (3-year program)	2.3
Teaching degree	2.1
Law degree	1.4
College graduate certificate	1.2
<b>Total</b>	<b>100</b>

- One-quarter of applicants (24%) applied to Health Sciences or Nursing, followed by Business (14%), Other (12%), Skilled Trades, Applied Technology or Apprenticeship (7%), Social Sciences (5%), and Engineering or Architecture (5%).

**Subject area applied to at Camosun College, All Camosun College Applicants**

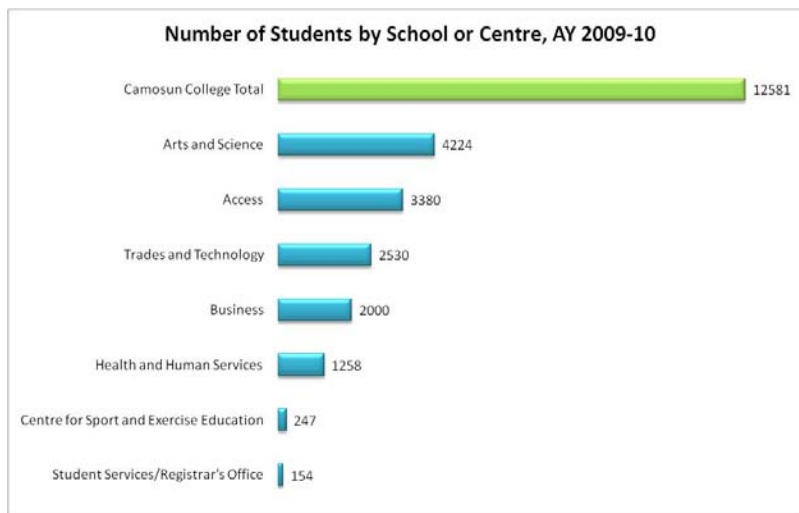
Subject area applied to	Percent
Health sciences or nursing	24.3
Business	13.6
Other	12.4
Skilled Trades, applied technology or apprenticeship	6.8
Social sciences	5.2
Engineering or architecture	5
Natural sciences	4.3
Social and community services	3.7
Fine or performing arts, animation, graphic design	3.5
Humanities	3.5
Computer science, information technology	3.3
Education	3.1
Environmental studies or geography	2.1
Hospitality or culinary studies	1.9
High school equivalency	1.9
Law enforcement	1.6
Communication, journalism or media studies	1.2
Parks & recreation or leisure & fitness studies	1.1
Mathematics or actuarial science	1
Basic skills training	0.4
Agriculture	0.1
<b>Total</b>	<b>100</b>

- One-third of female applicants (32%) applied to Health Sciences or Nursing, while 16% of male applicants applied to Skilled Trades, Applied Technology or Apprenticeship.

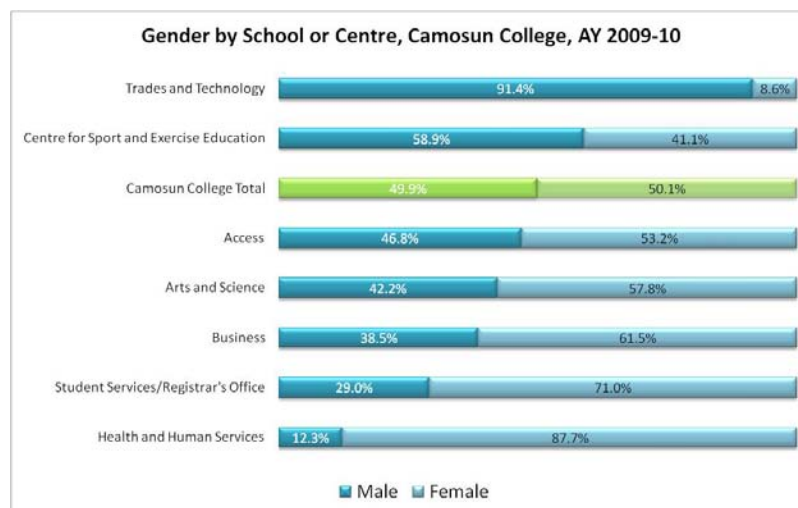
## CAMOSUN COLLEGE STUDENT DEMOGRAPHICS

### SCHOOL, AGE AND GENDER OVERVIEW

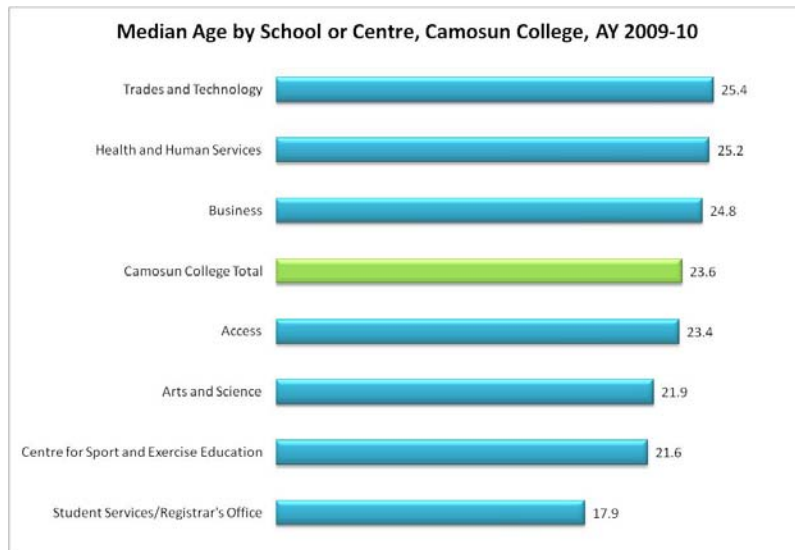
- In Academic Year 2009/10, Camosun College served almost 13,000 students in regular programs.<sup>8</sup>
  - The largest number was in Arts and Science (4,224), followed by Access (3,380), Trades and Technology (2,530), Business (2,000), and Health and Human Services (1,258).
  - The relatively new Centre for Sport and Exercise Education served 247 students.



- The Camosun College gender split is balanced: About half are female (50.1%) and half are male (49.9%). Gender remains highly correlated with program: There are significantly more males (91%) in the Trades and Technologies and significantly more females (88%) in Health and Human Services programs.

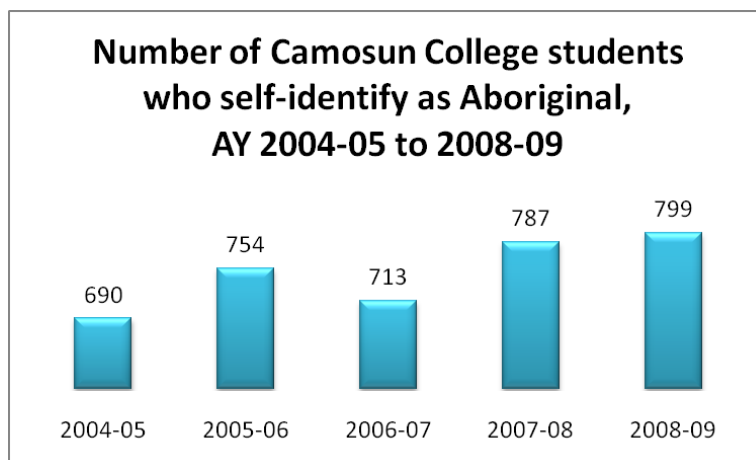


- In 2009 the median age of our students was 23.6 years.
  - Age is correlated with program, with our youngest students in Sport and Exercise Education as well as Arts and Science, while our oldest are in Trades and Technology as well as Health and Human Services.

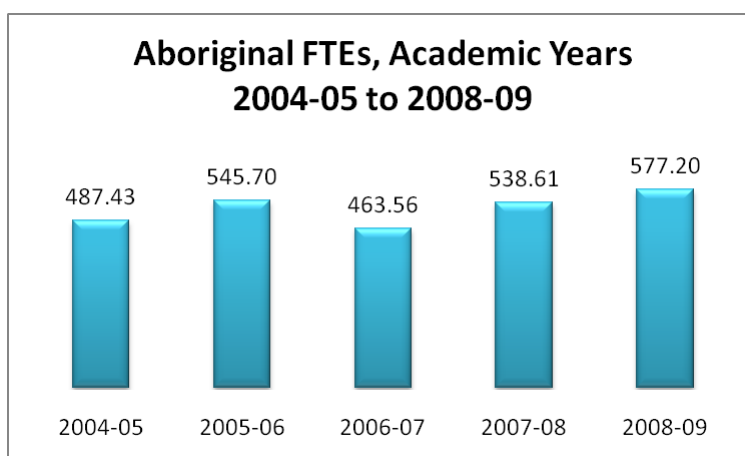


## ABORIGINAL STUDENTS

- Aboriginal learners are an important service population for Camosun College. The Aboriginal population is much younger than the general population and is expected to experience rapid growth in the traditional postsecondary age group, coupled with an increased participation rate in postsecondary education.
- In the 2006 Census, 3.3% of the Camosun College Region's population reported that they were Aboriginal.<sup>9</sup> In 2008-09, 4.4% of Camosun College students self-identified as Aboriginal.
- The number of Camosun College students who self-identify as Aboriginal increased by nearly 16%, from 690 in 2004/05 to 799 in 2008/09. Aboriginal enrolment growth outpaced overall enrolment, which rose by just over 10% in the same period.<sup>10</sup>



- Nonetheless, because of the relatively low numbers of Aboriginal students, the proportion self-identifying as Aboriginal remained virtually the same throughout the period, at under 5% of all students (4.4% in 2008/09).
- Overall, the proportion of Aboriginal students who are female has declined slightly (by 1.2%, from 60% in 2004/05 to 58.8% in 2008/09) while the proportion who are male has correspondingly increased slightly.
- Aboriginal students at Camosun are generally younger than non-Aboriginal students. In 2008/09, nearly three-quarters (72.3%) of Aboriginal students were under 30, compared to less than two-thirds (63.2%) of non-Aboriginal students.
- The number of full-time equivalent (FTE) Aboriginal students has fluctuated in recent academic years, from 487.4 in 2004/05, to a low of 463.6 in 2006/07 and a high of 577.2 in 2008/09.



IMMIGRANT AND VISIBLE MINORITY POPULATIONS

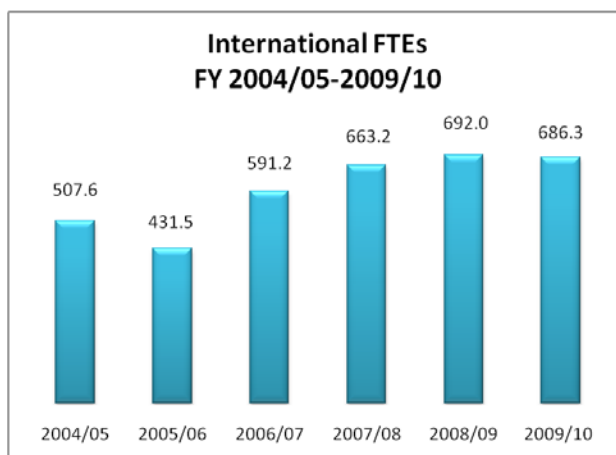
- In the 2006 Census, 16.3% of the Vancouver Island-Coast Development Region’s population were immigrants.<sup>11</sup> Only 8.2% of these immigrants had arrived in the previous five years (2001-2006). The largest group was from Asia and the Middle East followed by Europe.
- 10.1% of the Camosun College Region identified as a visible minority in the 2006 Census; of the total population, 3.6% were Chinese and 2.1% were South Asian.<sup>12</sup>
- In 2009/10, 3.8% of Camosun College FTE students were identified as having Permanent Resident status, down from 4.4% in 2008/09.<sup>13</sup>

FTE by Immigration Status, FY 2008/09 and 2009/10

	2008/09		2009/10	
Domestic	8,713.5	88.6%	9,372.2	89.6%
Non-Domestic	1,123.1	11.4%	1,085.1	10.4%
<i>Permanent Resident</i>	<i>429.5</i>	<i>4.4%</i>	<i>397.5</i>	<i>3.8%</i>
<i>Student Visa</i>	<i>693.6</i>	<i>7.1%</i>	<i>687.6</i>	<i>6.6%</i>
<b>Total</b>	<b>9,836.6</b>	<b>100.0%</b>	<b>10,457.2</b>	<b>100.0%</b>

## INTERNATIONAL STUDENTS

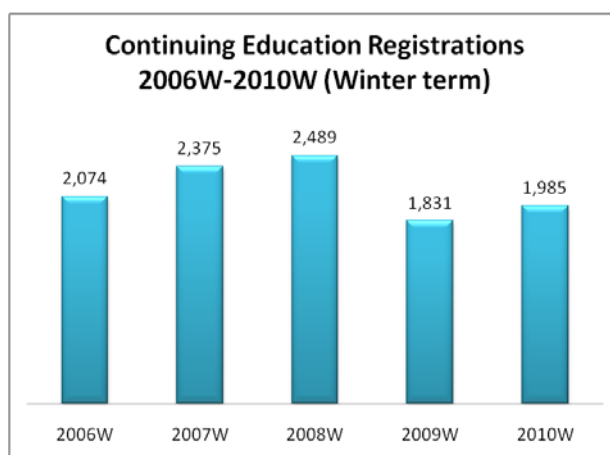
- International Education continues to grow in importance in BC and at Camosun.
  - Growth in revenues and enrolment within the international student program has moderated of late, but remains an important developmental direction.
  - Overseas development projects also offer significant opportunities to leverage processes and garner revenues.
- International students represent 5.6% of credit enrolments and 6.6% of total FTEs.
- International FTEs have increased nearly 40% since 2004 although growth has plateaued in the last two years.



- Nearly two thirds of international students originate from three countries: China 39%, Japan 12% and Korea 12%.

## CONTINUING EDUCATION

- Continuing Education (CE) at Camosun includes more than 200 professional development and personal interest classes and eight certificate programs.
- CE course registrations (stable date) increased by 135 (5.7%) from 2,381 in Fall 2009 to 2,516 in Fall 2010.
- CE registrations (stable date) in the Winter term fluctuate around the 2,000 mark, peaking at 2,489 in 2008W with a low of 1,831 in 2009W.



## PART II: THE ECONOMY

### OVERVIEW

- While most analysts believe the province will continue to benefit from strong economic fundamentals in the long term, the economic downturn certainly had its impact on BC through 2009 and 2010 and the anticipated economic rebound due to the Olympic Games did not seem to occur.
- The strength of any further turnaround will be heavily influenced by the speed of economic recovery in the US, Europe and elsewhere, and by the extent to which Canada can benefit from the strength of its financial and commodity resources on the world stage.
- Attenuation of the US housing market has had a direct dampening effect on BC’s economy, and this seems likely to continue through 2011.
- The rise of the loonie compared to the greenback threatens to affect the ability of BC exporters to compete in the global marketplace.
- At the same time, high debt levels in several European countries have shaken stock markets, investor confidence and consumer activity—and may precipitate a “double-dip” recession.
- The federal government views two of Canada’s central economic issues to be increased health care and pension costs, and the shrinking share of the population in the workforce. Education is cited as the driver of productivity increases, a further key economic issue.
- Federal government stimulus spending in response to the economic downturn is now winding down. This will be accompanied by efforts to curb the deficit and begin to address debt. Taxes are unlikely to be increased and these issues will be addressed through program spending cuts and reductions in the civil service. Post-secondary transfers will not be directly affected but curtailment of infrastructure spending and labour force adjustment programs will have negative impacts for Camosun and the system.
- Governments of all types are entering austerity programs in an effort to rein in spending and pay down debt, and at the provincial level this will continue to severely constrain the college’s government-based revenues.
- The government of BC has recognized the need to increase labour productivity and suggests that a culture of innovation can only be fuelled by increasing knowledge and skills, enhancing generation of knowledge, and increasing investments in both research and development and capital.

### ECONOMIC FORECAST

BC’s economy grew minimally in 2008 (0.2%), then declined by 1.8% in 2009. The current government forecast is for 3.1% growth in 2010 and 2.2% growth in 2011; this will be revised for the 2011 provincial budget.<sup>14</sup>

**Annual Percent Change in BC Real GDP**

Actual				Forecast	
2006	2007	2008	2009	2010	2011
4.1	3.0	0.2	-1.8	3.1	2.2

## MAJOR PROJECTS IN GREATER VICTORIA

At least 22 major construction projects are underway, approved or proposed in Greater Victoria. These investments will create a large number of jobs in a variety of occupations. Highlights include:

- **Public sector post-secondary**
  - Residence construction and complex building upgrades at the University of Victoria have totalled nearly \$55 million.
  - A nearly 6000 square metre Learning and Innovation Centre is Royal Roads University's first purpose-built structure since RRU opened in 1995. It cost about \$20 million and is expected to open in the spring.
- **Other public**
  - CFB Esquimalt is home to a large amount of federally funded infrastructure work (valued at \$266 million) including a new base fire hall and emergency response centre and phase four of modernizing the DND's ship maintenance facilities.
- **Residential, commercial, industrial**
  - Morguard Investments has opened phase one of Uptown, replacing Town and Country Shopping Centre on Douglas Street in Victoria and is looking to expand to residential. Total value estimated at \$350 million.
  - Mount View Heights on Carey Road in Saanich is the site of a new affordable and supportive housing project valued at \$100 million.
  - Next summer, Sobey's—Thrifty Foods' parent company—will start building a \$31-million, 150,000-square-foot grocery distribution centre near the airport in Saanich.

## LABOUR FORCE

BC's labour force has experienced contraction and expansion over the past 25 years, most notably declining during the recessions of the early 1980s and early 2000s. Forecasts are for slowing and minimal growth in the labour force over the next decade.<sup>15</sup>

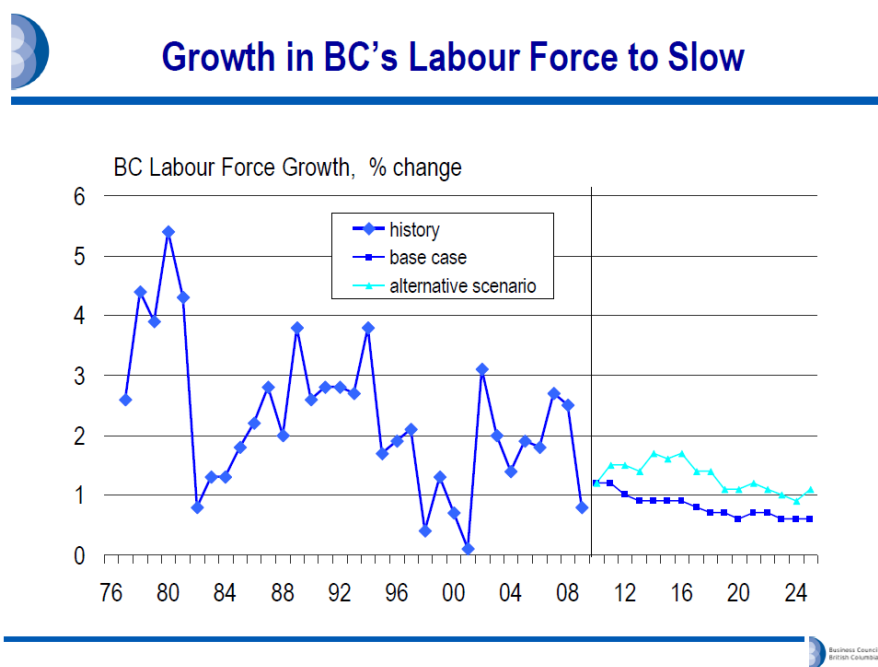


Chart by Jock Finlayson, Business Council of British Columbia

## EMPLOYMENT

- Similar to other jurisdictions, BC's employment statistics were negatively affected by the economic downturn.
- Although the economy has shown definite signs of recovery, employment will remain constrained for the near future at least.
- British Columbia's unemployment rate remains among the lowest in Canada.
  - The unemployment rate peaked at over 8% in mid-2009; by November 2010 it had improved to 6.9%.
  - Although the long term expectation is that rates will improve due to demographic and economic fundamentals, the outlook for 2011 and into 2012 is for continued relatively high unemployment but gradually improving.
  - The unemployment rate is forecast to be 7.3% in 2011, 6.8% in 2012 and 5.9% in 2013.<sup>16</sup>
- For the college however, high unemployment is positively correlated with enrolment in many program areas.
  - A College education continues to deliver increments in terms of earnings, satisfaction and other personal benefits for each year of completion, and the lifetime return on investment (ROI) of college completion is advantageous compared with other types of post-secondary education.
- The Capital Regional District (CRD)'s economic base encompasses government, forest-based manufacturing, tourism, farming and fishing. The unemployment rate was 5.6% in November 2010 compared to 4.3% in 2008—both rates are comparable to Southwestern BC (the Lower Mainland region) and much lower than other regions. The CRD will continue to be characterized by higher incomes and levels of education, and lower unemployment compared to provincial averages.

### OCCUPATIONAL OUTLOOK, CAMOSUN COLLEGE REGION, 2009-2014

The Camosun College Region is expected to have 0.7% average annual growth in employment between 2009 and 2014 (191,110 to 198,250).<sup>17</sup>

- The average for BC is 1.4%.
- Five college regions are above average (Fraser Valley at 2.0%, Northwest, Okanagan, Lower Mainland and Rockies), two others are below average but higher than Camosun (Northern Lights and Malaspina), and 4 are lower than Camosun (Selkirk, North Island, Thompson Rivers and New Caledonia—which is the only one that is actually negative at -0.5%).

#### EMPLOYMENT PROJECTIONS BY INDUSTRY

- In 2009, the Camosun Region had nearly seven times as many jobs in service (166,420) as in goods-producing (24,690) industries. Somewhat higher average annual growth in goods (1.0%) than in service (0.7%) jobs over five years means the ratio will narrow slightly, but not by much.
- Retail trade (25,640 jobs) is the largest industry in the region but it is expected to decline on average 0.3% per year through 2014.
- By 2014, Health and Social Assistance will eclipse Retail Trade as the largest industry in the region, with average annual growth of 2.5% increasing the number of jobs to 27,950.
- Government is the third-largest industry in the region; it is expected to stagnate at just under 21,000 jobs for the next five years.
- The largest growth in the region is expected in relatively small occupations: Professional—Computer Systems (3,570 in 2009, 4.8% average annual change) and Manufacturing—Food & Beverages (1,140 in 2009, 4.0% average annual change).
- Provincially and in the longer term, high employment growth rates are expected in accommodation, food and recreation, retail trade, health services, construction, computer consulting and other business services, transportation and storage, education, wholesale trade, finance, insurance and real estate, and professional business services.
- Also in the longer term, occupations that will have high training demand due to retirement replacement needs include health care, education and skilled trades.

#### EMPLOYMENT PROJECTIONS BY OCCUPATIONAL GROUP

- The largest occupational group in the region, Sales and service occupations (53,830 positions), is expected to experience only minor growth from 2009 to 2014 (0.1% average annual change).
- Health occupations are expected to experience the largest growth (2.2% average annual change), from 13,560 in 2009 to 15,060 in 2014.
- Natural and applied sciences and related occupations will experience the second highest average annual growth over the five-year period (1.7%), growing from 13,110 in 2009 to 14,230 in 2014.

OCCUPATIONAL GROWTH

Overall, employment in the Camosun College region is expected to experience an average annual change of 0.7%, growing from 191,110 to 198,250 jobs.

- Job openings result from expansion (discussed in this section and resulting from business changes, population growth and so forth) and replacements (caused by attrition, retirements, etc.). This section concerns expansion only; see below for 10-year replacement plus expansion openings.
- Occupational growth rates are examined at the three-digit NOC level<sup>18</sup>.
- Projected average annual percent change over five years is highest for the following selected occupations:

**Camosun College Region Employment Projections, High**

3-digit NOC code	Occupation	Employment		Avg Annual % Change Over 5 Yrs, 2009-2014
		2009	2014	
946	Machine operators and related workers in food, beverage and tobacco processing.	270	310	2.9%
217	Computer and information systems professionals	4,440	5,050	2.7%
315	Nurse supervisors and registered nurses	4,130	4,630	2.4%
321	Medical technologists and technicians (except dental health)	1,190	1,330	2.3%
322	Technical occupations in dental health care	380	430	2.3%
341	Assisting occupations in support of health services	3,550	3,940	2.2%
951	Machining, metalworking, woodworking and related machine operators	250	280	1.9%
323	Other technical occupations in health care (except dental)	1,640	1,780	1.8%
421	Paralegals, social services workers and occupations in education and religion, not elsewhere classified	4,470	4,860	1.8%
225	Technical occupations in architecture, drafting, surveying and mapping	680	730	1.7%
228	Technical occupations in computer and information systems	1,260	1,360	1.7%
213	Civil, mechanical, electrical and chemical engineers	870	940	1.6%
524	Creative designers and craftspersons	1,440	1,550	1.5%
726	Metal forming, shaping and erecting trades	930	1,000	1.4%
221	Technical occupations in physical sciences	330	360	1.3%
111	Auditors, accountants and investment professionals	3,370	3,580	1.2%
123	Finance and insurance administrative occupations	2,680	2,850	1.2%
223	Technical occupations in civil, mechanical and industrial engineering	470	490	1.2%
723	Machinists and related occupations	350	370	1.2%
143	Finance and insurance clerks	3,570	3,760	1.1%
141	Clerical occupations, general office skills	6,710	7,070	1.1%

- Projected average annual percent change over five years is near or below average (0.7%) for the following selected occupations:

**Camosun College Region Employment Projections, Average**

3-digit NOC code	Occupation	Employment		Avg Annual % Change Over 5 Yrs, 2009-2014
		2009	2014	
525	Athletes, coaches, referees and related occupations	1,620	1,690	0.9%
647	Child care and home support workers	3,880	4,040	0.8%
727	Carpenters and cabinetmakers	3,330	3,440	0.7%
843	Agriculture and horticulture workers	690	720	0.7%
724	Electrical trades and telecommunications occupations	1,610	1,670	0.7%
224	Technical occupations in electronics and electrical engineering	1,010	1,060	0.6%
725	Plumbers, pipefitters and gas fitters	850	880	0.6%
731	Machinery and transportation equipment mechanics	680	700	0.5%
624	Chefs and cooks	3,290	3,350	0.3%
643	Occupations in travel and accommodation	1,140	1,150	0.2%

- Projected average annual percent change over five years is negative for:

**Camosun College Region Employment Projections, Low**

3-digit NOC code	Occupation	Employment		Avg Annual % Change Over 5 Yrs, 2009-2014
		2009	2014	
732	Automotive service technicians	1,390	1,300	-1.3%

OPENINGS BY OCCUPATION, VANCOUVER ISLAND/COAST REGION, 2009-2019

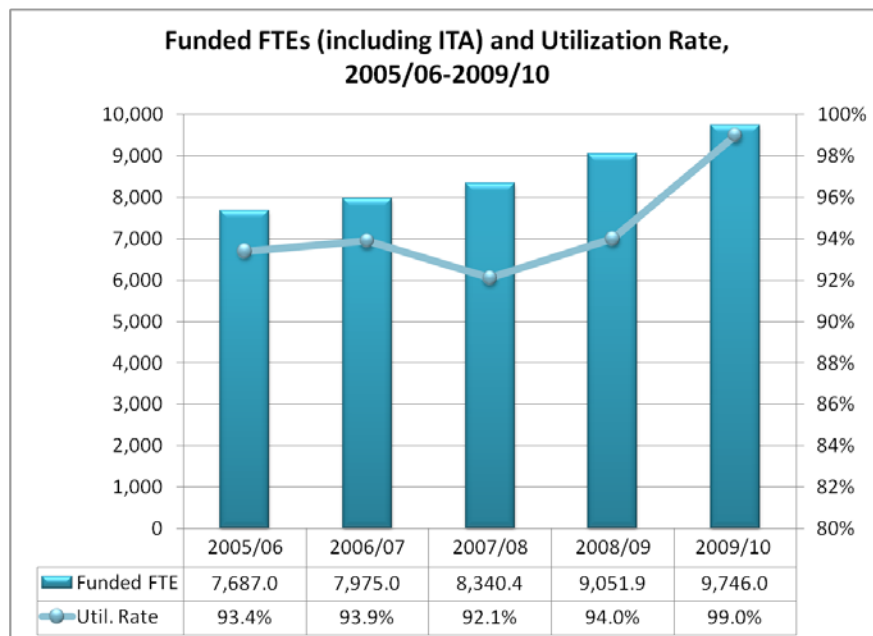
Data in this section are for the entire Vancouver Island/Coast economic development region, which includes not only the Camosun College Region, but also the Malaspina and North Island College regions.<sup>19</sup>

- The source report provides data on **openings** resulting from **replacement** as well as **expansion** in occupations, whereas the source report available for the Camosun College region only provides data on **openings resulting from growth**.
- Furthermore, the Vancouver Island/Coast region report has a 10-year window versus the 5-year window for the Camosun region data.
- Actual numbers will be higher for the Vancouver Island/Coast region than the College region, but percentage changes should be similar.

3-digit NOC code	Occupation	Openings Outlook, 2009-2019 as % of 2009 Employment		
		Expansion	Replacement	Total
315	Nurse supervisors and registered nurses	51%	52%	103%
321	Medical technologists and technicians (except dental health)	48%	42%	90%
341	Assisting occupations in support of health services ( <i>including Dental Assistants</i> )	47%	41%	88%
322	Technical occupations in dental health care ( <i>including Dental Hygienists</i> )	44%	44%	87%
323	Other technical occupations in health care (except dental)	44%	43%	87%
727	Carpenters and cabinetmakers	48%	33%	81%
421	Paralegals, social services workers and occupations in education and religion, not elsewhere classified	42%	35%	77%
223	Technical occupations in civil, mechanical and industrial engineering	39%	37%	76%
643	Occupations in travel and accommodation	38%	38%	76%
725	Plumbers, pipefitters and gas fitters	40%	35%	75%
213	Civil, mechanical, electrical and chemical engineers	34%	40%	74%
225	Technical occupations in architecture, drafting, surveying and mapping	38%	32%	70%
724	Electrical trades and telecommunications occupations	31%	36%	67%
217	Computer and information systems professionals	33%	30%	63%
123	Finance and insurance administrative occupations	23%	39%	61%
141	Clerical occupations, general office skills	27%	33%	59%
647	Child care and home support workers	24%	33%	57%
111	Auditors, accountants and investment professionals	17%	37%	54%
731	Machinery and transportation equipment mechanics	16%	37%	53%
524	Creative designers and craftspersons	20%	32%	52%
624	Chefs and cooks	28%	22%	50%
221	Technical occupations in physical sciences	21%	28%	49%
228	Technical occupations in computer and information systems	21%	25%	46%
726	Metal forming, shaping and erecting trades	19%	27%	46%
224	Technical occupations in electronics and electrical engineering	15%	29%	44%
143	Finance and insurance clerks	11%	28%	39%
723	Machinists and related occupations	7%	30%	38%
951	Machining, metalworking, woodworking and related machine operators	8%	28%	36%
946	Machine operators and related workers in food, beverage and tobacco processing.	4%	23%	27%
732	Automotive service technicians	4%	22%	27%
525	Athletes, coaches, referees and related occupations	8%	13%	21%
843	Agriculture and horticulture workers	-25%	5%	-20%

## EDUCATION FINANCE

- The provincial government has declared it will maintain base funding for Education and Health in 2010/11 but savings and efficiencies are being sought in many non-core areas.
- Cuts to non-essential programs and services across all ministries and the public bodies are being seen as a result, and are expected to continue through the planning period.
- The recent period of expansion in postsecondary seats has come to an end, and has been replaced by targeted growth in specific areas, often of a short-term nature. Camosun is well positioned to accommodate growth in health, trades and many other applied programming areas, given adequate funding and infrastructure support.
- Between 2005/06 and 2009/10, the number of FTEs increased by more than 25%, from just under 7,700 to more than 9,700. Including International students our FTE enrolment surpassed 10,000 in 2009/10. Camosun had 101% utilization in Ministry of Regional Economic and Skills Development (RESO) programs and 99% overall including ITA in 2009/10. Utilization grew 7% from 2008/09 to 2009/10.
- Estimated utilization for 2010/11 is 100.3% (10,086 FTEs).



## PART III: EDUCATIONAL ISSUES

### COMPLETION RATES

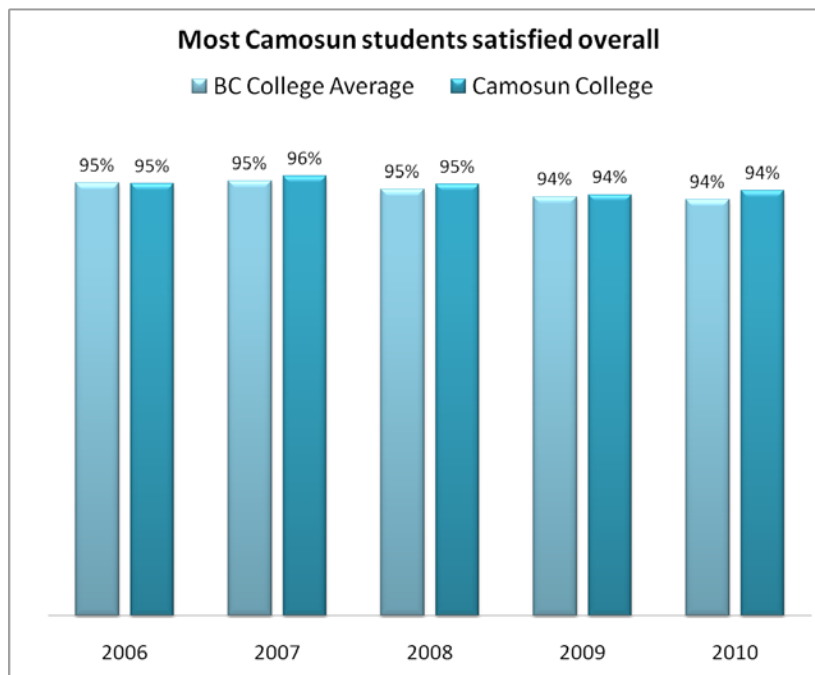
- Overall, half (50%) of students at Camosun College complete their credential “on-cycle”.<sup>20</sup>
- Over the four years, the On-Cycle Completion (OCC) rate:
  - Improved in 21 programs.
  - Declined in 14 programs.
  - Stayed relatively steady in 19 programs.
- Among two-year programs, the OCC rate is 39%.
  - Health and Human Services: 73%
  - Trades and Technology: 56%
  - Centre for Sport and Exercise Education<sup>21</sup>: 52%
  - Business: 35%
  - Arts and Science: 24%
- Among one-year programs, the OCC rate is 65%.
  - Health and Human Services: 83%
  - Trades and Technology: 78%
  - Business: 59%
  - Access: 45%
  - Arts and Science<sup>22</sup>: 37%
- Thus far, there is OCC data for only one four-year program, the BBA-Accounting option.<sup>23</sup>
  - Business: 46%

### DISTRIBUTED EDUCATION

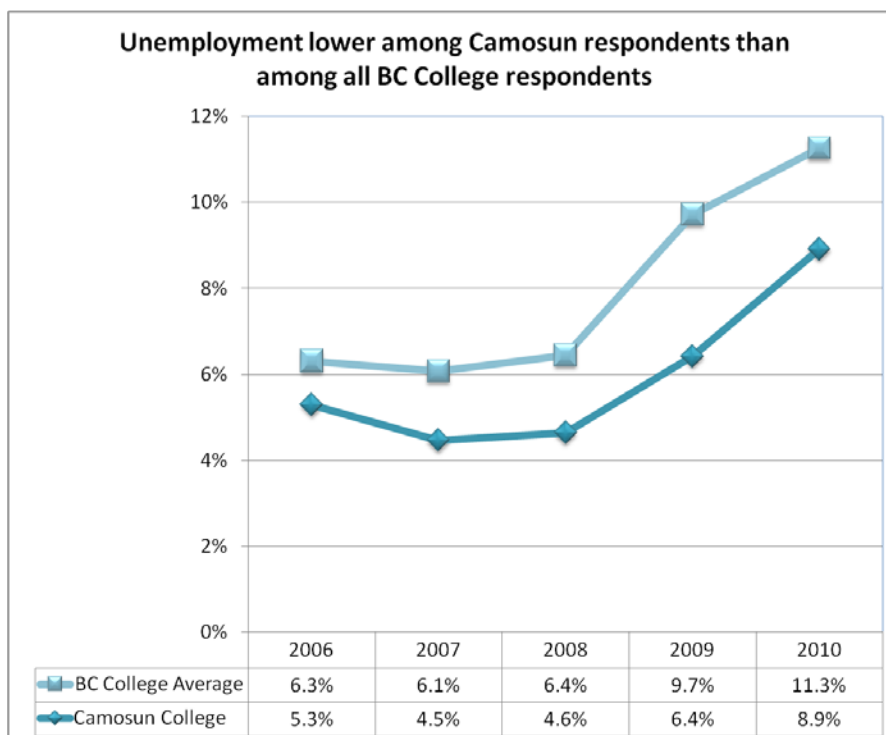
- Within the technology world of the 21<sup>st</sup> century, the explosions of personal computing and the internet are defining phenomena. Those that will emerge through the planning period include massive increases in bandwidth, maturation of portal technology, ubiquitous wireless connectivity and mobile computing, widespread inter-connectivity of devices, and convergence of technologies, functions and media within single devices.
- Educational technology will continue to grow and diversify through use of Web 2.0 and Web 3.0 technologies. Wikis, blogs, social software and animation/simulation are all commonly in use, and educational applications are quickly growing.
- The College has experienced rapid growth in distributed education through Camosun On-Line, which includes both distance and blended activity. Camosun On-Line activity has doubled and doubled again within the last five years.
- Approximately one half of our course sections use web technology in some aspect of delivery, from supplementing learning through instructional websites to full on-line delivery through web-enabled learning management systems. This expansion will continue through the planning period as we move towards ubiquity in web-supported teaching and learning.
- Camosun is a major and active participant in BC Campus and strongly supports this important collaboration. We will also continue to expand online services available to students via our website, and have recently implemented a portal system. Challenges for the future will continue to be resources for the development of on-line curriculum and for faculty development; the availability of on-line student services and support; and infrastructure cost containment.

STUDENT OUTCOMES

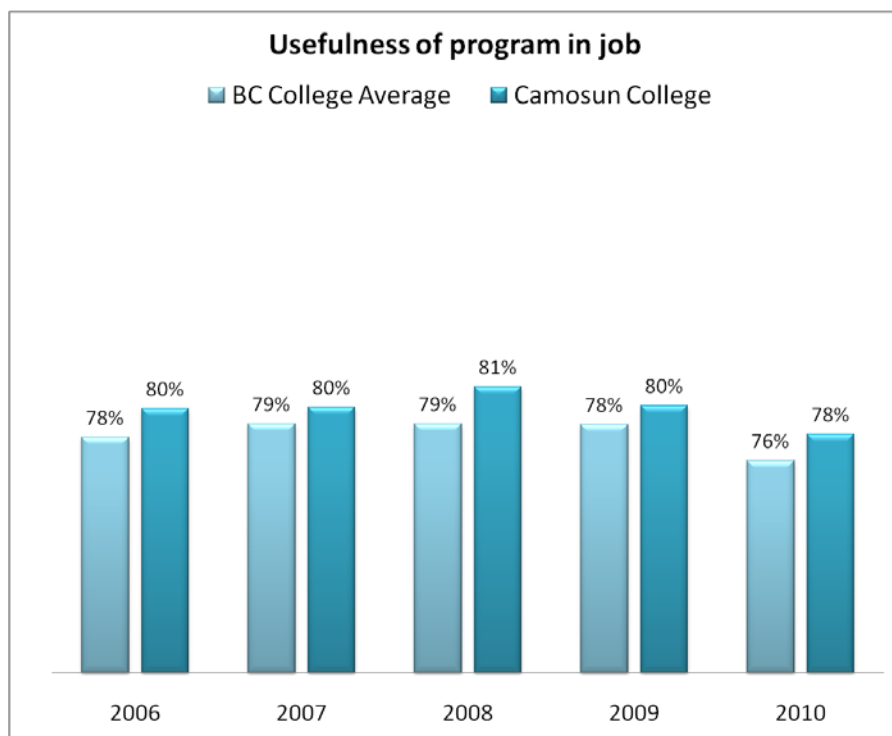
- Each year, former Camosun College students are surveyed about their experience at the college, as well as further education and employment.<sup>24</sup>
- Nearly all students (94% in 2010) express overall satisfaction with their Camosun College studies.



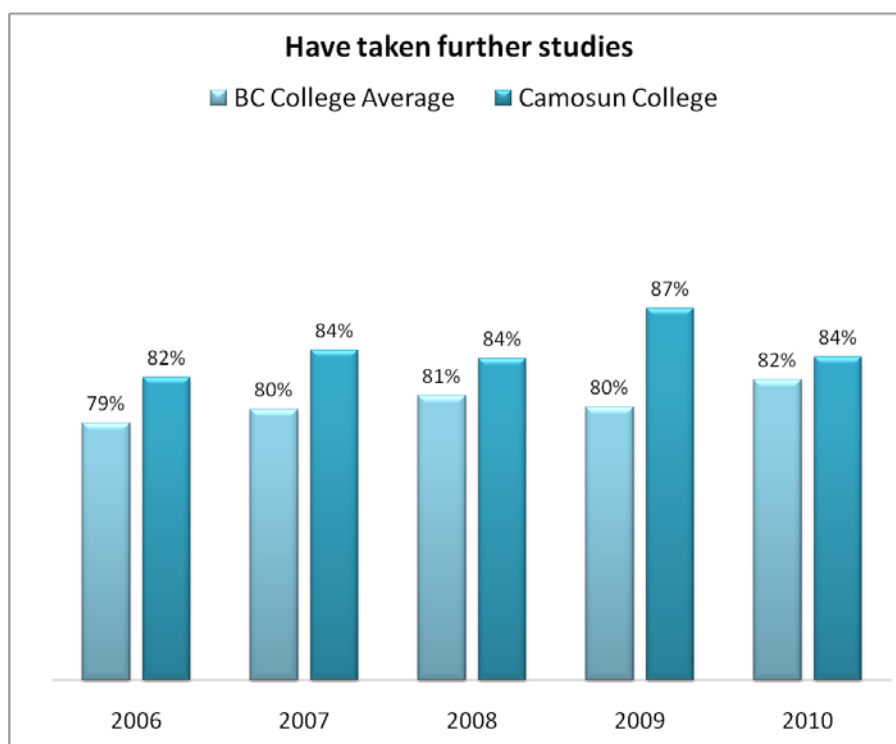
- Former Camosun College students perennially have the lowest unemployment rates among provincial graduates.



- Former Camosun College students (averaging around 80%) are more likely to report that their program is useful in their job.



- Camosun College students have the highest transfer rates and rates of further study among former students of BC College Arts and Science programs.



## NOTES

<sup>1</sup> *Post-Secondary Transfers: ACCC submission to the Standing Senate Committee On Social Affairs, Science And Technology*, Association of Canadian Community Colleges, May 2010.

<sup>2</sup> Source of this and the following points: *B.C. Post-Secondary Education Facts*, Ministry of Advanced Education and Labour Market Development, March 17, 2010. Available online: [http://www.gov.bc.ca/fortherecord/postsecondary/po\\_postsec.html?src=/postsec/po\\_postsec.html](http://www.gov.bc.ca/fortherecord/postsecondary/po_postsec.html?src=/postsec/po_postsec.html)

<sup>3</sup> Data sources for this section include ERP calculations on: BC Student Transitions Project pivot tables (30 March 2010 version); the BC Ministry of Education's *Summary of Key Information, 2009*; the BC Ministry of Education Resource Management Division's *Projection Report for Public School Headcount Enrolments* (Standard Report 1558A, March 2010); and BC Ministry of Education's District Reports [https://www.bced.gov.bc.ca/reporting/district\\_data\\_summary.php](https://www.bced.gov.bc.ca/reporting/district_data_summary.php).

<sup>4</sup> There are also an estimated additional 4500 students in independent schools in the four districts.

<sup>5</sup> 2008/09 data. "The six-year completion rate is the portion of students who graduate, with a Certificate of Graduation, within six years from the time they enrol in Grade 8. The rate is adjusted for migration in and out of British Columbia." BC Ministry of Education.

<sup>6</sup> Post-secondary destinations of immediate-entry students who **first** transitioned from BC secondary school graduation to a BC public post-secondary education within one year of high school graduation (2007/08 graduates, 2008/09 academic year at Camosun).

<sup>7</sup> Data extracted from Academica Group University and College Applicant Study (UCAS) for Camosun College, 2009 and 2010.

<sup>8</sup> Includes all stable students (status of **A**, **N** or **W**) in at least one course other than Continuing Education. Student age is calculated as of the midpoint of the academic year, March 2, 2010. Students may be assigned to more than one school; however, "Camosun College Total" excludes duplicates.

<sup>9</sup> *Socio-Economic Profile, Camosun College Region*, BC Stats, 2009.

<sup>10</sup> Aboriginal enrolment data source: BC Central Data Warehouse (CDW), Ministry of Advanced Education and Labour Market Development, Institution Demographics and Program Level October 2009 pivot tables. Aboriginal status in the CDW is self-declared by students. Students identifying themselves as any of Aboriginal, First Nations, Métis, or Inuit are considered Aboriginal for these reports. Aboriginal status may be determined by any of the following identifiers: Self identified Aboriginal status at Camosun College only; self identified Aboriginal status in K-12 data only; self identified Aboriginal status both at listed post-secondary institution and K-12 data; self identified Aboriginal Status in the CDW in another period and/or at any institution.

<sup>11</sup> *Profile of Immigrants in BC Communities: Vancouver Island-Coast, A Development Region in British Columbia, 2006*, BC Stats for Immigration Partnerships & Initiatives Branch, Ministry of Advanced Education and Labour Market Development. Note: Data are for the larger Vancouver Island-Coast Development Region, not just for the College Region.

<sup>12</sup> *Socio-Economic Profile, Camosun College Region*, BC Stats, 2009.

<sup>13</sup> Central Data Warehouse, as of October 31st 2010. Reliable data are not available before FY 2008/09.

<sup>14</sup> *Second Quarterly Report 2010/11*, Ministry of Finance, November 2010. Economic Forecasts are based on Ministry of Finance *First Quarterly Report* and will be updated for the 2011 Budget based on the Economic Forecast Council meeting of December 10, 2010.

<sup>15</sup> *Economic Update and 2011 Outlook Presented by Pinton Forrest & Madden*, Jock Finalyson, Business Council of British Columbia, December 1, 2010.

<sup>16</sup> *BC Economic Forecast 2010-2013 (Issue 4 . Volume 30)*, Central1 (BC Central Credit Union), October 2010.

<sup>17</sup> *British Columbia Regional Employment Projections: Camosun College Region, 2009 to 2014*, BC Stats, July 2010.

<sup>18</sup> Human Resources and Skills Development Canada's National Occupational Classification (NOC) is Canada's framework for classifying occupations. The "three-digit" NOC level aggregates specific jobs into 140 broader occupations; for example, **341 Assisting Occupations in Support of Health Services** includes **3411 Dental Assistants, 3413 Nurse Aides, Orderlies and Patient Service Associates** and **3414 Other Assisting Occupations in Support of Health Services**.

<sup>19</sup> *British Columbia Labour Market Outlook, 2009-2019*, WorkBC, undated.

<sup>20</sup> The on cycle completion (OCC) rate is defined as the percentage of first time enrollees in a program who receive a credential within the expected time for a full time student. The OCC rate was calculated using data from 53 programs that have delivered credentials over the past four years.

<sup>21</sup> CSSE is composed of new programs; data are available for only two programs over two years.

<sup>22</sup> Data available for only one program over four years.

<sup>23</sup> Technically, the BBA-Accounting option program is treated as a two-year program, with students being coded as BBA3 at the beginning of their third year.

<sup>24</sup> For more information about student outcomes surveying, please visit <http://camosun.ca/about/educational-research/outcome/index.html> .