



Aboriginal students at Camosun College

2010-15

Institutional Research and Planning

September 2016

CONTENTS

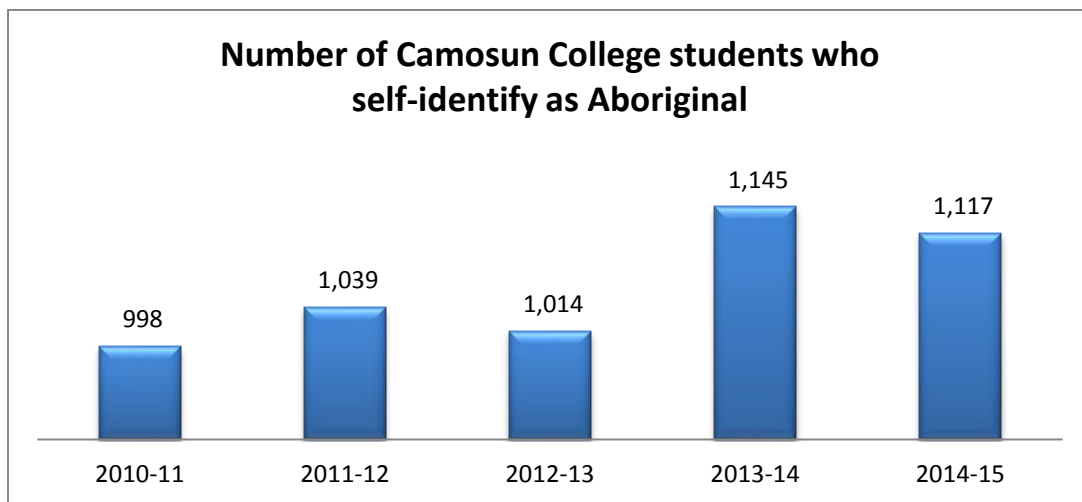
Introduction.....	1
Headcount Enrolments.....	1
Full-time equivalent (FTE) enrolments	2
Gender	3
Age.....	4
Program enrolments.....	5
Data sources and definitions	9
Headcounts.....	9
Full-Time Equivalents (FTEs)	10

INTRODUCTION

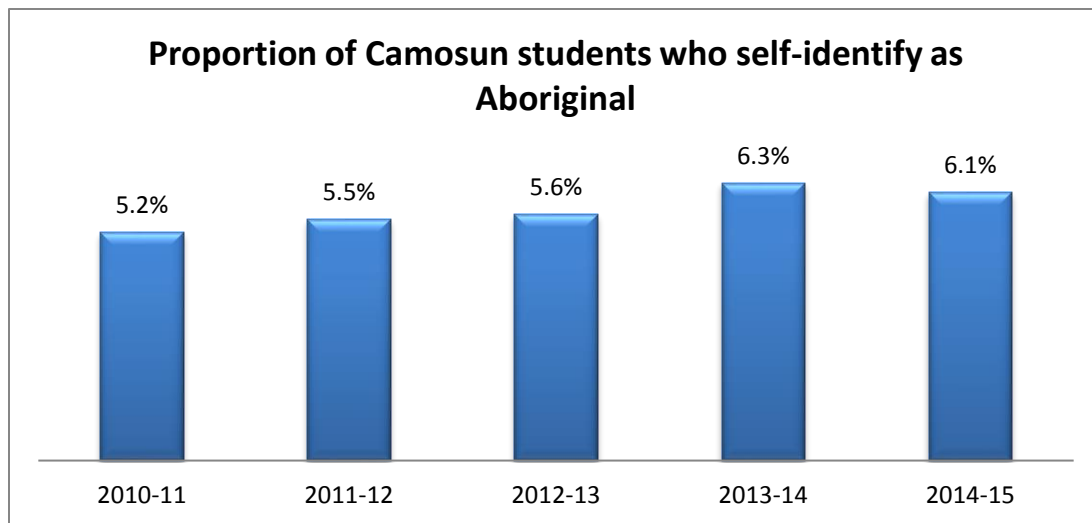
This report provides a picture of Aboriginal students attending Camosun College for academic years (September to August) of 2010-11 through 2014-15, except for the FTE section which is based on fiscal years (April to March) of 2011-12 through 2015-16 instead. Please refer to **Data sources and definitions** for details.

HEADCOUNT ENROLMENTS

The number of Camosun College students who self-identify as Aboriginal in 2014-15 had remained relatively unchanged (-2.4%) compared to the previous year, at 1,117. Compared to five years prior, the number of students of Aboriginal background had grown 11.9 percent.

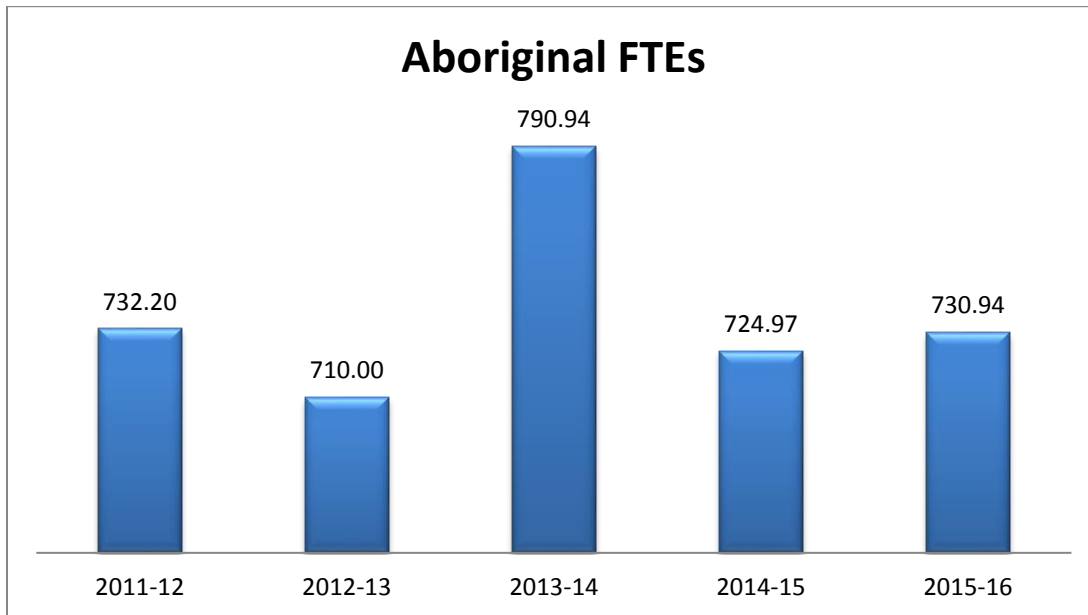


Due to relatively low numbers of Aboriginal students, the proportion self-identifying as Aboriginal of the total student population had changed slightly (+0.9 percentage points) when compared to five years ago.

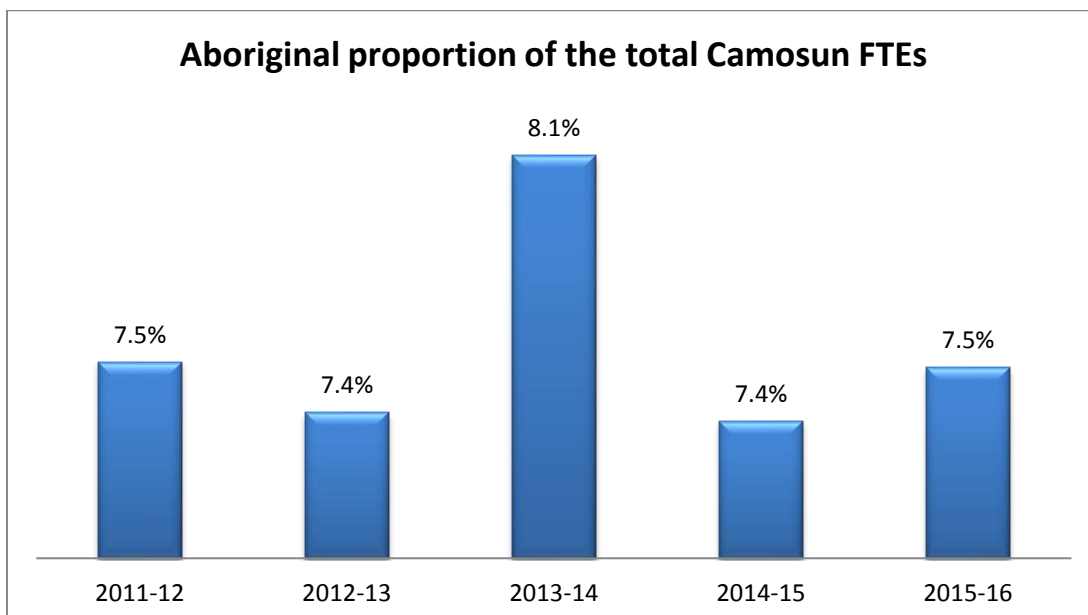


FULL-TIME EQUIVALENT (FTE) ENROLMENTS

Despite a spike in 2013-14, the number of full-time equivalent (FTE) Aboriginal students had remained relatively stable over the five years—at 730 FTEs in 2015-16 was nearly unchanged (-0.2%) when compared to FTEs from five years earlier. Aboriginal student FTEs reached a peak of 790, from a previous series low of 710 in 2012-13.



The Aboriginal proportion of the total Camosun FTEs has also increased, though slightly, from 7.4% in 2014-15 to 7.5% in 2015-16.



GENDER

Overall, the proportion of Aboriginal students that is female had remained stable from 2010-11 to 2014-15, with a 1.8 percentage points decrease (from 57.6% in 2010-11 to 55.8% in 2014-15). The proportion that is male has correspondingly increased up to 44.2%, in 2014-15. Among **non-Aboriginal** students at Camosun, there had been a 1.3 percentage points drop in the proportion of female students over the last five years (from 53.0% in 2010-11 to 51.7% in 2014-15). The proportion of female Aboriginal students continues to be higher than the proportion of female non-Aboriginal students.

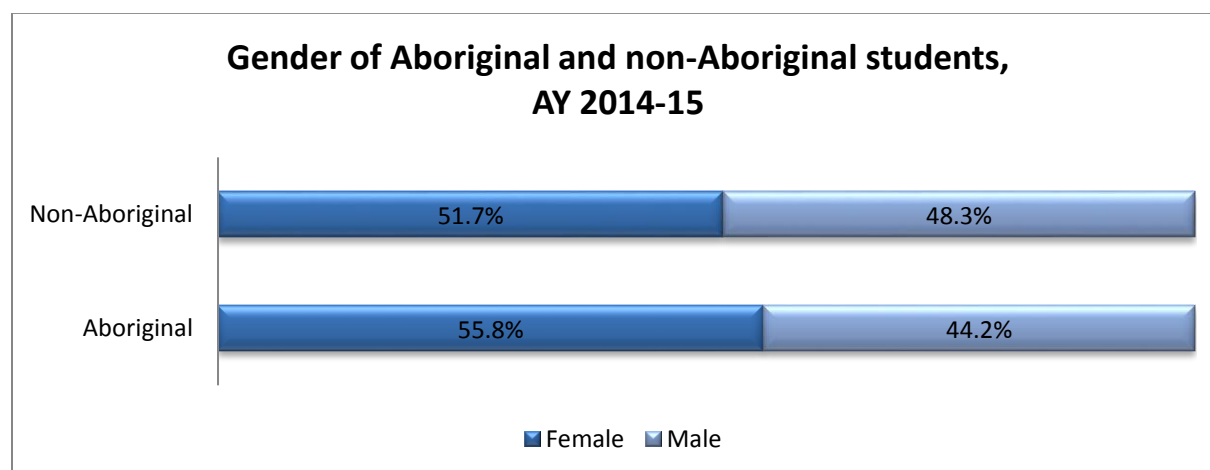
Camosun College, gender of Aboriginal students

Academic Year	Female	Male
2010-11	57.6%	42.4%
2011-12	57.6%	42.4%
2012-13	58.5%	41.5%
2013-14	54.7%	45.3%
2014-15	55.8%	44.2%

Camosun College, gender of non-Aboriginal students

Academic Year	Female	Male
2010-11	53.0%	47.0%
2011-12	53.9%	46.1%
2012-13	54.5%	45.5%
2013-14	52.9%	47.1%
2014-15	51.7%	48.3%

In the academic year 2014-15, the proportion of Aboriginal female students increased, while the proportion of non-Aboriginal female students contracted. The gender split of Aboriginal students continues to be closer to 56% female, while the Non-Aboriginal gender split is nearly 52%.



AGE

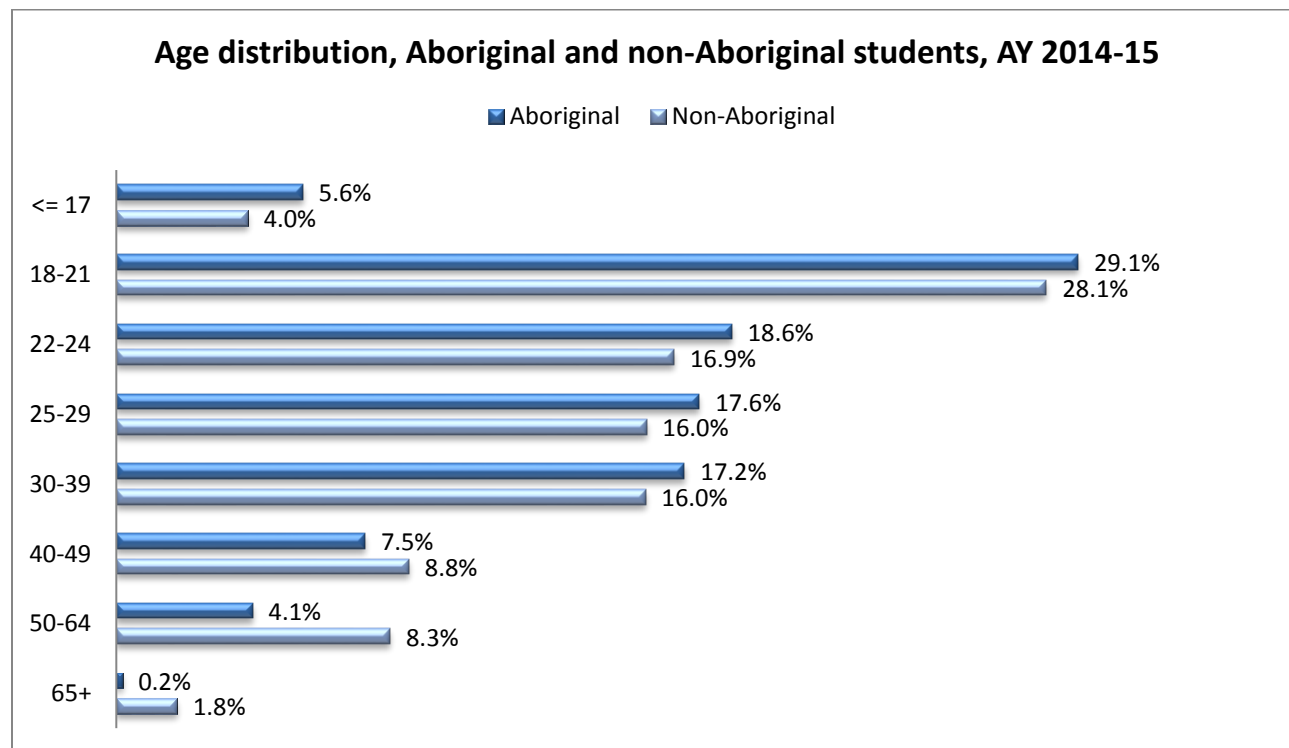
Aboriginal students at Camosun tend to be younger than non-Aboriginal students. As the tables below indicate, in the most recent academic year for which data is available (2014-15), 70.9% of Aboriginal students were under 30, compared to 65.0% of non-Aboriginal students.

Camosun College, age distribution of Aboriginal students

Academic Year	<= 17	18-21	22-24	25-29	30-39	40-49	50-64	65-99
2010-11	2.5%	30.1%	17.9%	21.4%	15.9%	8.1%	4.0%	0.0%
2011-12	4.0%	29.0%	17.3%	19.9%	18.3%	7.6%	3.7%	0.2%
2012-13	3.6%	32.1%	18.2%	17.5%	19.0%	5.8%	3.6%	0.1%
2013-14	5.4%	31.9%	18.3%	17.4%	17.4%	6.8%	2.7%	0.1%
2014-15	5.6%	29.1%	18.6%	17.6%	17.2%	7.5%	4.1%	0.2%

Camosun College, age distribution of non-Aboriginal students

Academic Year	<= 17	18-21	22-24	25-29	30-39	40-49	50-64	65-99
2010-11	2.0%	26.0%	16.7%	16.9%	16.1%	10.8%	10.1%	1.4%
2011-12	2.5%	25.8%	17.0%	16.6%	15.8%	10.3%	10.4%	1.7%
2012-13	2.7%	27.6%	17.2%	16.3%	16.5%	9.9%	8.7%	1.3%
2013-14	3.6%	28.3%	17.1%	16.1%	16.1%	9.0%	8.3%	1.4%
2014-15	4.0%	28.1%	16.9%	16.0%	16.0%	8.8%	8.3%	1.8%



PROGRAM ENROLMENTS

The following tables display a summary of program enrolments as well as detailed program enrolments by credential type for the Academic Years 2010-11 to 2014-15. Please note that many students enrol in multiple programs and the total program enrolments will be greater than the student headcounts as a result.

Summary of Aboriginal Program Enrolments (Academic Year, 2010-11 to 2014-15)

Program	2010-11	2011-12	2012-13	2013-14	2014-15
Arts and Sciences	207	211	217	188	210
Business and Management	93	99	138	139	131
Developmental	349	289	272	332	285
Education	11	10	15	8	9
Engineering and Applied Sciences	49	30	39	36	24
Health	67	61	62	88	85
Human and Social Services	43	50	55	46	65
Personal Improvement and Leisure	14	33	11	25	26
Trades	93	115	112	167	146
Visual and Performing Arts	6	11	6	8	9

Aboriginal Program Enrolments by Credential Type (Academic Year, 2009-10 to 2013-14)

Type of credential and program	2010-11	2011-12	2012-13	2013-14	2014-15
Arts and Sciences Total	207	211	217	188	210
Associate Degree					
Associate of Arts Degree	30	33	50	44	30
Associate of Science Degree	11	4	4	3	8
Certificate					
American Sign Language			1	1	1
Archeological Field Assistant	1			1	
Digital Communication				1	
Leadership Development	2	1	7	7	2
Developmental					
Indigenous Human Services Career Access	12		5	1	1
Diploma					
Applied Communication		1	1		
Arts and Science Studies		11	22	20	17
Indigenous Studies	32	47	36	29	33
No Credential					
Academic General Studies	9	10	4	8	21
Continuing Education	3		1	1	1
University Transfer	109	105	93	79	97
Business and Management Total	93	99	138	139	131
Advanced Diploma					
Human Resource Management	1		3	4	3
Managing for Government	1				
Post Degree Business Administration- Accounting			2	2	2
Post Degree Business Administration- Human Resource Mgmt				2	1
Bachelor's Degree					

Bachelor of Business Administration	9	13	29	47	53
Certificate					
Applied Project Management			1	1	2
Business Access	3	4	1	1	
Business Management	1				
Microsoft Office	10	4	8	5	
Office Administration	4	4	3	1	4
Professional Accounting	3	2	2		
Diploma					
Business Administration	30	37	35	24	8
Business Administration - Indigenous Business Leadership	15	5	15	17	11
Hospitality Management		1	6	7	6
Hotel and Restaurant Management	2	3	1	1	
Office Management		1			1
No Credential					
BC Campus Activity occurring at other institutions	1	1	1		
Continuing Education	25	27	33	24	32
Undeclared-General-Studies-Credit					
Developmental Total	349	289	272	332	285
Certificate					
Trades Skills Foundation (CORE)		17	33	47	18
Developmental					
Better Employment Strategies and Techniques	16	21	7	27	38
College Preparatory	152	95	84	94	99
English Language Development	1				
First Nations College Preparatory					
Foundations Academic Upgrading	148	151	154	191	132
Indigenous College Preparatory	16	11	10	9	14
Resident Care Attendant -ESL					
No Credential					
BC Campus Activity occurring at other institutions	1				
Continuing Education	15	11	17	11	2
Undeclared-General-Studies-Hours					
Education Total	11	10	15	8	9
Certificate					
Employment Training	8	5	9	2	4
Early Childhood Care and Education	1				
Diploma					
Early Learning and Care	3	4	6	5	5
Engineering and Applied Sciences Total	49	30	39	36	24
Certificate					
Arborist Technician - Apprenticeship Training				1	
AutoCAD Graphics				1	1
Civil Engineering Technology Access	3	1		1	
Computer Network Electronics Technician				1	1
Computer Systems Technology	3	2	4	2	1
Electrical Maintainer Technician					
Electrical Technician					
Electronics Engineering Technology Access				1	
Engineering Graphics Technician			1		
Horticulture Technician	2	1	1	3	1
Mechanical Engineering Technology Access	1				2
Microsoft Access Data Management	1		1		
Network and Electronics Technician			1		
Web Design					

Web Foundations	2	1			
Diploma					
Applied Chemistry and Biotechnology			2	1	
Civil Engineering Technology	5	5	3	1	1
Computer Systems Technology	3	2	4	2	1
Electronics & Computer Engineering - Renewable Energy	2	1	2	3	4
Environmental Technology	2	5	3	4	3
Mechanical Engineering Technology	1	4	6	7	6
No Credential					
Civil Engineering Bridge		1	1		
Computer Science Bridge					
Continuing Education	13	1	3	1	
Engineering Transfer (First Year Engineering)				2	1
Electrical and Computer Engineering Bridge			1	1	2
Electrical Engineering Bridge	3	3	1		
Mechanical Engineering Bridge	1	1	1		
Health Total	67	61	62	88	85
Bachelor's Degree					
Baccalaureate of Science in Nursing	27	21	27	34	32
Certificate					
Activity Assistant	1				
Certified Dental Assistant		2	1		
Community Mental Health Worker	2				
Health Care Assistant	6	8	7	19	19
Home Support/Resident Care Attendant					
Hospital Unit Clerk			1		
Indigenous Health Care Assistant					
Medical Lab	1	1		1	
Medical Office Assistant			2	2	6
Medical Radiography				2	4
Practical Nursing	15	8	11	8	4
Practical Nursing Access for Health Care Assistants					
Diploma					
Dental Hygiene	2				1
Practical Nursing		3	10	7	
No Credential					
Continuing Education	10	15	11	18	12
Nursing Access for Practical Nurses		1			
Post-Degree					
Interprofessional Mental Health & Addictions-Post Degree	2	3	1		1
Short Certificate					
Herbal Studies		1			
Human and Social Services Total	43	50	55	46	65
Bachelor's Degree					
Bachelor of Athletic and Exercise Therapy	3	4	5	2	3
Bachelor of Sport and Fitness Leadership			1	7	11
Certificate					
Community Support and Education Assistant	1	3	1		2
Indigenous Family Support	20	18	19	12	19
Legal Office Assistant	3	4		2	2
Local Government Administration					2
Diploma					
Community, Family and Child Studies	7	8	10	8	6
Criminal Justice	4	3	6	7	11
Early Childhood Care and Education	6	2			

Exercise And Wellness	3	5	5	2	5
Golf Management	1	2	1	1	1
Public Administration				1	
Sport Performance			1	1	1
Sport Management		3	6	3	2
Personal Improvement and Leisure Total	14	33	11	25	26
Developmental					
Exercise and Wellness Access	1		1	2	
No Credential					
Audit Studies					
Continuing Education	13	33	10	10	13
Undeclared-General-Studies-Credit				13	13
Trades Total	93	115	112	167	146
Apprenticeship					
Apprentice Training- Automotive Mechanics		3	1	5	1
Apprentice Training- Carpentry	9	9	3	10	21
Apprentice Training- Cooking	1	8	4	6	4
Apprentice Training- Electrician	6	8	5	8	7
Apprentice Training- Gas Fitter					
Apprentice Training- Plumbing	5	5	2	4	3
Apprentice Training- Sheetmetal	4	2	2	1	3
Apprentice Training- Sprinkler Fitter					
Apprentice Training- Steam-Pipefitter					1
Apprentice Training- Welding		1			
Apprenticeship Training - Joinery	1				
Metal Fabricator - Apprenticeship Training				1	1
Professional Cook Foundation - Level 1	6	12	7	4	5
Professional Cook Foundation - Level 2	1	2	3	1	2
Refrigeration/Air Conditioning Mechanic - Apprenticeship	1		1		
Residential Building Maint Worker - Apprenticeship	18	10		2	
Residential Construction Framing Techn - Apprenticeship	2				
Certificate					
Automotive Service Technician Foundation	3	4	2	4	2
Carpentry Foundation	8	2	10	21	18
Culinary Arts 1					
Culinary Arts Foundation - Level 1					
Electrical Foundation	3	10	5	4	9
Fine Furniture		1			
Fine Furniture - Joinery		1			
Heavy Duty Commercial Transport Mechanic Foundation			1		
Nautical Upgrading	1	2		2	1
Plumbing and Pipe Trades Foundation		2		4	5
Plumbing, Refrigeration & Pipe Trades Foundation		2	7	1	
Sheet Metal & Metal Fabrication Foundation			4	5	3
Sheet Metal Technician Foundation					
Trades Skills Foundation (CORE)		17	33	47	18
Weldfitter Module				11	15
Welding C Foundation	3	5	9	5	
Welding Level A	3				
Welding Level B	1	1	1	1	2
Shipbuilding and Repair Foundation					6
No Credential					
Continuing Education	12	5	9	8	11
Undeclared-General-Studies-Hours					
Welding Upgrading	5	4	3	11	8

Visual and Performing Arts Total	6	11	6	8	5
Certificate					
Comics & Graphic Novels				1	1
Music Foundations	1	2			
Diploma					
Jazz Studies		1	2	1	2
Music		1			
Visual Arts	4	4	3	4	1
No Credential					
Continuing Education	13	33	10	10	13

DATA SOURCES AND DEFINITIONS

Information presented in this report is from the BC Central Data Warehouse (CDW), Ministry of Advanced Education, Institution Demographics and Program Level May 2016 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:

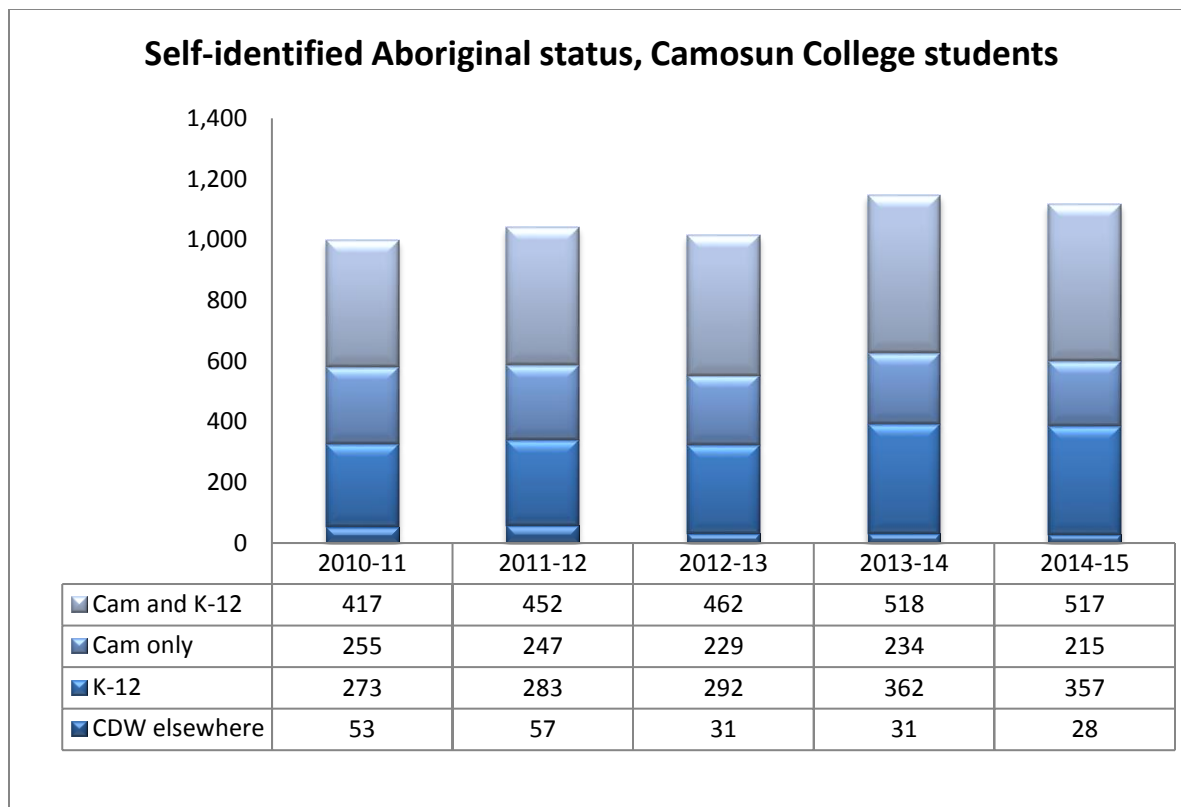
- Self-identified Aboriginal status at Camosun College only
- Self-identified Aboriginal status in K-12 data only
- Self-identified Aboriginal status both at listed post-secondary institution and K-12 data
- Self-identified Aboriginal Status in the CDW in another period and/or at any institution

HEADCOUNTS

Total Aboriginal headcount is the sum of these four identifiers. All other students, including those for whom status is unknown, are assigned to the non-Aboriginal category. The following table and chart indicate how many students are associated with each identifier.

Total Aboriginal students and all students by Academic Year, 2010-11 to 2014-15

Academic Year	Total Aboriginal Students	Total Students
2010-11	998	19,169
2011-12	1,039	18,885
2012-13	1,014	18,065
2013-14	1,145	18,090
2014-15	1,117	18,281



FULL-TIME EQUIVALENTS (FTEs)

The CDW also reports data on Aboriginal FTEs, as noted in the following chart and table.

Total Aboriginal and all FTEs by Academic Year, 2010-11 to 2014-15

Academic Year	Total Aboriginal FTEs	Total FTEs
2010-11	683.75	9411.66
2011-12	694.23	8753.71
2012-13	710.02	9032.28
2013-14	798.40	8918.54
2014-15	725.14	9143.21

