

INSPIRING LIFE-CHANGING LEARNING



INSTITUTIONAL ACCOUNTABILITY
PLAN AND REPORT 2018/19 REPORTING CYCLE



June 30, 2019

The Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
Government of British Columbia

Dear Minister,

Camosun College serves people and communities from all walks of life with a diverse range of affordable, accessible and applied programs including adult upgrading, career, technical, trades, degree and university transfers.

On behalf of Camosun College community, we are pleased to present our annual Institutional Accountability Plan and Report for the 2018/19 reporting cycle and accept responsibility for its contents.

This report was prepared in accordance with the Ministry of Advanced Education, Skills and Training directives and Camosun College's governance structure.

Through our student outcomes, performance measures and stories, we are highlighting just a few of the incredible accomplishments of the college and its community of students, faculty and staff. Our outcomes align with the strategic plan and set performance targets for the future, as well as fulfilling Camosun's commitment to achieving the 2018/19 Mandate Letter priorities.

Camosun College delivers and continues to develop exceptional post-secondary education and training opportunities that support the economic and social needs of people in our region and our province. We know that about 77% of the 900,000 job openings expected over the next decade will need some level of post-secondary education or training. Camosun is uniquely equipped to support the highly-skilled workforce essential to prosperity for everyone in B.C. For almost 50 years, we have been empowering graduates to create, build and maintain a thriving, healthy and inclusive future in British Columbia.

Yours sincerely,



Sherri Bell, President



Ron Rice, Chair, Board of Governors



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SEEKING KNOWLEDGE IN THESE TERRITORIES

Camosun College serves the communities of southern Vancouver Island and the southern Gulf Islands. With deep respect and gratitude, Camosun College acknowledges these are the traditional territories of the Esquimalt, Lkwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and W SÁNEĆ (Pauquachin, Tsartlip, Tsawout, Tseycum) peoples. Camosun learners, instructors, support staff and leadership are all enriched by the friendship and gracious welcome extended by our traditional hosts and by the beauty of the land on which we live, work and learn.



CAMOSUN: WHERE DIFFERENT WATERS MEET AND ARE TRANSFORMED

From accounting to athletic therapy, carpentry to criminal justice, early childhood learning to engineering technology—Camosun College delivers relevant and applied education that is transforming lives to build a better world.

Located in Victoria, British Columbia, Camosun's two main campuses, Lansdowne and Interurban, together with our five satellite partnership centres, serve more than 19,000 learners in certificate, diploma, bachelor degree, post-degree and continuing education programs every year, including 1,200 Indigenous students and over 2,100 international students from over 80 countries.

Almost 50 years ago, the college welcomed its first students in 1971 and adopted the name "Camosun," a local Lkwungen (Songhees) name meaning "where different waters meet and are transformed." Today, Camosun delivers more than 160 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're immensely proud of our students, faculty and staff, and the fact that we provide one of B.C.'s best learning experiences.

And, our impact as a college 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 1,200 employees and an annual budget of \$132 million, Camosun generates close to \$1 billion in economic impact in our province every year.

THE COLLEGE



Founded in **1971** **19,000+** learners each year

160+ programs **2** campuses

1,200 Indigenous students of First Nations, Métis and Inuit ancestry

5 community partner learning sites, including Camosun Coastal Centre

2,100+ international students from over **80** countries

79% of students come from Vancouver Island

85% of employed graduates stay in the region to live and work

2,000 approximately Camosun students move on to other B.C. post-secondary institutions

92% of former Camosun students are either employed or pursuing further studies

approximately **15%** of Camosun students transfer from other B.C. post-secondary institutions

90% of recent grads, averaged across the 2018 Student Outcomes Surveys, said they were satisfied or very satisfied with their education at Camosun College

51% of Camosun students are within 5 years of high school graduation

93% of students who go on to further studies say they were well prepared by Camosun

STRATEGIC PLAN OVERVIEW

“Our strategic direction prioritizes applied education, innovation, educational and community partnerships, diversity and cultural understanding – all supporting an extraordinary student experience.”

**SHERRI BELL
PRESIDENT**



Camosun College’s Strategic Plan (2016-2021) is our mandate to continue to enhance truly life-changing learning opportunities for our students. The plan provides a valuable road map that reflects the language, the values and the thinking of our college community about where we want to go as an institution and why.

Enhancing engagement with students and community, delving into creative and innovative approaches to teaching and learning, working toward sustainable practices within our environment and society, and fostering amazing student experiences—these are the goals and values that define our strategic direction.

OUR VISION

**Inspiring
life-changing
learning**

OUR MISSION

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

OUR VALUES

- Life-long learning
- Positive and supportive student experiences
- An inclusive community
- An environment of respect and safety for all
- Our relationships with one another
- Indigenization



“I’m so excited because this is what we need to grow and continue to build on our commitment to improving the health and well-being of the people in the south island region. It also supports our renewed focus on interdisciplinary, Indigenous, and holistic education and practice for students, employees and community members together.”

CYNTHIA SMITH
DEAN OF HEALTH AND HUMAN SERVICES

NEW ALEX AND JO CAMPBELL CENTRE FOR HEALTH AND WELLNESS PREPARES TO OPEN ITS DOORS

The new, flexible, and adaptable Alex & Jo Campbell Centre for Health and Wellness at Camosun’s Interurban campus promises 21st century learning for healthcare professionals, and will feature modern classrooms designed to foster active learning, hands-on labs, simulation environments, collaboration spaces, and a teaching clinic, providing service to the public. It will bring together the majority of Camosun’s health and human services programming—which now occurs in multiple buildings at Lansdowne campus—and allow for a greater interdisciplinary approach to teaching and learning.

The new centre will help meet the goals of the Ministry of Health’s Service Plan, and its interdisciplinary approach is aligned with the goals of Island Health. The building

will adhere to and integrate all provincially mandated construction requirements as represented in the various provincial directives, legislation, and current thinking regarding sustainability.

In January 2017, the Province of B.C. and the Government of Canada, through its Post-Secondary Strategic Development Fund, announced funding towards the Alex & Jo Campbell Centre for Health and Wellness. The Camosun College Foundation is raising \$5 million from community and industry donors toward the project, with substantial progress already made to reaching that goal through their “Together for Health Campaign.” The new centre, soon to serve as a regional hub for healthcare education and innovation, will open its doors to students, faculty and staff in fall 2019.

KEY ACCOMPLISHMENTS OF 2018/19

REFRESHED SUSTAINABILITY PLAN HIGHLIGHTS CAMOSUN'S LEADERSHIP ON THE ENVIRONMENT

Sustainability for the environment and society is a corner post of Camosun's strategic plan with the goal of providing leadership and support on key social, environmental and economic issues impacting the college and the community we serve. This past year, Camosun launched its refreshed Sustainability Plan (2018 – 2022). A key part of the plan's development was engaging students in a meaningful way, as change agents, decision-makers, and influencers. And on October 3, 2018, the college community led the way by hosting a farmer's market at Lansdowne campus. With stands offering fresh local farm produce and booths set up for cooking demonstrations and information about sustainability, Camosun's Lansdowne campus courtyard transformed into an interactive autumn farmer's market featuring vendors selling fresh produce from around the region.



CAMPUS MASTER PLANNING & RENEWAL UPDATE

Campus master planning refers to the broader, longer-term questions about Camosun's evolution as a leading regional and national post-secondary institution. What are some of the things we can do over the next 20-25 years that would help Camosun College continue to be one of Canada's best learning experiences? What do students need to collaborate and learn? What are the most important aspects we should be considering about our facilities as we plan for a campus renewal? What are some of the things we should see or do less of when it comes to how we use our campus spaces? The campus master plan represents an exciting opportunity to envision a student-centred college of the future. As the new centre for health and wellness prepares to open its doors at Interurban, we know that the transition of over 1,500 health and human services students, staff and faculty to the new facility will have a significant impact on both campuses and we are working diligently and collaboratively to minimise impacts and maximise opportunities.

NEW EQUITY, DIVERSITY AND INCLUSION POLICY

Sharing our stories about our cultures, our communities, our connections with one another sets the context for identifying our values as an organization around equity, diversity, and inclusion. Camosun recently completed an Equity, Diversity and Inclusion Policy to remove barriers and create space for students and employees to embrace their identities and participate fully in our community. The annual Conversations Day, which brings the Camosun community together for an interactive day of learning, was held on February 16, 2019 and highlighted the important work of the college on equity, diversity and inclusion. Everyone was encouraged to share their perspectives on what those concepts meant to them personally and for the college as a whole. The new policy encompasses our recent learnings, experiences and collective efforts in supporting indigenization and internationalization and supports our efforts around our values, priorities and strategic goals as a college, as well as helping us align with current legislation and B.C. government priorities.

POLICES FOR SAFE, HEALTHY CAMPUSES

Camosun is committed to creating and maintaining a safe, healthy learning and working environment for all students and employees. In May 2017, the college launched its Sexual Violence and Misconduct policy and procedures, and created a Student Support Office to assist students in need. Camosun's Student Support Manager, working in consultation with campus partners, is responsible for coordinating prevention, intervention and support efforts in response to students at-risk regarding non-academic issues, including students with complex social and emotional needs, students impacted by sexual violence or misconduct, and students with mental health needs

CAMOSUN LEADS WITH ADULT BASIC EDUCATION & TUITION WAIVER PROGRAM FOR FORMER YOUTH IN CARE

On August 8, 2017, B.C. Premier John Horgan announced free tuition for Adult Basic Education (ABE) and English Language Learning (ELL) courses and programs throughout the province at Camosun's Lansdowne campus on August 8, 2017. The initiative is opening the door for tens of thousands of people in B.C. to upgrade their basic education and skills every year. Camosun currently serves over 1,000 students per year taking ABE and English Language Development courses across both the Lansdowne and Interurban campuses. On September 1, 2017, Premier Horgan launched the Provincial Tuition Waiver Program for eligible students who are former youth in care at all 25 public post-secondary institutions. Camosun College has 90 students benefiting from the tuition-waiver program, the second highest number among all post-secondary institutions in the province. Thanks to a return to tuition free ABE and ESL, Camosun is working to return to the levels of demand experienced prior to the application of tuition for these programs. In each case, we have seen increases of greater than 5% for each of the program areas, and we continue to add additional capacity in response to the growth. Most of these students continue on to post-secondary studies and affirm the importance of Access education within post-secondary education.

KEY ACCOMPLISHMENTS OF 2018/19



NEW CAREER LAB OPENS AT INTERURBAN

Camosun's future-focussed Career Lab opened its doors in November 2018 at the former Enterprise Point office complex at Interurban. The newly reconfigured and renovated space features sleek lines, comfortable modular workspaces and natural light, which combine to make the new space more welcoming and accessible for all things career, co-op and applied learning related at the college. The new flexible configuration allows Co-op and Career Services to offer more innovative services and approaches, including on-site interviews with partner employers and sophisticated preparation and career planning for students. The space is designed to be flexible so it can be used for multiple purposes and configured based on needs and opportunities.

CAMOSUN MOVES UP THE RANKINGS IN CANADA'S TOP 50 RESEARCH COLLEGES

With successes in applied research and innovation fuelling the college's strategic rise, Camosun has substantially increased its ranking among Canada's Top 50 research colleges, leapfrogging from 41st to 26th place in only one year. Camosun College scored well in a number of competitive areas, ranking 3rd for research growth and 4th for research intensity, both firmly within the top ten for Canada. This kind of advancement is garnering national attention and the respect of industry peers and represents the role of Camosun Innovates and the college's Technology Access Centre which have come into their own as a nexus for creative inquiry and practical innovation in Western Canada.

NEW BRAND FRAMEWORK POSITIONS CAMOSUN AS THE HEAD OF THE CLASS

The world changes fast. Change faster. These words resonate because we all know them to be true – we can see and feel the change around us, every day, right here and all around the world. At Camosun, we support students to achieve success at all stages of their personal educational journey including after graduation. At the start of 2019, Camosun's Communications and Marketing department launched the college's bold new multi-year marketing campaign that highlights aspirational change, and focusses on supporting students to formulate their direction and approach to get ahead in a rapidly-evolving world.

CAMOSUN’S INTERDISCIPLINARY DAY OF LEARNING HIGHLIGHTS COLLABORATION AMONG HEALTHCARE STUDENTS AND PROFESSIONALS

On March 3, 2019, Camosun’s annual Interdisciplinary Day of Learning was held in the Gibson Auditorium at Lansdowne campus and focussed on the regional overdose crisis. It was the third iteration of an annual learning symposium which brings together students from diverse disciplines to discuss topical social issues. These events bring students together with plenaries and small group work to discuss the complexities of the topic from different disciplines that utilizes best practices and theory right through to solving or action. Events in the previous two years focussed on homelessness and reconciliation, representing pressing issues that resonate with the broader community. Storytelling is a key component, and panellists at this year’s event described their personal experiences with substance abuse, the severity of the public health crisis and the importance of personal stories in fostering understanding and empathy. In spring 2019, Camosun also partnered with Black Press to support the publication of an Overdose Publication Guide to ensure that the public has access to accurate and timely information to effectively tackle the drugs and addictions crisis facing our region.

CAMOSUN CAREER FAIR BREAKS ATTENDANCE RECORD; EMPLOYERS HIRE STUDENTS ON THE SPOT

Over 1,500 people attended Camosun’s 2019 trades career fair at Interurban campus, breaking the attendance record of around 1,200 from last year. The event at the Centre for Trades Education and Innovation at Interurban campus. The 28 exhibitors included federal and provincial government departments and ministries, crown agencies, and many local businesses in the construction, technology and trades sectors. Camosun’s success comes on the heels of the college’s “O Canada” career fair in fall 2018, which featured eight different departments from across the federal government, from Industry Canada to the Coast Guard, which is the model that the government is recommending for other post secondary institutions to follow.

CAMOSUN LAUNCHES FIRST STUDENT-RUN FOOD TRUCK IN WESTERN CANADA

The college’s new food truck—Camosun Cuisine Machine—was officially launched in November 2018. The Camosun Food Truck is a collaborative project between Professional Cook Training students and other programs across the college including Automotive and Metal Trades, Electrical, Fine Furniture, Pipe Trades, Comic and Graphic Novels, and the School of Business. It is operated by Profession Cook 1 apprentices under supervision from the Culinary Arts instructional team as part of the Industry Training Authority curriculum. The truck will rotate between Interurban and Lansdowne campuses as well as in the community including at local high schools. The colourful student artwork, which wraps the entirety of the truck, is distinctive and exciting, highlighting various aspects of the Camosun student experience. It is guaranteed to turn heads as the truck travels to community events around town.



EDUCATION – KEY HIGHLIGHTS

CAMOSUN HOSTS CICAN NATIONAL CONFERENCE

On May 4, 2018, leaders in post-secondary education from across Canada and around the world gathered at the Victoria Conference Centre for the 2018 edition of the annual Colleges and Institutes Canada's (CICan) conference. Hosted by Camosun, the conference theme was Na'tsa'maht—a Coast Salish phrase meaning “working together as one.” This annual event, one of the largest in the Canadian post-secondary sector, gathers roughly 900 delegates from institutions and partner organizations across the country, as well as international partners from over 20 different countries, to network and learn from one another on a range of topics. Over 70 panels and workshops took place over the three-day event, focused on five streams: leadership and governance; student experience; applied research, entrepreneurship and innovation; the future of skills; and international.



NEW HEALTH CARE ASSISTANT PROGRAMS

Camosun College received one time funding from the Ministry of Advanced Education, Skills and Training for three Health and Human Service programs that will commence or have commenced in 2019/20. Two of these programs are intended to increase the number of both Indigenous health care and early childhood practitioners in community. Due to the increased number of childcare spaces and the subsequent demand for qualified early education practitioners in B.C., funding was received for an additional Early Learning and Care Program for 16 students of Indigenous ancestry which is being offered in community at the Saanich Adult Education Centre. In addition, a part-time flexible Early Learning and Care Program which will allow 16 students to learn while working, commenced in July 2019. Due to the demand for health care workers in residential care in B.C. an additional Health Care Assistant Program for 32 students of Indigenous Ancestry will commence in community at the Saanich Adult Education Centre in January, 2020.

LAUNCH OF ENGINEERING GRAPHICS TECHNICIAN AND PREPARATION FOR DELIVERY OF INTERACTIVE MEDIA DEVELOPER CERTIFICATE AND DIPLOMA PROGRAMS

Thanks to new funded technology seats from the Ministry of Advanced Education, Skills and Training, Camosun has completed an intake of Engineering Graphics Technician Certificate and is now ready to deliver the Diploma and Certificate in Interactive Media Developer. Both programs provide for much needed capacity in support of the Technology sector. Program Advisories were struck in each case to connect with local technology sectors, and it is anticipated that both program's graduates will be met with high demand.



CAMOSUN HONOURS SONGHEES WITH BOARD OF GOVERNOR'S AWARD FOR INNOVATION AND COMMUNITY PARTNERSHIP

On April 4, 2019, the Board of Governors of Camosun College presented the Songhees Nation with the 2019 Award for Innovation and Community Partnership at a special ceremony. The essence of the award is to acknowledge individuals or partners who approach projects, initiatives, relationships, work or service in new and innovative ways. The Songhees Nation has led on a broad range of educational, entrepreneurial and community initiatives and the partnership between Camosun College and Songhees is long-term, special and multi-faceted. At the ceremony, there was a performance by the Lkwungen dancers and Camosun students from Hospitality Management and Culinary Arts assisted with event organization and logistics.

INDIGENOUS EDUCATION AT CAMOSUN

- 1,200 Indigenous students of First Nations, Métis and Inuit ancestry
- 398 Camosun employees have completed the Understanding Indigenous Peoples course
- Community partners: Saanich Adult education Centre, Songhees Employment Learning Centre, Victoria Native Friendship Centre

CAMOSUN STUDENTS FUNDRAISE FOR SONGHEES PARTNERSHIP

On March 29, 2019, Camosun students in Culinary Arts, Anthropology and Hospitality Management hosted the second annual Cooking for Reconciliation dinner at the Songhees Wellness Centre. The inaugural event, "Food Sovereignty and Reconciliation" celebrated Indigenous cuisine and culture. Guests enjoyed a multi-course meal at themed tables representing different aspects of nature (land, sea and beach) and their connection to local food systems. Students organised all aspects of event logistics. The delicious food served included salmon, clams, venison and other local specialties, many of which were foraged locally using sustainable practices. The dinner was extremely popular with all tickets selling out quickly, and the money raised helps support Songhees students in an exciting new interdisciplinary Camosun program in partnership with Songhees Nation. Thanks to provincial government funding, this innovative joint program between Hospitality Management and Culinary Arts and the Songhees Nation is graduating a cohort of students completing this program delivered at the Songhees Nation. Students will graduate ready to work in both sectors, and it is a program identified by the Songhees Nation as a high priority.

28 YEARS OF INDIGENOUS EDUCATION

CAMOSUN EXCHANGE WITH NEW ZEALAND MAORI

The themes of shared values, meaningful connections, positive relationships and applied learning were woven throughout the two-week trip to Victoria in September 2018 that Camosun Indigenous Education Chair Todd Ormiston facilitated for five Maori visitors—two students and three administrators—from Ara Institute in Canterbury, New Zealand. The exchange was made possible because both institutions have prioritized promoting Indigenous education in recent years.



CAMOSUN'S DAWN SMITH IS THE FIRST TO DEFEND DOCTORAL DISSERTATION IN TRADITIONAL TERRITORY

"What I like best about Camosun College, is that we practice what we preach," says Dawn Smith, Camosun's Indigenization and Sustainability Strategist, who in 2018, became the first person in the Faculty of Education at the University of British Columbia to defend her thesis in her traditional Nuu-chah-nulth territory near Port Alberni. Smith, an EdD graduate in UBC's Educational Policy and Leadership program, focussed her doctoral thesis on the "epistemological collisions" in the classroom experienced by Indigenous educators teaching Indigenous topics to mostly non-Indigenous learners. The unique doctoral defence "on the land" opened with a special prayer to ancestors to bear witness, while Smith was surrounded by supportive family, friends and Camosun colleagues.

INDIGENOUS STUDENTS GAIN MEANINGFUL EMPLOYMENT THROUGH MARINE INDUSTRY PARTNERSHIPS

In September 2018, Camosun College's Coastal Centre reported that all 16 students recently enrolled in a collaborative marine industry program received employment immediately upon graduation. The Ship Repair Entry Level Training (SRELT) program was delivered as part of a four-year Aboriginal Marine Training and Employment Program (AMTEP) between the Coast Salish Employment and Training Society (CSETS), the Aboriginal Community Career Employment Services Society (ACCESS) and BladeRunners. The goal of the SRELT program is to provide Indigenous people with certified training leading directly into employment in the marine industry. Following the intake of students from last year's cohort, the demand from industry for trained shipyard employees was so high that the decision was made to run the course again this summer.

28 YEARS OF INDIGENOUS EDUCATION

PROGRESS ON TRUTH AND RECONCILIATION RECOMMENDATIONS AND INDIGENIZATION

In 2015, Camosun initiated a task force and steering committee to develop an Indigenization and Reconciliation project charter that embeds the Truth and Reconciliation (TRC) Calls to Action into our college-wide Indigenization Plan. The project charter speaks to our commitment to Indigenization and reconciliation, what our vision is, how our Indigenization Plan and our TRC response are linked, and our guiding principles for the project. Camosun has currently completed 13 out of 39 TRC recommendations

developed for and by the college community to action over the next few years. The remainder have the foundation work completed with ongoing work needed, or are in progress. These recommendations include: integrating Indigenous teaching and pedagogy into non-Indigenous programs; supporting faculty to Indigenize teaching and learning experiences; exploring new pathways between Indigenous and non-Indigenous programs; Indigenizing hiring practices; expanding employee cultural training; piloting cultural camps for employees; and more. We have also made educating the college community about the UN Declaration of the Rights of Indigenous Peoples a top institutional priority.



STUDENT EXPERIENCE – KEY HIGHLIGHTS

From registration to graduation, Camosun’s Student Experience division fosters student success that extends beyond the classroom and integrates the entire campus community. By stewarding a comprehensive range of supports including Co-op and applied education, academic advising, library and learning services, counselling services and more, we enrich student learning and contribute to an exceptional overall educational experience. The result is a student experience that reflects and encompasses the entire educational journey, and that inspires enduring student success for healthy communities, a robust economy and engaged citizens.

CAMOSUN STUDENT EXPERIENCE SURVEY 2018

In fall 2018, Camosun asked students about their college experiences through their second annual Student Experience Survey. We wanted to know: why they chose Camosun; what did they think about the college; what services did they use; what technologies were they using in class; and how could we better serve them?



TOP 5 REASONS STUDENTS CHOSE CAMOSUN:

- 1 The types of Programs or Courses offered
- 2 Cost of Tuition (relative to other institutions)
- 3 Geographical location
- 4 Future job prospects
- 5 Opportunities for real world, hands-on learning

Over 2,300 current students shared their thoughts on the survey. Here’s what they had to say:

- 87% of students were satisfied or very satisfied with their overall educational experience;
- 85% of students say that interactions with Camosun staff and faculty have been supportive and positive; and
- 84% of students say that Camosun offers them the resources and services they need to succeed academically.

CHARGERS CELEBRATE 25TH ANNIVERSARY

On February 15 and 16, 2018, the Camosun Chargers invited one and all to celebrate their 25th Anniversary during their final home games of the season at the Pacific Institute for Sport Excellence. The first 100 fans received a free towel and t-shirt giveaways and a special cake helped to create a festive atmosphere. To cap off the celebrations, the Camosun College Alumni Association hosted a special reception for Chargers Alumni to look back at the past quarter century of sporting success and excellence at Camosun.

STUDENT EXPERIENCE – KEY HIGHLIGHTS

CAMOSUN ANTHROPOLOGY CLASS STAGES MOCK EGYPTIAN FUNERAL AT ROYAL BC MUSEUM

On November 24, 2018, drawing inspiration from the elaborate funerary rituals of ancient Egypt, students in instructor Nicole Kilburn’s Anthropology of Death class hosted a mock Egyptian funeral at the Egypt: Time of the Pharaohs exhibition at the Royal BC Museum. “Death is something that the ancient Egyptians thought a lot about,” notes Kilburn. “Having a very clear directive about the afterlife and the responsibilities of people to their families with respect to the afterlife, meant that it provided guidance in terms of mourning and grief.” The special event, Pathway to the Afterlife was family-friendly and interactive with the public invited to attend and entry was free with the price of museum admission. Hundreds of people showed up to bear witness to the spectacle, and after the formal portion, Kilburn’s students and museum staff led a facilitated discussion about the ethics of displaying death in museums with the public joining in and asking questions.



WELCOME WEEKS AT BOTH CAMPUSES

From September 4 – 6, 2018 the Camosun College family rolled out the red carpet to welcome new and returning students to our campuses. Volunteers and staff were out in full-force answering questions, providing directions, and handing out swag, snacks and information to support students during the first days of the fall term at Camosun. As well, the Camosun College Students Society (CCSS) welcomed back students, faculty, and staff at the annual CamFest; this two day festival-style party took place on September 4 at Lansdowne and continued at Interurban on September 6. Free lunch was served including hot dogs and refreshments from food trucks. To round out the fun there was live entertainment and interactive games.

SHOWING OUR PRIDE WITH STUDENT SOCIETY

During Victoria Pride Week 2018, Camosun students, faculty and staff participated in the annual pride parade and supported the work of the Student Society on a number of initiatives at both campuses. Pride is a time to celebrate and one aspect of our college celebration was to encourage people to read books with LGBTQ themes and stories. Both campus libraries offered displays during Pride week and promoted an online reading list. Camosun’s commitments to Pride Week are just some of the many ongoing initiatives related to our college-wide values of equity, diversity and inclusion. The college strives to ensure a learning environment that is respectful and inclusive for all students, faculty and staff.

PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS



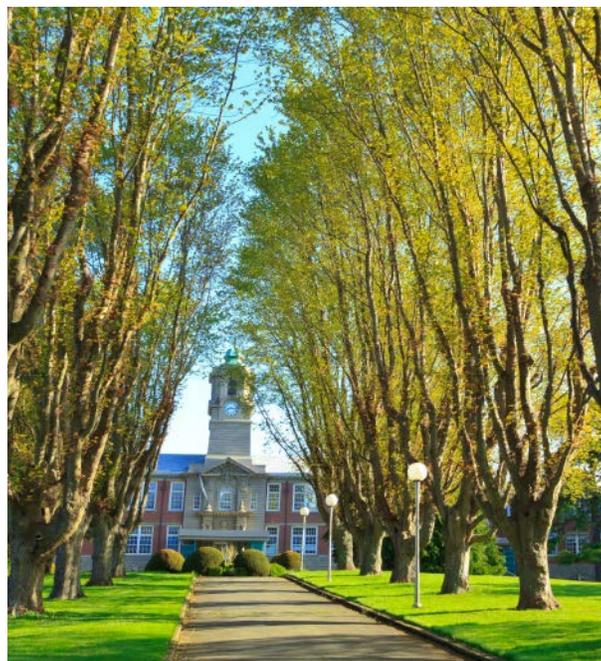
CAMOSUN INTERNATIONAL: BRINGING WORLDS TOGETHER

International education has long been recognized as providing links that reflect global opportunity and understanding. With a headcount of over 2,100 International students enrolled (representing over 1,600 Full-Time Equivalents), four short-term partnership independent study programs, four field schools, 17 exchange opportunities, 18 work/volunteer abroad opportunities and several global agreements, Camosun International creates a college community that knows no borders.

CAMOSUN'S PARTNERSHIP WITH KENYA COAST NATIONAL POLYTECHNIC PROMOTES CUTTING EDGE CURRICULUM AND HANDS-ON LEARNING

In 2017, Camosun was chosen from a shortlist of Canadian institutions to lead an important component of a multi-year partnership between Canada and Kenya focussed on strengthening and supporting technical and vocational education and training (TVET). Camosun's successful bid as a Canadian institutional partner with KCNP is part of Colleges and Institutes Canada (CICan)'s Kenya Education for Employment Program (KEFEP) with funding provided by Global Affairs Canada for a three and half year contract to work on electrical and hospitality education streams with KCNP.

In April 2018, Camosun welcomed the Kenyan delegation to Victoria and their visit represents the evolving partnership between two coastal institutions, separated by geography, but with a shared commitment to enhancing educational opportunities through applied learning as well as trades, technical and vocational training to meet the needs of industry partners. The partnership signifies the Kenyan Government's committee to enhancing educational outcomes throughout the country and developing the next generation of workers to fill skills gaps in a number of key industries.



PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS



CELEBRATING DIVERSITY AND CROSS-CULTURAL LEARNING

Throughout the year, Camosun hosts a number of events that showcase the vibrancy and diversity of campus culture. Highlights over the past year include the annual Student Talent Showcase by Camosun International, Korean Cultural Festival and Diwali – the Indian festival of lights. On March 23, 2018, Camosun’s annual cultural showcase featured a night of performances from international and local students at the college and members of the community. The Cultural Showcase aimed to promote tolerance and acceptance of other cultures through creativity and performance. On September 12, 2018, Korean culture was on display at Lansdowne with samples of great-tasting Korean foods and attendees learning about Korean art, clothing, and playing traditional games. Diwali was celebrated on November 7, 2018 with festive lights, sharing of sweets, music, dances and the vibrancy and diversity of Indian culture on full display.

CONSTRUCTION LEADERSHIP AWARDS COME TO CAMOSUN

In April 2018, B.C.’s builders enjoyed a month in the spotlight as the province rallied to show support and appreciation for the 225,000 skilled tradespeople throughout B.C., with an official “Construction Month” proclamation. As part of the local activities, Camosun honoured Cori Coutts, Knappett Projects Inc, with a Construction Leadership Award for her leadership in the sector and outstanding support of Camosun’s Construction Programs. Cori Coutts and Knappett Projects Inc have provided workplace practicums, interviews and guidance for Camosun’s foundation students, apprentices and our Multi-Industry Skills training programs.

PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS

CAMOSUN COLLEGE AND NOVA SCOTIA COMMUNITY COLLEGE PARTNER FOR MARINE EDUCATION

In June 2018, Camosun College and Nova Scotia Community College (NSCC) signed an MOU agreeing to work together to create training opportunities in the marine sector and other areas of mutual interest. The three-year agreement includes marine and oceans academic education, industry training, and research collaborations. The two colleges will work together on potential workforce development opportunities that support provincial and national marine and oceans interests, including sharing of curriculum, student learning experiences, faculty exchanges, new program development, and customized training for public/private partners. Applied research collaborations are central to the partnership, and both colleges will work together on information exchanges, staff visits, and student work placements. International educational opportunities, such as technical projects and exchanges, are also key components of the agreement.



CAMOSUN INTRODUCES THE WESTON FAMILY SCHOLARSHIP IN THE SKILLED TRADES

Camosun College, with the support of The W. Garfield Weston Foundation, has implemented a new multi-year Weston Family Scholarship in the Skilled Trades program. This program was developed to help students achieve their education goals and begin a fulfilling career in the skilled trades by championing excellence and removing barriers. Over the next three years, this program will provide opportunities to grow awareness of diverse career opportunities for 80 students with sponsorships and wrap-around supports. Weston Family Scholars will be provided with unique mentoring and networking opportunities at Camosun College. The W. Garfield Weston Foundation recognizes that students succeed when they receive individualized, wrap-around support, not just financial. Successful applicants may receive the following supports while in training: educational costs, living supports, assistance with tooling and personal protective equipment, technical certifications and skills required for employment, mentorship opportunities, among other supports.

ENGAGED COMMUNITIES

Supporting students, faculty and staff in engaged communities is another core component of our strategic plan. Applied learning opportunities, community events, charity campaigns, service learning projects – these are just a few examples of the positive impacts and connections Camosun makes in our community.



UNITED FOR OUR COMMUNITY

Camosun is a long-time, dedicated supporter of the United Way of Greater Victoria, working together to improve lives and build healthy communities in our region. In 2018, Camosun staff, faculty and students collectively raised over \$73,000 for the United Way’s annual campaign, with 133 employees participating in payroll giving. Showing our local love through our creativity, participation and contributions, the Camosun team was nominated in three prestigious categories at the United Way’s Spirit Awards, taking home the award for Outstanding Workplace Campaign. Camosun is one of 11 Greater Victoria workplaces to have cumulatively raised over \$1 million for the United Way, raising over \$1.4 million over the past 25 years.

CHARGERS MAKE SOME NOISE FOR MENTAL HEALTH

The Camosun College Athletics department invited students, staff and fans to attend their Chargers basketball games on Friday, February 1, 2019, to cheer on the teams and make a whole lot of noise in the nation-wide campaign to break the stigma surrounding mental health. Now in its third year at Camosun, the Chargers’ Make Some Noise for Mental Health campaign is part of a long-term outreach initiative across the Canadian Collegiate Athletics Association (CCAA), espousing three primary goals: to reduce/eliminate the stigmas related to mental health, wellness and mental illness; to create awareness about local mental health resources on campus and the surrounding community; and to encourage empathy and understanding through open-minded conversations about mental health.



PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS



FINE FURNITURE: 30TH ANNIVERSARY EXHIBITION

The exhibition entitled: “Making It: A 30 Year Retrospective Celebration of Camosun College’s Fine Furniture Program” ran from July 14 to September 22, 2018 at University of Victoria’s Legacy Art Gallery on Yates Street to celebrate three decades of Camosun’s award-winning fine furniture program. The exhibit was jointly developed by Ken Guenter and Cam Russell, two long-time program leaders and instructors, now both retired. The exhibit showcased 33 graduates representing the three decade span of the program with a dynamic display of a variety of new furniture designs and styles. The fine furniture program teaches foundational joinery trades skills to up to 18 students each year. To date, over 500 students have graduated from the program and they have helped to develop a thriving local and regional furniture-making industry.

CAMOSUN PARTNERS WITH MUSTARD SEED TO COOK HEALTHY MEALS, REDUCE FOOD WASTE

The Culinary Arts production kitchen at Camosun Interurban was buzzing with activity during summer 2018 as college and community volunteers cooked together to provide fresh and healthy meals for The Mustard Seed and Food Share Network members with the aim of reducing food waste. Each year, at The Mustard Seed’s Food Security Distribution Center nearly 85,000 lbs of perishable food goes into the waste streams. The Mustard Seed is working hard to change that and has partnered with HeroWork to build a commercial processing kitchen at their Viewfield Road facility in Esquimalt, which opened last summer with the ability to process 40,000 lbs per year. While the new facility was under construction, Camosun Culinary Arts department stepped in to help during the transition.

SOUTH ISLAND PROSPERITY PARTNERSHIP: CAMOSUN COLLEGE COLLABORATES TO IMPROVE TRANSPORTATION FOR FIRST NATIONS ON SOUTHERN VANCOUVER ISLAND

The South Island Prosperity Partnership (SIPP) has teamed up with Camosun College to create and deliver new transportation options for First Nations communities on Southern Vancouver Island. In February 2019, representatives from SIPP and Camosun College gathered at the Songhees Wellness Centre to sign a Memorandum of Understanding. The MOU outlines how SIPP and Camosun College will develop a business case to enable better transportation opportunities, including increased accessibility to post-secondary institutions in the region, First Nations-run education centres, and other such destinations.

LABOUR MARKET DEMAND AND SKILLS FOR JOBS



LABOUR MARKET PROJECTIONS

Camosun fills a valuable niche in the post-secondary environment, delivering quality learning with practical outcomes: career options, transferrable skills, and transition paths to further post-secondary education. The college is well-positioned to support the workforce needs of the economy, delivering over 2,232 FTEs annually through pre-foundation, foundation and apprenticeship programming for skilled trades occupations. Camosun continues to direct resources to ensure all sectors have access to well-prepared college graduates who can seize emerging opportunities. The Provincial Government's Labour Market Outlook: 2018 Edition indicates that 77% of 903,000 job openings over the next decade will require some post-secondary education and training .

SELECT OCCUPATIONS THAT REQUIRE POST-SECONDARY TRAINING, PROVINCIAL LABOUR MARKET OUTLOOK

Top opportunity occupations that require post-secondary training	How Camosun responds with direct or transferable programs
Retail and wholesale trade managers	Business Administration; University Transfer and Associate of Arts Degree
Administrative officers	Diploma and Bachelor's Degree in Business Administration
Administrative assistants	Certificate in Office Administration
Financial auditors and accountants	Diploma and Bachelor's Degree in Business Administration, Accounting major
Social and community service workers	Diploma in Community, Family & Child Studies
Accounting technicians and bookkeepers	Diploma and Bachelor's Degree in Business Administration, Accounting major
Cooks	Certificate in Professional Cooking Foundations; Apprenticeship leading to Red Seal
Carpenters	Certificate in Carpentry Foundations; Carpentry Apprenticeship leading to Red Seal
Information systems analysts and consultants	Certificate or Diploma in Computer Systems Technology
Early childhood educators and assistants	Diploma in Early Learning and Care
Computer programmers and interactive media developers	Certificate or Diploma in Computer Systems Technology
Restaurant and food service managers	Diploma in Hospitality Management; Professional Cook Foundation and Apprenticeship
Insurance, real estate and financial brokerage managers	Diploma and Bachelor's Degree in Business Administration
Construction managers	Diploma and Bachelor's Degree in Business Administration and Red Seal Trades credential
Priority health professions	Camosun programs which support B.C.'s Health Care priorities
Nurse: licensed, registered, specialty, and nurse practitioner	Nursing BSN, LPN diploma
Physiotherapist and Occupational Therapist	University Transfer towards a degree; Bachelor of Athletic & Exercise Therapy
Medical Laboratory Technologist	Medical Laboratory Assistant certificate
Nurse aides, orderlies and patient service associates	Health Care Assistant certificate

PROFILE OF CAMOSUN'S STUDENTS

INCREASE IN TRADES TRAINING ACTIVITY WAS MODERATED BY LESS ENROLMENT IN OTHER PROGRAMS BY LESS ENROLMENT IN OTHER PROGRAMS

Overall, when comparing the FTEs generated by Camosun College from 2017/18 – 2018/19, there was an increase of nearly 190 FTEs from the previous FTE count. Domestic enrolment in trades programs increased by 215 FTEs while enrolment in other programs decreased by 87 FTEs compared to the previous year. The number of international student FTEs (not funded by AEST) increased by 59 FTEs compared to the previous year.

Full-Time Equivalent Student Data by Fiscal Year	2017/18	2018/19	Change
FTEs – Ministry of Advanced Education AEST	6,194	6,107	-87 FTEs
FTEs – Industry Training Authority	2,232	2,447	+215 FTEs
FTEs – International Students	1,660	1,719	+59 FTEs
Total Student FTEs	10,086	10,273	+187 FTEs

SATISFACTION RATES INCREASED

One of the summary performance measures relates to overall student satisfaction at the college. Camosun had achieved its target values across three student outcome survey categories: the rate for former diploma, associate degree and certificate students marked a rate of 89.4%; the rate for former apprenticeship students was 97.3%; and the rate for bachelor degree students moved to 90.6%

When compared to the overall count of students 2016/17 (19,472), Camosun's student count decreased by 2.1 percent to 19,061 individuals in the 2017/18 academic year. However, the number of international students increased by 144 individuals, from 1,936 in 2016/17 to 2,080 in 2017/18. This marked a gain of 7.4 percent.

Student Enrolment Headcount Data by Academic Year	2016/17	2017/18	Change
All Students (AEST, ITA, Continuing Education – CE, International)	19,472	19,061	-2.1%
Aboriginal Students ¹	1,245	1,225	-1.6%
International Students	1,936	2,080	+7.4%

1. Aboriginal learners are students who self-identify as Aboriginal (i.e. First Nations, Métis, or Inuit) at a BC public post-secondary institution or who identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

NON-CE (REGULAR CREDIT AND ACCESS) ACTIVITY

The overall demographics of those students engaged in non-continuing education remained relatively constant from year to year. The average and median age of non-ce students in 2018/19 were 26.6 and 24 years old, respectively. This represented a decrease of 0.2 years for the average age of students and a decrease 0.1 years for the median age.

Female representation at Camosun rose 2 percentage points to 51% in 2018/19. Finally, trades and technology saw a 1 percentage point increase in female representation from the previous year – climbing to 12%.

Those students in Health and Human Services-related programming had a female representation of 86%. This is an increase of 1 percentage point from the previous year.

Student Demographic Data by Academic Year ¹	2017/18	2018/19	Change
Average age of students	25.5	26.6	+1.1
Median age of students	22.8	24.0	+1.2
Proportion of students who are female	49%	51%	+2 pp
Proportion of students who are female – Trades and Technology	11%	12%	+1 pp
Proportion of students who are female – Health and Human Services	85%	86%	+1 pp

CONTINUING EDUCATION ACTIVITY

The subset of those students who are engaged in Continuing-Education have some distinct differences from the overall population. In 2018/19 the average age of those students fell 0.4 years down to 39.8 years – considerably older than the total population average age. Conversely, the median age of this sub-population rose 0.2 years in 2018/19 to a value of 38.3 years.

Total female representation of the sub-population of students, as well as those in Trades and Technology, under the CE umbrella, both realized a 1 percentage point increase over the 2017/18 value, climbing to 61% and 32%, respectively.

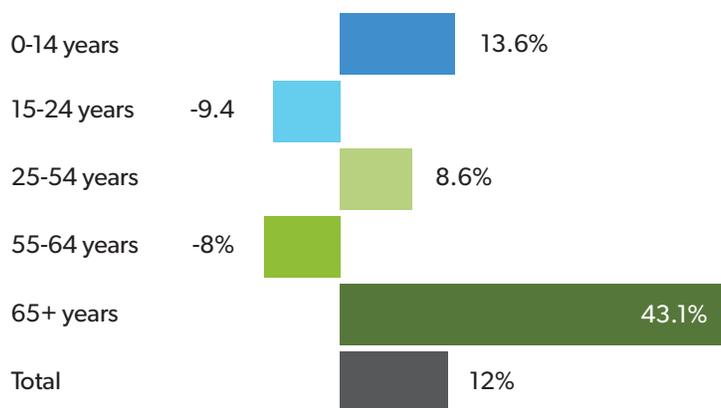
In the Health and Human Services subpopulation, female representation remained unchanged from the previous year at 91%.

Student Demographic Data by Academic Year ¹	2017/18	2018/19	Change
Average age of students	40.1	41.0	+0.9
Median age of students	38.1	39.0	+0.9
Proportion of students who are female	60%	61%	+1 pp
Proportion of students who are female – Trades and Technology	31%	32%	+1 pp
Proportion of students who are female – Health and Human Services	91%	91%	0 pp

FUTURE POPULATION TRENDS

Camosun College closely monitors the current and projected population of its region. Although there is an increasing number of International students, most of Camosun's students come from the Capital Regional District (CRD). 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 the CRD's population, the higher the likelihood more students will register at Camosun.

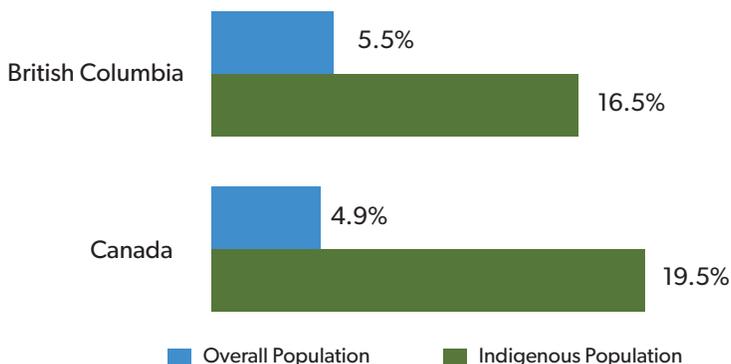
The following graph provides a 10-year projection for the CRD population by select age group:



PROJECTED POPULATION GROWTH RATE BY AGE, CAPITAL REGIONAL DISTRICT, 2018-2028

- The largest projected growth rate (2018-2028) is expected to occur in the population aged 65 years, or older at 43.1%.
- The largest rate of contraction is projected to occur in the 15-24 year old age group at -9.4%, followed closely by those aged 55-64 years, at -8.0%.
- Overall, the population is projected to increase by 12.0% from 2018 to 2028. This includes birth, migration, and labour mobility.
- The overall level of population is expected to increase from 392,046 in 2018, up to 438,997 in 2028.
- The population projections by age group present a decrease in the 15-24 year old age group across the Capital Regional District. Another important report to consider is the Projection Report for Public School Headcount Enrolments (BC Ministry of Education). In looking more closely at these numbers, the number of secondary school students are projected to begin increasing for Schools Districts 61 Victoria and 62 Sooke and 63 Saanich in aggregate over the upcoming five year period.

POPULATION GROWTH BETWEEN 2011-2021 STATISTICS CANADA CENSUS DATE



- According to the recent Census data from Statistics Canada, the overall population in Canada grew by 4.9% between 2011 and 2016.
- During the same time period, the overall population in British Columbia grew by 5.5%.
- The Indigenous Population in both British Columbia and Canada had a higher rate of growth between 2011 and 2016. For British Columbia, the Indigenous Population grew by 16.5% and it grew by 19.5% for Canada.

MANDATE PRIORITIES

The following table, together with the Performance Measures listed in this report, demonstrate Camosun’s commitment to achieving the 2018/19 Mandate Letter Priorities.

Mandate Letter 2018/19	Camosun College action (and relevant page references)
<p>1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.</p>	<p>Camosun has currently completed or has in progress 30 out of 39 Truth and Reconciliation Commission recommendations developed for and by the college community. The college has also made significant progress on responding to the UN Declaration on the Rights of Indigenous Peoples. Pages: 13, 14, 15 & 35</p>
<p>2. Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to:</p> <ul style="list-style-type: none"> a. Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners. b. Continue to improve the education success of former youth in care who pursue postsecondary education, including implementation of the tuition waiver program and other supports at your institution. c. Expand technology-related programming and other programs that align with the growing knowledge-based economy. 	<p>Camosun supports the government’s priority initiatives and has implemented tuition-free Adult Basic Education and English Language Learning programs; supports the educational success of former youth in care; and helps drive growth in the knowledge-based economy with a depth and variety of in-demand technology-related courses and programs. Pages: 9, 10, 11, 12 & 33</p>
<p>3. Improve student mental health, safety and overall wellbeing, including creating greater awareness of available supports;</p>	<p>Camosun is committed to a safe, supportive and welcoming campus culture. Our new policies on Equity, Diversity and Inclusion, as well as on Sexual Violence and Misconduct support college efforts in this regard. Pages: 9</p>
<p>4. Align your institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education;</p>	<p>Camosun delivers quality learning with practical outcomes: career options, transferrable skills, and transition paths to further post-secondary education. The college is well-positioned to support the workforce needs of the economy and to ensure the seamless transition of students entering post-secondary education. Pages: 11, 16, 17, 24 & 25</p>
<p>5. Work closely with the Ministry to develop a balanced approach to international education</p>	<p>Camosun International creates a college community that knows no borders, with increasing international enrolments, field schools, exchanges and many other opportunities. Pages: 18 & 19</p>
<p>6. Comply with government’s two percent cap on tuition and mandatory fee increases.</p>	<p>Camosun remains committed to financial accountability and successfully managed our financial performance throughout the year to ensure alignment with government policy. Page: 34</p>

PERFORMANCE MEASURES AND RESULTS

Performance Measure 1: total FTE student spaces (excluding Industry Training Authority)		
2018-19 FY Result:	6,107	Camosun had 6,107 FTEs in AEST programs in 2018/19, down from 6,194 in 2017/18. This is roughly a 1% decline. This measure also fails to achieve the target of 7,174 FTEs.
2018-19 FY Target:	7,174	
2018-19 FY Assessment:	Not achieved	

Performance Measure 1a: Student spaces in nursing and allied health programs (FTE)		
2018-19 FY Result:	822	For the 2018/19 fiscal year, Camosun had 822 FTEs delivered in nursing and allied health programs—an increase of 3.4% over the previous year’s fiscal count (796). However, the 2018-19 FTE count fails to meet the current target of 885 FTEs, but this count still substantially achieves the 2018/19 target value.
2018-19 FY Target:	885	
2018-19 FY Assessment:	Substantially achieved	

Performance Measure 1b: Student spaces in developmental programs (FTE)		
2018-19 Result:	958	Camosun had 958 FTEs in developmental programs in 2018/19, up (+8.4%) from 884 in 2017/18. This target has been in place for at least five years. Previously charging tuition for Adult Basic Education and English as a Second Language reduced Camosun’s developmental student FTEs, however in 2018/19 there was a continuation in the upward trend with an increase in students.
2018-19 Target:	1,185	
2018-19 Assessment:	Not achieved	

Performance Measure 2: Credentials awarded		
2018-19 FY Result:	2,568	On average (3-year), Camosun college awarded 2,566-substantially achieving its target for the 2018/19 reporting period. While, the average credentials awarded fell 3.4 percent from the previous year, the average credentials were within 90% of the target.
2018-19 FY Target:	2,605	
2018-19 FY Assessment:	Substantially achieved	

Performance Measure 3: Total spaces for Aboriginal students (number of calculated student FTEs)		
2017-18 Result:	808	There were 846 FTE spaces for Indigenous students at Camosun College in the 2017-18 fiscal year. This was an increase of 38 (+4.6%) FTEs over the previous fiscal year.
2018-19 Result:	846	
2018-19 Target:	Increase from the previous year	
2018-19 Assessment:	Achieved	

NOTE: for the performance measures section, the following acronyms are used to describe the respective student follow-up surveys:
 DACSO: Diploma, Associate Degree, and Certificate Student Outcomes Survey
 APPSO: Apprenticeship Student Outcomes Survey
 BGS: Baccalaureate Graduates Survey

Performance Measure 4: Student assessment of satisfaction with education

Survey Name	DACSO	APPSO	BGS	Comments
2018-19 Result:	89.4%	97.3%	90.6%	The 2018 student satisfaction results at Camosun for each group of survey respondents all achieved their target rate.
2018-19 Target:	≥ 90%	≥ 90%	≥ 90%	
2018-19 Assessment:	Achieved	Achieved	Achieved	

Performance Measure 5: Student assessment of quality of instruction

Survey Name	DACSO	APPSO	BGS	Comments
2018-19 Result:	90.9%	97.8%	94.3%	Camosun continues to achieve and surpass the target in the performance rates on the quality of instruction. The college's highest results for 2018 were for students under the APPSO survey at 97.8%. While DACSO and BGS marked rates of 90.9% and 94.3%, respectively.
2018-19 Target:	≥ 90%	≥ 90%	≥ 90%	
2018-19 Assessment:	Achieved	Exceeded	Achieved	

Performance Measure 6: Skill Development**(former diploma, certificate, and associate degree students' assessment of skill development - DACSO)**

2018-19 - Skills development overall:	84.4%	The Ministry performance measures in this table above are obtained from results of former students' self-assessment of skills development on the DACSO Survey. In 2018, the overall change in DACSO skills development moved to 84.4% from 86.2% in 2017. The highest overall scores were in the Critical Analysis categories and Reading Comprehension categories at 89.1% and 86.6%, respectively.
2018-19 - Written Communication:	78.5%	
2018-19 - Oral communication:	77.6%	
2018-19 - Group collaboration:	86.6%	
2018-19 - Critical analysis:	89.1%	
2018-19 - Problem solving:	82.5%	
2018-19 - Learning on your own:	85.4%	
2018-19 - Reading and comprehension	88.6%	
2018-19 - Target:	≥ 85%	
2018-19 - Assessment, Overall:	Achieved	

Performance Measure 6: Skill Development (former Apprenticeship graduates' assessment of skill development - APPSO)		
2018-19 - Skills development overall:	86.6%	The Ministry performance measures in this table are obtained from results of former students' self-assessment of skills development on the APPSO Survey. In 2018, the overall APPSO skills development percentage fell from 88.5% to 86.6%, while still achieving the target rate. The highest scores were in the Reading and Comprehension and Critical Analysis and categories at 94.5% and 91.1%, respectively
2018-19 - Written Communication:	73.9%	
2018-19 - Oral communication:	73.0%	
2018-19 - Group collaboration:	86.1%	
2018-19 - Critical analysis:	91.1%	
2018-19 - Problem solving:	85.1%	
2018-19 - Learning on your own:	88.4%	
2018-19 - Reading and comprehension	94.5%	
2018-19 - Target:	≥ 85%	
2018-19 - Assessment, Overall:	Achieved	

Performance Measure 6: Skill Development (Bachelor Degree graduates' assessment of skills development - BGS)		
2018-19 - Skills development overall:	87.2%	The Ministry performance measures in the table above are obtained from results of former students' self-assessment of skills development on the BGS Survey. In 2018, the BGS overall skills development percentage remained relatively stable 87.2%. Looking at the sub-categories, the highest scores were in the following subcategories: Critical Analysis, 91.4%, Oral Communication, 89.4%, and Reading and Comprehension at 88.5%.
2018-19 - Written Communication:	84.2%	
2018-19 - Oral communication:	89.4%	
2018-19 - Group collaboration:	86.8%	
2018-19 - Critical analysis:	91.4%	
2018-19 - Problem solving:	81.7%	
2018-19 - Learning on your own:	87.6%	
2018-19 - Reading and comprehension	88.5%	
2018-19 - Target:	≥ 85%	
2018-19 - Assessment, Overall:	Achieved	

Performance Measure 7: Student assessment of usefulness and skills in job performance				
Survey Name	DACSO	APPSO*	BGS	Comments
2018-19 Result	82.7%	92.3%	87.9%	Of the surveys, the BGS and APPSO surveys met their target rates in 2018, at 87.9% and 92.3%, respectively. DACSO was able to substantially achieve its target rate at 82.7%.
2018-19 Target	≥ 90%	≥ 90%	≥ 90%	
2018-19 Assessment	Substantially Achieved	Achieved	Achieved	

Performance Measure 8: Unemployment Rate				
Survey Name	DACSO	APPSO*	BGS	Comments
2018-19 Result	6.3%	4.5%	2.9%	The unemployment rates for Camosun graduates were considerably better than the regional target unemployment rate, which is the unemployment rate for the Vancouver Island / Coast region for those with high school credentials or less. The results for respondents to the DACSO, APPSO and BGS surveys each exceeded the target: 6.3%; 4.5% and 2.9%, respectively
2018-19 Target	≤ 8.6%	≤ 8.6%	≤ 8.6%	
2018-19 Assessment	Exceeded	Exceeded	Exceeded	

Total FTE students for other student categories		
2018-19 Result, Industry Training Authority (ITA) funded students:	2,447	Camosun had 2,447 student FTEs in ITA-funded programs in the 2018/19 fiscal year, up (+8.7%) from 2,252 student FTEs in 2017/18.
2018-19 Result, International students:	1,719	International Student FTEs increased from the previous fiscal year to 1,719 from the 1,660 FTEs in the previous year. This marked a 3.6 percent increase over the previous year.

Additional Performance Measures

Performance Measure A-1: Indigenous Students at Camosun		
2017-18 Result:	1,510 in 2016/17 (6.3%) 1,468 in 2017/18 (6.3%)	There were 1,092 Indigenous Students attending Camosun College in the 2017-18 Fiscal Year, which is roughly 6.3% of the student population. There is a one-year delay in obtaining the data for this performance measure.
2017-18 Target:	Increase from previous year	
2017-18 Assessment:	Achieved	

*note-the performance measure target for 2017-18 remains “Increase from previous year.”

ADULT UPDGRADING GRANT (AUG) / CAMOSUN UPGRADING BURSARY (CUB) DATA

AUG SUMMARY APRIL 1, 2018 - MARCH 31, 2019

TERM	APPROVED	DENIED	CANCELLED	% DENIED	TOTAL APPS	FUNDING SPENT ON TUITION & FEES
Summer 2018	251	25	11	8.7	287	59,867.86
Fall 2018	483	59	17	10.5	559	154,275.75
Winter 2019	426	36	33	7.2	495	114,995.65
TOTALS	1160	120	61	8.9	1341	329,139.26

CUB SUMMARY: LAST YEAR'S NUMBERS, AS IT IS NO LONGER RUNNING.

TERM	APPROVED	DENIED	CANCELLED	% DENIED AUG	TOTAL APPS	FUNDING SPENT ON TUITION & FEES
Summer 2017	110	13	12	10%	135	\$139,505
Fall 2017	160	17	42	8%	219	\$50,218
Winter 2018	0	0	0	0%	0	0
TOTALS	270	30	54	8%	354	\$189,723

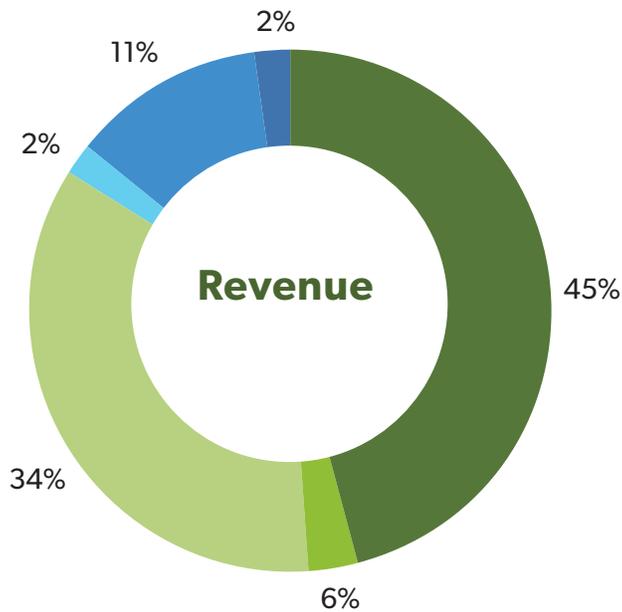
The provincial government has moved to tuition-free upgrading and English Language Learning courses and programs. Previous to this, students that were denied in their application for AUG funding would often be successful in obtaining CUB funding, a bursary established by Camosun College to provide financial support to students in these programs. The number of AUG was 120 down from 452 for the 2017-18 Fiscal Year

FINANCIAL INFORMATION

2018/19 FISCAL YEAR

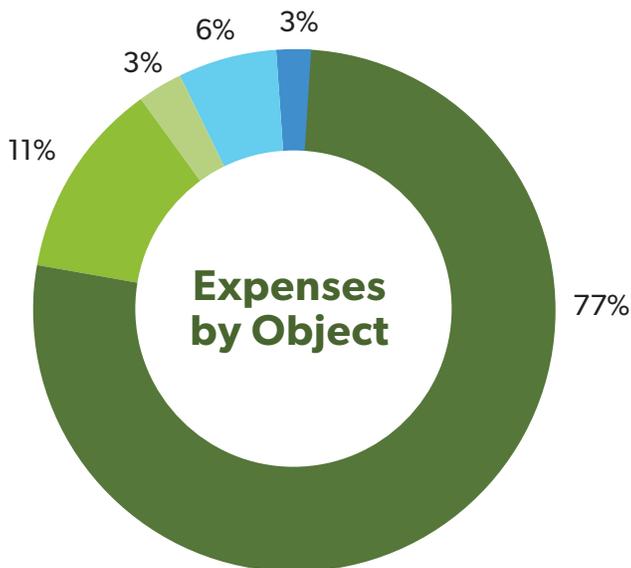
For additional information, please see the Audited Financial Statements available on the Camosun website: camosun.ca

*Note: all figures are in millions of Canadian dollars



REVENUE

	\$ Millions	Per cent
Provincial Grants	63.6	45%
Provincial Capital Grants	7.7	6%
Tuition & fees	47.6	34%
Federal & Other Grants	2.2	2%
Goods & services	15.9	11%
Other	3.0	2%
TOTAL	140.0	100%



EXPENDITURE 2018/19 FISCAL YEAR

	\$ Millions	Per cent
Salaries & benefits	107.0	77%
Supplies and services	15.0	11%
Costs of goods sold	3.5	3%
Amortization	8.1	6%
Minor repairs & maintenance	4.8	3%
TOTAL	138.4	100%

APPENDIX A

REPORTING TEMPLATE FOR MANDATE PRIORITY #1

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. Please complete the following table to provide an at-a-glance summary of your institution’s progress.

Camosun College has embarked on an ambitious and continuing program of moving forward with Indigenization of programming as well as a response to the TRC, and the UN Declaration on the Rights of Indigenous People. Available to all faculty and staff, Camosun is pleased to offer TELFIN TFE WILNEW (TTW), a blended delivery course that provides insight into an Indigenous world view; describes the impact of colonization and how it affects students attending the college today; and guides participants in the development of new teaching and learning methods. We will include the detailed actions from the Camosun TRC response additionally to this table as college efforts extend beyond this reporting mechanism.

TRC CALL TO ACTION ¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented) ²	INITIATIVE & PARTNERSHIP DETAILS
<p>1: SOCIAL WORK</p> <p>The School of Arts and Science has supplemented existing Social Work Courses with Indigenous Studies 205 and 206, entirely designed to speak to the challenges historically and presently of the state of child care and apprehension as it relates to Indigenous children. This moves us to a place where service providers have information to support Indigenous centric child welfare investigations. Backgrounds about the history and impacts of residential school are central to these courses. The focus of these courses is also on the potential and abilities for Indigenous nations, communities, and families to have a voice in more appropriate solutions to family healing. Indigenous Education and Community Connections (IECC) at Camosun has developed and provided these classes in partnership with the School of Arts and Science.</p>	<p>Implemented</p>	<p>The School of Arts & Science has added Indigenous Studies 205 (Indigenous Introduction to Social Work) and Indigenous Studies 206 (Indigenous Social Welfare) as options to the Pre-Social Work Associate Degree for 2019F. TELFIN TFE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>

1. “...” represents omitted text not related to post-secondary education from the original Call to Action.
2. Use N/A if there is no relevant program on this subject offered at institution.

<p>12: EARLY CHILDHOOD EDUCATION</p> <p>Care of children is the paramount goal of the Early Learning and Care program. In recently completed program reviews, a focus on Indigenization has been completed, resulting in all students completing Indigenous Studies 120. In addition, the themes of Indigenous pedagogy have been woven through the curriculum, complete with land based learning, Indigenous narrative, songs, and circle. Students are prepared to provide an Indigenous positive environment for all learners.</p>	<p>Implemented</p>	<p>The School of Health and Human Services has included Indigenous Studies 120 (Introduction to Indigenous Peoples) as a mandatory course in the Community Support & Education Assistant (CSEA) and Early Learning & Care (ELC) programs effective Winter 2018. The ELC Curriculum has been Indigenized to include more connection to community and land based learning for students. TELFIN TFE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>N/A</p>	<p>TELFIN TFE WILNEW, a blended delivery course on Indigenization is available to all faculty and staff.</p>
<p>23: HEALTH-CARE PROFESSIONALS</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>Implemented</p>	<p>The School of Health and Human Services (HHS) has included Indigenous Studies 120 as a required course in the Certified Medical Laboratory Assistant program effective Spring or Fall 2019. HHS has included Indigenous Studies 120 in the Sonography program. Effective date May 2020. The BSN program has increased the number of seats for students of indigenous ancestry from 5 to 10% of the total program seats. TELFIN TFE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>
<p>24: MEDICAL AND NURSING SCHOOLS</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>Implemented</p>	<p>The School of Health and Human Services (HHS) has included HLTH 111 (Indigenous Peoples' Health) as a required course in the Baccalaureate of Science in Nursing (BSN) program effective W2019. TELFIN TFE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>

<p>28: LAW SCHOOLS</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>Implemented</p>	<p>Although Camosun does not have a law school, the college offers a number of law related programs including a Criminal Justice Diploma and Legal Office Assistant Certificate program. In both of these areas, the college has Indigenized curriculum. TELFIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>
<p>57: PUBLIC SERVANTS</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>N/A – beyond the availability of Indigenous Studies courses as elective courses in various programs.</p>	<p>A number of Indigenous Studies courses are available as electives in a variety of Camosun programs. A Continuing Education course (Building Relationships with Indigenous Peoples) is also being offered in community. TELFIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>
<p>62: TEACHER EDUCATION</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>N/A as Camosun does not offer Teacher Education courses.</p>	<p>Note: The School of Health and Human Services has included Introduction to Indigenous Peoples as a mandatory course in the Community Support & Education Assistant (CSEA) program effective Winter 2018. TELFIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>
<p>86: JOURNALISM AND MEDIA SCHOOLS</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>N/A</p>	
<p>92: BUSINESS SCHOOLS</p> <p>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.</p>	<p>In Progress</p>	<p>A number of Indigenous Studies courses are available as electives in a variety of Camosun School of Business programs. A Continuing Education course (Building Relationships with Indigenous Peoples) is also being offered in community. TELFIN TTE WILNEW, a blended delivery course on Indigenization, is available to all faculty and staff.</p>

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

1. 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.

Implemented

Camosun College has long-held relationships with a number of Indigenous community partners with whom we partner to provide training and support for Indigenous students. Partnership sites include the Songhees Wellness Centre, the Saanich Adult Education Centre, and the Victoria Native Friendship Centre. We also support other Indigenous community partners at other locations on a rotating basis through Aboriginal Service Plan funding. For example, we have recently partnered with the Pacheedaht First Nation in Port Renfrew to deliver training in that community over a two-year period. We also offer a number of highly regarded programs for Indigenous students (and others) including e.g. Indigenous Family Support, Indigenous Health Care Assistant, Indigenous Studies, and we reserve seats for Indigenous students in a number of our Health and Human Services programs.

Indigenous Studies 234 introduces students to some basic SENĆOTEN (language of the WSÁNEĆ people) that enables them to introduce themselves to the land and local Indigenous communities. The course, through land-based applied learning practices, supports students to recognize and experience the connections amongst land, language, culture and identity.

Dr. Jane Griffith, former Camosun faculty member, has donated the prize money and proceeds of her book *Words Have a Past: The English Language, Colonialism, and the Newspapers of Indian Boarding Schools* to the formation of an Indigenous Language Table at Camosun.

