



2009-10 | SCHOOL OF ACCESS Annual Report



A Message from the Dean

I'm proud to present the annual report for the School of Access 2010. The challenge we've taken on in this report is to simultaneously provide information about the school and its activities as well as to give the reader a glimpse into the transformational nature of our efforts. Thirty-eight percent of Camosun's graduates begin at or are supported by the School of Access during their studies, and the demand for our programming has grown to the point where demand exceeds capacity.

Beyond the numbers, our learners tell many stories. They are refugees seeking language skills necessary to thrive in Canada, people striving to leave poverty and to move into jobs that will provide a living wage, or people who need a few courses before they move on to their chosen post-secondary program. The nature and spirit of Access is the provision of opportunity and positive futures.

This report reminds me of our many accomplishments over the past year, but more importantly, it clarifies our work for the coming year – service to students and community.

I hope the following pages give a sense of the dedication and passion for learning shared by the members of the school and my respect for the school's faculty and staff. Thank you for the opportunity to do this important work.

John Boraas

Dean, School of Access

Director, Aboriginal Education & Community Connections

Our mission statement:

The School of Access offers adult learners quality educational programs and services that provide the skills for further studies and for enhanced participation in the economic and social life of their communities.

Front Cover - left to right: Veronica Vander Heiden (see quote on page 5); Paul Tangira (see quote on page 2); Tacita Lewis (see quote on page 6); Dustin Marquardt (completed Math 037 in 2009F, continued to Professional Cook Training Level 1 in 2010W)

The OOPS Oasis

// **O**ops, I didn't take the right English."
"Oops, I didn't know I had to get a 'C+.'"
"Oops, I was too interested in sports to take math. Now what do I do?"

The "oops" factor is a reality for many aspiring post-secondary students, and also a reality for school, career or academic counsellors tasked with helping people pull together their life plans. This is what Camosun's School of Access is all about. We supply the missing steps for learners as we help improve English, prepare for college and university programs, explore career and education options, or develop employment skills.

"It doesn't matter what your 'oops' is, we can help you," says Franklyn Roy, Program Assistant and first source of information for many unsure prospective students and agency counsellors. "We know the range of what we offer, but the Oops Oasis was an enticing way to transfer this information to school counsellors and other adult influencers."

As bus-loads of secondary school students arrived on Interurban Campus for the annual May Open House, School of Access representatives handed the adult visitors free coupons for coffee and an offer to match dollar per coupon for a student award. Invited into a room prepared as an oasis from the surrounding hubbub — complete with leather chairs, easy computer access, subdued lighting and an inflatable palm tree — school counsellors visibly relaxed, grabbed a coffee, checked their email, then started soaking up program information.

"We answered all kinds of questions. It was a big hit," says Roy.

The School of Access offers programs that are:*

QUALITY

- developing several on-line and cutting-edge ESL curriculum packages on contract to the Ministry of Advanced Education and Labour Market Development
- providing the opportunity for 80 to 100 per cent of students learning at our community partner sites to transition to campus-based programs

DIVERSE

- delivering programs to those supported by Capital Mental Health, at the Open Door, at Bridges for Women (supporting women who are transitioning from negative circumstances), and for those among us who are homeless
- delivering programs within three, and sometimes more, First Nations communities
- providing courses and services to over 700 Aboriginal students, representing close to 50 different Aboriginal nations

RELEVANT

- offering a start or support to 38 per cent of students graduating from Camosun College

TRANSFORMATIVE

- providing hope for those with a variety of barriers to move into employment through our Employment Training Preparation programs, where the success rate, in many cohorts, is 100 per cent
- providing the skills for internationally trained professionals to achieve success within the Canadian economy through our ESL programs

RESPONSIVE

- delivering programs on both campuses, at six community-based sites, and offering five programs within other schools
- serving International students, with the largest proportion of International students moving into ESL

LEADING and INNOVATIVE

- delivering programs at partnership sites using a combination of distributed and face-to-face teaching as a way to maximize access and minimize the resources necessary to serve new communities

INTER-DISCIPLINARY and COLLABORATIVE

- developing and delivering an introduction to Human Services programs
- providing math support to South Island School District Partnerships students, Trades students and Navigation students
- supporting the spread of Access programming to other schools such as Access to Business, Access to Human Services, or math to support trades programs
- continuing to serve our community through partnerships and dialogue — collaboration is our hallmark

**Taken from 2010-2011 Educational Plan*

camosun.ca/access

"The last time that I was in school was 26 years ago. When I made a start in the school of Access, I felt welcomed, supported and encouraged. In the spring, I hope to begin an Exercise and Wellness diploma. My thanks go to the Access department for assisting me in my educational endeavours."

– Paul Tangira

COMMUNITY LEARNING PARTNERSHIPS (CLP)

In the arms of mother

Jen Elliott grew up in the Tsartlip First Nation, just north of the Brentwood Bay village in Victoria. As a young adult she became a hairdresser and a mother, and later, a teacher's aid at the LÁU,WELNEW Tribal school with the Saanich Indian School Board.

A number of years and two children later, she still remembered how much she enjoyed working with her community's children. She also became aware of adult students attending Camosun College's Indigenous Program at the Saanich Adult Education Centre (SAEC), situated beside the LÁU,WELNEW Tribal school on the Tsartlip reserve.

"I saw they had strength, courage and pride in themselves, and I wanted that for myself," says Jen. "But as a single mom of three children, I knew it was not going to be easy, and I didn't know if I could do it." So, she talked about her dreams and her worries with Wendy McDonald, an Instructional Assistant with Camosun College, who offered encouragement and practical help.

Jen took the plunge, started the Indigenous College Prep program, and, immersed in her first year of studies, was very pleased to receive a *Deld'alus Te Ten Award*. The name of this award is SENCOTEN for "arms of mother". Recognizing the emotional and spiritual aspects of student's lives, it is designed for parents who have children living with them.

Jen knows she wants to support her community's children in some kind of educational role. "As I walk through my first door, choices for the future seem exciting," says Jen. "When I was a young girl, I struggled with reading and math, and then when I was twelve or so, I had a great experience with a teacher. I want to make that difference to a child."

Through Jen's new educational journey, her "arms of mother" are reaching out to embrace her whole community.



VICTORIA NATIVE FRIENDSHIP CENTRE STUDENTS

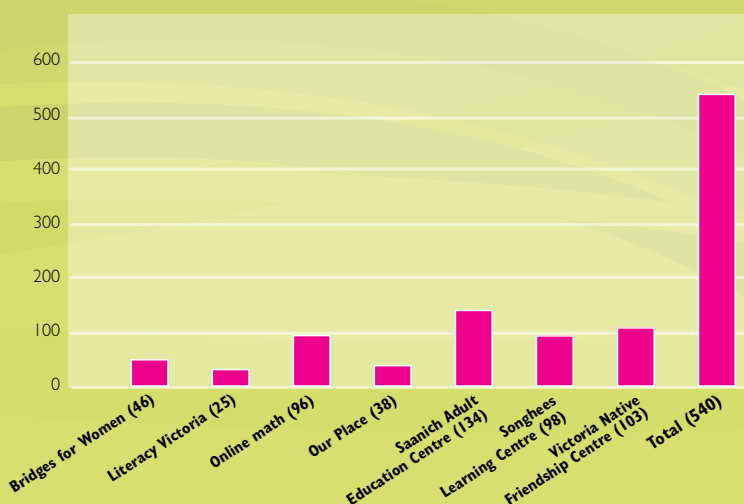
Who we are

The CLP department works with current and potential community partners to identify and create culturally sensitive learning opportunities that respond to the unique educational needs of the community. We offer both Foundation and College Preparatory level courses at six partner locations including the Saanich Adult Education Centre (SAEC), Songhees Employment Learning Centre (SELC), Victoria Native Friendship Centre, Bridges for Women Society, Literacy Victoria, and Our Place Society.

Highlights of 2009-2010

- Highest ever enrollments for the Indigenous College Prep Program offered at SAEC and the online instruction for Foundation and College Preparatory mathematics courses
- The Computer Studies course piloted at Our Place last year is now a core program offering
- Through our work with Literacy Victoria and SELC, we have identified an unmet need for further programming at the literacy and fundamental levels, and we will be working with our partners to access further funding to serve this population
- A highlight for students at our Aboriginal partner sites was attending the award-winning play, *Where the Blood Mixes*, at the Belfry Theatre. This powerful production touched many students who were able to relate their personal experiences and some of their course work to the play's themes and content

CLP Enrolments by Program Area 2009-2010



For more information on Community Learning Partnerships go to:
camosun.ca/community-partnerships



WEN LING FAN

STUDENT ACCESS SERVICES (SAS)

Helping students find confidence

Wenling Fan came to Canada from Taiwan without a support system and was directed to Camosun, where she immersed herself in the ESL program.

“As a non-native speaker of English, I felt totally lost.”

Wenling writes about her experience. “I could not understand what my instructor was talking about. After reading the module over and over, I still could not understand it well. I needed help. Unfortunately, I was a new immigrant, and I didn’t have any friends or relatives in Canada, so I made an appointment with the English Help Centre. I felt nervous going there the first time. The office was the size of two buses, with three little rooms for the tutors.”

There she met Sarah Thorndyke, an Instructional Assistant in the Student Access Services department. “She was like an angel who helped me find my confidence,” Wenling writes.

Being a professional broadcast journalist before arriving in Canada, Wenling values clear communication: “I was surprised at how clever Sarah was. She knew what I wanted to know and explained it just perfectly. For example, to explain words like “niche” or “carrel”, she would use body language or draw a picture, or simply point to the object it represented. From that moment on, I totally trusted her. Without her, I could not have completed my home support lessons,” writes Wenling.

Since that time, Wenling has completed Camosun’s Home Support and Resident Care program (now HCA) and has become very involved in volunteerism.

Recognized at the School of Access awards ceremony with the ELD Merit Award, Wenling’s instructors commend her hard work, determination and unwavering enthusiasm for learning.

Highlights of 2009-2010

- Many IAs enhanced their support skills as well as increased network contacts through attending professional development opportunities such as the Adult Basic Education of BC Conference (ABEABC) and the Mental Health and Addictions Community Workshops. This was made possible through CUPE Accord funding, and these opportunities are also being planned for the 2010/11 year
- The number of student visits to the Help Centres and Math Labs has increased to four times the number of students enrolled in courses and programs served by these centres

For more information on Student Access Services go to: camosun.ca/help-centres

Who we are

Instructional Assistants (IAs) are the backbone of Access Programs, providing tutoring, workshops, and testing support. IA learning support is vital to the success of students visiting the Upgrading Help Centre, ELD Help Centre, ETP department, English and Math Help Centres, Math Labs, and community partnership sites. Assistance also extends to individual student requirements such as help through registration processes, life skills guidance, or referrals to other supports inside and outside of the college.

“I learned [in the Adult Basic Education of BC Conference] that I’m doing a lot of things right. I learned that the relationship piece – the making a student feel comfortable, the making a student feel capable – is as important as knowing the

right answer to the trigonometry question when they ask.” – Tia Primrose, SAS IA
“... the skilled instructional assistants instilled a belief in myself regarding my struggles with various assignments. I believe that the invaluable help and

support from the Help Centre enabled me to carry on with my schooling.”
 – Darrin Murphy, former upgrading student now in the Community Mental Health program



LINDA EDMOND, BEST PROGRAM LEADER WITH STUDENTS

BEST (BETTER EMPLOYMENT STRATEGIES AND TECHNIQUES)

Self knowledge as a compass

The BEST program helps students assess their own interests, abilities and potential, and so is of value to anyone sifting through career options.

Camosun's new Indigenous Human Services Career Access Program (IHSCAP) was launched using an abridged BEST program as a core component. IHSCAP is designed to prepare Aboriginal learners for entrance into one of the Human Services or Indigenous Studies programs at the college.

"You can't ignore the self when talking about careers," says Linda Edmond, BEST program leader. "Self knowledge is a compass."

The BEST modules have been adapted to the Aboriginal audience, offering culturally applicable self-assessments. For every afternoon of the first semester, students have the opportunity to affirm their strengths and passion, and build self-confidence while investigating their affinity to each program area offered as the choice in term three: Community, Family and Child Studies; Community Mental Health; Community Support and Education Assistant; Early Learning and Care; Indigenous Family Support; or Indigenous Studies.

Aboriginal grads from each program area are invited to talk about their experiences and students are introduced to community and college resources such as the Counselling department, Aboriginal Education and Community Connections advising, and the Learning Skills department.

"The BEST part was refreshing. I found myself opening up to others, and learning ways to cope," says Laura Manson, IHSCAP participant.

Who we are

The BEST program inspires students who want to re-discover their creativity, passion, and commitment to life and work. Through a unique approach to career development, the students: discover what they want to do "when they grow up"; effectively navigate change and transition; replace "burn out" with new energy and new directions; learn or polish essential work skills with improved resumes, networking, and labour market knowledge; and make choices that are personally meaningful and satisfying. Many BEST graduates feed into other Camosun programs, where prior preparation of goals as well as knowledge of supports and resources have enabled students to do very well in their subsequent studies.

Highlights of 2009-2010

- An abridged BEST for Aboriginal students has been integrated into the Indigenous Human Services Career Access Program
- A part-time BEST for students with mental health issues was successfully facilitated, in partnership with Capital Mental Health, at the Interurban campus.

For more information on the BEST program, go to camosun.ca/best

BEST really helped me develop the roadmap to my career. BEST empowered me and gave me the confidence to pursue my bachelor's degree. I am not just surviving college, I am thriving. Thank you BEST.

– Veronica Vander Heiden

Doing this program has given me the skills and motivation to really explore my options and my interests. (The BEST instructors) have created the perfect learning atmosphere.

– Bryanie Shebrook

I was able to find out about myself, my skills and my potential; to zero in on my career. I look forward to the future.

– Floyd Nawthorne



TACITA LEWIS

increase recruitment potential, the Foundations department worked closely with Student Services to update these curriculum prerequisites, now in full view of both internal and external audiences.

"It is about providing students with the most efficient options to get into their programs," says Alison Bowe, Foundations instructor. "We simplify pathways for students. We teach students curriculum relevant to their particular program and this also makes their upgrading more interesting."

Not only does Foundations offer math, English and computer courses that correspond to high school levels, but they specialize in program-specific upgrading courses. For instance, someone going into Professional Cook Training can satisfy the math prerequisite with a generalized math course such as Principles of Math 10 or via MATH 037, Math for the Professional Cook, specifically designed for this audience.

"This information is proving very useful to high school counsellors as well as our frontline Camosun staff," says Bowe.

Who we are

Foundations provides academic upgrading in Math, English and Computer Studies at the provincially articulated Fundamental and Intermediate levels, and career exploration and planning through the BEST Program. We enable diverse learners to define and achieve unique learning goals and to transition into Prep Upgrading and the College's many post-secondary programs. We offer modularized, continuous entry courses, available all year, providing fast-track or part-time options, with 35 per cent of our sections scheduled in the evening. The Academic Upgrading Help Centre is our cornerstone, proactively assisting students at all stages of their Camosun experience, and creating a welcoming community. We also work with departments such as Nursing, Trades, Nautical and Continuing Care, to design and deliver program-specific courses such as: an eight-week math 'boot camp' for first year Nursing students; ENGL 059 for HCA applicants needing better English skills; and courses providing mathematics, reading and writing requirements for both the Foundation Trades and the Apprenticeship Programs, also providing an important transition route for South Island Partnership high school apprenticeship students.

For more information on Foundations programs, go to: camosun.ca/upgrade

I made a decision to further my education in a college where the learning standards were high, class sizes were small, and there was one-on-one time with instructors. Camosun College went beyond my expectations. I am acquiring

my accounting degree. What more can you ask for? Recommending Camosun is a privilege. Try it because it helps you to realize your goals. What are you waiting for? Start your application today. Make Camosun a valuable stepping stone to

your bright future.

– Tacita Lewis, starting with Foundations in 2008, is presently in year two of a Camosun Business degree

ACADEMIC AND CAREER FOUNDATIONS DEPARTMENT (FOUNDATIONS)

Building the internal foundation

In the same way a well-designed foundation offers good internal support to a building, the Camosun Foundations department supports the structure of other college programs. Forty-eight percent of Foundations students learn about their courses through Camosun staff, so the department has taken a lead in more clearly identifying Foundations and college preparatory courses as prerequisites to post-secondary programs.

While advising potential students, staff tends to reach for the academic calendar or navigate to school web pages where they can read off the high school prerequisites listed beside each program. Missing on this list, however, were the alternative prerequisite options offered through the School of Access. So, to best support the diversity of students and

Highlights of 2009-2010

- Camosun upgrading prerequisite equivalents are now listed beside the high-school prerequisites in the college calendar and web pages. Partnering with Student Services to complete this project enables greater internal and external understanding of all upgrading options
- Foundations staff partnered with the Assessment Centre to contact people who have completed assessments indicating a need to upgrade, but who have not yet registered, and to set up a time to meet in-person, providing additional college information as needed. In 2009-10, 17 per cent of those who had not registered did so after being contacted

The power of Indigenous literature

“I just love it,” says Laura Manson, ENGL 096 student. “I love knowing there are Indigenous writers out there describing who we are as a people. It makes me think.”

Arriving with the intention of filling English prerequisite requirements, students taking the newly offered ENGL 096 Provincial Indigenous Literature are also finding inspiration.

ENGL 096 focuses exclusively on literature and orature by Aboriginal authors and storytellers, but welcomes enrollment by students from any cultural background. Combined with the ENGL 092 Provincial English Composition course, it offers an alternative to the ENGL 094 Provincial English Literature course in completing the grade 12 English equivalency.

Telling and listening to oral stories are key components and encourage a strong classroom community. Visiting Aboriginal speakers, conferences, and field trips are also included and students analyze relevant visual images of Aboriginal culture, listen to CDs of Aboriginal authors reading or being interviewed, and watch short videos of Aboriginal performers.

Students find the assignments not only allow for critical analysis, but also personal expression and self-discovery.

“People are coming out with their own stories. There’s an ability to bring different things to the table and there are no right answers,” says Laura.

College Prep English

Preparatory English classes are at the grade 11 and 12 level, and help students complete admission requirements for a post-secondary program at Camosun, complete the requirements for the BC Graduation Diploma or meet personal goals. In ENGL 092 Provincial English Composition, students are introduced to rhetorical modes and writing techniques; many become much more confident about their ability to write. In ENGL 094 Provincial English Literature, students

come to understand that literature can be a potent force for social and political change, as well as an expression of the human condition. Students in Trades and Technology Access English, as well as Sports and Business Access English, learn the power of writing complex, technical communication in plain language, using short, salient sentences, as well as learn professional writing styles. The newly developed ENGL 096 Provincial Indigenous Literature course focuses exclusively on literature and orature by Aboriginal authors and storytellers.

College Prep Math

Preparatory Math offers all the prerequisite upgrading math courses required for entrance into college or university programs.

Over the 2009 - 2010 year, we worked with each Camosun school to best integrate the new high school pathways for math (starting September 2010) into Camosun program prerequisites. Developing templates and flowcharts showing which math courses from high school would appropriately feed the college’s courses, we then made recommendations to other schools suggesting which math courses they might use as prerequisites for their programs. The Technology departments and Health and Human Services largely followed our recommendations whereas Trades, Sports and Business relaxed their entry level in our opinion. Parents and teachers will continue to encourage students into the choice most likely to involve post-secondary education — the pre-calculus stream.

Enrolment numbers indicate that Camosun students may have a growing understanding of their math options.

Enrolment has increased in Access and first year courses to the point of overflowing classes. At the MATH 072 level we have developed a coordinated effort with the Learning Skills faculty which has successfully combined numeracy with overall study skills.

With an aging pool of math instructors, succession planning is a huge challenge. The difficulty, as always, is to maintain the level of rigour necessary for the high standards of the college, as well as to have instructors who are willing and able to reach out to involve and inspire the students. We now have four instructors close to or above 65 years old, with two opting for post-retirement positions. There are also a few others about five years younger, with two who have opted for part-time positions.

The math department is playing an increased role with high school counsellors and teachers due to our work on the new curriculum and attending and hosting their local association meetings. We continue to have a strong presence in the community by hosting two well-attended math competitions, the Math Challenger competition and the BC Colleges Secondary Math Contest.

For information on College Preparatory courses, go to: camosun.ca/learn/programs/prep

I so wanted to thank you for making these two courses (ENGL 092 and 094) much more of a learning experience than I had anticipated. It has been very nearly ten years since I've been in a classroom, and even still, I have to say I was not expecting to get a whole lot out of these classes. But I have! I feel that not only

has my grasp of the language become a bit stronger, but also that my writing is improving. And, of course, my brain doesn't seem to have to struggle quite so hard to accomplish the odd bit of critical thinking here and there. I appreciate what you do (it must often take the sort of patience usually reserved for saints),

and I like your teaching style! So thank you. Thank you for all your wonderful work. I'm glad you were my instructor!
– Aleris Clarkson (Debbie Hlady's 092/094 student, Winter 2010)



CULLINARY ARTS STUDENT, MICHAEL WILSON

EMPLOYMENT TRAINING AND PREPARATION (ETP)

Discovering who and what you are is enough

Nancy Bourey, the dynamic and recently retired ETP program leader, writes four words on a piece of paper: *Support being, encourage becoming*. "That is all it takes," she says. "I don't believe I change anybody's life. I just present options, suggestions or seed opportunities to move down a new path and then get out of the way."

When asked how the program has changed since her arrival 16 years ago, Bourey explains the programs' shorter and more flexible formats have enabled a better connection to community needs, a greater diversity in the students and abilities served, and a more immediate link to employer work experience opportunities.

Michael Wilson was part of the ETP Food and Customer Service program, and is now taking Culinary Arts. When asked how the Employment Training and Preparation program changed his life, he responded: "I love to cook but I never thought it could be a career for me. I never planned further than tomorrow but when I took the Food and Customer Service program, I got excited about my future. It helped me believe in myself."

"Confidence is a big part. I put information in front of people, but it is up to them to take it and do something," says Bourey.

Michael chose to continue studies, enrolling in Camosun's Culinary Arts programming. "When I finish, I'm going back to my community in Bute Inlet where I have a job

waiting for me, working as a cook for the company that is building a run-of-river project there. I'll have work for the next 12 years! I have a solid plan now and that is just fantastic, and it started with the Camosun Food and Customer Service program."

"When people discover that who and what they are is enough, it is lovely to watch," says Bourey.

Who we are

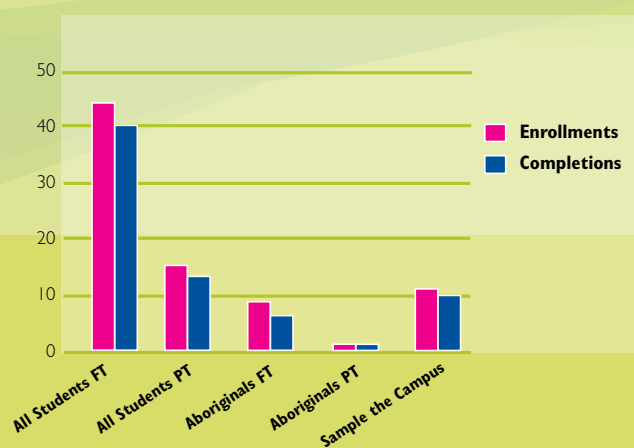
ETP programs engage people facing a variety of learning challenges in entry-level training for employment and in achieving greater independence. Learning challenges may include developmental disabilities, learning disabilities, addictions and mental health issues as well as learning compromised by significant socio-economic factors. Students gain basic entry level work skills through one of the following program options: Construction Materials Handler, Customer Service, Food & Customer Service, Workplace Literacy & Numeracy, Employment Training, or EARTH Gardening. Our programs are adaptable and well-positioned to serve the needs of students within any community setting. Working corroboratively is important to us. We offer the Food and Customer Service program at two community partner sites — the Victoria Native Friendship Centre and the Saanich Adult Education Centre. Our yearly *Sample the Campus* experience has connected the ETP program to selected students from high schools in all local school districts.

Highlights of 2009-2010

- The new EARTH Gardening (Environmental Approaches for a Resourceful, Thoughtful Humanity) program started January 2010, attracting a great deal of attention. We now have further opportunities to offer this program in community settings
- Students in the Construction Materials Handler program contributed to the upgrading of our garden area in preparation for the first offering of the EARTH Gardening program, constructing new raised beds, worm bins and composting bins. They repaired a garden shed, installed downspouts for rain catchment, prepared a site and erected a portable garage which serves as a dry classroom area when students need to work outdoors

For more information on ETP programs, go to: camosun.ca/etp

2009-2010 Employment Training Program Enrolment and Completion Data





ACCESS TO CAREER AND ACADEMIC PROGRAMS (ACAP)

Paving a solution: Women in trades

Many of BC's skilled trades workers are near retirement age and there are not enough replacement workers being trained. Concerns over upcoming shortages have been raised at the provincial and national levels, and Camosun is providing part of the solution.

Aware that industry has had limited success in recruiting women, BC's Industry Training Authority (ITA) and the provincial government are working with educational institutions to support BC women in discovering a rewarding career in the trades. Camosun's School of Trades and Technology and School of Access combined with Victoria's Bridges for Women Society (Bridges) to win a three-year renewable contract offering a Women in Trades Training/Essential Skills initiative. Bridges is a non-profit agency located in Victoria which has delivered employment training for women since 1988 and has a community learning partnership with Access.

"There are many reasons why woman have not been interested in pursuing the trades," says Alison Bowe, ACAP chair. "This program deconstructs those issues and starts the conversation with women who may have considered trades as an option but could not manage the logistics to take training."

There are two streams to the program. Starting July 2010, the direct entry foundation option helps women by funding tuition, tools and books, and childcare subsidies. It can also connect participants to other opportunities such as essential skills training, career counselling, on-the-job training and introductions to potential employers.

Starting September 2010, a facilitated work transition/exploration program, co-delivered by Bridges and Camosun offers a pre-employment readiness component, college-assessed upgrading options and a "smorgasbord" of trades experiences so participants can pin-point their area of interest.

Who we are

ACAP's role within the college is to facilitate partnerships, to develop new pathways for students to enter College programs and to support innovation in student recruitment and retention. Present program areas that have been developed include Access programming such as Business Access, Sports and Exercise Education Access and various Technology Access.

For more information on a variety of Access to Career and Academic programs, go to:
camosun.ca/career-access

Highlights of 2009-2010

- The development of a new partnership between Human Services, AECC and Access within the context of the provincially funded Aboriginal Service Plan enabled the development and launch of the Indigenous Human Services Career Access Program (IHSCAP) for Aboriginal learners
- We helped develop a partnership with Trades & Technology, Access and our community partner, Bridges for Women Society, to create a new Women in Trades Training/Essential Skills initiative, to be funded by the Industry Training Authority (ITA)
- We worked with the Navigation Department to develop a math support course for Transport Canada ship and cargo stability credentialing



ENGLISH LANGUAGE DEVELOPMENT (ELD)

Welcoming Canada's newcomers for 30 years

Language training is at the heart of any English as a Second Language (ESL) program, but since the inception of Camosun's program thirty years ago, Camosun's ESL initiatives have always been linked to the community.

"The 30th anniversary was a golden opportunity to reach out to graduates, reminding them of the place that Camosun had in their successful integration into Victoria," says Bev Horsman, ESL instructor. "We not only prepared students for other program areas but we also provided the skills for them to find their feet in a new and strange community."

Margaret Gray, a retired ESL instructor, noted that the program's early years were really a reflection of the world's troubled spots and gives an overview: "In the first very few classes in 1979, students started coming from Vietnam and Cambodia via refugee camps in southeast Asia; then we had many Polish seamen who jumped ship in Victoria during the time of the Solidarity Movement. When China opened its doors to the people, we had many Chinese coming here under a family re-unification program; then we had many students who fled the violence of the civil wars and repression in Chile and Central America. We had many Baha'i who fled Iran during its revolution; there were refugees from the Eritrean war, and some from the war in Somalia."

As the seventy or so celebrants gathered on the April 29th afternoon, a marvelous diversity of knowledge and experiences filled the CBA foyer. Here was evidence of Camosun's longtime leadership in supporting Canada's commitment to cultural diversity and longtime leadership in welcoming newcomers to Canada.

Who we are

The ELD Department delivers English as a Second Language (ESL) instruction from beginner to advanced levels in order to improve English skills and prepare students for direct admission into college programs. Courses are articulated to curriculum at other ESL programs in the BC post-secondary system through the BC Council on Articulation and Transfer (BCCAT), and designed to coincide with the Canadian Language Benchmarks (CLB). We work with community organizations on culturally welcoming initiatives and work on contract with the Ministry of Advanced Education and Labour Market Development to create curriculum for specific ESL audiences. We also work with the Victoria Immigrant and Refugee Society (VIRCS) in the Skills Connect program, which refers clients to the International Association (ICA) and Camosun for upgrading.



For more information on the ELD department, go to: camosun.ca/esl

Highlights of 2009-2010

- During fall 2009, there were 212 international and 176 domestic full-time students enrolled in eight different levels of English language courses given at both campuses
- Basic ESL course outcomes were revised to align with the Canadian Language Benchmarks (CLB) proficiency descriptors
- Faculty member Elizabeth West chaired the BCCAT ESL Committee from 2005-2010
- We worked with the Inter-Cultural Association of Greater Victoria on the Community Dialogue on Diversity Conference
- The intermediate-level ELD courses (ELD 035, 036, 050 at CLB levels 4, 5, and 6) were split into separate skill areas (listening /speaking and reading /writing) to provide greater flexibility to students. Implementation will be in Fall 2010
- Through Camosun College International and SEAMEO (South-East Asian Ministries of Education Organization), ELD faculty delivered an ESL teacher training course in Ho Chi Minh City, Vietnam, in November/December 2009. We expect to deliver this training again in October 2010
- The e-Work on-line curriculum development project was piloted in April 2010. Funded by Ministry of Advanced Education and Labour Market Development, the curriculum is designed to be delivered to foreign trained professionals that live and work in rural and remote communities in BC. We plan to pilot overseas delivery of the curriculum in conjunction with ACCC in Fall 2010. Faculty member Lisa Robertson chairs the BCCAT ESL committee on English Access and Work

FOUNDERS OF THE ESL DEPARTMENT
 (RIGHT TO LEFT) BERYL TONKIN, WILMA
 HUNTER, BETTY PEDERSEN, FRANCIS
 ASHWELL, MARY RUTH MARTELL,
 BEV ROBSON AND MARGARET GRAY.
 (MISSING PAMELA ELDER, JAIMIE BAIRD
 AND ROWENA HILL)

In numbers... 2009-2010

ENROLMENTS: ACCESS AND AECC

	COURSE SECTION REGISTRATIONS	% CHANGE OVER PREVIOUS YEAR	PROGRAM ENROLMENT	% CHANGE OVER PREVIOUS YEAR
FALL 2009	2,835	10.4% +	2,079	19.9% +
WINTER 2010	2,667	8.7% +	1,983	18.6% +

PERSONNEL NUMBERS

UNIT	APPROVED PERSONNEL BUDGET*	ACTUAL PERSONNEL EXPENDED	APPROVED NON PERSONNEL	ACTUAL NON PERSONNEL EXPENDED	APPROVED STAFFING FTES	UTILIZED STAFFING FTES
ACCESS	5,185,768	5,372,969	118,793	123,222	70.83	72.66
AECC	437,172	443,874	21,015	24,418	5.83	5.65
*INCLUDES CAMOSUN COLLEGE INTERNATIONAL TRANSFER OF DOLLARS					TOTAL: 76.66	TOTAL 78.31

FTE STUDENTS: SCHOOL OF ACCESS AND AECC

2009-10 AUDITED STUDENT FTE NUMBERS	TOTAL TARGET	YEAR END ACTUAL	INTERNATIONAL
ELD	260	386.8	334.2
COMBINED SKILLS ELD/HCA	22	13.9	4.8
ESL FOR PROFESSIONALS (CAPE)	31	3.5	0.4
PREP MATH AND ENGLISH	300	419.2	10.6
FOUNDATIONS	510	633.3	6.2
ABE ON-LINE	40		
BEST	50	47.2	
ETP - ALL	40	46.0	
INDIGENOUS STUDIES/FNCS	30	24.6	
FN COLLEGE PREP (INDIGENOUS)	10	6.4	
COST RECOVERY	0	1.8	
TOTALS	1293	1582.7	356.2

More numbers:

- Number of graduates who applied in Fall 2009 for their credentials: 296
- Number of graduates who applied in Spring 2010 for their credentials: 352
- Number of student awards presented at the School of Access Awards Ceremony on May 27, 2010: 46 awards, with 37 students receiving over \$14,000



SONGHEES STUDENTS

Things to celebrate

- **Mark Kunen**, instructor, and **Suzanne Wilkinson**, AECC student advisor, were honoured to receive the 2009-10 Unsung Hero Award, presented by the Victoria Native Friendship Centre
- **Franklyn Roy**, Program Assistant, was named to the Board of Literacy Victoria
- **John Boraas**, Dean, continues as Chair of the Association of Community College's Integration of Immigrants Committee
- **Nancy Bourey** was awarded Camosun's 2009 Award of Excellence for Responsive Teaching. Nancy worked to ensure delivery of Employment Training Programs in response to needs in several local Aboriginal communities. Recently retired, Nancy has always worked to develop community connections, to inspire uncertain and struggling learners, and to incorporate unique community experiences to the classes she delivers.
- The **TELFIN TFE WILNEW Program** received the 2009 college award for Program Excellence. The TTW program is designed to provide insight into an Indigenous world view, describe the impact of colonization and how it affects students attending the college today, and guide college employees in the development of indigenized teaching and learning methods. **Dianne Binn** accepted the award on behalf of **Corrine Michel** and the many other colleagues who conceptualized the program, piloted it, and who now teach the program.

New President's Funds

Congratulations to the following employees for their inspiration in developing the following projects, each receiving \$5000 of the new "President's Funds". Employees were invited to apply in the areas of innovation, interdisciplinary, environmental sustainability, conferences and student success.

Janice Simcoe: Indigenous Knowledge: Ethics & Research

Janice Simcoe: The Elder's Native Plant Garden Project (ENGAGE)

Janice Simcoe & Susanne Thiessen (Business): Pathways to Business

Jill Auchinachie & Alison Bowe: A Longitudinal Investigation of the Effects of Academic Education on the Lives of Adults with Literacy and/or Numeracy Skills at or below the Grade 10 Level

Sandra Scrimger: Avatar Based Learning

Carol Anne Sargent, Barbara Montgomery (Information Technology Services): Entry/Exit Tracking Database

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