



BOARD OF GOVERNORS

REGULAR MEETING AGENDA

MEETING: Monday, June 10, 2024
TIME: 5:00 pm
LOCATION: Paul 216, Lansdowne Campus
ONLINE: Teams

BOARD MEMBERS:

Tanya Clarmont, Chair
 Monty Bryant, Past Chair
 Jeremy Burgess
 Joanne Cumberland
 Shane Hartman
 Logan Hudson
 Lindsay Kearns, Vice Chair
 Brenda McBain
 Ruth Mojeed Ramirez
 Jagjeet Singh
 Mike Stubbing, Treasurer
 Lane Trotter, President
 Al van Akker

ADMINISTRATION:

John Boraas, Provost & VP Education & Innovation
 John D’Agnolo, Exec. Dir., Human Resources
 Deborah Huelscher, VP Administration & CFO
 Jody Kitts, Director, Advancement and Alumni Engagement
 Rodney Porter, Exec. Dir., Communications & Marketing
 Jen Stone, Exec. Dir., Strategy, Planning & Transformation
 Richard Stride, Acting VP Enrolment & Community Engagement

GUEST: Heather del Villano, Acting Dean, School of Access
 Laura Friesen, School of Access

REGRETS: Bijan Ahmadi

EXECUTIVE ASSISTANT: Heather Martin

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

	I, A, D	Page
I. CALL TO ORDER		
II. APPROVAL OF THE AGENDA		
III. BOARD MEMBER REPORTS		
1. Chair’s Report [5 min] (Tanya Clarmont)	I	no attachment
2. President’s Report [5 min] (Lane Trotter)	I	attachment 4
3. Foundation [5 min] (Jody Kitts/Joanne Cumberland/Richard Stride)	I	no attachment
4. Education Council [5 min] (Monty Bryant)		
i) Minutes of the April 17, 2024, meeting	I	attachment 6
5. Pacific Institute for Sport Education [5 min] (Brenda McBain)	I	no attachment

IV. BOARD COMMITTEE REPORTS

- 1. Executive Committee [10 min] (Tanya Clarmont)
 - i) Report from the May 27, 2024, meeting
 - a. Board Evaluation - Summary

	I	no attachment	
	I	no attachment	
- 2. Risk and Audit Committee [10 min] (Lindsay Kearns)
 - i) Minutes from the October 23, 2023, meetings

	I	attachment	10
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 - ii) Report from the June 3, 2024, meeting
 - a. Audited Financial Statements Year Ending March 31, 2024

	D	attachment	14
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 - b. Reappointment of the Auditor

	D	attachment	40
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V. APPROVAL OF THE MINUTES

- Minutes of the May 6, 2024, meeting [2 min] (Tanya Clarmont)

	A	attachment	41
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VI. NEW BUSINESS

- 1. Learning About Camosun: Employment Training & Preparation Program (ETP) [15 min] (Laura Friesen, Heather del Villano)

	I	no attachment	
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- 2. Institutional Accountability Plan & Report 2023/2024 [10 min] Rodney Porter

	D	attach separate	
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- 3. Election of the Chair August 1, 2024, to July 31, 2025 [5 min] (Deborah Huelscher)

	D	no attachment	
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VII. ADJOURNMENT

- I** Information
- A** Advice
- D** Requires a decision. See Page 3 for the proposed motions.

		attachment	3
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**BOARD OF GOVERNORS
Regular Meeting - MOTIONS
Monday, June 10, 2024**

IV BOARD COMMITTEE REPORTS

2. Risk and Audit Committee

ii) Report from the June 3, 2024, meeting

- a. Audited Financial Statements for the Year Ending March 31, 2024

MOTION:

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2024, AS PRESENTED.

- b. Reappointment of the Auditor

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS REAPPOINT KPMG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDING MARCH 31, 2025.

VI. NEW BUSINESS

2. Institutional Accountability Plan & Report 2023/24

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE DRAFT 2023/2024 INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT AND AUTHORISE THE BOARD EXECUTIVE COMMITTEE TO APPROVE THE FINAL VERSION ONCE THE DATA IS COMPLETE.



Board of Governors

SUBMITTED BY: Lane Trotter, President
DATE: June 10, 2024
TOPIC: President's Report: May 7 – June 10, 2024

Note: A verbal report will be provided for events from June 4th through June 10th, due to the publishing timeline of the Board meeting package.

1. Meetings with External Community

On May 20th, Michelle Brown, Director of Professional Studies and Industry Training (PROSIT), Rodney Porter and I had the pleasure of hosting Captain (Navy) Kevin Whiteside and COP1 Susan Frisby for a tour of the Interurban campus which included the CTEI Building (Marine Simulator), Career Lab, Camosun Innovates, and the Alex and Jo Campbell Centre for Health and Wellness (simulation lab.)

On May 22nd Ravi Parmar, Parliamentary Secretary for International Credentials visited the Interurban campus as part of his visits to post-secondary institutions throughout the province. His focus for the visits is to identify barriers in the way for more internationally educated professionals to be recognized in B.C. and what post-secondary institutions can do to help. His visit included meetings with me, then with CCSS representatives and finally with one of our International Student Advisors and Acting VP Richard Stride.

On May 28th John Boraas and I attended the South Island Partnership lunch and planning session at the Interurban campus. Also in attendance were Nicola Priestly, Director of the South Island Partnership, along with Associate Superintendents from the five school districts.

On May 29th I had an informal meeting with RRU President Philip Steenkamp and UVic President Kevin Hall.

On June 3rd I attended the International Partnerships welcome event and lunch at the Interurban campus where there were representatives from universities in Asia and Europe to discuss enhancing educational opportunities for students.

2. Meetings with Internal Community

On May 23rd I attended the Camosun College Indigenous Advisory Council meeting. The meeting agenda covered a variety of topics relevant to IECC programs, student supports and funding.

3. Special Events

On May 13th, Deborah Huelscher, Rodney Porter and I participated in a hard hat tour at West Shore Campus construction site, along with representatives from the provincial government, municipal government, Royal Roads University and UVic.

On May 16th, Camosun hosted The Honourable Terry Beech, Federal Minister of Citizens' Services for an announcement regarding funding for students in Early Childhood Education programming.

On May 28th I attended the Trades & Technology Awards Ceremony for Computer and Engineering Technology and Nautical programs.

On May 30th I attended the Trades & Technology Awards Ceremony for the Electrical, Motor Vehicle and Metal programs.

On June 3rd, I attended the Centre for Sport and Exercise Education Awards Ceremony at the Lansdowne campus.



APPROVED Minutes

REGULAR MEETING

Wednesday, Apr 17, 2024

4:00 - 6:00 pm

P216, LACC 321, MS Teams

Present

Voting Members

- | | |
|---|---------------------------------|
| 1. Alexis Martfeld, Faculty | 8. Isabel Grondin, Faculty |
| 2. Andrea Kucherawy, Support Staff (Vice-Chair) | 9. Ivy Bell, Student |
| 3. Bijan Ahmadi, Faculty (Chair) | 10. John Boraas, Administration |
| 4. Blair Fisher, Faculty | 11. Lois Fernyhough, Faculty |
| 5. Derek Murray, Faculty | 12. Mark Fournier, Faculty |
| 6. Edgar Nelson, Faculty | 13. Nicholas Read, Faculty |
| 7. Heather Del Villano, Administration | 14. Tia Primrose, Support Staff |

Non-Voting Members

Christopher Avis, Interim ICC Chair	Lane Trotter, President
Peter Moroney, Education Policy & Planning	TBA, Indigenization Coordinator
Dr. Monty Bryant, Board of Governors	

Guests: Rob Thompson, Ombudsperson; Todd Ormiston, Director, Eyē? Sqā'lewen; Richard Doucet, Eyē? Sqā'lewen; Michelle Bass, HHS, Program Leader; Jody Watson, HHS, Faculty

Regrets/Absent: Navreet Singh Sidhu, Ritika, Scott Harris

ITEM	PRESENTER
<p>A. CALL TO ORDER AND DECLARATION OF QUORUM</p> <p>The regular meeting was called to order at 4:03 pm. Quorum was reached.</p>	Bijan Ahmadi
<p>B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY</p> <p><i>Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html></i></p>	Bijan Ahmadi
<p>C. CHECK-IN</p> <p>Bijan welcomed the Council and guests to the meeting and provided members an opportunity to share any School, unit, or personal updates that they had.</p>	Bijan Ahmadi

ITEM	PRESENTER
D. ACCEPTANCE OF AGENDA The agenda for Apr 17, 2024 was approved by unanimous consent.	Bijan Ahmadi
E. MINUTES FOR APPROVAL The minutes for the Mar 20, 2024 meeting were approved by unanimous consent.	Bijan Ahmadi
F. REPORTS	
1. Education Council Chair Bijan informed members of the results of the Spring election. There were four student seats with a one-year term to be filled; we just had one nomination and Purav Yashpal was acclaimed for the position. This leaves three seats open for the Fall by-election – Bijan welcomed any students who may be interested to attend September’s meeting as a guest. Three faculty positions with a two-year term were to be filled; there were five nominations and the faculty elected are Blair Fisher (returning), and two new members: Courtney Neidig, and Michael Liu. New members will be invited to the June meeting.	Bijan Ahmadi
2. Provost and VP Education and Innovation John had nothing to report.	John Boraas
3. Board Member Monty reported that the Board voted unanimously to add the Director or Designate from Eyē? Sqâ’lewen to the Search Committee. Scott Harris presented on domestic recruitment, including updates on outreach activities within and outside of the CRD. This was followed by a presentation to the Board of the new Indigenous Action Plan, which emphasizes the four categories of the work being done: Learning, Service, Capacity, Visibility.	Dr. Monty Bryant
G. COMMITTEE REPORTS	
Education Council Policy and Standards Committee Pete reported that the committee met on April 5. There was an update on the discussions with legal counsel regarding the Academic Concessions policy. Clarity was being sought on the human rights aspects of this policy and the duties to accommodate around that. This is a complicated topic, and there are currently no guidelines around this in BC and they are being determined on a case-by-case basis. It was suggested to look at mirroring what we do with CAL and the way they vet accommodations. Currently looking at splitting the policy; one with academic concessions that don’t involve human rights, and one that does involve human rights in a general way that defaults to the BC Human Rights Code. This policy will be back to EdCo at some point after further work by the P&S committee.	Peter Moroney

ITEM	PRESENTER
<p>The Education Council bylaws were reviewed with discussion on proposed changes. Pete put out a call for any interested faculty or students who wish to be pool members for the Academic Appeals panel.</p>	
H. INTEGRATED CURRICULUM COMMITTEE REPORT	Christopher Avis
Curriculum for Presentation and Approval	Michelle Bass Jody Watson
<p>Whereas: The Integrated Curriculum Committee has reviewed and had consensus to recommend full approval of the following curriculum:</p>	
<p>HHS: COMMUNITY FAMILY CHILD STUDIES (MAJOR PROGRAM REVISION, NEW COURSES, COURSE CANCELLATIONS)</p>	
<p>Interprofessional Mental Health and Addictions (PDD)</p>	
<p>IMHA 520</p>	
<p>IMHA 522</p>	
<p>IMHA 524</p>	
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<p>IMHA 534</p>	
<p>IMHA 536</p>	
<p>IMHA 538</p>	
<p>IMHA 540</p>	
<p>Cancellations:</p>	
<p>IMHA 510</p>	
<p>IMHA 511</p>	
<p>IMHA 512</p>	
<p>IMHA 513</p>	
<p>IMHA 514</p>	
<p>IMHA 515</p>	
<p>Motion:</p>	
<p>That Education Council approves the curriculum as submitted:</p>	
<p style="text-align: right;">Moved by: Andrea Kucherawy Seconded by: Heather Del Villano Motion Carried</p>	

ITEM	PRESENTER
<p>Regular Curriculum for Approval</p> <p>Whereas: The Integrated Curriculum Committee has reviewed and had consensus to recommend full approval of the following curriculum:</p> <p>A&S: HUMANITIES PHIL 250</p> <p>Motion: That Education Council approves changes to the curriculum as submitted:</p> <p style="text-align: right;">Moved by: Blair Fisher Seconded by: Isabel Grondin Motion Amended</p> <p>Motion to amend the current motion on the floor.</p> <p>Whereas: To remove PHIL 250 from Regular Curriculum for Approval for further consult regarding potential wordsmithing of course description:</p> <p>Motion: That Education Council approves the amendment to remove PHIL 250 from the Regular Curriculum for approval:</p> <p style="text-align: right;">Moved by: Isabel Grondin Seconded by: Blair Fisher Motion Carried</p>	
<p>I. EDUCATION COUNCIL BYLAWS – CONSULT</p> <p>Bijan informed Council of the review of the Education Council bylaws and the opportunity for consultation. He provided the framework for the review cycle, review process, and the current issues being considered. Members were encouraged to attend the next Policy and Standards Committee meeting on May 3 at 10:00 am to have a continued conversation about the current issues. Results of that discussion will be brought to May’s EdCo meeting for next steps.</p>	<p>Bijan Ahmadi Peter Moroney</p>
<p>J. ADJOURNMENT</p> <p>The meeting adjourned at 5:51 pm.</p>	<p>Bijan Ahmadi</p>



BOARD OF GOVERNORS

AUDIT COMMITTEE MINUTES- AUDIT PLAN

MEETING: Monday, October 23, 2023
TIME: 4 to 4:45 pm
LOCATION: Paul 216, Boardroom, Lansdowne Campus
ONLINE: Teams

BOARD MEMBERS:

Lindsay Kearns, Chair
 Tanya Clarmont
 Mike Stubbing
 Lane Trotter, President (ex officio)

RESOURCES:

Deborah Huelscher, VP Administration & CFO
 Chris Jones, Director, Finance

REGRETS: Monty Bryant

GUESTS: Liette Bates-Eamer, KPMG
 Winnie Tam, KPMG

EXECUTIVE ASSISTANT: Heather Martin

I CALL TO ORDER

The meeting was called to order at 4:00 pm.

II APPROVAL OF AGENDA

The agenda was approved as presented.

III APPROVAL OF THE MINUTES

1. The minutes from the June 5, 2023, meeting were approved as presented.

IV NEW BUSINESS

1. Audit Plan for coming year ending March 31, 2024

Lindsay Kearns, Chair, Audit Committee, noted the Committee received the audit plan for the coming year ending on March 31, 2024.

Liette Bates-Eamer, KPMG, provided a high-level summary. The plan is consistent with the plan from previous years. No significant risks nor changes have been identified. Materiality is \$3M and the audit misstatement posting threshold is \$150K. Risks identified are those required by professional standards. KPMG is not anticipating anything unusual this year. The areas of focus are the same as previous years. There are two new auditing standards which are implemented by KPMG and are related to quality management. KPMG will conduct the interim audit in January, 2024, and the audit will be in the third week of April, 2024. The Audit Report will be ready for the Board in June, 2024. KPMG confirmed they are independent as auditors.

2. Cybersecurity Sub-Committee Terms of Reference

Tanya Clarmont, Chair, Board of Governors, noted the Board Executive Committee has proposed the establishment of a Cybersecurity Sub-Committee of the Audit Committee. The role of the sub-committee will be to focus on the oversight of cybersecurity, including holding management

accountable, ensuring the Board has regular updates, that they understand the risks, and that the Board has adequate training.

Under Membership, the number of appointed members was changed to four. The Audit Chair Lindsay Kearns will appoint them. She will invite the Chair of Finance, the Board Chair and Brenda McBain. Lindsay will announce the membership of the committee after it has been finalized. The schedule will be changed to coordinate their quarterly meetings with Executive Committee meetings, rather than with the Audit Committee.

MOTION

**THAT THE AUDIT COMMITTEE RECOMMENDS THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE NEW 'CYBERSECURITY SUB-COMMITTEE TERMS OF REFERENCE'.
CARRIED**

3. Audit Committee Terms of Reference

Tanya Clarmont noted the Board Executive Committee proposed a name change for the Audit Committee that will include the word 'risk' to reflect one of their most important roles. The proposed new title is 'Risk and Audit Committee'. The Board Chair has been added to the membership list.

MOTION

**THAT THE AUDIT COMMITTEE RECOMMENDS THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE NAME CHANGE FOR THE 'AUDIT COMMITTEE' TO THE 'RISK AND AUDIT COMMITTEE', AND THE ADDITION OF THE BOARD CHAIR TO THE MEMBERSHIP.
CARRIED**

V ADJOURNMENT

The meeting adjourned at 4:35 pm.



BOARD OF GOVERNORS

AUDIT COMMITTEE MINUTES-RISK REGISTER

MEETING: Monday, October 23, 2023
TIME: 4:45 pm
LOCATION: Paul 216, Boardroom, Lansdowne Campus
ONLINE: Teams

COMMITTEE MEMBERS:

Lindsay Kearns, Chair
 Tanya Clarmont
 Mike Stubbing
 Lane Trotter, President

BOARD MEMBERS:

Joanne Cumberland
 Brenda McBain
 Ruth Mojeed Ramirez
 Jagjeet Singh
 Al van Akker

RESOURCES:

John Boraas, Provost and VP Education & Innovation
 Heather Cummings, VP Student Experience
 John D’Agnolo, Exec. Dir., Human Resources
 Deborah Huelscher, VP Administration & CFO
 Ted Pennell, Chief Information Officer
 Rodney Porter, Exec. Dir., Communications & Marketing
 Jen Stone, Exec. Dir., Strategy, Planning & Transformation

EXECUTIVE ASSISTANT: Heather Martin

REGRETS: Monty Bryant

Geoff Wilmshurst, VP Partnerships

I CALL TO ORDER

The meeting was called to order at 4:45 pm.

II APPROVAL OF AGENDA

The agenda was approved as presented.

III NEW BUSINESS

1. Risk Register

The Board is invited to join the Audit Committee every fall to hear the detailed level. Deborah Huelscher, VP Administration & CFO, provided an overview of the risk register. The Executive level Risk Register summary shows the high-level risks that cannot be eliminated but can be mitigated. Most are similar each year, but there are some changes. There are eight categories: compliance, education & business processes, external environment, financial resources, human resources, infrastructure, information resources, and organizational culture. Deborah reviewed the risks and mitigation strategies. The categories are consistent with most post-secondary institutions.

2. Enterprise Risk Management Oversight

i) Cyber Security Report

Ted Pennell, CIO, presented the annual update on cybersecurity for 2023. The strategy has been to reduce high impact events and reduce exposure. Educational institutes are a leading target for

cyber-attacks. Multi-Factor Authentication (MFA) is now mandatory for all employees and will be for students in November. Training has been provided in MFA. There is a strong cybersecurity team in place who are working with partners and building multiple layers of defense.

ii) Special Audit Update – Human Resources & Payroll

Deborah Huelscher noted this special audit topic is called the ‘Employee Life Cycle Project’, led by Jen Stone. Last January the pay date for all employee groups was moved to the same Friday every two weeks. Moving all payroll to the same day created capacity for the payroll teams, as it removed the weekly deadlines. It makes them more efficient and reduces errors.

The automation of the appointment form is under development. Offers and letters will be completed online instead of on paper. Training is being provided this month, and the change will be implemented in January 2024. Work is underway on moving more processes away from manual and faculty re-appointments will be moved to digital in the next year.

IV ADJOURNMENT

The meeting adjourned at 6:00 pm.

Financial Statements of

CAMOSUN COLLEGE

And Independent Auditor's Report thereon

Year ended March 31, 2024

MANAGEMENT'S RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

The financial statements have been prepared by management in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia. The integrity and objectivity of these statements is management's responsibility. Management is also responsible for all of the notes to the financial statements, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. The significant accounting policies are summarized in note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The Camosun College Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Risk and Audit and Finance committees. The Risk and Audit Committee reviews the external audited financial statements yearly and the Finance Committee reviews internal financial reports on a quarterly basis. The external auditor has full access to the Risk and Audit Committee, with and without management present.

KPMG conducts an independent examination, in accordance with Canadian auditing standards, and expresses an opinion on the financial statements. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of the examination and their opinion on the financial statements.

On behalf of Camosun College

Lane Trotter
President

Deborah Huelscher
*Vice President Administration and Chief
Financial Officer*

INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of Camosun College, and
To the Minister of Post Secondary Education and Future Skills, Province of British Columbia

Opinion

We have audited the financial statements of Camosun College (the "Entity"), which comprise:

- the statement of financial position as at March 31, 2024
- the statement of operations and accumulated surplus for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2024 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "**Auditor's Responsibilities for the Audit of the Financial Statements**" section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.



Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.



Camosun College
Page 3

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Victoria, Canada

_____, 2024

CAMOSUN COLLEGE

Statement of Financial Position

Year ended March 31, 2024, with comparative information for 2023

	2024	2023
Financial assets		
Cash and cash equivalents (note 4)	\$ 30,658,247	\$ 27,193,130
Accounts receivable (note 5):		
Due from government and other government organizations	5,350,070	7,064,585
Other	3,742,550	3,146,713
Inventories for resale (note 6)	726,636	721,711
	<u>40,477,503</u>	<u>38,126,139</u>
Liabilities		
Accounts payable and accrued liabilities (note 7):		
Due to government and other government organizations	3,563,736	3,048,177
Other	27,663,310	27,137,551
Employee future benefits (note 8)	2,951,808	3,028,771
Deferred contributions (note 9)	9,109,377	6,579,659
Deferred revenue (note 10)	8,229,177	10,114,062
Deferred capital contributions (note 11)	117,201,297	122,162,477
Asset retirement obligations (note 12)	749,180	681,073
	<u>169,467,885</u>	<u>172,751,770</u>
Net debt	(128,990,382)	(134,625,631)
Non-financial assets		
Tangible capital assets (note 13)	141,951,955	145,460,930
Prepaid expenses	1,426,164	1,242,215
	<u>143,378,119</u>	<u>146,703,145</u>
Accumulated surplus	<u>\$ 14,387,737</u>	<u>\$ 12,077,514</u>

Contingent liabilities (note 14)
Contractual obligations (note 16(c))

See accompanying notes to financial statements.

On behalf of the Board:

Chair, Board of Governors

Vice President Administration
and Chief Financial Officer

CAMOSUN COLLEGE

Statement of Operations and Accumulated Surplus

Year ended March 31, 2024, with comparative figures for 2023

	Budget (note 18)	2024	2023
Revenue:			
Provincial grants:			
Ministry of Post Secondary Education and Future Skills	\$ 71,195,824	\$ 83,579,814	\$ 73,355,071
Other	6,569,485	7,147,269	6,790,621
Federal grants	1,404,150	1,118,626	815,928
Other grants	89,488	346,868	257,331
Tuition	53,928,985	54,903,082	47,330,061
Fees (other)	1,816,000	1,831,580	1,857,562
Other revenue	947,163	2,216,663	2,191,032
Amortization of deferred capital contributions	8,996,075	7,890,344	7,689,063
Rentals and leases	110,000	140,548	124,757
Investment income	600,000	1,700,112	773,418
Sales of goods and services:			
To the Province of BC	324,946	17,000	379,044
To Crown Corporations or government organizations	4,741,752	3,133,307	3,207,574
To other entities	10,894,802	10,031,578	10,663,317
	161,618,670	174,056,791	155,434,779
Expenses (note 15):			
Instruction and support	153,494,340	162,539,082	146,017,916
Ancillary operations	6,577,390	7,269,702	6,614,581
Applied research	1,546,940	1,937,784	1,661,355
	161,618,670	171,746,568	154,293,852
Annual surplus	-	2,310,223	1,140,927
Accumulated surplus, beginning of year	12,077,514	12,077,514	10,936,587
Accumulated surplus, end of year	\$ 12,077,514	\$ 14,387,737	\$ 12,077,514

See accompanying notes to financial statements.

CAMOSUN COLLEGE

Statement of Changes in Net Debt

Year ended March 31, 2024, with comparative information for 2023

	Budget (note 18)	2024	2023
Annual surplus	\$ -	\$ 2,310,223	\$ 1,140,927
Acquisition of tangible capital assets	(5,203,000)	(6,271,359)	(4,290,930)
Amortization of tangible capital assets	11,271,475	9,780,334	9,668,031
	6,068,475	3,508,975	5,377,101
(Acquisition) use of prepaid expenses	-	(183,949)	242,143
Decrease in net debt	6,068,475	5,635,249	6,760,171
Net debt, beginning of year	(134,625,631)	(134,625,631)	(141,385,802)
Net debt, end of year	\$ (128,557,156)	\$ (128,990,382)	\$ (134,625,631)

See accompanying notes to financial statements.

CAMOSUN COLLEGE

Statement of Cash Flows

Year ended March 31, 2024, with comparative information for 2023

	2024	2023
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 2,310,223	\$ 1,140,927
Items not involving cash:		
Contributed assets	(114,563)	(133,144)
Amortization of tangible capital assets	9,780,334	9,668,031
Accretion expense	68,107	61,915
Revenue recognized from deferred capital contributions	(7,890,344)	(7,689,063)
Change in employee future benefits	(76,963)	(177,957)
Changes in non-cash operating working capital:		
Decrease (increase) in accounts receivable	1,118,678	(4,730,271)
Decrease (increase) in prepaid expenses	(183,949)	242,143
Increase in inventories for resale	(4,925)	(34,677)
Increase in accounts payable and accrued liabilities	1,041,318	5,610,685
Increase (decrease) in deferred contributions	2,529,718	(348,382)
Increase (decrease) in deferred revenue	(1,884,885)	435,710
Net change in cash from operating activities	6,692,749	4,045,917
Capital activities:		
Acquisition of tangible capital assets	(6,156,796)	(4,157,786)
Net change in cash from capital activities	(6,156,796)	(4,157,786)
Financing activities:		
Capital contributions received	2,929,164	2,231,218
Net change in cash from financing activities	2,929,164	2,231,218
Net change in cash	3,465,117	2,119,349
Cash and cash equivalents, beginning of year	27,193,130	25,073,781
Cash and cash equivalents, end of year	\$ 30,658,247	\$ 27,193,130

See accompanying notes to financial statements.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

1. Nature of operations:

Camosun College (the “College”) is a post-secondary educational institution funded by the Province of British Columbia (the “Province”) and incorporated under the College and Institute Act of British Columbia. The British Columbia Ministry of Post Secondary Education and Future Skills (the “Ministry”) provides the principal source of funding. The College is governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The College is a registered charity and is therefore exempt from income taxes under section 149 of the *Income Tax Act*.

2. Significant accounting policies:

(a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections.

Regulation 198/2011 requires that restricted contributions received or receivable for acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be deferred and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

2. Significant accounting policies (continued):

(a) Basis of accounting (continued):

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410 *Government Transfers*; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100 *Restricted Assets and Revenues*; and
- deferred contributions meet the liability criteria in accordance with PS3200 *Liabilities*.

As a result, revenue recognized in the statement of operations and certain related deferred capital contributions are recorded differently under Canadian Public Sector Accounting Standards.

(b) Inventories for resale:

Inventories held for resale, comprised of bookstore inventory, is recorded at the lower of average cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

(c) Tangible capital assets:

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development, or betterment of the asset.

The cost, less residual value, of the tangible capital assets, excluding land, is amortized on a straight-line basis over their estimated useful lives as follows:

Category	Period
Buildings	20 to 40 years
College system software	10 years
Furniture, fixtures and equipment	5 years
Computers and software	3 years

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. The net write-downs are accounted for as expenses in the statement of operations.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

2. Significant accounting policies (continued):

(c) Tangible capital assets (continued):

Contributed capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, in which case they are recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.

On July 14, 1983 certain land was transferred to the College by order of the Lieutenant-Governor in Council. These assets have been recorded at a nominal value of \$1. Title to the assets is transferred subject to their continued use for educational purposes.

Works of art and historic assets are not recognized in these financial statements.

Leases which transfer substantially all of the benefit and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Capital lease obligations are recorded at the present value of the minimum lease payments excluding executory costs. The discount rate used to determine the present value of the lease payments is the lower of the College's rate for incremental borrowing or the interest rate implicit in the lease. The maximum recorded value of the leased assets cannot exceed the leased property's fair value when determining the discount rate to be used.

(d) Employee future benefits:

(i) The College and its employees contribute to the College Pension Plan and the Municipal Pension Plan, which are multi-employer joint trustee plans. The plans are defined benefit plans providing a pension on retirement based on the member's age at retirement, length of service and earnings. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as defined contribution plans and any contributions of the College to the plans are expensed as incurred.

(ii) Sick leave benefits are also available to certain College employees. The costs of these benefits are actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligations under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected average remaining service life of the employees. Similarly, the cost and obligation of non-vesting sick leave benefits is actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, long-term inflation rates and discount rates.

(iii) Certain College employees are entitled to the continuation of health and dental benefits while on disability leave. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes at March 31, 2024.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

2. Significant accounting policies (continued):

(d) Employee future benefits (continued):

(iv) The costs of insured benefits reflected in these statements are the employer's portion of the insurance premiums owed for coverage of employees during the period.

(e) Prepaid expenses:

Prepaid expenses include lease and contract payments that will be charged to expense over the periods the College is expected to benefit from them.

(f) Revenue recognition:

Tuition and student fees and sales of inventory are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured. Revenue related to fees or services received in advance of the fee being earned or the service performed is deferred and recognized when the fee is earned or service performed.

Fee for services revenues and expenditures are recognized as activities are performed, based on achievement of performance obligations. Provision for all anticipated losses is made in the period in which they become evident.

Unrestricted contributions, donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors. Under Restricted Contributions Regulation 198/2011, government transfers are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

(i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

(ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.

(g) Expenses:

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

2. Significant accounting policies (continued):

(h) Financial instruments:

Financial assets and financial liabilities are measured at cost or amortized cost, less any permanent impairment in value. The College does not hold any derivatives or equity investments that require fair value reporting and has not elected to record any other financial instruments at fair value.

A statement of remeasurement gains and losses is not presented as the College did not have remeasurement transactions to report.

Financial instruments are adjusted by transaction costs incurred on acquisition and financing costs, which are amortized using the straight-line method.

All financial assets are assessed for impairment on an annual basis. When a decline is determined to be other than temporary, the amount of the loss is reported in the statement of operations.

(i) Cash and cash equivalents:

Cash and cash equivalents include cash on hand and short term highly liquid investments that are readily convertible to known amounts of cash and are subject to insignificant risk of change in value. These short term investments generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short term cash commitments rather than investing.

(j) Asset retirement obligation:

An asset retirement obligation is recognized when, as at the financial reporting date, all of the following criteria are met:

- There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- The past transaction or event giving rise to the liability has occurred;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

The liability for the removal of asbestos in several of the buildings owned by the College has been recognized based on estimated cost of remediation at the date of adoption on April 1, 2022. Under the modified retrospective method, the assumptions used on initial recognition are those as of the date of adoption of the standard. Assumptions used in the subsequent calculations are revised yearly.

The liability is estimated at the current cost of remediation if this was to occur at the financial statement date. This liability is adjusted yearly based on a remediation cost escalation percentage as an accretion expense. The recognition of a liability resulted in an accompanying increase in the respective tangible capital assets. The buildings capital assets affected by the asbestos liability are being amortized with the buildings over their original remaining useful lives.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

2. Significant accounting policies (continued):

(k) Measurement uncertainty:

The preparation of the financial statements requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities and disclosures of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the period. Key areas where management has made estimates and assumptions include those related to the determination of the useful lives of capital assets, amortization of related deferred capital contributions, asset retirement obligations, determination of employee future benefits, and provisions for accounts receivable and contingencies. Where actual results differ from these estimates and assumptions, the impact is recorded in future periods when the differences become known.

3. Adoption of new accounting standards:

- (a) On April 1, 2023, the College adopted Canadian Public Sector Accounting Standard PS 3400, *Revenue* ("PS 3400"). Under the new accounting standard, there are two categories of revenue – exchange and non-exchange. If the transaction gives rise to one or more performance obligations, it is an exchange transaction. If no performance obligations are present, it is a non-exchange transaction. Management has assessed the impact of adopting PS 3400 on the financial statements of the College and has found that there is no resulting impact to the amounts presented in these financial statements for fiscal years beginning on or after April, 2023.
- (b) On April 1, 2023, the College adopted Canadian Public Sector Accounting Standard PS 3160, *Public Private Partnerships* ("PS 3160"). The new accounting standard addresses the recognition, measurement, presentation, and disclosure of infrastructure procured by public sector entities through certain types of public private partnership arrangements. Management has assessed the impact of adopting PS 3160 on the financial statements of the College and has found that at present no such items meet the criteria to be recognized as a public private partnership.
- (c) On April 1, 2023, the College adopted Public Sector Guideline PSG-8, *Purchased Intangibles*, applied on a prospective basis ("PSG-8"). PSG-8 defines purchased intangibles as identifiable non-monetary economic resources without physical substance acquired through an arm's length exchange transaction between knowledgeable, willing parties who are under no compulsion to act. Intangibles acquired through a transfer, contribution, or inter-entity transaction, are not purchased intangibles. Management has assessed the impact of adopting PSG-8 and found that at present no such items meet the criteria to be recognized as a purchased intangible.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

4. Cash and cash equivalents:

Cash and cash equivalents include cash and cash equivalents on deposit and amounts held under the Province of BC Central Deposit Program which pays interest at 5.2% and are redeemable on 3 days notice.

5. Accounts receivable:

(a) Due from government and other government organizations:

	2024	2023
Federal government	\$ 450,096	\$ 359,821
Provincial government	4,405,132	5,644,114
Other government organizations	494,842	1,060,650
	\$ 5,350,070	\$ 7,064,585

(b) Due from other:

	2024	2023
Accounts receivable	\$ 4,380,377	\$ 3,752,915
Accrued interest	138,026	94,313
Allowance for doubtful accounts	(775,853)	(700,515)
	\$ 3,742,550	\$ 3,146,713

6. Inventories for resale:

Inventory is comprised of bookstore inventory for resale. During the year ended March 31, 2024 the College recognized \$2,145,588 (2023 - \$2,226,470) of expenses related to inventories in the statement of operations. This includes an amount of \$27,408 (2023 - \$13,821) resulting from the write-down of inventories.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

7. Accounts payable and accrued liabilities:

(a) Due to government and other government organizations:

	2024	2023
Federal government	\$ 2,578,317	\$ 2,217,523
Provincial government	5,471	-
Other government organizations	979,948	830,654
	<u>\$ 3,563,736</u>	<u>\$ 3,048,177</u>

(b) Due to other:

	2024	2023
Trade payables and accrued liabilities	\$ 18,405,284	\$ 19,053,933
Accrued vacation pay and earned time off	6,291,339	5,048,476
Professional development and training	2,966,687	3,035,142
	<u>\$ 27,663,310</u>	<u>\$ 27,137,551</u>

8. Employee future benefits:

(a) Employee future benefits:

	2024	2023
Sick leave	\$ 2,054,408	\$ 1,855,329
Long-term disability health and dental benefits	897,400	1,173,442
Accrued benefit liability, end of year	<u>\$ 2,951,808</u>	<u>\$ 3,028,771</u>

(i) Certain employees of the College are entitled to sick leave benefits in accordance with the terms and conditions of their employment contracts. These include post-retirement benefits, benefits that are expected to be provided after employment but prior to retirement and which vest or accumulate during service; and compensated absence benefits, benefits paid during employment, including sick pay benefits that accumulate and are payable upon a future illness or injury-related absence. The benefit expense associated with the covered benefits attributed to the accounting period is included in the College's statement of operations and the accrued benefit liability for the benefits attributed to employee service to the accounting date are included in the College's statement of financial position. The accrued benefit obligation and the net periodic benefit costs were estimated by an actuarial valuation at the measurement date of February 29, 2024 and extrapolated to March 31, 2024.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

8. Employee future benefits (continued):

(a) Employee future benefits (continued):

(i) Continued:

Actuarial gains and losses are amortized over eight years (2023 - six years), being the updated expected average remaining service life of the employees.

	2024	2023
Accrued benefit liability:		
Balance, beginning of the year	\$ 1,855,329	\$ 1,747,840
Current benefit cost	299,800	220,871
Benefits paid	(100,721)	(113,382)
Balance, end of year	2,054,408	1,855,329
Unamortized actuarial losses (gains)	(497,500)	74,914
Accrued benefit obligation, end of year	\$ 1,556,908	\$ 1,930,243

The components of the current benefit cost are current service cost of \$157,300 (2023 - \$153,100), interest expense of \$42,800 (2023 - \$42,800), net actuarial losses of \$25,000 (2023 - \$24,971) and additional expense due to plan amendment of \$74,700 (2023 - \$nil).

The significant actuarial assumptions adopted in measuring the College's accrued benefit obligations are as follows:

	2024	2023
Discount rates	4.80%	2.25%
Expected future inflation rates	2.50%	2.00%
Expected wage and salary increases	2.75%	2.75%

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

8. Employee future benefits (continued):

(a) Employee future benefits (continued):

- (ii) Certain employees of the College are entitled to the continuation of extended health and dental benefits in accordance with the terms and conditions of their employment contracts. Coverage is extended to disabled employees, their spouses and dependent children while on disability. Faculty and Exempt employees receive these benefits from their date of disability to the earlier of recovery from disability and return to work or age 65. Support staff receive these benefits from their date of disability to the earlier of recovery from disability and return to work or two years. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes as at March 31, 2024.

Actuarial gains and losses are recognized immediately as the benefit continuation for disabled employees is an event driven liability.

	2024	2023
Accrued benefit obligation:		
Balance, beginning of the year	\$ 1,173,442	\$ 1,458,888
Net benefit costs less benefits paid	(276,042)	(285,446)
Accrued benefit obligation, end of year	\$ 897,400	\$ 1,173,442

The components of the net benefit costs include current service cost, interest expense, the impact of plan amendments and the immediate recognition of actuarial gains.

The significant actuarial assumptions adopted in measuring the College's accrued benefit obligations are as follows:

	2024	2023
Discount rates	4.80%	4.13%
Medical trend	5.00%	6.23%
Dental trend	5.00%	5.18%

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

8. Employee future benefits (continued):

(b) Pension plans:

The College and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2023, the College Pension Plan has about 17,200 active members, and approximately 10,700 retired members. As at December 31, 2022, the Municipal Pension Plan has about 240,000 active members, including approximately 7,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2021, indicated a \$202 million surplus for basic pension benefits on a going concern basis.

The most recent valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The next valuation for the College Pension Plan will be as at August 31, 2024. The next valuation for the Municipal Pension Plan will be December 31, 2024.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

The College paid \$7,543,509 (2023 - \$6,300,212) for employer contributions for the College Pension Plan and \$2,260,265 (2023 - \$1,936,554) for the Municipal Pension Plan in fiscal 2024.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

9. Deferred contributions:

Deferred contributions are comprised of funds restricted by the following sources:

	April 1, 2023	Receipts during year	Transferred to revenue	March 31, 2024
Provincial	\$ 5,961,467	\$ 6,425,677	\$ (4,318,201)	\$ 8,068,943
Federal	609,742	717,504	(391,351)	935,895
Other	8,450	104,539	(8,450)	104,539
	\$ 6,579,659	\$ 7,247,720	\$ (4,718,002)	\$ 9,109,377

10. Deferred revenue:

Deferred revenue includes tuition and contract fees received in advance of the related activity performed:

	2024	2023
Tuition fees	\$ 7,194,125	\$ 9,499,923
Contract fees	1,035,052	614,139
	\$ 8,229,177	\$ 10,114,062

11. Deferred capital contributions:

Continuity of deferred capital contributions is as follows:

March 31, 2024	Deferred	Unamortized	Total
Opening balance	\$ 3,070,636	\$ 119,091,841	\$ 122,162,477
Restricted contributions received	4,520,402	-	4,520,402
Contributions spent	(5,099,492)	5,099,492	-
Amounts amortized to revenue	-	(7,890,344)	(7,890,344)
Amounts recognized as revenue	-	(1,591,238)	(1,591,238)
Closing balance	\$ 2,491,546	\$ 114,709,751	\$ 117,201,297

March 31, 2023	Deferred	Unamortized	Total
Opening balance	\$ 3,480,428	\$ 124,139,894	\$ 127,620,322
Restricted contributions received	4,764,778	-	4,764,778
Contributions spent	(5,174,570)	5,174,570	-
Amounts amortized to revenue	-	(7,689,063)	(7,689,063)
Amounts recognized as revenue	-	(2,533,560)	(2,533,560)
Closing balance	\$ 3,070,636	\$ 119,091,841	\$ 122,162,477

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

12. Asset retirement obligations:

The College owns and operates some buildings that are known to contain asbestos and other hazardous materials, which represents a health hazard when undergoing certain repairs and maintenance work and upon demolition of the building. As there is a legal obligation to remove hazardous materials, the College has recognized a liability relating to the removal and post-removal care of the asbestos and other hazardous materials in these buildings. Changes to the asset retirement obligations in the year are as follows:

	2024	2023
Asset retirement obligations, beginning of year	\$ 681,073	\$ 619,158
Accretion expense	68,107	61,915
Asset retirement obligations, end of year	\$ 749,180	\$ 681,073

13. Tangible capital assets:

Cost	March 31, 2023	Additions	Transfers/ Disposals	March 31, 2024
Land	\$ 14,484,612	\$ -	\$ -	\$ 14,484,612
Buildings	210,868,628	1,511,052	761,296	213,140,976
Assets under construction	761,296	1,110,465	(761,296)	1,110,465
Furniture, fixtures and equipment	17,027,086	2,376,120	(1,621,921)	17,781,285
Computers and software	8,219,637	1,273,722	(1,490,700)	8,002,659
	\$ 251,361,259	\$ 6,271,359	\$ (3,112,621)	\$ 254,519,997

Accumulated amortization	March 31, 2023	Disposals	Amortization Expense	March 31, 2024
Land	\$ -	\$ -	\$ -	\$ -
Buildings	90,779,616	-	5,489,223	96,268,839
Furniture, fixtures and equipment	9,809,759	(1,621,921)	2,769,376	10,957,214
Computers and software	5,310,954	(1,490,700)	1,521,735	5,341,989
	\$ 105,900,329	\$ (3,112,621)	\$ 9,780,334	\$ 112,568,042

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

13. Tangible capital assets (continued):

	Net book value March 31, 2023	Net book value March 31, 2024
Land	\$ 14,484,612	\$ 14,484,612
Buildings	120,089,012	116,872,137
Assets under construction	761,296	1,110,465
Furniture, fixtures and equipment	7,217,327	6,824,071
Computers and software	2,908,683	2,660,670
	\$ 145,460,930	\$ 141,951,955

(a) Assets under construction:

The assets under construction include expenses for computer and lab equipment and various building improvements throughout the College campuses. The computer and lab equipment will be ready for use by the fall of 2024. Building improvement work will continue throughout the 2025 fiscal year.

(b) Contributed tangible capital assets:

Contributed capital assets are recognized at fair market value at the date of contribution. The value of contributed capital assets received during the year is \$114,563 (2023 - \$133,144).

14. Contingent liabilities:

The College may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. It is management's opinion that the aggregate amount of any potential liability is not expected to have a material adverse effect on the College's financial position or results.

15. Expenses by object:

The following is a summary of expenses by object:

	2024	2023
Salaries and benefits	\$ 131,282,329	\$ 118,055,014
Contract fees	4,396,618	4,603,889
Supplies and services	21,346,476	16,329,928
Costs of goods sold	2,734,751	2,710,602
Accretion expense	68,107	61,915
Amortization	9,780,334	9,668,031
Minor repairs and maintenance	2,137,953	2,864,473
	\$ 171,746,568	\$ 154,293,852

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

16. Related party transactions:

(a) Other agency operations:

The College is related through common ownership to all Province of British Columbia ministries, agencies, Crown corporations, school districts, health authorities, hospital societies, universities and colleges that are included in the provincial government reporting entity. The College also considers the Board of Governors and key management executives as related parties. Transactions with these entities, unless disclosed otherwise, are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

Included in accounts receivable at year end is \$4,405,132 (2023 - \$5,644,114) from the provincial government. During the year the College received grants in the amount of \$87,391,672 (2023 - \$70,489,455) from the provincial government and included \$81,988,577 (2023 - \$70,929,086) in revenue. \$4,377,180 (2023 - \$4,202,638) of the \$4,520,402 (2023 - \$4,764,778) of restricted capital contributions received during the year was from the provincial government.

(b) Camosun College Foundation:

The College has an economic interest in the Camosun College Foundation (the "Foundation"). The net assets and results of operations of the Foundation have not been included in these financial statements. The Foundation is a registered charity under the Income Tax Act. The Foundation is a separate society formed to provide scholarships and bursaries for students of the College and to raise funds for furthering the interest of the College. The College provides some financial support to the Foundation. During the year, financial support of \$610,301 (2023 - \$617,436) was provided to the Foundation.

For the year ended March 31, 2024, gift in kind donations from the Foundation to the College were \$140,523 (2023 - \$155,825) of which \$114,563 was recorded as capital assets (2023 - \$133,144). Included in the College's accounts receivable at March 31, 2024 is \$216,070 (2023 - \$87,604) due from the Foundation.

(c) Pacific Institute for Sport Education Society:

The College has an economic interest in the Pacific Institute for Sport Education Society ("PISE"). The net assets and results of operations of PISE have not been included in these financial statements. PISE is a separate society formed to bring sport education and athlete development under one roof, incorporating health and wellness programs, high performance sport services, applied sport research and innovation and community programs. PISE has three founding members - Camosun College, Canadian Sport Institute and PacificSport Victoria - and is a registered charity under the Income Tax Act.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

16. Related party transactions (continued):

(c) Pacific Institute for Sport Education Society (continued):

PISE's facilities, located at the Interurban campus, were completed in September 2008 at which time the College signed a long-term lease and license agreement with PISE under which PISE will operate the facility for a 25-year term with a 29-year extension option at an annual rent of \$1 per year. At the same time, PISE has signed a long-term sub lease with the College under similar terms under which the College will operate its sport education programs, recreation and athletics programs and teams and applied research activities at an annual cost of \$727,049 (2024) and \$789,383 (2025). A renewal of the sublease is expected in the 2025 fiscal year.

At the date of occupancy, the related \$28 million cost of the capital assets under construction and associated deferred capital grants were removed from the College's financial statements. The College provides custodial, grounds, maintenance, and other specialist facility services to PISE on a cost recovery basis under a service agreement. Fees and expenses for these services amounted to \$302,985 (2023 - \$302,985) during the year. Included in the College's accounts receivable at March 31, 2024 is \$10,105 (2023 - \$1,763) due from PISE. Included in the College's accounts payable at March 31, 2024 is \$7,151 (2023 - \$3,000) due to PISE.

17. Financial risk management:

It is management's opinion that the College is not exposed to significant risk from its use of financial instruments which could affect its ability to achieve its strategic objectives.

(a) Liquidity risk:

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due. The College establishes budgets and cash flow projections to ensure that it has the necessary funds to meet its obligations as they become due.

(b) Interest rate risk:

Interest rate risk is the risk that the fair value of future cash flows of floating rate instruments will fluctuate due to changes in market interest rates. It is management's opinion that the College is not exposed to excessive levels of interest rate risk arising from its financial instruments.

(c) Credit risk:

Credit risk is the risk of financial loss to the College if a client of the College or counterparty to a financial instrument fails to meet their contractual obligations. Such risks arise principally from certain financial assets held by the College consisting of cash, investments, and accounts receivable. The risk is mitigated by the College's prompt collections processes and by other remedies such as the withholding of transcripts in the event of non-payment.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2024

17. Financial risk management (continued):

(c) Credit risk (continued):

The College accounts for a specific bad debt provision when management considers that the expected recovery is less than the amount receivable.

There has been no change to the risk exposure from 2023.

The insurance on College property is the responsibility of the Province, which paid \$277,884 (2023 - \$259,371) for premiums and fees on behalf of the College for the coverage. The premiums paid are not recorded in the financial transactions of the College or in these financial statements. All claims for loss are submitted to the Province for consideration for replacement. The College has no direct insurance coverage against loss of any of its capital assets.

18. Budget data:

Budget figures have been provided for comparative purposes and have been derived from the Multi Year Budget approved by the Board of Governors of the College on April 11, 2023. The budget is reflected in the statement of operations and the statement of changes in net debt. The chart below reconciles the approved budget to the budget figures reported in these financial statements.

Revenues:	
Operating budget	\$ 147,009,595
Capital budget	14,609,075
<u>Total revenues</u>	<u>161,618,670</u>
Expenses:	
Operating budget	144,734,195
Capital budget	16,884,475
<u>Total expenses</u>	<u>161,618,670</u>
<u>Annual surplus</u>	<u>\$ -</u>



**BRIEFING NOTE
BOARD OF GOVERNORS**

SUBMITTED BY: Deborah Huelscher, VP Administration and CFO
DATE: June 10, 2024
TOPIC: Reappointment of Auditors 2024/25

For Information: _____ For Decision: X _____ For Discussion: _____

1. OVERVIEW

Section 55 of the College and Institute Act states that unless the Auditor General is appointed in accordance with the Auditor General Act as the auditor of an institution, the institution must appoint an auditor to audit the accounts of the institution at least once each year.

KPMG was the successful proponent of the college's last RFP for audit services. They have completed the third year of that contract in fiscal 2023/2024.

The Risk and Audit Committee has responsibility to make a recommendation to the Board of Governors for the appointment of auditors.

2. OPTIONS

Reappoint KPMG for one year.

3. RECOMMENDATION AND OR MOTION

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS REAPPOINT KPMG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDING MARCH 31, 2025.



BOARD OF GOVERNORS

REGULAR MEETING MINUTES

MEETING: Monday, May 6, 2024
TIME: 5:00 pm
LOCATION: Paul 216, Lansdowne Campus
ONLINE: Teams

BOARD MEMBERS:

Tanya Clarmont, Chair
 Bijan Ahmadi
 Monty Bryant, Past Chair
 Jeremy Burgess
 Joanne Cumberland
 Shane Hartman
 Lindsay Kearns
 Brenda McBain
 Ruth Mojeed Ramirez
 Mike Stubbing
 Lane Trotter, President
 Al van Akker

ADMINISTRATION:

John Boraas, Provost & VP Education & Innovation
 John D'Agnolo, Exec. Dir., Human Resources
 Deborah Huelscher, VP Administration & CFO
 Jody Kitts, Dir., Advancement & Alumni Engagement
 Rodney Porter, Exec. Dir., Communications & Marketing
 Jen Stone, Exec. Dir., Strategy, Planning & Transformation
 Richard Stride, Acting VP Enrolment & Community Engagement

GUESTS: Evan Hilchey, Exec. Dir., Administration Services
 Laura Mitchell, Director, Student Affairs
 Stephanie Pedneault, Student Support Manager

REGRETS:

Logan Hudson
 Jagjeet Singh

EXECUTIVE ASSISTANT: Heather Martin

I CALL TO ORDER

Tanya Clarmont, Chair, called the meeting to order at 5:00 pm.

II APPROVAL OF THE AGENDA

The agenda was approved as distributed.

III BOARD MEMBER REPORTS

1. Chair's Report

Tanya Clarmont, Chair, noted that today we are welcoming the following guests on Teams: Michel Turcotte, CCSS; and Lynelle Yutani, CCFA. Lane Trotter and Tanya met several times for planning and updates. On April 22, we received the Orders in Council for the 2024/2025 Board appointments. Monty Bryant and Brenda McBain have been extended for one year to July 31, 2025. Mike Stubbing has been reappointed for two years to July 31, 2026. The election is complete for the two student seats on the Board of Governors for the term of August 1, 2024, to July 31, 2025. The two students joining us are Sean Leyland and Prince Solanki.

On April 26, Lindsay Kearns and Jeremy Burgess attended the Provincial Government's 'Governing in the Public Interest' workshop in Vancouver. Lindsay Kearns was very grateful for the opportunity to attend and connect with other board members. Lindsay attended sessions on cybersecurity, risk management, inclusive leadership, and EDI. Jeremy Burgess thanked the Board for being able to attend the workshop and will share his notes shortly.

The Colleges and Institutes Canada (CICan) annual conference took place from April 27 to May 1 in Calgary. Monty Bryant attended on behalf of the Board and will share his written report later in the week. Heather Martin attended the Governance and President's Office Professionals (GPOP) conference in Calgary which took place immediately prior to CICan.

2. President's Report

Lane Trotter, President, reported that on April 23, he met with the Natural Sciences and Engineering Research Council of Canada (NSERC) President Alejandro Adem. On April 24th he met with BC Auditor General Michael Pickup. On May 1st, Lane attended a lunch with Tom Donkers, Fontys University, and Christian Buske, Heilbronn University of Applied Sciences, Germany. On May 3rd he had an informal update meeting with Philip Steenkamp, President of Royal Roads University.

On April 25th Lane attended Walls Optional – Camosun's annual teaching and learning conference. On April 30th he attended the Victoria Chamber of Commerce breakfast which featured Premier David Eby. On May 1st, he attended the South Island Prosperity Partnership Executive Leaders Dinner.

3. Foundation

Jody Kitts, Director, Advancement & Alumni Engagement, reported that funds raised this year to date is \$689,000, up slightly over this time last year. The team is preparing for the six upcoming awards ceremonies which are attended by our donors. This year's Distinguished Alumni award recipient is Chef Lesley Stav, the first ever Culinary Arts recipient in this category. The Promising Alumni Award recipient is Kayleigh McDonald, a local entrepreneur who graduated from the Marketing Program in 2019. Jeety Bhalla has resigned as Chair after ten years in the position. He will stay on as a director. A replacement will be elected on May 23. After 42 years on the Camosun Foundation Board, Bob Noble will be stepping down after the AGM.

4. Education Council

Bijan Ahmadi, Education Council Chair, noted the minutes from the March 20, 2024, meeting were included in the agenda package. Bijan went over the highlights of the April 17, 2024, meeting, which included the review of curriculum for approval and the review of bylaws. Three new members joined the Education Council.

5. Pacific Institute for Sport Education (PISE)

Brenda McBain, PISE Board of Directors, noted they have not met since the last report.

IV BOARD COMMITTEE REPORTS

1. Cybersecurity Sub-Committee

- i) Report from the April 22, 2024, meeting
Lindsay Kearns, Chair, Cybersecurity Sub-Committee, noted they had a presentation from Evan Garland, Manager, IT Security, on their daily operations. They received a progress report on the Cyber Incident Response Plan (CIRP) from Ted Pennell, Chief

Information Officer. The development work on the CIRP is ongoing. It will be aligned with the college's emergency plan.

a) G-1.9.1 Cybersecurity Sub-Committee Terms of Reference Revision

Lindsay Kearns noted the terms of reference state the sub-committee meets to receives reports four times a year. In order to better align with the institution's reporting cycles, the proposed motion is to revise the terms of reference to instead meet once per term.

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISION TO 'G-1.9.1 CYBERSECURITY SUB-COMMITTEE TERMS OF REFERENCE' UNDER 'COMMITTEE OPERATION' TO STATE THAT THE COMMITTEE WILL MEET ONCE A TERM INSTEAD OF FOUR TIMES A YEAR.

CARRIED

2. Executive Committee

i) Report from the April 22, 2024, meeting

Tanya Clarmont, Chair, Executive Committee, noted that the committee reviewed the proposed new Government legislated 'Protected Disclosure' policy. The June Board meeting 'Learning About Camosun' education session will be about the Employment Training and Preparation Program.

a) G-2.7 Protected Disclosure Policy

Evan Hilchey, Executive Director, Administrative Services, has accepted a temporary position as Acting Vice President Administration Division. The Public Interest Disclosure Act (PIDA) is BC's "whistleblower" legislation which came into effect in 2019. PIDA protects employees who wish to report serious wrongdoings. Post-secondary institutions must have a mechanism in place by June 1, 2024, for reporting and investigating wrongdoing, and tracking all activity. Wrongdoings are serious acts only and there are already policies in place for lesser and different types of complaints. Employee training and communication is being put in place. The proposed policy, procedures, and forms were included in the agenda package.

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE PROPOSED NEW POLICY 'G-2.7 PROTECTED DISCLOSURE' WHICH WILL GO INTO EFFECT JUNE 1, 2024.

CARRIED

V APPROVAL OF THE MINUTES

The minutes of the April 8, 2024, meeting were approved as distributed.

VI NEW BUSINESS

1. Sexual Violence Policy Implementation Report

Laura Mitchell, Director, Student Affairs, and Stephanie Pedneault, Student Support Manager, presented the annual report to the Board on the Sexual Violence policy implementation for the last year as legislated by government. They provided an update on prevention efforts and knowledge building. The team has been creative in their engagement and outreach to students and in building awareness of the supports that are in place. They looked at trends such as the

increase in harm through technology. The accessibility of support services has increased and includes anonymous disclosure and support on Zoom. The team is continuing to work on training and support to the frontline staff and faculty. The report contains statistics on disclosure but the material remains confidential.

2. Camosun College Student Society (CCSS) Fee Levies

Deborah Huelscher, VP Administration & CFO, noted the College and Institute Act has an annual requirement that the Student Society make a request to the Board to direct the college administration to collect student fees on their behalf. The administration remits some back to the Student Society, and some elsewhere, as indicated.

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS DIRECT ADMINISTRATION TO COLLECT THE FOLLOWING FEES FOR THE 2024-2025 ACADEMIC YEAR AND REMIT SAME TO THE CAMOSUN COLLEGE STUDENT SOCIETY:

CCSS	\$14.03/month
BCFS	\$2.75/month
CASA	\$.63/month
Health	\$153/year
Dental	\$153/year
Student Refugee Program	\$1.30/month
Virtual Health	\$36.00/year

AND

DIRECT ADMINISTRATION TO COLLECT THE FOLLOWING LEVIES TO BE COLLECTED AND DISTRIBUTED BY COLLEGE ADMINISTRATION AS PER THE EXISTING ARRANGEMENTS AND UNDERSTANDINGS:

U-Pass	\$20.25/month
Childcare	\$1.34/month
Athletics	\$5.50/month
Recreation	\$3.83/month
Building Fund	\$4.97/month
Recycled Paper	\$0.17/month

CARRIED

3. CCSS Audited Financial Statements

Deborah Huelscher noted it is a requirement that the Student Society inform the Board that their financial statements have been audited. The 2023 statements were presented at the CCSS AGM. They received a clean audit opinion.

4. Camosun College Branding Tagline

Rodney Porter, Executive Director, Communications and Marketing, noted the 2023 web audit revealed the college tagline 'Change Faster' did not resonate with the students. A search followed for a new student-centric tagline. The team conducted on-line and in-person engagement with the college community in January and collected 870 responses. They took the top five to an agency for development. The new tagline is "Your Path to Success." Success looks

different to all but we all need a path. The tagline is adaptable and versatile. 'Success' can be replaced with 'Creativity' and 'Opportunity.'

5. Indigenization at the Board Table

Tanya Clarmont provided definitions for Decolonization, Indigenization, and Reconciliation.

Colonization: Settling among and establishing control over the Indigenous people through cultural and/or physical genocide. **Decolonization:** Is freeing an institution from colonization by deconstructing colonial ideologies to create space for Indigenous ways of knowing. Decolonization requires an understanding of colonial history and a change in the relationship between Indigenous and non-Indigenous people. It must be done in order to end settler effects on Indigenous peoples, to heal and move away from anger and loss, and to move towards a space where Indigenous Peoples can thrive and there is space for Indigenous knowledge and Indigenization.

Indigenous or Indigenization: Indigenous spaces are created by Indigenous people based on Indigenous ways of being and knowing. Indigenous knowledge is based on the traditional practices of the First Peoples and their children's lived experience of colonization. Indigenization braids together two distinct systems of knowledge in a deliberate way; Indigenous and Euro-Christian.

Reconciliation: It involves addressing past wrongs done to Indigenous Peoples; making amends where possible; improving relationships; and creating a better future for all. For Indigenous people it means revisiting experiences of trauma and becoming open to forgiveness. For non-Indigenous people it involves gaining in-depth understanding of one's own relation to Indigenous Peoples and the impacts of colonization, including recognizing settler privilege and challenging the dominance of Eurocentric views and approaches.

6. Board Chair: Call for Nominations 2024/25

Deborah Huelscher made a call for nominations and declarations of expressions of interest for the position of Board Chair for the 2024/2025 term. Monty Bryant nominated Tanya Clarmont. Deborah will make the call again once the elections are open at the June meeting.

VII ADJOURNMENT

The meeting was adjourned at 6:27 pm.

Tanya Clarmont, Chair

Date

Heather Martin, Executive Assistant



BRIEFING NOTE
Board of Governors

SUBMITTED BY: Lane Trotter, President
DATE: June 10, 2024
TOPIC: Institutional Accountability Plan and Report 2023/24 - DRAFT

For Information:

For Decision: X

For Advice:

1. OVERVIEW

Each year the Government of British Columbia requires each public post-secondary institution to submit an Institutional Accountability Plan and Report by the end of July. The submission of these reports does not always align with each institutions' Board meeting dates. For Camosun College, Communications and Marketing works collaboratively with Institutional Research to develop each year's Institutional Accountability Plan and Report (IAPR), including the current year for 2023/24. A draft copy of the 2023/24 is in the agenda package.

We have added additional information to highlight Camosun's story, our students, and to add context that also aligns with the objectives in our Strategic Plan. The 2023/24 document is not yet complete as we are waiting for data to be released from the government. Once we have this data, we can complete the report to then seek Board approval. However, since the completed version will not be ready prior to the June 10 Board meeting, we will need to have a mechanism to have the report approved. This was also the situation last year.

We are seeking Board approval of the draft version, and authorization to the Board Executive Committee to approve the final copy so that it can be submitted to Government in July (as was done last year).

2. RECOMMENDATION AND OR MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE DRAFT 2023/2024 INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT AND AUTHORISE THE BOARD EXECUTIVE COMMITTEE TO APPROVE THE FINAL VERSION ONCE THE DATA IS COMPLETE.

3. SUPPORTING DOCUMENTATION:

The IAPR is attached separately.



Institutional Accountability Plan & Report 2023/24 REPORTING CYCLE

March 31, 2024

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

Dear Minister Beare,

One of the six priorities in our 2023-2028 Strategic Plan is Honouring Indigenous Resurgence and is reflected in the Institutional Accountability Plan and Report for 2023/24.

Each priority is represented by a paddle featuring artwork by alumni and Coast Salish artist Dylan Thomas. During the 2023/24 reporting period these paddles were brought to life by students and faculty from our Indigenous Peoples in Trades Training program based on territorial paddle designs from our catchment. The resulting red and yellow cedar war canoe paddles are on display in each of the college's board rooms. The paddles are a reminder of the importance of paddling together on the path to decolonization, Indigenization and reconciliation.

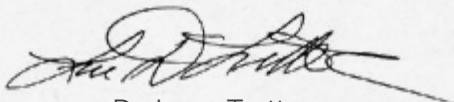
Students on our Lansdowne campus now have a new Indigenous classroom in the Wilna Thomas Building named Nahey'gnut to honour elder Dr. Skip Dick and his wife Linda. Nahey'gnut is a *lək'əŋən* word meaning mine to protect. The name was bestowed at a Sp'ce (Basket Ceremony) in September 2023.

Infusing Indigenous ways of being and doing into practices and spaces at the college is good for Indigenous and non-Indigenous peoples alike. Camosun College will continue to advance work to honour Indigenization, decolonization, the Truth and Reconciliation Commission of Canada's Calls to Action, the UN Declaration on the Rights of Indigenous Peoples, and B.C.'s Declaration Act and Action Plan.

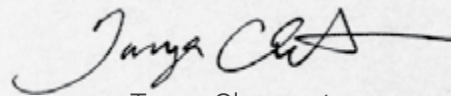
We are proud of our work to remove barriers and open doors to education for learners from all walks of life especially from historically marginalized and under-represented groups. We're collaborating with other post-secondary institutions to open a new Westshore campus to bring education closer to home for students living on the southwest of Vancouver Island, and we have advanced plans to bring affordable student housing to our Lansdowne campus.

Ensuring all students at Camosun College have the opportunity to succeed and thrive benefits local communities, employers and families.

Sincerely,



Dr. Lane Trotter
President



Tanya Clarmont
Chair, Board of Governors

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Seeking knowledge in these territories

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



Camosun: Where Different Waters Meet and are Transformed

Camosun College welcomed its first students in 1971, becoming the ninth community college in B.C. Since then, the college has grown into one of the province's largest and most impactful post-secondary institutions. Today's Camosun is a vibrant, future-focused educational institution, home to 14,000 students annually and 1,400 faculty and staff. Both Camosun College campuses are rooted in Victoria's educational history. The Young Building on Lansdowne campus is the former home of Victoria's first Normal School, which went on to become the site of Victoria College and finally the Institute of Adult Studies. Interurban campus is the former site of the British Columbia Vocational School.

As we celebrate our history, our Indigenous connections and educational mission, we turn towards our exciting plans for the future.

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

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

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



In 1971, the college adopted the name "Camosun," a local Lekwungen (Songhees) name meaning "where different waters meet and are transformed." Today, Camosun delivers innovative post-secondary programs meeting the educational and skills training needs of students, employers, businesses, and communities in Victoria and beyond. Whether students are seeking education and career skills in arts, sciences, business, trades, technology, health and human services, sport and exercise education, Indigenous studies or adult upgrading, Camosun College has earned an outstanding reputation for teaching excellence.

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



160+ programs



1,265 Courses

in more than 40 different subject areas.



14,000 learners each year

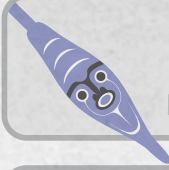


1,871 graduates in 2023



2,222 international students from 70+ countries

11.9%



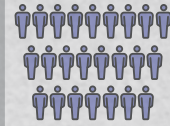
1,033

Indigenous students

7.7%

72.9%

of students are from Vancouver Island



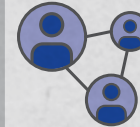
24 students:

typical class size



23.5 years:

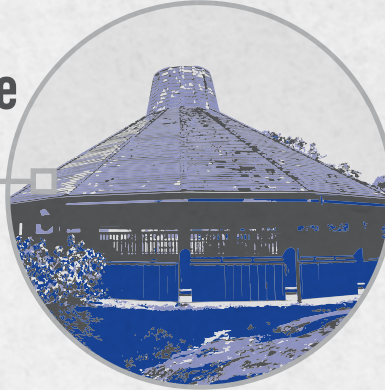
median student age



1,400 faculty, staff, and administration

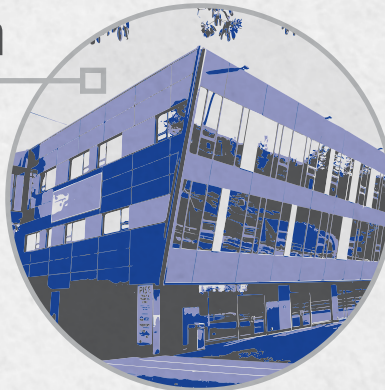
Lansdowne

Founded in 1971



TWO CAMPUSES

Interurban



90.4%

of grads are satisfied or very satisfied with their education.

95.2%

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

First Technology Access Centre in B.C.



Largest business school

on Vancouver Island, offering degrees since 2005

First college-based nursing program

on Vancouver Island, established in 1980

Campus Ultrasound:

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

Only massage therapy program in BC with transferable academic credits

59

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



1,906



Camosun students

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

70,000+



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



2,300 trades students in 30+ pre-apprentice and apprenticeship programs, the biggest on the island



2023 – 2028

Strategic Plan

Our Vision

Inspiring life-changing learning.

Our Mission

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

Our Values

Lifelong learning

Positive and supportive student experiences

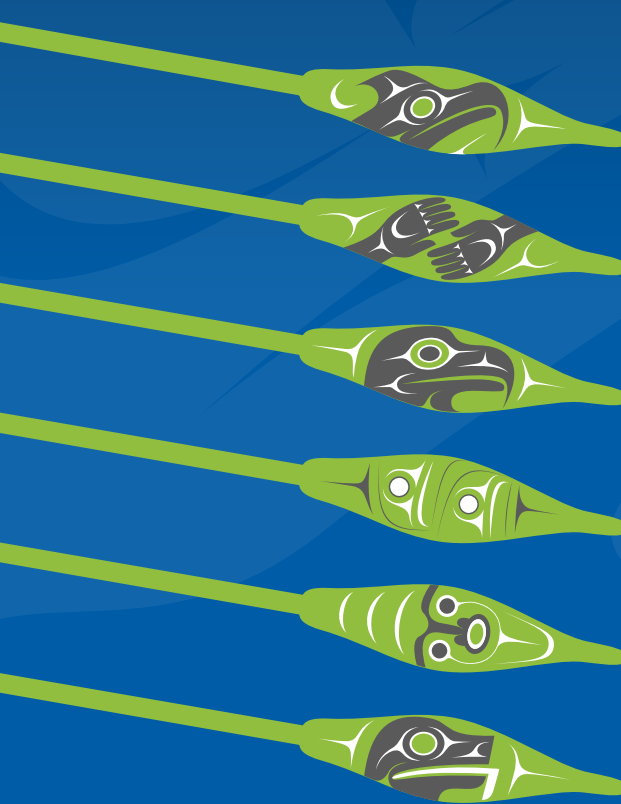
An inclusive community

An environment of respect and safety for all

Our relationships with one another

Indigenization

Environmental stewardship (new)



Strengthening the Camosun Advantage | **Thunderbird**

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

Responding to Community Needs | **Eagle**

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

Honouring Indigenous Resurgence | **Ancestors**

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



Francis Wilson, paddle maker and instructor in Indigenous Peoples in Trades training program.

Working together to carve life into Camosun College's Strategic Plan

During the summer of 2023, Cowichan canoe builder, Francis Wilson, guided Indigenous trades students through the process of creating paddles with designs reflecting Camosun College's strategic priorities.

Students from Camosun's Indigenous Peoples in Trades Training program applied their new carpentry skills by preparing the red and yellow cedar paddles for the designs. The artwork, created by Camosun alum and Coast Salish artist Dylan Thomas and featured on the six priorities of the Strategic Plan 2023-2028, was later stenciled onto the blades of the paddles.

"It's been amazing to work with these students and see them apply what they've learned in the trades classroom," says Francis. "I've watched their confidence in their new skills grow every day, and they've become prouder of their culture, too."

Francis is a third-generation canoe builder from Cowichan Tribes. His dad Frank and younger brother Rennie were also on campus while the project took place, sharing their expertise and skills with students.

"I've enjoyed watching the young people learn traditional skills in their trades training," says Frank. "Our family has been carving and building canoes for generations. I'm inspired to see younger generations learn these skills."

"It's inspiring and appropriate that Indigenous students are crafting the paddles," says Dr. Lane Trotter, President of Camosun College. "They represent the college's strategic plan for students' success. The designs reflect what's important to the college community and will help us paddle forward together."

Camosun's six strategic priorities and accompanying paddle imagery include strengthening the Camosun Advantage (Thunderbird), ÍY,ĆÁNEUEL OL: doing good work together (hands together), responding to community needs (eagle), rising to the challenges of climate change (salmon), honouring Indigenous resurgence (the ancestor) and advancing social justice, equity, diversity and inclusion (mink).

Imagery featuring the canoe paddles and Dylan Thomas's artwork occurs throughout the Strategic Plan.

"The canoe is a good metaphor for life," says Larry Underwood, Coordinator, Indigenous Peoples in Trades Training. "We're working towards a common goal and same destination, and there's a better chance of getting there if we pull together."

Strengthening the Camosun Advantage

At Camosun College, we prepare students to thrive in a rapidly changing world.

Key Highlights



Eighty-eight per cent of students feel that their programs teach the knowledge/skills appropriate to their field of study.



Sixty-five programs offered through Professional Studies and Industry Training at Camosun College have met the requirements to be eligible for the BC Government's \$3,500 future skills grant.



The Registrar's Office and Communications and Marketing have developed **dynamic recruitment strategies** to enhance the college's approach to attracting students from key areas across the province.



Eighty-two per cent of courses are anticipated to include one or more types of applied learning.

Camosun Chargers host Men's National Volleyball Championship

Camosun College and the Chargers Athletics Department welcomed teams from across Canada for the 2024 Canadian Collegiate Athletic Association (CCAA) Men's National Volleyball Championship, March 7-10, 2024 at the Pacific Institute for Sport Education (PISE).

The Camosun Chargers Athletics Program currently fields teams in basketball and volleyball. Since joining the Canadian Collegiate Athletic Association (CCAA) and PACWEST conferences in 1994, the Chargers have competed in over 100 national and provincial championships with over 50 medal winning finishes.

Shining a light on exceptional instruction at Camosun College

The launch of the Camosun Showcase 2023 marks the sixth annual publication highlighting creative, professional and scholarly activities by instructors across the college. The diverse, innovative and inspiring projects exemplify the commitment and passion of faculty members in the classroom, the college and the community. Project examples include:

- Instructor Rob Sorensen used his Lego Serious Play Facilitator credentials to get his School of Business students to create a Lego model of a cyber-secure company.
- Biology instructor Brooke Cameron undertook work to bridge the gap between Western and Indigenous sciences in her courses, making room for Indigenous voices.
- Engineering Technology instructor Imtehaze Heerah brought real-world problems into the classroom to enhance students' learning, while improving local businesses' productivity through automation.



A pioneering trades exchange sends Camosun woodworking students to Germany

Ten Camosun College Fine Furniture and Carpentry students traded in their work trucks for plane tickets to participate in an exchange to Germany in February 2024. The collaborative effort is part of the German Apprenticeship Training Exchange, a pioneering initiative fostering cross-cultural understanding and professional development within the trades and technology sectors.

The reciprocal exchange of apprenticeship training signals a new and growing relationship between Camosun College and Städtische Berufsschule in Regensburg, Germany. In May 2023, four German students and an instructor attended a two-week customized program at Camosun to experience Canadian industry and education practices.



“The opportunity to visit German factory and construction sites showed different approaches than the ones I’ve learned in Canada. I’ve deepened my understanding of craftsmanship, culture and community, and returned home with a fresh perspective of the world.”

– Sara Gallinger, Carpentry student



New Makerspace opens on Lansdowne campus

Camosun’s new Makerspace is a place for students to innovate, collaborate and learn new skills and technology in a fun, dynamic and beginner-friendly environment. With collaboration rooms dedicated to making, students are able to experiment, borrow books and technology from the library or attend a free workshop.

ÍY,ĆANEUEL OL: Doing Good Work Together

Camosun College is committed to cultivating a work environment that values people, lifelong learning, individual and organizational well-being, and service. We work together to advance the vision, mission and values of the college.

ÍY,ĆANEUEL OL is pronounced EYE. CHEY-NOW-EL UL

Key Highlights



In 2023, there were **265 opportunities** for employee cross-functional learning and communities of practice.



For the fiscal year 2022/23, the college exceeded its financial target to reduce the approved deficit budget of \$7.2M to a balanced position by March 31 and recorded a **surplus of \$1.14M** at year-end.



The college is developing an Integrated Planning Framework to align all Educational, Operational, and Budget Planning Processes



The college has implemented the revised program review and annual snapshot processes. **Twenty one program reviews** are scheduled for the 2023/24 academic year.

Helping former youth in care thrive, not just survive

The tuition waiver program is making post-secondary education more accessible for former youth in care by covering tuition and mandatory fees for eligible students. Since the provincial government launched the program in 2017, over 231 students at Camosun have accessed it. On Aug. 1, 2023, the province removed age requirements to make education even more accessible and affordable.

Camosun College saw 67 former youth in care benefit from the B.C. Government's tuition waiver program, with a total of \$162,077.00 distributed in 2022/2023, representing an increase of 9% over last year.

Here are four former youth in care students at Camosun College whose lives have been transformed by this program.



“Smaller class sizes along with the ability to interact with instructors who want to see you succeed has been really good.” says Cal. “The vibe on campus is great. It is fast paced enough to keep you busy but it’s not overwhelmingly busy. I find it a nice atmosphere to study and I feel really safe.”

Cailean is excited at the prospect of a career in nursing and has taken advantage of supports to make his post-secondary journey more manageable.

“It takes a huge weight off your shoulders to know that there is some source of income regardless of your place of employment.” says Destiny. “I am on a bit of a personal mission. I wake up every day with a little sticky on my mirror and it says that ‘you are not where you come from’.”



Destiny is working to put her past behind her by using her Criminal Justice diploma to pursue a university degree.



“I would not have been able to have any form of post-secondary education if it wasn’t for the tuition waiver program.” says Gauge. “My foster family is great and would do anything for me but the cost of schooling, living and everything here in Victoria is just so expensive.”

Gauge is wrapping up a post-degree diploma in Interprofessional Mental Health and Addictions at Camosun and credits the tuition waiver program as putting post-secondary education within reach.

“The tuition waiver program is very much worth it. If you have something you are passionate about or makes you feel alive, then you should pursue it.” says Emily-Jayne. “Post-secondary education can be challenging but it is also okay to be scared and it’s okay to reach out for help.”



Emily-Jayne enrolled in a General Arts diploma at Camosun after learning about the tuition waiver program and is exploring her creative side at her own pace.

Gold medal for Camosun pipe trades

Plumbing and pipe trades apprentice Evan Fraser beat out the competition winning gold at a national competition in sprinkler fitting.

Fraser was one of two plumbing and pipe trades students from Camosun College who attended the Skills Canada National Competition held this year in Winnipeg. The event is the only national, multi-trade and technology competition for students and apprentices in the country.



“Getting the chance to showcase everything I have learned on the job and in the classroom at a national competition was an incredible opportunity.”

– Evan Fraser



Celebrating over 30 years of partnership with Josai International University

The Board of Governors at Camosun College bestowed its highest honour on Josai International University as the college’s oldest international student exchange partner.

The Board of Governors Award for Innovative College Partnerships recognizes an individual or group in the external community who has demonstrated strong partnership values and who has an affiliation with the college. The award was presented at a special ceremony that took place on March 6, 2024, on the college’s Lansdowne campus.



Trades Training and Workplace Innovation Branch visits Camosun

In January 2024, Camosun College welcomed staff from the Trades Training and Workplace Innovation Branch of the Ministry to get an up-close tour of some of the exciting trades education programs at Camosun. The guests visited the college's automotive, electrical, carpentry, Indigenous Peoples in Trades Training and professional cook departments. Instructors and staff enjoyed the opportunity to share their passion for education.



Responding to Community Needs

Camosun College is dedicated to serving students and partners within the local and global community. We will continue to be responsive to evolving community needs and ensure graduates are equipped with the education and skills essential to employers.

Key Highlights



The college continues to work in close collaboration with the Ministry of Post-Secondary Education and Future Skills to bring student housing to its Lansdowne campus.



In 2022/23, **1,015 students** participated in post-secondary transitions programs at Camosun – a total of **1,573 courses** taken across the South Island region.



In **xx**, **198 students** were served through programming designed to support refugees and newcomers.

Camosun empowers British Columbians with funded short-term skills training

Sixty-five programs offered through Professional Studies and Industry Training (ProSIT) at Camosun College meet the requirements to be eligible for the B.C. Government's \$3,500 future skills grant. Offerings include Electric Vehicle Technology, Indigenous Truth and Reconciliation, Microsoft Office, and Film Production Assistant micro-credential courses, in addition to Hospital Unit Clerk and Applied Project Management certificate programs. The future skills grant provides coverage for the cost of any these, as well as an additional 59 programs.

On May 2, 2023, the B.C. Government announced the StrongerBC: Future Ready Action Plan, an initiative that sees a \$480 million investment into the future of British Columbians. A portion of this funding was allocated to the future skills grant, enabling eligible B.C. residents to access up to \$3,500 for short-term skills training.



“This funding announcement is so great for our community and labour force. This training is going to help people bridge the gaps in their education and help employers meet labour market demands. We can't wait to welcome learners to our classrooms – virtually and in-person.”

– Michelle Brown, Director of ProSIT



“We learned that 10.9 per cent of students have extreme and chronic lack of regular access to safe and nutritious food. 45.2 per cent have accessed the Camosun College Student Society’s food bank this year. The results affirmed that food security is a very pressing issue for post-secondary students.”

– Enactus Camosun president, Max Hintz.

Campus group builds social enterprise skills in Camosun students

A new student group on Camosun College campuses, Enactus, brought together students from a variety of programs and backgrounds to work on social enterprise projects and build leadership, networking and problem-solving skills.

Enactus is a global network of student leaders committed to using business principles, innovation and entrepreneurship to make a positive social impact, with chapters in 33 countries and a membership base of 42,450 students. The Camosun team launched in September 2023 and quickly developed a core of 15 to 20 students and an executive team.

The team is already getting recognition for its social enterprise prowess, taking first place at the regional

competition in Calgary on March 14 and 15, 2024. They wowed the judges in the Alumni Innovation and Impact Challenge category with their socially relevant meal kit project designed to help tackle food insecurity on campus.

The Campus Quisine meal kit is a response to the increased cost of living and high food prices that many students are experiencing. After surveying the Camosun community, the Enactus team aimed to create healthy and affordable meal kits for students. They designed easy recipes with simple ingredients and worked with Camosun Tourism and Hospitality instructor, David Pritchard, to test the recipes and assemble the kits. Pritchard also coached the team on culinary skills and guided the packaging process to ensure the meal kits were fresh and healthy.

Camosun recognized as national leader in applied research

Camosun College reaffirms its standing as a premier applied research institution in Canada, securing a spot among the top 50 research colleges in 2023. This marks the ninth consecutive year that Camosun has been included on this prestigious list.

Multi-purpose hall welcomes community and honours past Camosun College president

Retired president Sherri Bell has been recognized with a room dedicated to gathering and community in the recently revamped Wilna Thomas building on Lansdowne campus. The Sherri Bell Hall is the largest space in the building, with adjoining patio on the upper south-side and an expansive 150-guest conference room for the college and local community use. The naming took place during a special event on April 12, 2023.



Rising to the Challenges of Climate Change

Camosun College is committed to addressing the climate emergency and our impact on the environment through policy, practice and education.

Key Highlights



In 2023, the Office of Sustainability engaged with the CICAN ImpACT Climate Project, including foundation meetings, and is participating in the CICAN Technical Working Group on Scope 3 Emissions.



Two new and renewed programs focused on sustainability and climate change, Environmental Technology and Global Sustainability (PROSIT), will be offered in the next academic year.



Camosun Emergency Management completed a Camosun Emergency Plan, which includes a section on Climate and Disaster Risk and protocols in response to an increased occurrence and intensity of extreme weather events.

Camosun co-hosts sustainable hospitality and tourism summit for students

Students in Camosun College's Hospitality and Tourism Management programs had the opportunity to explore the impacts of climate change facing the industry at the second Annual Hospitality and Tourism Student Sustainability Summit in January 2024. Co-hosted with Vancouver Island University and Royal Roads University, the event was held on Camosun's Lansdowne campus and at The Parkside Hotel & Spa in downtown Victoria.

Responding to the challenges of a changing climate requires collaboration at all levels across industries and sectors. This event was an opportunity for post-secondary institutions to model collaboration and exchange ideas.

In recent years, the tourism and hospitality industry has weathered a global pandemic, climate disasters and labour challenges – proving that resilience, collaboration and innovation are more necessary than ever. The summit prepared future industry professionals and leaders to face the changes that lay ahead.



"It's so important to bridge the learning in the classroom with practical application, and this is a great chance to help support the learning. I feel that the students will take away actual examples and action plans for how businesses have set the bar with creative ways to reducing greenhouse gasses and adding value to the economy."

– Trina White, Camosun alumni, general manager of The Parkside, and panelist at the summit

Solar panels arrive at Lansdowne Library

In early 2024, solar panels arrived at the Camosun Library on Lansdowne campus. Once they're installed, solar power will cover more than 50 per cent of the library's energy use, while simultaneously reducing its carbon footprint.

Two years ago, the Library was one of four winners to receive a \$97,000 USD solar grant from EBSCO Information Services, a major provider of research databases, e-journals, magazine subscriptions, e-books and discovery services to libraries around the world. The project proposal was a collaboration between the Library, the Office of Sustainability and students, with guidance from faculty and Facilities.



Cultivating sustainability on campus

Camosun College's Employment Training and Preparation EARTH Gardening program is cultivating a brighter, greener future for our community! In spring 2024, the students enjoyed hands-on learning in the outdoor classroom at Na'tsa'maht and the Indigenous gardens. It's an opportunity for students to gain knowledge and passion for sustainable gardening practices, from growing to nurturing plants.

Honouring Indigenous Resurgence

Camosun College supports and upholds the United Nations Declaration on the Rights of Indigenous Peoples and in particular Article 15.1 that “Indigenous Peoples have the right to dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.” The college will advance work to honour Indigenization, decolonization, the Truth and Reconciliation Commission of Canada’s Calls to Action, the UN Declaration and B.C.’s Declaration Act.

Key Highlights



Camosun hosted and participated in a number of meaningful cultural events and ceremonies with local communities, celebrating old ones and elders, welcoming students and their families.



355 students completed *IST 120 - Indigenous Peoples/ TELTIN TTE WILNEW HLTH* and *111 - Indigenous Peoples’ Health* courses.



The foundation is in place for three of the 23 TRC calls to action (Phase II), including developing and launching a new Indigenous Community Wellness program at the Saanich Adult Education Centre.

A national appeal to gather sounds from cultures targeted by residential schools

Kwakwaka’wakw and Coast Salish multi-disciplinary artist Carey Newman made a national appeal to gather sounds from the cultures that were targeted by residential schools. Working with Kirk McNally, Associate Professor of Music Technology at the University of Victoria and a team of Indigenous musicians, Camosun Innovates will integrate the recordings into the virtual reality (VR) Witness Blanket, creating a ‘soundtrack of resilience.’

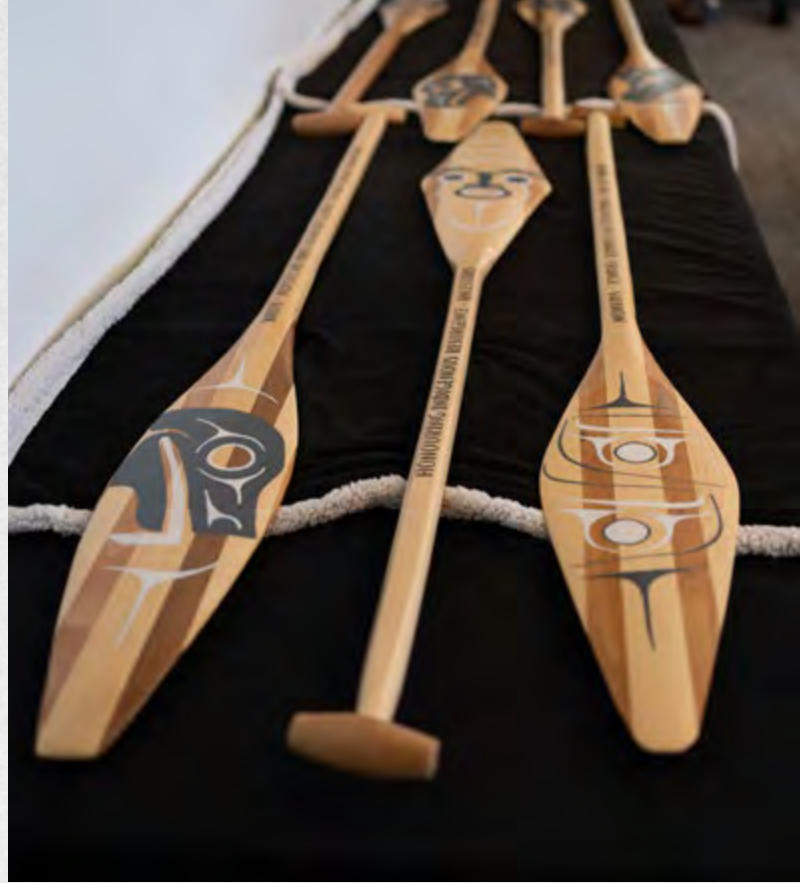
The original Witness Blanket is made of objects gathered from residential schools, churches, government buildings and cultural structures. The creation of the VR version of the Witness Blanket, being led by Camosun Innovates, allows visitors to explore the project with a VR headset, making the experience accessible from coast to coast to coast. Partners for this project include Camosun College, The Canadian Museum for Human Rights, and the University of Victoria, and is supported by contributions from the College and Community Social Innovation Fund, the Canada Council for the Arts, TELUS and a multi-year grant from the Natural Sciences and Engineering Research Council (NSERC) College and Community Society Innovation Fund.



Two new programs integrate Indigenous ways of knowing and leading

The **Advanced Certificate in Ways of Indigenous Leadership & Learning** program builds expertise in Indigenous leadership practices that reflect real-world and very current opportunities and challenges. As more organizations and institutions work towards reconciliation processes in Canada and beyond, it becomes more critical to provide training to Indigenous and non-Indigenous leaders that seek to make positive change.

The **Indigenous Community Wellness** certificate program is intended for Indigenous learners and advances the work of decolonization, while honouring Indigenous ways of knowing and being. This includes learners deepening awareness of their own cultural identity through traditional teachings and land-based learning with Old Ones and Knowledge Keepers.



Indigenous education at Camosun College wins national award

Camosun College won the 2024 CIGan (Colleges and Institutes Canada) bronze award of excellence in Indigenous education.

“This award is a great honour,” says Todd Ormiston (Tutchone & Tlingit), Executive Director of Eyē? Sqā’lewen, the Centre for Indigenous Education and Community Connections. “It is important that we paddle together in a good way and honour the many

forms of Indigenous resurgence we are seeing in post-secondary education, and in communities.”

The CIGan Awards recognize and promote excellence at Canadian colleges and institutes. The Indigenous education award recognizes colleges that contribute to learner success, reconciliation and to the socio-economic development of communities.





Camosun celebrates National Indigenous Peoples Day 2023

On National Indigenous Peoples Day, June 21, 2023, Camosun employees, students and friends joined groups from across the territories of the Ləkʷəŋən speaking peoples to celebrate at Royal Roads University. The Camosun team participated in a good-natured canoe challenge against other post-secondary institutions and community groups, racing the college's traditional-style canoe (artwork by Camosun alum Dylan Thomas).

Traditional Coast Salish pit cook demonstration

Faculty and staff from Eyē? Sqā'lewen hosted the annual pit cook event at the college's Interurban campus. The demonstration shows how the nations in the region cook root vegetables and fish. Afterwards, the community shares the feast.



Community shows up for Orange Shirt Day

The Camosun community commemorated Orange Shirt Day with an afternoon ceremony at Na'tsa'maht to honour residential school Survivors and those who didn't return home. Students and staff are encouraged to wear an orange shirt and to take the time to learn and reflect as an act of reconciliation.



Advancing Social Justice, Equity, Diversity and Inclusion

Camosun College is committed to upholding the values of Social Justice, Equity, Diversity and Inclusion to foster a barrier-free and respectful learning and working environment for students and employees.

Key Highlights



An Equity, Diversity and Inclusion (EDI) governance structure with cross-college committees has been drafted and will be implemented in 2024.



In 2023, there were over 30 learning opportunities that support an inclusive organizational culture, including the Canadian Centre for Diversity and Inclusion Workshops and Respect in the Workplace Training



Human Resources is developing a list of EDI interview questions with the aim to include questions regarding knowledge of TRC and UNDRIP in Exempt interviews by 2024.

Camosun welcomes first Director of Equity, Diversity and Inclusion

Tehmina Khwaja, the college's new Director of Equity, Diversity and Inclusion, aims to dismantle barriers with a unique brand of gentle and kind leadership.

"It's very evident that people at Camosun care about equity, diversity and inclusion [EDI] and have been doing amazing work off the side of their desks for a long time," says Tehmina. "But there's a need to consolidate and streamline initiatives. My priority as I begin this position is to find synergies among different groups doing the work and strategically plan for EDI at Camosun. It's an opportunity to build relationships and collaboratively form a holistic picture of what EDI needs to be at the college."

Tehmina has already started working on multiple EDI projects. The college community looks forward to what she'll accomplish in the years ahead!



Students benefit from early childhood education wage increases

Camosun Early Learning and Care students were excited to learn about wage increases and two new grants for specialized training announced by the Government of B.C. in October 2024. While Camosun prepares students for in-demand careers in early childhood education, these enhancements recognize the work of early childhood educators in making a difference in the life of each child.



Camosun nursing students create harm reduction kit

For the School of Health & Human Services' 2023 IDE (Interdisciplinary Education) Festival, nursing students created Safepak, a convenient harm reduction kit that can be carried in a backpack or car trunk. The kits contain supplies and information on safe usage.



Proud to walk in the 2023 Pride parade

Camosun's dedicated staff and faculty, enthusiastic students and leadership walked together in the annual Victoria Pride parade. It was a powerful moment to stand with people of diverse gender and sexual identities, spreading the message that love always wins.

The British Columbia Labour Market Outlook: 2023 – 2033

The British Columbia Labour Market Outlook is updated every year to provide a 10-year forecast of the flow of supply and demand for labour in the province. British Columbia is expected to have 998,000 job openings between 2023 and 2033. Sixty per cent of these job openings typically require some form of post-secondary education. This means there is a wealth of opportunities for students to be equipped with the education to find rewarding jobs as well as for workers to upskill or reskill.

Of these openings:

- 22 per cent (215,600) will be filled by a university degree or previous experience.
- 21 per cent (208,400) will require a college diploma, apprenticeship training of two or more years.
- 17 per cent (171,200) will require a college diploma, apprenticeship training of less than years.

- 13 per cent (127,100) will require a high school diploma, or several weeks of on-the-job training.
- 12 per cent (117,400) will not require formal education.

Of the forecasted job openings, 35 per cent are due to a growing economy, while 65 per cent of the openings will be the result of retiring workers.

People aged 29 or younger entering the labour force for the first time are expected to fill 47 per cent of future job openings. People new to Canada are expected to fill 46 per cent of the openings, and workers coming from other parts of Canada to fill 7 per cent of the jobs.

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

Aligning Education with the Labour Market Outlook

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

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

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

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

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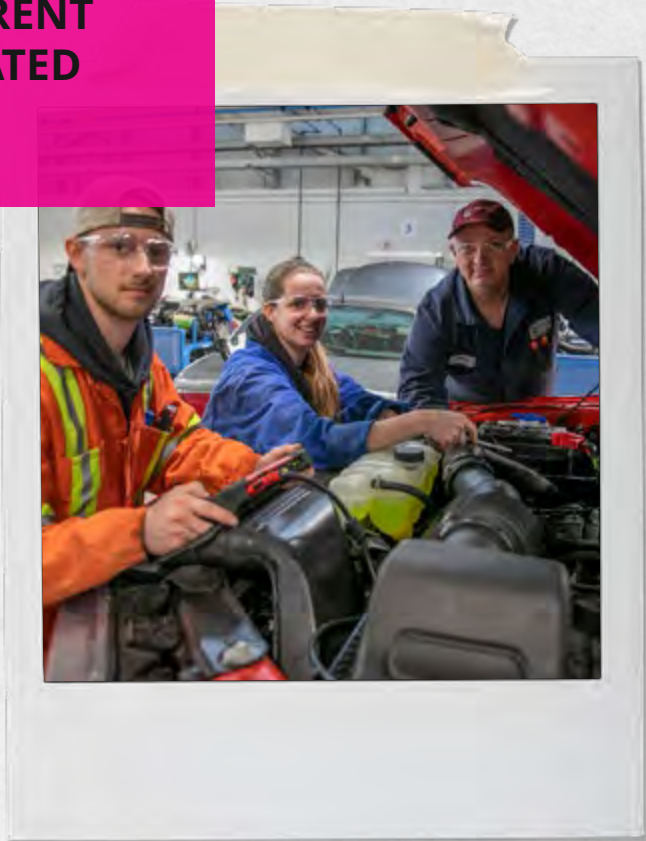
There has been growth within programs in the future labour supply requirements. Some of the selected programs include:

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

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

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

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



Profile of Students at Camosun College

Overall FTEs decline slightly, while international FTEs increase

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

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

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Select student demographics

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

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

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

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Future Population Trends

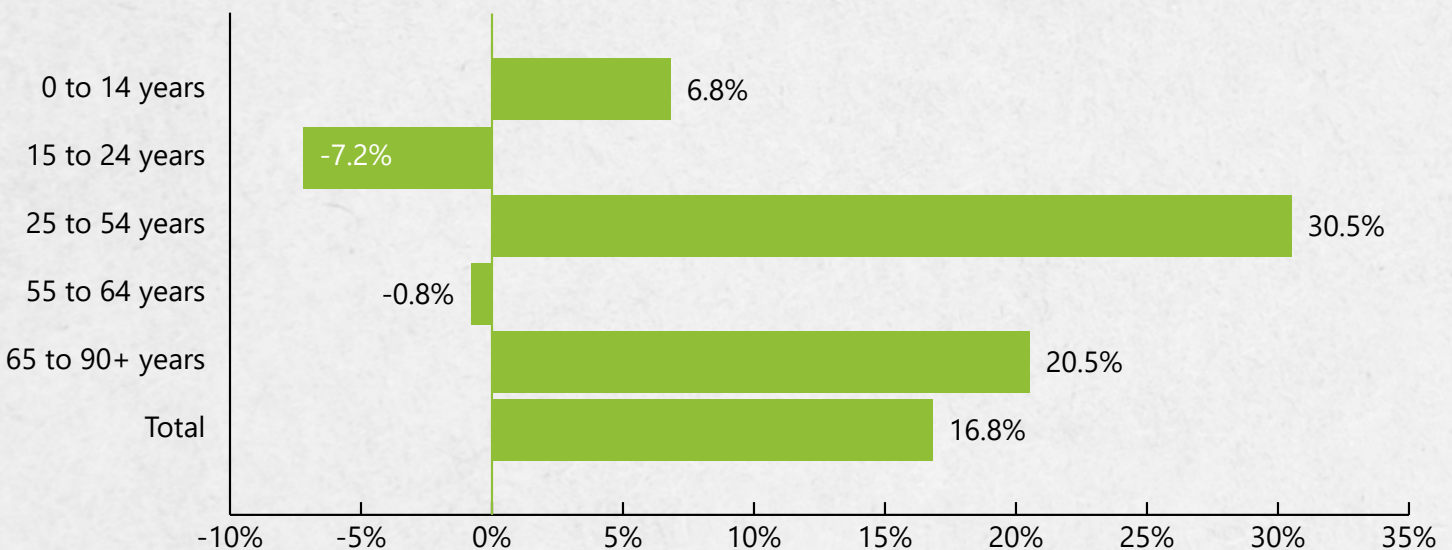
Camosun continues to monitor the provincial population projections (PEOPLE) with a specific focus on the Capital Regional District (CRD). Although there is an increasing number of international students, a large proportion of students at Camosun come from within the province demonstrating Camosun's commitment to the local community and beyond. Population projections are created by BC Stats and used for the long-term strategic planning of post-secondary institutions. The larger the projected growth rate of select segments of the CRD population, the greater the demand for locally supplied education or graduates. The following graph provides a 10-year projection (2025-2035) for the CRD population by select age groups. The expected growth of the 65 years and older segment of society—projected to grow by 20.5 per cent in the next 10 years—signals a demand for health care professionals and supportive positions in the future. Camosun continues to help educate what is going to be the labour supply of future health care workers keeping in alignment with the provincial high opportunity health occupations. With an overall projected growth rate of 16.8 per cent for the CRD population – up from the previous projection period, it is expected that the need will grow for skilled tradespeople to build and maintain the public projects

and infrastructure. These projects are going to be required to support an ever-growing community and are going to continue to be an important part of planning for the future. Camosun has a variety of trades and health care programs to help supply the current and future labour requirements.

Projected population growth by age, Capital Region District, 2025-2035

- Those 'core working' age adults (25 – 54 years) are expected to grow the most over the horizon at 30.5 per cent.
- Conversely, the population segment aged 15 – 24 are expected to contract over the period by 7.2 per cent.
- The youth (0 – 14 years) are expected to grow 6.8 per cent.
- The 55 – 64 years old population segment is projected to contract as well – dropping by 0.8 per cent over the ten-year period.
- The oldest segment of the projection (65 – 90+ years) has the second largest expected expansion at 20.5 per cent.

Select Population Segments' Growth Rates (2025–2035)



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

Adult Upgrading Grant Summary

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

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

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

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TO BE UPDATED.**

Financial Information

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

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

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

Appendix A: IAPR PERFORMANCE METRIC RESULTS AND MANDATE PRIORITIES

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

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

PERFORMANCE MEASURE 2: STUDENT SPACES IN NURSING AND ALLIED HEALTH PROGRAMS (FTE)		
2020/21 Actual:	866	Camosun produced 887 Health FTEs in the 2022/23 FY. This is above the target of 862 FTEs resulting in Camosun achieving its target.
2021/22 Actual:	870	
2022/23 Actual:	887	
2022/23 Target:	≥ 862	
2022/23 Assessment:	Achieved	

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

PERFORMANCE MEASURE 2: CREDENTIALS AWARDED

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

PERFORMANCE MEASURE 3: TOTAL INDIGENOUS STUDENT FTE

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

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PERFORMANCE MEASURE 4: TOTAL INDIGENOUS STUDENT FTE (PSFS)

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

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

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

PERFORMANCE MEASURE 4: STUDENT SATISFACTION WITH EDUCATION

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

PERFORMANCE MEASURE 5: STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION

Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	94.3% (+/- 0.9%)	94.1% (+/- 2.5%)	95.6% (+/- 2.0%)	99.0% (+/- 1.3%)	The results of the 2021/22 student satisfaction from Outcomes indicate all the survey populations achieved their targets.
2021/22 Actual:	94.8% (+/- 0.8%)	88.8% (+/- 3.3%)	92.3% (+/- 2.7%)	95.8% (+/- 2.9%)	
2022/23 Actual:	93.9% (+/- 1.3%)	91.9% (+/- 3.0%)	91.8% (+/- 2.8%)	95.8% (+/- 3.2%)	
2022/23 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%	
2022/23 Assessment:	Achieved	Achieved	Achieved	Achieved	

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PERFORMANCE MEASURE 6: STUDENT ASSESSMENT OF SKILL DEVELOPMENT

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

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

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

PERFORMANCE MEASURE 8: UNEMPLOYMENT RATE

Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	7.7% (+/- 1.6%)	10.5% (+/- 3.6%)	3.5% (+/- 1.8%)	3.0% (+/- 2.3%)	<p style="text-align: center;">CONTENT ON THIS PAGE IS NOT CURRENT. TO BE UPDATED.</p> Camosun College Achieved the target unemployment rates for all of the surveys in the 2022/23 reporting period.
2021/22 Actual:	8.8% (+/- 1.6%)	13.7% (+/- 3.7%)	10.9% (+/- 2.9%)	6.0% (+/- 0.0%)	
2022/23 Actual:	3.6% (+/- 1.3%)	11.9% (+/- 7.9%)	5.7% (+/- 2.2%)	4.5% (+/- 3.3%)	
2022/23 Target:	≤ 6.6%	≤ 6.6%	≤ 6.6%	≤ 6.6%	
2022/23 Assessment:	Achieved	Achieved	Achieved	Achieved	

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

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

APPSO - Apprenticeship Student Outcomes Survey

BGS - Baccalaureate Graduates Student Outcomes Survey

TOTAL STUDENTS FOR OTHER STUDENT CATEGORIES

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

Table 1: 2023/24 Mandate Letter Priorities and Indicators

Please report and expand on the indicators below, as applicable

2023/24 MANDATE PRIORITIES	INDICATORS
<p>1. Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.</p>	<p>Outline initiatives your institution has taken to support this priority.</p> <p>The Professional Studies and Industry Training (ProSIT) program at Camosun College plays a vital role in delivering flexible education to a diverse range of learners. As part of the StrongerBC Future Ready Action Plan, ProSIT equips British Columbians with the skills needed to thrive in an ever-changing landscape. Our commitment to lifelong learning ensures that learners have access to relevant and dynamic programs.</p> <p>The department is well positioned to build on new and long-standing Camosun partnerships with other post secondary institutions, associations, local industry, public and private companies. This includes connecting with local indigenous communities and with non-profit institutes to bring accessible learning options to our community.</p> <p>MICRO-CREDENTIALS</p> <p>Continue to report on progress to introduce and recognize micro-credentials.</p> <p>ProSIT offers a range of short, industry-targeted, skills-based programs created and delivered specifically for professional and industry learners. All the micro-credentials are developed in partnership with experts from the industry who know what learners need to get ahead.</p> <p>Sixty-five programs offered through ProSIT have met the requirements to be eligible for the B.C. Government’s \$3,500 future skills grant.</p> <p>ProSIT has the largest number of eligible programs in the province. Offerings include Electric Vehicle Technology, Indigenous Truth and Reconciliation, Microsoft Office, and Film Production Assistant micro-credential courses, in addition to Hospital Unit Clerk and Applied Project Management certificate programs. The future skills grant provides coverage for the cost of any these, as well as an additional 59 programs, at Camosun College.</p> <p>EXPANDED HEALTH-SEATS</p> <p>Continue to report on increases or expansions of health seats.</p> <p>Health and Human Services at Camosun is expanding its health seats by introducing the PN2BSN Bridge Program in Fall 2024. With 16 available seats, this program addresses the growing demand for healthcare professionals and contributes to a resilient workforce.</p>

2023/24 MANDATE PRIORITIES

INDICATORS

2. Working with Skilled Trades BC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.

Report on how your institution is incorporating any feedback or direction from Skills Trades BC, Indigenous leaders and other partners into trades training programming as it relates to Indigenous Students.

Camosun College is committed to enhancing trades training programs for Indigenous students by actively engaging with various stakeholders. Here's a deeper look at our collaborative efforts:

1. Indigenous Peoples in Trades Training (IPTT) Group:

The IPTT Group serves as a bridge between Indigenous communities and the college. Their feedback is invaluable.

Regular check-ins allow us to address any challenges promptly.

Annual reporting ensures transparency and accountability.

The CIMS database helps us track student progress and identify areas for improvement.

2. Indigenous Leaders:

Our program coordinators work closely with Indigenous students.

They provide insights into cultural nuances, learning preferences, and community needs.

Current and past students of IPTT programs share their experiences, helping us refine our approach.

Community members participate in cultural training sessions and ceremonies, offering feedback that informs program adjustments.

3. Other Partners:

Industry stakeholders and employers collaborate with us to align training with real-world demands.

Students engage with Construction Foundation of British Columbia (CFBC) to explore and enhance their skilled trades and technologies journey.

Our dedicated instructors contribute expertise and adapt curricula based on industry trends.

Report on training seats and utilization rates to the Ministry.

- Grand Total: \$6,063,578
- Seats Filled: 2,312
- Utilization Rate: 87.3%

2023/24 MANDATE PRIORITIES	INDICATORS
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3. Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

Provide updates on your progress in implementing the education-related TRC Calls to Action and In Plain Sight Recommendations relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).

The Eyē? Sqā’lewen, the Centre for Indigenous Education and Community Connections provides support services and Indigenous programs for Indigenous students at Camosun College. It serves over 1,100 students from more than 50 nations.

1. Strategic Plan and Indigenization Action Plan:
Camosun College’s five-year Strategic Plan, released in February 2023, emphasizes Indigenous resurgence and the principles of Truth and Reconciliation.

The Indigenization Action Plan, crafted by the Indigenous Education and Community Connections (IECC), positions “Honouring Indigenous Resurgence” as a pivotal focus.

This plan guides Eyē? Sqā’lewen and the entire college in their efforts toward Indigenization, reconciliation, and resurgence.

- 2. Priority Areas:**
- The plan identifies four priority areas:
- Enhancing Hiring Processes:** Ensuring that Indigenous perspectives are considered in staff recruitment and selection.
 - Improving Staff Learning:** Providing professional development opportunities related to Indigenous knowledge and cultural competency.
 - Enhancing the Indigenous Student Experience:** Creating a supportive and culturally sensitive environment for Indigenous learners.
 - Streamlining Internal Event Planning Processes:** Integrating Indigenous practices into college events and activities.

By addressing these key areas, Camosun aims to foster an environment where Indigenous cultures, traditions, and knowledge systems thrive and are respected throughout the college.

The foundation is in place for three of the 23 TRC Calls to Action (Phase II), including developing and launching a new Indigenous Community Wellness program at the Saanich Adult Education Centre.

(Appendix B contains TRC Calls to Action and In Plain Sight Recommendations progress report)

2023/24 MANDATE PRIORITIES	INDICATORS
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4. Developing and implementing protections for international students that support their fair treatment.

Identify whether your institution has an active international education strategic plan and discuss its goals, objectives and priority actions. If you do not currently have a plan, discuss your process and timeline to develop and implement one.

Camosun College has a robust international education strategic plan that guides its efforts to support international students. The plan is designed to create an inclusive and culturally aware community, emphasizing academic success, diversity, and ethical practices. Here are the key points:

Vision and Values:

- The plan strives to promote a community where cultural awareness and understanding are valued.
- Different viewpoints are appreciated, and respect is extended to all.

Strategic Goals:

1. Continue to develop and maintain a sustainable international student recruitment strategy that emphasizes academic success, diversity and ethical student centric practices and processes.
2. Ensure ongoing growth in opportunities for Camosun students and faculty to have international experiences through exchanges, field schools and local international opportunities.
3. Continue to engage in international projects both locally and abroad which provide opportunities for Camosun students and employees and supports the positive understanding of Camosun in our community, nationally and internationally.
4. Invest in and support a culture of student service excellence, opportunities for International students to grow in and beyond the classroom.

Identify actions your institution has taken to develop and implement protections for international students that support their fair treatment.

International Student Services through Camosun International (CI) is a wraparound service approach, providing a single connection point for international students to access all services available to them. This provides students with safe, approachable and easy access to services when they need assistance and when they feel they need to be heard. This does not mean that we work in isolation. Our services are valuable to students and the Camosun Community because of the interconnectivity we strive to achieve with the Registrar’s Office and the Office of Student Affairs. CI is constantly working to build strong relationships with everyone in the college community to support and build understanding for Camosun’s international students.

2023/24 MANDATE PRIORITIES	INDICATORS
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- Key Strategies:**
- Timely Services**
 - CI provides services that contribute to students' success and adaptation to Camosun's academic system.
- Customized Support**
 - CI continually strengthens the student experience by enhancing and customizing wraparound supports.
- Empowerment and Information**
 - Students receive relevant information to make informed decisions about their studies and future careers.
- Social Connections and Skills Development**
 - Opportunities for cultural and social events allow students to connect with peers and improve leadership and communication skills through volunteering.
- Immigration Advice and Support**
 - Licensed staff offer up-to-date immigration advice.
- Holistic Approach:**
 - CI collaborates with other departments and schools to holistically assist student success.
- Knowledge Sharing and Inclusion**
 - CI participates in knowledge sharing and ethical practices with other institutions.
 - It fosters intercultural connections between students and the Camosun community.
- Student Support Services:**
- Housing Support**

Resources for housing, including Facebook groups and tenant guides.
- Enhanced Program Support**

Services related to mental health, academic advising, program planning, and immigration advice.
- Student Success Support**

Assistance with registration, tuition, financial planning, referrals, medical insurance, and emergency support.

2023/24 MANDATE PRIORITIES	INDICATORS
5. Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.	<p>Confirm that your institution has met or exceeded the targets identified in your annual institution budget letter.</p>
6. Complying with the Tuition Limit Policy, which sets a two per cent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.	<p>Confirm institutional compliance with the Tuition Limit Policy.</p> <ul style="list-style-type: none"> • Camosun College has submitted last year's tuition report, demonstrating compliance with the Tuition Limit Policy. • The institution adheres to the two per cent cap on tuition and mandatory fee increases. <p>Continue to submit annual tuition and mandatory fees data to the Ministry.</p> <ul style="list-style-type: none"> • Camosun will continue to submit annual tuition and mandatory fees data to the Ministry. • The next tuition report is scheduled for submission in June.

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

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

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



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Progress on the Truth and Reconciliation Calls to Action and UNDRIP

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.

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples article	Progress	Initiative & partnership details
<p>1. Social work</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools...Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New • Planned vs In Progress vs Implemented or Ongoing • If there is no relevant program show as N/A. <p>Ongoing: IST 205: Indigenous Introduction to Social Work</p> <p>Ongoing: IST 206: Indigenous Social Welfare</p> <p>Ongoing: IST 243: Comparative Indigenous Rights</p> <p>Ongoing: All instructors and student support personnel who work with pre-social work students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ŚW,ŹENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>New: Camosun has developed a new 10-month certificate program in Indigenous Community Wellness. Graduates will work in Indigenous communities and urban community agencies to support the wellness of Indigenous community members. The program began delivery in September 2023.</p> <p>Completed: Camosun delivered eight human services courses to the Saanich Adult Education Centre in 2022/23 while the Indigenous Community Wellness program was being developed and went through curriculum approval processes.</p>	<p>Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p> <p>More Indigenous and Indigenous-informed social workers will reduce the number of Indigenous children in care.</p> <p>IST 205 and 206 are continuing. Both serve as prerequisites to BSW programs and are delivered in both traditional formats and intense weekend-based sessions during the summer semester. The number of IST 205 and 206 sections has doubled in the last two years.</p> <p>IST 243: Comparative Indigenous Issues is continuing. It compares Indigenous social welfare practices across the pacific rim, enabling students who may later work in Indigenous child welfare to learn from practices in Canada, USA, Australia and New Zealand.</p> <p>We are currently offering five sections per year of TELFIN TFE WILNEW for staff and faculty.</p> <p>The Indigenous Community Wellness program was developed in partnership with the IAHLA institution Saanich Adult Education Centre and with Indigenous social work and human services practitioners. This program began in September 2023 with an intake of 16 students.</p> <p>Students will learn to effectively build relationships and walk in wellness with service users to support their access to, and engagement with, programs and services.</p>

<p>12. Early Childhood Education</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>Ongoing: Camosun has a Human Rights Tribunal (HRT) special program to provide priority access to Indigenous students entering Health Sciences and Human Services programs, including Early Learning and Care (ELC).</p> <p>Ongoing: All instructors and student support personnel who work with ELC students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ŚW,ŹENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>Ongoing: IST 120: Understanding Indigenous Peoples</p>	<p>Completed: Camosun partnered with Saanich Adult Education Centre to develop the ELC program.</p> <p>Continuing: All ELC program delivery requires students to complete IST 120, Understanding Indigenous Peoples.</p> <p>IST 120 is now a required course in the Nursing program and several other college programs which has increased number of offerings throughout the year.</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>Indigenous Education and Community Connections (IECC) offers IST 234: Land and Language as part of the Indigenous Studies diploma program.</p> <p>Completed: IECC has successfully provided an introductory language course for staff and faculty, with a total of 12 attendees.</p> <p>Planned: IECC, in partnership with Saanich Adult Education Centre, is developing a SENĆOŦEN 100 language course which will begin in September 2025.</p>	<p>Ongoing: IST 234 introduces students to the Indigenous relationships among culture, land and language and their connected influences with development of self-identity</p> <p>Ongoing: Local First Nations, urban Indigenous organizations in Victoria and the Métis Nation of Greater Victoria all manage their own Indigenous language programs. Camosun refers students to these programs as appropriate and may provide facilities as necessary.</p> <p>Ongoing: Formal Indigenous language programs in this region are delivered by Indigenous Education in the Faculty of Education at the University of Victoria. Camosun honours this agreement with local First Nations. It contributes to this programming by serving on the Faculty of Education’s Indigenous Advisory Board.</p>
<p>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>Ongoing: Health 111: Indigenous Peoples’ Health</p> <p>Ongoing: All instructors and student support personnel who work with health care students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as ŚW,ŹENENITEL to expand on the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>Ongoing: The School of Health & Human Services (HHS) has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p>Ongoing: All students in Nursing, Medical Lab Assistant, Diagnostic Medical Sonography and Early Learning Care programs are required to complete IST 120: Understanding Indigenous Peoples.</p> <p>All students in the Mental Health & Addictions program are required to complete HLT 111: Indigenous Peoples’ Health. Four seats are reserved for Indigenous students annually.</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>Ongoing: Health 111: Indigenous Peoples' Health.</p> <p>Ongoing: All instructors and student support personnel who work with Health Care students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as ŚW,ŹENENITEL to expand on the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>Ongoing: The School of Health & Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p>All students in the Nursing program are required to complete IST 120: Understanding Indigenous Peoples.</p>
<p>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>IST 136: Indigenous Justice & Law is part of the core curriculum of the Indigenous Studies program and the Criminal Justice program, the two programs pre-law students are most likely to enrol in.</p> <p>Ongoing: All instructors and student support personnel who work with Criminal Justice students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, and ŚW,ŹENENITEL to expand on the knowledge they accessed in TELFIN TFE WILNEW.</p>	<p>Students in IST 136 will examine Indigenous legal traditions and forms of justice, followed by a review of Indigenous peoples' experiences in the Canadian criminal justice system including interactions with police, courts and corrections.</p>

<p>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>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including Public Administration.</p> <p>New: Ways of Indigenous Leadership and Learning (WILL) program will debut in September 2024.</p> <p>Ongoing: All instructors and student support personnel who work with public administration students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as SWÆENENITEL to expand on the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>Ongoing: IECC delivers occasional one-off three-hour indigenous awareness sessions for public sector organisations.</p>	<p>The WILL advanced certificate program provides learning for students who plan to, or are, leaders in Indigenous communities and those who work, or will work, in organizations that provide public services to Indigenous people, communities and Nations, and are responsible to bring Indigenous consciousness to those organizations.</p> <p>Ongoing: Several Indigenous Studies courses are either required or can be taken as electives in a variety of Camosun programs, including Public Administration.</p>
<p>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:</p> <p>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: Camosun does not offer teacher education courses, but Indigenous content is integrated into the Education Assistant and Community Support (EACS) program. Students in EACS must complete IST 120: Understanding Indigenous Peoples.</p> <p>Learning opportunities are provided by the Centre for Excellence in Teaching and Learning, including Indigenous teaching and pedagogical practices, in the Instructional Skills Workshop.</p>	<p>N/A</p>
<p>86. Journalism and media school</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>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>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun business programs.</p> <p>New: Ways of Indigenous Leadership and Learning certificate program (WILL) will support learners who want to work in Indigenous leadership or support Indigenous initiatives/decolonization work in non-Indigenous organizations.</p> <p>Ongoing: All instructors and student support personnel who work with business students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as SWZENENITEL, to expand on the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>New: Camosun has developed a new bachelor of business administration (BBA) program in socially responsible management. The program is set to launch in Fall 2024.</p>	<p>New/Partnership: Ways of Indigenous Leadership and Learning (WILL) certificate program will be delivered in September 2024. The program, which will be a hybrid online/on-the-land learning with students from each location visiting the others in their homelands, will focus on trauma-informed leadership of Indigenous organizations and implementing Indigenization processes in non-Indigenous organizations.</p> <p>BBA in socially responsible management: Two indigenous course are required, IST 120 and IST 230.</p>
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United Nations Declaration on the Rights of Indigenous Peoples implementation

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

Article 14

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

Article 15

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

Article 21

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

Progress	New and/or continuing initiatives and partnerships
<p>The first phase of Camosun’s Indigenization and Reconciliation Initiative is complete and includes the following successes:</p> <ul style="list-style-type: none"> • Developed Indigenous-focused required learning for all applicable programs. • Explored programming to meet relational and cultural leadership needs in Indigenous communities and organizations, including micro-credentials and distance programming. • Supported faculty to indigenize teaching and learning experiences in programs and courses (e.g., CETL lands-based activity). • Identified and created pathways and connections between Indigenous and non-Indigenous programs. • Developed and provided learning opportunities for newcomers to Canada and international students to learn more about Indigenous peoples, history and current issues. • Acquired a Camosun canoe to provide students, employees and community members with access to a canoe for cultural camps and outdoor expeditions/field trips, etc. • Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples. • Explored domestic and international field schools, for example with Māori students and institutions, to support students learning more about international approaches to Indigenization. • Facilitation of Indigenous learning sessions for the Board of Governors. • Provided a one-day TRC awareness day for all employees. • On-going TRC committee meetings are held to address how Camosun is moving forward with TRC recommendations. • Expanded offerings of TELFIN TFE WILNEW for employees. • Developed and began delivery of the TELFIN TFE WILNEW follow up course, SWZENENITEL. • Incorporated intercultural awareness and understanding as key college-wide competencies, informed by principles of Indigenization, in the college’s Capability Framework. • Introduced integral elements of Indigenization into the onboarding process, the welcome orientation, and the employee handbook. • Piloted the development of cultural camps for students and employees, including college leadership. • Brought more Indigenous presence to the Senior Leadership Council, Education Council, Education Leadership Team, Policy and Standards Committee and the Integrated Curriculum Committee. • Ensured the 2023-2028 Strategic Plan is informed by principles of Indigenization and Reconciliation. • Designated Sept. 30 as an annual, college-wide, college-supported Orange Shirt Day. Now that Sept. 30 is a national statutory holiday, the Friday or Monday closest to Sept. 30 will acknowledge Residential School survivors, as well as those who did not survive. 	<p>Partnership: Eyē? Sqā’lewen: the Centre for Indigenous Education & Community Connections (IECC) is part of the Victoria Urban Leadership Table, which is supporting inclusion of urban Indigenous peoples’ needs and interests as the Declaration on the Rights of Indigenous Peoples becomes implemented.</p> <p>Phase two of our response to the TRC Calls to Action has been initiated. It currently includes 23 new action items.</p> <p>Local Indigenous ways of being, doing and relating are foundational to the development of Camosun’s new Strategic Plan. Camosun is a committed partner in honouring Indigenous resurgence and the principles of Truth and Reconciliation.</p> <p>In alignment with Camosun College’s five-year Strategic Plan, released in February 2023, IECC has crafted a five-year Indigenization Action Plan positioning Honouring Indigenous Resurgence as a pivotal focus. It embodies Camosun College’s renewed commitment and Eyē? Sqā’lewen’s significant efforts to integrate Indigenous perspectives and practices across all facets of our institution.</p> <p>This plan serves as a guide for Eyē? Sqā’lewen, and for the rest of the college. Indigenization, reconciliation and resurgence requires a concentrated effort from all corners of our institution, community and beyond. This plan references four priority areas that focus our collective efforts towards enhancing hiring processes, improving staff learning, enhancing the Indigenous student experience and streamlining internal event planning processes.</p> <p>By addressing these key areas, we aim to foster an environment where Indigenous cultures, traditions and knowledge systems not only flourish but are also respected and integrated into every aspect of the college.</p>

Progress	New and/or continuing initiatives and partnerships
<ul style="list-style-type: none"> • Provided designated Elders' parking in preferred spots in employee parking lots on both campuses. • Facilitated the purchase and storage of blankets for use within Na'tsa'maht, and installed steps from Na'tsa'maht down to the Pit Cook area. • Organized and implemented an information campaign to educate the Camosun community about the United Nations Declaration on the Rights of Indigenous Peoples. • Included elements of the TRC Calls to Action in the Respect in the Workplace program. • Established Indigenous cultural space on the Interurban campus. • Policy and procedure development to ensure that planning teams establish a process for consultation with Elders, leaders, and knowledge keepers from Indigenous communities, Nations and organizations, as appropriate. • Opened a classroom on the Lansdowne campus in the newly renovated Wilna Thomas building that can be used for the delivery of Indigenous pedagogy. The room is large enough for 40 people to sit in circle with fans and insulation for drumming and smudging. • Indigenized hiring practices to value Indigenous competencies and employment of Indigenous people - was successful in a proposal to the Human Rights Tribunal to initiate preferential and limited hiring for Indigenous people for some programs and positions in the college. • Established Indigenous gathering/learning/service space at Interurban. • Established an Indigenous Research and Indigenous Knowledge protection process under the direction of a multi-discipline council called NEĆITEL. • Organized a Vancouver Island Post-Secondary Alliance session to support the island public post-secondary institutions to collaborate in ongoing TRC initiatives and response to the revealing of Indigenous children's graves near former Indian Residential Schools. • Developed and provided more web-based education and training to staff, faculty and admin wishing to become more informed about reconciliation. • Devoted a section of the college website to reconciliation information and support. • Calendarized Indigenous events. • The foundation is in place for three of the 23 TRC Calls to Action (Phase II), including developing and launching a new Indigenous Community Wellness program at the Saanich Adult Education Centre. • A working group has been formed to establish a baseline inventory of existing cultural visibility on campus (spaces, signage, art, traditional naming, land naturalization) with the intention of increasing Indigenous cultural visibility. 	

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program Name	Accreditation Standard Details <i>(If none exist, N/A)</i>
BSN	<p>Accreditation through the Canadian Association of Schools of Nursing includes:</p> <ul style="list-style-type: none"> • The curriculum implements Action 24 of the Truth and Reconciliation Commission's call to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism. This would include expectations for graduates related to Call to Action 24 of the Truth and Reconciliation Commission (TRC). Courses which address Call to Action 24, and examples of teaching and learning strategies in the curriculum that promote decolonisation, Indigenization, and reconciliation. • Equity, inclusion, and respect for diversity are reflected in the stated values, policies, and relationships of the educational unit: including accommodation of learners and integration of Indigenous students, hiring and integration of faculty and staff
PN	<p>Program Recognition through the BC College of Nurses and Midwives includes standards that relate to cultural safety and humility training.</p>
HCA	<p>Program Recognition through the BC Care Aide Registry includes standards that relate to cultural safety and humility training.</p>
CMLA	<p>Accreditation through Canadian Society of Medical Laboratory Science includes standard on diversity content.</p>
SONO	<p>Accreditation through Equal Canada includes standards on:</p> <ul style="list-style-type: none"> • admissions (for example, saving seats for Indigenous students) • polies and procedures that relate to anti-discrimination
MRAD	<p>Accreditation through Equal Canada includes standards on:</p> <ul style="list-style-type: none"> • admissions (for example, saving seats for Indigenous students) • polies and procedures that relate to anti-discrimination
Dental Hygiene and CDA	<p>Accreditation through the Commission on Dental Accreditation of Canada includes standards on:</p> <ul style="list-style-type: none"> • vision and mission of the program including concepts of EDI. • encouraging recruitment of a diverse student population including Indigenous students. • content including cultural humility and Indigenous health.

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

PROGRAM	PROGRESS	ACTIONS
<p><i>Instructions: Please identify program area here.</i></p> <p><i>Example: Certified Medical Laboratory Assistant</i></p>	<p><i>Instructions: Identify whether the initiative is:</i></p> <ul style="list-style-type: none"> • New (new this academic year and is ongoing). • Ongoing (has been previously reported on and is ongoing) • Completed (completed this year) <p><i>Example: New</i></p>	<p><i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #14 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i></p> <p><i>Example: One Indigenous professor recruited that will begin in Fall 2023.</i></p>
BSN	Ongoing	We currently have four BSN Faculty who self-identify as Indigenous.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
HHS Indigenous Support Coordinator position	This position works to recruit and support Indigenous students in HHS programs.	Ongoing permanent position
Reserving seats for Indigenous students	12 – 20% of seats are reserved for Indigenous students (MRAD, CMLA, DH, CDA, SONO, PN, HCA, BSN)	Ongoing commitment
Faculty and staff are encouraged to take TTW	To help ensure everyone has an understanding of Indigenous history.	Ongoing

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

PROGRAM	PROGRESS	ACTIONS
<i>Instructions: Please identify program area here.</i>	<i>Identify whether the initiative is:</i>	<i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i>
<i>Example: Certified Medical Laboratory Assistant</i>	<ul style="list-style-type: none"> • New (new this academic year and is ongoing). • Ongoing (has been previously reported on and is ongoing) • Completed (completed this year) <i>Example: Completed</i>	<i>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</i>
CMLA	Ongoing	Students are required to take IST 120 Indigenous Peoples course. Other courses include content on cultural humility and Indigenous elders attend classes.
SONO	Ongoing	Students are required to take IST 120 Indigenous Peoples course. Other courses also include content on cultural humility.
BSN	Ongoing	It is an expectation that graduates meet the BCCNM Practice Standard "Indigenous Cultural Safety, Cultural Humility, and Anti-Racism". Students take Health 111 Indigenous Health or IST 120. Learning Outcomes in each course related to anti-racism and cultural safety.
Practical Nursing	Ongoing	This content is threaded through courses. The Practice Standard: Indigenous Cultural Safety, Cultural Humility, and Anti-racism is integrated into the program. Program Learning Outcome related to cultural safety, cultural humility and anti-racism.
Dental	Ongoing	This content is included within each program.

Strategic Initiatives

Sexual Violence and Misconduct Prevention and Response

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

Inline with the Sexual Violence and Misconduct policy (E-2.9), the goal of the education plan is to provide education, training and awareness to the college community in order to:

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

SEXUAL VIOLENCE POLICY IMPLEMENTATION 2023/2024

Student engagement and consultation

- To ensure important levels of awareness of the Sexual Violence Policy throughout the Camosun community and to ensure the policy meets the needs of Camosun students an extensive consultation process inclusive of students was implemented during the creation of the original policy and throughout subsequent policy revisions
- These revisions have taken place in-line with provincial legislation requirements that all B.C. post-secondary institution sexual violence and misconduct policies are reviewed every 3 years with the most recent review and updates to the Sexual Violence Policy (E-2.9) occurring in 2023
- This review involved assessing students' perception and understanding of current policy and areas of improvement in clarity, awareness and supports available via:
 - A policy working group involving both staff and members of the Camosun College Student Society
 - Online student Sexual Violence and Misconduct Policy perception survey
 - Four in-person Sexual Violence and Misconduct Policy student consultation sessions held on both campuses
 - Tabling promotion of online survey and in-person sessions
- Hired two student workers focused on increasing student engagement with sexualized violence prevention efforts and policy engagement.
- Student Affairs maintains regular engagement with Camosun College Student Society and the Office of the Ombudsperson regarding student feedback on the policy.

Prevention, communication and awareness strategies

As sexualized violence is a systemic societal concern, Camosun recognizes that sexual violence prevention and education requires a holistic approach and must be addressed through campus-wide prevention efforts, providing meaningful on- and off-campus support options, formal disclosing and/or reporting mechanisms and response procedures that are survivor-centered and trauma-informed in both theory and application. Camosun's educational approach looks to develop a comprehensive strategy composed of educational and engagement components that equip students, faculty and staff with the awareness, knowledge and skills required to make social change at Camosun and beyond. The end goal is an environment where sexual violence is not tolerated, and a culture of consent and respect is expected and demonstrated by all members of the college community.

In line with the *Sexual Violence Policy* (E-2.9), the goal of the education plan is to provide education, training, and awareness to the college community to:

- Ensure members of our community know where to refer students who have been impacted by sexualized violence;
- Increase the amount and quality of information and education to prevent sexual violence;
- Educate members of our community that the college accepts anonymous disclosures of sexualized violence;
- Reduce trauma for people who have been harmed;
- Improve responsiveness and quality of service for survivors; and
- Strengthen the capacity and support for staff whose positions support prevention or response to sexual violence on our campuses.

Strategies implemented over the last year have included:

- Year-round learning opportunities for students (and supporters) on topic of sexualized violence prevention
- Continued promotion of *Safer Campuses for Everyone* – self-paced online training available to all students covering the meaning and impact of sexual violence, reasons why sexual violence happens, importance of consent in all relationships, how to intervene to prevent sexual violence and how to find support or how to support someone else who has experienced sexual violence.
- Social media educational campaigns focused on raising awareness of the Office of Student Support and the accessibility of sexual violence supports at Camosun, bystander intervention, consent in your mother language and student mental health and wellbeing
- Direct student engagement tabling events including Lunar New Year Office of Student Support crafting promotion, consent-based Valentines table, consent-themed beaded phone charm making, International Women’s Day event
- Monthly consent workshops with creative opportunities for students to make personalized consent message jewelry
- Implementation of *Bringing in a Bystander Intervention* training
- *Safer Spaces* training – partnership between community non-profit Good Night Out and Camosun’s Hospitality Management program – educating hospitality students how to prevent and respond to sexual harassment in the hospitality sector
- Inclusion of sexualized violence prevention education embedded in Welcome and Orientation activities
- Sexualized violence prevention and response information included in Orientation and Transitions newsletters to students
- Online student outreach times hosted by student workers aimed at connecting with students virtually and referring them to appropriate Student Affairs services and supports including Office of Student Support
- Office of Student Support sexualized violence prevention CamFest/Welcome Week tabling
- Athletics department - Chargers’ student-athlete orientation
- International Orientation presentations
- New Employee Welcome event
- Sexualized Violence Awareness Week (Sept. 18 - 22, 2023) built around a Community Fair Day with local social service providers complimented by educational social media content to create awareness around sexualized and gender-based violence prevention and support options on campus and in the community.
- Faculty, staff and students were invited to engage in workshops related to understanding the role of a prosocial bystander and how to respond well to someone disclosing an experience of sexual violence
- Ongoing collaboration with various college stakeholders on sexual and gender-based violence prevention planning and initiatives, including Camosun College Student Society representatives, Camosun Chargers Athletics teams and Camosun International
- Regular engagement with various schools including monthly meetings with all Associate Deans including updates on sexual violence prevention and response educational opportunities for faculty, staff and students

- Regular one-to one consultation with faculty and staff to assist with responding to disclosures, appropriate referrals, safety planning, supporting students, fostering a culture of consent, and increasing awareness about sexualized and gender-based violence
- Engagement and presentation to schools and administrative units to build partnerships and increase awareness of sexualized violence prevention efforts and student safety, including Office of the Registrar, Deans, Directors, Chairs, Schools, Centre for Accessible Learning, Camosun International and Indigenous Education and Community Connections.
- Engagement with local community partners to enhance awareness of services and ensure strong appropriate collaboration in support of student and community safety and well-being: Victoria Sexual Assault Centre, Victoria Women's Transition House, Good Night Out Vancouver/Victoria, The Foundry, Island Community Mental Health, The Men's Therapy Centre, Restorative Justice Victoria
- Participation in development of best-practices for sexualized violence reporting for B.C. post-secondary institutions
- Provincial working group on a strategy for the collection of statistics on Sexual Violence and Misconduct cases in B.C. post-secondary institutions headed by representatives from B.C. PSI's and Ministry of Post-Secondary Education and Future Skills.

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

PARTICIPATION:

- In 2022/2023, Camosun saw 67 former youth in care benefit from the BC Government's tuition waiver program, with a total of \$162,077.00 distributed in 2022/2023, representing an increase of 9% over last year.

SUPPORTS:

Creation of a new position – Student Navigator -Former Youth in Care to act as a first point of contact for all FYIC entering Camosun as well as offering on-going support to students throughout their time at Camosun. The Student Navigator works collaboratively with the Office of Student Support and the Financial Aid & Awards team to support FYIC throughout the student lifecycle. The Student Navigator FYIC provides assistance navigating funding sources/ application, assistance connecting with appropriate on and off campus supports, and assistance with navigating challenges and college processes.

- Designated unlimited number of Camosun Counselling sessions available to FYIC students recognizing importance of developing relationship and trust and opportunity of ongoing support along academic path
- Ongoing multi departmental planning conversations to determine best approach for effective coordination of wrap around support for FYIC and other under represented student populations
- Three Camosun representatives from Financial Aid & Awards and Eyē? Sqā'lewen Centre for Indigenous Education and Community Connections participating in monthly Campus Navigator Community of Practice meetings
 - Opportunity to connect with diverse PSI professionals from across BC building relationships and sharing promising practices amongst PSIs on how to ensure ease of funding access, effectiveness of wrap around supports for FYIC students, and supporting overall well-being and academic success of FYIC students

K-12 Transitions and Dual Credit Programming

ANNUAL UPDATE

The partnership between Camosun College and the five partner school districts – Cowichan Valley, Gulf Islands, Greater Victoria, Saanich and Sooke – is the largest in B.C., supporting over 1,000 students each year with their transition into post-secondary education and training.

Since the South Island Partnership's (SIP) inception in 2003, the partnership has grown from annually supporting 80 students to over 1,000 students. In 2022/23, 1,015 students participated in post-secondary transitions programs – a total of 1,573 courses taken across the South Island region. Over the last 10 years, over 10,300 students have participated in over forty different program and course areas.

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

For the last several years, SIP has also compiled success data for our dual credit students. In 2022/23, 84 per cent of students successfully completed their dual credit course or program, with 26 per cent of students achieving a mark of 90% or higher.

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

Work Integrated Learning at Camosun College

Camosun College places a high value on work integrated learning (WIL), reflected in its Strategic Plan's mission: "We build a better future for our community with relevant, innovative and applied education" and a priority goal to "Empower students to stand out by providing educational experiences that equip them for their future." **Currently 1273 Camosun courses have some component of work integrated learning – this represents 82 per cent of active course offerings at the institution.**

TYPES OF WORK INTEGRATED LEARNING

Camosun offers the following **Eleven types of work integrated learning** opportunities to students:

- Capstone projects: culminating activities in a student's credential where they apply acquired skills to solve specific issues, often in collaboration with industry or community service.
- Course-based research: projects that involve applying theory to practical projects, contributing to program learning outcomes through industry or community partnerships.
- Course-based activities: activities that help students apply classroom learning to real-world situations, integrating insights back into academic study.
- Field experiences: offers supervised hands-on activities inside or outside college facilities, aiding learning objectives using instructional equipment.
- Lab experiences: immerses students in scientific exploration and patient interactions, fostering skills in care and detailed information application.
- Performance-based learning: students participate in large-scale public productions, gaining hands-on experience across all stages of production.
- Service learning: integrates community service with classroom instruction, aiming to enhance learning and community development through collaborative projects.

- Co-op programs: blend academic and work terms, with work terms typically comprising 30 per cent of the program for programs over two years and 25 per cent for shorter ones.
- Apprenticeships: pairs students seeking skills with employers needing workers, offering paid practical experience supervised by certified journeypersons, blending 80 per cent workplace training with 20 per cent classroom instruction over two to five years.
- Internships: single work terms, full-time, focused on specific disciplines, paid or unpaid, occurring during or after academic programs, lasting a minimum of 300 hours.
- Supervised practices: involves students gaining supervised work experience under a licensed professional, unpaid and without individual workloads.

WORK INTEGRATED LEARNING MODELS

Some WIL programs, like co-op, internships, supervised practices and apprenticeships, are formally incorporated into programs. Additionally, WIL is integrated into courses through activities such as labs, field experiences, service learning and applied learning assignments. Students can participate in co-curricular WIL experiences like case and skills competitions.

Camosun College employs both **centralized** and **decentralized** approaches to support WIL across the institution.

CENTRALIZED MODEL

Applied Learning, Cooperative Education, and Career Services department

The Applied Learning, Cooperative Education and Career Services department serves as the centralized hub for WIL support, offering the following services:

Student Focused

- An applied learning catalogue facilitating the identification of courses and programs offering WIL opportunities.
- Career development courses tailored to students participating in co-op and internship programs.
- Access to a job board and placement services dedicated to WIL opportunities.
- Individual and group support aimed at helping students secure and excel in WIL experiences.
- Online resources to aid in acquiring, maintaining and reflecting on WIL experiences.

Faculty Support

- Tailored assistance for faculty in the creation and integration of WIL components within programs and courses.
- Workshops and department-specific activities offering professional development opportunities related to WIL.
- Access to online resources designed to aid faculty members in effectively implementing WIL opportunities.

Camosun Innovates

Camosun Innovates is a centralized applied research and development hub at Camosun College, focusing on collaboration with industry partners to address real-world challenges and drive innovation. It offers expertise, facilities and resources to support businesses in areas such as product development, prototyping, testing and process improvement. Through Camosun Innovates, the college engages students, faculty and industry professionals in hands-on projects to foster innovation and economic growth in the region.

DECENTRALIZED MODEL

In addition to the centralized support for WIL at Camosun, there are also decentralized programs and services related to WIL.

- Many WIL opportunities are managed and supported at the school-based level, for example supervised practice in nursing and dental, and apprenticeship programs in trades
- Each school is provided with funding that faculty can access to support WIL related projects and activities for students
- Many co-curricular activities are managed at the school level, such as case and skills competitions like HRC West, Enactus and Skills Canada National Competitions.

INSTITUTIONAL PRIORITIES

Camosun has demonstrated a concerned effort to make WIL a priority at the institution through:

- Its priority focuses within the Camosun College Strategic Plan 2023-28
- Funding for an Applied Learning, Cooperative Education and Career Services department at the institution
- Committed funding for an Applied Learning Co-ordinator to support college-wide initiatives related to WIL and to provide faculty development opportunities
- Funding for school-based WIL projects and activities

NUMBER OF PLACEMENTS/STUDENTS INVOLVED IN WIL OPTIONS

Camosun has a robust co-operative education program, placing students in both co-op work terms and Internships. In the last year, based on data submitted by B.C. publicly funded colleges, Camosun students comprised 52 per cent of all college co-op placements. Following are student placements number for the past year for co-op and internships:

	Co-op Work Term	Internship	Totals
Arts & Science	21	5	26
Business	155	1	156
Hospitality	62	N/A	62
Tourism	N/A	23	23
Sport	N/A	52	52
Technologies	124	3	127
Totals	362	84	446

Appendix C: Performance Measure Tables

PERFORMANCE MEASURE 1: Total FTE Student Spaces (Excluding the Industry Training Authority)		
2021/22 Actual:	5,321	
2022/23 Actual:	4,946	
2023/24 Actual:		
2023/24 Target:		
2023/24 Assessment:		

PERFORMANCE MEASURE 1A: Student Spaces in Nursing and Allied Health Programs (FTE)		
2021/22 Actual:	870	
2022/23 Actual:	887	
2023/24 Actual:		
2023/24 Target:		
2023/24 Assessment:		

PERFORMANCE MEASURE 1B: Student Spaces in Development Programs (FTE)		
2021/22 Actual:	748	
2022/23 Actual:	704	
2023/24 Actual:		
2023/24 Target:		
2023/24 Assessment:		

PERFORMANCE MEASURE 2: Credentials Awarded		
2021/22 Actual:	2,100	
2022/23 Actual:	1,569	
2023/24 Actual:		
2023/24 Target:		
2023/24 Assessment:		

**PERFORMANCE MEASURE 3:
Total Indigenous Student FTE**

2021/22 Actual:	762
2022/23 Actual:	715
2023/24 Actual:	
2023/24 Target:	
2023/24 Assessment:	

**PERFORMANCE MEASURE 3A:
Total Indigenous Student FTE (AEST)**

2021/22 Actual:	529
2022/23 Actual:	519
2023/24 Actual:	
2023/24 Target:	Increase from the previous year
2023/24 Assessment:	

**PERFORMANCE MEASURE 3B:
Total Indigenous Student FTE (ITA)**

2021/22 Actual:	234
2022/23 Actual:	196
2023/24 Actual:	
2023/24 Target:	Increase from the previous year
2023/24 Assessment:	

**PERFORMANCE MEASURE 4:
Student Satisfaction with Education**

Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2021/22 Actual:	90.9% (+/- 1.1%)	85.7% (+/- 3.7%)	87.2% (+/- 3.4%)	95.8% (+/- 2.9%)	
2022/23 Actual:	89.5% (+/- 1.6%)	91.9% (+/- 6.4%)	85.2% (+/- 4.2%)	89.7% (+/- 4.4%)	
2023/24 Actual:	89.5% (+/- 1.5%)	N/A	94.3% (+/- 2.8%)	89.7% (+/- 4.4%)	
2023/24 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%	
2023/24 Assessment:	Achieved	Not Assessed	Achieved	Achieved	

**PERFORMANCE MEASURE 5:
Student Assessment of Quality of Instruction**

Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2021/22 Actual:	94.8% (+/- 0.8%)	88.8% (+/- 3.3%)	92.3% (+/- 2.7%)	95.8% (+/- 2.9%)	
2022/23 Actual:	93.9% (+/- 1.3%)	97.3% (+/- 3.8%)	96.1% (+/- 2.3%)	94.8% (+/- 3.2%)	
2023/24 Actual:	93.2% (+/- 1.2%)	N/A	95.6% (+/- 2.4%)	100.0% (+/- 0.0%)	
2023/24 Target:	> 90%	> 90%	> 90%	> 90%	
2023/24 Assessment:	Achieved	Not Assessed	Achieved	Achieved	

**PERFORMANCE MEASURE 6:
Student Assessment of Skill Development**

Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2021/22 Actual:	86.6% (+/- 1.3%)	82.2% (+/- 4.0%)	80.7% (+/- 4.0%)	89.4% (+/- 3.3%)	
2022/23 Actual:	85.7% (+/- 1.5%)	88.8% (+/- 6.7%)	79.7% (+/- 4.3%)	86.6% (+/- 4.2%)	
2023/24 Actual:	83.3% (+/- 1.6%)	N/A	83.8% (+/- 3.7%)	90.4% (+/- 4.2%)	
2023/24 Target:	> 85%	> 85%	> 85%	> 85%	
2023/24 Assessment:	Substantially Achieved	Not Assessed	Achieved	Achieved	

**PERFORMANCE MEASURE 7:
Student Assessment of Usefulness of Knowledge and Skills in Performing Job**

Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2021/22 Actual:	82.0% (+/- 2.4%)	87.4% (+/- 4.5%)	88.9% (+/- 3.7%)	96.8% (+/- 2.6%)	
2022/23 Actual:	83.8% (+/- 2.8%)	N/A	90.2% (+/- 3.8%)	94.0% (+/- 3.9%)	
2023/24 Actual:	85.5% (+/- 2.5%)	N/A	93.5% (+/- 3.0%)	90.9% (+/- 5.2%)	
2023/24 Target:	> 90%	> 90%	> 90%	> 90%	
2023/24 Assessment:	Substantially Achieved	Not Assessed	Achieved	Achieved	

Other Performance Measures:

PERFORMANCE MEASURE 8: Unemployment Rate					
Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2021/22 Actual:	8.8% (+/- 1.6%)	13.3% (+/- 4.0%)	10.9% (+/- 3.3%)	0.0% (+/- 0.0%)	
2022/23 Actual:	3.6% (+/- 1.3%)	11.4% (+/- 7.9%)	3.4% (+/- 2.2%)	4.5% (+/- 3.3%)	
2023/24 Actual:					
2023/24 Target:	≤6.6%	≤6.6%	≤6.6%	≤6.6%	
2023/24 Assessment:					

TOTAL STUDENTS FOR OTHER STUDENT CATEGORIES					
2023/24 Results, Industry Training Authority funded students					
2023/24 Results, International students					

Appendix Performance Measures:

PERFORMANCE MEASURE	ACTUAL			TARGET 2023/24	ASSESSMENT 2023/24
	2021/22	2022/23	2023/24		
Former diploma, associate degree and certificate students' assessment of skill development					
Skill Development	86.6% +/- 1.3%	85.7% (+/- 1.5%)	83.3% (+/- 1.6%)	> 85%	Substantially Achieved
Written Communication	83.7% +/- 1.5%	85.1% (+/- 2.0%)	82.7% (+/- 2.0%)	> 85%	
Oral Communication	80.8% +/- 1.6%	78.7% (+/- 2.3%)	73.3% (+/- 2.4%)	> 85%	
Group Collaboration	87.1% +/- 1.3%	86.3% (+/- 1.8%)	83.2% (+/- 1.8%)	> 85%	
Critical Analysis	91.7% +/- 1.1%	90.0% (+/- 1.6%)	89.0% (+/- 1.5%)	> 85%	
Problem Resolution	85.8% +/- 1.4%	84.9% (+/- 1.9%)	81.1% (+/- 1.9%)	> 85%	
Learn on Your Own	86.2% +/- 1.3%	86.3% (+/- 1.8%)	83.9% (+/- 1.8%)	> 85%	
Reading and Comprehension	90.5% +/- 1.1%	87.9% (+/- 1.7%)	88.9% (+/- 1.5%)	> 85%	

PERFORMANCE MEASURE	ACTUAL			TARGET 2023/24	ASSESSMENT 2023/24
	2021/22	2022/23	2023/24		
Trades foundation and trades-related vocational graduates' assessment of skill development					
Skill Development	82.2% +/- 4.0%	88.8% (+/- 6.7%)	N/A	> 85%	Not Assessed
Written Communication	64.0% +/- 7.9%	N/A	N/A	> 85%	
Oral Communication	70.9% +/- 6.6%	N/A	N/A	> 85%	
Group Collaboration	84.5% +/- 4.0%	97.0% (+/- 4.5%)	84.2% (+/- 9.3%)	> 85%	
Critical Analysis	86.1% +/- 3.7%	94.6% (+/- 5.3%)	89.5% (+/- 7.8%)	> 85%	
Problem Resolution	84.6% +/- 4.0%	86.1% (+/- 8.3%)	N/A	> 85%	
Learn on Your Own	85.9% +/- 3.8%	91.9% (+/- 6.4%)	N/A	> 85%	
Reading and Comprehension	89.0% +/- 3.4%	89.2% (+/- 7.3%)	N/A	> 85%	

PERFORMANCE MEASURE	ACTUAL			TARGET 2023/24	ASSESSMENT 2023/24
	2021/22	2022/23	2023/24		
Former apprenticeship students					
Skill Development	80.7% +/- 4.0%	79.7% (+/- 4.3%)	83.8% (+/- 3.7%)	> 85%	Achieved
Written Communication	63.1% +/- 7.1%	60.5% (+/- 9.0%)	64.7% (+/- 9.0%)	> 85%	
Oral Communication	64.8% +/- 6.9%	67.3% (+/- 7.6%)	70.2% (+/- 8.0%)	> 85%	
Group Collaboration	80.0% +/- 4.4%	73.7% (+/- 5.9%)	88.1% (+/- 4.2%)	> 85%	
Critical Analysis	87.2% +/- 3.5%	85.6% (+/- 4.2%)	87.7% (+/- 4.0%)	> 85%	
Problem Resolution	82.4% +/- 4.0%	82.0% (+/- 4.7%)	87.2% (+/- 4.2%)	> 85%	
Learn on Your Own	85.0% +/- 3.7%	81.9% (+/-4.7%)	82.8% (+/-4.7%)	> 85%	
Reading and Comprehension	88.3% +/- 3.3%	86.1% (+/-4.2%)	92.3% (+/-3.2%)	> 85%	

PERFORMANCE MEASURE	ACTUAL			TARGET 2023/24	ASSESSMENT 2023/24
	2021/22	2022/23	2023/24		
Bachelor degree graduates					
Skill Development	89.4% +/- 3.3%	86.6% +/- 4.2%	90.4% +/- 3.3%	> 90%	Achieved
Written Communication	81.1% +/- 6.0%	79.8% (+/- 6.0%)	88.1% (+/- 5.5%)	> 90%	
Oral Communication	91.7% +/- 4.0%	86.3% (+/- 5.1%)	88.0% (+/- 5.6%)	> 90%	
Group Collaboration	94.8% +/- 3.2%	91.8% (+/- 4.0%)	90.5% (+/- 5.0%)	> 90%	
Critical Analysis	93.7% +/- 3.5%	88.4% (+/- 4.7%)	95.3% (+/- 3.6%)	> 90%	
Problem Resolution	91.6% +/- 4.0%	85.1% (+/- 5.3%)	88.1% (+/- 5.5%)	> 90%	
Learn on Your Own	87.5% +/- 4.8%	87.2% (+/- 5.0%)	95.2% (+/- 3.6%)	> 90%	
Reading and Comprehension	85.3% +/- 5.2%	87.2% (+/- 5.0%)	88.0% (+/- 5.6%)	> 90%	



Honouring Indigenous Resurgence

