



# 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.

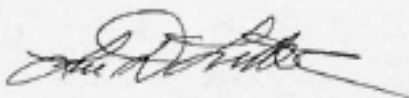
Students on our Lansdowne campus now have a new Indigenous classroom in the Wilna Thomas Building named Nahey'gnut to honour elder Dr. Skip Dick and his wife Linda. Nahey'gnut is a  $\text{l\`a}k^w\text{a}n\text{a}n$  word meaning 'mine to protect.' The name was bestowed at a Sp'ce (Basket Ceremony) 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.

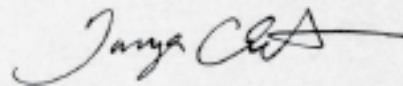
We are proud of our work to remove barriers and open doors to education for learners from all walks of life especially from historically marginalized and under-represented groups. We're collaborating with other post-secondary institutions to open a new Westshore campus to bring education closer to home 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 1,033 Indigenous students and 2,222 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 \$174 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

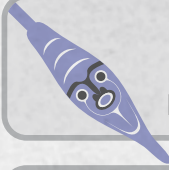


1,871 graduates in 2023



2,222 international  
students from 70+ countries

15.8%



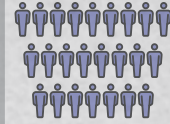
1,033

Indigenous students

7.3%

72.9%

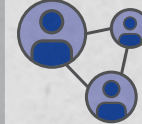
of students are from  
Vancouver Island



24 students:  
typical class size

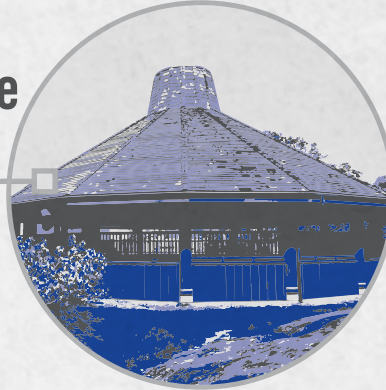


23.5 years:  
median student age

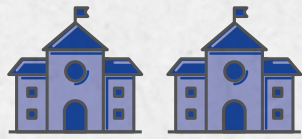
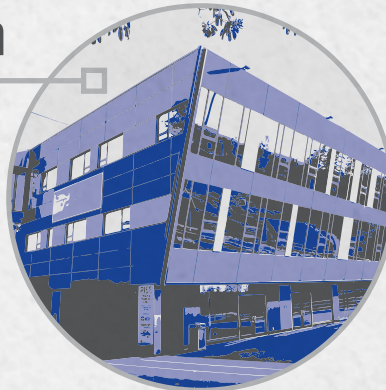


1,400 faculty, staff,  
and administration

Lansdowne  
Founded in 1971



Interurban



# TWO CAMPUSES



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.



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

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



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



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,ĆĀNEUEL 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 2023/24, the college recorded a **surplus of \$2.31M** 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 Provincial Tuition Waiver Program is making post-secondary education more accessible for former youth in care by covering tuition and eligible fees. A total of 274 students at Camosun College have accessed the program since it launched in 2017. On Aug. 1, 2023, the Province removed age requirements to make post-secondary education even more accessible and affordable for this group of students.

In 2023/24, Camosun College saw 102 former youth in care benefit from the tuition waiver program, with a total of \$257,090 distributed representing an increase of 59 per cent over last year.

Meet Cailean, Destiny, Gauge and Emily-Jayne, 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.

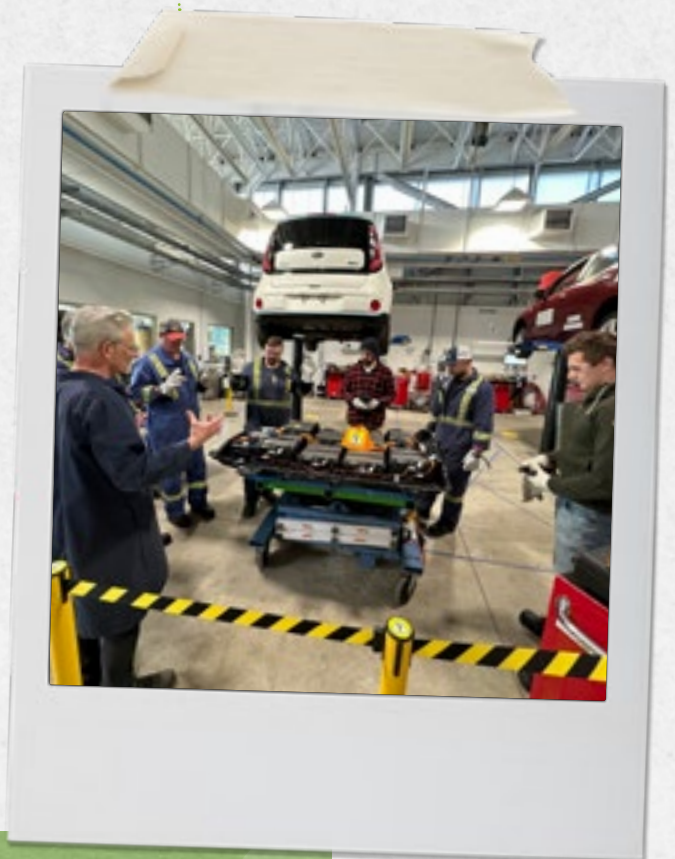


In 2022/23, **198 students** were served through programming designed to support refugees and newcomers.

## 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 (Tutchoḿe & 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 (171,000) will require a college diploma, apprenticeship training of less than two years, or more than six months of on the job training.

- 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 seven 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 Health Occupations	Camosun Supporting Programs of BC Health Care Priorities
Registered nurses and registered psychiatric nurses	Nursing 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)



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

There has been growth within programs to help aid future labour supply requirements. Some of the select programs include:

#### Professional Cook – Apprenticeship Training

Grew from 65.0 FTEs in 2022/23 to 77.0 FTEs in 2023/24 (+18.5%) +12.0 FTEs

#### Carpenter – Apprenticeship

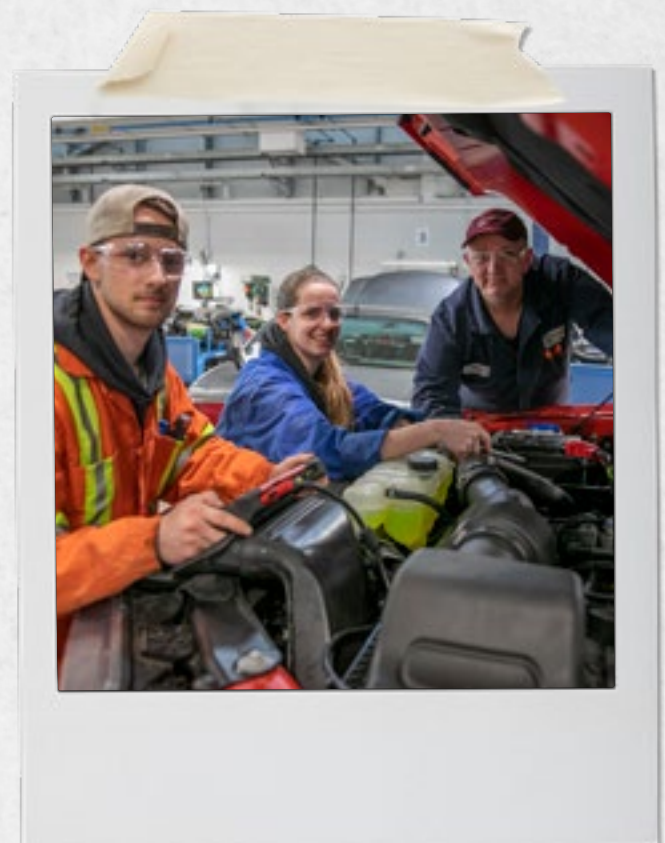
Grew from 373.0 FTEs in 2022/23 to 380.0 FTEs in 2023/24 (+1.9%) +7.0 FTEs

#### Massage Therapy

Grew from 68.4 FTEs in 2022/23 to 82.7 FTEs in 2023/24 (+20.9%) +14.3 FTEs

#### Trades Skills Foundation

Grew from 137.5 FTEs in 2022/23 to 155.7 FTEs in 2023/24 (+13.2%) +18.2 FTEs





# Profile of Students at Camosun College

## Overall FTEs Increase

When compared to the 2022/23 fiscal year, the overall number of student FTEs at Camosun College grew by 805 (9.3%) in the 2023/24 fiscal. In the same period, Ministry FTEs and SkilledTradesBC FTEs also rose when compared to their value in the previous year, increasing by 139 FTEs and 203 FTEs, respectively. Additionally, international FTEs grew by 805 FTEs, moving from 1,541 FTEs in the 2022/23 fiscal year to 2,003 in the 2023/24 fiscal year.

Full-time equivalent student data by fiscal year	2022/23	2023/24	Change
FTEs – Ministry of Post-Secondary Education and Future Skills	4,946	5,085	+139
FTEs – SkilledTradesBC	2,174	2,377	+203
FTEs – International Students	1,541	2,003	+462
Total Student FTEs	8,661	9,466	+805





## Select student demographics

Camosun realized student growth from the 2021/22 academic year to the 2022/23 academic year in terms of its overall population and international student population.

- The student population experienced modest growth, increasing by 518 overall from the 2021/22 academic year to the 2022/23 academic year – An expansion of 3.8%
- The number of Indigenous students fell by 27 from 2021/22 to 2022/23 academic year – marking a decline of 2.6%
- Total international students had considerable growth increasing by 747 students from 2021/22 to 2022/23 academic year – an increase of 45.0%

Student headcount by academic year	2021/22	2022/23	Change
All Students	13,586	14,104	518
Indigenous Students	1,040	1,013	-27
International Students	1,660	2,407	747





# Future Population Trends

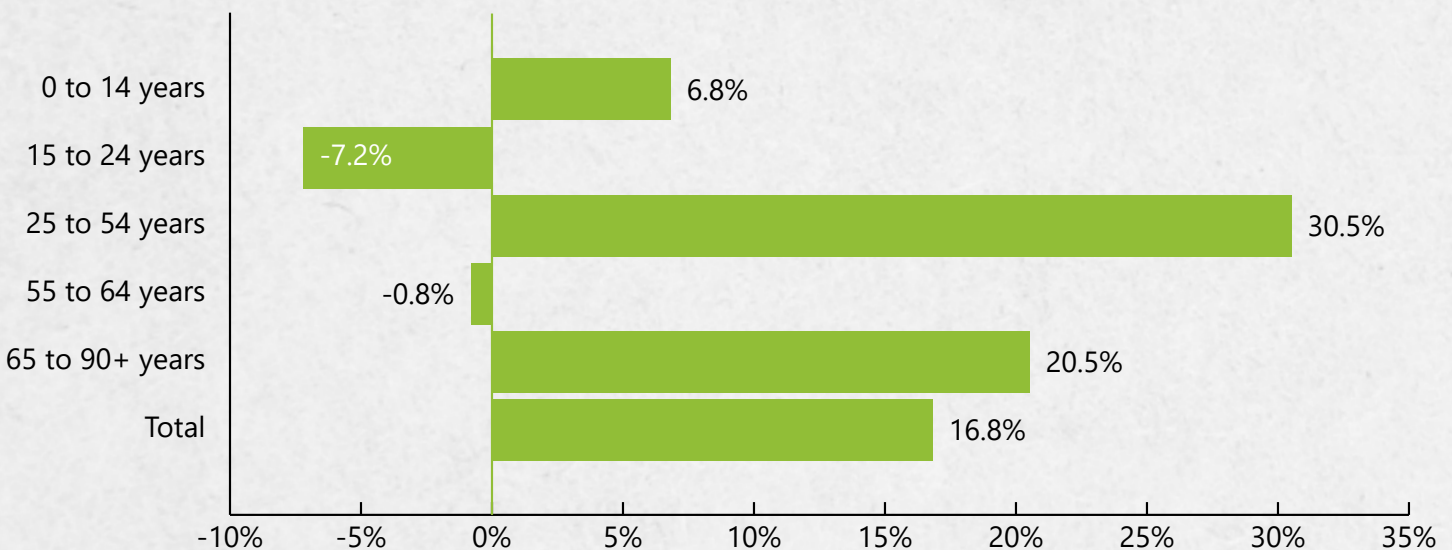
Camosun continues to monitor the provincial population projections (PEOPLE) with a specific focus on the Capital Regional District (CRD). Although there is an increasing number of international students, a large proportion of students at Camosun come from within the province demonstrating Camosun's commitment 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, 2023 – March 31, 2024

Term	Approved	Denied	Per cent Denied	Total Applications	Funding for tuition & fees
Summer 2023	172	18	10%	190	\$52,262.70
Fall 2023	360	36	10%	396	\$197,849.96
Winter 2024	363	20	5%	383	\$166,087.13
Totals	895	74	8%	969	\$416,199.79

\* The table above indicates the amount for tuition and student fees only, the total spent from April 1, 2023 – March 31, 2024 is \$541,327 including textbooks, childcare and transportation.





# Financial Information

Revenue	\$ Millions	Per cent
Provincial Grants	89.1	51.2%
Provincial Capital Grants	7.7	4.4%
Tuition & Fees	56.7	32.6%
Federal & Other Grants	3.3	1.9%
Goods and Services	13.2	7.6%
Other	4.1	2.3%
<b>TOTAL REVENUE</b>	<b>174.1</b>	<b>100.0%</b>

For additional information, please see the Audited Financial Statements available on [camosun.ca](http://camosun.ca)

Expenses	\$ Millions	Per cent
Salaries and Benefits	131.3	76.4%
Contract Fees	4.4	2.6%
Supplies and Services	21.3	12.4%
Costs of Goods Sold	2.7	1.6%
Accretion Expense	0.07	0.0%
Amortization	9.8	5.7%
Minor Repairs and Maintenance	2.1	1.2%
<b>TOTAL EXPENSES</b>	<b>171.7</b>	<b>100.0%</b>



# Appendix A: IAPR MANDATE PRIORITIES

**Table 1: 2023/24 Mandate Letter Priorities and Indicators**

2023/24 MANDATE PRIORITIES	INDICATORS
<p>1. Delivering educational and training programming as described in the <a href="#">StrongerBC Future Ready Action Plan</a> 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>Professional Studies and Industry Training (ProSIT) 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><b>MICRO-CREDENTIALS</b></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. 588 students enrolled for the programs in 2023/2024, with 555 students completing the course/program.</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><b>EXPANDED HEALTH SEATS</b></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
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2. Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.

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 the 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.

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



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.

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.

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.

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.	Camosun College had a balanced budget in 2023/24 with a small surplus to build upon so the college can find a healthy balance between investing in students and replenishing its reserves.
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.	<ul style="list-style-type: none"> <li>• Camosun College has submitted last year's tuition report, demonstrating compliance with the Tuition Limit Policy.</li> <li>• The institution adheres to the two per cent cap on tuition and mandatory fee increases.</li> <li>• Camosun will continue to submit annual tuition and mandatory fees data to the Ministry.</li> <li>• The next tuition report is scheduled for submission in June.</li> </ul>



## 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.





## 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.

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples article	Progress	Initiative & partnership details
<p><b>1. Social work</b></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>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>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><b>12. Early Childhood Education</b></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><b>16. Indigenous language degree and diploma programs</b></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 SENĆOFEN 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><b>23. Health-care professionals</b></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 &amp; 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 &amp; Addictions program are required to complete HLT 111: Indigenous Peoples’ Health. Four seats are reserved for Indigenous students annually.</p>



<p><b>24. Medical and nursing schools</b></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 &amp; 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><b>28. Law schools</b></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 &amp; 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><b>57. Public servants</b></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 SWØENENITEL 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><b>62. Teacher education</b></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><b>86. Journalism and media school</b></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>



## 92. Business schools

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.

Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun business programs.

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.

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 SW, ZENENITEL, to expand on the knowledge they accessed in TELFIN TFE WILNEW.

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.

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.

BBA in socially responsible management: Two indigenous course are required, IST 120 and IST 230.

## United Nations Declaration on the Rights of Indigenous Peoples implementation

Camosun is 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"> <li>• Developed Indigenous-focused required learning for all applicable programs.</li> <li>• Explored programming to meet relational and cultural leadership needs in Indigenous communities and organizations, including micro-credentials and distance programming.</li> <li>• Supported faculty to indigenize teaching and learning experiences in programs and courses (e.g., CETL lands-based activity).</li> <li>• Identified and created pathways and connections between Indigenous and non-Indigenous programs.</li> <li>• Developed and provided learning opportunities for newcomers to Canada and international students to learn more about Indigenous peoples, history and current issues.</li> <li>• 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.</li> <li>• 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.</li> <li>• Explored domestic and international field schools, for example with Māori students and institutions, to support students learning more about international approaches to Indigenization.</li> <li>• Facilitation of Indigenous learning sessions for the Board of Governors.</li> <li>• Provided a one-day TRC awareness day for all employees.</li> <li>• On-going TRC committee meetings are held to address how Camosun is moving forward with TRC recommendations.</li> <li>• Expanded offerings of TELFIN TFE WILNEW for employees.</li> <li>• Developed and began delivery of the TELFIN TFE WILNEW follow up course, SWZENENITEL.</li> <li>• Incorporated intercultural awareness and understanding as key college-wide competencies, informed by principles of Indigenization, in the college’s Capability Framework.</li> <li>• Introduced integral elements of Indigenization into the onboarding process, the welcome orientation, and the employee handbook.</li> <li>• Piloted the development of cultural camps for students and employees, including college leadership.</li> <li>• Brought more Indigenous presence to the Senior Leadership Council, Education Council, Education Leadership Team, Policy and Standards Committee and the Integrated Curriculum Committee.</li> <li>• Ensured the 2023-2028 Strategic Plan is informed by principles of Indigenization and Reconciliation.</li> <li>• 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.</li> </ul>	<p>Partnership: Eyē? Sqā’lewen: the Centre for Indigenous Education &amp; 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"> <li>• Provided designated Elders' parking in preferred spots in employee parking lots on both campuses.</li> <li>• 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.</li> <li>• Organized and implemented an information campaign to educate the Camosun community about the United Nations Declaration on the Rights of Indigenous Peoples.</li> <li>• Included elements of the TRC Calls to Action in the Respect in the Workplace program.</li> <li>• Established Indigenous cultural space on the Interurban campus.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Established Indigenous gathering/learning/service space at Interurban.</li> <li>• Established an Indigenous Research and Indigenous Knowledge protection process under the direction of a multi-discipline council called NEĆITEL.</li> <li>• 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.</li> <li>• Developed and provided more web-based education and training to staff, faculty and admin wishing to become more informed about reconciliation.</li> <li>• Devoted a section of the college website to reconciliation information and support.</li> <li>• Calendarized Indigenous events.</li> <li>• 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.</li> <li>• 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.</li> </ul>	



## In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

Camosun College health programs accreditation standards related to cultural safety and humility training.

Program Name	Accreditation Standard Details
BSN	<p>Accreditation through the Canadian Association of Schools of Nursing includes:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>
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"> <li>• admissions (for example, saving seats for Indigenous students)</li> <li>• polies and procedures that relate to anti-discrimination</li> </ul>
MRAD	<p>Accreditation through Equal Canada includes standards on:</p> <ul style="list-style-type: none"> <li>• admissions (for example, saving seats for Indigenous students)</li> <li>• polies and procedures that relate to anti-discrimination</li> </ul>
Dental Hygiene and CDA	<p>Accreditation through the Commission on Dental Accreditation of Canada includes standards on:</p> <ul style="list-style-type: none"> <li>• vision and mission of the program including concepts of EDI.</li> <li>• encouraging recruitment of a diverse student population including Indigenous students.</li> <li>• content including cultural humility and Indigenous health.</li> </ul>



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.

PROGRAM	PROGRESS	ACTIONS
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.

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 per cent 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.

PROGRAM	PROGRESS	ACTIONS
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.



# Appendix C: 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 three 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 2023/24, Camosun College saw 102 former youth in care benefit from the Provincial Tuition Waiver Program with a total of \$257,090 distributed, representing an increase of 59 per cent over the last year.
- Camosun provides the opportunity for applicants to self-identify as a former youth in care as part of the application process through Education Planner BC. This supports proactive outreach to support access to the Tuition Waiver Program and outreach from the Student Navigator for Former Youth in Care.

### 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 dual credit 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 dual credit 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 **11 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 focus 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
<b>Totals</b>	<b>362</b>	<b>84</b>	<b>446</b>



# Appendix D: Performance Measure Tables

PERFORMANCE MEASURE 1: Total FTE Student Spaces (Excluding Skilled Trades BC)		
2021/22 Actual:	5,321	When compared to 2022/23 (4,946) Camosun's (PSFS) FTEs are up (+139 FTEs) at 5,085 FTEs. This is below the target for 2023/24 – resulting in Camosun Not Achieving this round's target for FTEs.
2022/23 Actual:	4,946	
2023/24 Actual:	5,085	
2023/24 Target:	≥ 7,231	
2023/24 Assessment:	Not Achieved	

PERFORMANCE MEASURE 1A: Student Spaces in Nursing and Allied Health Programs (FTE)		
2021/22 Actual:	870	Camosun marked 894 FTEs in health programs in 2023/24 – seven more FTEs than the previous year and resulting in Camosun Achieving this round's target value.
2022/23 Actual:	887	
2023/24 Actual:	894	
2023/24 Target:	≥ 859	
2023/24 Assessment:	Achieved	

PERFORMANCE MEASURE 1B: Student Spaces in Development Programs (FTE)		
2021/22 Actual:	748	While Camosun didn't achieve its target, it has been noted that the system as a whole has declined on development FTEs compared to last year (ABE, ESL, and ASE groupings).
2022/23 Actual:	704	
2023/24 Actual:	774	
2023/24 Target:	≥ 935	
2023/24 Assessment:	Not Achieved	

PERFORMANCE MEASURE 2: Credentials Awarded						
	Actual			Target	Assessment	Camosun had mixed results relating to the 2023/24 credential targets. Camosun didn't Achieve its targets for Bachelor and Certificate credentials at 155 and 531, respectively. Conversely, Camosun did Achieve its target values for Developmental and Diploma credentials at 119 and 595, respectively. Given that Camosun was down in overall credentials from the previous year and still achieved its Developmental, Diploma, and Graduate, First Professional and Post-Degree failing to achieve the targets for Bachelor and Certificate credentials isn't ideal, but is understandable.
	2021/22	2022/23	2023/24	2023/24	2023/24	
Total Credentials	2,100	1,569	1,490		Not Assessed	
Bachelor			155	≥ 177	Not Achieved	
Certificate			531	≥ 635	Not Achieved	
Developmental			119	≥ 83	Achieved	
Diploma			595	≥ 591	Achieved	
Graduate, First Professional and Post-Degree			90	≥ 83	Achieved	



### PERFORMANCE MEASURE 3:

#### Total Indigenous Student FTE

2021/22 Actual:	762	For the third consecutive year, Camosun's Indigenous student FTES have fallen. The mark for 2023/24 was 685 – resulting in a Not Achieved assessment.
2022/23 Actual:	715	
2023/24 Actual:	685	
2023/24 Target:	Increase from the previous year	Camosun continues to monitor the Indigenous FTE decline. Camosun continues to implement the Indigenous Initiative to realize greater Indigenous representation at the college.
2023/24 Assessment:	Not Achieved	

### PERFORMANCE MEASURE 3A:

#### Total Indigenous Student FTE (PSFS)

2021/22 Actual:	529	For the third consecutive year, Camosun's Indigenous student PSFS FTES have declined. The mark for 2023/24 was 483 – resulting in a Not Achieved assessment.
2022/23 Actual:	519	
2023/24 Actual:	483	
2023/24 Target:	Increase from the previous year	Given that Student PSFS FTES are down as a whole across Camosun it isn't unexpected that sub-populations would also be down. Camosun will continue to monitor and assess the Indigenous Student data looking forward.
2023/24 Assessment:	Not Achieved	

### PERFORMANCE MEASURE 3B:

#### Total Indigenous Student FTE (SkilledTradesBC)

2021/22 Actual:	234	Camosun's Indigenous SkilledTradesBC funded FTEs rose from 196 in the previous year to 202 FTEs in 2023/24. This Achieved the target for the current performance measure.
2022/23 Actual:	196	
2023/24 Actual:	202	
2023/24 Target:	Increase from the previous year	
2023/24 Assessment:	Achieved	

### 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%)	Camosun Achieved the performance targets for 2023/24 Student Satisfaction for the DACSO, APPSO and BGS surveys with rates of 89.5%, 94.3% and 97.6%, respectively
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%)	97.6% (+/- 2.6%)	
2023/24 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%	
2023/24 Assessment:	Achieved	Not Assessed	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



### 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%)	Camosun Achieved the performance targets for 2023/24 Quality of Instruction for the DACSO, APPSO and BGS surveys with rates of 93.2%, 95.6% and 100.0%, respectively.
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%)	Camosun Achieved the performance targets for 2023/24 Student Skill Development for the APPSO and BGS surveys with rates of 83.8% and 90.4%, respectively. The DACSO survey Substantially Achieved its target with a score of 83.3% in 2023/24.
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% (+/- 3.3%)	
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%)	Camosun Achieved the performance targets for 2023/24 Student Knowledge Usefulness for the APPSO and BGS surveys with rates of 83.8% and 90.4%, respectively. The DACSO survey Substantially Achieved its target with a score of 83.3% in 2023/24.
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	

A performance measure is considered substantially achieved if it is within 90 per cent of the target.

Categories are not assessed if they have a sample of less than 20 or if the margin or error is greater than 10 per cent.



## 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%)	Camosun Achieved the performance targets for 2023/24 the Unemployment Rate for the DACSO, APPSO and BGS surveys with rates of 6.1%, 2.5% and 6.1%, respectively.
2022/23 Actual:	3.6% (+/- 1.3%)	11.4% (+/- 7.9%)	3.4% (+/- 2.2%)	4.5% (+/- 3.3%)	
2023/24 Actual:	6.1% (+/- 1.6%)	N/A	2.5% (+/- 1.9%)	6.1% (+/- 4.1%)	
2023/24 Target:	≤8.5%	≤8.5%	≤8.5%	≤8.5%	
2023/24 Assessment:	Achieved	Not Assessed	Achieved	Achieved	

## 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%	Substantially Achieved
Oral Communication	80.8% +/- 1.6%	78.7% (+/- 2.3%)	73.3% (+/- 2.4%)	> 85%	Not Achieved
Group Collaboration	87.1% +/- 1.3%	86.3% (+/- 1.8%)	83.2% (+/- 1.8%)	> 85%	Achieved
Critical Analysis	91.7% +/- 1.1%	90.0% (+/- 1.6%)	89.0% (+/- 1.5%)	> 85%	Achieved
Problem Resolution	85.8% +/- 1.4%	84.9% (+/- 1.9%)	81.1% (+/- 1.9%)	> 85%	Substantially Achieved
Learn on Your Own	86.2% +/- 1.3%	86.3% (+/- 1.8%)	83.9% (+/- 1.8%)	> 85%	Achieved
Reading and Comprehension	90.5% +/- 1.1%	87.9% (+/- 1.7%)	88.9% (+/- 1.5%)	> 85%	Achieved

The province as a whole had an **oral communication** score of 80.2 per cent. While greater than Camosun College, it is lower than the target score of 85 per cent. As such, Camosun not achieving the target is in line with the province as a whole.



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%	Not Assessed
Oral Communication	70.9% +/- 6.6%	N/A	N/A	> 85%	Not Assessed
Group Collaboration	84.5% +/- 4.0%	97.0% (+/- 4.5%)	84.2% (+/- 9.3%)	> 85%	Achieved
Critical Analysis	86.1% +/- 3.7%	94.6% (+/- 5.3%)	89.5% (+/- 7.8%)	> 85%	Achieved
Problem Resolution	84.6% +/- 4.0%	86.1% (+/- 8.3%)	N/A	> 85%	Not Assessed
Learn on Your Own	85.9% +/- 3.8%	91.9% (+/- 6.4%)	N/A	> 85%	Not Assessed
Reading and Comprehension	89.0% +/- 3.4%	89.2% (+/- 7.3%)	N/A	> 85%	Not Assessed

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%	Not Achieved
Oral Communication	64.8% +/- 6.9%	67.3% (+/- 7.6%)	70.2% (+/- 8.0%)	> 85%	Substantially Achieved
Group Collaboration	80.0% +/- 4.4%	73.7% (+/- 5.9%)	88.1% (+/- 4.2%)	> 85%	Achieved
Critical Analysis	87.2% +/- 3.5%	85.6% (+/- 4.2%)	87.7% (+/- 4.0%)	> 85%	Achieved
Problem Resolution	82.4% +/- 4.0%	82.0% (+/- 4.7%)	87.2% (+/- 4.2%)	> 85%	Achieved
Learn on Your Own	85.0% +/- 3.7%	81.9% (+/-4.7%)	82.8% (+/-4.7%)	> 85%	Achieved
Reading and Comprehension	88.3% +/- 3.3%	86.1% (+/-4.2%)	92.3% (+/-3.2%)	> 85%	Achieved



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%	Achieved
Oral Communication	91.7% +/- 4.0%	86.3% (+/- 5.1%)	88.0% (+/- 5.6%)	> 90%	Achieved
Group Collaboration	94.8% +/- 3.2%	91.8% (+/- 4.0%)	90.5% (+/- 5.0%)	> 90%	Achieved
Critical Analysis	93.7% +/- 3.5%	88.4% (+/- 4.7%)	95.3% (+/- 3.6%)	> 90%	Achieved
Problem Resolution	91.6% +/- 4.0%	85.1% (+/- 5.3%)	88.1% (+/- 5.5%)	> 90%	Achieved
Learn on Your Own	87.5% +/- 4.8%	87.2% (+/- 5.0%)	95.2% (+/- 3.6%)	> 90%	Achieved
Reading and Comprehension	85.3% +/- 5.2%	87.2% (+/- 5.0%)	88.0% (+/- 5.6%)	> 90%	Achieved





## Honouring Indigenous Resurgence

