



INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2021/22 REPORTING CYCLE

March 31, 2022

The Honourable Anne Kang
Minister of Advanced Education and Skills Training
Government of British Columbia

Dear Minister Kang,

On behalf of Camosun College, we are pleased to present our annual Institutional Accountability Plan and Report for 2021/22, and accept responsibility for its contents.

During the reporting period, the college community demonstrated courage, kindness and resilience. This included navigating the pandemic and welcoming all students, faculty and staff safely back on campus in September 2021; marking the 50th anniversary of Camosun by honouring the past and inspiring the future; and, ensuring the success of students through relevant, innovative and applied education.

The college has started work on a new strategic plan, which provides an opportunity for the community to come together and envision an exciting shared future, while putting the educational needs of students first. The college has deep roots in the surrounding communities, responding to employer and industry needs for a well-educated workforce, and breaking down barriers so people from all backgrounds can access the transformative power of education. We are truly a community college.

Over the year, there were thousands of reveals of unmarked graves on the grounds of former Indian Residential Schools. Camosun stands alongside Indigenous peoples. As a community college, we offer our support and a promise to continue to provide students and employees with the opportunity to improve their understanding and respect for Indigenous peoples. Additionally, the college is committed to learning more about the why and how this happened, and how to respond adequately. More reveals will continue to come to light in more communities. It is essential that the college maintains its work on the Truth and Reconciliation Commission of Canada: Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples and greater Indigenization.

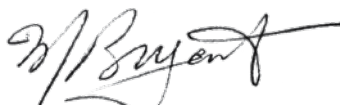
Camosun continues to focus on supporting equity, diversity and inclusion as well as the ongoing work on improving campus sustainability. We are also working to advance three exciting projects: the West Shore initiative to improve access to post-secondary education for the fastest growing municipality in B.C., a film studio with educational facilities on the Interurban campus, and student housing on the Lansdowne campus.

We are proud of how the Camosun community responded during a time of great change and uncertainty, and how faculty, staff, students and alumni contribute to the health, success and prosperity of the college, Southern Vancouver Island, the province and beyond. A rising tide lifts all boats.

Sincerely,



Dr. Lane Trotter
President



Dr. Monty Bryant
Chair, Board of Governors

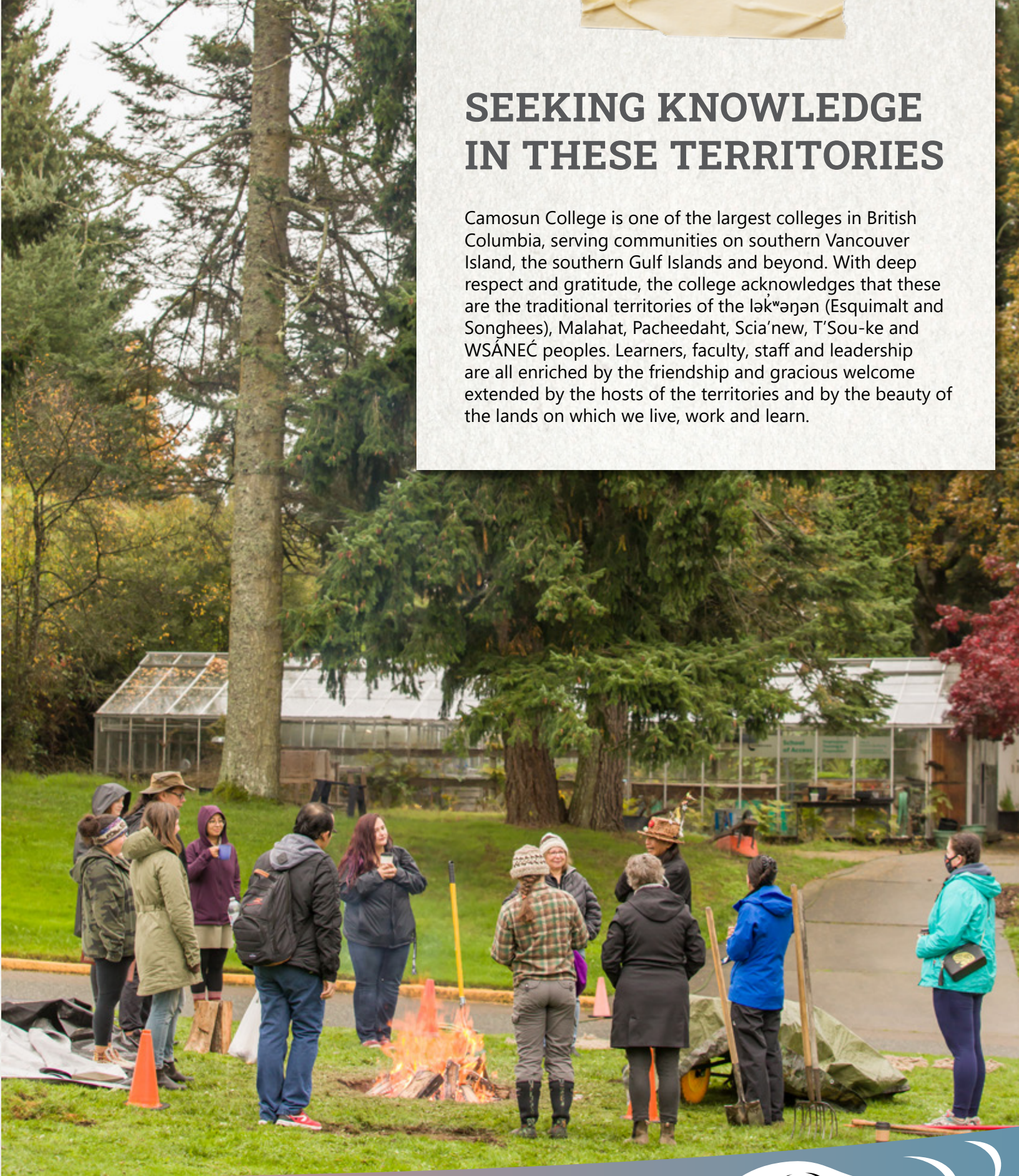
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The canoe design at the bottom of the page is by alumni and Indigenous artist Dylan Thomas. The design was applied to the canoe that was launched by Camosun College on the Gorge Waterway on National Indigenous Peoples Day in June 2021. The design is based on the traditional ocean-going canoes used by Indigenous peoples on the Pacific coast.

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 traditional territories of the ləkʷəŋən (Esquimalt and Songhees), 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 territories and by the beauty of the lands on which we live, work and learn.





CAMOSUN: WHERE DIFFERENT WATERS MEET AND ARE TRANSFORMED

Camosun is a *lək'wəŋən* name meaning “where different waters meet and are transformed.” It is as true today as it was in 1971 when the college opened its doors to 980 students through university transfer, vocational and course upgrading programs. A plaque can be found in the Young Building on the Lansdowne campus commemorating the beginnings of Camosun College.

Today, the college’s Lansdowne and Interurban campuses, along with five community partner learning sites, offer over 160 innovative, life-changing academic and applied learning programs to thousands of students each year.

Our education offerings include university transfer and applied degree programs; career and trades training; upgrading and preparatory programs; in addition to professional studies and industry training.

Camosun has earned an outstanding reputation for teaching excellence—we’re proud of the faculty, staff and students, and the fact that we provide one of the best learning experiences in Canada.

We’re large enough to provide great services and facilities for a vibrant campus environment on beautiful Vancouver Island, yet small enough to offer students the individual support, care and attention not found in most post-secondary institutions.

Our impact as a college extends well beyond our highly skilled, job-ready alumni. We provide industry training opportunities for small and medium sized local businesses; research, innovation and prototyping services for industry; and various work-integrated learning and career opportunities.

With approximately 1,400 employees and an annual budget of \$142.8 million, Camosun is one of our community’s top employers and generates close to \$1 billion in economic impact in our province every year.



DID YOU KNOW...

- OVER 68,000 ALUMNI ARE WORKING IN A RANGE OF SECTORS FROM BUSINESS AND HEALTHCARE, THROUGH TO TECH, TRADES AND TOURISM.
- SINCE 2017, APPROXIMATELY 170 STUDENTS WHO WERE FORMER YOUTH IN CARE AT CAMOSUN HAVE HAD THEIR TUITION AND MANDATORY FEES WAIVED THROUGH THE PROVINCIAL TUITION WAIVER PROGRAM.
- CAMOSUN IS HOME TO THE LARGEST TRADES SCHOOL ON VANCOUVER ISLAND WITH ABOUT 2,500 STUDENTS ACROSS ALMOST 30 PRE-APPRENTICE AND APPRENTICESHIP PROGRAMS.
- CAMOSUN OFFERS THE LARGEST BUSINESS SCHOOL ON VANCOUVER ISLAND AND WAS ONE OF THE FIRST COLLEGES IN B.C. TO HAVE A DEGREE APPROVED UNDER THE APPLIED MODEL WITH PROFESSIONAL ACCOUNTING IN 2005.
- IN 1980, CAMOSUN OPENED THE FIRST COLLEGE-BASED NURSING PROGRAM ON VANCOUVER ISLAND.
- CAMOSUN HAS THE ONLY MASSAGE THERAPY PROGRAM IN B.C. WITH TRANSFERABLE ACADEMIC CREDITS.
- THE TECHNOLOGY ACCESS CENTRE AT CAMOSUN IS THE FIRST OF ITS KIND IN B.C.



QUICK FACTS ABOUT THE COLLEGE

2 campuses in Victoria:
Lansdowne & Interurban

14,000 Students

1,700 international students

Founded in **1971**

2,000 graduates in 2022

1,100 Indigenous students

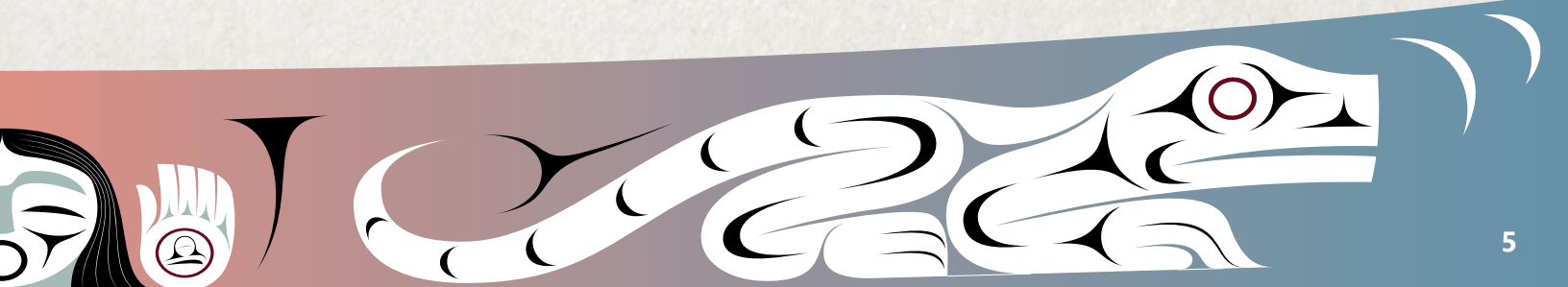
68,000+ Alumni

160+ Programs

73+ Nationalities

24.7 years old is the median age
of a Camosun applicant

68.8% of applicants are from the Capital Regional District with an
additional **6%** from Vancouver Island and the Gulf Islands



STRATEGIC PLAN RENEWAL

Camosun College is at the start of developing its next Strategic Plan (2023 - 2028) and is engaging with students, faculty and staff to continue building a better future for our shared community. Camosun's strategic plan provides guidance for the college's decisions, both long-term and day-to-day. It reminds us who we are, why we're here, and how we want to grow going forward.

Strategic planning will need the input and participation of the entire college community—both internal stakeholders (faculty, administration, staff, students, alumni) and external stakeholders (community members, employers, Indigenous communities, government).

Stakeholders will be invited to share their thoughts and engage with each other's perspective for the college's future through online ideas sharing platforms, in-person World Cafes, and focus groups.

"A lot of thought and effort went into the creation and implementation of Camosun's 2016-2021 Strategic Plan. It is important as the new President of Camosun College to acknowledge the work and leadership of Sherri Bell in creating a vision, mission, values and four corner posts that have guided the college through many challenges. As we develop a new strategic plan, the Camosun College Board of Governors has approved the continued use of the 2016-2021 Strategic Plan. The new strategic plan will be our guide for the next five years, so it is critical that the work is as robust as possible."

*Dr. Lane Trotter,
President, Camosun College
February 2022*



CELEBRATING 50 YEARS OF RELEVANT, INNOVATIVE AND APPLIED EDUCATION

CAMOSUN UNVEILS HOUSE POST TO MARK 50TH ANNIVERSARY

On Sept. 16, 2021, Camosun celebrated its golden anniversary with a special recognition ceremony and the unveiling of The Cycle of Knowledge House Post. The outdoor ceremony, on the steps of the Centre for Trades Education and Innovation at Camosun's Interurban campus, marked exactly 50 years since the college was officially opened on Sept. 16, 1971.

Speakers at the event included the Honourable Janet Austin, Lieutenant Governor of British Columbia, the Honourable Anne Kang, Minister of Advanced Education and Skills Training, now retired President Sherri Bell, and Tsawout artist and alum Douglas (Bear) Horne.

"Students, faculty, staff and alumni have promoted inclusion, democracy and reconciliation within their campus community and beyond. On behalf of all British Columbians, thank you for your contributions to the culture, vibrancy and prosperity of our province. I wish you every success for the next 50 years."

*- Janet Austin,
Lieutenant Governor of British Columbia*



FIRST EVER CAMOSUN FOOD AFFAIR

The first Camosun Food Affair shone a spotlight on restaurants founded by or employing Camosun students. During the week of Sept. 16 to 23, 2021, over 40 restaurants—mostly located in Greater Victoria, but some in Sooke, Sidney, and Cowichan Bay—participated in the special 50th anniversary event. Each restaurant offered a menu item specifically themed for the occasion.

The concept was to 'dine in or take out' delicious local fare from one of the participating establishments while giving community businesses a boost during a period of continued pandemic uncertainty in the sector.



STUDENT CREATIVITY CELEBRATES CAMOSUN'S 50TH ANNIVERSARY

When Camosun College invited students to get creative and help commemorate its 50th anniversary celebrations this year, the resulting entries showed off the depth and breadth of talent.

After whittling submissions down to a final list, the judging panel selected three winning entries. Criteria was based on best adherence to the 50th anniversary theme, overall creativity and technical accomplishment.

Congratulations to: office administration student Erica Potvin in the category of 2D/3D Artwork, for her original painting "Honouring the Past, Inspiring the Future"; business student Jimmy Chhor in the category of Written Word, for his original poem "faces;" and, automotive student Chloe Jess, in the category of Audio Art for her original song and performance "I don't really know".

"Life experiences of any, and all kind, shape us into who we are, at this very moment. This contest has given me the opportunity to share a raw and honest version of who I am today, because of those experiences. I am very grateful, and feel elated, to have my original composition chosen, and thought of in such high regard."

*- Chloe Jess,
Camosun automotive student*



BOARD OF GOVERNORS MARK 50 YEARS OF EDUCATIONAL EXCELLENCE

On Oct. 28, 2021, the college's board of governors, former chairs and former presidents came together for a special 50th anniversary dinner prepared by culinary arts students at the Interurban campus.



30TH ANNIVERSARY OF EYĒ? SQĀ'LEWEN, THE CENTRE FOR INDIGENOUS EDUCATION AND COMMUNITY CONNECTIONS

As a community college, Camosun is proud to support Indigenous student success. We offer programs designed especially for Indigenous learners plus a wide variety of courses with Indigenous content and a strong engagement with community.

On Nov. 26, the college welcomed 10 Indigenous alumni, two from each of the past five decades, for a discussion on lives well lived.

The Indigenous Alumni Forum marked two important milestones: the 50th anniversary of Camosun, and 30th anniversary of Eyē? Sqā'lewen – the Centre for Indigenous Education and Community Connections.

Through Eyē? Sqā'lewen, we deliver award-winning, nationally-recognized Indigenous programs and support services to Indigenous students. We've also forged deep relationships and strong links between the college, students, local Indigenous organizations and Métis and First Nations communities.

Extraordinary and accomplished people have emerged from classrooms at Camosun over the years. Many Camosun alumni, including the panelists and their families, have succeeded and made positive impacts despite trauma including surviving the residential school system and other colonial indignities.

PIT COOK DEMONSTRATION

Eyē? Sqā'lewen, the Centre for Indigenous Education and Community Connections in partnership with the Songhees and Tsartlip Nations hosted a traditional Pit Cook demonstration on campus for students and guests, Oct. 20 and 21.

The annual gathering demonstrates how camas, a bright blue star-like flower, which grows in Garry Oak meadows, is used with other locally harvested plants and other traditional Indigenous foods. The event was part of the 30th anniversary of Eyē? Sqā'lewen and Camosun's 50th anniversary.

This year's Pit Cook demonstration included teachings from Cheryl Bryce of the Songhees Nation, as well as medicine walks with Della Rice-Sylvester from Cowichan. John Bradley Williams from Tsawout First Nations hosted the event at Interurban campus.





INDIGENOUS STUDENT CELEBRATION FEAST

On Nov. 25, a special welcome feast took place on the college's Interurban campus to celebrate students, families and friends and communities. Camosun has come a long way in Indigenous education but has a lot more work to do.

CAMOSUN, UVIC CELEBRATE PADDLING TOGETHER

A 50-year journey of friendship between Camosun College and UVic was celebrated on March 2 during a paddle gifting ceremony at Na'tsa'maht that further ties the two institutions together. The gift marks two important milestones for Camosun: the 50th anniversary of college, and 30th anniversary of Eyē? Sqā'lewen – the Centre for Indigenous Education and Community Connections.



KEY ACCOMPLISHMENTS OF 2020/21

NEW CAMOSUN COLLEGE PRESIDENT

Dr. Lane Trotter, an experienced post-secondary leader, started as the new President and Chief Executive Officer of Camosun College in January 2022. Dr. Trotter's appointment was announced by the Camosun Board of Governors Chair Dr. Monty Bryant. Dr. Trotter succeeds Sherri Bell, who retired after serving more than six years as president.

"Camosun has a well-deserved reputation as a college that transforms the lives of its students. I was inspired by the tremendous dedication to students, the applied research, and commitment to supporting the needs of local communities. Now, more than ever, post-secondary education has a pivotal role to play in B.C.'s post-pandemic restart, facilitating reconciliation with Indigenous peoples, supporting marginalised communities, and enhancing sustainability to create a bright future for students."

- *Dr. Lane Trotter, eighth President of Camosun*



RETURN TO FULL ON-CAMPUS SERVICES AND LEARNING

Throughout the pandemic, the college community followed public health direction to keep students, faculty, staff and campus visitors safe and healthy. The college closely monitored the COVID-19 situation as it evolved and followed guidelines, mandates and recommendations provided by the Provincial Health Officer as well as the Ministry of Advanced Education and Skills Training, WorkSafeBC and the BC Centre for Disease Control.

Based on provincial government and Provincial Health Officer direction to colleges and universities, Camosun successfully planned for a full return to on-campus activity in September 2021.

Actions throughout the year included:

- Providing accurate and timely updates on the restrictions.
- Supporting employees with interpretation of guidelines that applied to their unique work environment, courses, events etc.
- Providing personal protective equipment free of cost to students and employees upon request.
- Implementing work from home options to all employees who could carry their duties remotely.
- Implementing remote services for students, faculty and staff to support operations.
- Conducting risk assessments and implementing control measures for safe on-campus operations.
- Distributing rapid antigen test kits to students, faculty and staff.
- Encouraging people to get vaccinated and hosting Island Health's vaccination clinics on campus.
- Creating Communicable Disease Prevention Plan and Communicable Disease Prevention Guidelines to support safe campus operations and guide decision making.

While practices and procedures may change, our commitment to caring, cleanliness, and safety is here to stay.





PADDLING TOGETHER WITH A NEW INDIGENOUS CANOE

A traditional-style Indigenous canoe, featuring artwork by renowned Coast Salish artist Dylan Thomas, launched on National Indigenous Peoples' Day 2021 during a private smudging ceremony on the Gorge Waterway.

The canoe, made of fiberglass, is a 'Pacific Dancer' model and was manufactured by Clipper Canoes of Vancouver. At 36-feet long it can hold 18 paddlers plus a helmsperson. Camosun plans to use it for experiential education and to participate in the annual post-secondary canoe races held each year at Royal Roads University.

The design is based on the traditional ocean-going canoes used for hundreds of years by many different Indigenous peoples on the Pacific coast of North America. Camosun's new canoe was a part of the college's Indigenization plan and response to the Truth and Reconciliation Council Canada, Calls to Action.



"The colour-coded trays developed by Camosun support health-care professionals to safely administer vaccines to children. Innovations like these trays are the foundation of B.C.'s post-secondary institutions. By manufacturing these orange trays, Camosun has demonstrated they can deliver practical solutions to everyday challenges and contribute to B.C.'s vaccination efforts."

- *Anne Kang, Minister of Advanced Education and Skills Training.*

COLOUR-CODED TRAYS HELP GET VACCINES TO CHILDREN

The college's applied research department employed its design and manufacturing abilities to help with the efficient and effective distribution of Pfizer COVID-19 vaccines by producing bright orange trays and dividers that distinguish doses for children.

Working in the Babcock Interaction Lab on the college's Interurban Campus, Camosun Innovates used a commercial-grade laser cutter to make 150 vaccine trays for children aged five to 11, along with 25 retaining bases that help to stabilize the trays during transportation.

The request for the distinctive children's dose trays came directly from the BC Centre for Disease Control, and was prompted by previous work designing and manufacturing clear vaccine trays for regular doses, face shields and a portable PPE sterilizer.



INDIGENOUS FAMILY SUPPORT STUDENT RECEIVES LT. GOVERNOR MEDAL

Katie Manomie, an Inuk woman born in Iqaluit, Nunavut, is an Indigenous Family Support student who “inspires” her classmates after overcoming barriers. She received the 2021 B.C. Lieutenant Governor’s Medal for Inclusion, Democracy and Reconciliation.

The annual B.C. Lieutenant Governor’s award recognizes an outstanding student enrolled in a post-secondary program who has excelled in their studies, while contributing to the life of their institution or community by promoting inclusion, democracy and reconciliation.

As part of the ‘Sixties Scoop’ she was raised in the traditional T’Sou-ke Territory with her non-Indigenous mother and is currently living and learning on ləkʷəŋən Territory. The Sixties Scoop refers to the removal of Indigenous children from their communities through the 1960s and their adoption into predominantly non-Indigenous families leaving many with a lost sense of cultural identity.

HANDS ON TOUR FOR B.C.’S LIEUTENANT GOVERNOR

The Honourable Janet Austin, OBC Lieutenant Governor of British Columbia, got a hands-on taste of some of the trades programs available at the Interurban campus of Camosun College. During the visit on Dec. 7, 2021, Her Honour participated in a sheet metal / metal fabrication class with students Sydney Fox and Reid Carlson; tried out one of the nautical simulators; checked the charge on batteries being used in the electric vehicle maintenance pilot program; and, met Sarah Cooper, a carpentry student who helped Her Honour make her own wooden herb planter.



CAMOSUN STUDENT JULIA GREENSHIELDS TACKLES TOKYO OLYMPICS

All eyes were on Tokyo when the Japanese capital hosted the Summer Olympic Games in July 2021. Camosun College was represented on the world stage by Bachelor of Sport and Fitness Leadership student Julia Greenshields, who participated as a key member of the Canadian women’s national rugby sevens team.

Taking off for her first Olympics was a milestone moment representing years of high performance athletic training, focus, teamwork and hard work while completing her studies at Camosun.





MASSAGE THERAPY STUDENTS SUPPORT OUR PLACE

While massage therapy can be useful for everything from soothing chronic pain to supporting a good night's sleep, access to its healing benefits isn't always available to those who need it most.

This year, residents at New Roads Therapeutic Recovery Community were able to benefit from treatment provided by Camosun students in the college's two-year Massage Therapy diploma program. The students began work with New Roads on Jan. 17, 2022 and will continue treatments through the end of the semester in April.



RAISING DONATIONS FOR UKRAINE

Students and employees from the School of Health and Human Services collected donations of much needed health and medical supplies that were headed to the Specialized Children's Medical Centre in Lviv, Ukraine. Instructors Paula LittleJohn and Bridget Stirling kickstarted the collection that included over 250 toothbrush and paste kits, and will continue with ongoing collections depending on requests.



EDUCATION – KEY HIGHLIGHTS

MATH COUNTS – CELEBRATING MATHEMATICS ON PI DAY

Faculty from the mathematics and statistics department were out on campus celebrating Pi Day on March 14. Often represented with the lower-case Greek letter π , Pi is one of the most famous numbers in the world and represents the ratio of a circle's circumference to its diameter. Although Pi has been approximated as the decimal 3.14 or the fraction $22/7$, it is an example of an irrational number which has an infinite number of decimal places without any repeating patterns. If you think of a circle as never ending, there is a wonderful connection to the mystery of Pi. We can recognize this unique number on the 14th day of the 3rd month, representing the first three digits of Pi.

SKILLED TRADES CERTIFICATION

As the largest trades training provider on Vancouver Island with an average of 2,500 students per year in almost 30 foundation and apprenticeship programs, Camosun is committed to providing the best possible training and support for people in the trades. The introduction of a skilled trades certification by the B.C. government supports the college's efforts in providing accessible, affordable and relevant trades training for women, Indigenous peoples and those just starting in their careers, including youth as part of the South Island partnership with school districts. Camosun is working closely with the Industry Training Authority to ensure there is sufficient seat capacity so that apprentices can complete their training in a timely manner. Camosun has also been a key contributor to the multi-year, pan-Canadian trades harmonization project, which will help to inform skilled trades certification from a curricular point of view. Implementation of the skilled trades certification will start in 10 initial trades from electrical, mechanical and automotive disciplines. As skilled trades certification is implemented, individuals in these trades will be required to either be a certified journeyperson or a registered apprentice to work.

TECH EXPANSION SUPPORTS LOCAL INDUSTRY

Web technology programs at Camosun are focused on supporting the vibrant, rapidly-growing and diverse tech sector in Vancouver Island. Additional funding from the Province has supported increased access to technology-related certificate programs in web technologies, programming and engineering graphics. The Interactive Media Development diploma program has exceeded initial enrolment targets and enrolment in the Engineering Graphics Technician certificate is expected to grow. Camosun will continue to support the anticipated tech-relevant seat expansion by the Province of British Columbia and has submitted proposals for consideration.

CAMOSUN AMONG TOP 50 RESEARCH COLLEGES

Boosted by advanced manufacturing capabilities, top-notch faculty and interdisciplinary collaboration with local industry, Camosun College's applied research accomplishments received national recognition with a top 50 ranking among research colleges in Canada in all five ranked categories, according to the latest annual report by Research Infosource, Inc.

Recent applied research projects at Camosun include the design and manufacturing of medical grade face shields, portable COVID-19 vaccine holders and trays, and a decontamination device to support front-line health care professionals during the pandemic. Other work supports local breweries and distilleries in their analysis of taste factors, small and medium-sized enterprises looking to automate production of wax food wraps and composting bags, and innovative design and manufacturing for marine buoys.



A TASTE OF SUCCESS

The entrepreneurial women in Camosun College's Mosaic Tastes were recognized with the CWB (Canadian Western Bank) Women Makers and Creator's award 2021 for Best Business Implementation.

Mosaic Tastes is a group of immigrant women in Victoria, eligible for settlement services, who study and work with a team of instructors and mentors in the college's Markets as Incubators program, funded by Immigration, Refugees and Citizenship Canada. They have created three spice blends – Baharat and Za'atar from the Middle East and Sazón from Latin America – to sell at local markets and have developed a free online cookbook

HELPING NORTHERN YOUTH ACCESS COLLEGE

Over the spring and summer 2021, 20 Indigenous students in Canada's North took part in a unique four-month transition program designed to prepare them for further education at Camosun College in Victoria. Camosun's program started in March and ran for 16 weeks until the end of July 2021.

The partnership is led by Northern Compass and is a collaboration between Camosun College, Northern Youth Aboard and Northern Loco—a local organization in Fort Providence, Northwest Territories. The aim is to prepare Indigenous students from the North who have graduated high school to pursue educational opportunities in other parts of Canada. The program was designed with a focus on supporting learners to pursue exercise and wellness studies, with courses delivered virtually including lectures, science labs, and fitness classes across a range of subjects such as math, biology, exercise science and English.



FOAM TRAYS SAFELY DELIVER PRE-DRAWN VACCINE DOSES

The applied research department at Camosun College designed and manufactured foam trays that are being used to safely transport up to seven syringes containing a pre-drawn, single dose of a COVID-19 vaccine.

Once a COVID-19 vaccine vial is punctured it cannot be transported except in a syringe. The specially designed foam trays stop the doses from rolling around or the accidental depression of the plunger. The foam trays are manufactured using a commercial-grade laser cutter located in the Babcock Interaction Lab on the college's Interurban Campus. Camosun Innovates manufactured 200 foam trays for the BC Centre for Disease Control who will distribute them to various health authorities.

AUTOMOTIVE INSTRUCTOR WINS TOP EDUCATOR AWARD

Camosun College Automotive Service Technician program lead Patrick Jones was the recipient of the inaugural Canadian Council of Directors of Apprenticeship (CCDA) Award for Excellence in Apprenticeship Education. The new national award honours apprenticeship educators and training instructors who deliver innovative and top quality instructional programming to apprentices in Red Seal Trades.



Jones is being recognized as an innovative instructor, a role model for aspiring skilled tradespersons and for his significant contributions to apprenticeship education in the Red Seal trades as an educator, leader in Skills Canada competitions and as a Red Seal Automotive Service Technician Journeyperson Certification with global expertise.

THE CAMOSUN ADVANTAGE: A DYNAMIC CAREER IN HOSPITALITY

Camosun alumnus Preston Rissley was recently promoted to the top operations job as Director of Operations at Victoria's prestigious Delta Hotels Victoria Ocean Pointe Resort. Rissley credits his success and advancement in the tourism and hospitality industry to his education at Camosun College, where he earned his diploma in hospitality management in 2010.

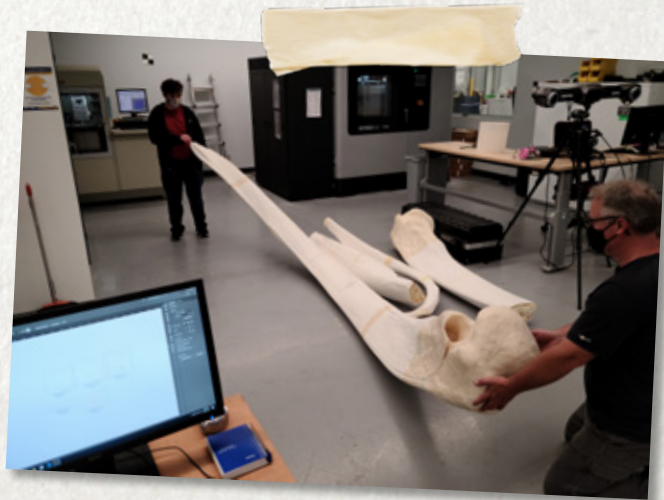
"I loved the Camosun program, it was high intensity but it was about everything I loved doing. I got to work with other soon to be hotel and food and beverage professionals, a very close-knit group, and all of us studied together, worked together and went out into the industry together."

- *Preston Rissley, Camosun Alumni*

FIN-TASTIC RESEARCH: RECREATING WHALE BONES

When museums and university collections attempt to articulate life-sized skeletons of large animals such as dinosaurs or whales for display and study, often missing parts of the skeletons present obstacles for an accurate model recreation. Using ingenuity and creativity to solve this problem, Camosun Innovates and local partner Cetacea Contracting Ltd. are assisting institutions around the world to recreate the zoological past through technology like 3D scanning and printing to manufacture exact replicas of missing bone fragments.

Camosun Innovates' projects with Cetacea have included work to plan an anatomically correct articulation and armature design of a historic blue whale skeleton for the Western Australia Museum in Perth and the design of a humpback whale skeleton exhibit for the Quandamooka Yoolooburrabee Aboriginal Corporation in Queensland, Australia.



STUDENTS EQUIPPED FOR SUCCESS WITH NEW TECH AND TRADES TOOLS

Students throughout B.C. will gain the hands-on skills they need thanks to new technology and trades equipment upgrades at 20 post-secondary institutions. Colleges, including Camosun, were able to replace obsolete equipment with up-to-date technology.

Access to the same type of equipment and technology used in industry will ensure students at Camosun continue to receive the education needed to succeed and thrive in programs ranging from electronic and computer engineering through to heavy mechanical trades. Similar tools and equipment make a real difference when students transition between the classroom and workplace.

DUAL CREDIT OPPORTUNITIES FOR HIGH-SCHOOL STUDENTS

The South Island Partnership (SIP) includes Camosun College and the five south Vancouver Island school districts: SD61 Victoria, SD62 Sooke, SD63 Saanich, SD64 Gulf Islands and SD79 Cowichan Valley.

Working together with local industry leaders, SIP provides Dual Credit programs and courses to give high school students a head-start on their post-secondary and career paths. Courses vary from year to year and are designed to let participants earn high school and college credits at the same time while also providing financial support for tuition.

STUDENT EXPERIENCE – KEY HIGHLIGHTS

CREATING AND MAINTAINING A SAFE AND HEALTHY LEARNING ENVIRONMENT FOR ALL STUDENTS

Feb. 14-18, 2022, saw Camosun's third annual Sexualized Violence Awareness Week, led by the Office of Student Support. A component of year-round sexual and gender-based violence prevention education efforts, the week offered a hybrid blend of virtual and in-person learning and engagement opportunities for students, staff and faculty. Opportunities included dynamic workshops, on topics including consent, healthy relationships, boundaries,

effectively responding to disclosures, and bystander intervention. These events were coupled with a comprehensive social media campaign tackling topics such as technology-facilitated violence, intersectional approaches to sexual violence support, understanding support options on and off campus, and self-care for survivors of sexual and gender-based violence.

Alongside prevention and education outreach for all members of the Camosun community, the Office of Student Support continues to provide safe, trauma-informed, and confidential support to all students who have been impacted by sexualized and gender-based violence.

BREAKING DOWN BARRIERS FOR FORMER YOUTH IN CARE

Camosun students who were former youth in care are benefiting from the Provincial Tuition Waiver Program. The program is focused on making post-secondary education more accessible for former youth in care by covering tuition and mandatory fees for eligible students. In 2020/21, 91 students (former youth in care) benefitted from the program, with \$191,989 distributed, representing a student increase of 21% compared to the previous year. Over 170 students have accessed the program since its launch in 2017, with a total of \$915,000 distributed to date.



SUPPORTS FOR VULNERABLE, UNDER-REPRESENTED STUDENTS

Student Support Managers within the Office of Student Support regularly work one-to-one with a variety of vulnerable and under-represented student populations including BIPOC students, those with diverse abilities and/ or neurodiversity, students of diverse gender identities and sexual orientations, first generation students, sexualized and gender-based violence survivors among others.

Using a trauma-informed approach and an intersectional lens, Student Support Managers connect with students to explore and supporting student's mental, physical, social, cultural, and spiritual health and wellbeing as relevant to student's identity and expressed wants and needs. Students are actively supported with appropriate on-campus and off-campus supports.

The Office of Student Support also provides regular virtual and in-person learning opportunities to increase the knowledge, connection, and well-being of diverse student populations.

Work includes providing regular learning opportunities for Camosun staff to increase the capacity, knowledge and skills such as responding to disclosure of sexualized violence, working with youth in and from government care and suicide prevention training.

WRAPAROUND SUPPORTS FOR FORMER YOUTH IN CARE

Camosun has a system of support in place to ensure student success for former youth in care. There is support for students seeking funding supports as well as active outreach to build relationships and resolve issues facing former youth in care. Representatives from Camosun participate in community of practice gatherings to share in knowledge and resources. Camosun is committed to continued dialogue on best practices for supporting former youth in care to access post-secondary education, and to achieve positive learning outcomes

WINNINGEST COACH IN CAMOSUN HISTORY CALLS TIMEOUT

Camosun Chargers head coach Charles Parkinson, who led the men's volleyball team to seven Pacific Western Athletic Association Championships and two Canadian Collegiate Athletic Association National title over 14 years retired this year.

AWARD RECOGNIZES LIFE-CHANGING CO-OP EXPERIENCE

Camosun College student Matthew Hicks was the overall winner of the 2021 Yvonne Thompson Page Co-op Student of the Year Award. Hicks, a second-year Arts and Psychology student is studying social sciences to begin his career in the field of social work.

As a 43-year-old father and husband, Hicks suffered a life-changing event when he sustained a workplace injury that led him to leave his long-term career as an electrician. After being confronted with an uncertain future, he decided to take a leap of faith and attend college.

An interview supported by the co-op department led to Hicks obtaining a position at the Ministry of Social Development and Poverty Reduction. During this time, he found the opportunity to share his lived experiences and education with the Ministry and his fellow students.

"I now have confidence in myself that I am going to achieve my goal of becoming a social worker no matter what challenges I might have to face. This is the true reward for me, and I am enjoying every second of it."

- *Matthew Hicks, Camosun Student*





CHARGERS MEN'S VOLLEYBALL WIN AT NATIONALS

The Camosun Chargers men's volleyball team are the Canadian Collegiate Athletic Association champions following a perfect tournament record and a 3-0 win against the host, Titans de Limoilu, on March 27. With 20 points in the match and a solid fifty-six percentage on the offense, Vitor Pereira was named Chargers Player of the Match. Pereira and Eduardo Bida accounted for a combined 32 points, including 25 kills.



CHARGERS TEAMS BRING HOME HARDWARE

The Camosun Chargers volleyball teams played their hearts out at the Pacific Western Athletic Association championships. The women won bronze and the men brought home gold. The women's team defeated the Capilano Blues in an exciting four-set match.

NEW STORYTELLING TOOL HELPS STUDENTS IN JOB INTERVIEWS

Camosun launched an interactive storytelling tool that shows students how to better articulate their skills to help nail that all-important job interview.

CamSTAR, developed by Camosun's Applied Learning, Co-op Education and Career Services department, is an interactive, online learning tool that teaches students how to use structured storytelling to weave together their skills, behaviours, and competencies in a way that resonates with potential employers.

CamSTAR will also become one of the integrating elements of a Camosun's Career Development course, providing students an advantage heading into interviews for work terms, employment or further education.



PUPPY LOVES RETURNS TO CAMPUS

There was a whole lot of puppy love on Camosun College's campuses with the return of the therapy dog program. The visits were paws-ed when the pandemic began.

The therapy dog visit is a very popular event that the college holds each fall and winter semester. Students, and employees, love being able to spend time with the dogs, petting them, and talking to them, their handlers and each other. It's a great way for the students to relieve some stress and take a break from studying for exams and preparing term papers.



PARTNERSHIPS AND INTERNATIONAL EDUCATION

LIGHTS, CAMERA, EDUCATION: COLLEGE-WOOD NORTH

Plans continue for a Centre for Film Production and Digital Media at the Interurban Campus of Camosun College. A film studio is an amazing opportunity for the college to create world-class education and training programs, and facilities to support a rapidly growing industry on Vancouver Island and beyond.

In spring 2021, the B.C. Government invested \$150,000 to explore the educational opportunities for students and the development of an on-campus film studio. Plans include a strong education component alongside two or three sound stages.

Ultimately, students would be trained to work in all ancillary areas of film production from special effects to digital post-production. Educational opportunities could include carpentry and electrical programs for trades students; new diploma and certificate programs such as digital animation; and, skills training programs for people in the industry.

The college is wrapping up work on a business case with a team that is familiar with the film industry.

MICRO-CREDENTIALS AT CAMOSUN SUPPORT LIFELONG LEARNING

Camosun continues to grow a range of micro-credentials to fill industry needs. Programs range from a partnership with Passive House Canada to provide three micro-credentials in Advanced Skills for Clean Energy and Efficient Buildings to an Electric Vehicle Technology and Service Program for automotive service technicians through to a production assistant micro-credential that addresses a need the South Island film industry identified. The shorter, competency-based education opportunities are a bridge for workers to enhance their skills and take advantage of job openings in high-demand fields.

OPENING DOORS TO INTERNATIONAL LEARNING EXPERIENCES

Students at Camosun College now have access to life-changing international study and work opportunities after the college was awarded a \$500,000 grant.

Camosun will use the funding provided by Colleges and Institutes Canada through the Global Skills Opportunity to reach groups, including Indigenous and low-income students, who may otherwise face barriers to an overseas learning experience. The program launched on April 1, 2022 and will complete on March 31, 2025. During this time, participating students will be able to travel during the academic calendar as long as their application has been approved.





OPENING DOORS TO REFUGEES IN HOSPITALITY SECTOR

In fall 2021, World University Services Canada and Camosun College welcomed nine refugee youth from Kenya through HIREs, a unique new employment-linked sponsorship pathway. Students completed a two-month hospitality management education program at Camosun before joining their new workplaces and sponsorship groups in Tofino. Camosun's participation builds on decades of experience delivering real-world applied learning and student employment opportunities in partnership with local and regional employers.

PANAMANIAN STUDENTS ENJOY TRANSFORMATIVE LEARNING EXPERIENCE

Universities and colleges in Panama are sending students to study English language development at Camosun College. The initiative aims to improve economic development in Panama and to establish a lasting partnership between Camosun and the Panamanian government, while improving participants' English language skills. The inaugural group of 14 students arrived in October 2021 and completed 32 weeks of study in June 2022.



CHANGE FASTER AT CAMOSUN

B.C.'S LABOUR MARKET OUTLOOK: 2021

Camosun College is an important component of the labour market supply – providing educated and skilled graduates ready to enter their career.

The British Columbia Labour Market Outlook 2021 edition¹ was launched on Feb. 7, 2022 to help guide resources to support the future workforce. The Labour Market Outlook projects 1,004,000 job openings between 2021 to 2031 with 77 per cent of these future job openings requiring some level of post-secondary education or training.

Of those openings, 63 per cent (635,000) are expected to come from replacement demand (retirements, etc). The remaining 37 per cent (369,000) are expected to come from economic growth and COVID-19 pandemic recovery.

Of the required supply, it is projected that 48 per cent (477,000) will come from 'young people starting work', which is defined as those aged 29 years or younger entering the labour market for the first time.

In terms of education and skills needs, of the jobs to be filled:

- 36 per cent (359,900) are expected to require a Bachelor's, Graduate or First Professional Degree.
- 29 per cent (294,000) are expected to require a Diploma/Certificate excluding Apprenticeships.
- 12 per cent (119,200) are expected to require an Apprenticeship Certificate.

Camosun is well-positioned to support the workforce needs of the regional economy and ensure students can seize emerging opportunities. At the official launch, Camosun alumni Conall Argue spoke to how his career has opened up new possibilities in the burgeoning field of electric vehicle maintenance.

¹ https://www.workbc.ca/getmedia/c43af36f-f408-4990-9ae1-c5b5f5f7be7a/BC_Labour_Market_Outlook_2021_9MB.pdf.aspx



JUMPSTARTING A CAREER IN ELECTRIC VEHICLES

While some automotive technicians credit their childhood fascination as the reason they got into the trade, Conall Argue didn't start working with cars until he decided to take a chance on an intro course in high school.

Graduating high school in 2015, Argue was already on his way as an Apprentice Automotive Service Technician thanks to the South Island Partnership between Camosun College, Southern Vancouver Island School Districts and local industries.

As a student in one of the Electric Vehicle Technology and Service program pilots in fall 2021, Argue completed the one-week intensive that gave him and other technicians the opportunity to learn how to safely work with the high-voltage vehicles' batteries, run diagnostics, test motors and more.

Currently, Argue works at Rand Automotive in Victoria where he hopes that he'll soon be working on exclusively electric vehicles. After that, he wants to focus on educating a new generation of technicians with the skills he's learned.



ALIGNING EDUCATION WITH THE LABOUR MARKET OUTLOOK

SELECT OCCUPATIONS THAT REQUIRE POST-SECONDARY EDUCATION OR TRAINING, B.C. LABOUR MARKET OUTLOOK

PRIORITY/HIGH OPPORTUNITY HEALTH OCCUPATIONS	CAMOSUN SUPPORTING PROGRAMS OF B.C. HEALTH CARE PRIORITIES
Registered nurses and registered psychiatric nurses	Nursing BSN and LPN diploma
Physiotherapists and occupational therapists	Bachelor of Athletic and Exercise Therapy, University Transfer towards a degree
Nurse aides, orderlies, and patient service associates	Health Care Assistant Certificate
Medical administrative assistant	Medical Office Assistant Certificate
Medical laboratory technicians and pathologists' assistants	Medical Laboratory Assistant Certificate
Medical radiation technologists	Medical Radiography Diploma
HIGH OPPORTUNITY OCCUPATIONS	CAMOSUN ALIGNED PROGRAM (DIRECT OR TRANSFERABLE)
Automotive service technicians, truck and bus mechanics and mechanical repairers	Automotive Service Technician Foundation Certificate
Retail and wholesale trade managers	Business Administration Degree and Certificate
Social and community service workers	Associate of Arts Degree in Pre-Social Work
Accounting technicians and bookkeepers	Bachelor of Business Administration, Accounting Major and Business Administration, Post Degree Diploma – Account Option
Graphic designers and illustrators	Visual Arts Diploma
Massage Therapists	Massage Therapy Diploma
Computer network technicians	Cybersecurity and Network Support Technician Certificate

Of the above listed programs there has been much growth within the corresponding programs to help aid the future labour supply requirements. Some of the select programs include:

- Education Assistant and Community Support grew from 24.4 FTEs in 2019/20 fiscal year to 57.2 FTEs in 2020/21 fiscal – an increase of 32.8 FTEs (+134.4 per cent).
- Massage Therapy moved from 17.7 FTEs in 2019/20 fiscal year to 35.4 FTEs in 2020/21 fiscal – an increase of 17.7 FTEs (+100.0 per cent).
- Medical Office Assistant moved from 29.1 FTEs in 2019/20 fiscal year to 43.4 FTEs in 2020/21 fiscal – an increase of 14.3 FTEs (+49.1 per cent).
- Trades Skills Foundation (CORE) increased from 102.4 FTEs in 2019/20 fiscal year to 119.2 FTEs in 2020/21 fiscal – an increase of 16.8 FTEs (+16.4 per cent).

The previously listed programs are examples of how Camosun is helping supply the labour market with required occupations, and is poised to continue to aid in the development of a qualified labour supply to meet future demands.



PROFILE OF STUDENTS AT CAMOSUN COLLEGE

ITA FUNDED FTES IMPROVE, WHILE MINISTRY FUNDED FTES DECLINED

When compared to the 2020/21 fiscal year, the overall number of student FTEs at Camosun College fell by 293 (-3.3%) in the 2021/22 fiscal. In the same period, Ministry FTEs, ITA FTEs, and International FTEs all fell when compared to their value in the previous year: falling by 131 FTEs, 77 FTEs, and 83 FTEs, respectively. This impact is likely due to COVID-19, with different industries at different points of recovery.

FULL-TIME EQUIVALENT STUDENT DATA BY FISCAL YEAR	2020/21	2021/22	CHANGE
FTEs – Ministry of Advanced Education and Skills Training (AEST)	5,452	5,321	-131
FTEs – ITA	2,300	2,223	-77
FTEs – International students	1,236	1,153	-83
Total student FTEs	8,989	8,696	-293

SELECT STUDENT DEMOGRAPHICS

The overall impact of COVID-19 was significant and enduring across multiple industries, and the education industry was no different. The effects can be demonstrated in the table below, with many subpopulations of the student body at Camosun being reduced compared to the prior time period. From the 2019/20 academic year to 2020/21:

- The overall student population fell from 15,978 to 13,670 – a contraction of 2,308 (-14.4 percent).
- Conversely, the Indigenous student body rose 43 students to 1,109 in 2020/21 – an increase of 4.0 percent.
- The international student headcount fell to 1,692 from 1,978 from the previous year – a decline of 286 students (-14.5 percent).

STUDENT ENROLMENT HEADCOUNT DATA BY ACADEMIC YEAR	2020/21	2021/22	CHANGE
All students (AEST, ITA, Continuing Education, International)	15,978	13,670	-2,308
Indigenous students	1,066	1,109	+43
International students	1,978	1,692	-286

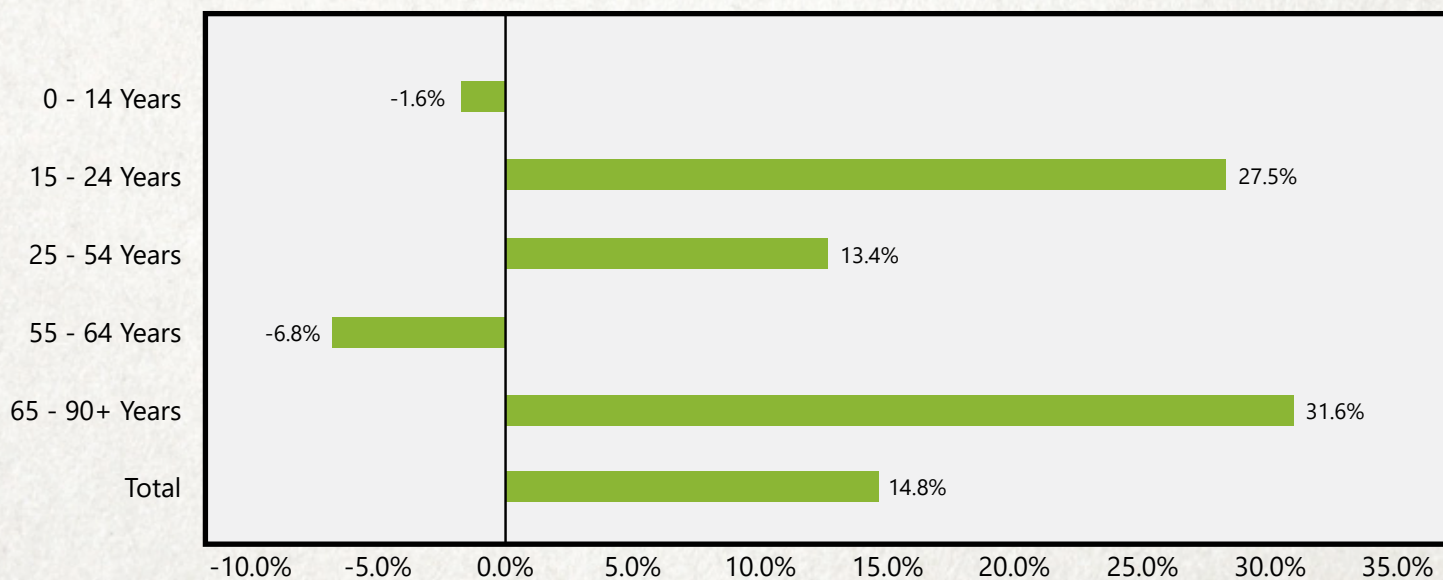
Total student headcount data for the academic year 2021/22 goes from September 2021 to August 2022, and includes all domestic, international, ITA, Indigenous and Professional Studies and Industry Training students.



FUTURE POPULATION TRENDS

Camosun continues to monitor with the provincial population projection (PEOPLE)² 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 (2023-2033) for the CRD population by select age groups. The expected growth of the 65 years and older segment of society – projected to grow by 31.6 per cent in the next 10 years, signals a greater demand for health care professionals and supportive positions in the future. Camosun is prepared 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 14.8 per cent for the CRD population, 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.

Select Population Segments Growth Rates (2023-2033)



² <https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-projections>



Projected population growth rate by age, Capital Regional District, 2023-2033

- The largest ten-year growth is projected to be in the 65+ years and older segment of society at 31.6 per cent over the horizon.
- The 15 -24 'youth' population is expected to grow by 27.5 per cent over the next 10 years (2022/32)
- The core-working aged population (25-54 years old) is projected to grow by 13.4% per cent.
- The largest contraction for a subpopulation is expected to be -6.8 per cent for those aged 55-64 years old.
- The youngest segment of the population, those aged 0-14 years-old, is projected to slightly contract (1.6 per cent) over the horizon.

Population growth between the 2016 and 2021 census estimates

- According to the most recent Census data from Statistics Canada, the overall population of Canada grew by 5.2 per cent between 2016 and 2021.³
- During the same time period the overall population in British Columbia grew by 7.6 per cent - outpacing the national growth rate by 2.4 percentage points.
- The Indigenous population in both British Columbia and Canada had a higher rate of growth between 2011 and 2016. For British Columbia, the Indigenous population grew 16.5 per cent compared to 19.5 per cent growth for Canada, over the same period.

³ <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=9810000101>



FINANCIAL INFORMATION

2020/21 FISCAL YEAR

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

REVENUE	\$ MILLIONS	PERCENT
Provincial Grants	72.9	51.0%
Provincial Capital Grants	8.6	6.0%
Tuition and Fees	42.5	29.8%
Federal and Other Grants	2.7	1.9%
Goods and Services	13.4	9.4%
Other	2.7	1.9%
TOTAL	142.8	100%

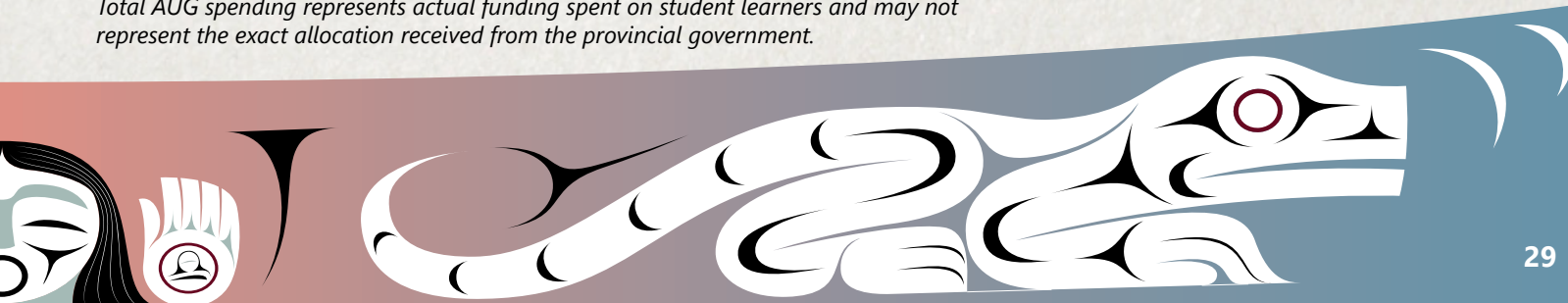
EXPENSE	\$ MILLIONS	PERCENT
Salaries and Benefits	117.2	79.5%
Supplies and Services	14.6	9.9%
Costs of goods sold	2.6	1.7%
Amortization	9.4	6.4%
Minor Repairs and Maintenance	3.7	2.5%
TOTAL	147.4	100%

ADULT UPGRADING GRANT SUMMARY (AUG)

ADULT UPGRADING GRANT SUMMARY: APRIL 1, 2021 – MARCH 31, 2022

TERM	APPROVED	DENIED	CANCELLED	% DENIED	TOTAL APPLICATIONS	FUNDING FOR TUITION & FEES
Summer 2021	234	35	N/A	15%	269	\$42,828.28
Fall 2021	370	40	N/A	11%	410	\$126,455.70
Winter 2022	328	27	N/A	8%	355	\$130,011.35
Totals	932	102	N/A	11% (average)	1034	\$299,295.33

Total AUG spending represents actual funding spent on student learners and may not represent the exact allocation received from the provincial government.



APPENDIX A:

IAPR PERFORMANCE METRIC RESULTS AND MANDATE PRIORITIES

The following table, together with the performance measures listed in this report, demonstrate the commitment of Camosun College towards achieve the 2021/22 mandate letter priorities.

PERFORMANCE MEASURE 1: TOTAL FTE STUDENT SPACES (EXCLUDING THE INDUSTRY TRAINING AUTHORITY)		
2019/20 Actual:	5,814	Compared to the previous fiscal year (2020/21), the total student FTE spaces (excluding ITA) fell by 131 FTEs to 5,321 in 2021/22. This resulted in Camosun not achieving its target for the year. This may largely be due to the impact COVID-19 has had on the education industry.
2020/21 Actual:	5,452	
2021/22 Actual:	5,321	
2021/22 Target:	>=7,173	
2021/22 Assessment:	Not Achieved	

PERFORMANCE MEASURE 1A: STUDENT SPACES IN NURSING AND ALLIED HEALTH PROGRAMS (FTE) (EXCLUDING THE INDUSTRY TRAINING AUTHORITY)		
2019/20 Actual:	755	Student FTEs in nursing and allied health programs rose from the previous fiscal to 870 in the 2021/22 year. This was an increase of 114 FTEs and resulted in Camosun achieving its target of 840 FTEs for the period.
2020/21 Actual:	756	
2021/22 Actual:	870	
2021/22 Target:	>=840	
2021/22 Assessment:	Achieved	

PERFORMANCE MEASURE 1B: STUDENT SPACES IN DEVELOPMENT PROGRAMS (FTE)		
2019/20 Actual:	994	Compared to the previous fiscal year (2020/21), the student FTE spaces in developmental programs fell by 60 FTEs to 748 in 2021/22. This resulted in Camosun not achieving its target for the year. This may largely be due to the impact COVID has had on the education industry.
2020/21 Actual:	808	
2021/22 Actual:	748	
2021/22 Target:	>=1,030	
2021/22 Assessment:	Not Achieved	



PERFORMANCE MEASURE 2: CREDENTIALS AWARDED

2019/20 Actual:	2,561	Down from 2,410 credentials awarded in 2020/21, Camosun awarded 2,100 credentials in the 2021/22 year. This resulted in Camosun substantially achieving the target for the period.
2020/21 Actual:	2,410	
2021/22 Actual:	2,100	
2021/22 Target:	>=2,277	
2021/22 Assessment:	Substantially Achieved	

PERFORMANCE MEASURE 3: TOTAL SPACE FOR INDIGENOUS STUDENTS (CALCULATED STUDENTS FTE)

2019/20 Actual:	873	Falling from 800 in the previous year to 762 in the 2021/22 year. Resulting in Camosun not achieving its target. The impact of COVID-19 on educational activity had a part in the target not being achieved.
2020/21 Actual:	800	
2021/22 Actual:	762	
2021/22 Target:	Increase from previous year	
2021/22 Assessment:	Not Achieved	

PERFORMANCE MEASURE 3A: TOTAL INDIGENOUS FTE STUDENT SPACES (AEST)

2019/20 Actual:	592	The number of AEST Indigenous Student Spaces fell, slightly, from the previous year (531) to 529 in the 2021/22 fiscal year – a drop of only two FTES. This resulted in Camosun not achieving its target for the period.
2020/21 Actual:	531	
2021/22 Actual:	529	
2021/22 Target:	Increase from previous year	
2021/22 Assessment:	Not Achieved	

PERFORMANCE MEASURE 3B: TOTAL INDIGENOUS FTE INDUSTRY TRAINING AUTHORITY SPACES

2019/20 Actual:	280	When compared to the previous year (2020/21) the number of ITA Indigenous Student Spaces fell by 35 FTEs in the 2021/22 Fiscal Year – resulting in 234 Indigenous ITA spaces. Camosun was unable to meet its target for the 2021/22 fiscal year.
2020/21 Actual:	269	
2021/22 Actual:	234	
2021/22 Target:	Increase from previous year	
2021/22 Assessment:	Not Achieved	



PERFORMANCE MEASURE 4: STUDENT SATISFACTION WITH EDUCATION

Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	90.9% (+/-1.1%)	87.5% (+/-3.8%)	92.0% (+/-2.8%)	96.4% (+/-2.4%)	The results of the 2021/22 student satisfaction from Outcomes indicate all but TFTVG populations achieved their targets. The TFTVG substantially achieved the target rate of 90.0%.
2020/21 Actual:	90.9% (+/-1.2%)	95.9% (+/-2.1%)	94.6% (+/-2.2%)	93.9% (+/-3.2%)	
2021/22 Actual:	90.9% (+/-1.1%)	85.7% (+/-3.7%)	87.2% (+/-3.4%)	95.8% (+/-2.9%)	
2021/22 Target:	≥90.0%	≥90.0%	≥90.0%	≥90.0%	
2021/22 Assessment:	Achieved	Substantially Achieved	Achieved	Achieved	

PERFORMANCE MEASURE 5: STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION

Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	95.6% (+/-0.8%)	86.8% (+/-3.9%)	95.4% (+/-2.2%)	92.9% (+/-3.4%)	The results of the 2021/22 student satisfaction from Outcomes indicate all the survey populations achieved their targets.
2020/21 Actual:	94.3% (+/-0.9%)	94.1% (+/-2.5%)	95.6% (+/-2.0%)	99.0% (+/-1.3%)	
2021/22 Actual:	94.8% (+/-0.8%)	88.8% (+/-3.3%)	92.3% (+/-2.7%)	95.8% (+/-2.9%)	
2021/22 Target:	≥90.0%	≥90.0%	≥90.0%	≥90.0%	
2021/22 Assessment:	Achieved	Achieved	Achieved	Achieved	

PERFORMANCE MEASURE 6: STUDENT ASSESSMENT OF SKILL DEVELOPMENT

Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	84.6% (+/-1.0%)	82.6% (+/-4.3%)	83.2% (+/-3.9%)	91.5% (+/-3.7%)	The results of the 2021/22 student satisfaction from Outcomes indicate all but APPSO populations achieved their targets. The APPSO substantially achieved the target rate of 90.0%.
2020/21 Actual:	85.8% (+/-1.3%)	87.9% (+/-2.3%)	84.1% (+/-3.4%)	87.9% (+/-4.1%)	
2021/22 Actual:	86.6% (+/-1.3%)	82.2% (+/-4.0%)	80.7% (+/-4.0%)	89.4% (+/-3.3%)	
2021/22 Target:	≥85.0%	≥85.0%	≥85.0%	≥85.0%	
2021/22 Assessment:	Achieved	Achieved	Substantially Achieved	Achieved	



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

Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	80.0% (+/-2.5%)	89.7% (+/-4.2%)	93.3% (+/-2.8%)	93.5% (+/-3.6%)	The results of the 2021/22 student satisfaction from Outcomes indicate all but DACSO populations achieved their targets. The DACSO substantially achieved the target rate of 90.0%.
2020/21 Actual:	85.9% (+/-2.2%)	86.8% (+/-4.4%)	93.7% (+/-2.5%)	92.6% (+/-3.7%)	
2021/22 Actual:	82.0% (+/-2.4%)	87.4% (+/-4.5%)	88.9% (+/-3.7%)	96.8% (+/-2.6%)	
2021/22 Target:	≥90.0%	≥90.0%	≥90.0%	≥90.0%	
2021/22 Assessment:	Substantially Achieved	Achieved	Achieved	Achieved	

PERFORMANCE MEASURE 8: UNEMPLOYMENT RATE

Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	6.0% (+/-1.4%)	8.5% (+/-3.5%)	2.9% (+/-1.8%)	6.1% (+/-3.2%)	Camosun Achieved all of the unemployment rate targets in the 2021/22 year from the respective Student Outcomes Surveys.
2020/21 Actual:	7.7% (+/-1.6%)	10.5% (+/-3.6%)	3.5% (+/-1.8%)	3.0% (+/-2.3%)	
2021/22 Actual:	8.8% (+/-1.6%)	13.3% (+/-4.0%)	10.9% (+/-3.3%)	0.0% (+/-0.0%)	
2021/22 Target:	≤10.4%	≤10.4%	≤10.4%	≤10.4%	
2021/22 Assessment:	Achieved	Achieved	Achieved	Achieved	

ADDITIONAL PERFORMANCE MEASURES

TOTAL FTE STUDENTS FOR OTHER STUDENT CATEGORIES

2021/22 Results, Industry Training Authority funded students	2,300 FTEs in the 2020/21 fiscal year compared to 2,223 FTEs in the 2021/22 fiscal year.	Camosun had 2,223 student FTEs in ITA-funded programs in the 2021/22 fiscal year. This is 67 FTEs down (-3.4%) from the previous fiscal year's value of 2,300.
2021/22 Results, International students	1,236 FTEs in the 2020/21 fiscal year compared to 1,153 FTEs in the 2021/22 fiscal year.	International student FTEs fell from 1,236 to 1,153 in the 2021/22 fiscal year. This is a drop of 6.7%.

1. DACSO Diploma, Associate Degree, and Certificate Student Outcomes Survey
2. TFTVG Trades Foundation and Trades-Related Vocational Student Outcomes Survey
3. APPSO Apprenticeship Student Outcomes Survey
4. BGS Baccalaureate Graduates Student Outcomes Survey



The following table, together with the performance measures listed in this report, demonstrate the commitment of Camosun College towards achieving the 2021/22 mandate letter priorities.

MANDATE LETTER PRIORITIES 2021/22	INDICATORS	
Foundational Principles		Camosun Examples
Putting people first	<p>We are committed to working with you to put people first. You and your board are uniquely positioned to advance and protect the public interest and I expect that you will consider how your board's decisions maintain, protect and enhance the public services people rely on and make life more affordable for everyone.</p>	<p>Student Support Managers within the Office of Student Support regularly work one-on-one with a variety of vulnerable and under-represented student populations including BIPOC students, those with diverse abilities and/ or neurodiversity, students of diverse gender identities and sexual orientations, first generation students, sexualized and gender-based violence survivors among others.</p> <p>Approximately 170 former youth in care students benefiting from the provincial tuition waiver program and wraparound supports.</p> <p>The college managed a full and safe return to campus for students, faculty and staff in September 2021.</p>
Lasting and meaningful reconciliation	<p>Reconciliation is an ongoing process and a shared responsibility for us all. Government's unanimous passage of the Declaration on the Rights of Indigenous Peoples Act was a significant step forward in this journey – one that all public post-secondary institutions are expected to support as we work in cooperation with Indigenous peoples to establish a clear and sustainable path to lasting reconciliation. True reconciliation will take time and ongoing commitment to work with Indigenous peoples as they move towards self-determination. Guiding these efforts, public post-secondary institutions must also remain focused on creating opportunities that implement the Truth and Reconciliation Commission through your mandate.</p>	<p>Launched an Indigenous canoe on National Indigenous Peoples Day in June 2021.</p> <p>The college celebrated the 30th anniversary of Eyē? Sqā'lewen, the Centre for Indigenous Education & Community Connections, with a panel discussion of 10 alumni.</p> <p>Camosun continues to work to increase Indigenous participation in decision-making processes, along with increased consultation, and representation.</p>



	Foundational Principles	Camosun Examples
Equity and Anti-racism	<p>Our province's history, identity and strength are rooted in its diverse population. Yet racialized and marginalized people face historic and present-day barriers that limit their full participation in their communities, workplaces, government and their lives. The public sector has a moral and ethical responsibility to tackle systemic discrimination in all its forms – and every public sector organization has a role in this work. All public post-secondary institutions are encouraged to adopt the Gender-Based Analysis Plus (GBA+) lens to ensure equity is reflected in your operations and programs. Similarly, appointments resulting in strong public sector boards that reflect the diversity of British Columbia will help achieve effective and citizen-centred governance.</p>	<p>Camosun is also one of five colleges in Canada participating in the Dimensions Project. This national project is developing practices to improve equity, diversity and inclusion in the post-secondary system, including how to address the digital divide, systemic racism, gender bias and hiring practices.</p> <p>The Equity, Diversity and Inclusion Policy is an overarching policy structure to take on current and future priorities.</p> <p>Development of a new strategic plan that will serve the college community for the next five years.</p>
A better future through fighting climate change	<p>Announced in December 2018, the CleanBC climate action plan puts our province on the path to a cleaner, better future by building a low-carbon economy with new clean energy jobs and opportunities, protecting our clean air, land and water and supporting communities to prepare for carbon impacts. As part of the accountability framework established in CleanBC, and consistent with the Climate Change Accountability Act, please ensure your institution aligns operations with targets and strategies for minimizing greenhouse gas emissions and managing climate change risk, including the CleanBC target of a 50 percent reduction in public sector building emissions and a 40 percent reduction in public sector fleet emissions by 2030. I ask that your institution work with government to report out on these plans and activities as required by legislation.</p>	<p>The Wilna Thomas building renewal project on Lansdowne campus is an extensive renovation that integrated Energy Modeling and a Social Sustainability Framework into the planning process. The building upgrades are projected to result in a 23 per cent emissions reduction for the building.</p> <p>Camosun completed the planning and procurement stages of enhancing Smart Metering for all buildings in 2021. Smart Metering all buildings will help create energy consumption baselines and will aid in measuring successes. It will also help with behavioral change campaigns, as the plan is to have this information available on a public dashboard. It will also help improve reporting granularity so Camosun is more able to see and celebrate the positive impact of ongoing upgrades.</p> <p>Camosun's Climate Coalition Group (C4) partnered with Camosun Sustainability Office, the Camosun Sustainability, the Camosun College Students Society, Canadian Union of Public Employees Local 2081, and the Camosun College Faculty Association to host a public talk by Seth Klein, author of A Good War: Mobilizing Canada for the Climate Emergency. Students, Faculty and Staff came together virtually to discuss steps forward we can take personally and as an institution in the face of a Climate Emergency. (C4 is an informal group of Camosun people who share an interest in promoting positive climate action)</p>



Foundational Principles		Camosun Examples
A strong, sustainable economy that works for everyone	I expect that you will identify new and flexible ways to achieve your mandate and serve the citizens of British Columbia within the guidelines established by the Provincial Health Officer and considering best practices for conducting business during the pandemic. Collectively, our public sector will continue to support British Columbians through the pandemic and economic recovery by investing in health care, getting people back to work, helping businesses and communities, and building the clean, innovative economy of the future. As a public sector organization, I expect that you will consider how your decisions and operations reflect environmental, social and governance factors and contribute to this future.	<p>Camosun continues to grow a range of micro-credentials to fill industry needs through its Professional Studies & Industry Training department. The shorter, competency-based education opportunities are a bridge for workers to enhance their skills and take advantage of job openings in high-demand fields.</p> <p>Students are actively supported to ensure that appropriate on-campus supports are accessible and available. Examples include: Camosun Counselling, Centre for Accessible Learning, Academic Advising, Help Centres, Eyē? Sqā'lewen – Centre for Indigenous Education & Community Connections, Camosun College Student Society Clubs, and on-campus recreation facilities.</p> <p>Students are also actively supported to make connections to appropriate off-campus supports. Examples include: The Foundry, Disability Resource Centre, Victoria Sexual Assault Centre, Island Sexual Health, Native Friendship Centre, Men's Therapy Centre and PEERS.</p>
Resume full on-campus learning and services for students, faculty and staff	Outline initiatives/report on how your institution is involved in cross-system and community consultation, engagement and collaboration to resume on-campus learning and services and work towards pre-COVID 19 levels. This could include demonstration of how institutions have worked with Indigenous communities and learners impacted to develop plans to support continued access to some academic programming and services in cases where communities have continued to take increased safety measures.	<p>Encouraging students and employees to get vaccinated and hosted mobile vaccination clinics from Island Health on campus during Welcome Week.</p> <p>Created and regularly updated Communicable Disease Prevention Plan and Communicable Disease Prevention Guidelines to support safe campus operations and guide decision making.</p> <p>Conducted risk assessments and implemented control measures for a full and safe return to on-campus operations.</p>



Foundational Principles		Camosun Examples
<p>Implement post-secondary education and skills training for those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities</p>	<p>Micro-credentials</p> <ul style="list-style-type: none"> • Report on plans and progress to introduce and recognize micro-credentials that aim to meet local or regional needs and/or reskill individuals to gain employment in high opportunity occupations <p>Co-op, Work Integrated Learning and Career Planning</p> <ul style="list-style-type: none"> • Continue to report on increases or expansion of co-ops and work integrated learning opportunities. 	<p>The tuition-free, entirely-online Education & Career Planning certificate program offers adult learners the time and support to explore new life directions in a rapidly changing world.</p> <p>Student Support Managers regularly work one-to-one with a variety of vulnerable and under-represented student populations including BIPOC students, those with diverse abilities and/ or neurodiversity, students of diverse gender identities and sexual orientations, first generation students, sexualized and gender-based violence survivors among others.</p> <p>Camosun continues to grow a range of micro-credentials to fill industry needs. The shorter, competency-based education opportunities are a bridge for workers to enhance their skills and take advantage of job openings in high-demand fields.</p>
<p>Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system</p>	<p>Cross-government and stakeholder collaboration</p> <ul style="list-style-type: none"> • Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization. • Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B). <p>Funding Review</p> <ul style="list-style-type: none"> • Support the Ministry with key post-secondary institution staff participating collaboratively in the upcoming review process and any steering committee/working groups. <p>Tuition Policy</p> <ul style="list-style-type: none"> • Continue to submit annual tuition and mandatory fees data to the Ministry. <p>Digital Services</p> <ul style="list-style-type: none"> • As applicable, adopt the EducationPlannerBC application and transcript exchange service. • Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid. • Enhance cybersecurity measures at your institution to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services. 	<p>Camosun is one of five colleges in Canada participating in the Dimensions Project. This national project is developing practices to improve equity, diversity and inclusion in the post-secondary system, including how to address the digital divide, systemic racism, gender bias and hiring practices.</p> <p>Camosun's response plan to the Truth and Reconciliation Commission Calls to Action contains a strong vision, guiding principles, and 39 action statements that have enabled the college to respond to the TRC and the Indian Residential School survivors.</p> <p>Education and training at Camosun is structured to respond to industry demand, ensuring graduates enter the labour market with pragmatic skills and the confidence to be productive immediately.</p>



2022/23 Minister's Letter of Direction

<p>Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:</p> <ul style="list-style-type: none"> • Working to align education and skills training to goals of the BC Economic Plan; and • Supporting the implementation of Skilled Trades Certification 	<p>Camosun is well-positioned to support the workforce needs of the regional economy and ensure students can seize emerging opportunities, particularly in the areas of health, tech, trades.</p> <p>Skilled trades certification supports efforts to provide accessible, affordable and relevant trades training for women, Indigenous peoples and those just starting in their careers, including youth as part of the South Island Partnership with school districts. Camosun is working with the ITA to ensure there is sufficient seat capacity so that apprentices can complete their training in a timely manner.</p>
<p>Contribute to Ministry engagement on upcoming initiatives, including:</p> <ul style="list-style-type: none"> • The future Ready: Skills for the Jobs of Tomorrow plan • The Ministry's sexualized violence policy review • Further tech-relevant seat expansions • The funding formula review of provincial operating grants 	<p>Camosun participated in the paper from BC Colleges as part of the input into the development of the Future Ready Skills Plan.</p> <p>Camosun has submitted several proposals to the 2,000 tech-related seat expansion.</p> <p>Camosun has supported ministry-directed sexualized violence and misconduct initiatives including training, policy community of practice, and data and reporting.</p> <p>Active participation is underway as part of the funding formula review of provincial operating grants.</p>





APPENDIX B: 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. Please complete the following table to provide an at-a-glance summary of your institution's progress.

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.



TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	PROGRESS Identify whether the initiative is: <ul style="list-style-type: none"> • New • Planned vs In Progress vs Implemented or Ongoing • If there is no relevant program show as N/A. 	INITIATIVE & PARTNERSHIP DETAILS Provide key details initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.
<p>1. Social Work</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>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, CENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>Planned: Camosun is in process of developing 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 is expected to begin delivery in 2023.</p> <p>Planned: Camosun will deliver eight human services courses to the Saanich Adult Education Centre in 2022/23 while the Indigenous Community Wellness program is developed and goes 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>The Indigenous Community Wellness program is being designed in partnership with the IAHLA institution the Saanich Adult Education Centre and with Indigenous social work and human services practitioners.</p> <p>In 2022/23 Camosun will deliver the eight human services courses in partnership with the Saanich Adult Education Centre.</p>



<p>12. Early Childhood Education</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>Ongoing: Camosun has a Human Rights Tribunal (HRT) special program to provide priority access to Indigenous students entering Health Sciences and Human Services programs, including Early Learning and Care (ELC)</p> <p>Ongoing: All instructors and student support personnel who work with ELC students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW</p> <p>Ongoing: IST 120: Understanding Indigenous Peoples</p>	<p>Partnership: In 2020, Camosun completed a customized version of its Early Learning and Care program in partnership with the Saanich Adult Education (located on Tsartlip Nation). 8 students completed with full certification to work in early childcare.</p> <p>Partnership: In early 2021 Camosun, in partnership with the Victoria Native Friendship Centre, began delivering a program that will support Indigenous students with Early Childcare (ELC) certificates to earn Early Childcare diplomas. Other Indigenous communities are expressing interest in similar programs and we are seeking funding to be able to address that interest over the next three years.</p> <p>Continuing: All ELC program delivery requires students to complete IST 120, Understanding Indigenous Peoples.</p>
<p>16. Indigenous Language Degree and Diploma Programs</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>Ongoing: Local First Nations, urban Indigenous organizations in Victoria and Metis Nation 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>Ongoing: Local First Nations, urban Indigenous organizations in Victoria and Metis Nation 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>23. Health-Care Professionals</p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	<p>Ongoing: Health 111: Indigenous Peoples’ Health</p> <p>Ongoing: All instructors and student support personnel who work with Health Care students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>Ongoing: The School of Health & Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p>Continuing: All students in Medical Lab Assistant and Diagnostic Medical Sonography are required to complete IST 120: Understanding Indigenous Peoples. All students in the Mental Health & Addictions program are required to completed HLT 111: Indigenous Peoples’ Health.</p> <p>Partnership: Camosun completed an Indigenous Health Care Attendant program in partnership with the Saanich Adult Education (located on Tsartlip Nation).</p>



<p>24. Medical and Nursing Schools</p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Ongoing: Health 111: Indigenous Peoples' Health.</p> <p>Ongoing: All instructors and student support personnel who work with Health Care students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW</p> <p>Ongoing: The School of Health & Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p>All students in the Nursing program are required to completed HLT 111, Indigenous Peoples' Health and will soon be required to complete IST 120, Knowing Indigenous Peoples.</p>
<p>28. Law Schools</p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>IST 136, Indigenous Justice & Law is part of the core curriculum of the Indigenous Studies program and the Criminal Justice program, the two programs pre-law students are most likely to enrol in.</p> <p>Ongoing: All instructors and student support personnel who work with Justice 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, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p>	<p>N/A</p>
<p>57. Public Servants</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.</p> <p>New: The Indigenous Ways of Leadership and Learning program will debut in September 2023. This post-diploma 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>The Indigenous Ways of Leadership and Learning program is delivered in partnership with Māori Studies at the Ara Institute in Christchurch, New Zealand.</p> <p>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.</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 a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p>	
<p>62. Teacher Education</p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	<p>N/A: 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>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.</p>
<p>86. Journalism and Media School</p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	N/A	N/A
<p>92. Business Schools</p> <p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun business programs.</p> <p>New: The new Ways of Indigenous Leadership and Learning advanced certificate program will support learners who want to work in Indigenous leadership or support Indigenous initiatives/decolonization work in non-Indigenous organizations.</p> <p>Ongoing: All instructors and student support personnel who work with business students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p>	<p>New/Partnership: The Ways of Indigenous Leadership and Learning advanced certificate program will be delivered in partnership with the Maori and Indigenous Studies program at Ara Institute in Christchurch, New Zealand. The program, which will be a hybrid online learning/on-the-land learning with students from each location visiting the others in their homelands, will focus on trauma-informed leadership of Indigenous organizations and implementing Indigenization processes in non-Indigenous organizations.</p>



United Nations Declaration on the Rights of Indigenous Peoples Implementation

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

Article 14

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

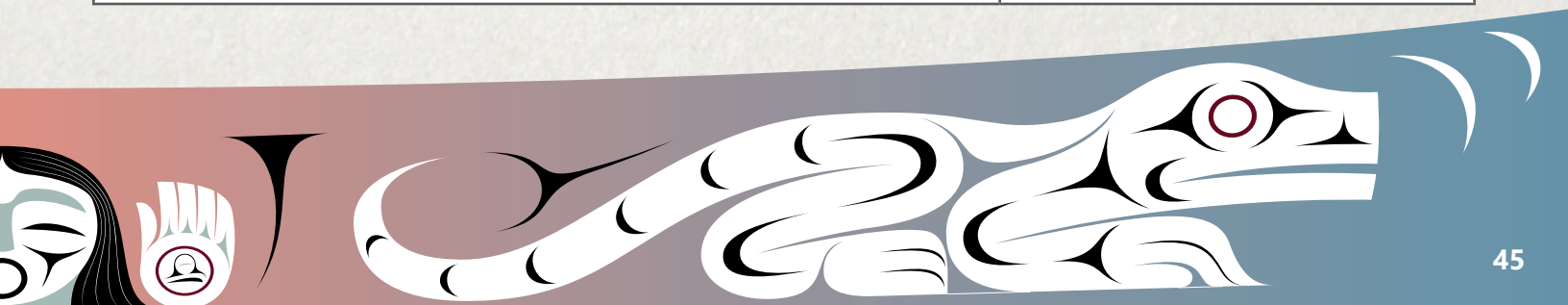
Article 15

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

Article 21

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

Progress	New and/or continuing initiatives and partnerships
<p>The first phase of Camosun’s Indigenization and Reconciliation Initiative is complete and includes the following successes:</p> <ul style="list-style-type: none"> • Programs in a variety of ways. • Developed Indigenous-focused required learning for all applicable programs. • Explored programming to meet relational and cultural leadership needs in Indigenous communities and organizations. • Supported faculty to indigenize teaching and learning experiences in programs and courses. • Identified and created pathways and connections between Indigenous and non-Indigenous programs. • Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues. • Acquired a Camosun Canoe to provide students, employees and community members’ access to a canoe for cultural camps and outdoor expeditions/field trips etc. • Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples. • Explored domestic and international field schools, for example with Maori students and institutions, to support students learning more about international approaches to Indigenization. • Facilitated two Indigenous learning sessions for the Board of Governors. • Provided a one-day TRC awareness day in February 2017 for all employees. • Expanded offerings of TELFIN TFE WILNEW (TTW) for employees. • Developed and began delivery of the TELFIN TFE WILNEW follow up, CENENITEL. 	<p>Partnership: Eyē? Sqā’lewen: the Centre for Indigenous Education & Community Connections 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. Eyē? Sqā’lewen is also part of the Victoria City Family, a collaboration between the Lekwungen Nations, the Victoria City mayor and select Council and two other Indigenous representatives who are educators. This group has focused strongly on educating the general public about Indigenous truths and issues, including UNDRIP.</p> <p>Phase 2 of the Indigenization and Reconciliation Initiative is in development. It currently includes 18 new projects. Planning will wrap up by June and projects will start in September.</p>



Progress	New and/or continuing initiatives and partnerships
<ul style="list-style-type: none"> • Incorporated intercultural awareness and understanding as key college-wide competencies, informed by principles of Indigenization, in the college's Capability Framework. • Introduced integral elements of Indigenization into the onboarding process, the welcome orientation, and the employee handbook. • Piloted the development of cultural camps for students and employees, including college leadership. • Brought more Indigenous presence to our Senior Leadership Council (SLC). • Ensured the Strategic Plan is informed by Indigenization and Reconciliation. • Designated September 30 as an annual, college-wide, college-supported Orange Shirt Day. • Piloted an Indigenous job event for potential employees. • Provided Elders' parking. • Facilitated the purchase and storage of blankets for use within Na'tsa'maht, and installed steps from Na'tsa'maht down to the Pit Cook area. • Organized and implemented an information campaign to educate the Camosun community about the United Nations Declaration on the Rights of Indigenous Peoples. • Included elements of the TRC calls to action in the Respect in the Workplace program. • Established Indigenous cultural space on the Interurban campus. • Policy and procedure development to ensure that planning teams establish a process for consultation with Elders, leaders, and knowledge keepers from Indigenous communities, Nations and organizations, as appropriate. • Identified classrooms on the Lansdowne campus that could be used for the delivery of Indigenous pedagogy; moreover, a special Indigenized classroom, large enough for 40 people to sit in circle with fans and insulation for drumming and smudging, will be opened in March 2022. • Indigenized hiring practices to value Indigenous competencies and employment of Indigenous people, and was successful in a proposal to the Human Rights Tribunal to initiative priority and limited hiring for Indigenous people for some programs and positions in the college. • Established Indigenous gathering/learning/service space at Interurban. • Established an Indigenous Research and Indigenous Knowledge protection process under the direction of a multi-discipline council called NECITEL. • Organized a Vancouver Island Post-Secondary Alliance session to support the five island PPSIs to collaborate in ongoing Truth & Reconciliation initiatives and response to the revealing of Indigenous children's graves near former Indian Residential Schools. • Developed and provided more web-based education and training to staff, faculty and admin wishing to become more informed about reconciliation. • Devoted part of the College website to reconciliation information and support • Calendarized Indigenous events. 	



APPENDIX C: PERFORMANCE MEASURES

STUDENT ASSESSMENT OF SKILL DEVELOPMENT

PERFORMANCE MEASURE	ACTUAL			TARGET 2021/22	ASSESSMENT 2021/22
	2019/20	2020/21	2021/22		
Former diploma, associate degree and certificate students' assessment of skill development					
Skill Development	84.6% +/- 1.0%	85.8% +/- 1.3%	86.6% +/- 1.3%	≥85%	Achieved
Written Communication	82.5% +/- 1.7%	83.4% +/- 1.7%	83.7% +/- 1.5%	≥85%	Achieved
Oral Communication	78.1% +/- 1.8%	79.8% +/- 1.8%	80.8% +/- 1.6%	≥85%	Achieved
Group Collaboration	86.0% +/- 1.4%	87.6% +/- 1.4%	87.1% +/- 1.3%	≥85%	Achieved
Critical Analysis	88.1% +/- 1.3%	91.3% +/- 1.2%	91.7% +/- 1.1%	≥85%	Achieved
Problem Resolution	82.1% +/- 1.6%	83.4% +/- 1.6%	85.8% +/- 1.4%	≥85%	Achieved
Learn on Your Own	86.2% +/- 1.4%	85.7% +/- 1.5%	86.2% +/- 1.3%	≥85%	Achieved
Reading and Comprehension	89.0% +/- 1.3%	89.4% +/- 1.3%	90.5% +/- 1.1%	≥85%	Achieved
Trades foundation and trades-related vocational graduates' assessment of skill development					
Skill Development	82.6% +/- 4.3%	87.9% +/- 2.3%	82.2% +/- 4.0%	≥85%	Achieved
Written Communication	63.6% +/- 9.2%	69.0% +/- 8.4%	64.0% +/- 7.9%	≥85%	Achieved
Oral Communication	70.5% +/- 7.9%	75.7% +/- 6.9%	70.9% +/- 6.6%	≥85%	Achieved
Group Collaboration	87.4% +/- 4.0%	92.0% +/- 3.0%	84.5% +/- 4.0%	≥85%	Achieved
Critical Analysis	84.7% +/- 4.3%	93.9% +/- 2.6%	86.1% +/- 3.7%	≥85%	Achieved
Problem Resolution	83.3% +/- 4.4%	91.3% +/- 3.2%	84.6% +/- 4.0%	≥85%	Achieved
Learn on Your Own	85.9% +/- 4.0%	87.7% +/- 3.7%	85.9% +/- 3.8%	≥85%	Achieved
Reading and Comprehension	87.9% +/- 3.8%	92.7% +/- 2.9%	89.0% +/- 3.4%	≥85%	Achieved



Former apprenticeship students					
Skill Development	83.2% +/- 3.9%	84.1% +/- 3.4%	80.7% +/- 4.0%	≥85%	Substantially Achieved
Written Communication	67.4% +/- 8.2%	67.0% +/- 7.5%	63.1% +/- 7.1%	≥85%	Substantially Achieved
Oral Communication	69.2% +/- 7.4%	68.0% +/- 6.7%	64.8% +/- 6.9%	≥85%	Substantially Achieved
Group Collaboration	80.9% +/- 4.4%	82.8% +/- 4.1%	80.0% +/- 4.4%	≥85%	Substantially Achieved
Critical Analysis	86.4% +/- 3.7%	90.3% +/- 2.9%	87.2% +/- 3.5%	≥85%	Substantially Achieved
Problem Resolution	81.3% +/- 4.2%	88.3% +/- 3.2%	82.4% +/- 4.0%	≥85%	Substantially Achieved
Learn on Your Own	87.5% +/- 3.5%	87.2% +/- 3.3%	85.0% +/- 3.7%	≥85%	Substantially Achieved
Reading and Comprehension	91.6% +/- 3.0%	91.9% +/- 2.7%	88.3% +/- 3.3%	≥85%	Substantially Achieved
Bachelor degree graduates					
Skill Development	91.5% +/- 3.7%	87.9% +/- 4.1%	89.4% +/- 3.3%	≥85%	Achieved
Written Communication	90.2% +/- 4.0%	87.2% +/- 4.7%	81.1% +/- 6.0%	≥85%	Achieved
Oral Communication	85.4% +/- 4.8%	87.6% +/- 4.5%	91.7% +/- 4.0%	≥85%	Achieved
Group Collaboration	92.6% +/- 3.6%	82.0% +/- 5.1%	94.8% +/- 3.2%	≥85%	Achieved
Critical Analysis	96.3% +/- 2.5%	93.0% +/- 3.4%	93.7% +/- 3.5%	≥85%	Achieved
Problem Resolution	94.0% +/- 3.2%	83.5% +/- 5.0%	91.6% +/- 4.0%	≥85%	Achieved
Learn on Your Own	93.8% +/- 3.4%	90.9% +/- 3.8%	87.5% +/- 4.8%	≥85%	Achieved
Reading and Comprehension	90.1% +/- 4.1%	90.7% +/- 3.9%	85.3% +/- 5.2%	≥85%	Achieved





INSPIRING LIFE-CHANGING EDUCATION

“Leveraging education, training and employment opportunities through employment-linked sponsorship to provide economic opportunities and durable solutions to refugees in a safe third country has great potential globally, and is an exciting way to mobilize new funds and engage new actors, including local businesses to create more opportunities to support the more than 15 million refugee youth around the world.”

*Chris Eaton,
Executive Director, World University Service of Canada*