

THE COLLEGE

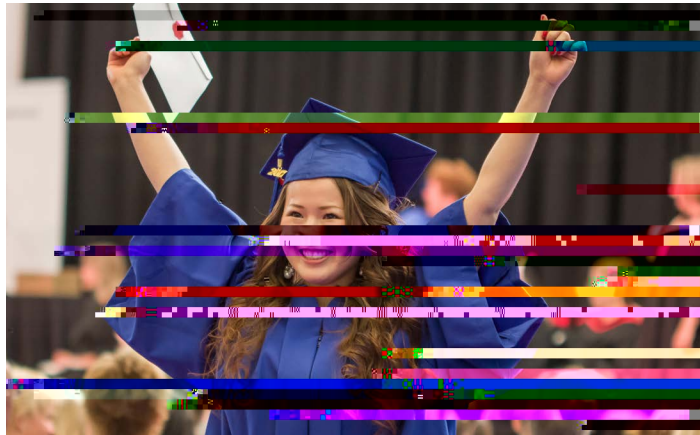


Founded in **1971**

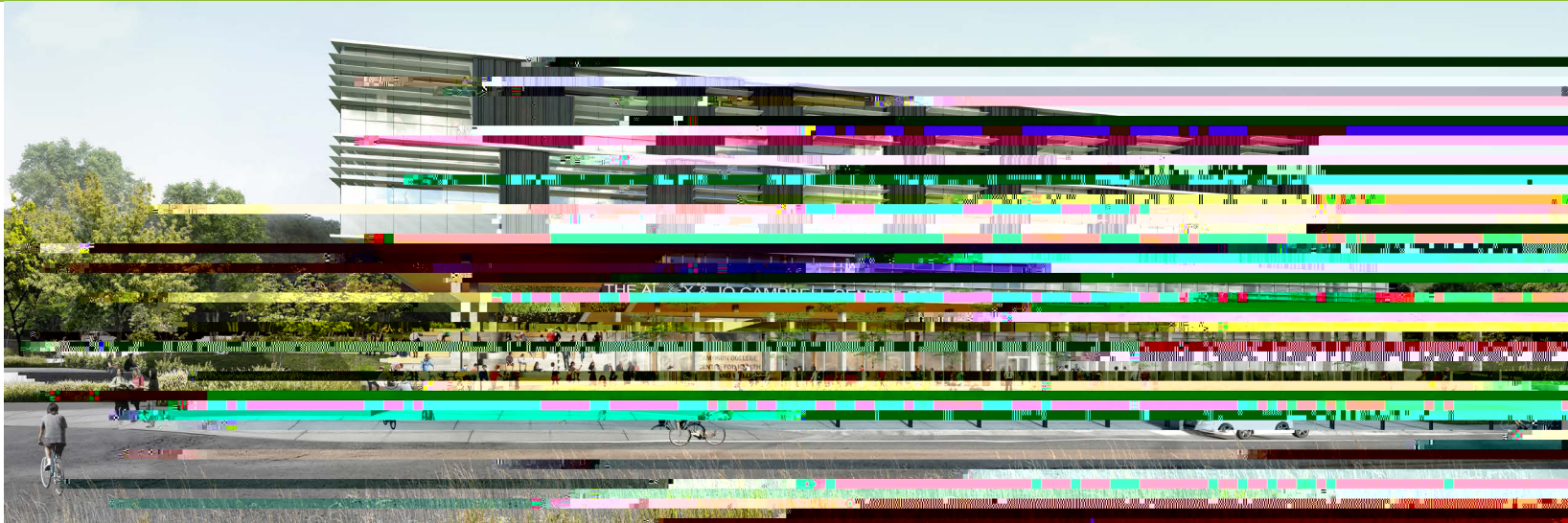
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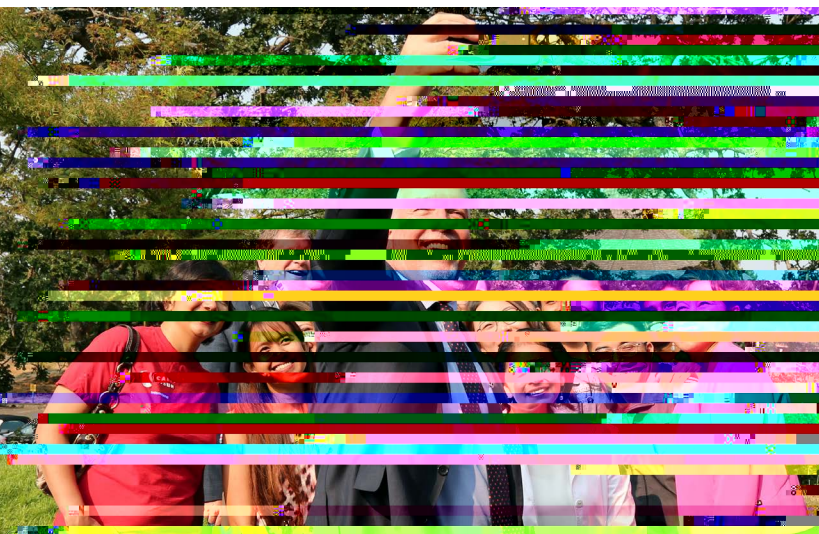
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STRATEGIC PLAN OVERVIEW



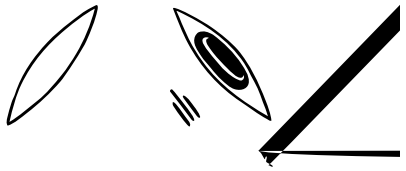
Camosun College's Strategic Plan (2016-2021) is our mandate to continue to enhance truly life-changing learning opportunities for our students. The plan provides

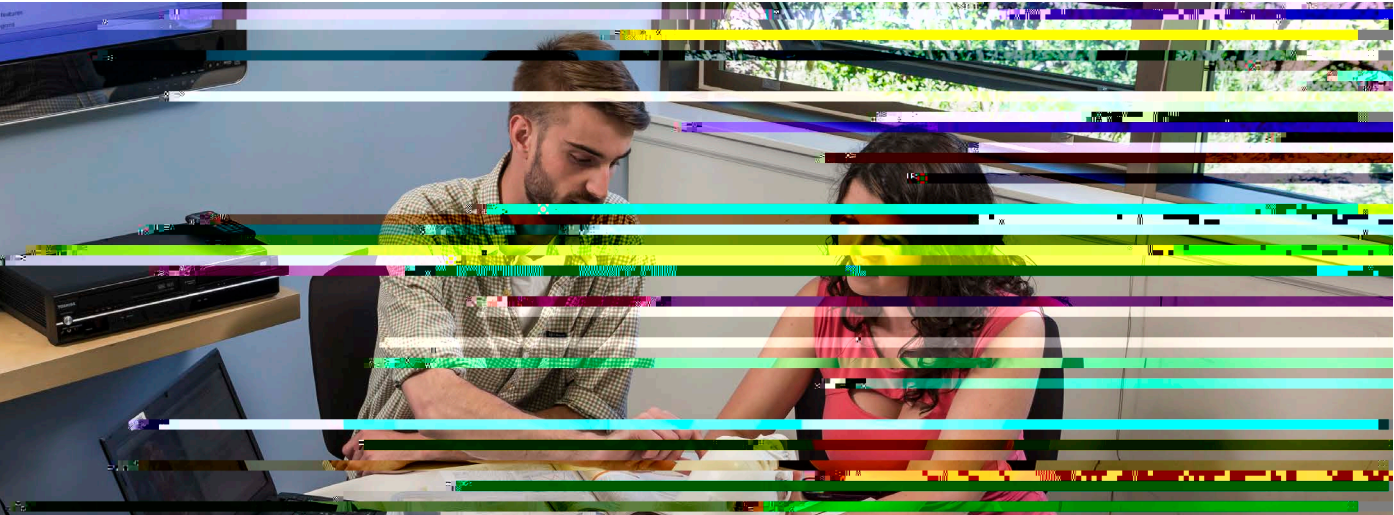




BETTER ACCESS FOR FORMER YOUTH IN CARE STUDENTS







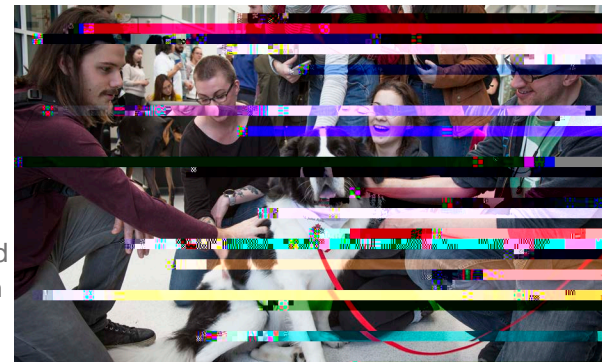


WELCOMING STUDENTS TO CAMPUS

In September 2017, Camosun’s Registrar’s Office hosted its first-ever “Welcome Week” for new students at both campuses with a range of activities to provide students an easy and friendly introduction to campus life. Over 70 staff helpers wearing Camosun “Ask Me” t-shirts were stationed at the bus loops and common areas at both campuses to greet students and help them find their way. Welcome Week volunteers helped students with filling out class forms and finding their classes. The friendly welcome created a positive buzz for the busy first week of the back to school season. Plans are now underway for next year’s festivities to be bigger and better.

STUDENTS DE-STRESS WITH ST. JOHN’S THERAPY DOGS

Each semester around exam time, the Student Experience division arranges visits from St. John’s Ambulance BC/Yukon Therapy Dogs to help students de-stress and spend some time with friendly pooches! Studies show holding or petting an animal helps lower blood pressure, releases tension and eases feelings of loneliness and depression. The program is part of Camosun’s Student Mental Health and Well-being Strategy developed to recognize the importance mental well-being plays in our students’ college experience.



SHOWING OUR PRIDE

During Victoria Pride Week July 2017, Camosun installed two new permanent rainbow crosswalks at the Interurban campus bus loop and the Lansdowne campus parking lot. The colourful crosswalks and Camosun’s participation in the annual Victoria Pride Parade are joint college/student society initiatives. Camosun’s commitments to Pride Week are just some of the many ongoing initiatives related to our college-wide values of equity, diversity and inclusion. The college strives to ensure a learning environment that is respectful and inclusive for all students and employees.



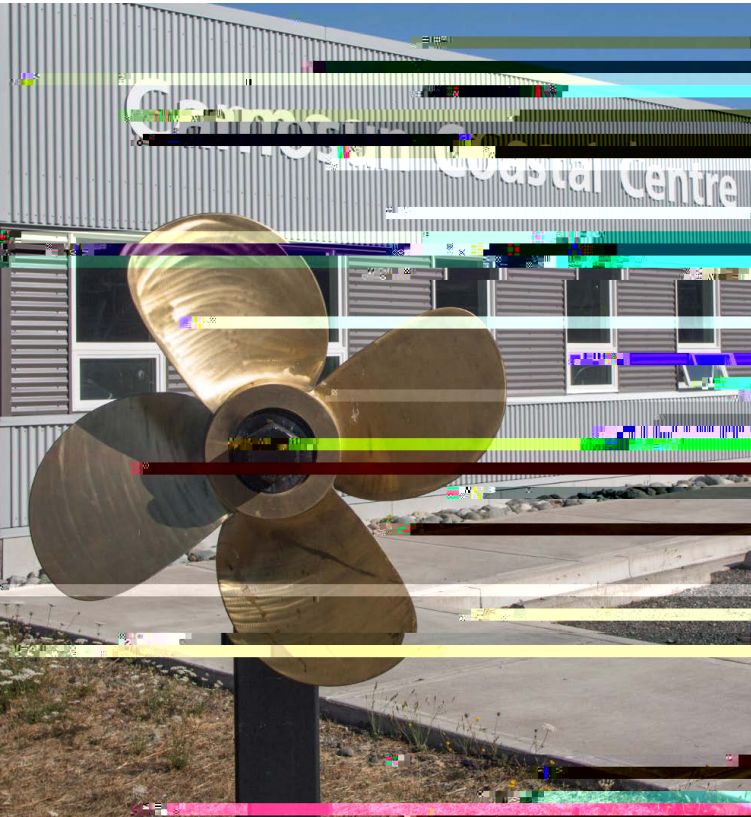
CAMOSUN INTERNATIONAL: BRINGING WORLDS TOGETHER

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

CELEBRATING DIVERSITY AND CROSS-CULTURAL LEARNING

Throughout the year, Camosun hosts a number of events that showcase the vibrancy and diversity of campus culture. Highlights over the past year include the 11th annual Student Talent Showcase by Camosun International, Korean Cultural Festival and Diwali – the Indian festival of lights. On March 23, 2018, Camosun’s annual cultural showcase featured a night of performances from international and local students at the college and members of the community. In recognition of the UN International Day for the Elimination of Racial Discrimination, the Cultural Showcase aimed to promote tolerance and acceptance of other cultures through creativity. On September 27, 2017, Korean culture was on display at Lansdowne with samples of great tasting Korean foods like bulgogi, japchae, sujeongwa, ddeokbbokgi, gimbap, and Kimchi. Attendees had the opportunity to make the Korean dish gimbap, as well as trying on hanbok, the traditional Korean clothes, and play some traditional games. Kuk Sool Won Victoria will demonstrate Korean martial arts and there will be a K-pop dance performed by students. Diwali was celebrated on October 19, 2017 with festive lights, sharing of sweets, music, dances and Indian culture.





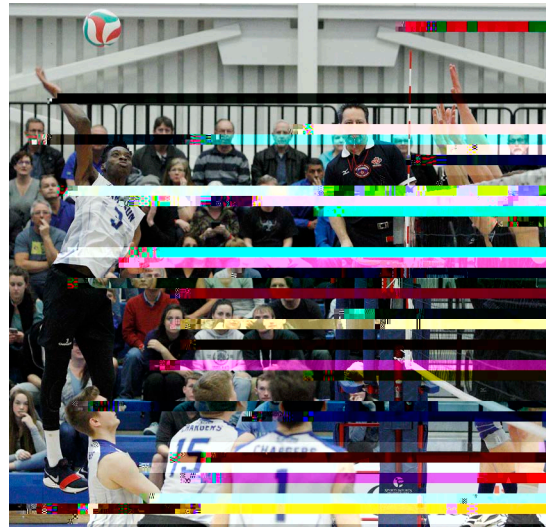
FOUNDATION

Founded in 1981

5 employees

ENGAGED COMMUNITIES

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

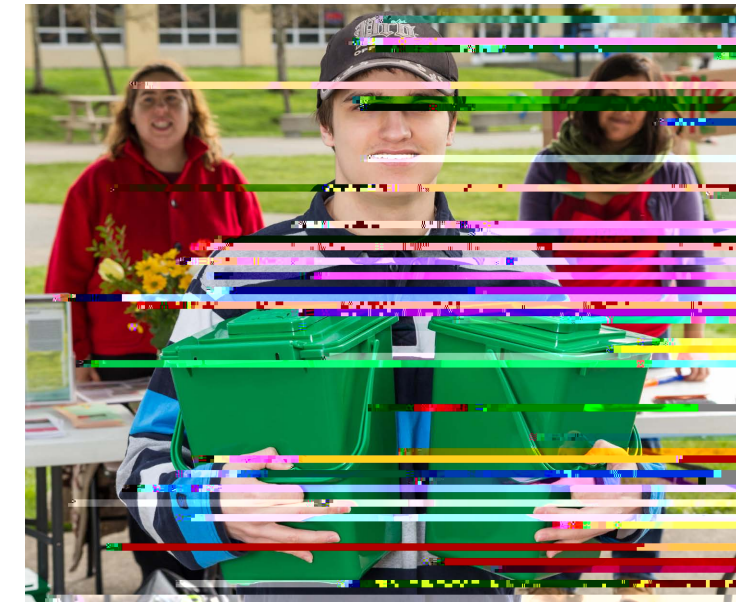


BRINGING CANADA TO CAMPUS: CAMOSUN CHARGERS HOSTED CCAA MEN'S VOLLEYBALL NATIONALS

The Camosun Chargers once again brought Canada to campus as they hosted the 2018 Canadian College Athletic Association (CCAA) National Men's Volleyball Championships, March 7-10. Hundreds of players, coaches and fans from Halifax to Nanaimo and all points in between travelled to Victoria to compete for the national title at the Chargers home gym in the Pacific Institute for Sport Excellence (PISE) at Interurban campus. Teams were cheered on by standing-room-only crowds each night and over 20,000 viewers online around the world. The Camosun Chargers wrapped up their 2017/18 season with a Provincial Bronze Medal in Men's Golf, a Provincial Silver Medal in Women's Basketball, a Provincial Gold Medal in Men's Volleyball and a National Silver Medal in Women's Curling.

UNITING FOR OUR COMMUNITY

Camosun is a long-time, dedicated supporter of the United Way of Greater Victoria, working together to improve lives and build healthy communities in our region. In 2017, Camosun staff, faculty and students collectively raised over \$70,000 for the United Way's annual campaign. For their efforts, the Camosun team won the "Post-Secondary Cup Challenge" at the United Way's Spirit Awards this year – a friendly victory over 'rivals' the University of Victoria and Royal Roads University. The award recognizes Camosun achieved the highest level of participation and money raised out of the three institutions in the 2017 campaign. This year marks the fifth time in recent years and the second year in a row that Camosun has won the cup challenge. Camosun is one of 11 Greater Victoria workplaces to have cumulatively raised over \$1 million for the United Way.



CAMOSUN AND SOUP SISTERS SUPPORT VICTORIA WOMEN'S TRANSITION HOUSE

LABOUR MARKET DEMAND AND SKILLS FOR JOBS



LABOUR MARKET PROJECTIONS

Camosun fills a valuable niche in the post-secondary environment, delivering quality learning with practical outcomes: career options, transferrable skills, and transition paths to further post-secondary education. The college is well-positioned to support the workforce needs of the economy, delivering over 2,000 FTEs annually through pre-foundation, foundation and apprenticeship programming for trades occupations. Camosun continues to direct resources to ensure all sectors have access to well-prepared college graduates who can seize emerging opportunities. The Provincial Government's Labour Market Outlook: 2017 Edition indicates that 78% of job openings will require some post-secondary education and training.

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

Source: British Columbia Labour Market Outlook 2017 Edition

Top opportunity occupations that require post-secondary training	How Camosun responds with direct or transferable programs
Radio and television broadcast technicians	BCIT - Audio Production; UBC - Television Production; A - Audio Production; A - D
Administrative services assistants and clerks	D - Business Administration; BCIT - Administrative Services
Administrative occupations	C - Business Administration; A - Administrative Services
Food and beverage servers	D - Business Administration; BCIT - Administrative Services; A - Culinary Arts
Sales representatives	D - Business Administration; C - Sales & Customer Service; A - Business Administration; P - Sales & Marketing
Accounting technicians and bookkeepers	D - Business Administration; BCIT - Administrative Services; A - Business Administration
Careers	C - Business Administration; C - Financial Services; A - Business Administration; R - Sales
Call centre operators	C - Business Administration; C - Financial Services; A - Business Administration; R - Sales
Industrial, electrical and electronic engineering technicians	C - Business Administration; D - Business Administration; C - Industrial Technology
Electrical and electronic engineering assistants	D - Business Administration; C - Business Administration
Chemical process operators	C - Business Administration; D - Business Administration; C - Industrial Technology
Restaurant and food service occupations	D - Business Administration; H - Hospitality Management; P - Business Administration; C - Financial Services; A - Business Administration
Information technology occupations	D - Business Administration; BCIT - Business Administration
Construction occupations	D - Business Administration; BCIT - Business Administration; A - Business Administration; R - Sales; T - Trades
Priority health professions	Camosun programs which support BC's Health Care priorities
Nurse practitioners, nurse anesthetists, and nurse-midwives	BCIT - BSN, LPN
Physiotherapists, occupational therapists, and massage therapists	UBC - Therapeutic Services; BCIT - Business Administration & Entrepreneurship; T - Trades
Natural science, agriculture, and related occupations	H - Health Care Administration

PROFILE OF CAMOSUN'S STUDENTS

Examining the breakdown of Camosun College students shows the breadth and diversity of the college. FTE activity can be divided into three main areas: activity for the Ministry of Advanced Education (AVED) target; activity for the Industry Training Authority (ITA) target; and activity for International Students. Camosun remained relatively consistent with AVED and ITA FTE counts, and saw a large increase with respect to International Student FTEs.

ITA FUNDED FTES UP, AVED FUNDED FTES DOWN

The FTE count funded by the ITA moved to 2,228.8 from 2,233.1, a decrease of 4.3 FTEs. FTEs funded by the Ministry of Advanced Education decreased by 146.6 FTEs, moving from 6,340.9 to 6,194.3.

SATISFACTION RATES INCREASED

One of the summary performance measures relates to overall student satisfaction at the college. Camosun had an increase in the satisfaction rate across its three student outcome survey categories: the rate for former diploma, associate degree and certificate students moved up 0.7 percentage points to 92.0%; the rate for former apprenticeship students moved up 5.3 percentage points to 95.9%; and the rate for bachelor degree students moved up 2.4 percentage points to 98.7%.

Full-Time Equivalent Student Data by Fiscal Year	2016/17	2017/18	Change
FTE Ministry of Advanced Education (AVED)	6,340.9	6,194.3	-146.6 FTE
FTE Industry Training Authority (ITA)	2,233.1	2,228.8	-4.3 FTE
FTE International Students	1,524.3	1,660.1	+135.8 FTE
Total Student FTE	10,098.3	10,083.2	-15.1 FTE

Student Enrolment Headcount Data by Academic Year ¹	2016/17	2017/18	Change
Students (AVED, ITA, CE, I, etc.)	19,095	18,650	-2.3%
International Students ²			



Performance Measure 3: Total spaces for Aboriginal students (number of calculated student FTEs)

2016-17 R	808	Total 808 FTE Aboriginal students calculated in 2016-17 FY. Total 68 Aboriginal students in 2015-16 FY. Overall 808 Aboriginal students in 2016-17 FY. 215 Aboriginal students in 2016-17 FY.
2016-17 Ta	808	
2016-17 A	808	

* - a

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

Performance Measure 4: Student assessment of satisfaction with education

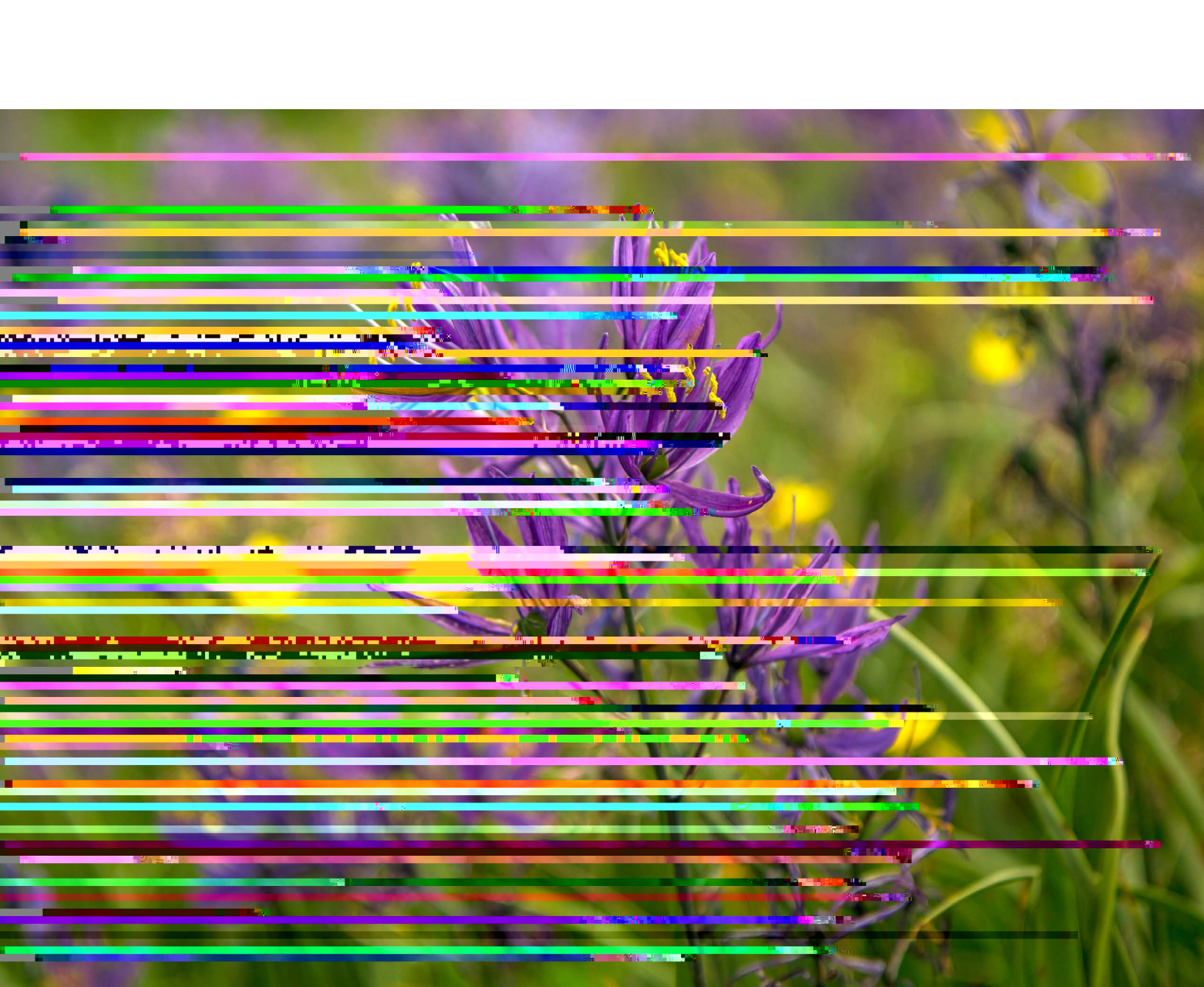
Survey Name	DACSO	APPSO	BGS	Comments
2017-18 R	92.0%	95.9%	98.7%	Total 2017-18 student assessment of satisfaction with education: 92.0%, 95.9% and 98.7% for DACSO, APPSO and BGS respectively.
2017-18 Ta	90%	90%	90%	
2017-18 A	A	A	E	

* - a 2018-19 US

Performance Measure 6: Student outcomes – Skill Development (Bachelor Degree Graduates' Assessment of Skills Development – BGS)		
2017-18 Student Learning Outcomes:	90.9%	The Bachelor Degree Graduates' Assessment of Skills Development (BGS) is a comprehensive assessment of student learning outcomes. The BGS is a multi-faceted assessment that includes a variety of assessment methods, including self-assessments, peer assessments, and faculty assessments. The BGS is designed to measure the following skills: critical thinking, communication, problem-solving, and teamwork. The BGS is used to assess the effectiveness of the college's programs and to identify areas for improvement. The BGS is a key component of the college's continuous improvement process.
2017-18 Writing Outcomes:	92.2%	
2017-18 Oral Communication Outcomes:	91.1%	
2017-18 General Education Outcomes:	97.4%	
2017-18 Career Assessment Outcomes:	89.9%	
2017-18 Professionalism Outcomes:	88.5%	
2017-18 Leadership Outcomes:	89.7%	
2017-18 Research Outcomes:	87.3%	
2017-18 Technical Outcomes:	85%	
2017-18 Assessment Outcomes:	E	

* - The Bachelor Degree Graduates' Assessment of Skills Development (BGS) for 2018-19 is 85% E





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