

HONOURING THE
PAST, INSPIRING
THE FUTURE

CAMO



2020/21
REPORTING CYCLE





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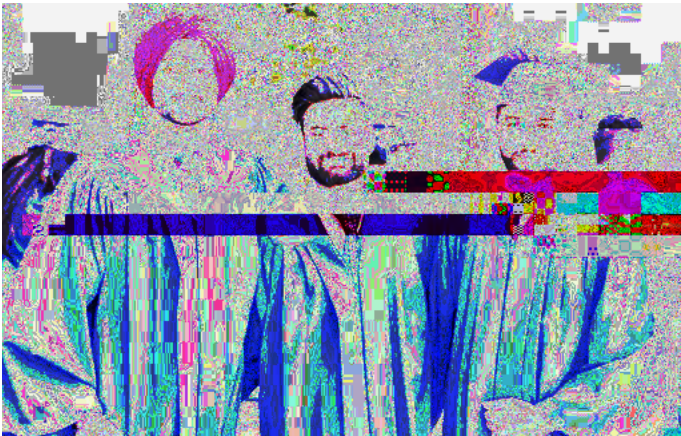
THE COLLEGE

Founded in **1971**

16,000 students

STRATEGIC PLAN OVERVIEW

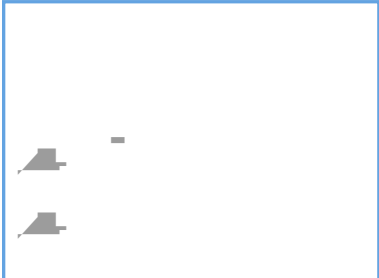
SHERRI BELL, PRESIDENT



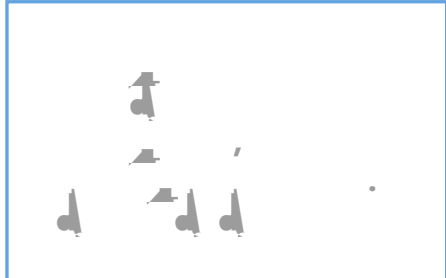
Canada's College Sector (2016-2021) is a period of significant change and opportunity. The sector is facing a number of challenges, including a changing demographic, a need for more flexible learning options, and a need to improve the quality of education. However, there are also many opportunities, including a growing demand for skilled workers, a need for more research and innovation, and a need to improve the sector's reputation.

Education is a key driver of economic growth and social mobility. It is essential for individuals to have access to quality education and training in order to succeed in the 21st century. The college sector plays a vital role in providing this education and training, and it is essential that we continue to invest in and support the sector.

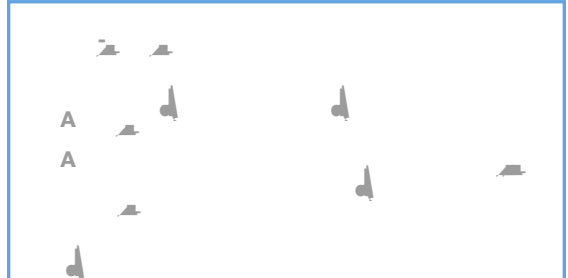
OUR VISION



OUR MISSION

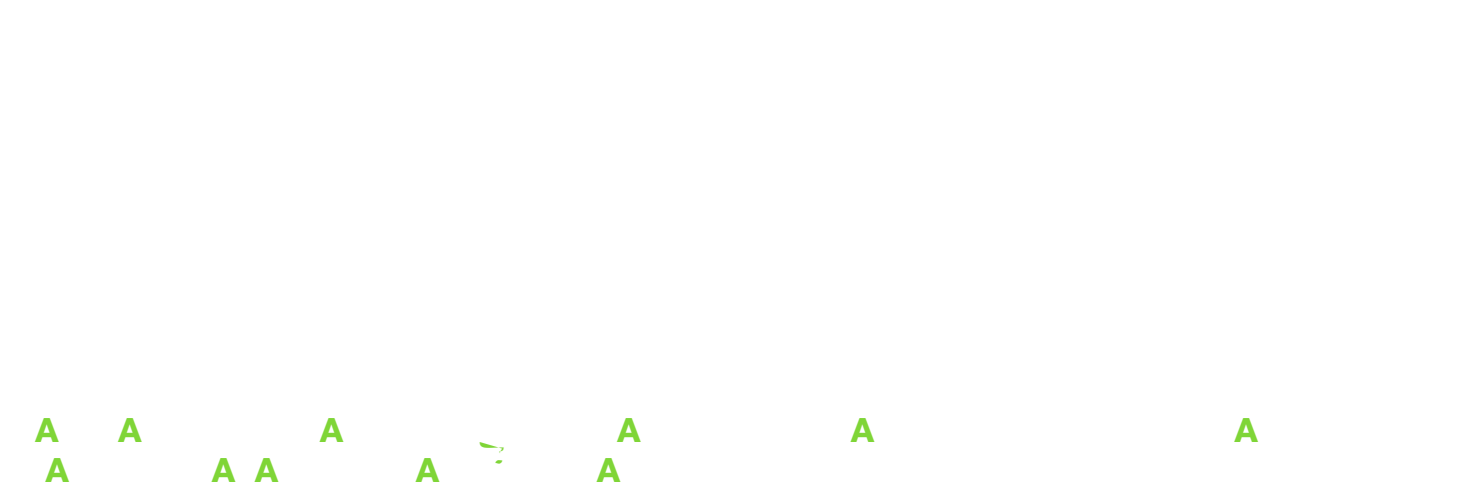


OUR VALUES



CAMO

KEY ACCOMPLISHMENTS OF 2020/21



The award-winning approach adopted by the department enabled 50% of students to achieve A* and 65% to achieve A in Mathematics. This compares to 40% and 55% respectively in the previous year.

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A **A** **A**
A **A**
As the COVID-19 pandemic unfolded, we



KEY ACCOMPLISHMENTS OF 2020/21



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EDUCATION – KEY HIGHLIGHTS

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California Media Header and Address Cells

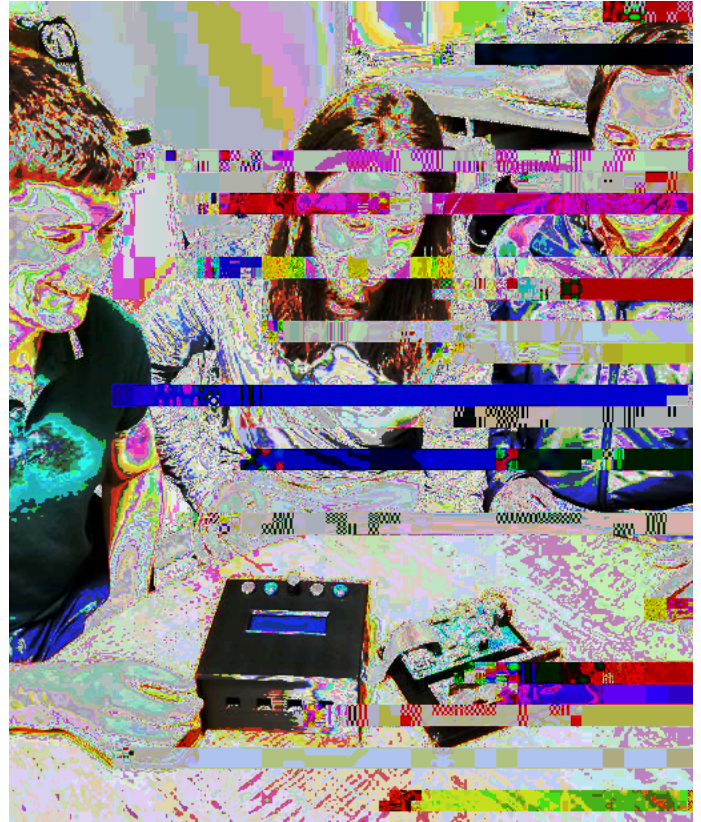
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STUDENT EXPERIENCE – KEY HIGHLIGHTS

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STUDENT EXPERIENCE – KEY HIGHLIGHTS



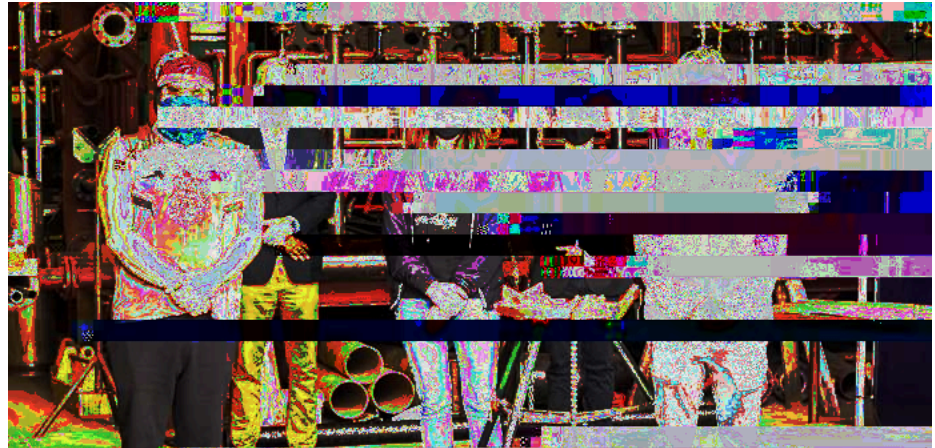
Senior School has supported a number of students to attend a Cambridge Summer School in the UK, including a number of students who attended the Cambridge 2020 Summer School. This was a fantastic experience for all students who attended and a great opportunity to meet and work with other students from around the world. The Cambridge Summer School is a fantastic opportunity for students to develop their academic skills and to gain a deeper understanding of the Cambridge curriculum. It is a great opportunity for students to meet and work with other students from around the world and to gain a deeper understanding of the Cambridge curriculum. It is a great opportunity for students to meet and work with other students from around the world and to gain a deeper understanding of the Cambridge curriculum.



During the academic year, Cambridge College has supported a number of students to attend a Cambridge Summer School in the UK, including a number of students who attended the Cambridge 2020 Summer School. This was a fantastic experience for all students who attended and a great opportunity to meet and work with other students from around the world. The Cambridge Summer School is a fantastic opportunity for students to develop their academic skills and to gain a deeper understanding of the Cambridge curriculum. It is a great opportunity for students to meet and work with other students from around the world and to gain a deeper understanding of the Cambridge curriculum. It is a great opportunity for students to meet and work with other students from around the world and to gain a deeper understanding of the Cambridge curriculum.



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PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS

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ENGAGED COMMUNITIES

ANNUAL REPORT

FY 2025, the City of Cambridge and United Water have completed a comprehensive financial audit by the independent auditor, Deloitte LLP. The audit confirmed the City's financial statements are accurate and reliable. The City's financial statements for FY 2025 are included in this report.

In 2020, Cambridge and United Water entered into a capital improvement agreement for the construction of a new water treatment plant. The project is a \$60 million investment in infrastructure that will improve water quality and reduce environmental impact. The City and United Water have committed to working together to ensure the project is completed on time and within budget. The City has provided a grant of \$10 million to support the project, and United Water has provided the remaining \$50 million. The project is currently under construction and is expected to be completed in 2025.



ANNUAL REPORT

The City of Cambridge and United Water have entered into a new agreement for the construction of a new water treatment plant. The project is a \$60 million investment in infrastructure that will improve water quality and reduce environmental impact. The City and United Water have committed to working together to ensure the project is completed on time and within budget. The City has provided a grant of \$10 million to support the project, and United Water has provided the remaining \$50 million. The project is currently under construction and is expected to be completed in 2025.

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LABOUR MARKET DEMAND AND SKILLS FOR JOBS



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The growth of the local Labour Market Data are significant, but demand for the local labour force is expected to be impacted by the COVID pandemic. The data below are based on the local labour market data, and are based on the following assumptions:

Canada's population is expected to grow by 10 million by 2029. The local labour force is expected to grow by 860,000 by 2029. Of the total 860,000, 69% are expected to be in the local labour force, 31% are expected to be in the rest of Canada. The local labour force is expected to be 56% of the total labour force.

Additional labour market data are expected to be:

- 77% (661,000) by 2029 are expected to be in the local labour force.
- 41% (353,500) are expected to be in the local labour force.
- 36% (307,600) are expected to be in the local labour force.



PROFILE OF CAMOSUN'S STUDENT POPULATION

Overall, enrollment continued to decline in the 2020/21 Fiscal Year, with a decrease of 10.9% (-1,101 FTE) from the 2019/20 Fiscal Year. The decrease in enrollment was primarily due to a decrease in the number of students enrolled in the 2020/21 Fiscal Year, with a decrease of 470 FTE (-27.6%), compared to the 2019/20 Fiscal Year.

- > Diferența dintre cele două țări a scăzut în România cu aproape 5.5%
- > Tendința de scădere a diferenței în România este în continuare

APPENDIX A: IAPR PERFORMANCE METRIC RESULTS: PERFORMANCE MEASURES AND RESULTS

1		
2019/20 Actual:	5,814	Camosun Had 5,452 FTEs in AEST programs in the 2020-21 fiscal year, failing to meet the year end target. The largely due to the impact from the pandemic.
2020/21 Actual:	5,452	
2020/21 Target:	7,066	
2020/21 Assessment:	Not Achieved	

2		
2019/20 Actual:	755	For the 2020/21 fiscal year, Camosun had 756 FTEs delivered in nursing and allied health programs. The 2020/21 FTE met the current target of 749 FTEs.
2020/21 Actual:	756	
2020/21 Target:	749	
2020/21 Assessment:	Achieved	

3		
2019/20 Actual:	994	Camosun had 808 FTEs in developmental programs in 2020/21, down from the previous year – an impact from the pandemic. This value didn't achieve the period's target value.
2020/21 Actual:	808	
2020/21 Target:	1,000	
2020/21 Assessment:	Not Achieved	

4		
2019/20 Actual:	2,561	On average (3-year) Camosun issued 2,410 credentials for the 2020/21 reporting period. This substantially achieved the target of 2,482 credentials.
2020/21 Actual:	2,410	
2020/21 Target:	2,482	
2020/21 Assessment:	Substantially Achieved	

5		
2019/20 Actual:	873	There were 800 FTE spaces for Indigenous students at Camosun College in the 2020/21 fiscal year. This was a decrease of 73 spaces from the 2019/20 fiscal year. This was largely due to the impact of the COVID pandemic. Camosun as a whole lost over 1,100 FTEs, including a reduction in international FTEs from the previous fiscal to the 20/21 fiscal. The indigenous student population was one of the subpopulations also caught in this decline.
2020/21 Actual:	800	
2020/21 Target:	Increase from previous year	
2020/21 Assessment:	Substantially Achieved	

DACSO:

NOTE: The percentage of students who achieved each of the following institutional targets is indicated in the following table.

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

TFTVG: Trades Foundation and Trades-Related Vocational Graduates

APPSO: Apprenticeship Student Outcomes Survey

BGS: Baccalaureate Graduates Survey

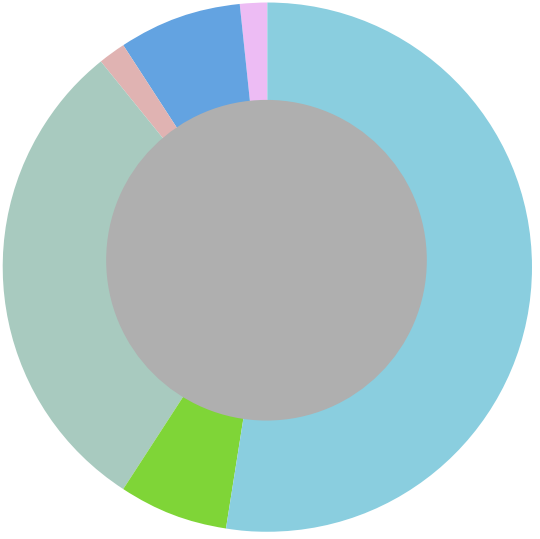
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	90.9%	87.5%	92.0%	96.4%	The 2020/21 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional targets.
2020/21 Actual:	90.9%	95.9%	94.6%	93.9%	
2020/21 Target:	~J€Ä	~J€Ä	~J€Ä	~J€Ä	
2020/21 Assessment:	Achieved	Achieved	Achieved	Achieved	

Survey Name	DACSO	TFTVG			

Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	6.0%	8.5%	2.9%	6.1%	The unemployment rates for Camosun graduates were considerably better than the regional target unemployment rate, which is the unemployment rate for the Vancouver Island / Coast region for those with high school credentials or less. The results for respondents to the DACSO, APPSO and BGS surveys each exceeded the target: 7.7%; 3.5% and 3.0%, respectively
2020/21 Actual:	7.7%	10.5%	3.5%	3.0%	
2020/21 Target:	mFGEI A	mFGEI A	mFGEI A	mFGEI A	
2020/21 Assessment:	Achieved	Achieved	Achieved	Achieved	

ADULT UPDGRADING GRANT (AUG)

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2020	2021
	<ul style="list-style-type: none"> In 2019, the college completed a new Equity, Diversity and Inclusion policy to remove barriers

APPENDIX B

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The following table provides information on the UN Decade of the Return of the Land, the TRC Calls to Action, and the TRC Calls to Action. The table also provides information on the UN Decade of the Return of the Land, the TRC Calls to Action, and the TRC Calls to Action. The table also provides information on the UN Decade of the Return of the Land, the TRC Calls to Action, and the TRC Calls to Action.

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<p>Idea</p> <p>Ne</p> <p>Phase</p> <p>Location</p> <p>N/A</p>	<p>A A A</p> <p>UN Decade of the Return of the Land, the TRC Calls to Action, and the TRC Calls to Action.</p>
<p>A</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>Implemented: In 20-21 Camosun completed a program in partnership with the Council of Yukon First Nations to deliver a customized Indigenous Family Support training program to Yukon people who work as uncertified Family Support Workers in 14 Indigenous villages across Yukon Territory. 14 of 15 participants completed the program and are now working in community with this additional training to support their work.</p> <p>Planned: The partnership with the Council of Yukon First Nations and Kwanlin Dunn Cultural Centre inspired Camosun to review its current Indigenous Family Support program as it relates to Indigenous community engagement in its delivery. A decision was made to suspend the current program and spend the next academic year or two years revising the program as an Indigenous Community Wellness program. The work on this will begin in August 2021.</p> <p>Ongoing: All instructors and student support personnel who work with pre-social work students are able to take TEL IN T E WILNEW, a blended delivery course that supports Camosun personnel to Indigenousize their professional practice.</p>	<p>A 2 () 2 . A</p>

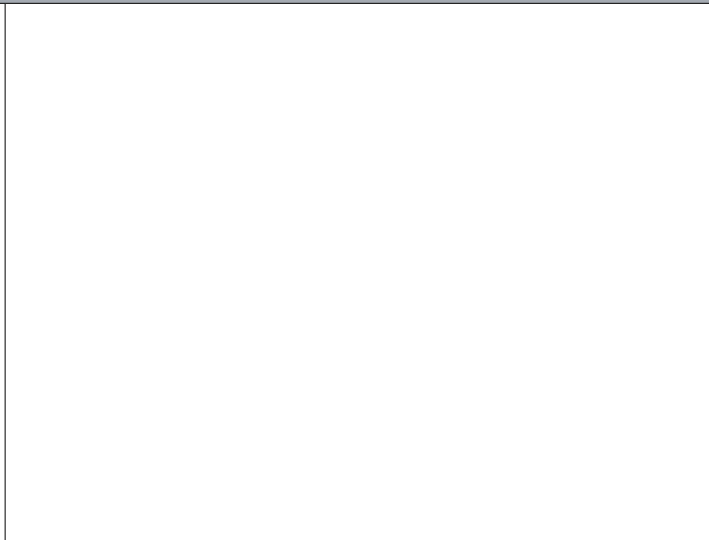
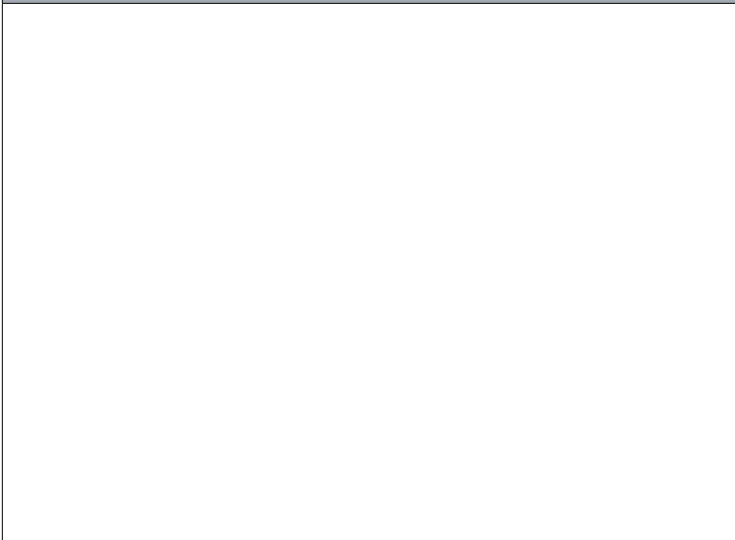
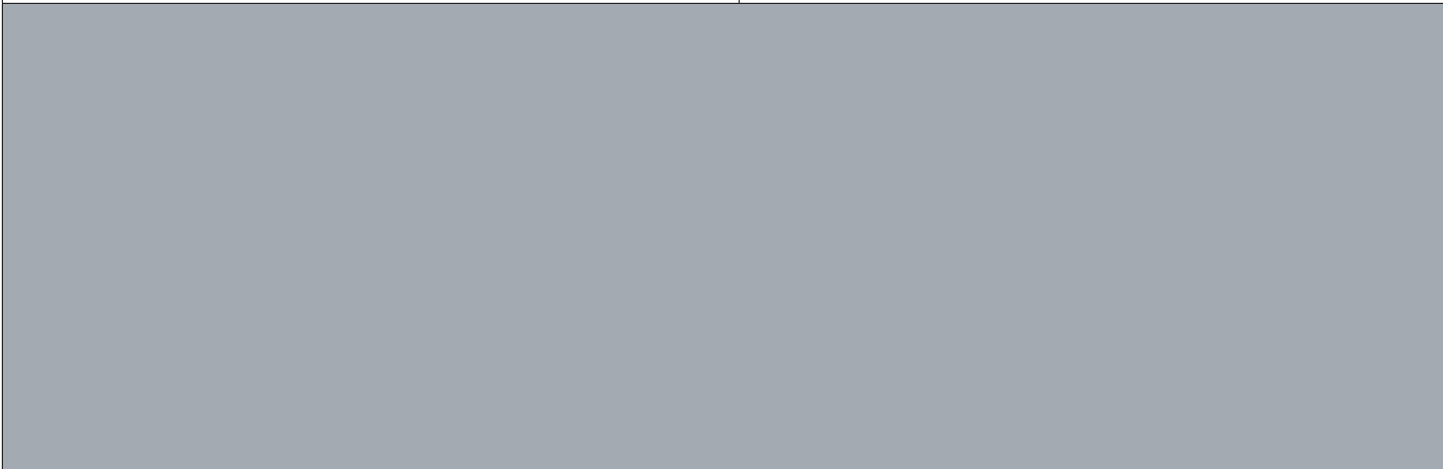


<p>2 A A</p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and 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 TEL IN T E WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice.</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>A / A</p> <p>A A</p> <p>All students in the Nursing program are required to completed HLT 111: Indigenous Peoples' Health..</p>
<p>2h A</p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	
<p>IST 136: Indigenous Justice & Law</p> <p>Ongoing: All instructors and student support personnel who work with Justice students are able to take TEL IN T E WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice.</p>	<p>A / A</p> <p>A A</p> <p>New: The School of Arts & Science has completed a review of its Criminal Justice program and the program weaves Indigenized curriculum throughout and includes a mandatory course on Indigenous justice issues.</p>
<p>A</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>A / A</p> <p>A A</p> <p>N/A</p>
<p>2 A A</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>A / A</p> <p>A A</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>5 A A A</p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.</p>	
<p>N/A</p>	<p>A / A</p> <p>A A</p> <p>N/A</p>

2
We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.

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New/Partnership: The Uinyiety of



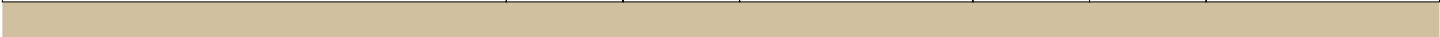


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AMOSUN
COLLEGE