

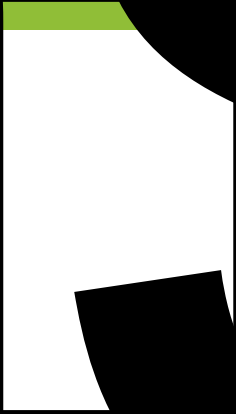


TERRITORIAL ACKNOWLEDGEMENT.....	4
CAMOSUN COLLEGE OVERVIEW	5
STRATEGIC PLAN OVERVIEW.....	6
KEY ACCOMPLISHMENTS OF 2018/19.....	7
PRIORITY ACTIONS FOR 2018/19.....	9
EDUCATION – KEY HIGHLIGHTS.....	11
28 YEARS OF INDIGENOUS EDUCATION.....	13
STUDENT EXPERIENCE – KEY HIGHLIGHTS.....	16
PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS.....	18
ENGAGED COMMUNITIES.....	21
LABOUR MARKET DEMAND AND SKILLS FOR JOBS.....	23
PROVINCIAL LABOUR MARKET OUTLOOK.....	24
PROFILE OF CAMOSUN’S STUDENTS.....	25
FUTURE POPULATION TRENDS.....	27
TAXPAYER ACCOUNTABILITY.....	28
PERFORMANCE MEASURES AND RESULTS.....	29
ADULT UPGRADING GRANT SUMMARY.....	33
FINANCIAL INFORMATION.....	34



SEEKING KNOWLEDGE IN THESE TERRITORIES





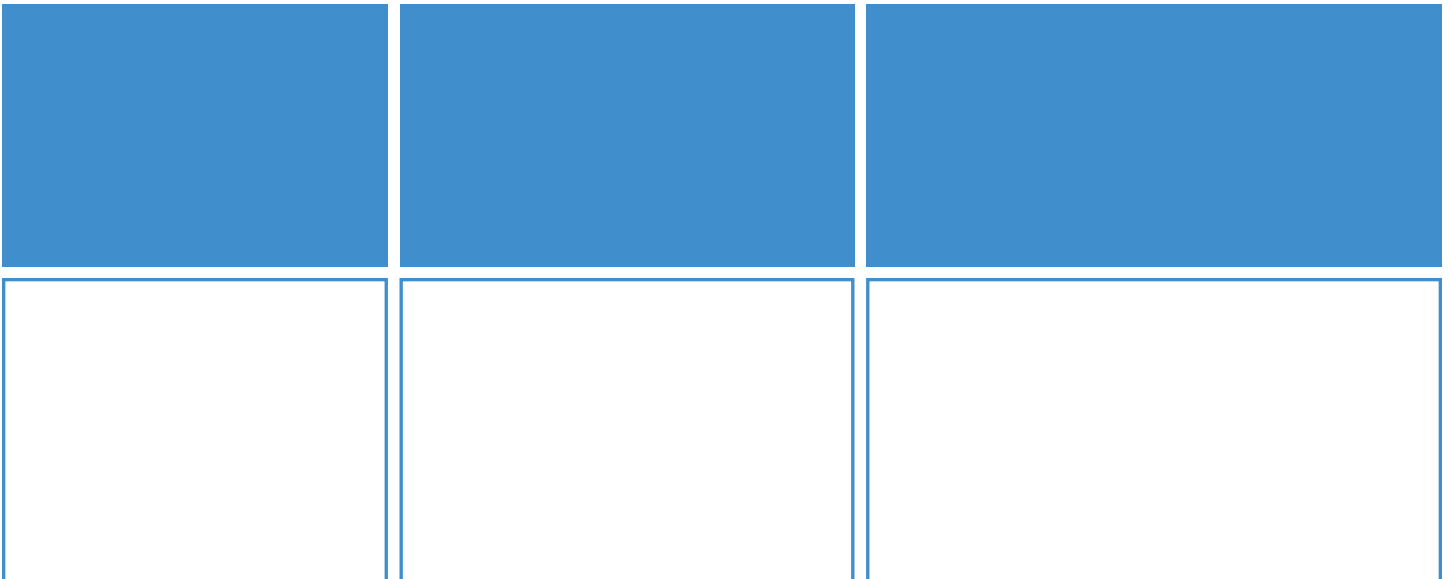
STRATEGIC PLAN OVERVIEW

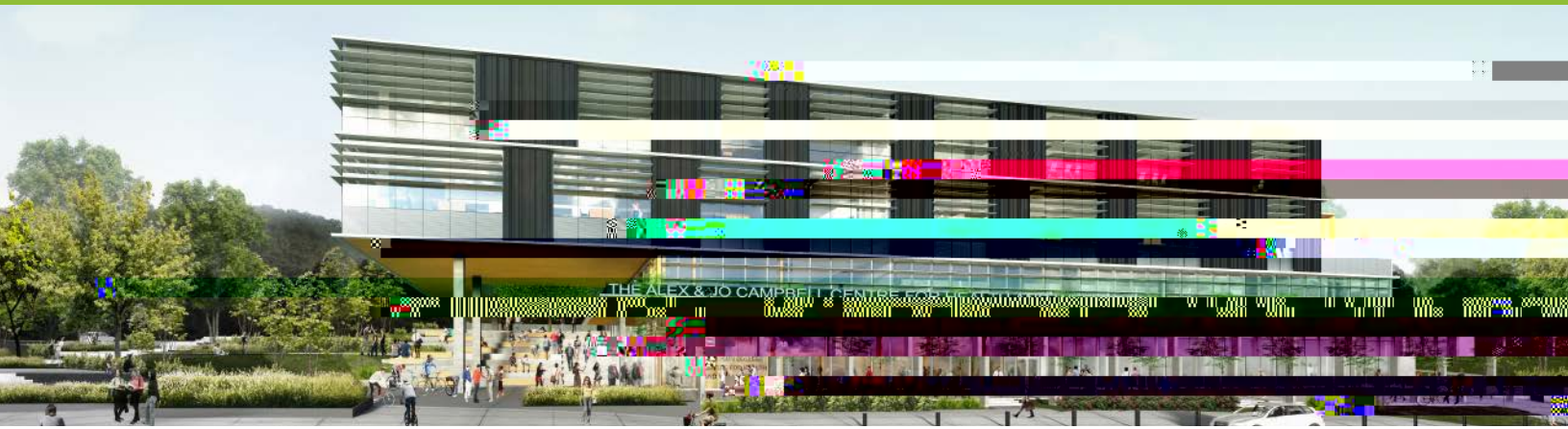
Our strategic direction prioritizes applied education, innovation, educational and community partnerships, diversity and cultural understanding—all



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 a valuable road map that reflects the language, the values and the thinking of our college community about where we want to go as an institution and why.

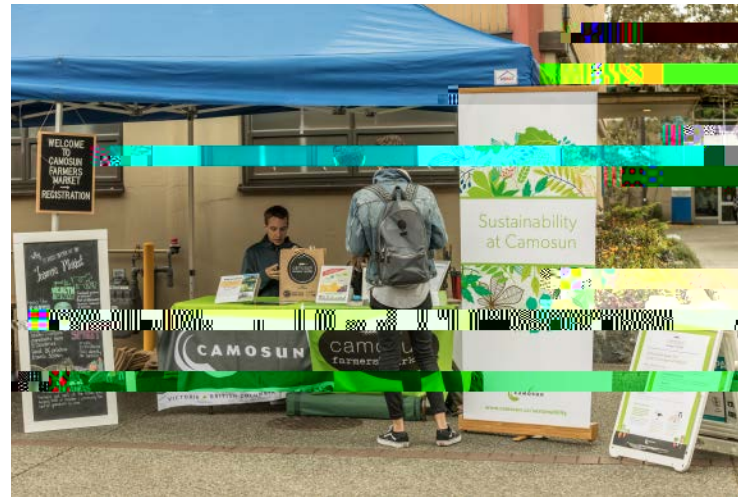
Enhancing engagement with students and community, delving into creative and innovative approaches to teaching and learning, working toward sustainable practices within our environment and society, and fostering amazing student experiences—these are the goals and values that define our strategic direction.





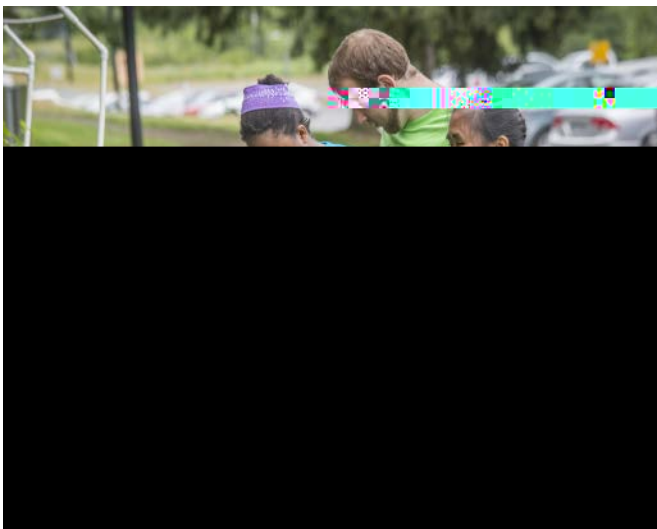
The new, flexible, and adaptable Alex & Jo Campbell Centre for Health and Wellness at Camosun's Interurban campus promises 21st century learning for healthcare professionals, and will feature modern classrooms designed to foster active learning, hands-on labs, simulation environments, collaboration spaces, and a teaching clinic, providing service to the public. It will bring together the majority of Camosun's health and human services programming—which now occurs in multiple buildings at Lansdowne campus—and allow

KEY ACCOMPLISHMENTS OF 2018/19



CAMPUS MASTER PLANNING & RENEWAL UPDATE

Campus master planning refers to the broader, longer-term



NEW EQUITY, DIVERSITY AND INCLUSION POLICY

Sharing our stories about our cultures, our communities, our connections with one another sets the context for identifying our values as an organization around equity, diversity, and inclusion. Camosun recently completed an Equity, Diversity and Inclusion Policy to remove barriers and create space for students and employees to embrace their identities and participate fully in our community. The annual Conversations Day, which brings the Camosun community together for an interactive day of learning, was held on February 16, 2019 and highlighted the important work of the college on equity, diversity and inclusion. Everyone was encouraged to share their perspectives on what those concepts meant to them personally and for the college as a whole. The new policy encompasses our recent learnings, experiences and collective efforts in supporting indigenization and internationalization and supports our efforts around our values, priorities and strategic goals as a college, as well as helping us align with current legislation and B.C. government priorities.

POLICES FOR SAFE, HEALTHY CAMPUSES

Camosun is committed to creating and maintaining a safe, healthy learning and working environment for all students and employees. In May 2017, the college launched its Sexual Violence and Misconduct policy and procedures, and created a Student Support Office to assist students in need. Camosun's Student Support Manager, working in consultation with campus partners, is responsible for coordinating prevention, intervention and support efforts in response to students at-risk regarding non-academic issues, including students with complex social and emotional needs, students impacted by sexual violence or misconduct, and students with mental health needs

CAMOSUN LEADS WITH ADULT BASIC EDUCATION & TUITION WAIVER PROGRAM FOR FORMER YOUTH IN CARE

On August 8, 2017, B.C. Premier John Horgan announced free tuition for Adult Basic Education (ABE) and English Language Learning (ELL) courses and programs throughout the province at Camosun's Lansdowne campus on August 8, 2017. The initiative is opening the door for tens of thousands of people in B.C. to upgrade their basic education and skills every year. Camosun currently serves over 1,000 students per year taking ABE and English Language Development courses across both the Lansdowne and Interurban campuses. On September 1, 2017, Premier Horgan launched the Provincial Tuition Waiver Program for eligible students who are former

CAMOSUN MOVES UP THE RANKINGS IN CANADA'S TOP 50 RESEARCH COLLEGES

With successes in applied research and innovation fuelling the college's strategic rise, Camosun has substantially increased its ranking among Canada's Top 50 research colleges, leapfrogging from 41st to 26th place in only one year. Camosun College scored well in a number of competitive areas, ranking 3rd for research growth and 4th for research intensity, both firmly within the top ten for Canada. This kind of advancement is garnering national attention and the respect

CAMOSUN'S INTERDISCIPLINARY DAY OF LEARNING HIGHLIGHTS COLLABORATION AMONG HEALTHCARE STUDENTS AND PROFESSIONALS

On March 3, 2019, Camosun's annual Interdisciplinary Day of Learning was held in the Gibson Auditorium at Lansdowne campus and focussed on the regional overdose crisis. It was the third iteration of an annual learning symposium which brings together students from diverse disciplines to discuss topical social issues. These events bring students together with plenaries and small group work to discuss the complexities of the topic from different disciplines that utilizes best practices and theory right through to solving or action. Events in the previous two years focussed on homelessness and reconciliation, representing pressing issues that resonate with the broader community. Storytelling is a key component, and panellists at this year's event described their personal experiences with substance abuse, the severity of the public health crisis and the importance of personal stories in fostering understanding and empathy. In spring 2019, Camosun also partnered with Black Press to support the publication of an Overdose Publication Guide to ensure that the public has access to accurate and timely information to effectively tackle the drugs and addictions crisis facing our region.

CAMOSUN CAREER FAIR BREAKS ATTENDANCE RECORD; EMPLOYERS HIRE STUDENTS ON THE SPOT

Over 1,500 people attended Camosun's 2019 trades career fair at Interurban campus, breaking the attendance record of around 1,200 from last year. The event at the Centre for Trades Education and Innovation at Interurban campus. The 28 exhibitors included federal and provincial government departments and ministries, crown agencies, and many local businesses in the construction, technology and trades sectors. Camosun's success comes on the heels of the college's "O Canada" career fair in fall 2018, which featured eight different departments from across the federal government, from Industry Canada to the Coast Guard, which is the model that the government is recommending for other post secondary institutions to follow.

CAMOSUN LAUNCHES FIRST STUDENT-RUN FOOD TRUCK IN WESTERN CANADA

The college's new food truck—Camosun Cuisine Machine—was officially launched in November 2018. The Camosun Food Truck is a collaborative project between Professional Cook Training students and other programs across the college including Automotive and Metal Trades, Electrical, Fine Furniture, Pipe Trades, Comic and Graphic Novels, and the School of Business. It is operated by Profession Cook 1 apprentices under supervision from the Culinary Arts instructional team as part of the Industry Training Authority curriculum. The truck will rotate between Interurban and Lansdowne campuses as well as in the community including at local high schools. The colourful student artwork, which wraps the entirety of the truck, is distinctive and exciting, highlighting various aspects of the Camosun student experience. It is guaranteed to turn heads as the truck travels to community events around town.

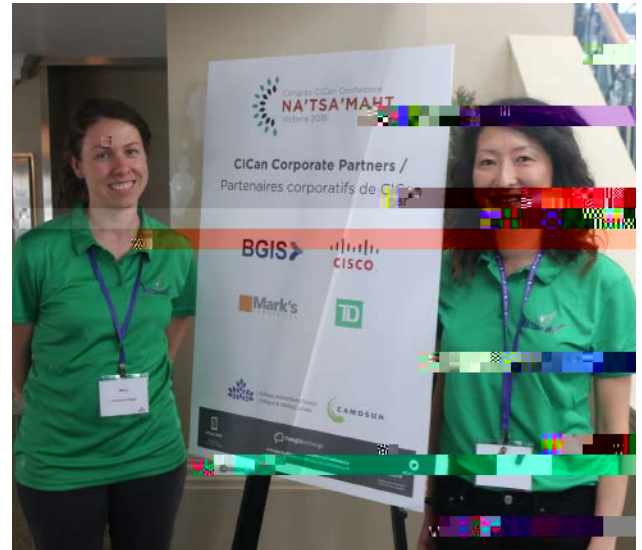


CAMOSUN HOSTS CIGAN NATIONAL CONFERENCE

On May 4, 2018, leaders in post-secondary education from across Canada and around the world gathered at the Victoria Conference Centre for the 2018 edition of the annual Colleges and Institutes Canada's (CICan) conference. Hosted by Camosun, the conference theme was Na'tsa'maht—a Coast Salish phrase meaning "working together as one." This annual event, one of the largest in the Canadian post-secondary sector, gathers roughly 900 delegates from institutions and partner organizations across the country, as well as international partners from over 20 different countries, to network and learn from one another on a range of topics. Over 70 panels and workshops took place over the three-day event, focused on five streams: leadership and governance; student experience; applied research, entrepreneurship and innovation; the future of skills; and international.

NEW HEALTH CARE ASSISTANT PROGRAMS

Camosun College received one time funding from the Ministry of Advanced Education, Skills and Training for three Health and Human Service programs that will commence or have commenced in 2019/20. Two of these programs are intended to increase the number of both Indigenous health care and early childhood practitioners in community. Due to the increased number of childcare spaces and the subsequent demand for qualified early education practitioners in B.C., funding was received for an additional Early Learning and Care Program for 16 students of Indigenous ancestry which is being offered in community at the Saanich Adult Education Centre. In addition, a part-time flexible Early Learning and Care Program which will allow 16 students to learn while working, commenced in July 2019. Due to the demand for health care workers in residential care in B.C. an additional Health Care Assistant Program for 32 students of Indigenous Ancestry will commence in community at the Saanich Adult Education Centre in January, 2020.



LAUNCH OF ENGINEERING GRAPHICS TECHNICIAN AND PREPARATION FOR DELIVERY OF INTERACTIVE MEDIA DEVELOPER CERTIFICATE AND DIPLOMA PROGRAMS

Thanks to new funded technology seats from the Ministry of Advanced Education, Skills and Training, Camosun has completed an intake of Engineering Graphics Technician Certificate and is now ready to deliver the Diploma and Certificate in Interactive Media Developer. Both programs provide for much needed capacity in support of the Technology sector. Program technology seats are 10 () TJETEMC /Spa



CAMOSUN EXCHANGE WITH NEW ZEALAND MAORI

The themes of shared values, meaningful connections, positive relationships and applied learning were woven throughout the two-week trip to Victoria in September 2018 that Camosun Indigenous Education Chair Todd Ormiston facilitated for five Maori visitors—two students and three administrators—from Ara Institute in Canterbury, New Zealand. The exchange was made possible because both institutions have prioritized promoting Indigenous education in recent years.



28 YEARS OF INDIGENOUS EDUCATION

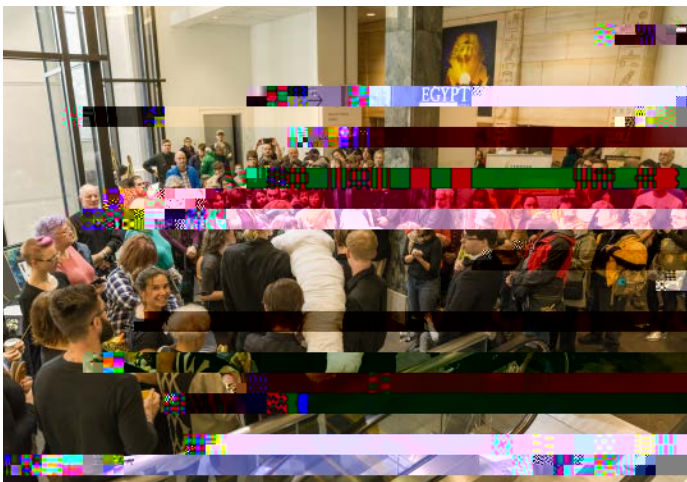
PROGRESS ON TRUTH AND RECONCILIATION RECOMMENDATIONS AND INDIGENIZATION

In 2015, Camosun initiated a task force and steering committee to develop an Indigenization and Reconciliation project charter that embeds the Truth and Reconciliation (TRC) Calls to Action into our college-wide Indigenization Plan. The project charter speaks to our commitment to Indigenization and reconciliation, what our vision is, how our Indigenization Plan and our TRC response are linked, and our guiding principles for the project. Camosun has currently completed 13 out of 39 TRC recommendations

developed for and by the college community to action over the next few years. The remainder have the foundation work completed with ongoing work needed, or are in progress. These recommendations include: integrating Indigenous teaching and pedagogy into non-Indigenous programs; supporting faculty to Indigenize teaching and learning experiences; exploring new pathways between Indigenous and non-Indigenous programs; Indigenizing hiring practices; expanding employee cultural training; piloting cultural camps for employees; and more. We have also made educating the college community about the UN Declaration of the Rights of Indigenous Peoples a top institutional priority.



CAMOSUN ANTHROPOLOGY CLASS STAGES MOCK EGYPTIAN FUNERAL



PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS



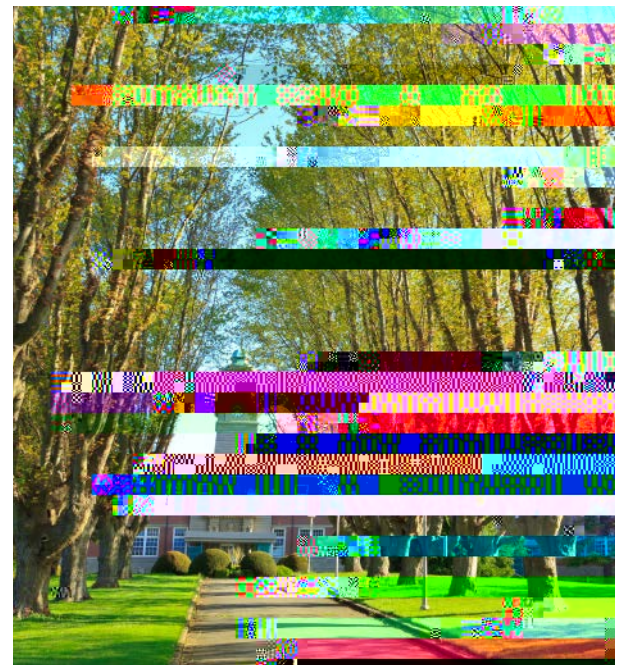
CAMOSUN INTERNATIONAL: BRINGING WORLDS TOGETHER

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.

CAMOSUN'S PARTNERSHIP WITH KENYA COAST NATIONAL POLYTECHNIC PROMOUSUM AND HANDS-ON LEARNING

In 2017, Camosun was chosen from a shortlist of Canadian institutions to lead an important component of a multi-year partnership between Canada and Kenya focussed on strengthening and supporting technical and vocational education and training (TVET). Camosun's successful bid as a Canadian institutional partner with KCNP is part of Colleges and Institutes Canada (CICan)'s Kenya Education for Employment Program (KEFEP) with funding provided by Global Affairs Canada for a three and half year contract to work on electrical and hospitality education streams with KCNP.

In April 2018, Camosun welcomed the Kenyan delegation to Victoria and their visit represents the evolving partnership between two coastal institutions, separated by geography, but with a shared commitment to enhancing educational opportunities through applied learning as well as trades, technical and vocational training to meet the needs of industry partners. The partnership signifies the Kenyan Government's committee to enhancing educational outcomes throughout the country and developing the next generation of workers to fill skills gaps in a number of key industries.



PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS



CELEBRATING DIVERSITY AND CROSS-CULTURAL LEARNING

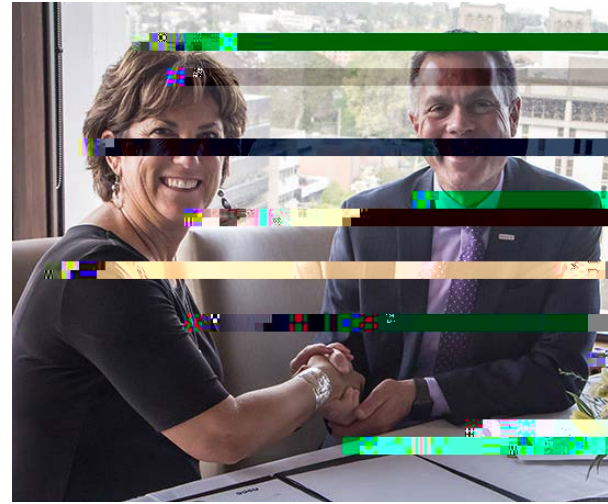
Throughout the year, Camosun hosts a number of events that showcase the vibrancy and diversity of campus culture. Highlights over the past year include the annual Student Talent Showcase by Camosun International, Korean Cultural Festival and Diwali – the Indian festival of lights. On March 23, 2018, Camosun’s annual cultural showcase featured a night of performances from international and local students at the college and members of the community. The Cultural Showcase aimed to promote tolerance and acceptance of other cultures through creativity and performance. On September 12, 2018, Korean culture was on display at Lansdowne with samples of great-tasting Korean foods and attendees learning about Korean art, clothing, and playing traditional games. Diwali was celebrated on November 7, 2018 with festive lights, sharing of sweets, music, dances and the vibrancy and diversity of Indian culture on full display.

CONSTRUCTION LEADERSHIP AWARDS COME TO CAMOSUN

In April 2018, B.C.’s builders enjoyed a month in the spotlight as the province rallied to show support and appreciation for the 225,000 skilled tradespeople throughout B.C., with an official “Construction Month” proclamation. As part of the local activities, Camosun

CAMOSUN COLLEGE AND NOVA SCOTIA COMMUNITY COLLEGE PARTNER FOR MARINE EDUCATION

In June 2018, Camosun College and Nova Scotia Community College (NSCC) signed an MOU agreeing to work together to create training opportunities in the marine sector and other areas of mutual interest. The three-year agreement includes marine and oceans academic education, industry training, and research collaborations. The two colleges will work together on potential workforce development opportunities that support provincial and national marine and oceans interests, including sharing of curriculum, student learning experiences, faculty exchanges, new program development, and customized training for public/private partners. Applied research collaborations are central to the partnership, and both colleges will work



ENGAGED COMMUNITIES



PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS



FINE FURNITURE: 30TH ANNIVERSARY EXHIBITION

The exhibition entitled: “Making It: A 30 Year Retrospective Celebration of Camosun College’s Fine Furniture Program” ran from July 14 to September 22, 2018 at University of Victoria’s Legacy Art Gallery on Yates Street to celebrate three decades of Camosun’s award-winning fine furniture program. The exhibit was jointly developed by Ken Guenter and Cam Russell, two long-time program leaders and instructors, now both retired. The exhibit showcased 33 graduates representing the three decade span of the program with a dynamic display of a variety of new furniture designs and styles. The fine furniture program teaches foundational joinery trades skills to up to 18 students each year. To date, over 500 students have graduated from the program and they have helped to develop a thriving local and regional furniture-making industry.

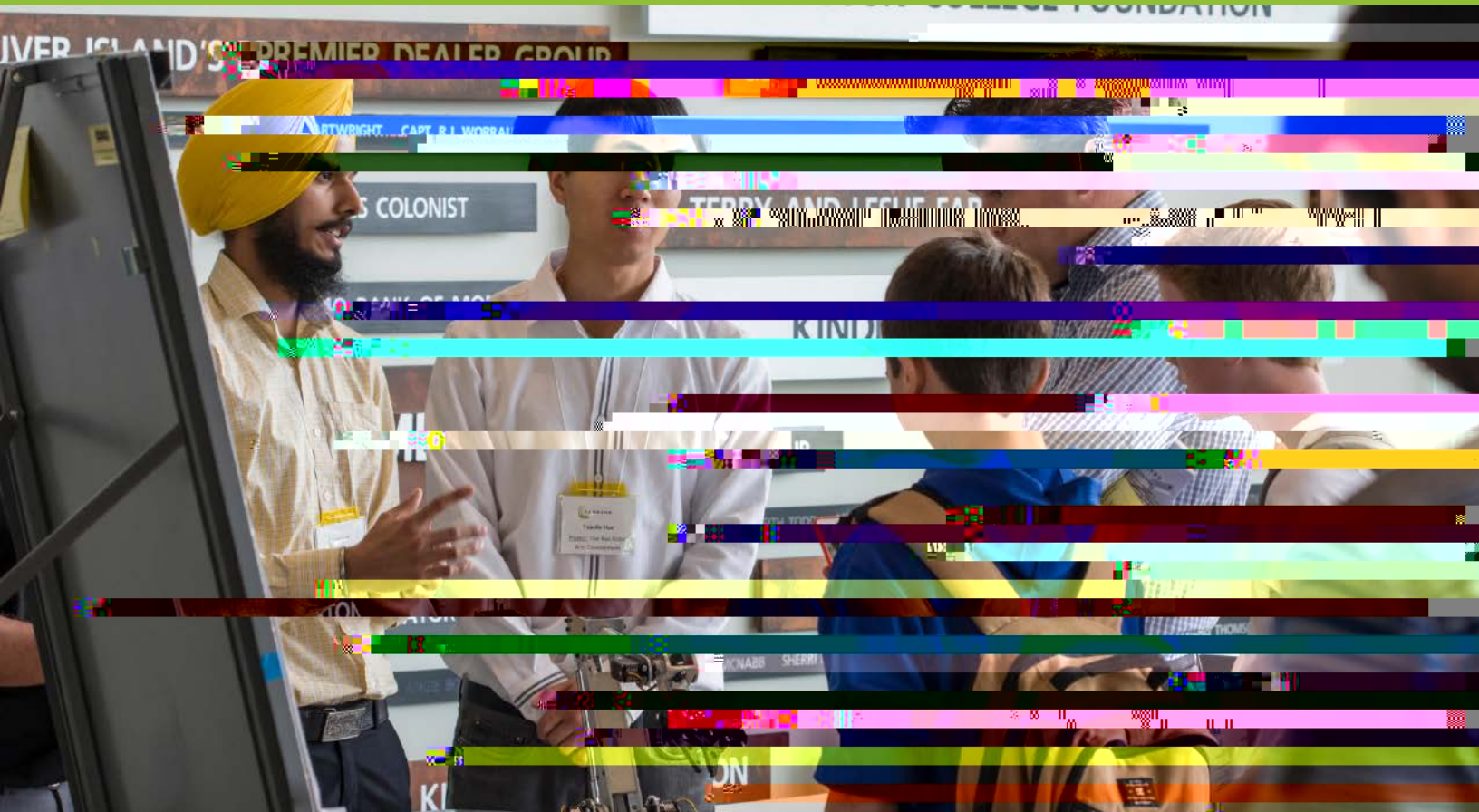
CAMOSUN PARTNERS WITH MUSTARD SEED TO COOK HEALTHY MEALS, REDUCE FOOD WASTE

The Culinary Arts production kitchen at Camosun Interurban was buzzing with activity during summer 2018 as college and community volunteers cooked together to provide fresh and healthy meals for The Mustard Seed and Food Share Network members with the aim of reducing food waste. Each year, at The Mustard Seed’s Food Security Distribution Center nearly 85,000 lbs of perishable food goes into the waste streams. The Mustard Seed is working hard to change that and has partnered with HeroWork to build a commercial processing kitchen at their Viewfield Road facility in Esquimalt, which opened last summer with the ability to process 40,000 lbs per year. While the new facility was under construction, Camosun Culinary Arts department stepped in to help during the transition.

SOUTH ISLAND PROSPERITY PARTNERSHIP: CAMOSUN COLLEGE COLLABORATES TO IMPROVE TRANSPORTATION FOR FIRST NATIONS ON SOUTHERN VANCOUVER ISLAND

The South Island Prosperity Partnership (SIPP) has teamed up with Camosun College to create and deliver new transportation options for First Nations communities on Southern Vancouver Island. In February 2019, representatives from SIPP and Camosun College gathered at the Songhees Wellness Centre to sign a Memorandum of Understanding. The MOU outlines how SIPP and Camosun College will develop a business case to enable better transportation opportunities, including increased accessibility to post-secondary institutions in the region, First Nations-run education centres, and other such destinations.

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 2,232 FTEs annually through pre-foundation, foundation and apprenticeship programming for skilled 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: 2018 Edition indicates that 77% of 903,000 job openings over the next decade will require some post-secondary education and training .

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

PROFILE OF CAMOSUN'S STUDENTS

INCREASE IN TRADES TRAINING ACTIVITY WAS MODERATED BY LESS ENROLMENT IN OTHER PROGRAMS BY LESS ENROLMENT IN OTHER PROGRAMS

Overall, when comparing the FTEs generated by Camosun College from 2017/18 – 2018/19, there was an increase of nearly 190 FTEs from the previous FTE count. Domestic enrolment in trades programs increased by 215 FTEs while enrolment in other programs decreased by 87 FTEs compared to the previous year. The number of international student FTEs (not funded by AEST) increased by 59 FTEs compared to the previous year.

Full-Time Equivalent Student Data by Fiscal Year	2017/18	2018/19	Change
FTEs – Ministry of Advanced Education AEST	6,194	6,107	-87 FTEs
FTEs – Industry Training Authority	2,232	2,447	+215 FTEs
FTEs – International Students	1,660	1,719	+59 FTEs
Total Student FTEs	10,086	10,273	+187 FTEs

SATISFACTION RATES INCREASED

One of the summary performance measures relates to overall student satisfaction at the college. Camosun had achieved its target values across three student outcome survey categories: the rate for former diploma, associate degree and certificate students marked a rate of 89.4%; the rate for former apprenticeship students was 97.3%; and the rate for bachelor degree students moved to 90.6%

When compared to the overall count of students 2016/17 (19,472), Camosun's student count decreased by 2.1 percent to 19,061 individuals in the 2017/18 academic year. However, the number of international students increased by 144 individuals, from 1,936 in 2016/17 to 2,080 in 2017/18. This marked a gain of 7.4 percent.

Student Enrolment Headcount Data by Academic Year	2016/17	2017/18	Change
All Students (AEST, ITA, Continuing Education – CE, International)	19,472	19,061	-2.1%
Aboriginal Students ¹	1,245	1,225	-1.6%
International Students	1,936	2,080	+7.4%

1. Aboriginal learners are students who self-identify as Aboriginal (i.e. First Nations, Métis, or Inuit) at a BC public post-secondary institution or who identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

NON-CE (REGULAR CREDIT AND ACCESS) ACTIVITY

The overall demographics of those students engaged in non-continuing education remained relatively constant from year to year. The average and median age of non-ce students in 2018/19 were 26.6 and 24 years old, respectively. This represented a decrease of 0.2 years for the average age of students and a decrease 0.1 years for the median age.

Female representation at Camosun rose 2 percentage points to 51% in 2018/19. Finally, trades and technology saw a 1 percentage point increase in female representation from the previous year – climbing to 12%.

Those students in Health and Human Services-related programming had a female representation of 86%. This is an increase of 1 percentage point from the previous year.

Student Demographic Data by Academic Year ¹	2017/18	2018/19	Change
Average age of students	25.5	26.6	+1.1
Median age of students	22.8	24.0	+1.2
Proportion of students who are female	49%	51%	+2 pp
Proportion of students who are female – Trades and Technology	11%	12%	+1 pp
Proportion of students who are female – Health and Human Services	85%	86%	+1 pp

CONTINUING EDUCATION ACTIVITY

The subset of those students who are engaged in Continuing-Education have some distinct differences from the overall population. In 2018/19 the average age of those students fell 0.4 years down to 39.8 years – considerably older than the total population average age. Conversely, the median age of this sub-population rose 0.2 years in 2018/19 to a value of 38.3 years.

Total female representation of the sub-population of students, as well as those in Trades and Technology, under the CE umbrella, both realized a 1 percentage point increase over the 2017/18 value, climbing to 61% and 32%, respectively.

In the Health and Human Services subpopulation, female representation remained unchanged from the previous year at 91%.

Student Demographic Data by Academic Year ¹	2017/18	2018/19	Change
Average age of students	40.1	41.0	+0.9
Median age of students	38.1	39.0	+0.9
Proportion of students who are female	60%	61%	+1 pp
Proportion of students who are female – Trades and Technology	31%	32%	+1 pp
Proportion of students who are female – Health and Human Services	91%	91%	0 pp

- › According to the recent Census data from Statistics Canada, the overall population in Canada grew by 4.9% between 2011 and 2016.
- › During the same time period, the overall population in British Columbia grew by 5.5%.
- › The Indigenous Population in both British

MANDATE PRIORITIES

The following table, together with the Performance Measures listed in this report, demonstrate Camosun's commitment to achieving the 2018/19 Mandate Letter Priorities.

Mandate Letter 2018/19	Camosun College action (and relevant page references)

PERFORMANCE MEASURES AND RESULTS

Performance Measure 1: total FTE student spaces (excluding Industry Training Authority)		
2018-19 FY Result:	6,107	Camosun had 6,107 FTEs in AEST programs in 2018/19, down from 6,194 in 2017/18. This is roughly a 1% decline. This measure also fails to achieve the target of 7,174 FTEs.
2018-19 FY Target:	7,174	
2018-19 FY Assessment:	Not achieved	

Performance Measure 1a: Student spaces in nursing and allied health programs (FTE)		
2018-19 FY Result:	822	For the 2018/19 fiscal year, Camosun had 822 FTEs delivered in nursing and allied health programs-an increase of 3.4% over the previous year's fiscal count (796). However, the 2018-19 FTE count fails to meet the current target of 885 FTEs, but this count still substantially achieves the 2018/19 target value.
2018-19 FY Target:	885	
2018-19 FY Assessment:	Substantially achieved	

Performance Measure 1b: Student spaces in developmental programs (FTE)		
2018-19 Result:	958	Camosun had 958 FTEs in developmental programs in 2018/19, up (+8.4%) from 884 in 2017/18. This target has been in place for at least five years. Previously charging tuition for Adult Basic Education and English as a Second Language reduced Camosun's developmental student FTEs, however in 2018/19 there was a continuation in the upward trend with an increase in students.
2018-19 Target:	1,185	
2018-19 Assessment:	Not achieved	

**Performance Measure 6: Skill Development
(former Apprenticeship graduates' assessment of skill development - APPSO)**

2018-19 - Skills development overall:	86.6%	<p>The Ministry performance measures in this table are obtained from results of former students' self-assessment of skills development on the APPSO Survey. In 2018, the overall APPSO skills development percentage fell from 88.5% to 86.6%, while still achieving the target rate. The highest scores were in the Reading and Comprehension and Critical Analysis and categories at 94.5% and</p>

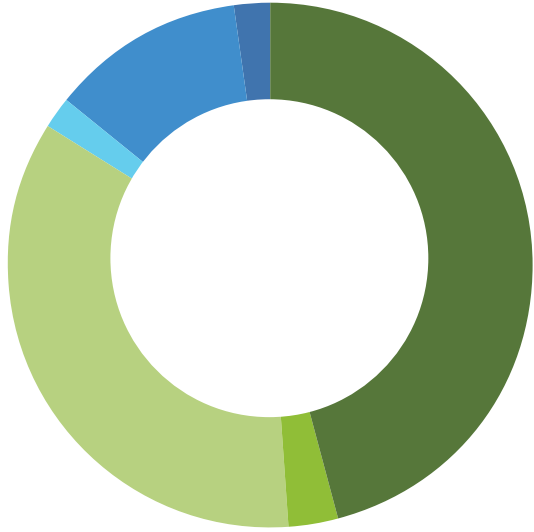
Performance Measure 8: Unemployment Rate				
Survey Name	DACSO	APPSO*	BGS	Comments
2018-19 Result	6.3%	4.5%	2.9%	The unemployment rates for Camosun graduates were considerably better than the regional target unemployment rate, which is the unemployment rate for the Vancouver Island / Coast region for those with high school credentials or less. The results for respondents to the DACSO, APPSO and BGS surveys each exceeded the target: 6.3%; 4.5% and 2.9%, respectively
2018-19 Target	≤ 8.6%	≤ 8.6%	≤ 8.6%	
2018-19 Assessment	Exceeded	Exceeded	Exceeded	

Total FTE students for other student categories		
2018-19 Result, Industry Training Authority (ITA) funded students:	2,447	Camosun had 2,447 student FTEs in ITA-funded programs in the 2018/19 fiscal year, up (+8.7%) from 2,252 student FTEs in 2017/18.
2018-19 Result, International students:	1,719	International Student FTEs increased from the previous fiscal year to 1,719 from the 1,660 FTEs in the previous year. This marked a 3.6 percent increase over the previous year.

Additional Performance Measures

Performance Measure A-1: Indigenous Students at Camosun		
2017-18 Result:	1,510 in 2016/17 (6.3%) 1,468 in 2017/18 (6.3%)	There were 1,092 Indigenous Students attending Camosun College in 2017-18, which is roughly 6.3% of the student population. There is a one-year delay in obtaining the data for this performance measure.
2017-18 Target:		





APPENDIX A

REPORTING TEMPLATE FOR MANDATE PRIORITY #1

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.

Camosun College has embarked on an ambitious and continuing program of moving forward with Indigenization of programming as well as a response to the TRC, and the UN Declaration on the Rights of Indigenous People. Available to all faculty and staff, Camosun is pleased to offer TEL INT E WILNEW (TTW), a blended delivery course that provides insight into an Indigenous world view; describes the impact of colonization and how it affects students attending the college today; and guides participants in the development of new teaching and learning methods. We will include the detailed actions from the Camosun TRC response additionally to this table as college efforts extend beyond this reporting mechanism.

<p>12: EARLY CHILDHOOD EDUCATION</p> <p>Care of children is the paramount goal of the Early Learning and Care program. In recently completed program reviews, a focus on Indigenization has been completed, resulting in all students completing Indigenous Studies 120. In addition, the themes of Indigenous pedagogy have been woven through the curriculum, complete with land based learning, Indigenous narrative, songs, and circle. Students are prepared to provide an Indigenous positive environment for all learners.</p>	<p>Implemented</p>	<p>The School of Health and Human Services has included Indigenous Studies 120 (Introduction to Indigenous Peoples) as a mandatory course in the Community Support & Education Assistant (CSEA) and Early Learning & Care (ELC) programs effective Winter 2018. The ELC Curriculum has been Indigenized to include more connection to community and land based learning for students. TEL IN T E WILNEW, a blended delivery course on Indigenization, is available to all faculty and sta .</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>N/A</p>	<p>TEL IN T E WILNEW, a blended delivery course on Indigenization is available to all faculty and sta .</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>Implemented</p>	<p>The School of Health and Human Services (HHS) has included Indigenous Studies 120 as a required course in the Certified Medical Laboratory Assistant program effective Spring or Fall 2019. HHS has included Indigenous Studies 120 in the Sonography program. Effective date May 2020. The BSN program has increased the number of seats for students of indigenous ancestry from 5 to 10% of the total program seats. TEL IN T E WILNEW, a blended delivery course on Indigenization, is available to all faculty and sta .</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>Implemented</p>	<p>The School of Health and Human Services (HHS) has included HLTH 111 (Indigenous Peoples' Health) as a required course in the Baccalaureate of Science in Nursing (BSN) program effective W2019. TEL IN T E WILNEW, a blended delivery course on Indigenization, is available to all faculty and sta .</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

