CAMOSUN COLLEGE

Your path to success.

Institutional Accountability Plan & Report

2024/25 REPORTING CYCLE

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Territorial Acknowledgement

SEEKING KNOWLEDGE IN THESE TERRITORIES

Camosun College is one of the largest colleges in British Columbia, serving communities on southern Vancouver Island, the southern Gulf Islands, and beyond. With deep respect and gratitude, the college acknowledges that these are the territories of the Lək̓ʷəŋən (Songhees and Kosapsum), Malahat, Pacheedaht, Scia'new, T'Sou-ke, and WSÁNEĆ peoples. Learners, faculty, staff, and leadership are all enriched by the friendship and gracious welcome extended by the hosts of the land and by the beauty of the land on which we live, work, and learn.

Accountability Statement

March 31, 2025

Honourable Anne Kang, Minister
Ministry of Post-Secondary Education and Future Skills
Parliament Buildings
Victoria, B.C. V8V 1X4

Dear Minister Kang;

Education is a deeply personal experience, unique to each student. Camosun College offers students a path to success that allows each student to personalize their journey because it will look different for each person. Every Camosun student can find a path that resonates deeply with their personal goals and aspirations. These pathways are reflected in the Institutional Accountability Plan and Report for 2024/25.

This year's report includes stories about the path taken by seven students who started their post-secondary journey in an Employment Training and Preparation program from the School of Arts and Access. These programs are designed for adults who identify as facing barriers to education and employment. Strength-based learning programs equip students with the skills needed for entry-level jobs, while exploring various work, educational, and community environments. In small cohorts, students develop essential life, learning, and work skills in retail, kitchen, and garden settings, with opportunities for workplace certifications and practical experience. I invite you to meet Evan, Jacob, Kyla, Mik, Nic, Tasha, and Kaleb to learn more about these amazing young people.

While the Institutional Accountability Plan and Report shines a light on the path forward, highlights how the college is meeting its mandate, and shares its performance data, it would be remiss not to mention the challenges created by cumulative and unprecedented policy reforms by the federal government to the international student program.

Our focus is firmly on ensuring every student continues to receive excellent educational services while we responsibly manage our budget. The college is working to position itself for future success and ensure we emerge from these challenges stronger than ever.

Sincerely,

Dr. Lane Trotter
President

Tanya Clarmont
Chair, Board of Governors

Camosun College Overview | About Camosun

CAMOSUN: WHERE DIFFERENT WATERS MEET AND ARE TRANSFORMED

Camosun College, whose name comes from the Lekwungen (Songhees) word meaning "where different waters meet and are transformed," has been charting paths to success for students since 1971. As British Columbia's ninth community college, Camosun has grown into one of the province's most dynamic and impactful post-secondary institutions, serving as a transformative gateway for approximately 14,000 students annually, supported by 1,400 dedicated faculty and staff.

Our two main campuses—Lansdowne and Interurban—along with five satellite partnership centres, are deeply rooted in Victoria's rich educational heritage. The historic Young Building at Lansdowne, once Victoria's first Normal School, stands as a testament to our enduring commitment to education. Similarly, the Interurban campus, formerly the British Columbia Vocational School, continues its legacy of hands-on learning and skills development.

The college looks forward with great anticipation to the opening of the West Shore Campus in September 2025 and offering programs to students closer to home.

Today's Camosun offers more than 160 programs, each representing a unique path to success. From business to athletic therapy, engineering technology to early childhood education, and Indigenous studies to health care, every program is designed to transform lives and build a better world. The student body reflects the diversity of paths we offer—with a median age of 23.5, including over 1,000 Indigenous students and more than 2,200 international students from more than 70 countries worldwide.

As Vancouver Island's premier institution for trades education and business studies, Camosun takes pride in hosting the region's largest trades program and business school. We prepare over 1,200 healthcare professionals annually and maintain our position as one of Canada's top 50 research colleges since 2014, demonstrating our commitment to innovation and practical education.

At Camosun, we understand that success looks different for every student. Whether pursuing a certificate, diploma, applied bachelor degree, university transfer, or post-degree program, each learner finds their unique path forward. Our outstanding reputation for teaching excellence spans across arts, sciences, business, trades, technology, health and human services, sport and exercise education, Indigenous studies, and adult upgrading.

Beyond the classroom, Camosun's impact resonates throughout the region. We provide essential contract training for local businesses, conduct applied research and prototyping services for industry, and connect work-ready co-op students with employers. With an annual budget of approximately $180 million, Camosun generates nearly $1 billion in economic impact for our region each year.

As we continue to evolve and adapt to meet the changing needs of our communities, one thing remains constant: our commitment to providing an exceptional learning experience that transforms lives and opens doors to countless possibilities. At Camosun, your path to success begins where different waters meet.

160+ programs

1,196 Courses in more than 40 different subject areas.

14,000 learners each year

1,871 graduates in 2023

2,222 international students from 70+ countries — 15.8%

1,033 Indigenous students — 7.3%

72.9% of students are from Vancouver Island

24 students: typical class size

23.5 years: median student age

1,400 faculty, staff, and administration

TWO CAMPUSES

Lansdowne
Founded in 1971

Interurban

First Technology Access Centre in B.C.

Largest business school on Vancouver Island, offering degrees since 2005

First college-based nursing program on Vancouver Island, established in 1980

Campus Ultrasound:
First outpatient ultrasound clinic embedded within a school in Canada to support on-site learning.

Only massage therapy program in BC with transferable academic credits

64 student-athletes on four Chargers teams that compete provincially and nationally in volleyball and basketball.

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

92% of grads are satisfied or very satisfied with their education.

93.3% of grads who go on to further studies say they were well prepared.[1]

1,157 Camosun students went on to further studies at other B.C. post-secondary institutions.

70,000+ alumni in various sectors from business to tech, trades, and tourism

[1] Of DACSO surveyed 2024

Introducing Camosun Brand Promise | "Your path to success"

YOUR PATH TO SUCCESS

At Camosun College, we believe that success is not a single destination but a deeply personal journey. Our new brand promise, "Your path to success," reflects our commitment to supporting each student's unique journey through three interconnected pathways: community, opportunity, and creativity. These pathways find their truest expression in the stories of seven remarkable students from the Employment Training and Preparation (ETP) programs, each showing that with the right support and environment, every student can find their way forward.

YOUR PATH TO COMMUNITY

Community forms the foundation of learning at Camosun, where collaborative relationships between students, faculty, and industry partners create an environment of belonging and growth. Through these connections, students develop the networks and support systems essential for both academic achievement and career success.

Read more of Evan's story
camosun.ca/news/planting-seeds-future-success-evan

Evan's story begins in the calm of our learning garden. Struggling with severe anxiety that once made leaving his house feel impossible, he found peace among the plants and purpose in the soil. Through the Garden Food Services Employment Program, Evan learned about horticulture and also discovered his own strength. "Working in the garden helped calm my anxiety," Evan shares. "I started looking forward to coming to school." Now, he confidently gives garden tours to visitors and has become an essential part of the garden team, proving that sometimes, the best growth happens when we're helping other things grow.

Read more of Jacob's story
camosun.ca/news/supporting-jacobs-love-learning

Jacob lights up any room he enters with his enthusiasm for learning. But school hasn't always been easy for him. In ETP, Jacob found instructors who understood that his endless questions weren't disruptions—they were signs of a curious mind seeking connection. "I love learning new things," Jacob beams, "and here, that's okay." From mastering kitchen skills to becoming a valued volunteer at Our Place Society, Jacob shows us that when education embraces who you are, real learning happens.

YOUR PATH TO OPPORTUNITY

Opportunity at Camosun manifests through accessible education, practical skill development, and meaningful workplace experiences. We provide students with the tools, knowledge, and experiences they need to recognize and seize opportunities that align with their educational and career aspirations.

When Tasha first walked into the Retail Training Program, she barely spoke above a whisper. Her instructor saw something else—an inner dragon waiting to emerge. Through practical experience and supportive coaching, Tasha found her voice. "I used to be so scared to talk to people," she recalls. "Now I can handle any customer service situation." That transformation didn't just happen in the classroom. During her work experience at Value Village, Tasha's supervisor noticed her natural talent for visual merchandising. Today, she's not just working in retail—she's thriving in it.

Read more of Tasha's story
camosun.ca/news/discovering-tashas-inner-dragon

Read more of Mikayla's story
camosun.ca/news/having-confidence-take-new-challenges-mikayla

Mikayla's path shows us that sometimes the biggest opportunities come disguised as small steps forward. Initially overwhelmed by the thought of workplace training, she found her footing in the ETP. "Each day got a little easier," she says. Her turning point came during a group project where she surprised herself by taking the lead. That moment of leadership opened her eyes to possibilities she'd never considered before.

Kyla's journey through the Food Services Program reads like a recipe for perseverance. Starting with basic kitchen skills, she gradually built confidence through hands-on learning. "At first, I was terrified of making mistakes," Kyla admits. "But the kitchen became my happy place." Her breakthrough moment came during a catering event, where she coordinated an entire service line. That day, Kyla she served every food with pride, knowing every step of preparation was her own achievement.

Read more of Kyla's story
camosun.ca/news/kyla-blossoming-camosuns-etp-programs

YOUR PATH TO CREATIVITY

Creativity represents our commitment to innovative problem-solving and adaptable learning approaches. This pathway encourages students to develop unique solutions to challenges, embrace new perspectives, and build the resilience needed for success in an ever-evolving world.

Nic's story proves that sometimes the most creative paths are the ones we least expect. Joining the Employment Training Program with uncertainty, he discovered an unexpected passion for digital storytelling. What started as simple class assignments turned into a love for filmmaking. "I never thought I'd be the person behind the camera," Nic reflects. "But now I see stories everywhere." His journey didn't end with the program, it launched him into university studies, where he's now pursuing a career in digital media.

Read more of Nic's story
camosun.ca/news/lights-camera-university-studies-nic

Read more of Kaleb's story
camosun.ca/news/kalebs-journey-overcoming-fear

Kaleb faced each day like a mountain to climb, with anxiety creating barriers that seemed insurmountable. But through the Employment Training Program, he found creative ways to tackle his fears. "Instead of seeing one big scary thing, I learned to break it down into smaller steps," Kaleb explains. His breakthrough came during a cooking class when he realized he'd been so focused on creating the perfect dish that he hadn't had time to be anxious. That lesson—staying present in the moment—became his tool for facing bigger challenges.

These seven journeys show that success isn't a straight line. It's a personal path that winds and weaves, sometimes taking unexpected turns. Through ETP programs, we've seen how the right blend of support, opportunity, and understanding can transform lives. Whether it's finding community in a garden, opportunity in a kitchen, or creativity behind a camera, each student's path matters.

At Camosun, we open doors and help you find the courage to walk through them. Because your path to success is uniquely yours, and Camosun is here to help you discover it, one step at a time.

Strategic Direction | Mission, Vision, Values Strategic plan

PADDLING TOGETHER TO BRING CAMOSUN COLLEGE'S STRATEGIC PLAN TO LIFE

In 2023, Camosun College launched its Strategic Plan 2023-2028 with six beautifully crafted paddles, each bearing designs by Coast Salish artist and Camosun alumnus Dylan Thomas. Today, these paddles have become more than symbols, they are active guides steering the institution toward its vision of inspiring life-changing learning.

Each paddle represents a strategic priority that shapes the college's direction. The Thunderbird paddle embodies the Camosun Advantage, symbolizing our commitment to excellence and innovation. The "hands together" paddle, representing ÍY,ĆANEUEL OL (doing good work together), reminds us that our greatest achievements come through collaboration. The eagle paddle guides our response to community needs, while the salmon paddle represents our dedication to addressing climate change. The ancestor paddle honors Indigenous resurgence, and the mink paddle leads our path toward social justice, equity, diversity, and inclusion.

As we move into the third year of our strategic plan, these priorities continue to guide our decisions and actions. Like skilled paddlers adjusting to changing waters, we remain responsive to the community's needs while staying true to our course. The paddles remind us that progress requires both individual effort and collective momentum—each person contributing their strength to move us forward.

In the following pages, we share the achievements and milestones that mark our progress along each strategic priority. These accomplishments demonstrate how the community has taken up these paddles and begun to chart new waters, creating pathways to success for students and positive impact for our region.

2023 – 2028

Strategic Plan

Our Vision

Inspiring life-changing learning.

Our Mission

We build a better future for our community with relevant, innovative and applied education.

Our Values

- Lifelong learning
- Positive and supportive student experiences
- An inclusive community
- An environment of respect and safety for all
- Our relationships with one another
- Indigenization
- Environmental stewardship (new)

- Strengthening the Camosun Advantage | Thunderbird
- ÍY,ĆANEUEL OL: Doing Good Work Together | Hands
- Responding to Community Needs | Eagle
- Rising to the Challenges of Climate Change | Salmon
- Honouring Indigenous Resurgence | Ancestors
- Advancing Social Justice, Equity, Diversity and Inclusion | Mink

camosun.ca/strategicplan

Strengthening the Camosun Advantage

At Camosun College, we prepare students to thrive in a rapidly changing world.

Key Highlights

- 29 new microcredentials developed since 2023.
- 419 courses use zero-textbook cost (ZTC) materials.
- 86% of students feel their programs teach the knowledge and skills appropriate to their field of study.
- Camosun is proud to announce its first net increase in domestic student enrolment in 6 years, reflecting the college's strategic investment in student recruitment and success.
- 74% of employed students are in a training-related job.
- 92% student satisfaction rate.

MAKING HISTORY IN TRADES EDUCATION

Camosun College made history in summer 2024 by becoming one of the first post-secondary institutions in Canada to formally recognize Red Seal graduates at convocation. In the ceremony, 31 Red Seal graduates from nine different trades programs—including automotive service technician, carpentry, electrical, plumbing, professional cook, refrigeration and air conditioning, sheet metal, sprinkler fitter, and welding—crossed the stage wearing black gowns with distinctive red stoles. This significant milestone acknowledges that a Red Seal certification, requiring up to 6,360 hours of on-the-job training and 40 weeks of technical study, is comparable to a four-year undergraduate degree.

HR STUDENTS EXCEL IN WESTERN CANADIAN COMPETITION

On March 14-15, 2025, the Human Resource Management students won first place at the 2025 HRC West Case Competition in Edmonton, Alberta. The team of four students—dubbed "The HRchitects"—outperformed 19 other post-secondary institutions from British Columbia and Alberta, including major universities. Competing in Western Canada's premier HR case competition, the team distinguished themselves through their analysis of workplace bullying, harassment, and diversity issues. Their success showcases the high caliber of Camosun's HR Management and Leadership programs and the students' ability to apply theoretical knowledge to complex real-world scenarios.

RECOGNITION AS TOP BC EMPLOYER

Camosun College earned its place among BC's Top Employers for 2025, reinforcing our reputation as a workplace of choice. This prestigious recognition highlights our commitment to fostering an exceptional work environment through comprehensive health benefits, professional development opportunities, and family-friendly policies. The award acknowledges our dedication to creating a supportive atmosphere where employees can thrive, directly contributing to enhanced student experiences.

NEW PATHS TO UNIVERSITY FOR ENGINEERING STUDENTS

The Engineering Transfer program will significantly enhance student mobility with the signing of the BC Common First Year Engineering Curriculum (BC CFYEC). The agreement allows students to transfer to six universities, including the University of Victoria, Simon Fraser University, Thompson River University, University of British Columbia (Vancouver and Okanagan campuses), and the University of Northern British Columbia.. Previously limited to a single pathway, the program will now provide students greater flexibility in pursuing engineering degrees, addressing diverse academic and career aspirations. The expanded transfer options will take effect for students entering the program in September 2025, marking a substantial improvement in educational accessibility and student choice.

ÍY,ĆANEUEL OL: Doing Good Work Together

Camosun College is committed to cultivating a work environment that values people, lifelong learning, individual and organizational well-being, and service. We work together to advance the vision, mission and values of the college.

ÍY,ĆANEUEL OL is pronounced EYE. CHEY-NOW-EL UL

Key Highlights

College employees are invested in their professional development with an 18 to 29% increase in the use of available professional development funds among unionized employees.

The college ran a deficit of $3.2M in the 2024 fiscal year.

Strategy, Planning and Transformation has introduced new data tools and dashboards to monitor enrolment, student retention, and success trends across all programs and courses, enhancing data-informed decision-making.

There was a total of 252 learning opportunities through cross-functional learning and communities of practice.

LEADING THE AI CONVERSATION

The college established a comprehensive Generative AI Task Force in early 2024. This cross-functional team, comprising faculty, staff, and administrators, is working collaboratively to develop guidelines and frameworks for the responsible integration of AI technologies in teaching and learning. The task force exemplifies our commitment to addressing emerging challenges through collective wisdom and shared expertise, ensuring Camosun remains at the forefront of educational innovation while maintaining academic integrity.

EXPANDING EDUCATIONAL ACCESS TO WEST SHORE

A strategic program expansion will bring three high-demand programs to the new Langford campus in September 2025. The expansion includes the Information and Computer Systems Technologist Diploma, Early Learning and Care Diploma, and Health Care Assistant Certificate programs. This initiative builds on Camosun's existing West Shore presence, where over 600 students have already benefited from programs at Belmont Secondary School.

The new five-storey, zero-carbon campus, developed in partnership with Royal Roads University, the University of Victoria, the Justice Institute of British Columbia, and School District 62, represents an innovative approach to serving one of Canada's fastest-growing communities while advancing sustainable education infrastructure.

WELCOMING COMMUNITY THROUGH OPEN HOUSE

On Nov. 2, 2024, Camosun's Open House drew over 1,500 prospective students and community members, in a vibrant demonstration of college-wide collaboration to explore campus life and academic opportunities. The event showcased the collective effort of departments across the college, from academic programs to student services, working together to create an engaging and informative experience. Faculty, staff, and current students united to share their expertise and enthusiasm, providing visitors with authentic insights into the Camosun experience and strengthening our connections with the community we serve.

Responding to Community Needs

Camosun College is dedicated to serving students and partners within the local and global community. We will continue to be responsive to evolving community needs and ensure graduates are equipped with the education and skills essential to employers.

Key Highlights

- $3 million in donor contributions to the Camosun Foundation.
- 100 students were served through programming designed to support refugees and newcomers.
- Camosun celebrates its strength in diversity, welcoming and supporting students from equity-deserving groups, including Indigenous learners, refugees, first-generation students, and former youth in care.

STUDENT HOUSING DEVELOPMENT

Camosun College secured a landmark $151.7 million provincial funding approval for its first-ever student housing project at the Lansdowne campus. The six-storey, timber-frame building will provide over 400 affordable beds for students from both campuses when completed in fall 2027.

This transformative project, with an additional $3 million college contribution, will feature a mix of dormitory-style, studio, and quad units at below-market rates. The LEED Platinum-targeted facility will integrate universal design principles and sustainability features, including spaces for programming, wellness, and reflection, addressing critical student housing needs in a region challenged by low vacancy rates.

ENHANCED CAMPUS SAFETY MEASURES ADDRESS TOXIC DRUG CRISIS

Responding to provincial directives, the college implemented comprehensive safety measures to address toxic drug poisoning risks. The multi-faceted approach includes new emergency signage across both campuses, installation of six strategically placed nasal naloxone cabinets, and enhanced emergency response protocols.

The college aligned with B.C.'s Post-Secondary Overdose Prevention and Response Steering Committee's recommendations, focusing on immediate emergency response, naloxone accessibility, prevention awareness, and real-time toxic drug alerts.

NATIONAL RECOGNITION FOR STUDENT SOCIAL ENTERPRISE INNOVATION

During May 14-16, 2024, Enactus team achieved remarkable success at the national competition in Toronto, securing a place among the top four teams in Canada and winning the Rookie Team Award. Competing against established university teams, including Saint Mary's University, Toronto Metropolitan University, and Wilfrid Laurier University, the team showcased their innovative Campus Quisine meal kit project.

This initiative addresses student food insecurity through affordable, healthy meal options. The team's achievement, after just seven months of formation, demonstrates Camosun's emerging leadership in social enterprise and commitment to innovative community solutions.

Rising to the Challenges of Climate Change

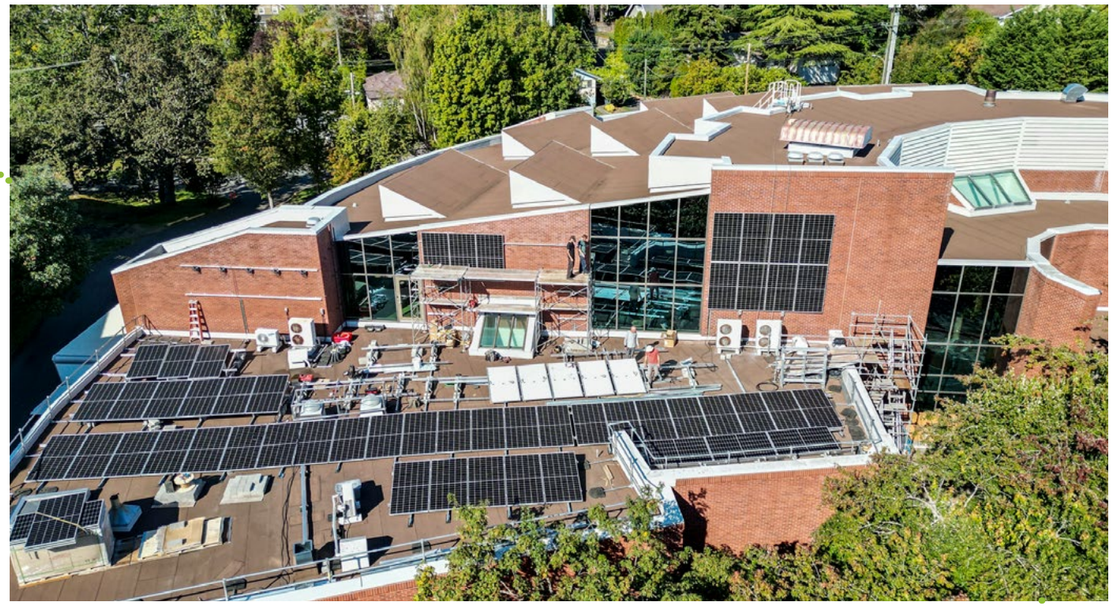
Camosun College is committed to addressing the climate emergency and our impact on the environment through policy, practice, and education.

Key Highlights

In 2024, Camosun expanded its GoByBike initiative by adding a second fall event week, further promoting sustainable transportation on campus.

The Employee Training and Preparation (ETP) programs continues to emphasize the importance of local food, sustainability, and community through garden and food-focused events, which not only support local agriculture and students but also provide affordable food options on campus.

The library serves as a hub for learning and awareness, supporting initiatives like Earth Day and solar energy education, through curated literary resources, LibGuides, and book displays. Additionally, the Dr. Lloyd Morin Centre for Excellence in Teaching and Learning (CETL) underscores the value of place-based knowledge through its Learning on the Land series.



SOLAR ARRAY TRANSFORMS LIBRARY'S ENERGY LANDSCAPE

In a significant sustainability milestone, Lansdowne campus Library now features a 45.45 kWdc solar installation. The project comprises 90 high-efficiency solar modules—69 ballast-mounted on the roof and 21 vertically mounted on the building's wall—demonstrating innovative renewable energy integration. Generating approximately 46,546 kWh annually, the system reduces the library's grid electricity dependency and greenhouse gas emissions. A real-time production display in front of the library provides live energy generation data, transforming the installation into an interactive educational tool for students, faculty, and visitors, and reinforcing Camosun's commitment to sustainable infrastructure and hands-on learning.

INNOVATIVE ENGINEERING SUPPORTS SUSTAINABLE INDIGENOUS ART PRACTICES

Camosun Innovates developed a carving apparatus that addresses environmental conservation while preserving traditional Indigenous art techniques. Designed in collaboration with artist Carey Newman, the 'Totem 2.0' technology enables carvers to work with second-growth cedar, directly supporting efforts to protect old-growth forests. The custom-designed rotating mechanism allows timber positioning from multiple angles and can be transported easily, making the carving process more accessible.

Funded by the Natural Sciences and Engineering Research Council (NSERC) College and Community Social Innovation fund, the project exemplifies the college's commitment to sustainable innovation and demonstrates how engineering solutions can support environmental preservation and cultural heritage simultaneously.

Honouring Indigenous Resurgence

Camosun College supports and upholds the United Nations Declaration on the Rights of Indigenous Peoples and in particular Article 15.1 that "Indigenous Peoples have the right to dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information." The college will advance work to honour Indigenization, decolonization, the Truth and Reconciliation Commission of Canada's Calls to Action, the UN Declaration and B.C.'s Declaration Act.

Key Highlights

Eyē? Sqâ'lewen hosted S'TEN̓ISTOLW̓, an Indigenous education conference, bringing together participants from across Canada, 60 Māori attendees from New Zealand, and representatives from Australia and the United States. This gathering of educators, administrators, staff, allies, and helpers fostered the exchange of knowledge and ideas to advance Indigenous post-secondary and adult education. The conference focused on partnerships, Indigenous pedagogy, and cultural safety, as well as providing a space for conversations on the importance of Indigenous education.

The college has launched initiatives to enhance cultural visibility and honour Indigenous heritage. This includes but is not limited to renaming spaces after local Indigenous leaders, establishing a Carver-in-Residence program with Bear Horne to create a welcome figure, and planning a mural commemorating the National Day for Truth and Reconciliation. Additional efforts include developing an online archive of Indigenous art and enhancing campus signage to reflect Indigenous representation.

INDIGENOUS EDUCATION LEADERS GATHERED AT S'TEN̓ISTOLW̓ CONFERENCE

Eyē? Sqâ'lewen: The Centre for Indigenous Education and Community Connections hosted the fourth S'TEN̓ISTOLW̓ Conference from Aug. 20 - 23, 2024, bringing together over 430 Indigenous education leaders, scholars, and allies from Canada, the United States, and New Zealand.

Themed "Where the Waters Meet", the conference emphasized the convergence of diverse knowledge streams and strengthening relationships through shared learning. With keynote speakers including Dr. Carey Newman, Dr. Robina Thomas, and Dr. Kim Anderson, the event directly embodied the college's strategic commitment to Honouring Indigenous Resurgence, providing a critical platform for dialogue, knowledge exchange, and community connection in Indigenous post-secondary education.

NATIONAL RECOGNITION HIGHLIGHTS CAMOSUN'S INDIGENOUS EDUCATION EXCELLENCE

Camosun College received the 2024 CICan Bronze Award of Excellence in Indigenous Education, acknowledging the institution's commitment to Indigenous resurgence and educational transformation. The award recognized Camosun's strategic approach to Indigenization, including the integration of Indigenous ways of knowing into governance, leadership, and curriculum.

The Indigenous Peoples in Trades Training program created symbolic paddles representing strategic priorities, while over 700 employees completed training examining colonization's legacy. With new Indigenous studies programs and a strategic plan grounded in the four Rs—relevance, respect, reciprocity, and responsibility—Camosun continues to demonstrate leadership in supporting Indigenous student success and community development.

COLLABORATIVE ADULT EDUCATION PARTNERSHIP EMPOWERS MALAHAT NATION

Camosun College and Malahat Nation launched the SOAR (Supporting Opportunities, Achievement and Resilience) Adult Education Program, bringing accessible learning directly to the community. The program addresses educational gaps by providing in-community upgrading courses in English and Math, with an initial cohort of 14 students. Funded through the Indigenous Skills Training and Education Program, the partnership aims to prepare Mel'uxulh mustimuhw for future economic opportunities across trades, STEM, clerical, and management roles. By breaking down educational barriers and offering tailored learning support, the program embodies a commitment to Indigenous resurgence, community empowerment, and reconciliation through education.

Advancing Social Justice, Equity, Diversity and Inclusion

Camosun College is committed to upholding the values of Social Justice, Equity, Diversity and Inclusion to foster a barrier-free and respectful learning and working environment for students and employees.

Key Highlights

In 2024, Camosun College launched efforts to make lasting positive impacts on employees and students from diverse backgrounds. These actions included a thorough review of college policies, like the EDI (Equity, Diversity, and Inclusion) policy, to foster inclusivity. Additionally, the college introduced the EDI Initiatives Fund to support and enhance EDI efforts across the institution.

Camosun College is proud to champion cultural awareness and celebrate the rich diversity of our students and employees. This year, the college hosted 17 vibrant events spotlighting diversity and inclusion, while raising awareness through 37 impactful social media posts about religious, cultural, and social milestones. Together, the Camosun community is fostering a campus culture of connection, understanding, and celebration.

In April 2024, the the college formed an Equity, Diversity, and Inclusion (EDI) Steering Committee, and in June 2024, launched the EDI webpage, which provides EDI-related information and resources for the Camosun community.

CONSENT AWARENESS WEEK PROMOTES CAMPUS SAFETY AND RESPECT

The Office of Student Support hosted a series of events during Consent Awareness Week to promote a culture that prioritizes consent, respect, and personal safety for all community members. The week-long initiative featured interactive programs, including a Drag Brunch and "Fries for Consent" quiz event, designed to engage students, faculty, and staff in meaningful dialogue about consent.

CULTURAL DIVERSITY CELEBRATED AT KOREAN FESTIVAL

On Sep. 12, 2024, the annual Korean Cultural Festival transformed Na`tsa`maht on the Lansdowne campus into a vibrant celebration of international understanding and cultural exchange. Organized through a collaborative effort involving Camosun International, the School of Arts and Science, and the Student Society, the event showcased Korean traditions, arts, and cuisine. With approximately 2,222 international students and over 30 Korean students on campus, the festival promoted global perspectives and intercultural dialogue. Visitors experienced a rich tapestry of Korean culture through food, crafts, games, live music, and performances.

CHAMPIONING ACCESSIBILITY DURING NATIONAL ACCESSABILITY WEEK

The college participated in the National AccessAbility Week with a comprehensive series of events highlighting institutional commitment to accessibility and inclusion. The week-long initiative showcased the college's multifaceted approach to supporting students and employees with diverse abilities, including academic accommodations through the Centre for Accessible Learning, Universal Design for Learning frameworks, and specialized employee support services.

Strategic Context

External Environment

B.C.'S LABOUR MARKET OUTLOOK

The British Columbia Labour Market Outlook is updated every year to provide a 10-year forecast of labour supply and demand across the province. Between 2024 and 2034, B.C. is expected to have 1,120,000 job openings. 40% of these job openings (449,000) will come from expansion demand driven by economic growth. Of the total 76% (847,200) typically require some form of post-secondary education. This presents abundant opportunities for students to gain education that leads to rewarding careers, as well as for workers to upskill or reskill.

Breaking down the openings by education requirements:

- 21% (239,100) will require a university degree or equivalent experience.
- 21% (237,900) will require a college diploma, apprenticeship training of two or more years.
- 17% (191,700) will require a college diploma, apprenticeship training of less than two years, or more than six months of on-the-job training.
- 13% (141,500) will require a high school diploma, or several weeks of on-the-job training.
- 12% (131,300) will not require formal education.

Nearly half (47%) of these future job openings are expected to be filled by people aged 29 or younger entering the labour force for the first time. People new to Canada are expected to fill 46% of openings, while workers relocating from other parts of Canada will fill 5%.

ALIGNING EDUCATION WITH THE LABOUR MARKET OUTLOOK

Within the health program list there has been growth over the past year. This demonstrates Camosun's commitment to aiding in the delivery of competent and qualified workers to meet the demands of the emerging labour market supply. Some of these programs include:

Priority/High Opportunity Health Occupations	Camosun Supporting Programs of BC Health Care Priorities
Registered nurses and registered psychiatric nurses	Nursing BSN and LPN Diploma
Nurse aides, orderlies, and patient service associates	Health Care Assistant Certificate
Physiotherapists and occupational therapists	Bachelor's Degree in Athletic and Exercise Therapy
Medical radiation technologists	Medical Radiography Diploma
Medical laboratory technicians and pathologists' assistants	Certified Medical Lab Assistant
Medical administrative assistant	Medical Office Assistant Certificate

Select occupations in the B.C. Labour Market Outlook that require post-secondary education include:

High Opportunity Program	Camosun Aligned Program (Direct or Transferable)
Early childhood educators and assistants	Early Learning and Care Diploma
Accounting technicians and bookkeepers	Accounting and Finance Advanced Certificate Business Administration – Accounting (Diploma) Bookkeeping Fundamentals Certificate
Computer network technicians	Computer Network Electronics Technician Advanced Certificate
Massage therapists	Massage Therapy Diploma
Cooks	Professional Cook Apprenticeship Training Professional Cook Level 1 Foundation Certificate Professional Cook Level 2 Foundation Certificate
Carpenters	Carpenter Apprenticeship Training
Automotive service technicians	Automotive Service Technician Foundation Certificate, Automotive Service Technician Apprenticeship

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

Professional Cook – Apprenticeship Training
Grew from 77.0 FTEs in 2023/24 to 83.0 FTEs in 2024/25 (+7.8%) +6.0 FTEs

Automotive Service Technician - Apprenticeship Training
Grew from 111.0 FTEs in 2023/24 to 122.0 FTEs in 2024/25 (+9.9%) +11.0 FTEs

Business Administration - Accounting (Bachelor's Degree)
Grew from 258.6 FTEs in 2023/24 to 298.9 FTEs in 2024/25 (+15.6%) +40.3 FTEs

FUTURE POPULATION TRENDS

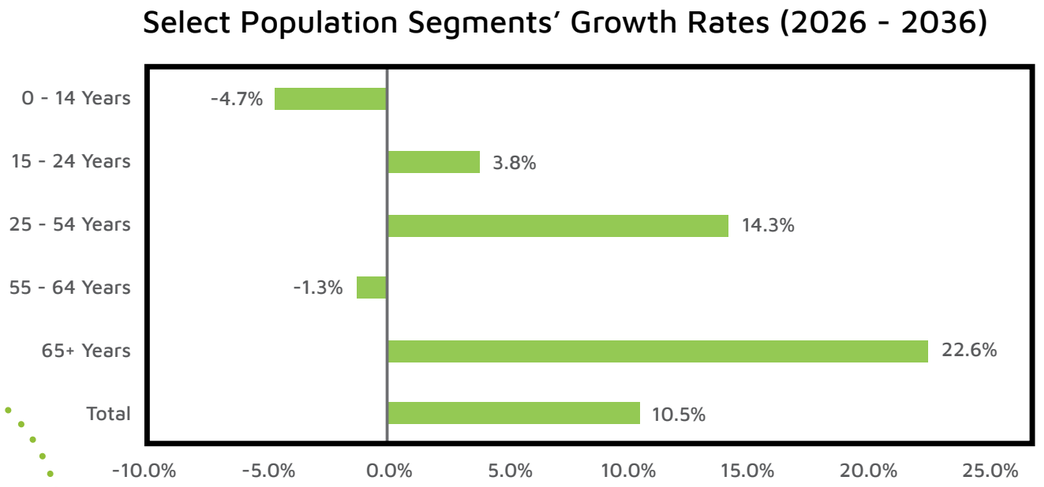
Camosun continues to monitor provincial population projections (PEOPLE), focusing specifically on the Capital Regional District (CRD). While international student numbers are growing, a significant portion of Camosun's students are from within B.C., reflecting the college's commitment to serving the local community and beyond.

Population projections from BC Stats inform long-term strategic planning. Growth in certain CRD age segments signals demand for education and graduates in specific fields. For example, the population aged 65 and older is projected to grow by 22.6% over the next 10 years—an increase that drives demand for health care professionals and support roles. Camosun aligns its programming to meet this need, especially in high-opportunity health occupations.

With an overall CRD population growth rate projected at 16.8%—up from previous estimates—there is also a rising need for skilled tradespeople to build and maintain the infrastructure vital to a growing community. Camosun offers a range of trades and health care programs to support this labour supply.

Key population projections for the CRD from 2026 to 2036 include:

- Core working-age adults (25–54 years) are expected to grow the most, increasing by 30.5%.
- The population aged 15–24 is projected to decline by 7.2%.
- Youth aged 0–14 are expected to grow by 6.8%.
- The 55–64 age group is projected to shrink by 0.8%.
- The 65–90+ age segment has the second-largest expected increase at 20.5%.



Internal Environment

PROFILE OF STUDENTS AT CAMOSUN

When compared to the 2023/24 fiscal year, the overall number of full-time equivalent student (FTEs) at Camosun College grew by 4 (0.04%) in the 2024/25 fiscal. In the same period, Ministry FTEs and SkilledTradesBC (STBC) FTEs also rose when compared to their value in the previous year, increasing by 194 FTEs and 72 FTEs, respectively. Additionally, international FTEs fell by 262 FTEs, moving from 2,003 FTEs in the 2023/24 fiscal year to 1,741 in the 2024/25 fiscal year.

Full-time equivalent student data by fiscal year	2023/24	2024/25	Change
FTEs – Ministry of Post-Secondary Education and Future Skills	5,085	5,279	194
FTEs – SkilledTradesBC	2,377	2,449	72
FTEs – International Students	2,003	1,741	-262
Total Student FTEs	9,466	9,470	4

SELECT STUDENT DEMOGRAPHICS

Camosun realized student growth from the 2022/23 academic year to the 2023/24 academic year in terms of its overall population, Indigenous student population, and international student population.

The student population experienced modest growth, increasing by 851 overall from the 2022/23 academic year to the 2023/24 academic year – an expansion of 6.0%

The number of indigenous students grew by 111 from 2022/23 to 2023/24 academic year – marking a increase of 10.9%.

Total international students had considerable growth increasing by 377 students from 2022/23 to 2023/24 academic year – an increase of 15.8%

Student headcount by academic year	2022/23	2023/24	Change
All Students	14,078	14,929	851
Indigenous Students	1,019	1,130	111
International Students	2,384	2,761	377

Adult Upgrading Grant Summary

ADULT UPGRADING GRANT SUMMARY: APRIL 1, 2024 - MARCH 31, 2025*

Term	Approved	Denied	Percent Denied	Total Applications	Funding for Tuition & Fees
Summer 2024	225	19	8%	244	$66,948.47
Fall 2024	399	31	7%	430	$226,820.92
Winter 2025	396	21	5%	417	$201,130.43
Total	1020	71	7%	1091	$494,899.82

Mandate Priority Reporting

Minister's Mandate Letter priorities

In the absence of the 2024/25 Institutional Mandate Letters, Camosun College was encouraged to report on initiatives aligned with the priorities set forth in the Minister's Mandate Letter issued on Jan. 16, 2025.

- **In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Post-Secondary Education and Future Skills programs and initiatives to ensure our programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low. This is important in the context of current Provincial budget constraints, the job opportunities available and projected to be available for British Columbians in the near future, and the threat of American tariffs.**

Protecting Key Services by Ensuring Relevant, Efficient, and Accessible Programs

Camosun College continues to prioritize delivering relevant, efficient, and meaningful training opportunities aligned with labour market needs while responding to current provincial budget constraints and economic challenges. The former School of Trades, Industry, and Professional Studies demonstrates this commitment through the SkilledTradesBC Training Plan, which allocated $5.86 million in 2024/25 to train 2,468 learners with a utilization rate of 91.8%.

Through Professional Studies and Industry Training (ProSIT), Camosun offers courses, certificate programs, and micro-credentials tailored to labour market demands, helping learners advance their careers or transition into growth industries. ProSIT keeps training costs low by maintaining course minimums and leveraging external funding, such as the StrongerBC future skills grant. Awards like the Marion Bryant Award for Nursing Unit Assistant students and fully funded programs like the Ship Repair Entry Level Training (SRELT) program for Indigenous students exemplify efforts to reduce financial barriers.

Health-related training through ProSIT includes programs for Nursing Unit Assistants, Doulas, Foot Care Nurses, Counsellors, Dental Hygienists, and First Aid certifications, supporting workforce needs in these critical sectors.

Camosun also fosters community partnerships and continually evaluates programs to ensure meaningful training opportunities that contribute to economic growth while keeping costs manageable for learners and families

- **Work with ministerial colleagues who have identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery to find practical, fast, and efficient ways to address shortages of those workers through training, credential recognition, career laddering, and other innovative approaches.**

Addressing Skilled Worker Shortages Through Targeted Training and Innovation

Camosun collaborates with ministerial colleagues and partners to address shortages of skilled workers and professionals that impact economic growth and service delivery.

Health Sector Training

ProSIT's health programs prepare learners for in-demand roles, including Nursing Unit Assistants with a 120-hour practicum, birth and postpartum doulas through mentorship, and specialized roles like Foot Care Nurses and Dental Hygienists.

Maritime and Trades Workforce Development

The college supports workforce development in maritime and trades sectors through partnerships with BCIT, Transport Canada, and Clear Seas. The Enhanced Bridge Watch Rating Program prepares Indigenous and women learners for entry-level nautical roles, with 10 Indigenous students completing the program in 2024/25. The Ship Repair Entry Level Training program, which is fully funded and provides wrap-around supports, graduated a cohort of 20 Indigenous students in December 2024—one of our largest cohorts to date.

Supporting Equity-Seeking Groups in Trades

Trades development programs have responded to funding changes by redirecting Indigenous learners into ongoing training opportunities and supporting women in trades through initiatives like Empowering Indigenous People in Trades (supported by TD Bank) and Empowering Women in Trades (EWiT, established by The Gwyn Morgan & Patricia Trottier Foundation). These initiatives provide comprehensive financial and mentorship support, including tuition, living costs, transportation, child care, tools, and personal protective equipment.

The Building Capacity and New Careers in Red Seal Trades for Women pilot program, concluding July 31, 2025, introduced diversity, equity, and inclusion principles into pre-apprenticeship training. The program tripled women's participation, achieved a 93% completion rate, and strengthened industry partnership engagement, providing a strong foundation for scaling inclusive trades training across the province.

Additional Workforce Development Initiatives

Continued partnerships with CORCAN provide incarcerated learners with construction trades training, supporting their reintegration, while collaborations with BC Ferries and the Chef's Table Society expand workforce readiness in marine hospitality and culinary sectors.

Camosun's ongoing focus on practical, fast, and innovative training solutions helps close workforce gaps efficiently.

- **Work with post-secondary institutions to evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools, and training providers, who offer British Columbians the training and skills they need to be successful and help grow our provincial economy.**

Financial challenges from federal policy changes

The financial challenges stemming from recent federal policy changes significantly impacted international student enrolments in the 2024/25 fiscal year. After a relatively strong year in 2023/24, the college experienced a sharp decline in the number of international students with approximately 1,000 fewer students than budgeted for the fall and winter semesters, resulting in a $5.2 million revenue loss for the year. One-time revenue and cost savings realized throughout the year offset the international tuition loss to some extent, however, the college was forced to look at eliminating some vacant positions and layoffs yet expected to end the fiscal year end in deficit.

Based on actual 2024/25 enrolments the college predicted the significant decline in international enrolments would continue into the next fiscal year and the further reduction to this key revenue source would place additional pressure on the college's budget and operations. $11 million of cost reductions were identified to offset the tuition shortfall and workforce adjustment processes were initiated; this work will continue into the next fiscal year. The college received government approval to run a deficit in the 2024/25 fiscal year based on our deficit mitigation plan to reduce our expenses to match revenue, without compromising the quality of education and services to students. Measures identified in the deficit mitigation plan include carefully managing staffing levels through vacancies and workforce adjustments, trimming discretionary spending, and aligning program and support capacity with Enrollment realities. Importantly, no programs are being cancelled, ensuring that students currently enrolled can complete their credentials without interruption. Student support services remain robust, reflecting the college's commitment to learner success even amid financial constraints.

Beyond internal adjustments, Camosun is actively collaborating with provincial partners and other public post-secondary institutions to advocate at the federal level for funding frameworks that better address the challenges posed by federal policy changes. The college supports efforts to identify structural solutions and explore new revenue streams that can help stabilize funding. These efforts aim to secure sustainable public post-secondary education systems capable of delivering the training and skills British Columbians require to thrive in the evolving economy.

- **Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.**

See appendix A: Lasting and Meaningful Reconciliation

- **Support the Minister of Social Development and Poverty Reduction to enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life. Enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and building a dignified life.**

Employment Training and Preparation

The Employment Training and Preparation (ETP) certificate programs serve students who identify as facing barriers to education and employment. These programs equip students with the essential skills and resources needed to secure and maintain meaningful employment, live independently, and engage in civic and community life. Students develop workplace skills focused on entry-level roles in Customer Service, Foods, and Horticulture, with opportunities to tailor learning to their individual career interests.

Meeting a growing need

As high schools report an increase in students facing multiple and complex barriers, demand for transitional programming has grown. In response, Camosun added three additional cohorts this year, increasing enrollment from approximately 60 to 96 students. This expansion supports more youth in finding clear pathways to learning and employment beyond high school.

Learning labs

Hands-on learning takes place in cost-recovery entrepreneurial labs, where students assume valued roles both on campus and within the community. These labs allow students to practice workplace skills, gain business knowledge, and build confidence through real-world experience.

Work-Integrated Learning

Students further develop their skills, expand their networks, and build confidence by working alongside employees and customers in local businesses. These placements offer practical experience that connects classroom learning to the workforce.

Promoting inclusion

Engagement between employers, employees, customers, and workers with diverse abilities fosters greater familiarity and respect. This exposure helps break down barriers and promotes inclusion in the workplace.

Pathways for life learning and work program

Together with the South Island Partnership (SIP), Employment Training and Preparation delivers programming for high school students experiencing barriers as they transition to post-secondary education. This inclusive dual credit program supports youth in planning their next steps and connecting with community resources, employers, and post-secondary opportunities before graduating Grade 12.

- **Work with the Minister of Housing and Municipal Affairs to ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing urgently.**

Camosun College has received provincial funding approval for its first-ever student housing project, the Lansdowne Student Housing building, located on the Lansdowne campus. With $151.7 million in provincial funding and $3 million from the college, the project will provide over 400 affordable beds in a six-storey timber-frame building, helping to reduce the housing burden on and provide students with accessible and supportive on-campus housing. By repurposing an underutilized parking lot into vibrant, accessible student housing, the college is contributing to the local economy, enhancing student retention, and contributing housing capacity to address the critical need for housing in the region. The building will offer a mix of suite configurations and include amenities such as commercial spaces tailored to student and community needs, and the design incorporates universal design and sustainability principle. Camosun College is actively engaged in community consultation to ensure the design is culturally relevant and inclusive, including provisions to support Indigenous students and underrepresented groups.

2023/24 Institutional Mandate Letter Priorities

For the 2024/25 reporting cycle, Camosun College has included updates on relevant initiatives related to the 2023/24 Institutional Mandate Letter priorities, focusing on progress and developments not previously reported.

1. Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through microcredentials and expanded health seats.

INDICATORS

Delivering Training to Support StrongerBC's Future Ready Action Plan

Camosun's educational and training offerings align closely with the StrongerBC Future Ready Action Plan's goals to equip British Columbians with skills to seize new opportunities and adapt to change. The college has expanded access to affordable, accessible, and relevant training through microcredentials, certificate programs, and specialized courses targeting sectors with workforce shortages.

The ProSIT department's diverse programming supports this mandate, including five health care training, 13 nautical industry preparation, and 10 trades education, many funded through the StrongerBC future skills grant. This grant approved 41 courses and programs for funding in 2024/25, ensuring learners can access critical training at low or no cost.

New Facilities and Inclusive Training Environments

The planned Dennis and Phyllis Washington Trades Training Centre at the Camosun Coastal Centre funded by a $5.26 million donation in partnership with Seaspan, will further support maritime education with a focus on Indigenous learners, offering scholarships and culturally responsive training environments. The centre will offer scholarships prioritized for Indigenous students, including $200,000 allocated for this purpose.

The Mobile Pipe Trades Trailer – Trades for Success program, supported by Concert Properties, delivered introductory trades training to over 1,300 participants in 2024, expanding hands-on skills access and strengthening community connections.

Looking ahead, Camosun is integrating electric vehicle technology into trades training through the acquisition of a 2025 BrightDrop Zevo 400 AWD, nicknamed "EVAN," allowing for flexible, multi-trade EV systems training and positioning students at the forefront of industry transitions.

These initiatives ensure Camosun's training remains responsive to labour market needs and equips learners with the skills to thrive amid change.

2. Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.

INDICATORS

Ensuring Indigenous Voices Guide Trades Training and Workforce Development

Camosun College maintains a strong partnership with SkilledTradesBC, Indigenous leadership, and local Nations to ensure Indigenous perspectives remain central in trades training decision-making affecting workers, businesses, and communities.

Sustaining Indigenous Learner Support

Although provincial funding for the Indigenous Peoples in Trades Training (IPTT) program concluded in September 2024, Camosun quickly redirected Indigenous learners into ongoing programming and exploratory opportunities. Engagement with Indigenous partners including Songhees, Esquimalt, and local Nations continues to shape contract training courses and microcredentials tailored to community needs.

Empowerment through Financial and Mentorship Support

The college's Empowering Indigenous People in Trades initiative, supported by the TD Bank, provides comprehensive financial and mentorship support to Indigenous apprentices pursuing Red Seal trades, helping to overcome barriers and support successful completion.

Indigenous First Approach in Facilities and Programming

Future trades training facilities, such as the Dennis and Phyllis Washington Trades Training Centre, will adopt an Indigenous First approach, prioritizing Indigenous student access and embedding cultural relevance through design, programming, and procurement practices.

Regular engagement and feedback loops with Indigenous communities ensure that decision-making remains collaborative and responsive to evolving community priorities, reinforcing Camosun's commitment to inclusive and culturally grounded trades pathways.

SkilledTradesBC (STBC) Training Plan

- Total: **$5,862,477**
- Seats Filled: **2,468**
- Utilization Rate: **91.8%**

3. Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

INDICATORS

Camosun College remains deeply committed to working alongside Indigenous partners to create educational experiences that honor the diversity of Indigenous cultures and values. Through ongoing collaboration with local Nations, Indigenous community leaders, Elders, and the Indigenous Advisory Council, the college is developing and delivering programs that reflect Indigenous worldviews and knowledge systems. Initiatives such as the Indigenous Community Wellness program and seasonal Indigenous language classes are designed in partnership with Indigenous communities to ensure cultural relevance and accessibility.

The college has implemented preferential hiring practices and cultural competency training to build a staff and faculty body that understands and respects Indigenous perspectives. Efforts to Indigenize curriculum and learning environments continue, supported by dedicated Education Developers and resources like the Authentic Indigenous Voices library initiative. By embedding Indigenous voices at every level—from governance and program development to student supports and community engagement—Camosun fosters a learning environment where Indigenous learners are supported to achieve their goals in ways that align with their cultures, identities, and values.

See appendix A: Lasting and Meaningful Reconciliation

4. Developing and implementing protections for international students that support their fair treatment.

INDICATORS

Camosun International operates under a clear strategic vision that values cultural awareness, respect for diverse viewpoints, and a welcoming community for all. The existing international education strategic plan focuses on sustainable student recruitment prioritizing academic success and diversity of source countries; expanding opportunities for students and faculty to engage internationally through exchanges, field schools, and local initiatives; supporting international projects that benefit students and employees while enhancing Camosun's reputation locally and globally; and fostering a culture of excellence through comprehensive student support and transparent recruitment practices.

During the 2024-28 period, Camosun International's primary focus has been on responding to frequent changes in immigration rules and regulations, and adapting services and supports to ensure international students' needs are met amid evolving policies. While no new international education strategic plan was developed during this time, the department remains actively engaged in monitoring policy shifts and incorporating these insights into ongoing operations and future planning.

Camosun College is firmly committed to the fair treatment of international students and has fully complied with the enhanced protections outlined in the updated Provincial Government Education Quality Assurance (EQA) priorities and procedures, with official confirmation received in January 2025. This compliance reinforces the college's dedication to creating a safe, supportive environment where international learners' rights and well-being are prioritized.

Looking ahead, Camosun International plans to review and refresh its strategic plan to further strengthen protections and supports for international students as federal and provincial policies stabilize.

5. Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2024.

INDICATORS

Camosun College's approved budget target of a $1.632 million surplus was not met as a result of the sharp decline in international student enrolments stemming from recent federal policy changes. With almost 1,000 fewer students than expected the college experienced a significant tuition revenue shortfall and despite efforts throughout the year to reduce costs, our financial position at year end was a deficit balance of $3.2 million.

6. Complying with the Tuition Limit Policy, which sets a two per cent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

INDICATORS

- Camosun College has submitted last year's tuition report, confirming compliance with the Tuition Limit Policy.
- The college adheres to the two percent cap on tuition and mandatory fee increases.
- Camosun will continue to provide annual tuition and mandatory fee data to the Ministry to maintain transparency and regulatory compliance.

Ministerial Strategic Initiatives

Progress on the Truth and Reconciliation Calls to Action and UNDRIP

See appendix A: Lasting and Meaningful Reconciliation

Sexualized Violence Prevention and Response Initiatives

Camosun College continues to prioritize the prevention of sexualized violence and provide trauma-informed support to Camosun students impacted by sexual and gender-based violence. The following outlines key activities, education efforts, policy review progress, and the utilization of student feedback during the 2024/25 reporting cycle.

AWARENESS AND PREVENTION ACTIVITIES

Sexualized violence is addressed through a holistic, campus-wide approach incorporating education, prevention, response, and survivor-centred supports. Key initiatives in 2024/25 included:

- **Promotion of the *Safer Campuses for Everyone* online course**

  A self-paced training available to all students through the D2L platform. This course covers the impact of sexual violence, consent, bystander intervention, disclosure options, and support strategies. The Office of Student Support (OSS) successfully increased course completion by 194.44% compared to the prior year, utilizing incentives such as giveaways to encourage participation.

- **Interactive and engaging campus events**

  The OSS facilitated creative events to bring consent conversations to life, including:

  1. Consent Drag Brunch: Over 150 students and faculty attended, featuring performances by local artists and support from 11 community partners.
  2. Consent Frog Kissing Booth: Developed with the Makerspace, this interactive game engaged students in learning about consent in a fun and approachable way.
  3. Valentine's Day Self-Care Tin Giveaway: Students crafted care packages while engaging with consent messaging.
  4. International Women's Day: Distributed over 800 flowers and 100+ seed packets to promote gender equity and raise awareness about gender-based violence.
  5. 16 Days of Activism: Hosted tabling activities and consent-themed bracelet-making, culminating in a vigil honoring victims of gender-based violence.

- **Social media campaigns**

  Visually engaging posts raised awareness about sexual violence supports, bystander intervention, gender-based violence, and prevention of technology-based harm. These campaigns ensured broad accessibility and continuous community engagement.

- **Sector-specific training partnerships**

  In collaboration with Good Night Out and the Hospitality Management program, OSS delivered training focused on preventing and responding to sexual harassment in hospitality settings.

- **Community and campus partnerships**

  OSS maintains ongoing collaboration with:

  - Camosun College Student Society
  - Camosun Chargers Athletics
  - Camosun International
  - Academic leadership and learning services
  - Makerspace
  - Women & Gender Equity Committee
  - Equity, Diversity, and Inclusion Office
  - Library Services

  These partnerships enhance prevention efforts and strengthen community-wide commitment.

EDUCATION AND TRAINING SESSIONS

- A wide range of tailored education sessions were delivered to students, staff, and faculty, including:
  - Presentations during new employee orientations, student-athlete orientations, international student orientations, and various program-specific events.
  - In-class visits to foster ongoing dialogue about sexualized violence prevention and response.
  - One-on-one consultations with faculty and staff to support responding appropriately to disclosures, safety planning, and fostering a culture of consent.
- Training was provided to over several hundred participants across these venues, with the Safer Campuses for Everyone course remaining a key element of student education.
- Incentives such as giveaways and social recognition helped increase engagement and completion rates among students.

SEXUALIZED VIOLENCE POLICY REVIEW

- The Sexual Violence and Misconduct Policy (E-2.9) underwent its most recent review in 2023, complying with the Sexual Violence and Misconduct Policy Act requirement for triennial review.
- The review process included extensive consultation with students, faculty, and community partners to ensure the policy reflects current needs and legislation.
- Feedback from the Student Perceptions of Sexualized Violence Survey and other engagement activities informs ongoing policy development.
- The next review is scheduled for 2026, with plans to incorporate further stakeholder input and emerging best practices.

UTILIZATION OF STUDENT PERCEPTIONS OF SEXUALIZED VIOLENCE SURVEY

- Students were actively engaged to complete the provincial survey via tabling events and outreach efforts, providing critical insights into experiences with sexualized violence, resource awareness, campus culture, and training effectiveness.
- This year's survey results, when received in the next reporting cycle, will guide the development of targeted awareness campaigns, improvements in support services, and policy updates.

RESPONSE AND SUPPORT SERVICES

- OSS provides trauma-informed, survivor-centred support tailored to individual needs, including:
  - Private support conversations in-person, virtually, or by phone.
  - Safety planning to mitigate ongoing risk.
  - Referrals to community agencies such as Victoria Sexual Assault Centre, Men's Therapy Centre, The Foundry, and mental health services.
  - Coordination with Camosun Human Resources for staff and faculty support.
  - Facilitation of academic accommodations to support students' educational progress.
  - Case management of internal referrals and follow-up services.
  - Support for individuals found to have caused harm, including education and capacity-building to encourage safe community reintegration.
  - Policy-based reporting support and guidance on law enforcement options.
- Security-led safety measures such as no-contact agreements and communication protocols. Mental health and addiction counseling referrals are integrated into the response framework to address complex needs.

Former Youth in Care - Supports for students who are former youth in care, including participation in the Provincial Tuition Waiver Program

PARTICIPATION

From September 2024 to April 2025, 117 former youth in care (FYIC) students benefited from the Provincial Tuition Waiver Program at Camosun College, with a total of $275,735 distributed*. This represents a 46.3% increase over the previous year. Applicants have the option to self-identify as former youth in care during the Education Planner BC application process, enabling proactive outreach by the Student Navigator to support access to the Tuition Waiver Program and connect students with appropriate resources.

* Due to staggered timing invoicing and actual expenditures accrued and receipted totals may not match fiscal year values.

IDENTIFICATION AND OUTREACH

Camosun employs several strategies to identify FYIC students both on campus and those interested in post-secondary education but who have not yet applied. The Recruitment team actively connects with high school counsellors who work with FYIC youth, sharing information about available services and supports. During recruitment activities, the college promotes awareness of FYIC supports to encourage self-identification and participation.

Additional supports include:

- Unlimited number of designated counselling sessions for FYIC students, recognizing the importance of building trust and providing ongoing emotional support throughout their academic path.
- Regular multi-departmental planning meetings to coordinate wrap-around services tailored to FYIC and other underrepresented student populations.
- Active participation by three Camosun representatives from Financial Aid & Awards and the Eyē? Sqâ'lewen Centre for Indigenous Education and Community Connections in monthly Campus Navigator Community of Practice meetings. These meetings facilitate collaboration with professionals from other post-secondary institutions across B.C. to share promising practices on funding access, student well-being, and academic success for FYIC students.

K-12 Transitions and Dual Credit Programming

The partnership between Camosun College and the five partner school districts – Cowichan Valley, Gulf Islands, Greater Victoria, Saanich, and Sooke – is the largest in B.C., supporting over 1,000 students each year with their transition into post-secondary education and training.

Since the South Island Partnership's (SIP) inception in 2003, the partnership has grown from annually supporting 80 students to over 1,000 students. For 2024/25, we are on target to have 1,180 students that have participated in post-secondary dual credit programs – a total of over 1,600 courses taken across the South Island region. Over the last 10 years, over 10,500 students have participated in over forty different dual credit program and course areas.

Camosun's career program pathways include health and human services, business, communication, trades, technology, and sport; and within each of these areas, we strive to develop and deliver a variety of course and program delivery methods that help students pursue their desired career path. For many program pathways, students have the ability to take dual credit courses and programs in a variety of different ways – at their home school, on campus, online, or part of blended program (secondary, post-secondary, and often work experience courses combined into one).

For the last several years, SIP has also compiled success data for our dual credit students. In 2023/24, 87% of students successfully completed their dual credit course or program, with 27% of students achieving a mark of 90% or higher. Personalized student success and transition is interwoven into our partnership's vision, mission and goals. SIP's support team, specifically our two Transition Coordinators, provide direct mentorship and support to our students as they navigate their dual credit experience. The Transition Coordinators, when necessary, act as liaisons between the student, instructor, college departments, school district, and parents. We advocate for all students and ensure their unique needs are met.

Through a number of multi-year projects supported by the StrongerBC Ready Action plan and the Ministry of Education and Child Care, we have been able to increase dual credit enrolment, post-secondary transition, and employment rates in the areas of early childhood education and health and human services. We have also increased post-secondary and employment transition rates for students with complex and diverse needs, along with increasing work experience opportunities for all students.

Work-Integrated Learning

WORK-INTEGRATED LEARNING AT CAMOSUN COLLEGE

Camosun College places a high value on work-integrated learning (WIL), reflected in its Strategic Plan's mission: "We build a better future for our community with relevant, innovative and applied education" and a priority goal to "Empower students to stand out by providing educational experiences that equip them for their future."

Currently 1,273 Camosun courses have some component of work-integrated learning – this represents 82% of active course offerings at the institution.

TYPES OF WORK-INTEGRATED LEARNING

Camosun offers the following **11 types of work-integrated learning** opportunities to students:

1. Capstone projects: culminating activities in a student's credential where they apply acquired skills to solve specific issues, often in collaboration with industry or community service.
2. Course-based research: projects that involve applying theory to practical projects, contributing to program learning outcomes through industry or community partnerships.
3. Course-based activities: activities that help students apply classroom learning to real-world situations, integrating insights back into academic study.
4. Field experiences: offers supervised hands-on activities inside or outside college facilities, aiding learning objectives using instructional equipment.
5. Lab experiences: immerses students in scientific exploration and patient interactions, fostering skills in care and detailed information application.
6. Performance-based learning: students participate in large-scale public productions, gaining hands-on experience across all stages of production.
7. Service learning: integrates community service with classroom instruction, aiming to enhance learning and community development through collaborative projects.
8. Co-op programs: blend academic and work terms, with work terms typically comprising 30% of the program for programs over two years and 25% for shorter ones.
9. Apprenticeships: pairs students seeking skills with employers needing workers, offering paid practical experience supervised by certified journeypersons, blending 80% workplace training with 20% classroom instruction over two to five years.
10. Internships: single work terms, full-time, focused on specific disciplines, paid or unpaid, occurring during or after academic programs, lasting a minimum of 300 hours.
11. Supervised practices: involves students gaining supervised work experience under a licensed professional, unpaid and without individual workloads.

WORK-INTEGRATED LEARNING MODELS

Some WIL programs, like co-op, internships, supervised practices and apprenticeships, are formally incorporated into programs. Additionally, WIL is integrated into courses through activities such as labs, field experiences, service learning and applied learning assignments. Students can participate in co-curricular WIL experiences like case and skills competitions.

Camosun College employs both centralized and decentralized approaches to support WIL across the institution.

CENTRALIZED MODEL

Career Lab

The Applied Learning, Co-operative Education and Career Services (also known as the Career Lab) department serves as the centralized hub for WIL support, offering the following services:

Student Focused

- An applied learning catalogue facilitating the identification of courses and programs offering WIL opportunities.
- Career development courses tailored to students participating in co-op and internship programs, which also received a complete review and update in 2024 to include laddered learning outcomes and an Indigenization statement.
- Access to a job board and placement services dedicated to WIL opportunities.
- Individual and group support aimed at helping students secure and excel in WIL experiences.
- Online resources to aid in acquiring, maintaining, and reflecting on WIL experiences.
- Access to 31 accredited co-operative education programs that meet and exceed the newly revised national accreditation standards as set out by Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) (previously 18 programs were accredited).
- Access to Mega Career Fairs that were attended by 1,500 students during the Winter term.

Faculty Support

- Tailored assistance for faculty in the creation and integration of WIL components within programs and courses.
- Workshops and department-specific activities offering professional development opportunities related to WIL.
- Access to online resources designed to aid faculty members in effectively implementing WIL opportunities.

Camosun Innovates

Camosun Innovates is a centralized applied research and development hub at Camosun College, focusing on collaboration with industry partners to address real-world challenges and drive innovation. It offers expertise, facilities and resources to support businesses in areas such as product development, prototyping, testing and process improvement. Through Camosun Innovates, the college engages students, faculty, and industry professionals in hands-on projects to foster innovation and economic growth in the region

DECENTRALIZED MODEL

In addition to the centralized support for WIL at Camosun, there are also decentralized programs and services related to WIL.

- Many WIL opportunities are managed and supported at the school-based level, for example supervised practice in nursing and dental, and apprenticeship programs in trades.
- Each school is provided with funding that faculty can access to support WIL related projects and activities for students.
- Many co-curricular activities are managed at the school level, such as case and skills competitions like HRC West, Enactus and Skills Canada National Competitions.

INSTITUTIONAL PRIORITIES

Camosun has demonstrated a concerted effort to make WIL a priority at the institution through:

- A priority focus within the Camosun College Strategic Plan 2023-28.
- Funding for an Applied Learning, Co-operative Education and Career Services department at the institution.
- Committed funding for an Applied Learning Co-ordinator to support college-wide initiatives related to WIL and to provide faculty development opportunities.
- Funding for school-based WIL projects and activities.

NUMBER OF PLACEMENTS/STUDENTS INVOLVED IN WIL OPTIONS

Camosun has a robust co-operative education program, placing students in both co-op work terms and internships. In the last year, based on data submitted by B.C. publicly funded colleges, Camosun students comprised 52 per cent of all college co-op placements. Following are student placements number for the past year for co-op and internships:

	CO-OP	INTERNSHIP	TOTAL
Arts and Science	15	1	16
Business	171	0	171
Hospitality and Tourism	73	48	121
Sport	N/A	48	48
Technologies	90	3	93
TOTAL	349	100	449

Developing and implementing protections for international students that support their fair treatment

CAMOSUN INTERNATIONAL STRATEGIC PLAN 2024-28

Camosun International Vision

Camosun International strives to promote a community where awareness and understanding of culture is valued, different viewpoints are appreciated, and all are respected.

Camosun International Strategic Goals.

1. Continuing to focus of sustainable international student recruitment that emphasizes academic success and source country diversity.

2. Create opportunities for Camosun students and faculty to have international experiences through exchanges, field schools and local international opportunities.

3. Support international projects both locally and abroad which provide opportunities for Camosun students and employees while supporting a positive image of Camosun in our community, nationally and internationally.

4. Invest in and support a culture of excellence by providing opportunities for student success through student support, transparent recruitment practices

During the 2024-28 period, Camosun International's primary focus has been on responding to frequent changes in immigration rules and regulations, and adapting services and supports to ensure international students' needs are met amid evolving policies. While no new international education strategic plan was developed during this time, the department remains engaged in monitoring policy shifts and incorporating these insights into ongoing operations and future planning.

Looking ahead, Camosun International will review and refresh its strategic plan to further strengthen protections and supports for international students as federal and provincial policies stabilize.

Protections for international students

Camosun College is firmly committed to the fair treatment of international students and has fully complied with the enhanced protections outlined in the updated Provincial Government Education Quality Assurance (EQA) priorities and procedures, with official confirmation received in January 2025.

EQA Code alignment

Context: The EQA Code of Practice (the Code) sets consistent standards for B.C. institutions that:

- Provide programs of education or training to international students;
- Interact with or engage an education consultant/agent who engage with prospective international students; and
- Support to international students so that certain conditions are in place to ensure a positive experience that furthers the students' education.

Standards of Conduct — Camosun's alignment with EQA requirements

Marketing and promotion

Actual costs, tuition, and refund transparency. All materials are reviewed and updated annually with actual costs of living based on the StudentAid BC Policy Manual published by the Ministry of Post-Secondary Education and Future Skills.

- Tuition increases for the next three years are published, and whenever possible, five-year projections are provided.
- Digital copies of refund policies and procedures are sent directly to potential students before their applications are processed; students must sign to confirm they have received and read the policy.
- Student fee information is kept up-to-date and any changes are posted as far in advance as possible;
- Career prospect information is sourced primarily from WorkBC, reflecting current employment data for the Greater Victoria region.
- Post-graduation work permit (PGWP) eligible programs are clearly marked and updated when changes are made but IRCC;
- Cost-of-living estimates come from reliable government sources;
- All materials are reviewed by existing student focus groups to be sure they align reflect students' real experiences.

Program promotional materials

Accurate Information and constantly updated materials

- All materials are updated annually before use.
- Digital materials are updated as soon as changes occur.
- Physical print copies are taken out of circulation or reprinted as changes take place.
- Materials are dated.
- Testimonials and photos feature current or previous Camosun students.
- Volunteer Student Ambassadors who are currently Camosun students are available to connect with prospective and future students through an online platform, in an authentic and unfiltered way, about life in Victoria, costs, employment opportunities, student life, and more.

Work with Education Consultants/Agents

Camosun College recognizes its responsibility to maintain direct line of sight with potential students from the point of first contact until graduation.

- Camosun always maintains its direct line of sight with students. Camosun College does not work with aggregators or agencies using sub-agent models.
- Specific language in our contract requires any students recruited from a third party (sub-agent) by a contracted education consultant/agent to be immediately disclosed and moved to line of sight.
- Failure to adhere to contractual terms results in immediate termination of the agreement, along with commission rights.
- Consultants must provide active business licenses, registered with their jurisdictional authorities.

- Initial contracts are valid for one year to ensure updated documentation is received prior to renewal.
- There is constant review to identify any changes in ethical standards of contracted education consultants/agents.
- We do not support non-contracted education consultants/agents who want to enroll students at Camosun – these students must apply directly;
- All education consultants/agents must complete training before being issued being issued a contract, even once all other documentation has been provided.
- Only Regulated Canadian Immigration Consultant (RCIC) licensed consultants or immigration lawyers may provide immigration support and advice.
- Promotional materials using the Camosun College name or logo must be approved prior to use. Failure to seek approval will result in termination of the contract.

Enrolment

Diversity and a focus on retention

- No cultural group will exceed 30 percent of the total international student enrolment.
- Camosun strives for diversity across all program areas open to international students.
- Students are recruited based on their suitability for Camosun, their ability to be successful in their program of choice, and factors that indicate they will be engaged learners.
- All major education markets are reviewed for equivalency to be sure students admitted to Camosun College have the necessary knowledge to succeed in the program they have applied to.
- Admission requirements are strictly adhered to.

Student orientation and support

Retention and ongoing support for success

- Before arriving in Canada, students are provided with digital copies of orientation materials which outline all facilities and supports offered at Camosun, including the processes for complaints, how to report harassment, and dispute resolution.
- Virtual orientations connect students with support professionals, provide key information, and explain how to access Camosun services before studies begin.
- Camosun provides a point of contact Monday to Friday at both Campuses for international students at the dedicated international centres.
- All Camosun International employees are trained to support international students with adjusting to life in Canada and studying in a Canadian public post-secondary institution.
- International students have access to the same progression supports, safety, well-being, and health supports as domestic students.
- Housing information is available to all students.
- Camosun has critical incident and crisis management policies in place which can be reviewed from the Camosun website.

Additional goals of student support

- Empower students by providing relevant information and training so that they can make informed decisions about their studies and their education.
- Provide opportunities to connect with other students through cultural and social events, including opportunities to improve their leadership and communication skills through volunteering.
- Provide up-to-date immigration advice and support through Regulated International Student Immigration Advisor (RISIA) and Regulated Canadian Immigration Consultant (RCIC) licensed staff.
- Build college-wide connections with other departments and schools to create a holistic approach to student success.
- Contribute to equity, diversity, and inclusion by creating intercultural connections between the students we serve and the Camosun community.
- Coordination of student-led peer connections from pre-arrival through to graduation

CAMOSUN INTERNATIONAL STAFF LICENSED OR IN PROGRESS TO BE LICENSED RISIA

YEAR	RISIA LICENSES	IN PROGRESS
F2022/23	7	0
F2023/24	7	2
F2024/25	6	1

Performance Plan and Report

PERFORMANCE MEASURES, TARGETS, AND RESULTS

PERFORMANCE MEASURE 1: TOTAL FTE STUDENT SPACES (EXCLDUING THE INDUSTRY TRAINING AUTHORITY)		
2022/23 Actual:	4,946	Camosun posted 5,279 FTEs in the 2024/25 period – nearly 2,000 below its target. This largely falls to the federal policy changes to the post-graduate permits.
2023/24 Actual:	5,085	
2024/25 Actual:	5,279	
2024/25 Target:	≥7,262	
2024/25 Assessment:	Not Achieved	

PERFORMANCE MEASURE 1A: STUDENT SPACES IN NURSING AND ALLIED HEALTH PROGRAMS (FTE)		
2022/23 Actual:	887	Camosun posted 889 FTEs in nursing and allied health programs in 2024/25. This exceeded the target of 842 – resulting in Camosun achieving the target.
2023/24 Actual:	894	
2024/25 Actual:	889	
2024/25 Target:	≥842	
2024/25 Assessment:	Achieved	

PERFORMANCE MEASURE 1B: STUDENT SPACES IN DEVELOPMENT PROGRAMS (FTE)		
2022/23 Actual:	704	Camosun posted 840 development program FTEs in the 2024/25 period, shy of its target of 935. While failing to achieve its target in this period, 2024/25 was the third year of successive growth.
2023/24 Actual:	774	
2024/25 Actual:	840	
2024/25 Target:	≥935	
2024/25 Assessment:	Not Achieved	

PERFORMANCE MEASURE 2: CREDENTIALS AWARDED	Actual			Target	Assessment	
	2022/23	2023/24	2024/25	2024/25	2024/25	
Total Credentials	1,569	1,490	1,550		Not Assessed	Camosun achieved strong results in the 2024/25 assessment period, meeting credential award targets across all categories except for Bachelor degrees, where the target was substantially achieved. Substantially achieved means Camosun met 90% of the target value.
Bachelor		155	160	≥162	Substantially Achieved	
Certificate		531	553	≥476	Achieved	
Developmental		119	123	≥85	Achieved	
Diploma		595	625	≥525	Achieved	
Graduate, First Professional and Post-Degree		90	89	≥83	Achieved	

PERFORMANCE MEASURE 3: TOTAL INDIGENOUS STUDENT FTE		
2022/23 Actual:	715	Camosun had 800 Indigenous FTEs in 2024/25 period – up 115 FTEs from the previous period. This resulted in the target being achieved.
2023/24 Actual:	685	
2024/25 Actual:	800	
2024/25 Target:	Increase from the previous year	
2024/25 Assessment:	Achieved	

PERFORMANCE MEASURE 3A: TOTAL INDIGENOUS STUDENT FTE (PSFS)		
2022/23 Actual:	519	Camosun had 517 PSFS Indigenous FTEs in the 2024/25 period – up 34 FTEs from the previous period. This resulted in the target being achieved.
2023/24 Actual:	483	
2024/25 Actual:	517	
2024/25 Target:	Increase from the previous year	
2024/25 Assessment:	Achieved	

PERFORMANCE MEASURE 3B: TOTAL INDIGENOUS STUDENT FTE (SkilledTradesBC)

2022/23 Actual:	196
2023/24 Actual:	202
2024/25 Actual:	283
2024/25 Target:	Increase from the previous year
2024/25 Assessment:	Achieved

Camosun had 283 SkilledTradesBC indigenous FTEs in 2024/25 period – up 81 FTEs from the previous period. This resulted in the target being achieved.

PERFORMANCE MEASURE 4: STUDENT SATISFACTION WITH EDUCATION

Survey Name:	DACSO	TFTVG	APPSO	BGS
2022/23 Actual:	89.5% (+/- 1.6%)	91.9% (+/- 6.4%)	85.2% (+/-4.2%)	89.7% (+/- 4.4%)
2023/24 Actual:	89.5% (+/- 1.5%)	N/A	94.3% (+/-2.8%)	97.6% (+/- 2.6%)
2024/25 Actual:	90.7% (+/- 1.5%)	94.9% (+/- 5.6%)	94.7% (+/-3.4%)	98.3% (+/- 3.0%)
2024/25 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%
2024/25 Assessment:	Achieved	Achieved	Achieved	Achieved

Camosun achieved all the satisfaction targets for each of the Student Outcomes Survey in the 2024/25 period.

PERFORMANCE MEASURE 5: STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION

Survey Name:	DACSO	TFTVG	APPSO	BGS
2022/23 Actual:	93.9% (+/- 1.3%)	97.3% (+/- 3.8%)	96.1% (+/- 2.3%)	94.8% (+/- 3.2%)
2023/24 Actual:	93.2% (+/- 1.2%)	N/A	95.6% (+/- 2.4%)	100.0% (+/- 0.0%)
2024/25 Actual:	95.0% (+/- 1.1%)	95.0% (+/- 5.4%)	97.3% (+/- 2.4%)	96.6% (+/- 4.1%)
2024/25 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%
2024/25 Assessment:	Achieved	Achieved	Achieved	Achieved

Camosun achieved all the satisfaction targets for each of the Student Outcomes Survey in the 2024/25 period.

Baccalaureate Graduates (BGS), Diploma, Associate degree, & Certificate Students (DACSO), Trades Foundation & Trades-related Vocational Students (TFTRV) and Apprenticeship Students (APPSO)

PERFORMANCE MEASURE 6: STUDENT ASSESSMENT OF SKILL DEVELOPMENT

Survey Name:	DACSO	TFTVG	APPSO	BGS
2022/23 Actual:	85.7% (+/-1.5%)	88.8% (+/- 6.7%)	79.7% (+/- 4.3%)	86.6% (+/- 4.2%)
2023/24 Actual:	83.3% (+/-1.6%)	N/A	83.8% (+/- 3.7%)	90.4% (+/- 3.3%)
2024/25 Actual:	85.2% (+/-1.6%)	90.7% (+/- 4.2%)	84.5% (+/- 4.2%)	90.6% (+/- 4.3%)
2024/25 Target:	≥ 85%	≥ 85%	≥ 85%	≥ 85%
2024/25 Assessment:	Achieved	Achieved	Achieved	Achieved

Camosun achieved all the satisfaction targets for each of the Student Outcomes Survey in the 2024/25 period.

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

Survey Name:	DACSO	TFTVG	APPSO	BGS
2022/23 Actual:	83.8% (+/- 2.8%)	N/A	90.2% (+/- 3.8%)	94.0% (+/- 3.9%)
2023/24 Actual:	85.5% (+/- 2.5%)	N/A	93.5% (+/- 3.0%)	90.9% (+/- 5.2%)
2024/25 Actual:	84.0% (+/- 2.8%)	90.0% (+/- 9.2%)	91.7% (+/- 4.3%)	94.3% (+/- 5.6%)
2024/25 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%
2024/25 Assessment:	Substantially Achieved	Achieved	Achieved	Achieved

Camosun achieved all but the DACSO survey – which substantially achieved its target - the satisfaction targets for each of the Student Outcomes Survey in the 2024/25 period.

PERFORMANCE MEASURE 8: UNEMPLOYMENT RATE

Survey Name:	DACSO	TFTVG	APPSO	BGS
2022/23 Actual:	3.6% (+/- 1.3%)	11.4% (+/- 7.9%)	3.4% (+/- 2.2%)	4.5% (+/- 3.3%)
2023/24 Actual:	6.1% (+/- 1.6%)	N/A	2.5% (+/- 1.9%)	6.1% (+/- 4.1%)
2024/25 Actual:	6.0% (+/- 1.7%)	9.1% (+/- 8.2%)	0.9% (+/- 1.4%)	1.9% (+/- 3.2%)
2024/25 Target:	≤10.8%	≤10.8%	≤10.8%	≤10.8%
2024/25 Assessment:	Achieved	Achieved	Achieved	Achieved

Camosun achieved all the satisfaction targets for each of the Student Outcomes Survey in the 2024/25 period.

Performance Measures

Former diploma, associate degree, and certificate students' assessment of skill development					
PERFORMANCE MEASURE	Actual			Target 2024/25	Assessment 2024/25
	2022/23	2023/24	2024/25		
Skill Development	85.7% (+/- 1.5%)	83.3% (+/- 1.6%)	85.2% (+/- 1.6%)	≥ 85%	Achieved
Written Communication	85.1% (+/- 2.0%)	82.7% (+/- 2.0%)	85.0% (+/- 1.9%)	≥ 85%	Achieved
Oral Communication	78.7% (+/- 2.3%)	73.3% (+/- 2.4%)	76.1% (+/- 2.3%)	≥ 85%	Not Achieved
Group Collaboration	86.3% (+/- 1.8%)	83.2% (+/- 1.8%)	84.9% (+/- 1.9%)	≥ 85%	Achieved
Critical Analysis	90.0% (+/- 1.6%)	89.0% (+/- 1.5%)	90.3% (+/- 1.5%)	≥ 85%	Achieved
Problem Resolution	84.9% (+/- 1.9%)	81.1% (+/- 1.9%)	83.2% (+/- 1.9%)	≥ 85%	Achieved
Learn on Your Own	86.3% (+/- 1.8%)	83.9% (+/- 1.8%)	86.6% (+/- 1.8%)	≥ 85%	Achieved
Reading and Comprehension	87.9% (+/- 1.7%)	88.9% (+/- 1.5%)	90.1% (+/- 1.5%)	≥ 85%	Achieved

Trades foundation and trades-related vocational graduates' assessment of skill development					
PERFORMANCE MEASURE	Actual			Target 2024/25	Assessment 2024/25
	2022/23	2023/24	2024/25		
Skill Development	88.8% (+/- 6.7%)	N/A	90.7% (+/- 4.2%)	≥ 85%	Achieved
Written Communication	N/A	N/A	N/A	≥ 85%	Not Assessed
Oral Communication	N/A	N/A	89.7% (+/- 9.5%)	≥ 85%	Achieved
Group Collaboration	97.0% (+/- 4.5%)	84.2% (+/- 9.3%)	92.3% (+/- 6.7%)	≥ 85%	Achieved
Critical Analysis	94.6% (+/- 5.3%)	89.5% (+/- 7.8%)	89.5% (+/- 7.9%)	≥ 85%	Achieved
Problem Resolution	86.1% (+/- 8.3%)	N/A	92.3% (+/- 6.7%)	≥ 85%	Achieved
Learn on Your Own	91.9% (+/- 6.4%)	N/A	95.0% (+/- 5.4%)	≥ 85%	Achieved
Reading and Comprehension	89.2% (+/- 7.3%)	N/A	97.5% (+/- 3.9%)	≥ 85%	Achieved

Former apprenticeship students					
PERFORMANCE MEASURE	Actual			Target 2024/25	Assessment 2024/25
	2022/23	2023/24	2024/25		
Skill Development	79.7% (+/- 4.3%)	83.8% (+/- 3.7%)	84.5% (+/- 4.2%)	≥ 85%	Achieved
Written Communication	60.5% (+/- 9.0%)	64.7% (+/- 9.0%)	64.1% (+/- 9.3%)	≥ 85%	Not Achieved
Oral Communication	67.3% (+/- 7.6%)	70.2% (+/- 8.0%)	67.1% (+/- 9.1%)	≥ 85%	Not Achieved
Group Collaboration	73.7% (+/- 5.9%)	88.1% (+/- 4.2%)	83.7% (+/- 5.9%)	≥ 85%	Achieved
Critical Analysis	85.6% (+/- 4.2%)	87.7% (+/- 4.0%)	93.7% (+/- 3.7%)	≥ 85%	Achieved
Problem Resolution	82.0% (+/- 4.7%)	87.2% (+/- 4.2%)	85.8% (+/- 5.5%)	≥ 85%	Achieved
Learn on Your Own	81.9% (+/-4.7%)	82.8% (+/-4.7%)	87.3% (+/-5.1%)	≥ 85%	Achieved
Reading and Comprehension	86.1% (+/-4.2%)	92.3% (+/-3.2%)	97.3% (+/-2.4%)	≥ 85%	Achieved

Bachelor degree graduates					
PERFORMANCE MEASURE	Actual			Target 2024/25	Assessment 2024/25
	2022/23	2023/24	2024/25		
Skill Development	86.6% +/- 4.2%	90.4% +/- 6.2%	90.6% +/- 4.3%	≥ 90%	Achieved
Written Communication	79.8% (+/- 6.0%)	88.1% (+/- 5.5%)	91.1% (+/- 6.6%)	≥ 90%	Achieved
Oral Communication	86.3% (+/- 5.1%)	88.0% (+/- 5.6%)	87.7% (+/- 7.5%)	≥ 90%	Achieved
Group Collaboration	91.8% (+/- 4.0%)	90.5% (+/- 5.0%)	94.7% (+/- 5.1%)	≥ 90%	Achieved
Critical Analysis	88.4% (+/- 4.7%)	95.3% (+/- 3.6%)	94.7% (+/- 5.1%)	≥ 90%	Achieved
Problem Resolution	85.1% (+/- 5.3%)	88.1% (+/- 5.5%)	84.5% (+/- 8.2%)	≥ 90%	Achieved
Learn on Your Own	87.2% (+/- 5.0%)	95.2% (+/- 3.6%)	92.6% (+/- 3.6%)	≥ 90%	Achieved
Reading and Comprehension	87.2% (+/- 5.0%)	88.0% (+/- 5.6%)	91.1% (+/- 6.6%)	≥ 90%	Achieved

Financial Information

REVENUE	$ MILLIONS	PERCENT
Provincial Grants	95.2	52.8
Provincial Capital Grants	9.5	5.3
Tuition and Fees	56.1	31.1
Federal and Other Grants	2.8	1.6
Goods and Services	13.6	7.5
Other	3.0	1.7
TOTAL REVENUE	**180.2**	**100.0**

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

EXPENSES	$ MILLIONS	PERCENT
Salaries and Benefits	144.3	78.7
Contract Fees	4.0	2.2
Supplies and Services	20.3	11.1
Costs of Goods Sold	2.7	1.5
Amortization	10.0	5.5
Minor Repairs and Maintenance	2.1	1.2
TOTAL EXPENSES	**183.4**	**100.0**

Appendix A: Lasting and Meaningful Reconciliation

Progress on the implementation of the Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples (UNDRIP), and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, and In Plain Sight Report Recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples, and In Plain Sight Report recommendations 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 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.

1: SOCIAL WORK

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.

PROGRESS

- Camosun has implemented a comprehensive approach to Indigenizing recruitment and hiring practices, particularly in fields directly impacting Indigenous children and families.
- A preference statement referencing the TRC's Calls to Action and UNDRIP is now included in all exempt job postings, prioritizing candidates with demonstrated understanding and commitment to reconciliation and systemic change.
- Interview questions for exempt positions are drawn from a curated repository, enabling panels to assess candidates' Indigenous knowledge, lived experience, and expertise.
- Hiring panels for Indigenous Preferential and Limited Hires draw on a detailed guide written by Janice Simcoe, which includes strategies for authenticating Indigenous identity and evaluating candidate responses.

INITIATIVES AND PARTNERSHIPS

- The Selecting and Retaining Indigenous Employees guide has been developed to support hiring managers in culturally appropriate recruitment.
- Ongoing collaboration with local Indigenous communities ensures hiring practices align with Indigenous values and expectations.
- Preferential and limited hiring policies are in place for academic programs such as Bachelor of Science in Nursing (BSN), Early Learning and Care (ELC), Criminal Justice (CRIM), Social Work (SOCW), Community Learning Partnerships (CLP), and within the Indigenous Education & Community Connections (IECC) department.
- Preferential hiring is also applied for Indigenous Counsellors, Advisors, and other student-support roles.

- Janice is a nationally respected leader in Indigenous education and a member of the Anishinaabe nation (Crane Clan) from Alderville First Nation. With decades of experience advancing Indigenous student success, Indigenization, and cultural safety within post-secondary education, Janice's work has shaped policy and practice across the college and beyond.

- Future steps include the inclusion of Indigenous representatives or interactions with an IECC member on hiring panels, and development of a communications strategy to support transparency and community awareness.

12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

PROGRESS

- Early Learning and Care programs are actively Indigenized through curriculum updates and targeted recruitment of Indigenous students and faculty.
- Land-based, community-embedded practices are central to program design, and new programs such as the Indigenous Community Wellness Program are offered in collaboration with the W̱SÁNEĆ College.

INITIATIVES AND PARTNERSHIPS

- Seasonal language-learning opportunities for employees and students, with a focus on local languages and traditions (first offerings scheduled for Spring/Fall 2025).
- Collaboration with W̱SÁNEĆ and lək̓ʷəŋən Nations to ensure that program content and delivery are culturally relevant and responsive.
- Active engagement with the Early Learning & Care Indigenous Advisory, and development of wraparound supports for Indigenous students.

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

PROGRESS

- Camosun is building foundational capacity by offering Indigenous language-learning opportunities for employees, fostering relationships with local Nations and increasing awareness of the college's responsibilities to place.

INITIATIVES AND PARTNERSHIPS

- Classes are scheduled to start in Spring or Fall 2025, co-created with local Indigenous Nations to ensure authenticity and respect for language protocols.
- Language learning is positioned as a key step in broader cultural competency and reconciliation efforts.
- Collaboration with lək̓ʷəŋən and W̱SÁNEĆ Peoples to deliver language and cultural programming.
- Sharing of best practices and institutional progress via an internal SharePoint site.
- A communications plan to promote language initiatives and encourage broad participation.

23: HEALTH-CARE PROFESSIONALS

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.

PROGRESS

- Camosun prioritizes the recruitment and retention of Indigenous health professionals through targeted hiring, curriculum updates, and the creation of culturally responsive learning environments.
- The Indigenous Community Wellness (ICW) program, launched in Fall 2023, prepares students for frontline roles in Indigenous communities and agencies, blending Indigenous perspectives on wellness with practical skills such as Naloxone administration and First Aid tailored to Indigenous community contexts.
- Through a Special Program Approval from the BC Office of the Human Rights Commissioner, Camosun's School of Health and Human Services (HSHS) reserves up to 12.5 percent of program seats in all Health and Human Services programs specifically for Indigenous applicants. This policy gives priority ranking and waitlisting for Indigenous students, further strengthening pathways for Indigenous learners into health professions and supporting the college's commitments under the TRC and In Plain Sight.

INITIATIVES AND PARTNERSHIPS

- ICW is offered at the W̱SÁNEĆ College, enhancing access for Indigenous learners.
- Curriculum includes Indigenous counselling, Naloxone and First Aid training, and a strong focus on land-based and community-based learning.
- Graduates are equipped to work as First Responders, Family Support Workers, and Community Wellness personnel within Indigenous communities.

24: MEDICAL AND NURSING SCHOOLS

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.

PROGRESS

- All exempt workplace leaders are required to complete the TELɬIN TɬE W̱ILN̓EW̱ (TTW) course—Understanding Indigenous Peoples—within their first year of employment.

INITIATIVES AND PARTNERSHIPS

- Collaboration with CETL and local Knowledge Keepers to ensure course content is accurate and respectful.

- Faculty and staff are encouraged and supported to participate in additional learning opportunities about Indigenous health and healing.
- Health and Nursing programs embed Indigenous health issues, including the legacy of residential schools, UNDRIP, Treaties, and Indigenous teachings, into required coursework.
- Curricula include Indigenous health perspectives and trauma-informed care.

- Continuous improvement of the TTW course to include the latest developments in policy, practice, and pedagogy.
- Integration of feedback from Indigenous students and alumni into program design and delivery.

28: LAW SCHOOLS

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.

PROGRESS

- While Camosun does not offer a law degree, programs such as Criminal Justice and Social Work have integrated Indigenous perspectives, legal rights, and critical examination of the legacy of residential schools and colonialism.
- Students are required to engage with the UN Declaration, historical treaties, and Indigenous-Crown relations.

INITIATIVES AND PARTNERSHIPS

- The Indigenous Advisory Council helps shape programming and recruitment strategies.
- Preferential hiring in programs with significant Indigenous content.
- Ongoing collaboration with Indigenous legal experts and community partners for guest lectures, curriculum review, and experiential learning.

57: PUBLIC SERVANTS

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.

PROGRESS

- Indigenization and anti-racism education are central to staff and faculty development at Camosun.
- All exempt employees are required to complete TTW; all new hires are invited to do so.
- The college is rolling out Pulling Together: A Guide for Front-Line Staff, Student Services, and Advisors as training for all frontline workers starting Fall 2025

INITIATIVES AND PARTNERSHIPS

- Training extends to Academic Advising, Admissions & Registration, Applied Learning, Bookstore, International, Accessible Learning, Co-op & Career Services, Counselling, Dental Hygiene, Elders and Knowledge Keepers, Financial Aid, Fitness & Recreation, Library, Indigenous Advisors and Counsellors, Student Support, Makerspace, and more.
- Working group continues to oversee and expand training opportunities.
- Ongoing consultation with Indigenous leaders, advisors, and community partners.

62: TEACHER EDUCATION

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.

PROGRESS

- Camosun's Indigenization Task Force has identified and implemented opportunities for Indigenous learners to participate in college decision-making, with strong input from Eyēʔ Sqâ'lewen and the Camosun College Student Society (CCSS).
- The Student Voice Guide and Student Voice Website were developed through extensive consultation with Indigenous students, faculty, and community members.
- Faculty development includes access to an expanding online resource guide focused on Indigenizing curriculum.

INITIATIVES AND PARTNERSHIPS

- Indigenous students are invited to serve on the Board of Governors, Education Council, Policy & Standards Committee, School Curriculum Committees, and in program review processes.
- Indigenous perspectives are incorporated into the curriculum across educator preparation and general programs.
- Continuous feedback loops with Indigenous students and staff to evaluate and improve teaching methods.

86: JOURNALISM AND MEDIA SCHOOLS

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.

PROGRESS

- While Camosun does not have a journalism program, Indigenous perspectives, history, and rights are integrated into communications and media courses.
- The college's communications team proactively shares stories and profiles from the strategic plan to reflect the human impact of Indigenization for students and employees.
- The library developed the Authentic Indigenous Voices (AIV) icon and an Indigenizing citations guide to increase visibility of Indigenous scholarship. More than 230 resources have been designated with the AIV icon shortly after implementation.

INITIATIVES AND PARTNERSHIPS

- Annual stories and news releases highlighting Indigenous resurgence.
- Collaboration with Indigenous artists and knowledge holders for storytelling and event coverage.
- Partnership with the Orange Shirt Society, the Camosun College Foundation, and other Island institutions on projects such as the Hearts & Hands Pin initiative.

92: BUSINESS SCHOOLS

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

PROGRESS

- Indigenous content and anti-racism education are embedded in business and public administration curricula.
- Faculty receive ongoing training in intercultural competency, conflict resolution, human rights, and anti-racism.

INITIATIVES AND PARTNERSHIPS

- Collaboration across departments to ensure curriculum meets evolving standards for reconciliation and inclusion.
- Regular review and update of program content with input from Indigenous business leaders and community partners.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

Camosun collaborates closely with Indigenous peoples and communities to advance the implementation of the United Nations Declaration on the Rights of Indigenous Peoples, focusing especially on the articles that address education.

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

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education,

PROGRESS

- Camosun's 2023–2028 Strategic Plan commits to increasing Indigenous cultural visibility on campuses through art, signage, traditional naming, and land naturalization
- Camosun supports Indigenous educational self-determination, working closely with local Nations to design programs and services that reflect community priorities and cultural methods.
- The Indigenous Advisory Council guides the college in embedding Indigenous voices into governance, programming, and hiring.
- Indigenous language, history, and cultural content are increasingly visible and integrated into the learning environment.
- Indigenous students have access to all levels and forms of education, with targeted recruitment, support services, and dedicated study spaces.
- Focus on improving economic and social conditions for Indigenous peoples through education, employment, and community partnerships.

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

- Long-standing Indigenous Advisory Council guiding program and policy.
- Dedicated Indigenous student study room at Lansdowne Library, opening fall 2025.
- Camas field revitalization and land-based learning projects, with participation from local families and Nations.
- Canoe education program in partnership with W̱SÁNEĆ College, Early Learning & Care, and Indigenous Community Wellness programs.
- Elders Fund established to provide ongoing Elder services college-wide.
- Indigenization of spaces, including renaming Wilna Thomas Indigenous Classroom to Tsa Qwa Sup House and Indigenous Classroom WT200 to Nahey'gnut.
- Recruitment strategy to attract Indigenous students, informed by self-identification data.
- Ongoing partnerships with W̱SÁNEĆ, lək̓ʷəŋən, and other local Nations and organizations.
- Annual sharing of stories that reflect the human impact of Indigenization.

IN PLAIN SIGHT REPORT RECOMMENDATIONS REPORTING FOR POST-SECONDARY INSTITUTIONS

In Plain Sight recommendation #8 - Camosun College health programs accreditation standards related to cultural safety and humility training.

PROGRAM NAME	ACCREDITATION STANDARD DETAILS
Health programs including Nursing, Social Work, and Indigenous Community Wellness.	• All accredited health programs at Camosun include mandatory cultural safety and humility training, aligned with provincial standards and the goals of the In Plain Sight report. • The TEL₮IN T₮E W̱IL ṈEW̱ course and the Indigenous Community Wellness program are core offerings. • Curriculum and programming are regularly reviewed in partnership with Indigenous Knowledge Keepers and health professionals.

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

PROGRAM	PROGRESS	ACTIONS
Leadership and senior roles within health programs and services.	• Camosun's Board of Governors is one of the most diverse in the province, with Indigenous ancestry represented in the Board Chair, Vice Chair, and other members—over 20 percent of the board. • An Executive Director for Indigenous Education has been appointed, reporting directly to the Provost and Vice-President, Education and Innovation. • The Indigenous Advisory Council is an established, community-based body advising the college on planning, development, and delivery of educational services and programs for Indigenous students and communities.	• Recently passed a vote at our Education Council to add an Indigenous voting member • Continuing to amplify Indigenous voices in senior leadership by encouraging applications from Indigenous candidates for board and executive roles. • Regular review and reflection on the composition of leadership structures, with a commitment to ongoing improvement. • Inclusion of Indigenous community partners on hiring panels for programming delivered in community. • Maintaining and strengthening the Indigenous Advisory Council and expanding the role of Cultural Advisors.
	• Cultural Advisors from local Nations actively participate in governance and decision-making.	• Developing communications plans to promote leadership opportunities and transparency in recruitment.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
• Preferential and limited hiring for Indigenous staff and instructors in health and wellness fields. • Implementation of a recruitment strategy for Indigenous students, supported by improved self-identification processes. • Provision of culturally safe, supportive learning environments, including dedicated study spaces and wraparound services.	• Expansion and sustained growth of the Indigenous Community Wellness program. • Use of Indigenous student self-identification data to inform recruitment and student support strategies.	• Increased Indigenous student participation and engagement. • Development of curriculum and student support services that reflect Indigenous perspectives and promote cultural safety. • Strengthened support systems contributing to improved persistence and graduation rates among Indigenous learners.

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

PROGRAM	PROGRESS	ACTIONS
Health practitioner degree and diploma programs.	• All relevant programs (Health, Social Work, Community Wellness) include mandatory components covering Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the standards set out in UNDRIP. • The TELŦIN TŦE W̱ILN̲EW̱ course is required for all exempt employees and strongly encouraged for all new hires.	• Ongoing curriculum review and updates to embed the latest best practices and community feedback. • Continuous professional development for faculty and staff on anti-racism and Indigenous health. • Collaboration with Indigenous Knowledge Keepers and community partners to deliver experiential learning opportunities (e.g., land-based and community-based learning). • Monitoring and evaluation of program impact, with adjustments made as required to ensure learning objectives are met.

Camosun College recognizes reconciliation as an ongoing journey. Guided by partnership, accountability, and humility, we strive to advance meaningful change for Indigenous students, employees, and communities, in alignment with the TRC, UNDRIP, and the In Plain Sight Report.

About the cover:

The images chosen for this report's covers thoughtfully represent the core theme of "Your Path to Success." The front cover features Evan, an alumnus of the Employment and Training Preparation (ETP) programs alongside his father, capturing the very beginning of a student's journey. This photo reflects the vital role that community support plays in the students' success, highlighting that no one embarks on this path alone.

The back cover shows two ETP instructors, Laura and Mark, representing the professional guidance and support students receive throughout their educational experience. Beyond the playful idea that they "have our students' backs," these instructors embody the expertise and dedication that help learners reach their goals.

Together, the front and back covers illustrate the full story of success at Camosun: a journey supported by community, strengthened by educators, and sustained by the broader network working together to help students thrive. This visual narrative reinforces the collaborative pathways that enable students' success.

Your path to success.

CAMOSUN COLLEGE