



CAMOSUN COLLEGE
BOARD OF GOVERNORS
& COLLEGE COMMUNITY:

I am delighted to share with you the second annual Progress Report for Camosun's 2016-2021 Strategic Plan. In this document you will find a high level overview of the achievements and initiatives that are underway for each of the goals attached to the four Corner Posts of the Strategic Plan.

Our Strategic Plan truly guides the initiatives and decisions of Camosun College; every new program, service and project is viewed through the lens of our Vision, Mission, Values and the Four Corner Posts.

As I review the successes of this academic year, I am so incredibly proud of our employees and students who have helped the college move forward with our ambitious commitments. What a year!

A handwritten signature in cursive script that reads "Sherri Bell".

Sherri Bell
President

Strategic Plan

PROGRESS REPORT

2017/2018



Goal 1 Ensure we have an environment in which students learn to learn; are engaged in community; and acquire skills and knowledge that effectively supports them in building their future.

Goal 2 Develop a strong, college wide service philosophy and culture that puts students at the center of everything we do.

Achieved:

- Hired a Director of Student Affairs to lead a student centric model of supports.
- Hired a Student Support manager to proactively address student conduct issues.
- Completed a Student Experience Survey.
- Completed an MOU between the Registrars' office and Camosun International to ensure the consistent application of admissions processes.
- Refocussed disability supports to the new Centre for Accessible Learning.
- After a hiatus of nearly ten years, achieved co-op accreditation status for 11 Arts and Science programs and 9 Business programs until 2023.
- Launched web pages and guidelines in support of the college's Sexualised Violence Policy.

In progress:

- Launched and working on the Applied Learning project to develop opportunities for faculty and students to enhance hands on integrated learning.
- Launched the 2.5 year Ellucian Colleague Renewal project.
- Developed and implementing a new plan for Co-op and Career Services that includes new student and employer centered space.
- Developing new web based supports for faculty in recognising and supporting students with disabilities.

Key Performance Indicators:

Overall student satisfaction rate.

Source: BC Student Outcomes Survey

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|---------------------------|------|------|------|------|------|
| Camosun | 93% | 92% | 94% | 91% | 92% |
| BC College Average | 93% | 93% | 93% | 92% | 92% |

*Note: All institutions surveyed includes the public post-secondary institutions in British Columbia, EXCEPT for the Research Universities.



Key Performance Indicators:

Percentage of students who felt supported in achieving their educational objective.

Source: 2017 Student Experience Survey

| Supported | Neutral | Not Supported |
|-----------|---------|---------------|
| 61% | 35% | 4% |

Percentage of students satisfied with their overall educational experience.

Source: 2017 Student Experience Survey

| Very Satisfied or Satisfied | Neither Satisfied nor Dissatisfied | Dissatisfied or Very Dissatisfied |
|-----------------------------|------------------------------------|-----------------------------------|
| 82% | 13% | 5% |

Percentage of students satisfied with their co-op placement or work-related experience.

Source: 2017 Student Experience Survey

| Very Satisfied or Satisfied | Neither Satisfied nor Dissatisfied | Dissatisfied or Very Dissatisfied |
|-----------------------------|------------------------------------|-----------------------------------|
| 48% | 45% | 7% |

Supporting People in an Engaged Community

Goal 1

Recognize and celebrate diversity within the college community.

Achieved:

- Developed a Capability Framework that is grounded in principles of diversity, inclusion, Indigenization and Interculturalization
- Rebranded and launched the Centre for Accessible Learning in the Lansdowne Learning Commons
- Partnered with the college Pride Collective to have a presence at Pride Parade and painted rainbow sidewalks at both campuses
- Examined space needs for our diverse population –e.g. Increased number of all gender washrooms on both campuses, created prayer rooms at both campuses

In progress:

- Commenced a college-wide initiative to develop an Equity Diversity and Inclusion policy, strategy and structure (which will inform the mandate of the diversity committee)
- Implementing more inclusive and consistent hiring practices
- Developing and implementing an education and training program for workplace leaders that incorporates the college's Capabilities Framework
- Develop a website for employees that highlights accommodation and methodology on teaching and learning built around individual student needs

Key Performance Indicators:

- **Opportunities for students and employees to engage in learning and planning to support diversity.**

2017/18: Workshops and events were organized in the following areas:

- Interculturalization/Internationalization
- Centre for Accessibility
- Mental Health & Wellbeing
- Gender diversity
- TELTIN TFE WILNEW (TTW) – Understanding Indigenous Peoples
- United Nations Declaration on the Rights of Indigenous Peoples

- **The completion and implementation of the Equity, Diversity and Inclusion policy in 2018/19.**

2017/18: Broad college-wide engagement in the initial stages of Equity, Diversity and Inclusion policy development.

Goal 2

Build on the support for the Indigenous peoples and communities in BC.

Achieved:

- Completed or underway with 30 of 39 TRC Initiatives in Camosun's 5 year plan
- Completed the Indigenization of the HR onboarding/recruitment/hiring process
- Completed the delivery of 9 additional sections of TTW with a total of 314 college employees having completed the education
- Created space for protocol and ceremony at the Interurban Campus
- Indigenized delivery methods and completed multiple sections of carpentry in Indigenous communities
- Completed Indigenization of Early Learning and Care curriculum in partnership with Camosun College Daycare

In progress:

- Developed and implementing Indigenous content in each of Social Work preparation program, Criminal Justice Diploma, and within most Health programs.
- Created plans underway with Indigenous gathering space at Interurban in the new Centre for Health and Wellness.
- Continue to implement the remaining actions in the college's TRC Call to Action.
- Survey employees to obtain current data regarding indigenous ancestry.

Key Performance Indicators:**Number of staff who have completed the full TTW training.**

Source: Internal Tracking

| Three years of data available | Up to 2017 | 2017-18 |
|---|------------|---------|
| KPI presents the cumulative total number after each year. | 232 | 314 |

Proportion of Indigenous students.

Source: 2011 National Household Survey (NHS):
Greater Victoria Indigenous Population is 4.2%

| | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| Students | 6.2% | 5.8% | 6.3% |

Number of students who indicated that their experience at Camosun improved their understanding of Indigenous issues and culture.

Source: 2017 Student Experience Survey

| Positively | Neutral | Not At All |
|------------|---------|------------|
| 31% | 40% | 29% |

Employee response to statement: "I see the effects of the College's Indigenization Plan in my workplace"

Source: 2017 Employee Engagement Survey

| | |
|------|-------------------------------|
| 2017 | 90% responded Medium and High |
|------|-------------------------------|

Goal 3

Build internationalization opportunities for the college.

Achieved:

- Created guidelines to enhance the development of field schools
- Hired faculty member to provide internationalization support to schools and support faculty training and support
- Hired Strategic Enrolment Manager to develop further source country diversity

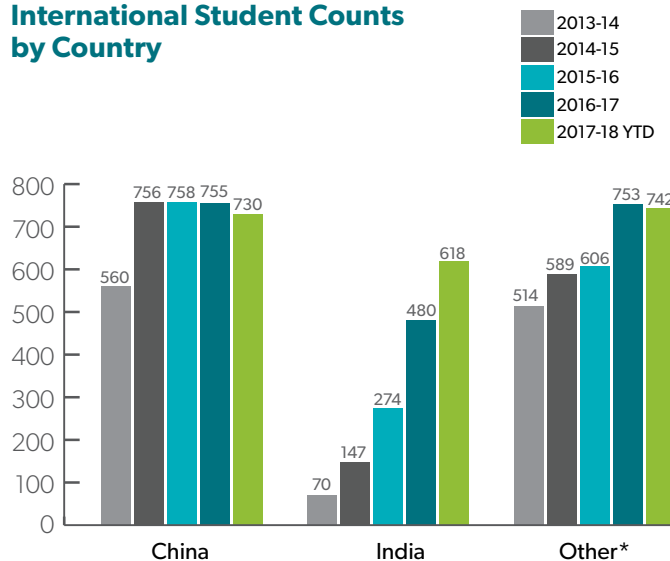
In progress:

- Continue to engage faculty, staff and students in off-shore programming opportunities
- Continue to increase diverse international student numbers
- Continue to develop field school enrollments and policies

Key Performance Indicators:

| Total number of international students | | | | |
|--|---------|---------|---------|-------------|
| Source: Internal Tracking | | | | |
| 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 ytd |
| 1144 | 1493 | 1618 | 1988 | 2090 |

International Student Counts by Country



* Represents 70+ countries



Key Performance Indicators:

International student satisfaction rate with Camosun College's career services.

Source: iGraduate Survey

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---------------------------------------|---------|---------|---------|---------|
| Camosun International Students | 89% | 84% | 93% | 88% |

International student satisfaction rate with the employability skills they learned in Camosun's classes.

Source: iGraduate Survey

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---------------------------------------|---------|---------|---------|---------|
| Camosun International Students | 84% | 80% | 87% | 88% |

Goal 1

Actively engage the college community in recognizing and building on innovation and creativity.

Achieved:

- Created and completed the project to establish the Interaction Lab at the Interurban Campus
- Developed and completed the new organizational structure for Camosun Innovates
- Creation of an Applied Learning Steering Committee and college consultation
- Hired a Coordinator, Applied Learning to create a philosophy and pedagogical foundation document to lead to specific curricular projects

In progress:

- Continue to consult with the college community to increase the uptake on applied learning as it relates to the students' educational experience
- Continue to support Creativity and Innovation projects

Key Performance Indicators:

My department values a diversity of ideas and approaches

Source: 2017 Employee Engagement Survey

| | |
|-------------|--|
| 2015 | 86% reported this occurs with high or medium frequency |
| 2017 | 86% reported this occurs with high or medium frequency |

My department values innovation

Source: 2017 Employee Engagement Survey

| | |
|-------------|--|
| 2015 | 88% reported this occurs with high or medium frequency |
| 2017 | 86% reported this occurs with high or medium frequency |

Level of agreement with the following statement: My experience at Camosun has included creativity and innovation

Source: 2017 Student Experience Survey

| Agree or Strongly Agree | Neutral | Disagree or Strongly Disagree |
|--------------------------------|----------------|--------------------------------------|
| 54% | 37% | 9% |



Goal 1

Provide leadership and support on key social, environmental and economic issues impacting the college.

Achieved:

- Implemented new printers that have reduced power consumption by 40%
- Re-established Sustainability Advisory Council
- Developed Student Outreach Team to convey sustainability messaging
- Completed college-wide consultation re Sustainability Plan (surveys, Indigenous blessing ceremony, face-to-face workshops)
- Replaced chillers in two Interurban buildings – outcome water savings 1500m³ or \$4,800/year

In progress:

- Student Champions continue to provide feedback on the Sustainability Plan
- Switch to LED lighting for all Interurban exterior building lighting
- Replace Huber Hall once-through cooler with closed loop system
- Transportation Demand Management Plan under development
- Implement CRD Water Audit recommendations

Key Performance Indicators:

| GHG Emission Source Data, 2011-2017 (tCO ₂ e) | | | | | | | |
|--|------|------|------|------|------|------|-------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Total Emissions | 2084 | 1843 | 1771 | 1442 | 1608 | 1586 | 2115* |

*Note: the increase of GHG emissions from 2016 to 2017 is largely due to the failure of two heat pumps in the new CTEI building, the resulting reliance on a gas-fired boiler to heat the building, and a colder than average winter.

| Rate of people using single driver automobiles. | | | | | |
|--|------|------|------|------|------|
| Source: Ancillary Services Parking Survey and counts | | | | | |
| | 2012 | 2013 | 2014 | 2015 | 2016 |
| Count | 38% | | 37% | | 44% |
| Survey | | 47% | | 41% | |

| Diversion rate of materials away from the landfill or incinerator | |
|---|-----|
| Source: Sustainability Office, Facilities Services | |
| 2016 | 32% |

Key Performance Indicators:

| How important is environmental sustainability to you? | | |
|---|---------|--|
| Source: 2017 Student Experience Survey | | |
| Extremely or Moderately Important | Neutral | Not Very Important/ Not At All Important |
| 80% | 15% | 5% |

| To what degree has Camosun’s sustainability culture influenced your understanding and actions with respect to sustainability? | | |
|---|---------|-------------------------|
| Source: 2017 Student Experience Survey | | |
| Positively/Shaped in and Extremely Positive Way | Neutral | Very Little/ Not At All |
| 48% | 35% | 17% |



