



Strategic Plan

PROGRESS REPORT

2019/2020



Camosun College is proud to be a part of resilient community. Amid COVID-19, Camosun has remained open although most programs, supports and services have been virtual. Thanks to the hard work and creativity of our employees, we continue to ensure our students receive a world-class education.

Now, more than ever, the college's Strategic Plan is an important guiding light. Whether on-campus or virtually, we remain committed to the best possible student experience; supporting diversity; building on creativity and innovation; and improving sustainability for the environment and society.

The fourth annual Progress Report shows how the life-changing education delivered by the college supports our students and communities throughout British Columbia and beyond as well as businesses, industries and employers.

I am proud of our students. Despite the challenges of a pandemic, Camosun alumni will be able to thrive in a changing world because they are equipped with the education, skills and knowledge to contribute to the success in a bright post-COVID-19 social and economic future.

Sherri Bell

Sherri Bell
President

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 futures

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

Achieved:

- Established a mapping project for all applied learning opportunities
- Reorganised the Centre for Accessible Learning to play a more integrated role in the student experience
- Developed Academic Accommodations Policy for Students with Disabilities
- Implemented the renewed model for SafetyNET
- Launched enhanced student transitional support through Orientation programming
- Implemented enhanced resources for supporting students in crisis
- Developed high-level concept plan of collaboration spaces for the Wilna Thomas Building
- Created significant student collaboration space in the Alex & Jo Campbell Centre for Health and Wellness, the Centre for Business and Access and the Liz Ashton Campus Centre

In progress:

- Launching a multiyear plan to improve and consolidate services to students
- Working with department staff to prioritize and implement recommendations from review of counselling services
- Reorganizing Athletics and Recreation to play a more integrated role in the student experience
- Planning the implementation of the new Student Services Fee to enhance services for students in the areas of academic advising, mental health and wellness
- Continuing to work on final phase of Colleague revitalization project. Student module go-live date is March 2021
- Working to establish Academic Integrity, Admissions, Grading and Prior Learning Assessment (PLA) Policies
- Focussing on increasing the number of students in dual credit programs and Former Youth in Care

Key Performance Indicators:

Overall student satisfaction rate <small>Source: BC Student Outcomes Survey</small>							
	2013	2014	2015	2016	2017	2018	2019
Camosun	93%	92%	94%	91%	92%	90%	91%
BC College Average	93%	93%	93%	92%	92%	92%	92%

Target: Meet or exceed the BC provincial average

- Not achieved

Key Performance Indicators:

NEW!

Dual Credit – South Island Partnership with Five Local School Districts <small>Source: Internal Tracking</small>						
Year	2005	2015	2016	2017	2018	2019
Students	186	1254	1328	802	836	793

Target: To increase by 5%

*The Student Experience Survey was not completed in 2019/20 due to COVID-19; the results from the five KPIs below are from 2018/19.

Percentage of students who felt supported in achieving their educational objective			
Year	Supported	Neutral	Not Supported
2017	61%	35%	4%
2018	83%	11%	5%

Percentage of students who indicate that Camosun has provided opportunity to apply real world learning			
Year	Very Satisfied or Satisfied	Neither Satisfied or Dissatisfied	Dissatisfied or Very Dissatisfied
2018	79%	14%	7%

Percentage of students who feel they belong at Camosun			
Year	Very Satisfied or Satisfied	Neither Satisfied or Dissatisfied	Dissatisfied or Very Dissatisfied
2018	78%	17%	5%

NEW!

Former Youth in Care/Tuition Waiver <small>Source: Internal Tracking</small>			
Academic Year	2017-18	2018-19	2019-20
Students	74	91	89

Target: Incremental annual increase

Percentage of students satisfied with their overall educational experience			
Year	Very Satisfied or Satisfied	Neither Satisfied or Dissatisfied	Dissatisfied or Very Dissatisfied
2017	82%	13%	5%
2018	86%	8%	5%

Percentage of students satisfied with their co-op placement or work-related experience			
Year	Very Satisfied or Satisfied	Neither Satisfied or Dissatisfied	Dissatisfied or Very Dissatisfied
2017	48%	45%	7%
2018	54%	43%	11%

Supporting People in an Engaged Community

Goal 1

Recognize and celebrate diversity within the college community.

Achieved:

- Offered multiple college-wide diversity related activities and themed days (e.g. Orange Shirt Day, Let's Talk Day, Anti-Bullying Day)
- Participated in the 2019 Victoria Pride Parade in partnership with the College Pride Collective
- Focused on 'Building a Resilient Community' to promote positive mental health discussions (e.g. Conversations Day in February 2020)
- Delivered several Equity, Diversity and Inclusion related learning workshops through the Centre for Excellence in Teaching and Learning (CETL):
 - » Supporting Culturally and Linguistically Diverse Learners
 - » Intercultural Learning in Teamwork
 - » Inclusive Teaching Competence
 - » Indigenous Education Community of Practice
 - » Pulling Together: Indigenization Guide for Teachers Study Group
- Created Camosun's first *Employee Mental Well-Being at Work Framework* to guide the development of future mental well-being strategies, resources and supports
- Developed Academic Accommodations Policy for Students with Disabilities
- Received status as one of three Canadian colleges meeting eligibility to partner in a national project to promote equity, diversity and inclusion through the Dimensions Project

In progress:

- Creating new learning resources for Workplace Leaders regarding: Human Rights, Accommodation and Return to Work
- Evaluating Camosun's Respect in the Workplace training in conjunction with the implementation of the College's Equity, Diversity and Inclusion (EDI) strategy
- Continuing to build upon Indigenization Policy and the Community of Practice coordinated through the Centre for Excellence in Teaching and Learning (CETL)
- Developing Camosun's Employee Mental Well-Being Strategy
- Reviewing college EDI practices to identify how EDI practices can be strengthened

Key Performance Indicators:

Number of staff who have completed the full TTW training <small>Source: Internal Tracking</small>	# of Employees Completed
Up to 2017	232
Up to 2018	314
Up to 2019	438

Target: All Camosun employees

HR Leading for Engagement and Performance Human Resources-Related Learning Supports for Workplace Leaders	
# of courses/toolkits currently available	8
# of courses/toolkits scheduled for 2020/21 delivery	3
# of courses/toolkits scheduled for 2021/22 delivery	3

Target: 15 total courses/toolkits by 2022/23

Key Performance Indicators:

NEW!

% of Employees Completing Respect in the Workplace Training	
2019/20 Fiscal Year	68%

Target: For 2020/21: 80%

Note: Target of 100% is not possible due to ongoing hiring of new employees required to complete RWP

NEW!

Equity, Diversity and Inclusion Related Policy Development*	% Complete
Equity, Diversity and Inclusion Policy	100
Learning Accommodations Policy	90
Indigenization Policy	80

*As of March 31, 2020

Target: All three policies 100 % complete by 2020/21

NEW!

Indigenous Students In Trades by Academic year <small>Source: Internal Tracking</small>				
2015-16	2016-17	2017-18	2018-19	2019-20
95	125	167	153	122

Total number of Women In Trades by Academic year <small>Source: Internal Tracking</small>				
2015-16	2016-17	2017-18	2018-19	2019-20
280	264	295	365	276

Target: Incrementally increase annually



Supporting
People in
an Engaged
Community**Goal 2**Build on the support for the Indigenous
peoples and communities in BC.Supporting
People in
an Engaged
Community**Goal 3**Build internationalization
opportunities for the college.**Achieved:**

- Completed conversations with the Research Ethics Board to ensure Indigenization protocols are in place
- Completed the Indigenization Policy
- Purchased a 38 foot canoe
- Completed Intercultural Centre in Alex & Jo Campbell Centre for Health and Wellness
- Completed 14 TRC goals
- Completed the first ever Indigenous cohort of red seal carpenters in community in Bella Bella

In progress:

- Continue work to develop Indigenization Strategic Plan
- Continue work with ARA University and the University of Hawaii
- Continue to implement contract training for public servants, ie: reconciliation and working with Indigenous peoples
- Working toward completion of remaining TRC goals: 19 in progress, 6 ongoing

Key Performance Indicators:**Proportion of Indigenous students**Source: 2016 Statistics Canada Census:
Greater Victoria Indigenous Population is 6.1%

	2015-16	2016-17	2017-18	2018-19
Students	5.8%	6.3%	6.4%	5.9%

Target: Continue to exceed the GV Indigenous population

- Not Achieved

The Student Experience Survey and the Employee Engagement Survey were not completed in 2019/20 due to COVID-19; the results from the two KPIs below are from 2018/19.*Number of students who indicated that their experience at Camosun improved their understanding of Indigenous issues and culture**

Source: Student Experience Survey

	Positively	Neutral	Not At All
2017	31%	40%	29%
2018	50%	27%	23%

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
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Achieved:

- Increased faculty, staff and student opportunities for off-shore programming
- Increased the diversity of the international student body
- Continued small increases in international enrollments
- Obtained Regulated International Student Immigration Advisor (RISIA) certification for nine members of the student service team
- Developed and provided new learning opportunities for newcomers to Canada and international students to learn about Indigenous peoples' history and culture

In progress:

- Maintaining close contact with currently enrolled international students both located on Vancouver Island and overseas to maintain enrollment numbers
- Developing new online marketing efforts given restrictions on international travel
- Maintaining international relationships with recruitment agents and exchange partners
- Increasing social media presence

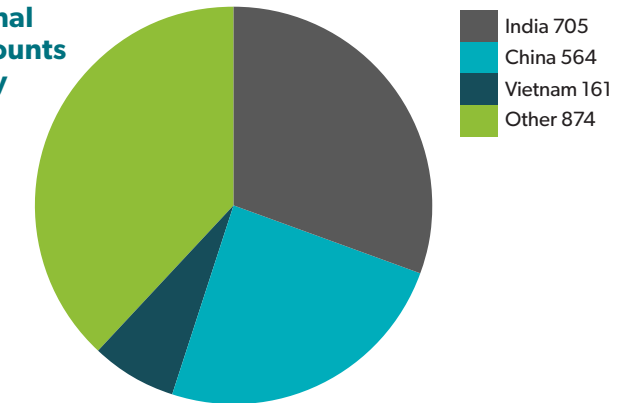
Key Performance Indicators:**Total number of international students by academic year**

Source: Internal Tracking

2015-16	2016-17	2017-18	2018-19	2019-20
1618	1988	2090	2246	2384

Target: Small increase in student numbers

- Achieved

Key Performance Indicators:**International Student Counts by Country of origin****Target: to increase diversity**

- Achieved – from 70 to 79 countries

Total Number of study abroad enrollments by academic year

Source: Internal Tracking

Year	Outgoing	Short term	Field School	Total
2018-19	25	12	15	52
2019-20	32	16 (all cancelled)	20 (all cancelled)	32

Target: to increase outbound student numbers

- Not achieved due to travel restrictions

Goal 1

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



Achieved:

- Received Federal funding to support Camosun Innovates (CI) and programs to expand into composite technology
- Received Provincial funding to hire technology students to support CI projects
- Created and launched new Interactive Media Developer (IMD) program in September of 2019
- Created and received approval for the new credential – post diploma certificate in Clean Energy and Efficient Building

In progress:

- Continuing to explore funding opportunities for augmented reality and other technology opportunities
- Working to revamp new Education Approvals process
- Using Creativity and Innovation funding, Camosun Innovates is working with Indigenous artist Cary Newman and the National Museum of Human Rights, transferring all elements of the Witness Blanket to a digitized three dimensional format to share with Indigenous schools across the country

Key Performance Indicators:

NEW!

Students in contact with Camosun Innovates	
Source: Internal Tracking June to June	
	2020
Engaged within the Curriculum	320
Employed	23

Target: Increase number of students in contact with Camosun Innovates by 5%

*The Student Experience Survey and the Employee Engagement Survey were not completed in 2019/20 due to COVID-19, so the results from the KPI below are from last year.

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

Key Performance Indicators:

*The Student Experience Survey and the Employee Engagement Survey were not completed in 2019/20 due to COVID-19, so the results from the two KPIs below are from last year.

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

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
2017	54%	37%	9%
2018	59%	28%	14%

CORNER
POST

4

Sustainability for
the Environment
& Society

Goal 1
Provide leadership and support on key social,
environmental and economic issues impacting
the college.

- Achieved:**
- Completed the mechanical upgrade of HVAC for Huber Hall
 - Created an electric shuttle bus “Westshore Express” route for the Westshore to Interurban Campus
 - Created and expanded Park and Ride/Walk programs
 - Completed multiple washroom upgrades as per water audit recommendations
 - Completed installation of six new Electric Vehicle (EV) charging stations at Interurban Campus
 - Finalized Transportation Demand Management Strategy and Plan and integrated with Campus Master Plan

- In progress:**
- Implementing LED street parking lot lighting upgrade for Markham Road and Parking lot 2 – Interurban
 - Developing a Clean Energy and Efficient Buildings post diploma program in renewable energy
 - Developing green meeting and event planning guidelines
 - Implementing Dental Building envelope renewal
 - Implementing Boiler replacement at Lansdowne Alan Batey Library & Learning Commons
 - Implementing HVAC upgrade at Huber Hall – Red Lab Interurban
 - Creating new Electric Vehicle Charging Stations at the student parking lot – Lansdowne
 - Re-igniting the Sustainability Plan

Key Performance Indicators:

GHG Emission Source Data								
	2012	2013	2014	2015	2016	2017	2018	2019
Total Emissions	1843	1771	1442	1608	1586	2115	1990	1949

- Target: continue to reduce GHG emissions**
- Not achieved as we added a new building

Diversion rate of materials away from the landfill or incinerator	
Source: Sustainability Office, Facilities Services	
2016	32%
2017	32%
2018	31%
2019	35%

- Target:continuous improvement**
- Achieved

Rate of people using single driver automobiles								
Source: Ancillary Services Parking Survey and counts								
	2012	2013	2014	2015	2016	2017	2018	2019
Count	38%		37%		44%		45%	
Survey		47%		41%		41%		45%

- Target: Reduce the percentage of single driver automobiles**
- Not achieved

Key Performance Indicators:

***The Student Experience Survey was not completed in 2019/20 due to COVID-19, so the results from the two KPI below are from last year.**

To what degree has Camosun’s sustainability culture influenced your understanding and actions with respect to sustainability?			
Source: Student Experience Survey			
	Positively / Shaped in an extremely positive way	Neutral	Very little / Not at all
2017	48%	35%	17%
2018	66%	25%	9%

Camosun has positively influenced my actions to advance sustainability. This includes respect and care for people, the land and environment, and future generations		
Source: Student Experience Survey		
Agree	Neutral	Disagree
64%	25%	11%

