

HONOURING THE
PAST, INSPIRING
THE FUTURE

CAMO



2020/21
REPORTING CYCLE





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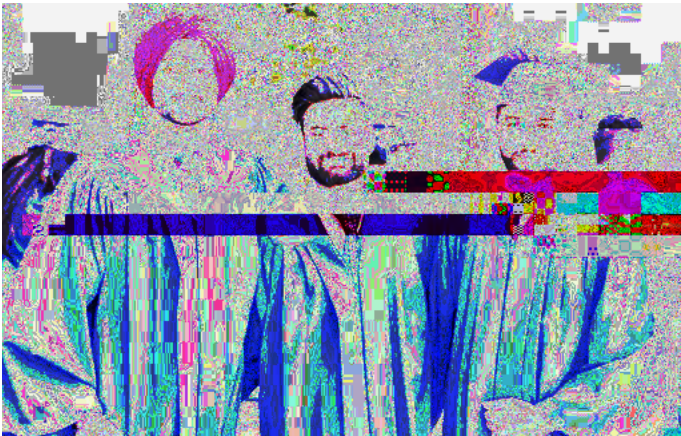
THE COLLEGE

Founded in **1971**

16,000 students

STRATEGIC PLAN OVERVIEW

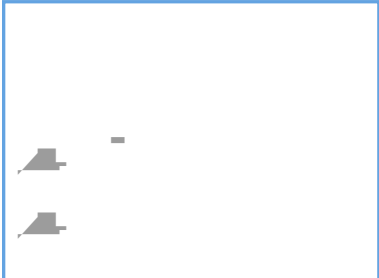
SHERRI BELL, PRESIDENT



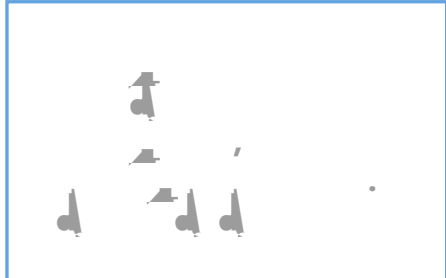
Canada's College Sector (2016-2021) is a period of rapid change and growth. The sector is becoming more diverse, with a growing number of students from diverse backgrounds and cultures. This presents both challenges and opportunities for the sector to meet the needs of all students and to provide high-quality education and training.

Education is a key driver of economic growth and social mobility. The college sector plays a vital role in preparing students for the workforce and for further education. It is essential that the sector continues to evolve and adapt to the changing needs of the economy and society.

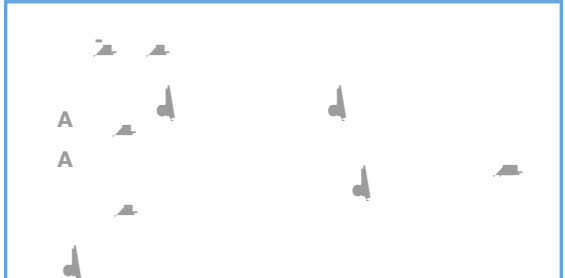
OUR VISION



OUR MISSION

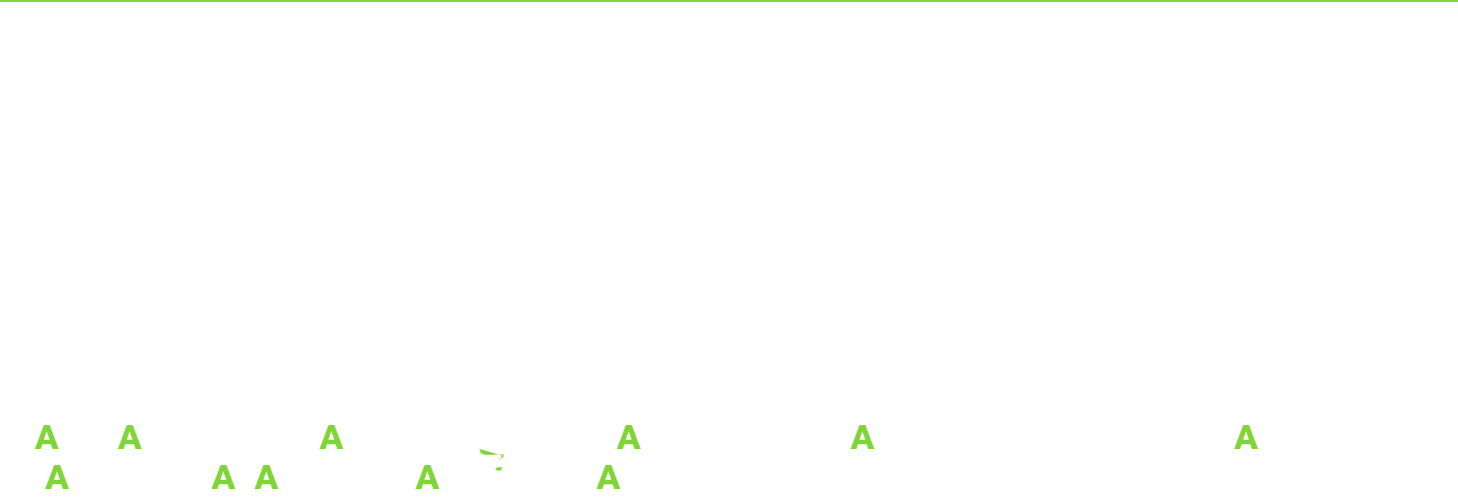


OUR VALUES



CAMO

KEY ACCOMPLISHMENTS OF 2020/21



The award-winning academy has demonstrated academic excellence in the Cambridge Certificate of Excellence by being the only school in the county to receive the award.

KEY ACCOMPLISHMENTS OF 2020/21

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KEY ACCOMPLISHMENTS OF 2020/21



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EDUCATION – KEY HIGHLIGHTS

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California Media Header and Address Cells

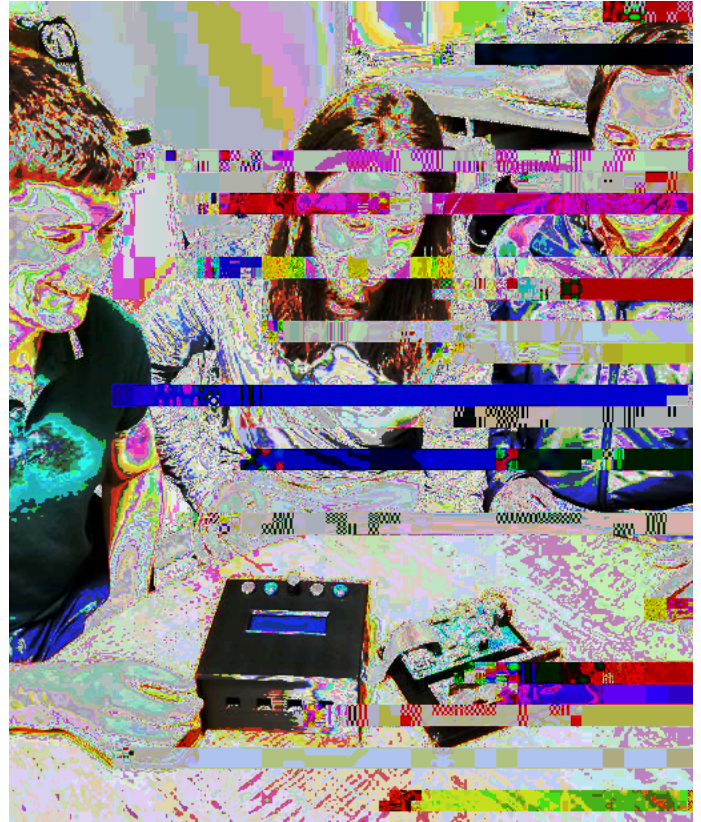
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STUDENT EXPERIENCE – KEY HIGHLIGHTS

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STUDENT EXPERIENCE – KEY HIGHLIGHTS



Senior Science and Social Studies students at Cambridge earned the highest grade point average (GPA) in the state of Massachusetts for the 2020-21 school year. Cambridge students earned a GPA of 3.85, which is significantly higher than the state average of 3.45. Cambridge students also earned the highest number of AP courses, with 15 students earning 5 AP credits. Cambridge students also earned the highest number of honors courses, with 15 students earning 5 honors credits. Cambridge students also earned the highest number of Advanced Placement (AP) courses, with 15 students earning 5 AP credits.



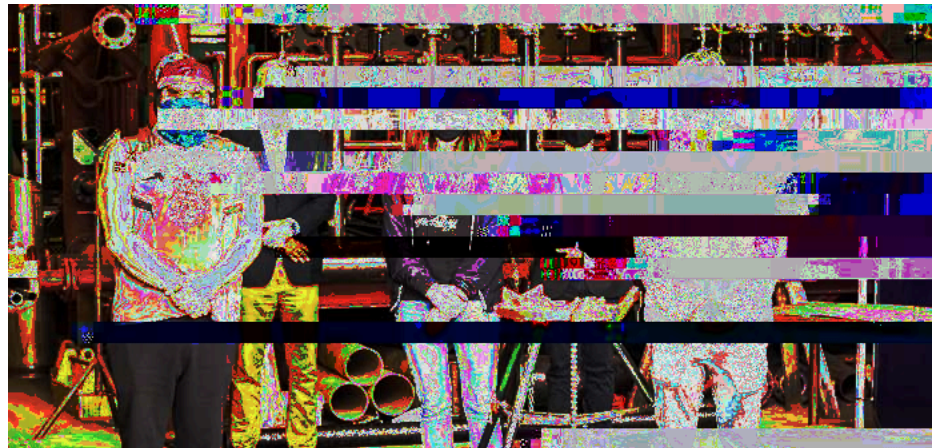
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PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS

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LABOUR MARKET DEMAND AND SKILLS FOR JOBS



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The College of Business Lab. Market Data are shown below and are based on the data from the COVID pandemic. The data below are based on the data from the COVID pandemic.

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Additional data on the demand for skills are provided below:

- 77% (661,000) of the jobs in 2019-29 are expected to require skills that are not currently in demand.
- 41% (353,500) of the jobs in 2019-29 are expected to require skills that are not currently in demand.
- 36% (307,600) of the jobs in 2019-29 are expected to require skills that are not currently in demand.



PROFILE OF CAMOSUN'S STUDENT POPULATION

Overall, enrollment continued to decline in the 2019/20 Fiscal Year, with a 10.9% (-1,101 FTE) decrease from the 2018/19 Fiscal Year. The 2019/20 Fiscal Year also saw a 27.6% (-470 FTE) decrease in enrollment from the 2018/19 Fiscal Year.

- > Diferența dintre cele două țări a fost de 5.5%
- > Trecerea de la un nivel de dezvoltare la altul este

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

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

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

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

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

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

DACSO:

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

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

TFTVG: Trades Foundation and Trades-Related Vocational Graduates

APPSO: Apprenticeship Student Outcomes Survey

BGS: Baccalaureate Graduates Survey

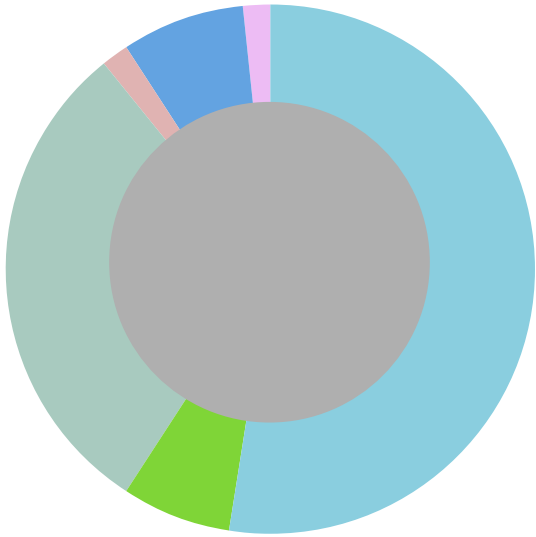
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	90.9%	87.5%	92.0%	96.4%	The 2020/21 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional targets.
2020/21 Actual:	90.9%	95.9%	94.6%	93.9%	
2020/21 Target: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

Survey Name	DACSO	TFTVG			

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

ADULT UPDGRADING GRANT (AUG)

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

APPENDIX B

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<p>A</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
<p>Ongoing: IST 205: Indigenous Introduction to Social Work</p> <p>Ongoing: IST 206: Indigenous Social Welfare</p> <p>Ongoing: IST 243: Comparative Indigenous Rights</p> <p>Implemented: In 20-21 Camosun completed a program in partnership with the Council of Yukon First Nations to deliver a customized Indigenous Family Support training program to Yukon people who work as uncertified Family Support Workers in 14 Indigenous villages across Yukon Territory. 14 of 15 participants completed the program and are now working in community with this additional training to support their work.</p> <p>Planned: The partnership with the Council of Yukon First Nations and Kwanlin Dunn Cultural Centre inspired Camosun to review its current Indigenous Family Support program as it relates to Indigenous community engagement in its delivery. A decision was made to suspend the current program and spend the next academic year or two years revising the program as an Indigenous Community Wellness program. The work on this will begin in August 2021.</p> <p>Ongoing: All instructors and student support personnel who work with pre-social work students are able to take TEL IN T E WILNEW, a blended delivery course that supports Camosun personnel to Indigenousize their professional practice.</p>	<p>A 2 () 2 . A</p>

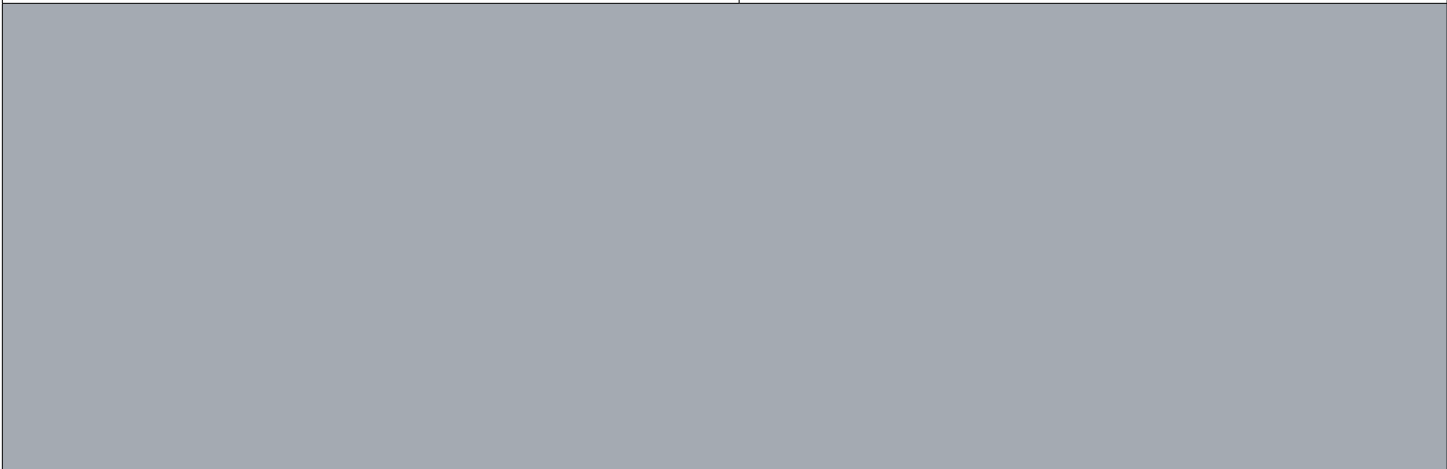


<p>2 A A</p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
<p>Ongoing: Health 111: Indigenous Peoples' Health.</p> <p>Ongoing: All instructors and student support personnel who work with Health Care students are able to take TEL IN T E WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice.</p> <p>Ongoing: The School of Health & Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p>A / A</p> <p>A A</p> <p>All students in the Nursing program are required to completed HLT 111: Indigenous Peoples' Health..</p>
<p>2h A</p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	
<p>IST 136: Indigenous Justice & Law</p> <p>Ongoing: All instructors and student support personnel who work with Justice students are able to take TEL IN T E WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice.</p>	<p>A / A</p> <p>A A</p> <p>New: The School of Arts & Science has completed a review of its Criminal Justice program and the program weaves Indigenized curriculum throughout and includes a mandatory course on Indigenous justice issues.</p>
<p>A</p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
<p>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.</p>	<p>A / A</p> <p>A A</p> <p>N/A</p>
<p>2 A A</p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	
<p>N/A: Camosun does not offer Teacher Education courses, but Indigenous content is integrated into the Education Assistant and Community Support (EACS) program. Students in EACS must complete IST 120: Understanding Indigenous Peoples.</p>	<p>A / A</p> <p>A A</p> <p>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.</p>
<p>5 A A A</p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.</p>	
<p>N/A</p>	<p>A / A</p> <p>A A</p> <p>N/A</p>

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

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

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 New/Partnership: The Uinyiety of



- Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples
- Explored domestic and international field schools, for example with Maori students

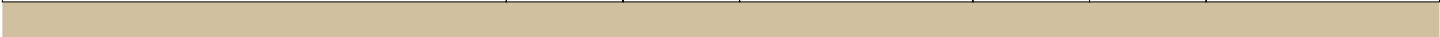


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