

**Note Location:  
Library 151**



## **BOARD OF GOVERNORS**

### **REGULAR MEETING AGENDA**

**MEETING:** Monday, June 13, 2016  
**TIME:** Immediately following the in-camera meeting  
**LOCATION:** Library 151  
**CAMPUS:** Lansdowne Campus

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#### **BOARD MEMBERS:**

Russ Lazaruk, Chair  
Sherri Bell, President  
Stephen Chang  
Cindy Choi  
Stefan Fletcher  
Nigel Giuliany  
Bill Gyles  
Chris Marks  
Ron Rice, Vice Chair  
Shayli Robinson  
Laylee Rohani  
Cynthia Wrate

#### **ADMINISTRATION:**

John Boraas, VP Education  
Shane Busby, VP Administration  
Deborah Huelscher, Chief Financial Officer  
Barbara Severyn, Executive Director, Human Resources  
Geoff Wilmshurst, VP Partnerships  
Joan Yates, VP Student Experience

**GUEST:** Dan Hodgson, Director of Institutional Research & Planning

**REGRETS:** nil

**BOARD ASSISTANT:** Heather Martin

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Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

	<b>PAGE</b>
<b>I CALL TO ORDER</b>	
<b>II APPROVAL OF THE AGENDA</b>	
<b>III BOARD MEMBER REPORTS</b>	
1. Chair's Report [5 min] (Lazaruk)	no attachment
2. President's Report [5 min] (Bell)	no attachment
3. Foundation [5 min] (Rice/Yates)	no attachment
4. Education Council [5 min] (Giuliany/Wrate)	
i) Minutes of the March 23, 2016 meeting	attachment 4
ii) Minutes of the April 20, 2016 meeting	attachment 10
5. Pacific Institution for Sport Excellence [5 min] (Chang)	no attachment

	<b>PAGE</b>
<b>IV BOARD COMMITTEE REPORTS</b>	
1. Audit Committee [10 min] (Gyles)	
i) Minutes from June 25, 2015 meeting	attachment 14
ii) Minutes from October 28, 2015 meeting	attachment 16
iii) Report from June 6, 2016 meeting	no attachment
a) Audited Financial Statements for the Year Ending March 31, 2016 *	attachment 18
b) Re-appointment of the Auditor *	no attachment
2. Executive Committee [5 min] (Lazaruk)	no attachment
i) CSW - Program Cancellation [5 min] (Boraas) *	attachment 40
ii) Rescind Policies G-2.1 and G-2.2 [5 mins] (Bell, Lazaruk) *	attachment 42
iii) External Relations Committee G-1.6 [5 mins] (Lazaruk) *	attachment 45
<b>V APPROVAL OF THE MINUTES</b>	
1. Minutes of the April 4, 2016 meeting [2 min] (Lazaruk)	attachment 48
<b>VI NEW BUSINESS</b>	
1. Orange Shirt Day [10 min] (Bell)*	no attachment
2. Institutional Accountability Plan and Report 2015/16 [10 min] (Hodgson/Yates)	attachment 52
3. 2015/16 FTE Enrolment Report [5 min] (Hodgson/Yates)	attachment 68
<b>VII ADJOURNMENT</b>	
* Requires a decision. See Page 3 for the proposed motions.	attachment 3

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**CORRESPONDENCE [nil]**



## BOARD OF GOVERNORS

### MOTIONS

Monday, June 13, 2016

#### IV BOARD COMMITTEE REPORTS

##### 1. Audit Committee

iii) a) Audited Financial Statements for the Year Ending March 31, 2016

MOTION:

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2016 AS PRESENTED.

b) Re-Appointment of the Auditor

MOTION:

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS RE-APPOINT KPMG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDING MARCH 31, 2017.

##### 2. Executive Committee

i) Certificate in Community Support Worker - Program Cancellation

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE PROPOSED CANCELLATION OF THE PROGRAM CREDENTIALS 'CERTIFICATE IN COMMUNITY SUPPORT WORKER FOUNDATIONS'.

ii) Rescind Police G-2.1 Strategic Plan and G-2.2 Vision, Mission and Values

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS RESCIND THE POLICIES 'G-2.1 STRATEGIC PLAN', AND 'G-2.2 VISION, MISSION AND VALUES'.

iii) External Relations Committee G-1.6

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS SUSPEND THE OPERATIONS OF THE 'EXTERNAL RELATIONS COMMITTEE' FOR ONE YEAR AND BRING IT BACK FOR REVIEW AT THAT TIME. THE 'AWARD FOR INNOVATION SUB-COMMITTEE' WILL BECOME A SUB-COMMITTEE OF THE BOARD OF GOVERNORS.

#### VI NEW BUSINESS

1. Orange Shirt Day

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS RECOGNIZES SEPTEMBER 30TH AS ORANGE SHIRT DAY, A DAY TO HONOUR THE SURVIVORS OF THE INDIAN RESIDENTIAL SCHOOL SYSTEM, AND TO REMEMBER THOSE WHO DID NOT SURVIVE. CAMOSUN COLLEGE WILL COMMEMORATE THIS DAY ANNUALLY BY HOSTING ORANGE SHIRT DAY SPECIAL EVENTS ON SEPTEMBER 30TH, OR THE CLOSEST POSSIBLE DATE WHEN SEPTEMBER 30TH FALLS ON A SATURDAY OR SUNDAY.



# Approved Minutes

Wednesday, Mar 23, 2016

4:00-6:00 pm

CC 321, Interurban

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## Present

Alison Bowe, Faculty

Bijan Ahmadi, Faculty

Connie Klassen, ICC Chair

Cynthia Wrate, Faculty

Dominic Bergeron, Administration

Gillyan Hayden, Administration

John Boraas, Administration

Tim Ayers, Faculty

Leslie Martin, Support Staff

Nigel Giuliany, Board of Governors

Sarah Lindsay, Student

Shelley Butler, Perm. Secretary

Shelley Melissa, Faculty

Stephen Bishop, Faculty

Steven Rumpel, Administration

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## Regrets/Absent

Cindy Drover-Davidson, Support Staff

Corrine Michel, Indigenization Coordinator

Emara Angus, Student

Hannah Thomson, Student

Lisa Robertson, Faculty

Patrick Jones, Faculty

Peter Ove, Faculty

Rachael Grant, Student

Sherri Bell, President

Shohreh Hadian, Faculty

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## Guests

Katie Shaw, VP Education

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## ITEM

## PRESENTER

### A. Call to order and Declaration of Quorum

Cynthia Wrate

The Regular Meeting was called to order at 4:05 by Cynthia Wrate, Education Council Chair.

### B. Acknowledgement of Coast Salish Territory

Cynthia Wrate

*Cynthia acknowledges the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. <http://camosun.ca/aboriginal/territory.html>*

### C. Welcome to Nigel Guiliany, Board of Governor Representative

Cynthia Wrate

Cynthia welcomed Nigel to Education Council. Nigel introduced himself.

ITEM	PRESENTER
<b>D. Round-Table Check-In</b> Cynthia welcomed everyone and requested a roundtable check-in.	Cynthia Wrate
<b>E. Outstanding Items from Feb 17, 2016 Meeting</b>  <b>Acceptance of Feb 17, 2016 Agenda</b> Motion put forward by John Boraas and accepted by Tim Ayers. The agenda was accepted.  <b>Jan 27, 2016 Minutes for Approval</b> Motion put forward by John Boraas and accepted by Dominic Bergeron. The Jan 27, 2016 Minutes were accepted.  <b>Ratify the Feb 17, 2016 ICC Motion for approval of regular curriculum</b> Motion put forward by Tim Ayers and accepted by Alison Bowe. The Feb 17, 2016 ICC motion for approval of regular curriculum is carried.	Cynthia Wrate
<b>E. Acceptance of Mar 23, 2016 Agenda</b> Motion put forward by Steven Rumpel and accepted by Stephen Bishop. The Mar 23, 2016 agenda was accepted.	Cynthia Wrate
<b>F. Feb 17, 2016 Minutes for Approval</b> Motion put forward by Tim Ayers and accepted by Alison Bowe. The Feb 17, 2016 minutes were accepted.	Cynthia Wrate
<b>G. Reports</b> <ol style="list-style-type: none"> <li data-bbox="212 1276 1328 1436"> <b>1. Education Council Chair</b>            Cynthia noted the Board Finance committee met and a review of the College's upcoming budget has begun. Additionally, Cynthia chairs the Innovation Committee and announcements on awards recipients is forthcoming.           <span data-bbox="1386 1276 1555 1312">Cynthia Wrate</span> </li> <li data-bbox="212 1444 1328 1562"> <b>2. VP Education</b>            John gave a brief overview of the roll out of College's engagement survey. The process is intended to engage with employees to determine how to make the college work better.           <span data-bbox="1386 1444 1555 1480">John Boraas</span> </li> <li data-bbox="212 1570 310 1646"> <b>3. Board Member</b>            Nil         </li> </ol>	
<b>H. Committee Reports</b> <ol style="list-style-type: none"> <li data-bbox="212 1726 1328 1856"> <b>1. Awards</b>            The awards committee will be meeting in May to determine award recipients. Note that there is new "Healthy Minds Award" available this year.           <span data-bbox="1386 1726 1555 1793">Dominic Bergeron</span> </li> </ol>	Cynthia Wrate
<b>2. Education Approvals Steering Committee</b>	Cynthia Wrate

**ITEM****PRESENTER**

Cynthia Wrate, on behalf of Cindy Drover-Davidson, Ed Approvals Steering Committee Chair reported that the committee feels their work as outlined in the Terms of Reference has been completed. As such this committee is now dissolved. Cynthia acknowledged the work done by this committee.

It was noted that some new work undertaken by this committee (outside the Terms of Reference and outside of Education Council's mandate) will continue. No details have been worked out yet.

**3. Education Council Policy and Standards Committee****Steven Rumpel**

Steven noted that the committee continues. He will bring forward more details in the discussion section of this meeting.

**I. Integrated Curriculum Committee Report****Connie Klassen****Program Cancellation**

John presented the proposed cancellation for the Certificate in Community Support Worker Foundations and CSEA 155.

The Certificate in Community Support Worker Foundations was first offered in 2008. This 3 course (140 hour) Certificate program provided graduates with the foundational skills required for entry level employment in settings that support individuals with developmental disabilities. Learners graduated from the program with basic knowledge, skills and values related to health and wellness, safety, professional practice and a set of community living values necessary to work in community-based organizations. Opportunities for employment exist throughout the province and graduates received credit towards to the Community Support and Education Assistant Certificate. This Certificate was of interest to current and potential employees of community agencies and to graduates of Camosun's Human Services and Continuing Care Certificate and Diploma programs

This foundations program was created to meet an employment and community need. A community-based coalition of employers contracted with the department to develop and deliver a program in the 2008/2009 academic year. The last intake of students in this credential was Sept 2008.

**Motion**

It was moved by John Boraas and seconded by Dominic Bergeron that the Certificate in Community Support Worker Foundations (IDS 1934) be recommended for cancellation to the Board of Governors.

**Motion Carried****Motion**

It was moved by Bijan Ahmadi and seconded by Gillyan Haden that the CSEA 155 (IDS 1499) course be recommended for cancellation to the Board of Governors.

**Motion Carried****Curriculum Recommended for Approval****Connie Klassen**

**ITEM****PRESENTER****REGULAR CURRICULUM**

**Whereas:** The Integrated Curriculum Committee has reviewed the following curriculum:

- MATH 172 (IDS 1929), MATH 173 (IDS 1933) – course cancellations, req.
- PHYS 101 (IDS 1925) – pre/co-requisite
- SPAN 205 (IDS 1922), SPAN 206 (IDS 1923), SPAN 240 (IDS 1924) – new courses
- MOA 153 (IDS 1927) – pre-requisite -
- ABT 294 (IDS 1928) – learning outcomes
- MRAD 102 (IDS 1660), MRAD 103 (IDS 1661), MRAD 105 (IDS 1662), MRAD 107 (IDS 1663), MRAD 109 (IDS 1664), MRAD 111 (IDS 1665), MRAD 113 (IDS 1666), MRAD 115 (IDS 1667), MRAD 120 (IDS 1668), MRAD 122 (IDS 1669), MRAD 124 (IDS 1670), MRAD 125 (IDS 1671), MRAD 127 (IDS 1672), MRAD 129 (IDS 1673), MRAD 230 (IDS 1674), MRAD 235 (IDS 1675), MRAD 237 (IDS 1676), MRAD 240 (IDS 1677), MRAD 241 (IDS 1678), MRAD 243 (IDS 1679), MRAD 245 (IDS 1680), MRAD 246 (IDS 1681), MRAD 247 (IDS 1682), MRAD 248 (IDS 1683), MRAD 249 (IDS 1684), MRAD 250 (IDS 1685), MRAD 255 (IDS 1686) – course cancellations
- Bachelor of Business Administration - Accounting (IDS 1838) – description, admission requirements, program content, special notes - pending
- BUS 242 (IDS 1833) – course cancellation – pending

Questions and discussion followed. There was some concern expressed that there was no time provided to review the Bachelor of Business Administration- Accounting (IDS 1838) revisions due to a delay in receiving up to date paperwork.

**Motion**

It was moved by Sarah Lindsay and seconded by Alison Bowe that Education Council divide the Bachelor of Business Administration – Accounting (IDS 1838) from the original motion.

**Motion Carried**

**Motion**

It was moved by Sarah Lindsay and seconded by Alison Bowe that Education Council approves changes to the following curriculum :

- MATH 172 (IDS 1929), MATH 173 (IDS 1933) – course cancellations, req.
- PHYS 101 (IDS 1925) – pre/co-requisite
- SPAN 205 (IDS 1922), SPAN 206 (IDS 1923), SPAN 240 (IDS 1924) – new courses - MOA 153 (IDS 1927) – pre-requisite
- ABT 294 (IDS 1928) – learning outcomes
- MRAD 102 (IDS 1660), MRAD 103 (IDS 1661), MRAD 105 (IDS 1662), MRAD 107 (IDS 1663), MRAD 109 (IDS 1664), MRAD 111 (IDS 1665), MRAD 113 (IDS 1666), MRAD 115 (IDS 1667), MRAD 120 (IDS 1668), MRAD 122 (IDS 1669), MRAD 124 (IDS 1670), MRAD 125 (IDS 1671), MRAD 127 (IDS 1672), MRAD 129 (IDS 1673), MRAD 230 (IDS 1674), MRAD 235 (IDS 1675), MRAD 237 (IDS 1676), MRAD 240 (IDS 1677), MRAD 241 (IDS 1678), MRAD 243 (IDS 1679), MRAD 245 (IDS 1680), MRAD 246 (IDS 1681), MRAD 247 (IDS 1682), MRAD 248 (IDS 1683), MRAD 249 (IDS 1684), MRAD 250 (IDS 1685), MRAD 255 (IDS 1686) – course cancellations
- BUS 242 (IDS 1833) – course cancellation

**ITEM****PRESENTER****Motion Carried****Motion**

It was moved by Sarah Lindsay and seconded by Alison Bowe that that Education Council defer the Bachelor of Business Administration – Accounting (IDS 1838) change to the April 20, 2016 meeting.

**Motion Carried****J. Presentations and/or Discussions****Policy Needs Assessment Session**

Steven gave brief power point on the Education Policy Initiative to date, including the intention/purpose of the session and an update on the initiative. Katie and Steven then facilitated a small group discussion activity. In small groups Education Council members were tasked with answering 3 questions.

**Steven  
Rumpel and  
Katie Shaw**

1. What is the optimal purpose of Education Policy?
2. What would represent a “breakthrough achievement” next year for Education Policy?
3. What are the current needs, gaps or pressing policy areas that are undermining the college’s ability to meet this optimal purpose?

Council members reconvened as a larger group to debrief the responses.

Responses included but were not limited to:

**#1**

- *Guides clear actions and principles.*
- *Reflect our values, purpose, etc. of the organization*
- *Give clear structure*
- *Applicable to all the Camosun population*
- *Connect what we believe should happen, happens*
- *Procedure align with our organization, strategic plan*
- *Try not to be all things to all people*

**#2**

- *A framework*
- *Be able to manage all our admin, budget, policy framework, etc.*
- *Policy, standards and guidelines in alignment*
- *Have an accommodation policy in place*
- *Identify the easiest policy to implement and put in place*
- *Do what we say we will do*
- *Reflect the current and future context of the organization*
- *Indigenize our policy approach (future, current and past generations)*

**#3**

- *Competitive Admissions, glossary of terms with examples, standards of policy review, integration of policies so they achieve common objectives*
- *Some policies craftily created may not be implementable*
- *Students are changing fast and expecting us to be nimble, we are not providing what they need*
- *Clarity on how policies are created, what they are, how they are created, how to proceed through them.*
- *International students*
- *Exam policy*



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**ITEM**

**PRESENTER**

- *Other issues, resources not allowing us to get to policy*
- *No shelf life policy*
- *How do we change parts of policies (how to manage the small changes)*

**K. Adjournment**

**Cynthia Wrate**

The Meeting adjourned at 5:50 pm.

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# Education Council

Ensuring that our students are provided with quality educational experiences



## APPROVED Minutes

Wednesday, April 20, 2016

4:00-6:00 pm

CC 321, Interurban

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### Present

Alison Bowe, Faculty  
Bijan Ahmadi, Faculty  
Connie Klassen, ICC Chair  
Corrine Michel, Indigenization Coordinator  
Cynthia Wrate, Faculty  
Dominic Bergeron, Administration  
Gillyan Haden, Administration  
John Boraas, Administration  
Nigel Giuliani, Board of Governors  
Tim Ayers, Faculty

Patrick Jones, Faculty  
Peter Ove, Faculty  
Rachael Grant, Student  
Sarah Lindsay, Student  
Shelley Butler, Perm. Secretary  
Sherri Bell, President  
Stephen Bishop, Faculty  
Steven Rumpel, Administration

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### Regrets/Absent

Cindy Drover-Davidson, Support Staff  
Emara Angus, Student  
Hannah Thomson, Student  
Leslie Martin, Support Staff

Lisa Robertson, Faculty  
Shelley Melissa, Faculty  
Shohreh Hadian, Faculty

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### Guests

Nevin Harper, Centre for Sport and Exercise Education  
Katie Shaw, VP Education

Patti Odynski, CETL  
Wilma van Wiltenburg, CETL

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### ITEM

### PRESENTER

#### A. Call to order and Declaration of Quorum

Cynthia Wrate

The Regular Meeting was called to order at 4:03 by Cynthia Wrate, Education Council Chair.

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#### B. Acknowledgement of Coast Salish Territory

Cynthia Wrate

*Cynthia acknowledges the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. <http://camosun.ca/aboriginal/territory.html>*

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ITEM	PRESENTER
<b>C. Round-Table Check-In</b> Cynthia welcomed everyone and requested a roundtable check-in.	Cynthia Wrate
<b>D. Acceptance of Agenda</b> The April 20, 2016 agenda was accepted.	Cynthia Wrate
<b>E. Minutes for Approval</b> The Mar 23, 2016 minutes were accepted.	Cynthia Wrate
<b>F. Reports</b>	
<b>1. Education Council Chair</b> Cynthia noted that a lot of policy work is underway by Katie Shaw and Steven Rumpel and we will be reviewing it later in the meeting. She also reported that at the last Board meeting the budget was approved.	Cynthia Wrate
<b>2. VP Education</b> John reported that a lot of work is going on around the college, including but not limited to the scheduling committee (and software challenges) and a conversation on serving second language learners. He thanks everyone for their service to the College.	John Boraas
<b>3. Board Member</b> Nigel reported on a couple of things. First, he announced that the college’s budget was approved at \$120+ million. Second, he announced that the Strategic Plan was approved. This is good news as it gives the college guidance in decision making.	Nigel Giuliany
<b>G. Committee Reports</b>	Cynthia Wrate
<b>1. Awards</b> The awards committee will be meeting in May to determine award recipients. Note that there is new “Healthy Minds Award” available this year.	Dominic Bergeron
<b>2. Education Council Policy and Standards Committee</b> Steven noted that the committee continues to be active. He will bring forward more details in the discussion section of this meeting.	Steven Rumpel
<b>H. Integrated Curriculum Committee Report</b>	Connie Klassen
<b>Presentation</b>	
Nevin Harper presented the proposed Post Degree Diploma in Adventure Education. Questions and discussion followed.	
<p><b>Motion:</b> It was moved by John Boraas and seconded by Steven Rumpel that Education Council approves the following curriculum :</p> <ul style="list-style-type: none"> <li>Proposed Post Degree Diploma in Adventure Education (IDS 1955) – new program</li> <li>AE 501 (IDS 1956), AE 502 (IDS 1957), AE 503 (IDS 1958), AE 504 (IDS 1959), AE 505 (IDS 1960), AE 506 (IDS 1961), AE 507 (IDS 1962), AE 508 (IDS 1963), AE 509</li> </ul>	

**ITEM**

**PRESENTER**

(IDS 1964), AE 510 (IDS 1965) - new courses

**Motion Carried**

**Curriculum Recommended for Approval  
REGULAR CURRICULUM**

**Connie Klassen**

**Motion:** It was moved by Tim Ayers and seconded by Alison Bowe that Education Council approves the following curriculum :

- AET 272 (IDS 1941) description, pre-req.
- Bachelor of Business Administration - Accounting (IDS 1838) – description, admission requirements, program content, special notes
- CHEM 160 (IDS 1953) – cancellation
- CRWR 153 (IDS 1937) –cancellation
- CRWR 155 (IDS 1938) – new course
- CRWR 254 (IDS 2134) – pre-requisite
- ELEN 145 (IDS 1772) – new course
- ELEX 080 (IDS 1602), ELEX 121 (IDS 1603), ELEX 122 (IDS 1604), ELEX 124 (IDS 1605), ELEX 130 (IDS 1606), ELEX 131 (IDS 1607), ELEX 142 (IDS 1608), ELEX 143 (IDS 1609), ELEX 161 (IDS 1610), ELEX 162 (IDS 1611), ELEX 167 (IDS 1612), ELEX 173 (IDS 1613), ELEX 231 (IDS 1614), ELEX 235 (IDS 1615), ELEX 240 (IDS 1616), ELEX 241 (IDS 1617), ELEX 242 (IDS 1618), ELEX 244 (IDS 1619), ELEX 250 (IDS 1620), ELEX 251 (IDS 1621), ELEX 252 (IDS 1622), ELEX 267 (IDS 1623), ELEX 268 (IDS 1624), ELEX 283 (IDS 1625), ELEX 284 (IDS 1626), ELEX 285 (IDS 1627), ELEX 290 (IDS 1628) – course cancellation
- ELEX 204 (IDS 1985) – new course
- ENGL 175 (IDS 1910) – activity/hours
- ENGL 180 (IDS 1952) – cancellation
- HLTH 110 (IDS 1727), HLTH 111 (IDS 1728), HLTH 112 (IDS 1712), and HLTH 113 (IDS 1729) title, description, pre-req., learning outcomes
- MATH 163 (IDS 1944), MATH 174A (IDS 1945), MATH 174B (IDS 1946), MATH 175 (IDS 1947), MATH 185 (IDS 1949), MATH 187 (IDS 1950), MATH 189 (IDS 1951) – cancellation

**Motion Carried**

**I. Presentations and/or Discussions**

**1. Education Approvals Focus Group Discussion**

Patti and Wilma facilitated a focus group discussion on Education Council members’ role in the education approvals process.

**Patti Odynski  
and Wilma V.**

**2. Policy Needs Assessment Session**

The meeting was behind schedule. As such, there was not enough time to conduct the Policy Needs Assessment Session as intended. Instead, Steven gave an abbreviated

**Steven  
Rumpel and  
Katie Shaw**

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**ITEM**

**PRESENTER**

overview of the work done to date to determine the College needs. Education Council members were encouraged to review the Needs Assessment Update on their own before the next meeting. This conversation will be brought back to the May Education Council, including any work done between now and then.

**J. Adjournment**

**Cynthia Wrate**

The Meeting adjourned at 6:10 pm.

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**BOARD OF GOVERNORS**

**AUDIT COMMITTEE MINUTES**

**MEETING:** Thursday, June 25, 2015  
**TIME:** 4:00 pm  
**LOCATION:** Paul Building, Room 216, Lansdowne Campus

**BOARD MEMBERS:**

Bill Gyles, Chair  
Cindy Choi  
Marilyn Pattison

**RESOURCES:**

Deborah Huelscher, Interim Chief Financial Officer  
Peter Lockie, Interim President

**A/BOARD ASSISTANT:** Rosemary Smedley

**REGRETS:** nil

**C O N F I D E N T I A L**

**I CALL TO ORDER**

The meeting was called to order at 4:00 pm.

**II APPROVAL OF THE MINUTES**

1. The minutes from the June 1, 2015 meeting were approved as presented.

**III NEW BUSINESS**

**1. Action Items Required from 2015 Audit**

Deborah Huelscher, Interim Chief Financial Officer, advised that there are no action items from the 2015 audit. The final report from the Auditor is expected by the first week in July.

**2. Process for Search - Camosun College Auditor Five Year Term - Annual Re-appointment, 2015/2016 to 2020/2021**

Deborah Huelscher noted that Section 55 of the College and Institute Act states that unless the Auditor General is appointed in accordance with the Auditor General Act as the auditor of an institution, the institution must appoint an auditor to audit the accounts of the institution at least once each year. The Auditor General has just completed its fifth and final year as Camosun’s auditor and therefore the College must proceed through a selection and process and appointment. The Audit Committee has responsibility to make a recommendation to the Board of Governors for the appointment of auditors.

The College will administer the selection process, led by the Interim Chief Financial Officer. This includes issuing the Request for Proposal (which is based on the guidelines set out by the Auditor General), evaluating proposals received, recommending to the Audit Committee

up to three prospective auditors who best meet the selection criteria and providing supporting documentation to the recommendation. The RFP will be out for three weeks rather than two to allow for summer holidays. August will be spent evaluating proposals and final prospective names brought to the Audit Committee for consideration in September. Russ Lazaruk as Acting Chair will replace Marilyn Pattison whose Board term will have ended. The recommendation to the Board is expected to go to the October 5, 2015 Board meeting.

**IV ADJOURNMENT**

The meeting adjourned at 4:15 pm.



**BOARD OF GOVERNORS**

**AUDIT COMMITTEE MINUTES**

**MEETING:** Wednesday, October 28, 2015  
**TIME:** 4:00 pm  
**LOCATION:** Paul Building, Room 216, Lansdowne Campus

**BOARD MEMBERS:**

Bill Gyles, Chair  
Cindy Choi  
Nigel Giuliany  
Russ Lazaruk

**RESOURCES:**

Sherri Bell, President  
Deborah Huelscher, Chief Financial Officer

**GUESTS:** Liette Bates-Eamer, KPMG  
Randy Decksheimer, KPMG

**REGRETS:** nil

**BOARD ASSISTANT:** Heather Martin

**C O N F I D E N T I A L**

**I CALL TO ORDER**

The meeting was called to order at 4:00 pm.

**II APPROVAL OF AGENDA**

The agenda was approved as presented.

**III APPROVAL OF THE MINUTES**

1. The minutes from the June 25, 2015, meeting were approved as presented.

**IV NEW BUSINESS**

**1. Audit Plan for the Year Ending March 31, 2016**

Bill Gyles, Chair, introduced and welcomed the new auditors Liette Bates-Eamer and Randy Decksheimer from KPMG. Randy Decksheimer provided a summary of the Audit Plan for 2015-2016, which was included in the agenda package. The plan is comprehensive and sets out in detail the process for the audit.

KPMG did not identify any significant audit risks. The control systems are in place and operating effectively. They will review the financial statements to ensure they are in accordance with the Public Sector Accounting Board (PSAB) standards. Funding constraints, communication and information technology security will also be key areas of focus.



They have reviewed the Office of the Auditor General's files from the past five years. Materiality has been determined based on 1% of total revenue, but it may rise over the next five years. Liette Bates-Eamer will be on site with her team who have experience in the post-secondary sector.

**V ADJOURNMENT**

The meeting adjourned at 4:35 p.m.

**VI IN-CAMERA SESSION (Board Members and Auditors)**

Financial Statements of

**CAMOSUN COLLEGE**

Year ended March 31, 2016

# CAMOSUN COLLEGE

## Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia. The integrity and objectivity of these statements is management's responsibility. Management is also responsible for all of the notes to the financial statements, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. The significant accounting policies are summarized in Note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The Camosun College Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Audit and Finance committees. The Audit Committee reviews the external audited financial statements yearly and the Finance Committee reviews internal financial reports on a quarterly basis. The external auditor has full access to the Audit Committee, with and without management present.

KPMG conducts an independent examination, in accordance with Canadian auditing standards, and expresses an opinion on the financial statements. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of the examination and their opinion on the financial statements.

On behalf of Camosun College

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Sherri Bell  
President

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Deborah Huelscher  
Chief Financial Officer

## INDEPENDENT AUDITORS' REPORT

*To the Board of Governors of Camosun College, and  
To the Minister of Advanced Education, Province of British Columbia*

We have audited the accompanying financial statements of Camosun College, which comprise the statement of financial position as at March 31, 2016, the statements of operations and accumulated surplus, changes in net debt, and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditors' Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Opinion*

In our opinion, the financial statements of Camosun College, as at March 31, 2016, are prepared in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

### *Emphasis of Matter*

Without modifying our opinion, we draw attention to Note 2 to the financial statements, which describes the basis of accounting and the significant differences between such basis of accounting and Canadian public sector accounting standards.

### *Comparative Information*

The financial statements of Camosun College as at and for the year ended March 31, 2015 were audited by another auditor who expressed an unmodified opinion on those financial statements on June 19, 2015.

	2016	2015
<b>Financial assets</b>		
Cash and cash equivalents (note 3)	\$ 28,558,283	\$ 37,126,453
Accounts receivable (note 4)		
Due from Government and other government organizations	1,679,564	1,870,118
Other	3,305,118	2,805,503
Inventories for resale (note 5)	1,190,563	1,245,063
	<u>34,733,528</u>	<u>43,047,137</u>
<b>Liabilities</b>		
Accounts payable and accrued liabilities (note 6):		
Due to government and other government organizations	1,513,824	1,760,087
Other	17,268,745	18,762,577
Employee future benefits (note 7)	1,751,715	1,899,976
Deferred contributions (note 8)	4,702,894	7,274,853
Deferred revenue (note 9)	4,992,522	4,191,909
Deferred capital contributions (note 10)	76,830,521	73,353,210
Obligations under capital lease (note 11)	151,727	373,410
	<u>107,211,948</u>	<u>107,616,022</u>
Net debt	(72,478,420)	(64,568,885)
<b>Non-financial assets</b>		
Tangible capital assets (note 12)	90,953,210	81,640,245
Prepaid expenses	674,515	509,679
	<u>91,627,725</u>	<u>82,149,924</u>
Accumulated surplus	<u>\$ 19,149,305</u>	<u>\$ 17,581,039</u>

Contractual obligations (note 13)

Contingent liabilities (note 14)

See accompanying notes to financial statements.

On behalf of the Board:

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Chief Financial Officer

	Budget (note 18)	2016	2015
<b>Revenue:</b>			
Provincial grants:			
Ministry of Advanced Education	\$ 49,306,928	\$ 55,702,992	\$ 52,974,647
Other	5,630,489	5,910,130	5,412,174
Federal grants	1,011,237	680,309	819,283
Other grants	138,375	157,167	211,569
Tuition	37,893,512	38,412,174	35,038,669
Fees (other)	1,031,000	912,083	875,998
Other revenue	1,275,905	1,082,451	1,001,547
Amortization of deferred capital contributions	5,626,065	5,062,797	4,551,422
Rentals and leases	133,806	110,265	102,200
Investment income	465,000	309,590	439,680
Sales of goods and services:			
To the Province of BC	663,398	909,161	800,809
To Crown Corporations or government organizations	1,310,000	2,296,785	1,914,309
To other entities	11,561,469	11,702,466	11,785,575
	116,047,184	123,248,370	115,927,882
<b>Expenses (note 15):</b>			
Instruction and support	107,290,030	113,281,161	106,370,836
Ancillary operations	7,253,569	7,113,959	7,025,319
Applied research	1,503,585	1,284,984	1,707,727
	116,047,184	121,680,104	115,103,882
Annual surplus	-	1,568,266	824,000
Accumulated surplus, beginning of year	17,581,039	17,581,039	16,757,039
<b>Accumulated surplus, end of year</b>	<b>\$ 17,581,039</b>	<b>\$ 19,149,305</b>	<b>\$ 17,581,039</b>

See accompanying notes to financial statements.

	Budget (note 18)	2016	2015
Annual surplus	\$ -	\$ 1,568,266	\$ 824,000
Acquisition of tangible capital assets	(13,000,000)	(16,186,798)	(19,213,866)
Amortization of tangible capital assets	6,534,753	6,873,833	6,236,158
	(6,465,247)	(9,312,965)	(12,977,708)
Use of prepaid expenses	-	(164,836)	(55,966)
Increase in net debt	(6,465,247)	(7,909,535)	(12,209,674)
Net debt, beginning of year	(64,568,885)	(64,568,885)	(52,359,211)
Net debt, end of year	\$ (71,034,132)	\$ (72,478,420)	\$ (64,568,885)

See accompanying notes to financial statements.

	2016	2015
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 1,568,266	\$ 824,000
Items not involving cash:		
Amortization of tangible capital assets	6,873,833	6,236,158
Revenue recognized from deferred capital contributions	(5,062,797)	(4,551,422)
Change in employee future benefits	(148,261)	282,280
Change in non-cash operating working capital:		
(Increase) decrease in accounts receivable	(309,061)	1,011,438
Increase in prepaid expenses	(164,836)	(55,966)
Decrease (increase) in inventories for resale	54,500	(410,658)
Increase (decrease) in accounts payable and accrued liabilities	(1,740,095)	2,839,494
Decrease in deferred revenue	(1,771,346)	(20,407)
Net change in cash from operating activities	(699,797)	6,154,917
Capital activities:		
Cash used to acquire tangible capital assets	(16,186,798)	(19,375,427)
Net change in cash from capital activities	(16,186,798)	(19,375,427)
Financing activities:		
Capital contributions received	8,540,108	15,862,762
Principal payments on capital lease obligations	(221,683)	(415,066)
Net change in cash from financing activities	8,318,425	15,447,696
Net change in cash	(8,568,170)	2,227,186
Cash and cash equivalents, beginning of year	37,126,453	34,899,267
Cash and cash equivalents, end of year	\$ 28,558,283	\$ 37,126,453

See accompanying notes to financial statements.



**1. Nature of operations:**

Camosun College (the “College”) is a post-secondary educational institution funded by the Province of British Columbia (the “Province”) and incorporated under the College and Institute Act of British Columbia. The British Columbia Ministry of Advanced Education (the “Ministry”) provides the principal source of funding. The College is governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The College is a registered charity and is therefore exempt from income taxes under section 149 of the *Income Tax Act*.

**2. Significant accounting policies:**

(a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections.

Regulation 198/2011 requires that restricted contributions received or receivable for acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be deferred and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410 Government Transfers; and

## 2. Significant accounting policies:

### (a) Basis of accounting (continued):

- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100 Restricted Assets and Revenues; and
- deferred contributions met the liability criteria in accordance with PS3200 Liabilities.

As a result, revenue recognized in the statement of operations and certain related deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

### (b) Inventories for resale:

Inventories held for resale, comprised of bookstore inventory, is recorded at the lower of average cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

### (c) Tangible capital assets:

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset.

The cost, less residual value, of the tangible capital assets, excluding land, is amortized on a straight-line basis over their estimated useful lives as follows:

Category	Period
Buildings	20 to 40 years
Furniture, fixtures, equipment	5 years
Computers, software	3 years

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. The net write-downs are accounted for as expenses in the statement of operations.

Contributed capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, in which case they are recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.

**2. Significant accounting policies (continued):****(c) Tangible capital assets (continued):**

On July 14, 1983 certain land was transferred to the College by order of the Lieutenant-Governor in Council. These assets have been recorded at a nominal value of \$1. Title to the assets is transferred subject to their continued use for educational purposes.

Works of art and historic assets are not recognized in these financial statements.

Leases which transfer substantially all of the benefit and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Capital lease obligations are recorded at the present value of the minimum lease payments excluding executory costs. The discount rate used to determine the present value of the lease payments is the lower of the College's rate for incremental borrowing or the interest rate implicit in the lease. The maximum recorded value of the leased assets cannot exceed the leased property's fair value when determining the discount rate to be used. See Note 12 for a schedule of repayments and amount of interest on the leases.

**(d) Employee future benefits:**

(i) The College and its employees contribute to the College Pension Plan and the Municipal Pension Plan, which are multi-employer joint trustee plans. The plans are defined benefit plans providing a pension on retirement based on the member's age at retirement, length of service and earnings. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as defined contribution plans and any contributions of the College to the plans are expensed as incurred.

(ii) Sick leave benefits are also available to certain College employees. The costs of these benefits is actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligations under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected average remaining service life of the employees. Similarly, the cost and obligation of non-vesting sick leave benefits is actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, long-term inflation rates and discount rates.

(iii) Certain College employees are entitled to the continuation of health and dental benefits while on disability leave. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes at March 31, 2016.

(iv) The costs of insured benefits reflected in these statements are the employer's portion of the insurance premiums owed for coverage of employees during the period.

**2. Significant accounting policies (continued):**

(e) Prepaid expenses:

Prepaid expenses include lease and contract payments that will be charged to expense over the periods the College is expected to benefit from them.

(f) Revenue recognition:

Tuition and student fees and sales of inventory are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured. Revenue related to fees or services received in advance of the fee being earned or the service performed is deferred and recognized when the fee is earned or service performed.

Fee for services revenues and expenditures are recognized as activities are performed, using the percentage of completion method. Provision for all anticipated losses is made in the period in which they become evident.

Unrestricted contributions, donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors. Under Restricted Contributions Regulation 198/2011, government transfers are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.

(g) Expenses:

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

**2. Significant accounting policies (continued):**

(h) Financial instruments:

Financial assets and financial liabilities are measured at cost or amortized cost, less any permanent impairment in value. The College does not hold any derivatives or equity investments that require fair value reporting and has not elected to record any other financial instruments at fair value.

A statement of remeasurement gains and losses is not presented as the College did not have remeasurement transactions to report.

Financial instruments are adjusted by transaction costs incurred on acquisition and financing costs, which are amortized using the straight-line method.

All financial assets are assessed for impairment on an annual basis. When a decline is determined to be other than temporary, the amount of the loss is reported in the statement of operations.

(i) Cash and cash equivalents:

Cash and cash equivalents include cash on hand and short term highly liquid investments that are readily convertible to known amounts of cash and are subject to insignificant risk of change in value. These short term investments generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short term cash commitments rather than investing.

(j) Measurement uncertainty:

The preparation of the financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities and disclosures of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the period. Key areas where management has made estimates and assumptions include those related to the determination of the useful lives of capital assets, amortization of related deferred capital contributions, determination of employee future benefits, and provisions for accounts receivable and contingencies. Where actual results differ from these estimates and assumptions, the impact is recorded in future periods when the differences become known.

**3. Cash and cash equivalents:**

Cash and cash equivalents includes cash and cash equivalents on deposit and amounts held under the Province of BC Central Deposit Program which pays interest at prime minus 1.5% and are refundable on 3 days notice.

**4. Accounts receivable:**

(a) Due from government and other government organizations:

	2016	2015
Federal government	\$ 926,520	\$ 1,478,902
Provincial government	225,510	357,149
Other government organizations	527,534	434,067
Allowance for doubtful accounts	-	(400,000)
	<b>\$ 1,679,564</b>	<b>\$ 1,870,118</b>

(b) Due from other:

	2016	2015
Revenues receivable	\$ 3,829,881	\$ 3,227,917
Accrued interest	11,930	31,780
Allowance for doubtful accounts	(536,693)	(454,194)
	<b>\$ 3,305,118</b>	<b>\$ 2,805,503</b>

**5. Inventories for resale:**

Inventory is comprised of bookstore inventory for resale. During the year ended March 31, 2016 the College recognized \$3,271,255 (2015 - \$3,302,240) of expenses related to inventories in the statement of operations. This includes an amount of \$59,768 (2015 - \$19,278) resulting from the write-down of inventories.

**6. Accounts payable and accrued liabilities:**

(a) Due to government and other government organizations:

	2016	2015
Federal government	\$ 611,007	\$ 990,448
Provincial government	388,135	63,055
Other government organizations	514,682	706,584
	<b>\$ 1,513,824</b>	<b>\$ 1,760,087</b>

**6. Accounts payable and accrued liabilities (continued):**

(b) Due to other:

	2016	2015
Trade payables and accrued liabilities	\$ 12,842,779	\$ 14,314,667
Accrued vacation pay and earned time off	3,901,818	3,818,128
Professional development	524,148	629,782
	<u>\$ 17,268,745</u>	<u>\$ 18,762,577</u>

**7. Employee future benefits:**

(a) Employee future benefits:

	2016	2015
Sick leave	\$ 1,455,429	\$ 1,429,189
Long-term disability health & dental benefits	296,286	470,787
Accrued benefit liability, end of year	<u>\$ 1,751,715</u>	<u>\$ 1,899,976</u>

- (i) Certain employees of the College are entitled to sick leave benefits in accordance with the terms and conditions of their employment contracts. These include post-retirement benefits, benefits that are expected to be provided after employment but prior to retirement and which vest or accumulate during service; and compensated absence benefits, benefits paid during employment, including sick pay benefits that accumulate and are payable upon a future illness or injury-related absence. The benefit expense associated with the covered benefits attributed to the accounting period is included in the College's statement of operations and the accrued benefit liability for the benefits attributed to employee service to the accounting date are included in the College's statement of financial position. The accrued benefit obligation and the net periodic benefit costs were estimated by an actuarial valuation completed in March 2016.

	2016	2015
Accrued benefit obligation:		
Balance, beginning of the year	\$ 1,429,189	\$ 1,207,000
Current benefit cost	329,400	557,250
Benefits paid	(303,160)	(335,061)
Accrued benefit liability, end of year	<u>1,455,429</u>	<u>1,429,189</u>
Unamortized actuarial losses	241,600	402,750
Accrued benefit obligation, end of year	<u>\$ 1,697,029</u>	<u>\$ 1,831,939</u>

**7. Employee future benefits (continued):**

The components of the net benefit expense for this item are as follows:

	2016	2015
Projected service cost	\$ 110,100	\$ 107,600
Interest expense	58,200	46,900
Recognition of net actuarial losses	161,100	402,750
	<b>\$ 329,400</b>	<b>\$ 557,250</b>

The significant actuarial assumptions adopted in measuring the College's accrued benefit obligations are as follows:

	2016	2015
Discount rates	3.00%	3.90%
Expected future inflation rates	2.00%	2.00%
Expected wage and salary increases	2.75%	2.75%

- (ii) Certain employees of the College are entitled to the continuation of extended health, dental and Medical Services Plan (MSP) benefits in accordance with the terms and conditions of their employment contracts. Coverage is extended to disabled employees, their spouses and dependent children while on disability. Faculty and Exempt employees receive these benefits from their date of disability to the earlier of recovery from disability and return to work or age 65. Support staff receive these benefits from their date of disability to the earlier of recovery from disability and return to work or two years. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes as at March 31, 2016.

The significant actuarial assumptions adopted in measuring the College's accrued benefit obligations are as follows:

	2016	2015
Discount rates	3.35%	3.35%
Medical trend	7.50%	7.75%
Dental trend	5.79%	5.89%
MSP trend	4.50%	4.50%



**7. Employee future benefits (continued):**

(b) Pension plans:

The college and its employees contribute to the College Pension Plan and Municipal Pension Plan, jointly trustee pension plans. The board of trustees for these plans represent plan members and employers and are responsible for the management of the pension plan including investment of the assets and administration of benefits. The pension plans are multi-employer contributory pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2015, the College Pension Plan has about 14,000 active members from college senior administration and instructional staff and approximately 6,500 retired members. As at December 31, 2014, the Municipal Pension Plan has about 185,000 active members, with approximately 5,800 from colleges.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2012 indicated a \$105 million funding deficit for basic pension benefits. The next valuation will be August 31, 2015, with results available in 2016. The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2012 indicated a \$1,370 million funding deficit for basic pension benefits. The next valuation will be December 31, 2015, with results available in 2016.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for the plans in aggregate, with the result that there is no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

The College paid \$4,518,173 (2015 – \$4,397,823) for employer contributions for the College Pension Plan and \$1,685,655 (2015 - \$1,597,353) for the Municipal Pension Plan in fiscal 2016.

**8. Deferred contributions:**

Deferred contributions are comprised of funds restricted by the following sources:

	April 1, 2015	Receipts during year	Transferred to revenue	March 31, 2016
Provincial	\$ 7,139,764	\$ 11,282,349	\$ (13,856,878)	\$ 4,565,235
Federal	135,089	615,800	(613,230)	137,659
	<b>\$ 7,274,853</b>	<b>\$ 11,898,149</b>	<b>\$ (14,470,108)</b>	<b>\$ 4,702,894</b>

**9. Deferred revenue:**

Deferred revenue includes tuition and contract fees received in advance of the related activity performed:

	2016	2015
Tuition fees	\$ 4,441,546	\$ 3,445,471
Contract fees	550,976	746,438
	<b>\$ 4,992,522</b>	<b>\$ 4,191,909</b>

**10. Deferred capital contributions:**

Continuity of deferred capital contributions is as follows:

March 31, 2016	Deferred	Unamortized	Total
Opening balance	\$ 8,716,025	\$ 64,637,185	\$ 73,353,210
Restricted contributions received	12,188,371	-	12,188,371
Contributions spent	(17,158,790)	17,158,790	-
Disposals / write downs	-	(28,006)	(28,006)
Amounts amortized to revenue	-	(5,062,797)	(5,062,797)
Amounts recognized as revenue	-	(3,620,257)	(3,620,257)
	<b>\$ 3,745,606</b>	<b>\$ 73,084,915</b>	<b>\$ 76,830,521</b>

March 31, 2015	Deferred	Unamortized	Total
Opening balance	\$ 10,517,587	\$ 52,454,441	\$ 62,972,028
Restricted contributions received	17,053,509	-	17,053,509
Contributions spent	(18,855,071)	18,855,071	-
Disposals / write downs	-	(930,158)	(930,158)
Amounts amortized to revenue	-	(4,551,422)	(5,742,169)
Amounts recognized as revenue	-	(1,190,747)	-
	<b>\$ 8,716,025</b>	<b>\$ 64,637,185</b>	<b>\$ 73,353,210</b>

The March 31, 2015 comparative figures include a reclassification of \$2,751,652 from unamortized contributions spent to deferred contributions spent related to internally funded equipment purchases.

**11. Obligations under capital lease:**

The College has entered into capital leases expiring March 31, 2017 for computer equipment requiring future minimum lease payments as follows, calculated using a discount rate of 3.70%:

	2016	2015
2016	\$ -	\$ 235,859
2017	155,290	155,290
Minimum lease payments	155,290	391,149
Less amount representing interest	(3,563)	(17,739)
<b>Present value of net minimum capital lease payments</b>	<b>\$ 151,727</b>	<b>\$ 373,410</b>

Interest of \$14,176 (2015 - \$29,519) relating to the capital lease obligation has been expensed.

**12. Tangible capital assets:**

Cost	March 31, 2015	Additions	Transfers/ Disposals	March 31, 2016
Land	\$ 14,484,612	\$ -	\$ -	\$ 14,484,612
Buildings	93,681,381	-	30,773,316	124,454,697
Assets under construction	20,900,307	10,469,949	(30,773,316)	596,940
Furniture, fixtures and equipment	13,942,322	4,285,182	(2,035,670)	16,191,834
Computers and software	3,306,266	1,431,667	(688,229)	4,049,704
Equipment under capital lease	927,222	-	-	927,222
	<b>\$ 147,242,110</b>	<b>\$ 16,186,798</b>	<b>\$ (2,723,899)</b>	<b>\$ 160,705,009</b>

Accumulated amortization	March 31, 2015	Disposals	Amortization Expense	March 31, 2016
Land	\$ -	\$ -	\$ -	\$ -
Buildings	54,654,502	-	3,147,622	57,802,124
Assets under construction	-	-	-	-
Furniture, fixtures and equipment	8,693,706	(2,035,670)	1,938,874	8,596,910
Computers and software	1,765,241	(688,229)	1,439,337	2,516,349
Equipment under capital lease	488,416	-	348,000	836,416
	<b>\$ 65,601,865</b>	<b>\$ (2,723,899)</b>	<b>\$ 6,873,833</b>	<b>\$ 69,751,799</b>

**12. Tangible capital assets (continued):**

	Net book value March 31, 2015	Net book value March 31, 2016
Land	\$ 14,484,612	\$ 14,484,612
Buildings	39,026,879	66,652,573
Assets under construction	20,900,307	596,940
Furniture, fixtures and equipment	5,248,616	7,594,924
Computers and software	1,541,025	1,533,355
Equipment under capital lease	438,806	90,806
	<b>\$ 81,640,245</b>	<b>\$ 90,953,210</b>

**(a) Assets under construction:**

During the year the College completed the Centre for Trades Education and Innovation building project at the Interurban Campus. Project costs during the year of \$9,873,009 were included in the total amount of \$30,773,316 transferred to completed projects. The remaining balance of assets under construction include upgrade and expansion of the Jack White and John Drysdale buildings and the Technology Access Centre (TAC), including acquisition and installation of equipment. The project will be completed by February 2017 and amortization of these assets will commence when they are put into service.

**(b) Contributed tangible capital assets:**

Contributed capital assets have been recognized at fair market value at the date of contribution. The value of contributed assets received during the year is \$619,766 (2015 - \$nil).

**13. Contractual obligations:****Operating leases:**

The College is committed to minimum annual lease payments under various operating leases. The future minimum annual payments over the next five years are as follows:

	Facilities
2017	\$ 596,000
2018	597,000
2019	598,084
2020	598,084
2021	598,084
	<b>\$ 2,987,252</b>

**14. Contingent liabilities:**

The College may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. At March 31, 2016, there are claims outstanding and management has determined the outcome to be undeterminable and thus no accrual has been recorded. It is considered that the potential claims would not materially affect the College's financial statements and any amounts ultimately settled will be recorded in the period in which the claim is resolved.

**15. Expenses by object:**

The following is a summary of expenses by object:

	2016	2015
Salaries and benefits	\$ 91,204,459	\$ 87,141,675
Supplies and services	14,783,714	14,877,363
Costs of goods sold	3,532,605	3,465,202
Interest	14,176	31,162
Amortization	6,873,833	6,236,158
Minor repairs and maintenance	5,271,317	3,352,322
	<u>\$121,680,104</u>	<u>\$115,103,882</u>

**16. Related party transactions:****(a) Other agency operations:**

The College is related through common ownership to all Province of British Columbia ministries, agencies, Crown corporations, school districts, health authorities, hospital societies, universities and colleges that are included in the provincial government reporting entity. Transactions with these entities, unless disclosed otherwise, are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

Included in accounts receivable at year end is \$225,510 (2015 - \$357,149) from the provincial government. During the year the College received grants in the amount of \$66,446,053 (2015 - \$73,603,426) from the provincial government and included \$65,794,932 (2015 - \$62,552,242) in revenue. \$9,750,008 (2015 - \$16,370,636) of the \$12,188,371 (2015 - \$17,053,509) of restricted capital contributions received during the year was from the provincial government.

**16. Related party transactions (continued):****(b) Camosun College Foundation:**

The College has an economic interest in the Camosun College Foundation (the "Foundation"). The net assets and results of operations of the Foundation have not been included in these financial statements. The Foundation is a separate society formed to provide scholarships and bursaries for students of the College and to raise funds for furthering the interest of the College. The College provides some financial support to the Foundation. During the year financial support of \$454,299 (2015 - \$753,158) was provided to the Foundation.

For the year ended March 31, 2016, gift in kind donations from the Foundation to the College were \$80,984 of which \$77,735 was recorded as capital assets (2015 - \$11,216 of which \$nil was recorded as capital assets). Included in the College's accounts receivable at March 31, 2016 is \$856,491 (2015 - \$59,324) due from the Foundation. Included in the College's accounts payable at March 31, 2016 is \$63,748 (2015 - \$nil) due to the Foundation.

**(c) Pacific Institute for Sport Excellence Society:**

The College has an economic interest in the Pacific Institute for Sport Excellence Society ("PISE"). The net assets and results of operations of PISE have not been included in these financial statements. PISE is a separate society formed to bring sport education and athlete development under one roof, incorporating health and wellness programs, high performance sport services, applied sport research and innovation and community programs. PISE has three founding members – Camosun College, Canadian Sport Institute and PacificSport Victoria – and is a not for profit organization under the Income Tax Act.

PISE's facilities, located at the Interurban campus, were completed in September 2008 at which time the College signed a long term lease and license agreement with PISE under which PISE will operate the facility for a 25 year term with a 29 year extension option at an annual rent of \$1 per year. At the same time, PISE has signed a long term sub lease with the College under similar terms under which the College will operate its sport education programs, recreation and athletics programs and teams and applied research activities at an annual cost of \$595,000.

At the date of occupancy, the related \$28 million cost of the capital assets under construction and associated deferred capital grants were removed from the College's financial statements. The College provides custodial, grounds, maintenance and other specialist facility services to PISE on a cost recovery basis under a service agreement. Fees and expenses for these services amounted to \$307,985 (2015 - \$303,210) during the year. Included in the College's accounts receivable at March 31, 2016 is \$5,161 (2015 - \$7,364) due from PISE.

**17. Financial risk management:**

It is management's opinion that the College is not exposed to significant interest, currency, liquidity or credit risks arising from its financial instruments. The carrying value of cash and cash equivalents, accounts receivable and accounts payables and accrued liabilities approximate fair value because of the short maturity of these instruments.

The insurance on College property is the responsibility of the Province, which paid \$100,067 (2015 - \$103,413) for premiums and fees on behalf of the College for the coverage. The premiums paid are not recorded in the financial transactions of the College or in these financial statements. All claims for loss are submitted to the Province for consideration for replacement. The College has no direct insurance coverage against loss of any of its capital assets.

**18. Budget data:**

Budget figures have been provided for comparative purposes and have been derived from the Multi Year Budget approved by the Board of Governors of the College on April 4, 2015. The budget is reflected in the statement of operations and the statement of changes in net financial assets (net debt). The chart below reconciles the approved budget to the budget figures reported in these financial statements. Budget figures have not been audited, and are presented only for information purposes.

Revenues:	
Operating budget	\$109,883,119
Capital budget	6,164,065
Total revenues	116,047,184
Expenses:	
Operating budget	106,992,431
Capital budget	9,054,753
Total expenses:	116,047,184
Annual surplus	\$ -

**19. Comparative figures:**

Certain comparative figures have been restated to conform to current year's presentation.



EX-260-001-006

## Board of Governors Briefing Notes

**Submitted by:** John Boraas, VP Education

**Date:** Mar 23, 2016

**Topic:** Program Credential Cancellations

**Decision Being Sought:** Request for Board of Governors to approve the cancellation of the following program credential:

- *Certificate in Community Support Worker Foundations*

**Background:** At this time I am bringing forward the following program credential for cancellation:

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### **Certificate in Community Support Worker Foundations**

The Certificate in Community Support Worker Foundations was first offered in 2008. This 3 course (140 hour) Certificate program provided graduates with the foundational skills required for entry level employment in settings that support individuals with developmental disabilities. Learners graduated from the program with basic knowledge, skills and values related to health and wellness, safety, professional practice and a set of community living values necessary to work in community-based organizations. Opportunities for employment exist throughout the province and graduates received credit towards to the Community Support and Education Assistant Certificate. This Certificate was of interest to current and potential employees of community agencies and to graduates of Camosun's Human Services and Continuing Care Certificate and Diploma programs

This foundations program was created to meet an employment and community need. A community-based coalition of employers contracted with the department to develop and deliver a program in the 2008/2009 academic year. The last intake of students in this credential was Sept 2008.

The relationship between Camosun College Community Support Educational Assistant (CSEA) advisory members, Services and Continuing Care Certificate and Diploma programs and community members continues to be strong. The department keeps abreast of the needs in community and current trends. The program leader attends articulation annually.

On Mar 23, 2016, Education Council approved a motion to recommend cancellation to the Board.



**CANCELLATION:**

Program Cancellation:

- Certificate in Community Support Worker Foundations (IDS 1934)

Course Cancellation:

- CSEA 155 (IDS 1499) – cancel course



**BOARD OF GOVERNORS**

**POLICY BRIEFING NOTE**

**POLICY NAMES:** G-2.1 Strategic Plan  
G-2.2 Vision, Mission and Values  
**SUBMITTED BY:** Sherri Bell, President  
**DATE:** June 13, 2016

**PLANNING AND DEVELOPMENT:**

**Policy Holder:** President

**Approval Body(s):** Board of Governors

**Need Identification:** The two policies, 'G-2.1 Strategic Plan', and 'G-2.2 Vision, Mission and Values' are redundant as they are not policies, but are actually excerpts from the Strategic Plan. The Strategic Plan is a separate entity, and is posted on the College website under plans and reports. The request is that the Board of Governors rescind the two policies.

**REQUIREMENT:** The request is that the Board of Governors approve the rescindment of the two policies.

**MOTION**

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS RESCIND THE POLICIES 'G-2.1 STRATEGIC PLAN', AND 'G-2.2 VISION, MISSION AND VALUES'.**



<b>Policy:</b>	<b>G-2.1</b>
<b>Approved By:</b>	<b>Board of Governors</b>
<b>Approval Date:</b>	<b>May 16, 2006</b>
<b>Amendment Date:</b>	<b>December 5, 2011</b>
<b>Policy Holder:</b>	<b>President</b>

# **STRATEGIC PLAN**

**Pillars and Strategies**

**1. Life-changing Learning**

- Be Canada’s college of life-changing learning.
- Deliver learning anytime and anywhere.
- Value the diversity of our learners and the communities we serve.

**2. Culture of Excellence**

- Achieve excellence through continuous improvement and flawless execution.
- Enhance our culture of innovation.
- Build structures and processes that enable excellence in all we do.
- Foster learner success through best practices in strategic enrolment management.
- Support the excellence of our teachers as leaders of education.
- Develop a national reputation for excellence in applied research.

**3. Engaged Community**

- Build strong, mutually beneficial relationships with key stakeholder groups.
- Be a recognized driving force in regional economic development.
- Strengthen our ability to learn, teach and work together.

**4. Sustainable Results**

- Build a sustainable organization.
- Foster an entrepreneurial culture.
- Improve our operational efficiencies.
- Create an attractive, welcoming and supportive physical environment.

**Link to Complete Plan**

[Strategic Plan 2011-2014](#)



<b>Policy:</b>	<b>G-2.2</b>
<b>Approved By:</b>	<b>Board of Governors</b>
<b>Approval Date:</b>	<b>Mission Statement: March 7, 2002 Values: Jan. 8, 1998</b>
<b>Amendment Date:</b>	<b>December 5, 2011</b>
<b>Policy Holder:</b>	<b>President</b>

## **VISION, MISSION AND VALUES**

### **Vision**

#### **Where do we want to go?**

Inspiring lives.

Canada’s college of life-changing learning.

### **Mission**

#### **Why do we exist?**

We build a better tomorrow by providing outstanding and relevant learning experiences, valued credentials, and life-long student success.

### **Values**

#### **What do we believe in? What guides decision making?**

##### **1. Our Learning Values (We all learn)**

- We value life-long learning.
- We value self-directed and collaborative learning experiences.
- We value the practitioner of knowledge.
- We value flexible and accessible learning.

##### **2. Our Service Values (We all serve)**

- We value excellence in our service to students and communities.
- We value the continuous improvement of our services and programs.
- We value collaboration across the college.

##### **3. Our Leadership Values (We all lead)**

- We value the development of leaders.
- We value intelligent risk taking.
- We value creativity, innovation and imagination.
- We value the courage of the change agent.



## Board of Governors Briefing Note

Submitted by: Russ Lazaruk, Chair, Board of Governors  
Date: June 7, 2016  
Topic: **SUSPENSION – EXTERNAL RELATIONS COMMITTEE G-1.6**

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**Background:** The External Relations committee G-1.6 was formed in 2011 in order to increase the profile of the college and to inform the external community about the role of the college and its impact.

**Current Situation:** Much of the external relations work with the Province and other priority work is being done by Camosun staff, rather than by the committee. Much of the work is no longer needed as the environment has changed since 2011. The focus of the last two years has been the 'Award for Innovation', which is managed by a sub-committee of the External Relations committee.

**Requirement:** Approval from the Board of Governors to suspend the External Relations committee for one year. It will be brought back for review in one year. The 'Award for Innovation sub-committee' will be made a sub-committee of the Board of Governors.

### MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS SUSPEND THE OPERATIONS OF THE 'EXTERNAL RELATIONS COMMITTEE' FOR ONE YEAR AND BRING IT BACK FOR REVIEW AT THAT TIME. THE 'AWARD FOR INNOVATION SUB-COMMITTEE' WILL BECOME A SUB-COMMITTEE OF THE BOARD OF GOVERNORS.



<b>Policy:</b>	<b>G-1.6</b>
<b>Approved By:</b>	<b>Board of Governors</b>
<b>Approval Date:</b>	<b>June 27, 2011</b>
<b>Amendment Date:</b>	
<b>Policy Holder:</b>	<b>President</b>

## **EXTERNAL RELATIONS COMMITTEE TERMS OF REFERENCE**

### **Context**

Targeted and strategic in nature, the Board of Governors has a key role to play in working with the President in assisting Camosun College in increasing the profile of the college and in informing the external community about the role of the college and its impact. To meet this role, the Board established the External Relations committee.

External community relations involves both the political and non-political community. On the political side, it involves aligning with and supporting the efforts of the President at local, provincial and national levels.

On the non-political side, Camosun College needs to be seen as a vital and integral part of the community, engaged with a wide variety of community stakeholders, employers, individuals and donors. In conjunction with the President, establishing and maintaining relationships with these entities is important to ensure the credibility and public image of the college as it continues to flourish and to encourage widespread support for the college and any special initiatives undertaken by the college.

It is worth noting that many potential community partners also interact with Camosun through relationships involving faculty, staff, programs, and departments of the college, including but not restricted to program advisory committees, co-op programming, contract training, and the Camosun College Foundation.

### **Terms of Reference**

A standing committee of the Board of Governors, the External Relations committee is responsible for promoting Camosun's brand within the external community.

### **Role**

Working with the President, the External Relations committee makes recommendations to the Board with respect to appropriate opportunities and methods for the board to promote Camosun College including:

1. Developing goals and messaging for the above activities;
2. Maintaining ongoing awareness within the Board of Governors of the importance of promoting the college and the ongoing need to build an external network of strategic contacts;
3. Providing an avenue for Board members to bring forward ideas regarding possible strategic connections within the external community;

4. Developing an annual plan that identifies and prioritizes target audiences and creates opportunities to connect with and communicate with strategic groups and/or individuals.

### **Membership**

1. The committee consists of five members of the Board of Governors, at least one of whom will be an internal member of the Board of Governors, and all of whom will be appointed by the Chair of the Board of Governors. The membership may be increased at the discretion of the Board Chair.
2. All membership appointments will be for one year. Re-appointments are permitted.

### **Committee Operation**

1. The committee will normally meet a minimum of four times a year. An annual schedule will be set for each academic year.
2. Members are required to advise the committee of their inability to attend a meeting by contacting the office of the President.
3. As needed, the Vice President, Partnerships will serve as a resource to the committee.
4. Administrative support will be provided by the Executive Assistant to the Board.



**BOARD OF GOVERNORS**

**REGULAR MEETING MINUTES**

**MEETING:** Monday, April 4, 2016  
**TIME:** 5:00 pm  
**LOCATION:** Paul Building, Room 216, Lansdowne Campus

**BOARD MEMBERS:**

Russ Lazaruk, Chair  
Sherri Bell, President  
Steve Chang  
Cindy Choi  
Jennifer Erwin  
Stefan Fletcher  
Ron Rice, Vice Chair  
Shayli Robinson  
Laylee Rohani  
Cynthia Wrate

**ADMINISTRATION:**

John Boraas, VP Education  
Shane Busby, VP Administration  
Deborah Huelscher, Chief Financial Officer  
Geoff Wilmshurst, VP Partnerships  
Joan Yates, VP Student Experience

**REGRETS:**

Nigel Giuliany  
Bill Gyles  
Chris Marks  
Barbara Severyn, Exec. Dir., Human Resources

**BOARD ASSISTANT:** Heather Martin

**I CALL TO ORDER**

Russ Lazaruk, Chair, called the meeting to order at 5:05 pm. Questions are to be directed to the Chair, rather than the members.

**II APPROVAL OF THE AGENDA**

The agenda was approved as distributed.

**III BOARD MEMBER REPORTS**

**1. Chair’s Report**

Russ Lazaruk, Chair, noted Nancy Sly’s last day on the board was February 29, so on behalf of the board Russ congratulated her and wished her well in her new position. She will be invited to the farewell reception in June. On March 9, he attended the ‘Living Libraries’ event at the College. The purpose is to provide students and alumni the opportunity to meet with professionals in various career fields: the ‘living books’. It is very popular and has grown enormously, with 400 students attending. It is well supported by the mentors in the community. Russ attended the presentation by BC Stats on the college’s Employee Engagement Survey on March 22. It was a great presentation, and gave good insight into the methodology. On March 24, Ron Rice invited Sherri Bell and Russ to the Victoria Native Friendship Centre to view the raising of the Nuuchalnat pole. Three or four hundred people attended.



Past Board Chair Dr. David Philip passed away on March 20. He was involved in initiating the Camosun Dental program when he was President of the Victoria and District Dental Society and the College of Dental Surgeons of BC. As Chair of the Board, he worked closely with the Provincial Government and the Minister of Advanced Education to attain the funding to build Camosun's Dental Health building. He recently attended the Past Chair lunch in February this year. He will be missed.

On April 1, Russ attended the South Island Regional Skills Canada BC Competition at the Interurban campus. Sherri Bell and Russ were invited to a 'Dean's Lunch' in honour of the competition, which was held at the Classroom Restaurant. It is a complete change of pace for the Interurban Campus as they get visited by hundreds of students from grade six upwards, and there is great excitement on campus. The winners go on to the provincial, national and then international competition.

The election for the Board of Governors and Education Council seats will take place April 11 to 13, 2016. There will be an election for the Interurban student seat, currently held by Chris Marks, and the faculty seat, which had been held by Nancy Sly. Joanne Cumberland is acclaimed to the CUPE seat and will begin August 1. The Lansdowne student seat, currently held by Shayli Robinson, will remain empty until the fall bi-election.

## **2. President's Report**

Sherri Bell just returned from a very successful trip to India with Geoff Wilmshurst, VP Partnerships, and Richard Stride, Dean, Business. They signed three MOUs. The one with Jain University is for seven years and is multi-faceted. In the other two, the students will take two years of their degree in India, followed by two years here. The Jain University partnership agreement includes the development of "train-the-trainer" programs. A highlight was meeting the students at the colleges and universities.

Sherri attend the Eyē? Sqâ'lewen awards ceremony in the Wilna Thomas Centre. She attended the Annual Cultural Showcase put on by the international students. They did an excellent job showing pride in their culture and countries with singing and dancing. Last week, she attended the United Way Spirit Fest, where businesses that are up for awards are announced. Camosun is up for an award this year. The winners will be announced on April 22.

The Creativity and Innovation Projects has been very successful. There is \$100K available to fund staff and faculty projects, and \$300K worth of responses came in. Fourteen projects were funded, and they will be shared over the year at Walls Optional, and in other venues. Each committee member; Sherri Bell, John Boraas, Sybil Harrison, Nancy Sly, and Tim Walzak, will act as a liaison to three of the projects.

Sherri attended the South Island Regional Skills Competition, which saw about 1000 students. The secondary students took part in the competition, and the middle school students were visiting and seeing the different trades. Earlier today Sherri attended the opening of the renovated gym facility on the ground floor of the Liz Ashton Campus Centre.

**3. Foundation**

Ron Rice, Foundation Liaison, noted they are moving into phase two of the TRADEmark Campaign, which has a \$100K matching program. The Joint Board/Foundation meeting will take place on May 16, 2016.

**4. Education Council**

Cynthia Wrate, Education Council Chair, advised they have been working on curriculum approvals and there have been no major changes as they have been focused on the shift of the quarter to semester system in the trades and technology area. Katie Shaw, Manager of Education Policy, and Steven Rumpel, Director of Education Planning, attended to ask directional questions on education policy, and kick-start the discussion across the college.

**5. Pacific Institute for Sport Excellence (PISE)**

Stephen Chang, PISE Board of Directors member, noted they met in February. PISE is on budget with a small surplus, and the track is underway and will open on time in June, weather permitting.

**IV BOARD COMMITTEE REPORTS****1. External Relations Committee**

Ron Rice, Chair, External Relations Committee, reported that the MLA breakfast has been canceled in favour of alternate approaches. Last year's winner of the Award for Innovation, 'Pestival', used their prize to mount a second 'Pestival', which is on tonight. All the board members were invited.

**2. Finance Committee**

- i) The minutes from the January 25, 2016, Finance Committee meeting were included in the agenda package.
- ii) Cindy Choi, Chair, Finance Committee, gave a report on the March 21, 2016, meeting. Deborah Huelscher, CFO, gave an overview on accountability, highlights, sustainability and budget risk, and capital. The Ministry operating grant and service delivery target is \$47M and 7,017 student FTEs. The Economic Stability Mandate provided \$1.5M for negotiated increases. Credit tuition will increase by 2% in September. Personnel costs are \$76M, there will be \$1M for rebuilding key areas. International enrolment will see growth of \$1.3M over than last year. Risk mitigation strategies are in place. There will be no reductions, and some modest growth. Deborah Huelscher and the College Executive Team were commended for their excellent work on the budget process.

**MOTION:**

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE COLLEGE'S BUDGET FOR THE FISCAL YEAR 2016/17 WITH TOTAL REVENUE AND TOTAL EXPENDITURE OF \$120,763,519 RESULTING IN A BALANCED BUDGET.**

**CARRIED**

**V APPROVAL OF THE MINUTES**

The minutes of the March 7, 2016 meeting were approved as distributed.

**VI NEW BUSINESS****1. Strategic Plan - Decision**

Sherri Bell advised there have been four consultation sessions with employees since the board saw the last draft of the Strategic Plan in February. There was a concurrent online process to gather feedback. The Senior Leadership Council incorporated the feedback into the final draft. There were changes to the section on mission, vision and values. The pillars were renamed 'corner posts', which aligns with the indigenization plan. A corner post was added for Sustainability. The last page shows a lens for decision making for the college. The next step will be to turn the goals into an action plan.

**MOTION**

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE CAMOSUN COLLEGE'S STRATEGIC PLAN FOR 2016 - 2021.**

**CARRIED**

**VII ADJOURNMENT**

The meeting was adjourned at 5:40 pm.

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**Russ Lazaruk, Chair**

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**Date**

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**Heather Martin, Recorder**

Title: Inspiring life-changing learning

Theme: New leadership, fresh focus on student success

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Page 1 (left)-for AVED copy only

June 30, 2016

Honourable Andrew Wilkinson  
Minister of Advanced Education  
Government of British Columbia

Dear Minister,

On behalf of Camosun College we are pleased to submit the annual Institutional Accountability Plan and Report for the 2015/16 reporting cycle and to accept responsibility for its contents.

This report was prepared in accordance with Ministry of Advanced Education directives and Camosun's governance structure. Through stories, data and performance measures we highlight our successes, show how our outcomes align with our strategic plan, and set performance targets for the future. The Taxpayer Accountability Table on page xx, together with specific performance measures beginning on page xx, demonstrate Camosun's commitment to achieving the 2015/16 Mandate Letter Priorities. We are pleased to unveil our refreshed strategic plan on page xx, and on page xx we list some of our highlights and key accomplishments.

Most importantly our Institutional Accountability Plan and Report demonstrates our highest priority, our service to students who become Camosun's greatest ambassadors and society's economic foundation. It's through the commitment of talented faculty and staff that we help students build the skills for rewarding careers, and for a just, productive society.

Camosun continues to develop programs that align with the economic and social needs of our region, and of the province. We strive to build on the success of our graduates and of our institution.

Yours sincerely,

Sherri Bell, President

Russ Lazaruk, Chair, Board of Governors

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### **FIRST NATIONS TERRITORIAL ACKNOWLEDGEMENT**

It is with deep respect and gratitude that Camosun College learners, teachers, support staff and leadership acknowledge the traditional territories of the Lkwungen, Esquimalt, and WSÁNEĆ peoples. We are all enriched by the gracious welcome and friendship extended to the learning community who seek to exchange knowledge here, and by the beauty of the land on which we learn, work, and live. Camosun serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt, Lkwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia’new, T’Sou-ke and WSÁNEĆ(Pauquachin, Tsartlip, Tsawout, Tseycum) peoples.

### **A FRESH FOCUS ON STUDENT SUCCESS**

Every aspect of Camosun’s operations, from education to administration, contributes to student success and unites our educational community with a sharp focus and a clear purpose. Since our incorporation in 1971, Camosun has reflected society’s evolving economic realities and social priorities. With a new president at the helm and a renewed strategic plan ready to launch, our continued focus on student success remains fresh and relevant now, even after 45 years of life-changing learning.

### **ABOUT CAMOSUN—INSTITUTIONAL OVERVIEW**

From engineering technology careers to nursing and accounting, from trades programs to health and business, and from certificate credentials to post-degree and university transfer, Camosun College transforms lives to build a better future.

Located in beautiful Victoria, Camosun’s two campuses serve more than 19,000 learners each year in certificate, diploma, bachelor degree and continuing education programs. Our education offerings include university transfer and applied degree programs; career and trades training; upgrading and preparatory programs; and continuing education. We have earned an outstanding reputation for teaching excellence, and we invest to support faculty at every stage of their teaching careers, ensuring our college continues to provide one of Canada’s best learning experiences.

We are proud to be among BC’s 25 public post-secondary institutions, amplifying the impact of taxpayer investments by preparing tomorrow’s work force with the knowledge, skills and values to seize opportunities and to contribute to society. Over 50% of our total FTE delivery aligns with the projected BC labour demand and, with over 60,000 alumni and many thousands more who choose Camosun as a stepping stone for academic upgrading or university transfer, Camosun’s influence reaches into every economic, social and cultural corner of greater Victoria and southern Vancouver Island.

## **CAMOSUN...BY THE NUMBERS**

Founded in 1971

- 2 campuses and five partnership sites
- 19,000+ learners each year
- 160 programs
- 25 years: median student age
- 1,600 International students from almost 80 countries
- half of Camosun students are within 5-years of high school graduation
- approximately 15% of Camosun students transfer from other BC post-secondary institutes
- approximately 2,000 Camosun students move on to other BC post-secondary institutes
- 91% of former Camosun students are either employed or pursuing further studies

Indigenous Education

- 1,100 Indigenous students of First Nations, Métis and Inuit ancestry
- 179 people who have completed TTW training
- 8 Camosun College programs and 59 courses with Indigenous content integrated into curriculum

Impact

- Approximately 1,200 students supported with awards and bursaries
- Over \$800,000 disbursed each year in bursaries and awards
- 585 community member donors last year
- \$17.5 million in assets
- 93% recent grads satisfied or very satisfied with their education at Camosun College
- 94% of students who go on to further studies say they were well prepared

## **STRATEGIC PLAN TO INSPIRE LIFE-CHANGING LEARNING**

Shortly after her appointment in July, 2015, President Sherri Bell initiated a consultation and planning process to renew Camosun's strategic plan. After discussion and collaboration to gather input on our priorities, our strategic plan was approved by the Board of Governors in March, 2016.

Our refreshed strategic plan represents a truly "made in Camosun" project, with a vision, values and goals that reflect our community and give us a road map for where we need to go as a college, and why. And our strategic plan clearly identifies our priorities to support our decision-making processes for the next five years, 2016-2021.

**Our Vision:** Inspiring life-changing learning

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

## **NEW DIRECTIONS TO INSPIRE STUDENT SUCCESS: Camosun's priorities under President Bell**

- A renewed focus on the student experience | Photo
- Indigenization and Camosun's response to the TRC calls to action | Photo
- Mental health strategy | Photo
- Creativity and Innovation | Photo

## KEY ACCOMPLISHMENTS AND HIGHLIGHTS

Our accomplishments and highlights demonstrate our strategic priorities, and give a snapshot of the scope of our influence with students and the broader community where we have the privilege to work.

### **NEW SPACES | photo**

Camosun's new 80,000 sq. ft. Trades Education and Innovation Centre opened in February, 2016. The facility is modern, practical and beautiful, and provides students on Vancouver Island with more opportunities to train for in-demand trades careers. "It is part of our vision to ensure local trades students have the most up-to-date skills, technology and facilities available to prepare them in meeting emerging marketplace and industry demands," says President Bell.

**INFOGRAPHICS |** The new building expands our training spaces by 370 full-time equivalent seats, and can provide access to more than 3,000 students per year in 20 different trades foundation and apprenticeship programs.

### **INDIGENOUS EDUCATION | infographic: student #s**

Eyē? Sqā'lewen, Camosun's Centre of Indigenous Education and Community Connections, is leading Camosun in a college-wide, multi-phase process to become a fully Indigenized organization. Indigenization is the process by which Indigenous ways of knowing, being, doing and relating are incorporated into the educational, organizational, cultural and social structures of Camosun College.

#### **Indigenization and Camosun's response to the TRC Calls to Action**

The Truth and Reconciliation Commission of Canada *Calls to Action* document illuminates the legacy and impact of residential schools in Canada and, with four key themes related to reconciliation and education, serves to galvanize action in colleges and communities across the country. In 2015 Camosun struck a cross-college task force and steering committee to develop a response plan based on our commitment to redress the legacy of residential schools and to advance the process of reconciliation. The response plan links the TRC Calls to Action and the Camosun Indigenization priorities: curriculum processes, employee education, services to students, and policy and planning.

## **A RENEWED FOCUS ON THE STUDENT EXPERIENCE**

An executive restructure last fall supports our fresh focus on student success, and advances our mission to build a better future for our community with relevant, innovative and applied education. The college's new executive will steward the college as we implement our new strategic plan and work towards our top priorities and obligations.

#### **Student Experience Division**

The Student Experience office is committed to enabling student success that extends beyond the classroom and integrates the entire campus community. The office oversees a range of supports that enrich student experiences and inspire enduring student success for healthy communities, engaged citizens and a robust economy.

#### **Mental health strategy: from awareness to action**

Student mental health and well-being is vital to the overall college experience. Camosun's Mental Health and Well-being Strategy creates awareness and actions to support students as they juggle the demands of post-secondary learning and living.

## **PARTNERSHIPS DIVISION FOSTERS EXTERNAL CONNECTIONS**

Camosun's education services extend well beyond the traditional classroom by forming partnerships that drive local social and economic development and offer applied learning opportunities for students. The new Partnerships Division includes Camosun Innovates, the focal point for applied research, manufacturing, social innovation and sport innovation that enhances

the interdisciplinary education of Camosun students and benefits our local economic development. Other partnerships include International Education, contract and customized training, Advancement Services and the Camosun College Foundation, which links students and generous benefactors and, in turn, enhance the student experience.

#### **INTERNATIONAL EDUCATION FOSTERS A DIVERSIFIED CAMPUS COMMUNITY | infographic: #s**

Camosun recognizes, welcomes and invites the different cultural identities and perspectives expressed by students, staff, faculty and visitors. By striving for mutual understanding and respect, we empower international students and positively impact domestic learners. By supporting international students on campus, and global field school excursions abroad, we enrich the intercultural experiences of our entire college community. This cultural investment yields a sustainable, globalized community, expanding global perspectives and building cultural competencies.

#### **Camosun delivers on promise to build India's sport skills program**

Less than a year after signing a pioneering agreement to develop a national sport skills training program in India, Camosun signed a seven-year partnership agreement with Jain University in Bangalore. Students who complete the Camosun-developed Sport Management and Exercise and Wellness programs in Bangalore will have the option to transfer to Camosun to complete related degrees, diplomas and post-degree diplomas.

#### **Camosun students raise funds for Bolivian animal refuge**

Nevin Harper is passionate about experiential, outdoor adventure education. "The value for me is in the hidden curriculum," says the Camosun sport management instructor who led 19 students on a field school to Bolivia. "It's about expanding global perspectives and intellectual growth through exposure to different cultures and new forms of knowledge."

#### **CREATIVITY AND INNOVATION**

The words creativity and innovation are a rallying call to Camosun educators, inspiring ingenuity, imagination, scholarly inquiry, and cross-disciplinary collaboration. The call for submissions to the new Creativity and Innovation Grants resulted in projects as diverse as Thermal Energy Storage Technology and a Comic Arts Festival. The winning submissions all embrace student experience as a core purpose, engage cross-discipline teams, and lead to innovation or change that can be sustained beyond the project time frame.

#### **ADDRESSING A PRESSING NEED FOR HEALTH CARE AND SOCIAL SERVICES**

Camosun is a leader in preparing students to contribute as a team member across the spectrum of the caring professions. As our communities grow and our population ages, the demand for health care practitioners and community support services has never been greater. Between 2000 and 2014, employment growth in the health sector averaged 2.5 percent per year – more than twice the rate of population growth, due in part to an aging population. Between 2014 and 2024, we expect demand to grow at an average rate of 1.9 percent per year.

PHOTOS | Nursing; MRAD; Dental; HCA/Continuing Care; ELC; MHA



### SPOTLIGHT ON STUDENT SUCCESS

- Orange Shirt Day...because every child matters | Photo  
Indigenous Studies students Kristin Spray and Eddy Charlie inspired students and staff to wear orange shirts to show support for residential school survivors and families.
- Camosun trio sweeps top spots at regional chemistry symposium | Photo  
Applied Chemistry and Biotechnology students Kyle Cessford, Brian Thompson and Tara Turnham took the top three places at the regional Chemical Institute of Canada competition.
- Carpentry apprentices excel in GameChanger competition | Photo  
Derek Vally and Kendall Foster placed first and second at Youth Expo and Competition
- Sheet Metal apprentice wins silver by working in bronze | Photo  
Max Hagedorn at Canadian Sheet Metal Apprentice Competition
- Chargers golf team claims 2015 CCAA national title | Photo  
Camosun golf team captures the program's second-ever Canadian title.
- Co-op students the best in BC/Yukon nine years in a row | Photo  
Camosun Human Resources Management Advanced Diploma student Maria Tepina is this year's recipient of the prestigious Co-operative Education student of the year award.  
Computer Systems Technology student Chris Cocker received the ACE BC Co-op Education Honourable Mention award.
- Mitchell Jesson wins President's Cup | Photo  
Second-year University Transfer student Mitchell Jesson matches perfect 9.0 grade point average with outstanding athleticism to earn 2015/16 President's Cup.

### FACULTY WHO INSPIRE BY EXAMPLE

- 2016 Volleyball BC Hall of Fame inductee | Photo  
Coach Charles Parkinson, Chargers Men's Volleyball Head Coach and Camosun faculty member
- Anthropology instructor leads students in second-ever Festival of edible insects | PHOTO  
Nicole Kilburn is passionate about the anthropology of sustainable proteins.
- Environmental Technology instructor joins E.V. Nautilus in Ocean Networks Canada research | Photo  
Steve Gormican streams lectures live from research vessel cruising the Pacific
- Ancestor's courageous legacy inspires documentary film | Photo  
Andy Bryce was fascinated to discover his ancestor was one of the few senior Canadian officials to take a courageous stand against government-sanctioned residential schools.

### AWARDS AND RECOGNITION

- **Camosun achieves STARS silver sustainability rating | STARS graphic**  
Camosun College has earned a STARS Silver Rating in recognition of its sustainability achievements from the Association for the Advancement of Sustainability in Higher Education.
- **Camosun College named one of Canada's top 50 research colleges | Top 50 graphic**  
Camosun College is one of Canada's top colleges for research income according to the annual Canada's Top 50 Research Colleges report released by Research Infosource Inc. Now ranked 33<sup>rd</sup> in Canada, Camosun was recognized primarily for its contribution to technology, sport, manufacturing and social innovations that help small- to medium-enterprises become more competitive, productive and effective.

## SUPPORTING PEOPLE IN AN ENGAGED COMMUNITY

At Camosun, community engagement flows two ways. Students gain hands-on skills through applied learning activities like co-operative education, practicum placements, service projects and apprenticeship employment. Conversely, there are ample opportunities for the community to contribute to Camosun through advisory councils, the Elders Voices project, the Camosun College Foundation or signature initiatives like the TRADEmark of Excellence capital campaign, co-chaired by renowned philanthropists Lynda and Murray Farmer.

- **Camosun's TRADEmark of Excellence Campaign nears completion.**

By harnessing the strength of a campaign cabinet representing the who's who of pioneering business families and local entrepreneurs, the TRADEmark campaign has raised millions of dollars to enhance trades programs and put the latest classroom materials and teaching technology available into the hands of our trades students.

- **Legacy donation benefits horticulture students**

Camosun's horticulture students will be inspired to continue the legacy of farming and food production that was a mainstay of the Saanich economy for decades, thanks to a generous donation by Saanich Fruit Growers Association to the Camosun College Foundation

- **Students help build local Habitat for Humanity project**

Camosun's Carpentry Foundation students gave back, working on a local building project for Habitat for Humanity Victoria. A class of 28 entry-level students trained on site, learning and constructing the footings, foundation, frame, floors and walls of a new townhouse four-plex on Cedar Hill Cross Rd. in Saanich.

- **Camosun staff and faculty respond to employee engagement survey**

Measuring employee engagement and satisfaction was identified as the top priority during college-wide People Plan consultations. Camosun's overall engagement score is 76 out of a possible 100 points – a result that places us within the category of 'fully engaged' as an organization.

## Aligning our education services with demand and opportunity

- Students looking to upgrade basic academic and English as a Second Language skills can still do so, thanks to grants and awards from Ministry of Advanced Education and the Camosun College Foundation.
- The Minister of Advanced Education announced Camosun would receive \$496,000 to reduce waitlists in critical trades training programs.
- Western Economic Diversification Canada supports Camosun's Interaction Lab for Innovation and Testing with a \$1.56 million grant.
- The Province of BC supported newcomers to Victoria looking for work with \$210,992 towards English language training for high-demand jobs.

## Performance measures and results

Camosun fills a valuable niche in the post-secondary environment, delivering quality learning with practical outcomes: career options, transferrable skills, and transition paths to further post-secondary education.

BC's Skills for Jobs Blueprint tasks all post-secondary institutes to deliver education that will mitigate the mounting skills gap and contribute to the economy. Camosun is well-positioned to support the Blueprint, delivering approximately 2,000 FTEs annually through pre-foundation, foundation and apprenticeship programming for trades occupations. Overall capacity increased by an estimated 370 FTEs with the new Trades Education and Innovation Complex.

### Aligning with in-demand occupations—a Camosun education is more than trades

As a comprehensive college, Camosun continues to direct resources to ensure all sectors have access to well-prepared college graduates who can seize emerging opportunities. The Provincial Government's 2024 Labour Market Outlook indicates more than 78% of job openings will require some post-secondary education and training. Opportunities are predicted in financial services, technology, hospitality management, health care, social services, office administration and early learning and care.

The health sector is one of the largest and fastest growing in British Columbia, employing 210,000 people in 2014. The largest share of these (about 170,000) provides publicly insured medical and paramedical care in community, ambulatory, acute and residential care settings.

Select occupations that require Post-Secondary training source: WorkBC 2024 Labour Market Outlook

High opportunity occupations that require post-secondary training	How Camosun responds with direct or transferrable programs
Retail and wholesale trade managers	Business Administration; University Transfer and Associate of Arts Degree
Administrative officers	Diploma and Bachelor's Degree in Business Administration
Administrative assistants	Certificate in Office Administration
Financial auditors and accountants	Diploma and Bachelor's Degree in Business Administration, Accounting major
Carpenters	Certificate in Carpentry Foundations; Carpentry Apprenticeship leading to Red Seal
Accounting technicians and bookkeepers	Diploma and Bachelor's Degree in Business Administration, Accounting major
Social and community service workers	Diploma in Community, Family & Child Studies
Cooks	Certificate in Professional Cooking Foundations; Apprenticeship leading to Red Seal
Insurance, real estate and financial brokerage managers	Diploma and Bachelor's Degree in Business Administration
Early childhood educators and assistants	Diploma in Early Learning and Care
Restaurant and food service managers	Diploma in Hospitality Management; Professional Cook Foundation and Apprenticeship
Information systems analysts and consultants	Certificate or Diploma in Computer Systems Technology
Construction managers	Diploma and Bachelor's Degree in Business Administration and Red Seal Trades credential
Computer programmers and interactive media developers	Certificate or Diploma in Computer Systems Technology
Property administrators	Bachelor's Degree in Business Administration
<b>Priority health professions</b>	
Nurse: licensed, registered, specialty, and nurse practitioner	Nursing BSN, LPN diploma
Physiotherapist and Occupational Therapist	University Transfer towards a degree; Bachelor of Athletic & Exercise Therapy
Respiratory Therapist	University Transfer towards a BSc degree
Medical Laboratory Technologist	Medical Laboratory Assistant certificate
Health Care Assistant/Care Aid	Health Care Assistant certificate
Physician—general and specialist	Pre-med applied degree; University Transfer courses towards a preparatory degree

### Profile of Camosun's Students

Examining the breakdown of Camosun College students shows the breadth and diversity of the college. FTE activity can be divided into three main areas: activity for the Ministry of Advanced Education (AVED) target; activity for the Industry Training Authority (ITA) target; and activity for International Students. Camosun remained relatively consistent with AVED and ITA FTE counts, and saw a large increase with respect to International Student FTEs.

Full-Time Equivalent Student Data by Fiscal Year	2014/15	2015/16	Change
FTEs – Ministry of Advanced Education (AVED)	6,468.9	6,447.1	(-0.3%)
FTEs – Industry Training Authority (ITA)	2,080.1	1,978.3	(-4.9%)
FTEs – International Students	1,291.6	1,307.6	+1.2%
Total Student FTEs	9,840.6	9,733.1	(-1.1%)

Student Enrolment Headcount Data by Academic Year <sup>1</sup>	2014/15	2015/16	Change
All Students (AVED, ITA, Continuing Education – CE, International)	18,766	19,103	+1.8%
Indigenous Students <sup>2</sup>	1,133	Not available	Not available
International Students	1,514	1,638	+8.2%

Student Demographic Data by Academic Year <sup>1</sup>	2014/15	2015/16	Change
Average age of students – excluding CE and International	25.3	25.7	(+0.4)
Median age of students – excluding CE and International	22.5	22.7	(+0.2)
Average age of students – CE only	38.4	38.9	(+0.5)
Median age of students – CE only	35.3	35.8	(+0.5)
Proportion of students who are female – excluding CE and International	50%	51%	(+1pp)
Proportion of students who are female – CE only	62%	60%	(-2pp)
Proportion of students who are female – Trades and Technology, excluding CE and International	12%	13%	(+1pp)
Proportion of students who are female – Trades and Technology, CE only	26%	27%	(+1pp)
Proportion of students who are female – Health and Human Services, excluding CE and International	84%	84%	n/a
Proportion of students who are female – Health and Human Services, CE only	87%	88%	(+1pp)

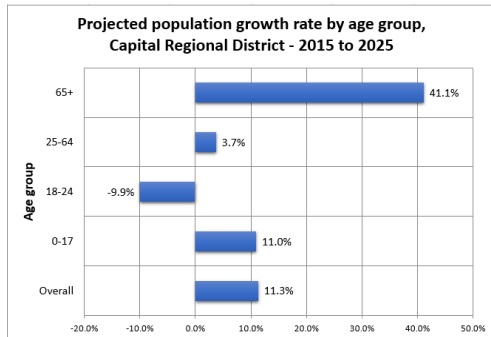
<sup>1</sup> All student headcount information in this report reflects 2015/16 academic year-to-date, in alignment with the school year cycle. All 2014-15 academic year figures have been updated to reflect the latest information in our databases. All FTE counts reported reflect fiscal year 2015/16, in alignment with the budget cycle.

<sup>2</sup> Awaiting data from the Ministry of Advanced Education regarding Indigenous students who do not self-identify at Camosun College, but have self-identified during their K-12 education.

**Future Population Trends**

Camosun College closely monitors the current and projected population of its region. Although there is an increasing number of International students, most of Camosun’s students come from the Capital Regional District (CRD). Population projections are created by BC Stats and used for the long-term strategic planning of post-secondary institutions. The larger the projected growth rate of the CRD’s population, the higher the likelihood more students will register at Camosun.

The most important finding when looking at CRD projections is the drop in the population aged 18-24, traditionally the age group of the majority of prospective college students. The following presents projected population levels by age group over the 10-year period from 2015 to 2025.



The age group with the largest projected growth rate is the age 65+ population group at 41.1%. The 18 to 24 age group is expected to decline by 9.9 over the next ten years. The age group 25 to 64 is projected to be essentially the same going forward. An increase is projected for the youngest age group (0-17 year old) with an 11.0% growth rate. This rate is close to the 11.3% projected growth rate for the CRD population overall, forecasted to move from 376,317 to 418,903.

Performance Measure 1: Total FTE student spaces (excluding Industry Training)		
2015-16 Result:	6,447	Camosun had 6,447 FTEs in AVED programs in 2015/16, down slightly from 6,469 in 2014/15. This reflects a number of issues that the college has been contending with, primarily related to a decrease in the number of students in upgrading and English as a Second Language training.
2015-16 Target:	7,017	
2015-16 Assessment:	Substantially Achieved	
<i>*note-the performance measure target for 2016-17 moves to 7,049 student spaces</i>		

Performance Measure 1a: Student spaces in nursing and allied health programs (FTE)		
2015-16 Result:	836	Nursing and Allied Health remains an area of strength at Camosun. For the 2015/16 year, Camosun had 836 FTEs, which was 22 spaces higher than the target of 814.
2015-16 Target:	814	
2015-16 Assessment:	Achieved	
<i>*note-the performance measure target for 2016-17 remains at 814 student spaces</i>		

Performance Measure 1b: Student spaces in developmental programs (FTE)		
2015-16 Result:	820	The number of FTEs in developmental programs stood at 820 which was below the 1,185 target. Uncertainties surrounding funding for upgrading and English as a Second Language programs resulted in a drop in enrolments.
2015-16 Target:	1,185	
2015-16 Assessment:	Not achieved	
<i>*note-the performance measure target for 2016-17 remains at 1,185 student spaces</i>		

Performance Measure 2: Total credentials awarded		
2015-16 Result:	2,815	Camosun issued 2,815 credentials in the 2015-16 Academic Year. The 2015-16 result was 194 higher than the performance measure target of 2,621.
2015-16 Target:	2,621	
2015-16 Assessment:	Achieved	
<i>*note-performance measure target for 2016-17 TBD</i>		

Performance Measure 3: Total spaces for Indigenous students		
2015-16 Result:	734	There were 734 spaces Indigenous students at Camosun College in the 2015-16 Fiscal Year. This was a decrease of 62 spaces from the 2014-15 Fiscal Year.
2015-16 Target:	n/a not assessed	
2015-16 Assessment:	n/a not assessed	
<i>*note-this performance measure is not assessed and does not have a target</i>		

NOTE: for the performance measures section, the following acronyms are used to describe the respective student follow-up surveys:

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

APPSO: Apprenticeship Student Outcomes Survey

BGS: Baccalaureate Graduates Survey

Performance Measure 4: Student assessment of satisfaction with education				
Survey Name:	DACSO	APPSO	BGS	Comments
2015-16 Result:	93.5%	95.3%	98.8%	The 2015-16 student satisfaction results for each group of survey respondents increased at Camosun. The DACSO results increased to 93.5% from 92.4%, the APPSO results increased to 95.3% from 93.4% and the BGS results increased to 98.8% from 96.4%.
2015-16 Target:	90%	90%	90%	
2015-16 Assessment:	Achieved	Achieved	Exceeded	
<i>*note-the performance measure target for 2016-17 remains at 90%</i>				

Performance Measure 5: Student assessment of quality of instruction				
Survey Name:	DACSO	APPSO	BGS	Comments
2015-16 Result:	93.0%	95.9%	100.0%	Camosun continues to surpass the target in the performance measure on the quality of instruction. For 2015-16, the college's results were 93.0%, 95.9% and 100.0% respectively for the DACSO, APPSO and BGS surveys.
2015-16 Target:	90%	90%	90%	
2015-16 Assessment:	Achieved	Achieved	Exceeded	
<i>*note-the performance measure target for 2016-17 remains at 90%</i>				

Performance Measure 6: Student outcomes – Skill Development (former diploma, certificate, and associate degree students’ assessment of skill development – DACSO)		
2015-16 – Skills development overall:	87.0%	The Ministry performance measures in this table above are obtained from results of former students’ self-assessment of skills development on the DACSO Survey. In 2015-16, the overall DACSO skills development percentage increased substantially, moving from 76.4% to 87.0%. The biggest increase was in the Problem Resolution category, with an increase of 14.4 percentage points. The highest overall scores were in the Reading and Comprehension and Group Collaboration categories at 91.4% and 91.2% respectively.
2015-16 – Written communication:	83.6%	
2015-16 – Oral communication:	77.2%	
2015-16 – Group collaboration:	91.2%	
2015-16 – Critical analysis:	88.8%	
2015-16 – Problem resolution:	88.5%	
2015-16 – Learning on your own:	88.5%	
2015-16 – Reading and comprehension:	91.4%	
2015-16 Target:	85%	
2015-16 Assessment, Overall:	Achieved	
<i>*note-the performance measure target for 2016-17 remains at 85%</i>		

Performance Measure 6: Student outcomes – Skill Development (former Apprenticeship graduates’ assessment of skill development – APPSO)		
2015-16 – Skills development overall:	85.0%	The Ministry performance measures in this table are obtained from results of former students’ self-assessment of skills development on the APPSO Survey. In 2015-16, the overall APPSO skills development percentage increased from 79.1% to 85.0%. The biggest increase was in the Critical Analysis category with growth of 12.5 percentage points. The highest scores were in the following categories: Critical Analysis at 91.5%; Reading and Comprehension at 91.0%; and Learning on Your Own at 90.0%.
2015-16 – Written communication:	74.0%	
2015-16 – Oral communication:	78.2%	
2015-16 – Group collaboration:	82.6%	
2015-16 – Critical analysis:	91.5%	
2015-16 – Problem resolution:	87.6%	
2015-16 – Learning on your own:	90.0%	
2015-16 – Reading and comprehension:	91.0%	
2015-16 Target:	85%	
2015-16 Assessment, Overall:	Achieved	
<i>*note-the performance measure target for 2016-17 remains at 85%</i>		

Performance Measure 6: Student outcomes – Skill Development (Bachelor Degree Graduates’ Assessment of Skills Development – BGS)		
2015-16 – Skills development overall:	92.3%	The Ministry performance measures in the table above are obtained from results of former students’ self-assessment of skills development on the BGS Survey. In 2015-16, the BGS overall skills development percentage increased, moving to 92.3% from 89.8% the previous year. Looking at the sub-categories, the largest increase was seen in the Oral Communication category, moving up by 7.4% percentage points. The highest score of a sub-category in 2015-16 was in the category of Critical Analysis, which stood at 95.3%.
2015-16 – Written communication:	91.7%	
2015-16 – Oral communication:	94.1%	
2015-16 – Group collaboration:	90.6%	
2015-16 – Critical analysis:	95.3%	
2015-16 – Problem resolution:	91.8%	
2015-16 – Learning on your own:	92.9%	
2015-16 – Reading and comprehension:	89.4%	
2015-16 Target:	85%	
2015-16 Assessment, Overall:	Exceeded	
<i>*note-the performance measure target for 2016-17 remains at 85%</i>		

Performance Measure 7: Student assessment of usefulness of knowledge and skills in job performance				
Survey Name:	DACSO	APPSO	BGS	Comments
2015-16 Result:	82.5%	94.0%	96.1%	The results for this performance measure remained consistent when comparing the 2015-16 results to the 2014-15 results. The BGS respondents provided the highest score at 96.1%, and this was an increase from the rate of 89.7% in 2014-15
2015-16 Target:	90%	90%	90%	
2015-16 Assessment:	Substantially Achieved	Achieved	Exceeded	
<i>*note-the performance measure target for 2016-17 remains at 90%</i>				

Performance Measure 8: Student outcomes – Unemployment rate				
Survey Name:	DACSO	APPSO	BGS	Comments
2015-16 Result:	7.3%	6.6%	6.1%	The unemployment rate for Camosun graduates was considerably better than the target, which is the unemployment rate in the Vancouver Island / Coast region for those with high school credentials or less. The results for DACSO, APPSO and BGS respondents exceeded the target: 7.3%; 6.6% and 6.1% respectively.
2015-16 Target:	<= 10.2%	<= 10.2%	<= 10.2%	
2015-16 Assessment:	Exceeded	Exceeded	Exceeded	
<i>*note-performance measure target for 2016-17 TBD</i>				

#### Additional Performance Measures

Performance Measure A-1: Indigenous Students at Camosun		
2014-15 Result:	1,167 in 2013/14 (6.3%) 1,133 in 2014/15 (6.1%)	There were 1,133 Indigenous students attending Camosun College in the 2014-15 Academic Year, which is 6.1% of the student population. This was a slight decrease from 1,167 Indigenous students in the 2013-14 Academic Year. There is a one-year lag time in the data availability for this performance measure.
2014-15 Target:	Increase from previous year	
2015-16 Assessment:	Not Achieved	
<i>*note-the performance measure target for 2015-16 remains “Increase from previous year”.</i>		



## Taxpayer Accountability

The following table, together with the performance measures listed in this report, demonstrate Camosun's commitment to achieving the 2015/16 Mandate Letter Priorities.

Ministry priorities and directives	Camosun action
Implement BC's Skills for Jobs Blueprint	Camosun identified new Full Time Equivalents (FTEs) within programs across almost every school at the college. This included alignment of additional FTEs from programs that were included in Camosun's previous Skills Gap submissions, plus new programs that include: Environmental Technology; Criminal Justice; Legal Office Assistant; Hospitality Management; and Sport and Fitness Leadership. Camosun's plan currently targets 870 of approximately 7,000 FTEs (14%) and funding of \$10.3M of \$46.7M (22%).
Assist in advancing key strategies of Government in the: <ul style="list-style-type: none"> <li>• Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan</li> <li>• International Education Strategy</li> </ul>	Camosun's work in support of these important initiatives includes outreach activities and events, partnerships, student supports, and specific Indigenous programs: Elders-in-Residence, Indigenous Human Services Career Access Program, Indigenizing English Composition course. One Camosun instructor also created a documentary film based on his ancestor's courageous legacy in revealing health abuses in residential schools.  Camosun has continued to increase the number of International Students attending the college and also further diversified the source countries of International students. Camosun provides a variety of exchange opportunities, cultural events and partnerships with institutions abroad. This includes a seven-year partnership agreement with representatives of Jain University in India to formalize co-operation in a number of sport training programs.
Meet or exceed financial targets identified in the Ministry's three year Service Plan	Camosun has met the quarterly and annual financial reporting obligations, quarterly forecast – operating and capital, student FTE, Annual Accountability report.
Support of the Administrative Service Delivery Transformation initiative	<p>Participation in the following initiatives, including membership on various working committees:</p> <ul style="list-style-type: none"> <li>• travel management services</li> <li>• procurement of vending services , natural gas, trades equipment and cylinder gas,</li> <li>• sector print strategy, multi-function devices,</li> <li>• ASC (Colleague) consortium , procure to pay ,</li> <li>• central deposit program .</li> </ul> <p>Cross-sector initiatives leverage buying power and procurement expertise resulting in procurement efficiencies and small savings.</p>
Conduct their affairs in a manner consistent with the legislative, regulatory and policy framework established by Government and share in upholding the Taxpayer Accountability Principles.	Camosun has met the requirements of the Taxpayer Accountability Principles (listed below). College policies reflect government core policies as required. The manual for the Camosun Board of Governors fully or substantially implemented five of six recommendations of the Office of the Auditor General's review.
	<ol style="list-style-type: none"> <li>1. Adhering to the policy, guidelines and directions of the Public Sector Employers' Council regarding executive compensation and the management freeze that remains in place.</li> <li>2. Negotiating settlements with unionized employee groups consistent with the Economic Stability Mandate.</li> <li>3. Ensuring that institutional operational and financial activities, including procurement and travel, are conducted consistent with Government standards for cost-consciousness and the most cost-effective use of taxpayer resources.</li> <li>4. Conducting board matters in accordance with the best practice guideline.</li> <li>5. Ensure board remuneration rates comply with Order in Council 180/95 and that remuneration is publicly disclosed annually on the institution's or associated ministry's website as required by the Treasury Board Directives.</li> </ol>

### Adult Upgrading Grant (AUG) / Camosun Upgrading Bursary (CUB) Data

#### AUG Summary April 1, 2015 - March 31, 2016

	Approved	Denied	Cancelled	% Denied	Total Apps	Funding Spent on Tuition & Fees
Spring/Summer 2015	131	23	18	13%	172	\$ 18,936.68
Fall 2015	378	162	25	29%	565	\$ 528,651.00
Winter 2016	424	200	30	31%	654	\$ 491,799.89
<b>TOTALS</b>	<b>933</b>	<b>385</b>	<b>73</b>	<b>28%</b>	<b>1391</b>	<b>\$ 1,039,387.57</b>

#### CUB Summary April 1, 2015 - March 31, 2016

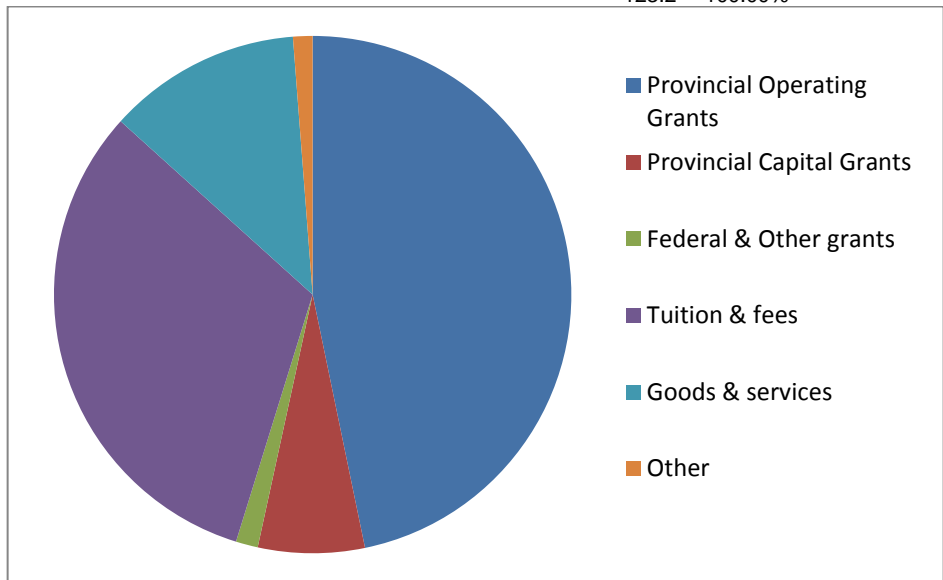
	Approved	Denied	Cancelled	% Denied	Total Apps	Funding Spent on Tuition & Fees
Spring/Summer 2015	Not Applicable					\$ -
Fall 2015	110	34	19	21%	163	\$ 110,093.00
Winter 2016	165	15	19	8%	199	\$ 185,625.00
<b>TOTALS</b>	<b>275</b>	<b>49</b>	<b>38</b>	<b>14%</b>	<b>362</b>	<b>\$ 295,653.00</b>

**Financial Information**

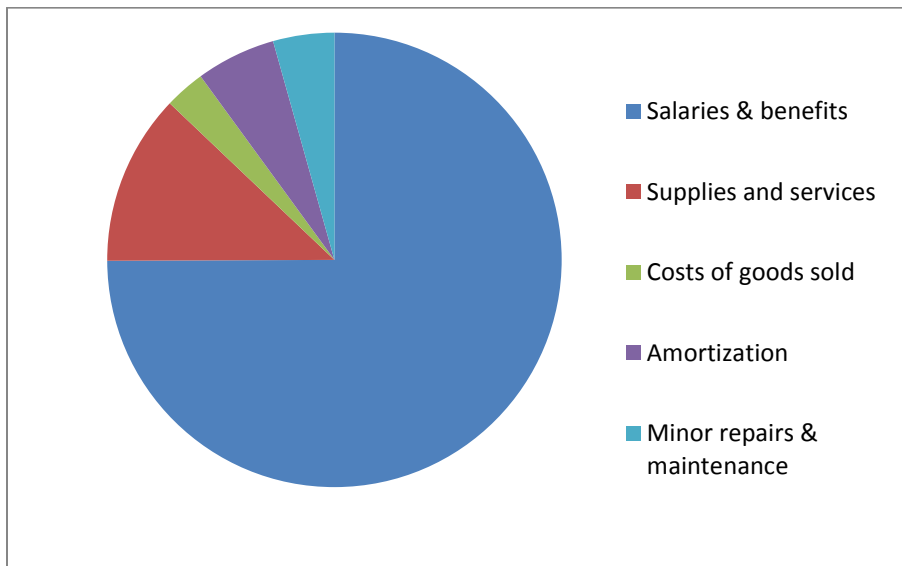
2015/16 Fiscal Year—TBC

For additional information, please see the Audited Financial Statements available on the Camosun website: <insert hyperlink here once available>

Revenue		
Provincial Operating Grants	57.6	46.75%
Provincial Capital Grants	8.2	6.66%
Federal & Other grants	1.7	1.38%
Tuition & fees	39.3	31.90%
Goods & services	14.9	12.09%
Other	1.5	1.22%
	<u>123.2</u>	<u>100.00%</u>



Expenses		
Salaries & benefits	91.2	74.94%
Supplies and services	14.8	12.16%
Costs of goods sold	3.5	2.88%
Amortization	6.9	5.67%
Minor repairs & maintenance	5.3	4.35%
	<u>121.7</u>	<u>100.0%</u>



# **Camosun College FTE Report – Fiscal Year 2015-2016**

**For the year ending March 31, 2016**

**Submitted to: Camosun College Board of Governors**

**Prepared by: Student Experience Division**

**Date: June 13, 2016**



## Section 1 – Overview

This report presents Full-Time Equivalent (FTE) student activity at Camosun College for the most recent fiscal years. The breakdown for Domestic and International Students is provided, in addition to details by School, Program and Course (with aggregate historical information).

*Appendix A: Reader's Guide contains additional context on the metrics presented in the report.*

Overall educational activity for all students at Camosun College generated 9,733.1 student FTEs in Fiscal Year 2015-2016. This overall FTE count was down by -1.1% when compared to Fiscal Year 2014-2015.

In 2015-2016, Domestic Student FTE activity was down to 8,425.5 from the previous year (a 1.4% decrease). Camosun had a 91.9% utilization rate in 2015-2016 against the FTE target from the Ministry of Advanced Education, up slightly from the 91.8% rate in 2014-2015.

These reflect a number of issues that the college has been contending with. In particular, controversy over Access programs including Adult Basic Education has resulted in concern over the program's stability and funding, resulting in the drop in enrolments.

International Student FTEs remained consistent with the previous year and increased slightly by 1.2% to 1,307.6 from the 1,291.6 FTEs in the previous fiscal year. In previous years, the rate of growth was substantially higher. Between 2013-14 and 2014-15, International Student FTEs increased by 43.7%; and between 2012-13 and 2013-14 they increased by 31.4%. Of note for the 2015-16 figures, each school at the college had higher International Student FTEs than the previous fiscal year, except for Access and Indigenous Education.

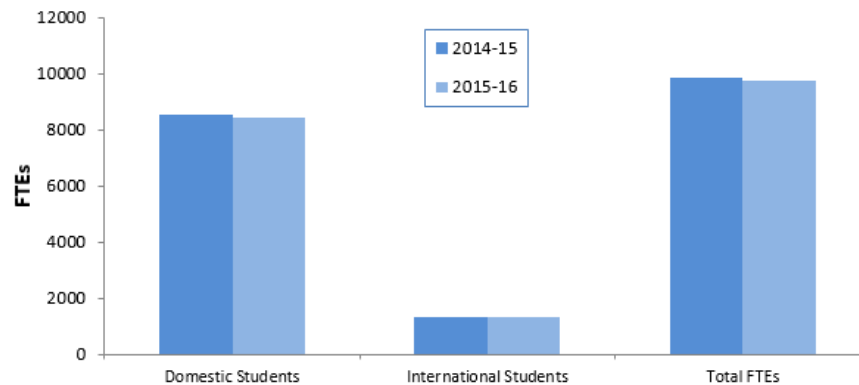
Looking back to 2006-2007 helps to assess the trend in FTEs over a 10-year period. Camosun reached a high point for Domestic FTEs with 9,745.8 in the 2009-2010 Fiscal Year. This was likely due to both the economic recession and more favourable demographics for the region and province. Afterwards, over the ensuing time period, there was a decline in the population group typically entering post-secondary education. The effect of this decline was seen in Camosun's numbers and for other British Columbia institutions. The latest count of Domestic Student FTEs at comparable institutions across British Columbia was 113,981.6 in 2014-2015, down from 118,335.9 in 2010-2011.

## Section 2 – Overall Student FTEs

Student FTEs represent the number of full-time equivalent students for each respective Fiscal Year ending March 31. In Fiscal Year 2015-2016, FTE activity at Camosun College stood at 9,733.1 student FTEs, down by -1.1%, when compared to Fiscal Year 2014-2015.

	2014-2015	2015-2016	% Change +(-)
<b>Total Student FTEs</b>	<b>9,840.6</b>	<b>9,733.1</b>	<b>(-1.1%)</b>

### FTEs by Funding Area

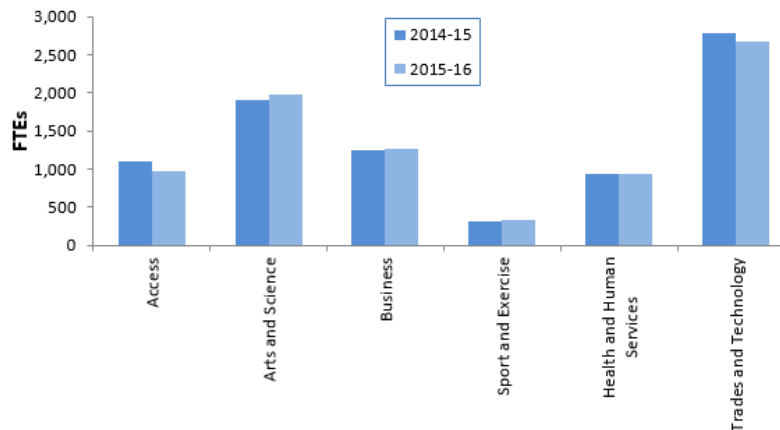


In 2015-2016, Domestic Student FTE activity was down to 8,425.5 from the previous year (a 1.4% decrease). This reflects a number of issues that the college has been contending with. In particular, controversy over Access programs including Adult Basic Education has resulted in concern over the program's stability and funding, resulting in the drop in enrolments. International Student FTEs remained consistent with the previous year and increased by 1.2% to 1,307.6 from 1,291.6 FTEs.

Funding Area	2014-2015	2015-2016	% Change +(-)
Domestic Students	8,549.0	8,425.5	(-1.4%)
International Students	1,291.6	1,307.6	+1.2%
<b>Total Student FTEs</b>	<b>9,840.6</b>	<b>9,733.1</b>	<b>(-1.1%)</b>

Utilization Rate	2014-2015	2014-2015 (adjusted by conversion factor)	2015-2016	2015-2016 (adjusted by conversion factor)
Ministry of AVED	91.8%	91.8%	91.9%	91.9%
Industry Training Authority	89.7%	121.1%	89.7%	114.4%
<b>Overall</b>	<b>91.3%</b>	<b>97.5%</b>	<b>91.4%</b>	<b>96.3%</b>

### Section 3 – FTEs by School by Program – Domestic Students



This page provides more detailed Domestic Student FTE data. The figures are presented in the first table by the relevant school of the overall program that each student registered into at the college.

School	2014-2015	2015-2016	% Change +(-)
Access and Indigenous Education	1,109.4	971.6	(-12.4%)
Arts and Science	1,910.7	1,972.0	+3.2%
Business	1,254.1	1,266.4	+1.0%
Sport and Exercise	316.3	326.0	+3.1%
Health and Human Services	941.6	926.8	(-1.6%)
Trades and Technology	2,778.1	2,671.6	(-3.8%)
Other*	238.8	291.1	+21.9%
<b>Total</b>	<b>8,549.0</b>	<b>8,425.5</b>	<b>(-1.4%)</b>

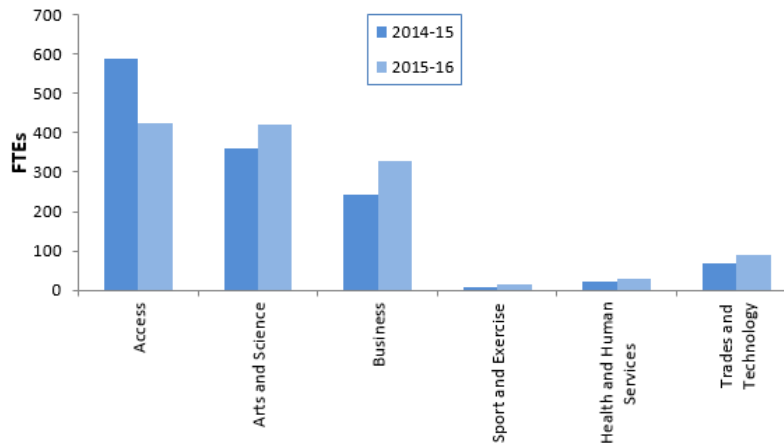
### FTEs by School by Course – Domestic Students

The previous table filters the FTE counts by school responsible for the overall program, however courses in different schools are taught within a single program – therefore, the next table presents the FTEs by school responsible for each course being taught, irrespective of the overall program.

School	2014-2015	2015-2016	% Change +(-)
Access and Indigenous Education	1,072.2	951.1	(-11.3%)
Arts and Science	2,199.0	2,290.0	+4.1%
Business	1,318.2	1,326.5	+0.6%
Sport and Exercise	243.8	251.9	+3.3%
Health and Human Services	920.6	908.7	(-1.3%)
Trades and Technology	2,725.8	2,625.1	(-3.7%)
Other*	69.4	72.2	+4.0%
<b>Total</b>	<b>8,549.0</b>	<b>8,425.5</b>	<b>(-1.4%)</b>

\* Note – “Other” includes select Continuing Education registrations plus other unassigned activity

## Section 4 – FTEs by School by Program – International Students



International Student FTEs remained consistent with the previous year and increased by 1.2% to 1,307.6 from the 1,291.6 FTEs in the previous fiscal year. In previous years, the rate of growth was substantially higher. Between 2013-14 and 2014-15, International Student FTEs increased by 43.7%; and between 2012-13 to 2013-14 they increased by 31.4%.

School	2014-2015	2015-2016	% Change +(-)
Access and Indigenous Education	587.0	422.8	(-28.0%)
Arts and Science	359.3	420.9	+17.1%
Business	242.9	328.3	+35.2%
Sport and Exercise	8.7	14.2	+63.2%
Health and Human Services	23.2	30.4	+31.0%
Trades and Technology	70.5	90.2	+27.9%
<b>Total</b>	<b>1,291.6</b>	<b>1,307.6</b>	<b>+1.2%</b>

## FTEs by School by Course – International Students

School	2014-2015	2015-2016	% Change +(-)
Access and Indigenous Education	573.0	436.5	(-23.8%)
Arts and Science	304.3	358.2	+17.7%
Business	305.2	376.3	+23.3%
Sport and Exercise	7.5	8.9	+18.7%
Health and Human Services	28.1	37.8	+34.5%
Trades and Technology	73.5	83.3	+13.3%
<b>Total</b>	<b>1,291.6</b>	<b>1,307.6</b>	<b>+1.2%</b>



## Section 5 – Historical FTEs and comparison to other colleges

### Camosun College Domestic Student FTEs by Funding Agency

The following table presents historical Domestic FTE delivery. Camosun reached a high point for Domestic FTEs with 9,745.8 in the 2009-2010 Fiscal Year. This was likely due to both the economic recession and more favourable demographics for the region and province. Afterwards, over the ensuing time period, there was a decline in the population group typically entering post-secondary education. The effect of this decline was seen in Camosun's numbers and for other British Columbia institutions.

Fiscal Year	AVED FTEs	ITA FTEs	Domestic FTEs
2015-16	6,447.2	1,978.3	8,425.5
2014-15	6,468.9	2,080.1	8,549.0
2013-14	7,023.2	1,871.0	8,894.2
2012-13	7,017.6	1,906.3	8,923.9
2011-12	7,090.5	2,076.6	9,167.1
2010-11	7,211.0	2,340.5	9,551.5
2009-10	7,196.8	2,549.0	9,745.8
2008-09	6,656.9	2,395.0	9,051.9
2007-08	6,305.4	2,034.9	8,340.3
2006-07	6,043.0	1,931.0	7,974.0

### Overall Utilization Rate – Colleges in British Columbia

The following table presents the overall utilization rate of Domestic FTEs for the respective colleges in British Columbia. Utilization rates are available up to 2014-2015, plus in late summer the Ministry releases the utilization rates for 2015-2016 across all British Columbia institutions.

College	2013-2014	2014-2015
Okanagan College	103.0%	105.2%
Douglas College	108.9%	101.8%
Langara College	102.5%	100.0%
<b>Camosun College</b>	<b>101.0%</b>	<b>97.5%</b>
College of the Rockies	103.8%	91.2%
North Island College	90.6%	85.2%
Selkirk College	82.2%	84.5%
Vancouver Community College	94.6%	81.2%
College of New Caledonia	76.3%	72.8%
Northwest Community College	72.6%	65.8%
Northern Lights College	68.5%	62.9%

## Camosun College FTE Report – Fiscal Year 2015-2016

### Appendix A: Reader's Guide

*This Appendix contains additional context on the metrics presented in this report.*

- The 2015-2016 **Fiscal Year** runs from April 1, 2015 to March 31, 2016.
- Full-Time Equivalents (FTEs) are funded by the Ministry of Advanced Education, the Industry Training Authority and also generated by International Students.
- An estimated FTE target is also provided by these funding entities. In addition, each entity maintains an independent data collection system plus a separate method of calculating their Utilization Rate.
- FTEs represent the amount of activity a full time student would take in an academic year, which equates to a 1.0 FTE for a full-time course load as defined by each program.
- The FTE reporting methodology is based on the principle that each full-time student in a full-time program should generate 1.0 FTE over an academic year. The enrolments of part-time students are converted to full-time equivalents based on their course registrations as a proportion of a full-time course load.
- Variability in program length and requirements is accounted for as each program uses a target number of credits and course hour equivalents unique to the program. Each program has a unique FTE divisor to assess each student's activity during the fiscal year and calculate their proportion out of a 1.0 FTE. Camosun participates in working groups with the Ministry of Advanced Education and other institutions to review the FTE calculations and Central Data Warehouse processes.