



## BOARD OF GOVERNORS

### REGULAR MEETING AGENDA

**MEETING:** Monday, June 12, 2017  
**TIME:** 5:00 pm  
**LOCATION:** Paul Building, Room 216  
**CAMPUS:** Lansdowne Campus

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**BOARD MEMBERS:**

Russ Lazaruk, Chair  
Tim Ayers  
Sherri Bell, President  
Stephen Chang  
Cindy Choi  
Joanne Cumberland  
Stefan Fletcher  
Nigel Giuliani  
Meagan Greentree  
Bill Gyles  
Debbie Hlady  
Anthony Pica  
Ron Rice, Vice Chair  
Laylee Rohani

**ADMINISTRATION:**

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

**GUEST:** Cynthia Smith, Dean, Health & Human Services

**REGRETS:** Barbara Severyn, Executive Director,  
Human Resources

**BOARD ASSISTANT:** Heather Martin

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

		PAGE
<b>I</b>	<b>CALL TO ORDER</b>	
<b>II</b>	<b>APPROVAL OF THE AGENDA</b>	
<b>III</b>	<b>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/Wilmshurst)	no attachment
4.	Education Council [5 min] (Ayers/Giuliany)	
i)	Minutes of the March 22, 2017 meeting	attachment 4
5.	Pacific Institution for Sport Excellence [5 min] (Chang)	no attachment

**PAGE**

**IV BOARD COMMITTEE REPORTS**

- |   |               |    |
|---|---------------|----|
| 1. Audit Committee [10 min] (Gyles)                                     |               |    |
| i) Minutes from the October 24, 2016 meeting                            | attachment    | 8  |
| ii) Report from the June 5, 2017 meeting                                |               |    |
| a) Audited Financial Statements for the Year<br>ending March 31, 2017 * | attachment    | 9  |
| b) Reappointment of the Auditor *                                       | attachment    | 31 |
| 2. Award for Innovation Sub-Committee [5 min] (Rice)                    | no attachment |    |
| 3. Executive Committee [5 min] (Lazaruk)                                | no attachment |    |
| i) Program Cancellation Request [5 mins] (Boraas) *                     | attachment    | 32 |
| ii) External Relations Committee G-1.6 – Rescind [5 min] (Lazaruk) *    | attachment    | 38 |

**V APPROVAL OF THE MINUTES**

- |   |            |    |
|---|------------|----|
| 1. Minutes of the May 8, 2017 meeting [2 min] (Lazaruk) | attachment | 41 |
|---|------------|----|

**VI NEW BUSINESS**

- |  |               |    |
|--|---------------|----|
| 1. Health Building Update – Educational Focus [15 min] (Boraas/Smith)    | no attachment |    |
| 2. Institutional Accountability Plan & Report 2016/2017 [15 min] (Yates) | attachment    | 45 |

**VII ADJOURNMENT**

- |   |            |   |
|---|------------|---|
| * Requires a decision. See Page 3 for the proposed motions. | attachment | 3 |
|---|------------|---|

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**CORRESPONDENCE** [nil]



**BOARD OF GOVERNORS**

**MOTIONS**

**Monday, June 12, 2017**

**IV BOARD COMMITTEE REPORTS**

**1. Audit Committee**

**i) Audited Financial Statements for the Year ending March 31, 2017**

MOTION:

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2017 AS PRESENTED.

**ii) Reappointment of the Auditor**

MOTION:

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS REAPPOINT KPMG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDING MARCH 31, 2018.

**3. Executive Committee**

**i) Program Cancellation Request**

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE CANCELLATION OF THE COMBINED INDIGENOUS CAREER ACCESS AND FAMILY SUPPORT PROGRAM (IDS 2420).

**ii) External Relations Committee G-1.6 – Rescind**

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS RESCIND THE 'EXTERNAL RELATIONS COMMITTEE'.



# Approved Minutes

Wednesday, March 22, 2017

4:00-4:35 pm

CC 321, Interurban

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## Present

Bijan Ahmadi, Faculty

Brent Wasserman, Faculty

Cindy Drover-Davidson, Support Staff

Corrine Michel, Indigenization Coordinator

Dominic Bergeron, Administration

Emara Angus, Student

John Boraas, Administration

Patrick Jones, Faculty

Peter Ove, Faculty

Scott Harris, Administration

Steven Rumpel, Administration

Tim Ayers, Faculty (Chair)

Zachary Snow, Student

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## Regrets/Absent

Alison Bowe, Faculty

Connie Klassen, ICC Chair

Cynthia Wrate, Faculty

Leslie Martin, Support Staff

Mitch Auger-Langejan, Student

Shohreh Hadian, Faculty

Sukhdeep Kaur, Student

Sherri Bell, President

Nigel Giuliany, Board of Governors

Shelley Butler, Permanent Secretary

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## Guests

Zhinoos Armstrong, Office of VP Education (Acting Permanent Secretary)

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ITEM	PRESENTER
<b>A. Call to order and Declaration of Quorum</b> The Regular Meeting was called to order at 4:03 by Tim Ayers, Education Council Chair.	Tim Ayers
<b>B. Acknowledgement of Coast Salish Territory</b> <i>Tim acknowledged the Coast Salish Territory. Camosun College campuses are located on the traditional territories of the Lkwungen and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <a href="http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html">http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</a></i>	Tim Ayers
<b>C. Round-Table Check-In</b> Tim requested council members share how they were doing.	Tim Ayers

ITEM	PRESENTER
<b>D. Acceptance of Agenda</b>	Tim Ayers
<p>The March 22, 2017 agenda was approved by unanimous consent with two additions:</p> <ul style="list-style-type: none"> <li>• Steven does not have a report from Education Council Policy and Standards Committee.</li> <li>• Steven would like to share a small update regarding the last Board meeting. He will share this during the committee reports.</li> </ul>	
<b>E. Minutes for Approval</b>	Tim Ayers
<p>The Feb 22, 2017 minutes were approved by unanimous consent with two corrections:</p> <ul style="list-style-type: none"> <li>• The Minutes should have read “The Feb 22, 2017 agenda was approved by unanimous consent with one correction (not The Jan 25, 2017 agenda)”.</li> <li>• The Minutes should have read “The Jan 25, 2017 minutes were approved by unanimous consent (not The Dec 25, 2017 minutes)”.</li> </ul>	
<b>F. Reports</b>	
<b>1. Education Council Chair</b>	Tim Ayres
<p>Tim reported that the Education Council Executive Committee approved an expedited approval for both the Welding Foundation and Carpentry Foundation programs. Tim also reported that the committee discussed the retreat and a date will be set sometime in June. Lastly, Tim noted we are in the midst of election period for Education Council members from April 3-5. You are encouraged to vote. There will be an online voting option.</p>	
<b>2. VP Education</b>	John Boraas
<p>John noted that at the last Education Council meeting there was conversation regarding the Joint Degree Program in Nursing. The College is currently in the process of communication with the accreditation agency to identify that a curriculum change has been made and that it was approved by Education Council based on the quality of the curriculum.</p>	
<b>3. Board Member</b>	Nigel Giuliany
<p>Nigel was not present at today’s meeting, so Tim Ayres gave a report in his place. He reported that majority of the Board meeting was spent talking about the architecture of the new Health and Human Services building.</p>	
<b>G. Committee Reports</b>	
<b>1. Awards</b>	Dominic Bergeron
<p>Dominic noted the Awards Committee will soon be selecting students for four awards: The Healthy Minds Award, \$500.00 (Approx. Value); The Leadership in African Awareness Award \$500.00 (Approx. Value); the Lt. Governor’s Silver Medal Award; and the Peter and Muriel Mixon Award \$500.00 (Approx. Value). The Award Committee’s will meet in the second week of May. Dominic asked if any of the Education Council members would like to join this committee. The following members offered to be on the committee: Steve Rumpel, Bijan Ahmadi and Emma Angus.</p>	
<b>2. Education Council Policy and Standards Committee</b>	Steven Rumpel

ITEM	PRESENTER
<p>Steven shared there is nothing to report at this time as many people were unable to attend the last meeting and it was postponed. Also, Steven would like to share that at the last Board meeting Katie Shaw and he presented the draft of the Sexual Violence and Misconduct Policy. The Board approved the policy. It will have an effective date of legislation in mid-May in order to make sure there are robust procedures and communications and support in place.</p>	
<b>H. Presentations and/or Discussions</b>	
<b>1. NIL</b>	<b>NIL</b>
<b>I. Integrated Curriculum Committee Report</b>	<b>Connie Klassen</b>
Curriculum Recommended For Approval	
<b>REGULAR CURRICULUM</b>	
In Connie's absence, Tim Ayers reported that the following curriculum achieved full recommendation by the ICC to move forward:	
Discussion followed.	
<b>Motion:</b> It was moved by John Boraas and seconded by Dominic Bergeron that Education Council approves the following curriculum:	
<ul style="list-style-type: none"> <li>• SPEX 410 (IDS 2346) – short description, pre-requisite</li> <li>• ACCT 340 (IDS 2464), BUS 210 (IDS 2465), BUS 241 (IDS 2466), BUS 261 (IDS 2467), BUS 311 (IDS 2468), BUS 314 (IDS 2469), BUS 322 (IDS 2470), BUS 440 (IDS 2471) BUS 480 (IDS 2472), BUS 485 (IDS 2473), HMGD 285 (IDS 2474), MARK 325 (IDS 2475), MARK 385 (IDS 2476), MARK 420 – Pre-requisite</li> </ul>	
<b>Motion Carried</b>	
<b>EXPEDITED CURRICULUM</b>	
In Connie's absence, Tim noted the following curriculum achieved full recommendation by the ICC to move forward for expedited implementation.	
Discussion followed.	
<b>Motion:</b> It was moved by Steven Rumpel and seconded by Patrick Jones that Education Council approves the following curriculum:	
<ul style="list-style-type: none"> <li>• Welder Foundation (IDS 2515) – program content, program learning outcomes               <ul style="list-style-type: none"> <li>○ WELD 100 (IDS 2511), course cancellation</li> <li>○ WELD 110 (IDS 2512), new course</li> </ul> </li> <li>• Carpentry Foundation (IDS 2542) – program content, program learning outcomes, delivery arrangements               <ul style="list-style-type: none"> <li>○ CARP 100 (IDS 2543), CARP 102 (IDS 2544) – course cancellation</li> </ul> </li> </ul>	

ITEM	PRESENTER
<ul style="list-style-type: none"> <li>○ CARP 110 (IDS 2545), CARP 120 (IDS 2546) – new course</li> </ul>	<b>Motion Carried</b>
<b>PROGRAM CANCELLATION - Combined Indigenous Career Access and Family Support</b>	
<p>The Combined Indigenous Career Access and Family Support (IFS) program was created in March 2012. The program combined the Indigenous Career Access (8 months) and the Family Support Program (10 months). In addition, students qualified for specific Essential Skills funding.</p>	
<p>This 18 month program was designed for Aboriginal learners who are interested in a career working in human/social/community service. Students were to develop an understanding of their interests, abilities and potential, in an environment which supports the development of healthy Indigenous self-identities. Students were also to develop realistic personal, career and educational goals and obtain the academic skills and prerequisites required to meet their goal to become an Indigenous Family Support Worker.</p>	
<p>The Indigenous Family Support Program provided students of Aboriginal ancestry with opportunities to develop knowledge, skills, awareness and values needed to work with indigenous individuals and families in schools and communities. The program promoted awareness of indigenous history and culture. It provided opportunities for each student to reflect and develop self-awareness and pride as an Indigenous person.</p>	
<p>This program has never offered and it has been determined there are no plans to do so in the future. As such there are no students or faculty affected by this cancellation.</p>	
<p>John noted that this program was created by amalgamating two pre-existing programs to allow us to apply for a particular funding which was available. This would allow us to serve a particular population and to bring some resources to our community. The program was approved, but the funding never materialized and the program was never offered. To do house cleaning, it has been asked that we send recommendation to the Board of Governors for cancellation. The two subset programs that made up this program will still exist.</p>	
<p><b>Motion:</b> It was moved by Zack Snow and seconded by Steven Rumpel that Education Council recommends to the Board of Governors the cancellation of following:</p>	
<ul style="list-style-type: none"> <li>◆ Combined Indigenous Career Access and Family Support Program (IDS 2420)</li> </ul>	<b>Motion Carried</b>
<b>J. Adjournment</b>	
<p>The Meeting adjourned at 4:35 pm.</p>	<b>Tim Ayers</b>



## BOARD OF GOVERNORS

### AUDIT COMMITTEE MINUTES

**MEETING:** Monday, October 24, 2016  
**TIME:** 4:00 pm  
**LOCATION:** Paul Building, Room 216, Lansdowne Campus

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**BOARD MEMBERS:**

Bill Gyles, Chair  
 Cindy Choi  
 Nigel Giuliany  
 Russ Lazaruk

**RESOURCES:**

Sherri Bell, President  
 Deborah Huelscher, Chief Financial Officer

**GUESTS:** Randy Decksheimer, KPMG

**REGRETS:** nil

**BOARD ASSISTANT:** Heather Martin

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#### I CALL TO ORDER

The meeting was called to order at 4pm.

#### II APPROVAL OF AGENDA

The agenda was approved as presented.

#### III APPROVAL OF THE MINUTES

1. The minutes from the June 6, 2016, meeting were approved as presented.

#### IV NEW BUSINESS

##### 1. Audit Plan for the Year Ending March 31, 2017

Randy Decksheimer, KPMG, noted the Audit Plan for 2016-2017 was included in the agenda package. As it is the second year for the audit plan, it reflects the level of knowledge gained in the first year. Next year's audit will not be as intrusive as it will focus on updates rather than rewriting. Some of the testing will be done on a cyclical basis. They increased the materiality level significantly from 1.2% to 1.8%. They report every issue over 5%, and any concern about judgement or fraud to the Audit committee.

The International Auditing and Assurance Standards Board issued new standards that have not yet been accepted by Canada, but likely will be in 2018. Appendix 6 lists the developments in the Public Sector Accounting Standards, but none are applicable this year. Next year there will be a few changes on processes to capture information.

#### V ADJOURNMENT

The meeting adjourned at 4:40 p.m.

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



Financial Statements of

# **CAMOSUN COLLEGE**

Year ended March 31, 2017

## MANAGEMENT'S RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

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



KPMG LLP  
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800-730 View Street  
Victoria BC V8W 3Y7  
Canada  
Telephone 250-480-3500  
Fax 250-480-3539

## 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, 2017, 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, 2017 and for the year then ended 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.

Chartered Professional Accountants

date  
Victoria, Canada

# CAMOSUN COLLEGE

## Statement of Financial Position

Year ended March 31, 2017, with comparative information for 2016

	2017	2016
<b>Financial assets</b>		
Cash and cash equivalents (note 3)	\$ 26,624,863	\$ 28,558,283
Accounts receivable (note 4)		
Due from Government and other government organizations	2,804,953	1,679,564
Other	10,987,895	3,305,118
Inventories for resale (note 5)	1,210,543	1,190,563
	41,628,254	34,733,528
<b>Liabilities</b>		
Accounts payable and accrued liabilities (note 6):		
Due to government and other government organizations	1,636,693	1,513,824
Other	14,813,649	17,268,745
Employee future benefits (note 7)	2,135,268	1,751,715
Deferred contributions (note 8)	4,974,554	4,702,894
Deferred revenue (note 9)	5,125,771	4,992,522
Deferred capital contributions (note 10)	85,048,012	76,830,521
Obligations under capital lease	-	151,727
	113,733,947	107,211,948
<b>Net debt</b>	<b>(72,105,693)</b>	<b>(72,478,420)</b>
<b>Non-financial assets</b>		
Tangible capital assets (note 11)	90,752,242	90,953,210
Prepaid expenses	713,363	674,515
	91,465,605	91,627,725
<b>Accumulated surplus</b>	<b>\$ 19,359,912</b>	<b>\$ 19,149,305</b>

Contractual obligations (note 14 (c))  
Contingent liabilities (note 12)

See accompanying notes to financial statements.

On behalf of the Board:

\_\_\_\_\_  
Chair, Board of Governors

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

# CAMOSUN COLLEGE

## Statement of Operations and Accumulated Surplus

Year ended March 31, 2017, with comparative figures for 2016

	Budget (note 16)	2017	2016
Revenue:			
Provincial grants:			
Ministry of Advanced Education	\$ 52,001,384	\$ 44,265,501	\$ 55,702,992
Other	5,400,000	6,017,074	5,910,130
Federal grants	710,382	713,072	680,309
Other grants	4,630	3,876	157,167
Tuition	41,557,590	44,549,750	38,412,174
Fees (other)	1,090,314	960,063	912,083
Other revenue	1,357,909	8,741,439	1,082,451
Amortization of deferred capital contributions	5,731,565	5,535,678	5,062,797
Rentals and leases	122,856	120,012	110,265
Investment income	325,000	283,327	309,590
Sales of goods and services:			
To the Province of BC	1,153,160	1,040,020	909,161
To Crown Corporations or government organizations	2,705,741	2,758,381	2,296,785
To other entities	8,602,988	11,716,359	11,702,466
	120,763,519	126,704,552	123,248,370
Expenses (note 13):			
Instruction and support	112,753,582	118,138,642	113,281,161
Ancillary operations	6,946,721	7,293,786	7,113,959
Applied research	1,093,216	1,061,517	1,284,984
	120,763,519	126,493,945	121,680,104
Annual surplus	-	210,607	1,568,266
Accumulated surplus, beginning of year	19,149,305	19,149,305	17,581,039
Accumulated surplus, end of year	\$ 19,149,305	\$ 19,359,912	\$ 19,149,305

See accompanying notes to financial statements.

# CAMOSUN COLLEGE

## Statement of Changes in Net Debt

Year ended March 31, 2017, with comparative information for 2016

	Budget (note 16)	2017	2016
Annual surplus	\$ -	\$ 210,607	\$ 1,568,266
Acquisition of tangible capital assets	(2,760,000)	(7,381,494)	(16,186,798)
Amortization of tangible capital assets	8,089,008	7,582,462	6,873,833
	5,329,008	200,968	(9,312,965)
Use of prepaid expenses	-	(38,848)	(164,836)
Decrease (increase) in net debt	5,329,008	372,727	(7,909,535)
Net debt, beginning of year	(72,478,420)	(72,478,420)	(64,568,885)
Net debt, end of year	\$ (67,149,412)	\$ (72,105,693)	\$ (72,478,420)

See accompanying notes to financial statements.

# CAMOSUN COLLEGE

## Statement of Cash Flows

Year ended March 31, 2017, with comparative information for 2016

	2017	2016
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ 210,607	\$ 1,568,266
Items not involving cash:		
Amortization of tangible capital assets	7,582,462	6,873,833
Revenue recognized from deferred capital contributions	(5,535,678)	(5,062,797)
Change in employee future benefits	383,553	(148,261)
Change in non-cash operating working capital:		
Increase in accounts receivable	(8,808,166)	(309,061)
Increase in prepaid expenses	(38,848)	(164,836)
Decrease (increase) in inventories for resale	(19,980)	54,500
Decrease in accounts payable and accrued liabilities	(2,332,227)	(1,740,095)
Increase (decrease) in deferred revenue	404,909	(1,771,346)
Net change in cash from operating activities	(8,153,368)	(699,797)
Capital activities:		
Cash used to acquire tangible capital assets	(7,381,494)	(16,186,798)
Net change in cash from capital activities	(7,381,494)	(16,186,798)
Financing activities:		
Capital contributions received	13,753,169	8,540,108
Principal payments on capital lease obligations	(151,727)	(221,683)
Net change in cash from financing activities	13,601,442	8,318,425
Net change in cash	(1,933,420)	(8,568,170)
Cash and cash equivalents, beginning of year	28,558,283	37,126,453
Cash and cash equivalents, end of year	\$ 26,624,863	\$ 28,558,283

See accompanying notes to financial statements.



# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

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### 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

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

### 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.

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.

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

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

#### (c) Tangible capital assets (continued):

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.

#### (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, 2017.

(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.

#### (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.

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

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

#### (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.

#### (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.

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

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

#### (h) Financial instruments (continued):

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 redeemable on 3 days notice.

### 4. Accounts receivable:

#### (a) Due from government and other government organizations:

	2017	2016
Federal government	\$ 897,633	\$ 926,520
Provincial government	715,509	225,510
Other government organizations	1,191,811	527,534
	<u>\$ 2,804,953</u>	<u>\$ 1,679,564</u>

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

### 4. Accounts receivable:

(b) Due from other:

	2017	2016
Revenues receivable	\$ 11,471,802	\$ 3,829,881
Accrued interest	13,550	11,930
Allowance for doubtful accounts	(497,457)	(536,693)
	<u>\$ 10,987,895</u>	<u>\$ 3,305,118</u>

### 5. Inventories for resale:

Inventory is comprised of bookstore inventory for resale. During the year ended March 31, 2017 the College recognized \$3,443,636 (2016 - \$3,271,255) of expenses related to inventories in the statement of operations. This includes an amount of \$28,104 (2016 - \$89,451) resulting from the write-down of inventories.

### 6. Accounts payable and accrued liabilities:

(a) Due to government and other government organizations:

	2017	2016
Federal government	\$ 717,606	\$ 611,007
Provincial government	377,045	388,135
Other government organizations	542,042	514,682
	<u>\$ 1,636,693</u>	<u>\$ 1,513,824</u>

(b) Due to other:

	2017	2016
Trade payables and accrued liabilities	\$ 10,221,841	\$ 12,842,779
Accrued vacation pay and earned time off	4,037,810	3,901,818
Professional development	553,998	524,148
	<u>\$ 14,813,649</u>	<u>\$ 17,268,745</u>

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

### 7. Employee future benefits:

#### (a) Employee future benefits:

	2017	2016
Sick leave	\$ 1,601,666	\$ 1,455,429
Long-term disability health & dental benefits	533,602	296,286
Accrued benefit liability, end of year	\$ 2,135,268	\$ 1,751,715

- (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 at the measurement date of December 31, 2014 and extrapolated to March 31, 2015, 2016 and 2017.

	2017	2016
Accrued benefit obligation:		
Balance, beginning of the year	\$ 1,455,429	\$ 1,429,189
Current benefit cost	250,300	329,400
Benefits paid	(104,063)	(303,160)
Accrued benefit liability, end of year	1,601,666	1,455,429
Unamortized actuarial losses	161,050	241,600
Accrued benefit obligation, end of year	\$ 1,762,716	\$ 1,697,029

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

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

#### (a) Employee future benefits (continued):

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

	2017	2016
Projected service cost	\$ 113,100	\$ 110,100
Interest expense	56,600	58,200
Recognition of net actuarial losses	80,600	161,100
	\$ 250,300	\$ 329,400

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

	2017	2016
Discount rates	3.00%	3.00%
Expected future inflation rates	2.00%	2.00%
Expected wage and salary increases	2.75%	2.75%

- (i) 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, 2017.

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

	2017	2016
Discount rates	2.27%	3.35%
Medical trend	7.25%	7.50%
Dental trend	5.69%	5.79%
MSP trend	4.50%	4.50%



# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

### 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, 2016, the College Pension Plan has about 14,000 active members from college senior administration and instructional staff and approximately 7,000 retired members. As at December 31, 2015, the Municipal Pension Plan has about 189,000 active members, with approximately 5,800 from colleges.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2015 indicated a \$67 million surplus for basic pension benefits. The next valuation will be August 31, 2018, with results available in 2019. The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2015 indicated a \$2,224 million funding surplus for basic pension benefits. The next valuation will be December 31, 2018, with results available in 2019.

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 \$4,806,024 (2016 - \$4,518,173) for employer contributions for the College Pension Plan and \$1,758,860 (2016 - \$1,685,655) for the Municipal Pension Plan in fiscal 2017.

### 8. Deferred contributions:

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

	April 1, 2016	Receipts during year	Transferred to revenue	March 31, 2017
Provincial	\$ 4,563,180	\$ 12,248,126	\$ (12,180,350)	\$ 4,630,956
Federal	135,284	802,891	(734,945)	203,230
Other	4,430	139,813	(3,875)	140,368
	<u>\$ 4,702,894</u>	<u>\$ 13,190,830</u>	<u>\$ 12,919,170</u>	<u>\$ 4,974,554</u>

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

### 9. Deferred revenue:

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

	2017	2016
Tuition fees	\$ 4,788,806	\$ 4,441,546
Contract fees	336,965	550,976
	<u>\$ 5,125,771</u>	<u>\$ 4,992,522</u>

### 10. Deferred capital contributions:

Continuity of deferred capital contributions is as follows:

March 31, 2017	Deferred	Unamortized	Total
Opening balance	\$ 3,745,606	\$ 73,084,915	\$ 76,830,521
Restricted contributions received	17,043,759	-	17,043,759
Contributions spent	(7,849,560)	7,849,560	-
Amounts amortized to revenue	-	(5,535,678)	(5,535,678)
Amounts recognized as revenue	-	(3,290,590)	(3,290,590)
	<u>\$ 12,939,805</u>	<u>\$ 72,108,207</u>	<u>\$ 85,048,012</u>

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)
	<u>\$ 3,745,606</u>	<u>\$ 73,084,915</u>	<u>\$ 76,830,521</u>

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

### 11. Tangible capital assets:

Cost	March 31, 2016	Additions	Transfers/ Disposals	March 31, 2017
Land	\$ 14,484,612	\$ -	\$ -	\$ 14,484,612
Buildings	124,454,697	216,106	-	124,670,803
Assets under construction	596,940	4,125,736	-	4,722,676
Furniture, fixtures and equipment	16,191,834	1,553,923	(1,709,648)	16,036,109
Computers and software	4,049,704	1,485,729	(239,989)	5,295,444
Equipment under capital lease	927,222	-	-	927,222
	\$ 160,705,009	\$ 7,381,494	\$ (1,949,637)	\$ 166,136,866

Accumulated amortization	March 31, 2016	Disposals	Amortization Expense	March 31, 2017
Land	\$ -	\$ -	\$ -	\$ -
Buildings	57,802,124	-	3,660,753	61,462,877
Assets under construction	-	-	-	-
Furniture, fixtures and equipment	8,596,910	(1,709,648)	2,281,373	9,168,635
Computers and software	2,516,349	(239,989)	1,549,530	3,825,890
Equipment under capital lease	836,416	-	90,806	927,222
	\$ 69,751,799	\$ (1,949,637)	\$ 7,582,462	\$ 75,384,624

	Net book value March 31, 2016	Net book value March 31, 2017
Land	\$ 14,484,612	\$ 14,484,612
Buildings	66,652,573	63,207,926
Assets under construction	596,940	4,722,676
Furniture, fixtures and equipment	7,594,924	6,897,474
Computers and software	1,533,355	1,469,554
Equipment under capital lease	90,806	-
	\$ 90,953,210	\$ 90,752,242

(a) Assets under construction:

The 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, with an expected completion date of August 2017. The College has begun construction of a new Health building at its Interurban Campus, expected to complete by the end of November 2018. 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 capital assets received during the year is \$135,500 (2016 - \$619,766).

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

### 12. 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. It is management's opinion that the aggregate amount of any potential liability is not expected to have a material adverse effect on the College's financial position or results.

### 13. Expenses by object:

The following is a summary of expenses by object:

	2017	2016
Salaries and benefits	\$ 95,629,745	\$ 91,204,459
Supplies and services	14,934,082	14,783,714
Costs of goods sold	3,655,328	3,532,605
Interest	3,563	14,176
Amortization	7,582,462	6,873,833
Minor repairs and maintenance	4,688,765	5,271,317
	<u>\$ 126,493,945</u>	<u>\$ 121,680,104</u>

### 14. 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 \$715,509 (2016 - \$225,510) from the provincial government. During the year the College received grants in the amount of \$61,261,872 (2016 - \$66,446,053) from the provincial government and included \$51,342,724 (2016 - \$65,794,932) in revenue. \$13,500,559 (2016 - \$9,750,008) of the \$17,043,759 (2016 - \$12,188,371) of restricted capital contributions received during the year was from the provincial government.

#### (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 \$458,764 (2016 - \$454,299) was provided to the Foundation.

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

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### 14. Related party transactions (continued):

#### (b) Camosun College Foundation (continued):

For the year ended March 31, 2017, gift in kind donations from the Foundation to the College were \$172,909 of which \$135,500 was recorded as capital assets (2016 - \$80,984 of which \$77,735 was recorded as capital assets). Included in the College's accounts receivable at March 31, 2017 is \$822,855 (2016 - \$856,491) due from the Foundation. Included in the College's accounts payable at March 31, 2017 is \$4,232 (2016 - \$63,748) 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 \$597,000.

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 \$302,985 (2016 - \$307,985) during the year. Included in the College's accounts receivable at March 31, 2017 is \$5,504 (2016 - \$5,161) due from PISE.

### 15. 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 \$168,562 (2016 - \$100,067) 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.

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2017

### 16. 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, 2016. 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		\$ 112,261,954
Capital budget		8,501,565
Total revenues		120,763,519
Expenses:		
Operating budget		109,404,511
Capital budget		11,359,008
Total expenses:		120,763,519
Annual surplus		\$ -



## BRIEFING NOTE

**SUBMITTED BY:** Bill Gyles  
**DATE:** June 12, 2017  
**TOPIC:** REAPPOINTMENT OF THE AUDITOR

For Information:

For Decision: **X**

For Discussion:

### 1. OVERVIEW

In 2015 the Board of Governors passed a motion to appoint KPMG to perform the audit of the College's financial statements commencing with the reporting year ending March 31, 2016 to March 31, 2020, and to reappoint them annually.

A motion is required to reappoint KPMG for the audit of the College's financial statements for the year ending March 31, 2018.

### 2. OPTIONS

Reappoint KPMG.

Do not reappoint KPMG and begin the RFP process to find a new auditor.

The Board of Governors Audit committee recommends that the Board of Governors reappoint KPMG for stated term.

### 3. FINANCIAL IMPLICATIONS

There are no financial implications.

### 4. COMMUNICATIONS

Bill Gyles will inform KPMG of the board's decision.

### 5. RECOMMENDATION AND OR MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS REAPPOINT KPMG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDING MARCH 31, 2018.

### 6. SUPPORTING DOCUMENTATION:

Nil.



## BRIEFING NOTE

**SUBMITTED BY:** John Boraas  
**DATE:** April 11, 2017  
**TOPIC:** Program Cancellation

For Information:

For Decision: Yes

For Discussion:

### 1. OVERVIEW

I am requesting cancellation of the Combined Indigenous Career Access and Indigenous Family Support Program. The program was created in March 2012, combining the Indigenous Career Access (8 months) and the Indigenous Family Support Program (10 months). The combined program was eligible for Federal Essential Skills Funding. Camosun was not successful in getting this funding and as such, the combined program was never offered.

Both the Indigenous Career Access Program and the Indigenous Family Support Program continue to be offered as individual programs and are successfully offered as standalone programs.

### 2. FINANCIAL IMPLICATIONS

The program was designed to respond to a federal funding opportunity. There is no financial impact to the college.

### 3. COMMUNICATIONS

Communication of the program cancellation is handled by the Office of Education Approvals, Student Services, the Registrar's Office, the applicable School/Department, Camosun International and the Web team. No action is required of the Board.

### 4. RECOMMENDATION AND OR MOTION

#### MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE CANCELLATION OF THE COMBINED INDIGENOUS CAREER ACCESS AND FAMILY SUPPORT PROGRAM (IDS 2420)

### 5. SUPPORTING DOCUMENTATION:

See attached program outline





**CAMOSUN COLLEGE**  
*School of Health and Human Services*  
*Department of Community, Family & Child Studies*

## PROGRAM OUTLINE

**Education Council:** 2Nov12, 19Mar12

**Dean Only Approval:** 14Dec12, 20June12

**1. Program Code:**

*(Set by Student Services, departments should consult with Student Services prior to approval.)*

INDCAFSACC

**2. Program Name:** *(must reflect the program)*

Combined Indigenous Career Access and Family Support Program

**3. Program Description:**

*(Including program length, general description, intended population, career opportunities, further studies, etc)*

This 18 month program is designed for Aboriginal learners who are interested in a career working in human/social/community service. Students develop an understanding of their interests, abilities and potential, in an environment which supports the development of healthy Indigenous self-identities. Students will develop realistic personal, career and educational goals and obtain the academic skills and prerequisites required to meet their goal to become an Indigenous Family Support Worker. The first 8 months of the program will prepare students for the 10 month Indigenous Family Support Program.

The Indigenous Family Support Program provides students of Aboriginal ancestry with opportunities to develop knowledge, skills, awareness and values needed to work with indigenous individuals and families in schools and communities. The program promotes awareness of indigenous history and culture. It provides opportunities for each student to reflect and develop self-awareness and pride as an Indigenous person.

Indigenous Family Support practitioners are prepared to support the development of healthy Aboriginal individuals, families and communities. Program graduates function interdependently as members of a support team under the direction and supervision of experienced professionals in health, education and/or human service settings. Graduates of the program find employment in roles such as:

- Employees of Native Friendship Centres
- Aboriginal Education Assistants in public and tribal schools
- Youth Service Workers
- Child and Family Service Workers
- Transition House Workers
- Employment Training Counsellors

Graduates of the program may choose to continue their education at Camosun College in:

- Indigenous Studies
- Community, Family and Child Studies
- Community Support and Education Assistant
- Early Learning and Care

Many graduates of the former First Nations Family Support Worker program have continued their education towards degrees in:

- Social Work
- Child and Youth Care
- Indigenous Studies
- Education

## PROGRAM OUTLINE

(continued)

### 4. Program Admission Requirements:

*(Academic and/or Non-Academic Requirements that must be met to qualify to be admitted into the program.)*

- "C" In English 10 or ENGL 033, or assessment;
- This program is open to people of Aboriginal ancestry. *Camosun College recognizes all Aboriginal students who are descendants of Indigenous peoples of what is now called North America including status and non-status Indians, Metis, Inuit and Native Americans.*

### 5. Program Participation Requirements:

*(Requirements that must be met throughout the program. Monitored by the Program. Examples: lap tops, immunization, practicum requirements, licenses/qualifications, etc.)*

- Students will be required to attend orientation on the first day of class or risk losing their seat in the program.
- The *Criminal Record Review Act* requires that students registered in a post secondary program where they may be working with children and/or vulnerable adults must have a criminal record check done through the B.C. Government's Criminal Record Review program. The Ministry of Justice is the authorized body under the Act to make the determination of risk. Any student found to be at risk by the Ministry will not be able to participate in a work integrated learning experience (e.g. coops, clinical placements, practicum's, internships, preceptor ships, work experiences, etc.) and may therefore be unable to complete the program.

Camosun will provide students with information regarding the criminal record check process that must be followed. Instructions on the Criminal Record Check process will be provided to students by email, prior to their practicum. Students must be able to provide two pieces of current, government issued identification (one with photo). Students are responsible for all associated costs. Note: Any Criminal Record Checks done outside of the College will not be accepted and will result in additional cost to the student.

Please note that this process must be completed prior to starting the first work integrated learning experience (e.g. client care session, clinical placement, practicum, etc.).

### 6. Program Learning Outcomes:

At the completion of the program students will be able to:

- a) explore their aboriginal identities rooted in an awareness of being connected to culture, land, ancestry and history.
- b) discuss challenges, opportunities and issues impacting Indigenous communities today.
- c) recognize how individual survival and growth contributes to survival and growth within a family and community.
- d) develop awareness of their own unique interests, abilities and potentials as these affect personal, career and educational goals.
- e) practice self care techniques that will contribute to professional and personal effectiveness.
- f) explore issues and challenges that they can expect to encounter in post secondary education and the workplace.
- g) reflect an understanding and awareness of the Importance of walking In balance, both personally and professionally, in order to promote positive change for indigenous individuals, families and communities.
- h) utilize an understanding of historical and cultural realities of indigenous peoples to promote overall well-being and facilitate positive change for individuals, families and communities.
- i) communicate effectively in oral, written and non-verbal forms in ways that enhance the quality of intra-cultural and cross-cultural services.
- j) apply knowledge in a thoughtful way to develop effective approaches for supporting and guiding individuals, families and communities towards positive outcomes.
- k) work effectively as part of a team to identify, access and utilize appropriate resources to meet the needs of individuals, families and communities.
- l) use positive, strengths-based supports for assisting individuals within diverse learning environments.

## PROGRAM OUTLINE

(continued)

### 7. Program Content:

Students will complete the program over five (5) semesters. Semesters 1 and 2 include courses specific to English upgrading, and career and Indigenous exploration. Semesters 3-5 include the courses required to complete the Indigenous Family Support Certificate.

#### ACADEMIC TERM 1 (4 MONTHS)

Course	Course Title	Credits
BEST 041	Career Exploration	0
IFS 100	Exploring Indigeneity	3.0
IFS 118	IHSCAP Circle and Elders Teaching 1	1.0
LRNS 103	Learning Skills for Human Sciences	2.0
Students must complete* one of the following If they <b>do not</b> already have a C+ or higher in English 12, English 12 First Peoples, or equivalent, or alternate:		
ENGL 050	Intermediate English	0
ENGL 092**	Provincial English Composition	3.0
ENGL 094**	Provincial English Literature	3.0
ENGL 096**	Provincial Indigenous Literature	3.0
ENGL 103***	Preparatory Academic Writing	3.0
ENGL 104***	Preparatory English Literature	3.0
ENGL 106***	Preparatory Indigenous Literature	3.0
<b>Total Credits</b>		<b>5.0 – 8.0</b>

\*Students who have completed English 12, English 12 First Peoples, or equivalent or alternate, with a C+ may choose to enroll in another elective of their choice.

\*\*One of ENGL 094 or ENGL 096, combined with ENGL 092 is equivalent to Provincial English 12.

\*\*\*One of ENGL 104 or ENGL 106, combined with ENGL 103 is an alternate to Provincial English 12.

#### ACADEMIC TERM 2 (4 MONTHS)

Course	Course Title	Credits
HLTH 111 (T)	Indigenous Community Health	3.0
HLTH 112 (T)	Holistic Health and Healing	3.0
IFS 119	IHSCAP Circle and Elders Teaching 2	1.0
Students must complete* one of the following if they <b>do not</b> already have a C+ of higher In English 12, English 12 First Peoples, or equivalent, or alternate:		
ENGL 092**	Provincial English Composition	3.0
ENGL 094**	Provincial English Literature	3.0
ENGL 096**	Provincial Indigenous Literature	3.0
ENGL 103***	Preparatory Academic Writing	3.0
ENGL 104***	Preparatory English Literature	3.0
ENGL 106***	Preparatory Indigenous Literature	3.0
<b>Total Credits</b>		<b>7.0 – 10.0</b>

\*Students who have completed English 12, English 12 First Peoples, or equivalent or alternate, with a C+ may choose to enroll in another elective of their choice.

\*\*One of ENGL 094 or ENGL 096, combined with ENGL 092 is equivalent to Provincial English 12.

\*\*\*One of ENGL 104 or ENGL 106, combined with ENGL 103 is an alternate to Provincial English 12.

#### ACADEMIC TERM 3 (4 MONTHS)

Course	Course Title	Credits
CFCS 120	Lifespan Development 1	3.0
IFS 110	Self, Family & Community	3.0
IFS 120	Circle and Elder's Teaching 1	1.0
IFS 140	Introduction to Practice	2.0
PSYC 154 (T)	Interpersonal Relations	3.0
<b>Total Credits</b>		<b>12.0</b>

## PROGRAM OUTLINE (continued)

### ACADEMIC TERM 4 (4 MONTHS)

Course	Course Title	Credits
ENGL 175 (T)	Professional Writing for Community Services	3.0
IST 117 (T)	Indigenous Studies in Canada 2	3.0
IFS 121	Circle and Elder's Teaching 2	1.0
IFS 141	Self in Practice	5.0
PSYC 256 (T)	Introduction to Counselling	3.0
<b>Total Credits</b>		<b>15.0</b>

### ACADEMIC TERM 5 (2 MONTHS)

Course	Course Title	Credits
IFS 142	Professional Practice	5.0
<b>Total Credits</b>		<b>5.0</b>

8. **Delivery Arrangements:** *May include campus location, mode (classroom, Distributed Ed, etc.), part-time/full-time, scheduling (evenings/weekends/semester/quarter/continuous intake, etc.)*

This 18 month certificate is available full-time or part-time over 3 years. *At this time all courses are offered face-to-face. Delivery is both in community and on campus.*

9. **Is a (Co-operative/Internship) Work Experience Designation available for this program?** *(Contact the Cooperative Education Department for more information on this option)*

Cooperative Education Designation (yes/no): No

Internship Designation (yes/no): No

If yes to one or more above, please include a completed "**Cooperative Education Appendix**" (available at [http://intranet/ed\\_prov/index.php](http://intranet/ed_prov/index.php)) with this Program Outline.

10. **Program Completion Requirements:**

*(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc.) (note "a minimum GPA of 2.0 ("C") is the college standard to graduate from all GPA programs, unless otherwise stated")*

All GPA Programs:

A minimum GPA of 2.0 (C) is required to graduate from the program

Other Completion Requirements (GPA or Non-GPA Programs):

**Certificate in Indigenous Human Services Career Access:**

Students must achieve a minimum of 60% ("C") in all program courses in Academic Term 1 and 2; must submit proof of a C+ or higher in English 12, English 12 First Peoples, or equivalent, or alternate; and successfully complete IFS 118 and 119 to graduate.

**Certificate in Indigenous Family Support:**

Students must achieve a minimum of 60% ("C") in all program courses in Academic Term 3, 4 and 5, and successfully complete IFS 120, 121, and 142 to graduate.

11. **a. Credential Awarded:**

Format – credential followed by program (then by work experience designation if applicable (e.g., "Certificate in ...", "Diploma in...", "Cooperative Education Designation", etc.)

Certificate in Indigenous Human Services Career Access

Certificate in Indigenous Family Support

- b. External Licensing Certifications:** *(if applicable)*

## PROGRAM OUTLINE (continued)

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### 12. **Special Notes:** *(Example: Block Transfer Arrangements)*

Certificate graduates from the Indigenous Family Support Program can apply to enter Year 2 of the Community, Family and Child Studies (CFCS) diploma (Certificate graduates can complete the program part-time over two years and will be required to take some Year 1 courses. See Program Leader for details.).

CFCS Diploma graduates may be eligible to receive block transfer (60 credits) towards the UVIC BA in Child & Youth Care. Transfer credit for related programs at other BC Post Secondary Institutions may also be available. Contact the Advising Centre of the institution of choice for more details.

### 13. **Recommended Information, Activities or Materials to Help Students to Succeed Throughout the Program:**

- a) Attendance at a program information session is highly recommended prior to application to this program.
- b) A TB skin test, Hepatitis B and flu vaccination are highly recommended and are available at local health clinics or through a physician.
- c) Standard First Aid with CPR Level "C" is recommended.
- d) It is strongly recommended that students have basic computer literacy, including experience with keyboarding and basic internet search and email skills.



## BRIEFING NOTE

**SUBMITTED BY:** Russ Lazaruk  
**DATE:** June 12, 2017  
**TOPIC:** RESCIND EXTERNAL RELATIONS COMMITTEE

For Information:

For Decision: X

For Discussion:

### 1. OVERVIEW

The External Relations committee 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. On June 13, 2016 the Board of Governors decided to suspend the External Relations committee and bring it back in one year for review.

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.

### 2. OPTIONS

- Rescind the External Relations committee, as the work of the committee has been completed, or is being done currently by administration.
- Remove the suspension of the External Relations committee.

### 3. FINANCIAL IMPLICATIONS

There are no financial implications.

### 4. COMMUNICATIONS

The communication of the decision will go to the college in a CamNews announcement.

### 5. RECOMMENDATION AND OR MOTION

#### MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS RESCIND THE 'G-1.6 EXTERNAL RELATIONS COMMITTEE'.

### 6. SUPPORTING DOCUMENTATION:

The Terms of Reference for the suspended 'G-1.6 External Relations Committee' are attached.



Policy:	G-1.6
Approved By:	Board of Governors
Approval Date:	June 27, 2011
Amendment Date:	June 13, 2016
Policy Holder:	President

***SUSPENDED UNTIL JUNE 2017***

## **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, May 8, 2017  
**TIME:** 5:00 pm  
**LOCATION:** Paul Building, Room 216, Lansdowne Campus

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**BOARD MEMBERS:**

Russ Lazaruk, Chair  
Tim Ayers  
Sherri Bell, President  
Steve Chang  
Joanne Cumberland  
Nigel Giuliany  
Meagan Greentree  
Bill Gyles  
Debbie Hlady  
Anthony Pica  
Ron Rice, Vice Chair  
Laylee Rohani

**ADMINISTRATION:**

Shane Busby, VP Administration  
Deborah Huelscher, Chief Financial Officer

**REGRETS:**

John Boraas, VP Education  
Cindy Choi  
Stefan Fletcher  
Barbara Severyn, Executive Director, Human Resources  
Geoff Wilmshurst, VP Partnerships  
Joan Yates, VP Student Experience

**BOARD ASSISTANT:** Heather Martin

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**I CALL TO ORDER**

Russ Lazaruk, Chair, called the meeting to order at 5:00 pm.

**II RESOLUTION OF THE BOARD, MEMBERSHIP**

MOTION:

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE A RESOLUTION TO EXCUSE THE ABSENCE OF BILL GYLES AND REINSTATE HIM AS A MEMBER OF THE BOARD.

CARRIED

**III APPROVAL OF THE AGENDA**

The agenda was approved as distributed.

**IV BOARD MEMBER REPORTS****1. Chair's Report**

Russ Lazaruk, Chair, continued meeting with Sherri Bell for planning and preparation. The newest in-coming member of the board is Melanie Winter. She won the student seat representing the Interurban Campus. Her term is from August 1, 2017 to July 31, 2018. The Lansdowne student seat will be vacant until the by-election in the fall. The Joint Foundation and Board of Governors

meeting is Monday, May 15 in Young 300, and will be followed by a light reception. Sherri Bell, Jeety Bhalla, and Geoff Wilmshurst and Russ worked together on the agenda. Please let Heather know if you cannot attend.

The College Wide Graduation will take place over four sessions on the mornings and afternoons of June 15 and 16. Cindy Choi, Bill Gyles, Ron Rice and Russ Lazaruk plan to go. Everyone is welcome, and an official invitation will go out shortly. Please let Heather know which sessions you would like to attend. Russ had a meeting with Emmy Stueben and Dree Thomson-Diamond, Campaign Advisor, to discuss the Health Building Campaign. They shared many ideas, and will be a great team.

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

Sherri Bell, President, noted Camosun Innovates received a Natural Sciences and Engineering Research Council of Canada (NSERC) grant for \$1.75M over five years to support our Technology Access Centre (TAC). This is a renewal of our previous grant. Camosun College is the only college in BC to have a TAC. Camosun also received a \$143K grant for applied research equipment.

Camosun won the 2017 United Way Post-Secondary Challenge against UVic and Royal Roads. Camosun also received the United Way 'Thanks a Million Club' award for institutions who have raised over a million dollars over time. Only ten in Victoria have received it.

Camosun enjoys a strong relationship with the Department of National Defense (DND) and with industry in the marine sector. They both employ many Camosun students. Babcock Canada donated \$800K in equipment to the TRADEmark campaign. Babcock invited Sherri and Geoff Wilmshurst to a tour of the facility where HMCS Corner Brook submarine is being updated. They were introduced to many employees, from the office to welders, who had been students at Camosun. Also, Rear-Admiral Art McDonald went to the Interurban campus to visit a program Camosun mounts for DND. The students attended in uniform for his inspection. He attended a lunch with Administration afterwards.

Sherri Bell and a team from Camosun attended the Colleges and Institutes Canada (CICan) conference last week. It is an annual conference held in various locations across the country. Camosun will host the conference in 2018 at the Conference Centre downtown. Sherri, John Boraas and Geoff Wilmshurst invited the 800 delegates to Victoria next year. A save-the-date invitation bookmark was distributed and the video used at the conference was presented. There will be a stream on governance, so it will be of interest to the board.

## **3. Foundation**

Ron Rice, Foundation Liaison, and Geoff Wilmshurst, Vice President Partnerships, noted the Joint Foundation/Board of Governors meeting and AGM are next week.

## **4. Education Council**

Nigel Giuliani, Education Council Liaison, and Tim Ayers, Education Council Chair, noted the April meeting was cancelled. Tim reported there is an upcoming Joint Education Council and Integrated Curriculum Committee meeting to look at curriculum and policy issues, and workshops. Tim attended the Academic Governance Council in Prince George ten days ago. Camosun will host the spring meeting next year.

**V BOARD COMMITTEE REPORTS****1. Executive Committee**

Russ Lazaruk, Chair, Executive Committee, advised the committee worked on succession planning and decided a member with an accounting designation is needed next. Russ asked the members to send him suggestions. The annual board self-evaluation will go out this month. Russ urged the members to respond as the feedback is invaluable.

**VI APPROVAL OF THE MINUTES**

The minutes of the April 3, 2017 meeting were approved as distributed.

**VII NEW BUSINESS****1. Camosun College Student Society (CCSS) Fee Levies**

Deborah Huelscher, CFO, advised that CCSS is required by the College and Institute Act to annually request the board to direct the collection and remittance of all CCSS related fees and levies. The fee increase is put in place at the same time as the tuition increase in September.

**MOTION:**

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS DIRECT ADMINISTRATION TO COLLECT THE FOLLOWING FEES FOR THE 2017-2018 ACADEMIC YEAR AND REMIT SAME TO THE CAMOSUN COLLEGE STUDENT SOCIETY:

CAMOSUN COLLEGE STUDENT SOCIETY LEVY	\$10.30 PER MONTH
CANADIAN FEDERATION OF STUDENTS LEVY	\$2.25 PER MONTH
HEALTH/DENTAL BENEFIT COVERAGE	\$127 PER YEAR (EACH)

AND

DIRECT ADMINISTRATION TO COLLECT THE FOLLOWING LEVIES TO BE COLLECTED AND DISTRIBUTED BY COLLEGE ADMINISTRATION AS PER THE EXISTING ARRANGEMENTS AND UNDERSTANDINGS:

ATHLETICS LEVY	\$4.41 PER MONTH
BUILDING FUND LEVY	\$3.97 PER MONTH
CHILD CARE LEVY	\$1.08 PER MONTH
RECREATION LEVY	\$3.07 PER MONTH
RECYCLED PAPER LEVY	\$0.15 PER MONTH
UNIVERSAL BUS PASS (U-PASS)	\$20.25 PER MONTH
STUDENT REFUGEE PROGRAM	\$0.45 PER MONTH
CARRIED	

**2. CCSS Audited Financial Statements - Year Ending March 31, 2016**

The CCSS Audited Financial statements are included in the agenda package for information.

**3. Health Building Update**

Russ Lazaruk advised Shane Busby, VP Administration, will give a ten-minute verbal update at every board meeting. Shane Busby reported the project is hyper-accelerated and is still on schedule. All processes are underway. There is a large hole in the ground, and blasting started

this week. The Stantec design team held 30 or 40 sessions with the stakeholders. They are doing a great job, and there has been an enormous amount of input from the school. The lot easements have been signed off by the Ministry of Advanced Education. The only concern at the moment is the availability and cost of crews, but a sufficient contingency has been built in. The process with Saanich is on track. Their panel will receive renderings on May 26, and will meet on June 7. There will be drawings available at the Joint Foundation/Board meeting on Monday. There are multiple concurrent processes going on constantly. Shane commended Ian Tol, Stantec and Colliers for their great work on the project.

**VIII ADJOURNMENT**

The meeting was adjourned at 5:35pm.

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**Russ Lazaruk, Chair**

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**Date**

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**Heather Martin, Recorder**

**Cover:**

Image: Health care / Indigenous Nursing photo

# **Inspiring Life-Changing Learning**

**For the Camosun College Board of Governors**

## **DRAFT FOR REVIEW**

**Intent:**

This Institutional Accountability Plan and Report for the 2016/17 Reporting Cycle is an annual document prepared for the Ministry of Advanced Education. Camosun also uses this as an annual report to tell the Camosun story to our community stakeholders.



**Institutional Accountability Plan and Report, 2016/17 Reporting Cycle**

**Inside cover:**

June 30, 2017

Honourable **Andrew Wilkinson\*** **(Note: Dependent on Minister Appointment)**  
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 2016/17 reporting cycle and to accept responsibility for its contents.

This report was prepared in accordance with the Ministry of Advanced Education directives and Camosun College's governance structure.

Through our data, performance measures and stories we highlight the successes of our college and our community of students, faculty and staff; we illustrate how our outcomes align with our strategic plan and set performance targets for the future.

We also demonstrate how Camosun College is aligning its priorities toward the BC Skills for Jobs Blueprint, the BCTech Strategy and the Aboriginal Post-Secondary Education and Training Framework and Plan through the successes of our trades, technology, business, Indigenous education and health care programs, as well as our co-operative education opportunities and our focus on applied learning.

The Taxpayer Accountability Table on **page xx**, together with specific performance measures on **page xx**, illustrates Camosun's commitment to achieving the 2016/17 Mandate Letter Priorities.

Camosun College continues to deliver and develop exceptional educational opportunities that support the economic and social needs of our region and our province. We strive to build on Camosun's 46 years of successful graduates for a thriving, healthy, prosperous future in British Columbia.

Yours sincerely,

Sherri Bell, President

Russ Lazaruk, Chair, Board of Governors

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Profile of Camosun students.....

Future population trends.....

Performance measures and results.....

Taxpayer accountability.....

Financials.....

Image: Lansdowne Campus

Page 4:

**Images:**

- **Gathering Place**
- **Indigenous Student**

**SEEKING KNOWLEDGE IN THESE TERRITORIES**

Camosun College serves the communities of southern Vancouver Island and the southern Gulf Islands. With deep respect and gratitude, Camosun College acknowledges these as the traditional territories of the Esquimalt, Lkwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and W̱SÁNEĆ (Pauquachin, Tsartlip, Tsawout, Tseycum) peoples. Camosun learners, instructors, support staff and leadership are all enriched by the friendship and gracious welcome extended by our traditional hosts and by the beauty of the land on which we live, work and learn.



## INSPIRING LIFE-CHANGING LEARNING

## CAMOSUN COLLEGE OVERVIEW

**Image: Nursing 3****Camosun: where different waters meet and are transformed**

Nursing to nautical, accounting to athletic therapy, early childhood learning to engineering technology - Camosun College delivers relevant, applied education that transforms lives to build a better world.

Located in Victoria, British Columbia, Camosun's two main campuses, Lansdowne and Interurban, together with our five satellite partnership centres, serve over 19,000 learners in certificate, diploma, bachelor degree, post-degree and continuing education programs every year, including 1,100 Indigenous students and close to 2,000 International students from 80 countries.

The college welcomed its first students in 1971 and adopted the name "Camosun," a local Lkwungen (Songhees) First Nation name meaning "where different waters meet and are transformed." Today, Camosun delivers over 160 innovative programs to help meet the educational needs of students and communities in Victoria and beyond.

Whether students are seeking education and career skills in arts, sciences, business, trades, technology, health and human services, sport and exercise education, Indigenous studies or adult upgrading, Camosun College has earned an outstanding reputation for teaching excellence—we're proud of our faculty, staff and students, and the fact that we provide one of BC's best learning experiences.

And, our impact as a college extends well beyond our highly skilled, job-ready graduates. We provide contract training opportunities for local business; research, innovation and prototyping services for industry; and well-trained co-op students for employers. With over 900 employees and an annual budget of \$126 million, Camosun generates close to \$1 billion in economic impact in our province every year.

**CAMOSUN BY THE NUMBERS (INFOGRAPHIC)**

- Founded in 1971
- 2 campuses
- 5 community partner learning sites, including Camosun Coastal Centre
- 160 programs
- 19,000+ learners each year
- 1,117 Indigenous students of First Nations, Métis and Inuit ancestry
- 1,988 International students from 80 countries
- 15% approximately of Camosun students transfer from other BC post-secondary institutions
- 50% of Camosun students are within 5 years of high school graduation
- 91% of former Camosun students are either employed or pursuing further studies
- 2,000 approximately Camosun students move on to other BC post-secondary institutions
- 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

## INSPIRING LIFE-CHANGING LEARNING

Image: Grad 6

**STRATEGIC PLAN OVERVIEW**

Camosun College's newly revised Strategic Plan (2016-2021) is our guide, our mandate over the next five years to enhance truly life-changing learning opportunities for our students. The plan provides a valuable road map which reflects the language, the values and the thinking of our college community about where we want to go as an institution and why.

Enhancing engagement with students and community, delving into creative and innovative approaches to teaching and learning, working toward sustainable practices within our environment and society, and fostering amazing student experiences – these are the goals and values that define our strategic direction.

**“Camosun College is a dynamic place of learning. Our vision is one where every graduate walks across our convocation stage with the knowledge and self-confidence that they can indeed challenge and change our world.”**

**Sherri Bell**  
**President**

**Vision:** Inspiring life-changing learning

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

**Values:**

- Life-long learning
- Positive and supportive student experiences
- An inclusive community
- An environment of respect and safety for all
- Our relationships with one another
- Indigenization

## INSPIRING LIFE-CHANGING LEARNING

**EDUCATION DIVISION – KEY INITIATIVES AND HIGHLIGHTS**

(4 pages)

**Image: Health building latest rendering May 26/17****New vision for health and human service education in BC**

Medical radiography students learning side-by-side with nursing students; health care assistants studying together with mental health workers. Integrated, collaborative learning – this is the vision for health and human service education in BC. In January 2017, the Province of BC and the Government of Canada, through its Strategic Investment Fund initiative, announced a \$43 million investment in a new state-of-the-art Health education building at Camosun's Interurban campus. The Camosun College Foundation will contribute a further \$5 million toward the project through community and industry fundraising. Now under construction, the four-storey facility will offer a synergistic learning environment, integrating the majority of Camosun's health science and human service students under one roof and providing collaborative group learning spaces, flexible innovation labs, enhanced student study spaces, simulation rooms, an Indigenous gathering place and the latest in health care teaching technologies. Camosun educates over 1,500 students each year in health and human services related programs. Set for completion in 2018, the new learning centre is an essential investment not only in Camosun students, but in the future health of BC.

**Pull quote:**

**"This leading-edge facility is what Camosun needs in order to grow and continue to build on our 45+ year commitment to improving the health and well-being of the people of the South Island region."**

**Dr. Cynthia Smith****Dean, Camosun College School of Health and Human Services****Sidebar / Image: Early learning & care / Indigenous student – with children****Increasing Indigenous enrollments in health care programs**

As part of Camosun's strategic commitment to Indigenization, the college offers priority seating for Indigenous students in Nursing, Practical Nursing and Early Learning and Care programs. Camosun's intent is to attract more Indigenous students and be a part of the process to help meet today's critical health and child care needs in urban and rural Indigenous communities. Five per cent of these seats are set aside for Indigenous students.

**Taking trades training to the next level****2 Images: Trades Centre & Student welder**

Welding, sheet metal and automotive tech students were among the first to train in Camosun's spectacular new Trades Education and Innovation Centre which opened at Interurban campus in 2016. The 80,000 square foot facility now houses the college's metal, mechanical and nautical trades training programs making Camosun the largest trades education centre on Vancouver Island and the second largest in BC. Thanks to a \$30 million investment by the Province of BC and a further \$7.5 million raised by the Camosun College Foundation, the college's plan to revamp its entire trades complex is almost

complete. The Foundation's trades fundraising campaign also initiated further industry support to assist non-traditional trades learners, particularly women and Indigenous trades students, and in those trades required by coastal communities, ship building and marine other industries, like welding, pipefitting, sheet metal, electrical and more. Camosun educates over 2,700 trades and technical students in 20 different foundation and apprenticeship programs each year. The investment in our trades programs and in our cutting-edge teaching facilities and technologies allows Camosun to deliver highly qualified, well-trained new workers who are familiar with the most current techniques and equipment available – making them job-ready for BC's current and emerging industries.

### **Sidebar / Image: Culinary Arts student**

#### **Delivering trades training online**

Camosun is providing students with greater access to the trades and helping meet the workforce demands for apprentices by developing innovative common-core-trades open textbooks and e-apprentice programs. Plumbing and Pipefitting students, as well as Refrigeration and Air Conditioning Mechanic students are among the first at Camosun to use free online province-wide trades textbooks developed with the assistance of Camosun trades instructors. The college's award-winning e-apprentice program for Culinary Arts students allows apprentices to take their first and second levels over a six-month period online, giving them the opportunity to study at home, and more time to understand the material. The flexibility and adaptability of open education resources together with the use of educational technologies means Camosun is helping transform trades education as we know it today.

### **Meeting the BCTech Strategy**

#### **Image: Capstone 2**

Before graduation, Camosun's engineering technology students must apply their new knowledge and skills to a real-life design and manufacturing challenge with a local company or organization. This year our Mechanical Engineering students conceptualized and built an underwater remotely operated vehicle, a formula race car, an automated ship ballast system and a greenhouse temperature management system, to name a few. Our Electronics and Computer Engineering Technology students designed and created a solar-powered, long-range drone, a vision assistance tool for the visually impaired, a wireless amplifier controller, and an in-home automated garden utilizing aeroponics. The purpose of their final projects is to create a device that applies all their studies over the past two years. Camosun's engineering technology programs are nationally accredited diploma programs that prepare graduates for immediate employment in BC's growing high tech industries.

### **Technology programs renewal process completed**

In 2013, Camosun began a substantial review and renewal of our engineering technology programming. The comprehensive process involved a complete curriculum redesign of our engineering technology certificate, diploma, engineering bridge and advanced diploma programs, with new content focused on up-to-date technologies, new industry standards, practices and new admission requirements for some programs. The renewal also involved the acquisition of the latest in educational training technologies and a transfer of programs from the quarter system to the semester system. The renewed programs were implemented in fall 2016 and the positive results for our students include increased opportunities for co-op work experiences, a higher focus on experiential learning opportunities, curriculum that meets current industry expectations, advanced transferability within Camosun and across the post-secondary system, and better program alignment with the college-wide semester based delivery system.

### **Interdisciplinary learning – the latest in teaching methods**

#### **Image: “Interdisciplinary group” - students working together**

Camosun faculty are fostering greater student engagement and applied learning by integrating interdisciplinary approaches in their classes. For example, this winter term, more than 140 students from multiple disciplines were brought together for a collaborative workshop on the complex issue of homelessness. Students from Camosun’s Mental Health and Addictions, Early Learning and Care, Sociology and Marketing programs worked in cross-program teams to hear the heartfelt, personal stories of three members of the Greater Victoria Coalition to End Homelessness. They explored the factors that led people to homelessness and generated potential solutions. Engaging students, developing their critical thinking and problem-solving skills on real issues across multiple perspectives – this is the objective of interdisciplinary teaching and learning at Camosun.

### **High school students get a jump-start at Camosun**

Camosun delivers one of the largest, most comprehensive dual-credit high school partnership programs in BC: the South Island Partnership (SIP) program. Currently, Camosun offers over 40 different dual-credit college-level programs in the areas of trades, technologies, health and human services, business, sport and exercise and arts and science to 1,000 secondary school registrants each year in the 61 Victoria, 62 Sooke, 63 Saanich, 64 Gulf Islands and 79 Cowichan Valley school districts. Courses are taken in high school, on Camosun campuses or online. Working together with schools and local industry leaders, Camosun gives Grade 11 and 12 students a valuable head-start on their college and career paths.

## INSPIRING LIFE-CHANGING LEARNING

**STUDENT EXPERIENCE DIVISION – KEY INITIATIVES AND HIGHLIGHTS**

From registration to graduation, Camosun’s Student Experience division fosters student success that extends beyond the classroom and integrates the entire campus community. By stewarding a comprehensive range of supports we enrich student learning and contribute to an exceptional overall educational experience. The result is a student experience that reflects and encompasses the entire educational journey, and that inspires enduring student success for healthy communities, a robust economy and engaged citizens.

**Sidebar:****STUDENT EXPERIENCE DIVISION**

- Applied Learning
  - Co-op Education & Career Services
- Learning Services
  - Library
  - Centre for Teaching & Learning
- Registrar’s Office & Student Services
- Institutional Research & Planning
- Communications

**Applied learning: Camosun co-op students named best in BC, 10 years in a row****Co-op education aligns with BCTech Strategy**

For the tenth consecutive year, a Camosun student has been named the ACE BC (Association of Co-operative Education for BC and the Yukon) College Co-op Education Student of the Year. Electronics and Computer Engineering student Gavin Poole received the prestigious award this year for outstanding achievements in his courses and the tremendous impact he had on his co-op education work term with the Canadian Coast Guard. Hired as a Communications Technician, Gavin’s work term focused on trouble-shooting, fixing and modernizing electronics devices on the aging Coast Guard fleet. Camosun is a provincial leader in providing co-op education options that not only give students the opportunity to apply their academic knowledge to real-life challenges, but help them make important career connections. Camosun delivers over 30 academic and technical programs with a paid work experience component, aligning closely with the BCTech Strategy and BC Skills for Jobs Blueprint.

**Image: Gavin Poole**

*Gavin Poole: Top college co-op education student for BC/Yukon, 2016*

**“I struggled with my first endeavours in post-secondary. It wasn't until coming to Camosun that I was really able to turn that around. My Co-op term helped me realize what I wanted to do once I finish school.” - Gavin Poole**

**Learning services that innovate and inspire**

**Image: two students in front of learning centre**

Collectively, Camosun's two main campus libraries, writing centre, disability resource centre, centre for excellence in teaching and learning, and e-learning services make up the college's newly expanded Learning Services department. Together, they offer a supportive, holistic approach to learning that is essential to the total student experience. Camosun's accessible and welcoming libraries are proud of their focussed collections and their strengths in specific programming areas like Indigenous Peoples, nursing and in collecting tangible teaching tools like model bones and brains for anatomy students, as well as story time teaching kits for early learning and care students. For those students seeking extra support: the writing centre offers one-on-one assistance; the student success centre provides workshops in study techniques, stress management, and managing test anxiety; while, the disability resource centre offers individual accommodations to help break down academic barriers. For faculty seeking new teaching approaches, the centre for excellence in teaching and learning, provides support in the areas of e-learning, educational technology, curriculum development, program review and more.

### **New strategies and policies for safe, healthy campuses**

Camosun's new Student Mental Health and Wellbeing Strategy, along with the newly developed Sexual Violence and Misconduct Policy and support services, have been initiated to create awareness, education and processes to support the mental well-being and physical safety of our students. This past year the college undertook a robust consultation and engagement process with current students, faculty, staff, counsellors and external experts in the field, including the Victoria Sexual Assault Centre, Island Sexual Health Society and the Ending Violence Association of BC to develop the resulting Sexual Violence and Misconduct Policy. Camosun is committed to ensuring students receive the mental and physical resources they need and to fostering a safe and respectful campus environment for all.

### **Renewing registration services**

Camosun's Office of the Registrar encompasses recruitment, admissions, registration, data management and academic regulation. The Registrar's Office is working now on a three-year plan to modernize and reconfigure its Colleague admissions and registration systems to help include a Degree Audit system, create a comprehensive recruitment program, move toward paperless student records, and create a more complete student experience by developing an improved in-person visitor management system, case management and online self-serve services.

## INSPIRING LIFE-CHANGING LEARNING

**25 YEARS OF INDIGENOUS EDUCATION****Image: Indigenous Education logo / 25 anniversary year logo****Eyē? Sqā'lewen: good heart, good mind, good feelings**

This year, Eye? Sqa'lewen, Camosun's Centre for Indigenous Education and Community Connections, celebrated 25 years of delivering outstanding Indigenous education, programming and services to our community. With over 1,117 Indigenous students of First Nations, Métis and Inuit ancestry, Eye? Sqa'lewen is an integral part of the college. Its goal is to carry out Camosun's Indigenization Plan which encompasses curriculum processes, employee education, services for students and policy and planning. The centre also provides links between students, the college and local First Nations communities; facilitates special projects on campus and in the community; and fosters Indigenous research.

**Image: Marissa Jim**

**"Once I came to Camosun I began to understand that my learning style had not been included in my previous experiences in school. Thanks to Camosun and the Indigenous Studies program, I have a strong vision of the path ahead of me."**

**Marissa Jim**

**Indigenous Studies Graduate**

**Transferring to UVic's Bachelor of Anthropology program**

**Enhancing Indigenous student success****Image: Skip Dick, Elder**

In addition to the supports provided by the college, Indigenous students have access to services made possible by the Aboriginal Service Plan (ASP), funded annually by the Ministry of Advanced Education. The plan is intended to: increase Indigenous student access, retention and completion; strengthen community partnerships and collaboration in Indigenous post-secondary education; and, encourage post-secondary institutions to make programs more receptive and relevant to Indigenous students. ASP funding has enabled Camosun to hire a Community Liaison and launch the Elders' Initiative program which ensures Indigenous students and the college community have access to the cultural, emotional and spiritual support of local Elders.

**"Elders are an important connection between the past, present and future of our people. They carry the stories, ancestral teachings and cultural knowledge which teach people how to live a good life."**

**Todd Ormiston, Program Leader**

**Toward Truth and Reconciliation****Image: Conversations Day**

As part of Camosun's commitment to the Truth and Reconciliation Commission's (TRC) *Calls to Action*, more than 800 faculty and staff gathered on our annual "Conversations Day," in February for an in-depth college-wide discussion on the issue of reconciliation and our response as a public educational institution. The "Day of Reconciliation" served as a springboard for a lively and engaging conversation



that resulted in 39 distinct recommendations for Camosun to action over the next few years. In 2015, Camosun initiated a task force and steering committee to develop our Indigenization and Reconciliation project charter that embeds the TRC Calls to Action into our Indigenization Plan. The project charter speaks to 'why' we wanted to undertake the project, what our vision is, how our Indigenization Plan and our TRC response are linked, our guiding principles for the project, and people and planning. Indigenization is one of our key institutional values in our Strategic Plan.

### **Orange shirt day, September 30**

**Image: Eddy Charlie & Kristin Spray**

Over 200 Camosun students, employees, Elders and community supporters gathered for Orange Shirt Day at Na'tsa'maht, Lansdowne campus, Friday, September 30. The event, envisioned and led by Indigenous Studies students Eddy Charlie and Kristin Spray, was created to raise the awareness of the issues of residential schools and the effect they had on those who attended. September 30 represents the time of year children were taken from their homes. This annual gathering is the opportunity for our college community to come together in the spirit of reconciliation and hope for generations to come.

### **Sidebar:**

#### **Indigenous Education at Camosun**

- 1,117 Indigenous students of First Nations, Métis and Inuit ancestry
- 232 Camosun employees have completed the TTW (Understanding Indigenous Peoples) course
- 59 Camosun College courses with Indigenous content integrated into curriculum
- Community partners: Saanich Adult education Centre, Songhees Employment Learning Centre, Victoria Native Friendship Centre

## INSPIRING LIFE-CHANGING LEARNING

**PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY INITIATIVES AND HIGHLIGHTS****Camosun International: bringing worlds together****Image: International students on campus**

International education has long been recognized as providing links that reflect global opportunity and understanding. With a headcount of close to 2,000 International students enrolled (representing over 1,500 Full-Time Equivalents), four short-term partnership independent study programs, four field schools, 17 exchange opportunities, 18 work/volunteer abroad opportunities and several global agreements, Camosun International creates a college community that knows no borders.

**Focus on coastal skills and innovation attracts industry support****Image: Ship's bulkhead & trades students**

As part of the expansion and redevelopment of Camosun's trades and innovation facilities at Interurban campus, the college has forged partnerships with key industry companies to help support additional teaching tools and technologies. Seaspan Victoria Shipyards this year donated a six-tonne ship's bulkhead training module to assist our marine fitter training, welding and pipefitting students in their training. The donation supports Camosun's Coast Skills Initiative, a new educational focus designed to identify emerging coastal industries, job trends and career opportunities and link them directly to our skilled trades programs. Babcock Canada, a leading naval ISS specialist, also contributed over \$800,000 this year to Camosun's new future-focussed Interaction Lab. The Interaction Lab is part of Camosun Innovates and supports students and faculty researchers in solving real-world applied technology and innovation issues for local industries. The Interaction Lab is under development now and will launch in September 2017.

**Plumbing partnership with Tanzanian technical college****Image: Tanzanian pipe trades instructors with Camosun instructors**

Among our many educational partnerships, Camosun's pipefitting instructors are working with Arusha Technical College, the premier technical school in Tanzania, Africa to develop a gas transmission technician diploma program to meet the pipefitting worker needs of the burgeoning oil and gas industry there. The final result will be a program adapted from BC's trades and apprenticeship system aligned with Tanzania's technical system. Camosun has been training trainers this year from Tanzania and supporting the design of their new curriculum. The program is part of the Improving Skills Training for Employment program (ISTEP), a three-year partnership funded by Global Affairs Canada through Colleges and Institutes Canada (CICan).

**Camosun College Foundation builds bonds to benefit students**

The Camosun College Foundation has a 35-year history of building bonds with donors who have helped shape and support our learning goals. The Foundation believes all students, regardless of circumstance, deserve the opportunity to discover and pursue their true talents. In 2016, more than 660 individuals and organizations helped us provide close to \$1 million in bursaries, scholarships and awards to more than 1,500 deserving students. Camosun's recent TRADEmark of Excellence campaign, chaired by long-time donors, Lynda and Murray Farmer, exceeded all expectations, raising over \$7.5 million in support

of trades and technology students and new teaching technologies – the largest, most successful fundraising campaign in the Foundation’s history.

**Image: Lynda & Murray Farmer in new Trades Centre**

**Foundation facts**

- Founded in 1981
- 4.5 employees
- 14-member board
- 666 active community donors per year
- \$21.5 million in total assets
- \$7.5 million raised by TRADEmark Campaign
- \$950,000+ disbursed in bursaries and awards per year
- 1,500 students supported annually with bursaries and awards
- 100% of every dollar donated goes directly to Camosun causes

## INSPIRING LIFE-CHANGING LEARNING

## CREATIVITY AND INNOVATION

**Camosun: one of Canada's Top 50 research colleges****Image: Top 50 research logo**

Camosun is home to the largest college-based applied research centre west of Winnipeg, attracting students and faculty who are looking for more than theory when learning or teaching about manufacturing, engineering and computer technologies. Recognized this year as one of Canada's top 50 research colleges, Camosun Innovates, establishes a real hands-on connection between education and industrial application—leading to impressive economic opportunities for local industry and business ventures. This past year, Camosun attracted a total of \$2.3 million in total sponsored research income during the reporting period, an increase of 44.2% over the previous year, and an improvement of four spots in the national ranking. Now ranked 29<sup>th</sup> in Canada, Camosun is recognized primarily for our contribution to applied technology, sport, manufacturing and social innovations that help small-to-medium enterprises become more competitive, productive and effective.

**“The primary focus of Camosun Innovates is to connect the industry projects we solicit to the education we provide. Every project has the potential to be a learning opportunity that challenges students and faculty to collaborate, innovate, create and learn. The added pressures of real deadlines and business objectives translate into meaningful learning moments.”**

**Dr. Tim Walzak**

**Director, Camosun Innovates**

**Tech students apply their engineering skills through Camosun Innovates****Image: Ben Costin in the interaction lab**

Mechanical engineering student Ben Costin is looking forward to a promising career and secure future in applied research and design. The second-year student worked part-time with Camosun Innovates this year to help solve an important technology challenge for local kite board company Ocean Rodeo. The Victoria-based business was facing a technical hurdle, preventing it from launching its newest invention to the world-wide kite-boarding industry. Ocean Rodeo was testing a new control bar, but the technology they had developed could not withstand normal stresses, resulting in numerous failures. After approaching the Camosun Innovates team for assistance, the company agreed to take on a \$25,000 NSERC grant for colleges. The funds allowed Camosun to hire Ben to conduct a series of destructive tests, mimicking the stresses and forces the control bar would face in the field. Through his controlled studies, using Camosun's advanced technologies, Ben discovered the control arms were breaking in roughly the same location with identical patterns. Ben then worked with a local expert in injection molding and together they created a new injected molded solution for the control bar which solved the breakage problem. Now Ocean Rodeo is successfully launching this exciting new innovation to the global kite-boarding industry, resulting in increased sales and expansion for the company. Because of this success, Ocean Rodeo is pursuing another NSERC grant to continue designing and fabricating new products with the college, allowing Camosun Innovates to hire Ben on a three-year contract when he graduates from Mechanical Engineering Technology this year.

**Quote from Ben here**

## INSPIRING LIFE-CHANGING LEARNING

### ENGAGED COMMUNITIES

Supporting students, faculty and staff in engaged communities is another core component of our strategic plan. Applied learning opportunities, community events, charity campaigns, service learning projects – these are just a few examples of the positive impacts and connections Camosun makes in our community.

#### Bringing Canada to campus: Camosun Chargers hosted CCAA nationals

##### Image: women's volleyball on court

From seventh to silver - Camosun College's Chargers women's volleyball team brought Canada to our campus this year hosting Camosun's first-ever national indoor Canadian College Athletic Association (CCAA) championships, March 9-11. The Chargers earned their best finish in the team's history, capturing the silver national medal after starting in seventh place. Players, coaches and fans from Halifax to Grand Prairie and all points in between travelled to the competition which drew standing-room-only crowds every night and over 23,000 viewers online world-wide. Camosun's men's golf team and men's volleyball team also earned provincial PACWEST gold medals this year – making it one of our best Chargers seasons yet! The Chargers host the CCAA national men's volleyball championships in March 2018.

#### Uniting for our community

##### Image: cup or united way committee

Camosun College and the United Way have long been partners in improving lives and building healthy communities. Camosun staff, faculty and students together helped raise over \$67,000 for the United Way this year. In recognition, Camosun earned the charity's coveted "Post-Secondary Cup" at their Spirit Awards for achieving the highest level of participation and most money raised in 2016 – a friendly victory over both UVic and Royal Roads University. Camosun is one of 11 Greater Victoria workplaces to have raised over \$1 million over the years for the local United Way!

#### Business students helping Zambian youth

Twenty-six students in Camosun's Marketing 420 Project Management course raised over \$13,000 this winter semester to help send rural Zambian youth to the Women for Change Rural Youth Exposure Conference in Lusaka, Zambia. The students partnered with VIDEA, a local international development organization, which works with Women for Change, a gender focused non-governmental organization that helps women and children in Zambia's rural communities for sustainable human development. Over the past four years, Camosun's Marketing 420 students have raised over \$44,000 for the cause.

#### Camosun recognized as top performer in sustainability

##### Image: Student composting on campus

Camosun was recognized by the Advancement in Sustainability for Higher Education (AASHE) as one of the top 10 colleges in its association for our innovative approach to sustainable practices on campus and our popular two-year Environmental Technology Program. In January 2016 the college earned the association's "Silver" rating for high-impact sustainable approaches. From our Indigenous plant garden to car pooling, alternative transportation initiatives, our five-year energy conservation program and our student-run composting system, we understand our shared responsibility for the health of our environment for future generations.

## INSPIRING LIFE-CHANGING LEARNING

### Labour Market Demand and Skills for Jobs Blueprint

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.

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 2025 Labour Market Outlook indicates more than 78% of job openings will require some post-secondary education and training.

B.C.'s health sector employed 227,000 workers in 2015, one of the largest sectors in terms of the number of workers. The sector is also one of the fastest-growing industries, with employment growing at an average rate of 3.2 percent each year in the past decade, much higher than the 1.0 percent provincial average over the same period. Employment in the health sector is forecast to increase by an annual average rate of 2.3 per cent to 2025.

### Select occupations that require Post-Secondary training source: WorkBC 2025 Labour Market Outlook

Top 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

Priority health professions	Camosun programs which support BC's Health Care priorities
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

## 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.

### ITA funded FTEs up, AVED funded FTEs down

In looking at the major categories of funded Full-Time Equivalent students (FTEs), Camosun had an increase for those funded by the Industry Training Authority (ITA). The FTE count funded by the ITA moved up to 2,233.1 from 1,978.3, an increase of 12.9%. FTEs funded by the Ministry of Advanced Education declined by 1.7%, moving from 6,447.1 to 6,340.1.

### Satisfaction rates declined

One of the summary performance measures relates to overall student satisfaction at the college. Camosun experienced a decline in its 2016 results for all three surveys by program grouping: the rate for former diploma, associate degree and certificate students moved to 91.3% from 93.5%; the rate for former apprenticeship students moved to 90.6% from 95.3%; and the rate for bachelor degree students moved to 96.3% from 98.8%.

Full-Time Equivalent Student Data by Fiscal Year	2015/16	2016/17	Change
FTEs – Ministry of Advanced Education (AVED)	6,447.1	6,340.1	(-1.7%)
FTEs – Industry Training Authority (ITA)	1,978.3	2,233.1	+12.9%
FTEs – International Students	1,307.6	1,524.3	+16.6%
Total Student FTEs	9,733.1	10,098.3	+3.8%

Student Enrolment Headcount Data by Academic Year <sup>1</sup>	2015/16	2016/17	Change
All Students (AVED, ITA, Continuing Education – CE, International)	19,103	19,095	(-0.1%)
Indigenous Students <sup>2</sup>	1,117	Not available	Not available
International Students	1,638	1,988	+21.4%

Student Demographic Data by Academic Year <sup>1</sup>	2015/16	2016/17	Change
Average age of students – excluding CE	25.2	25.2	0%
Median age of students – excluding CE	22.5	22.5	0%
Average age of students – CE only	35.6	35.5	(-0.3%)
Median age of students – CE only	32.8	32.6	(-0.6%)
Proportion of students who are female – excluding CE	50%	50%	0pp
Proportion of students who are female – CE only	58%	58%	0pp
Proportion of students who are female – Trades and Technology, excluding CE	13%	12%	(-1pp)
Proportion of students who are female – Trades and Technology, CE only	28%	30%	+2pp
Proportion of students who are female – Health and Human Services, excluding CE	88%	86%	(-2pp)
Proportion of students who are female – Health and Human Services, CE only	89%	88%	(-1pp)

<sup>1</sup> All student headcount information in this report reflects 2016/17 academic year-to-date, in alignment with the school year cycle. All 2015-16 academic year figures have been updated to reflect the latest information in our databases. All FTE counts reported reflect fiscal year 2016/17, 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.

#### Non-CE (regular Credit and Access) activity

Student Demographic Data by Academic Year <sup>1</sup>	2015/16	2016/17	Change
Average age of students	25.2	25.2	0%
Median age of students	22.5	22.5	0%
Proportion of students who are female	50%	50%	0pp
Proportion of students who are female – Trades and Technology	13%	12%	(-1pp)
Proportion of students who are female – Health and Human Services	88%	86%	(-2pp)

#### CE Activity

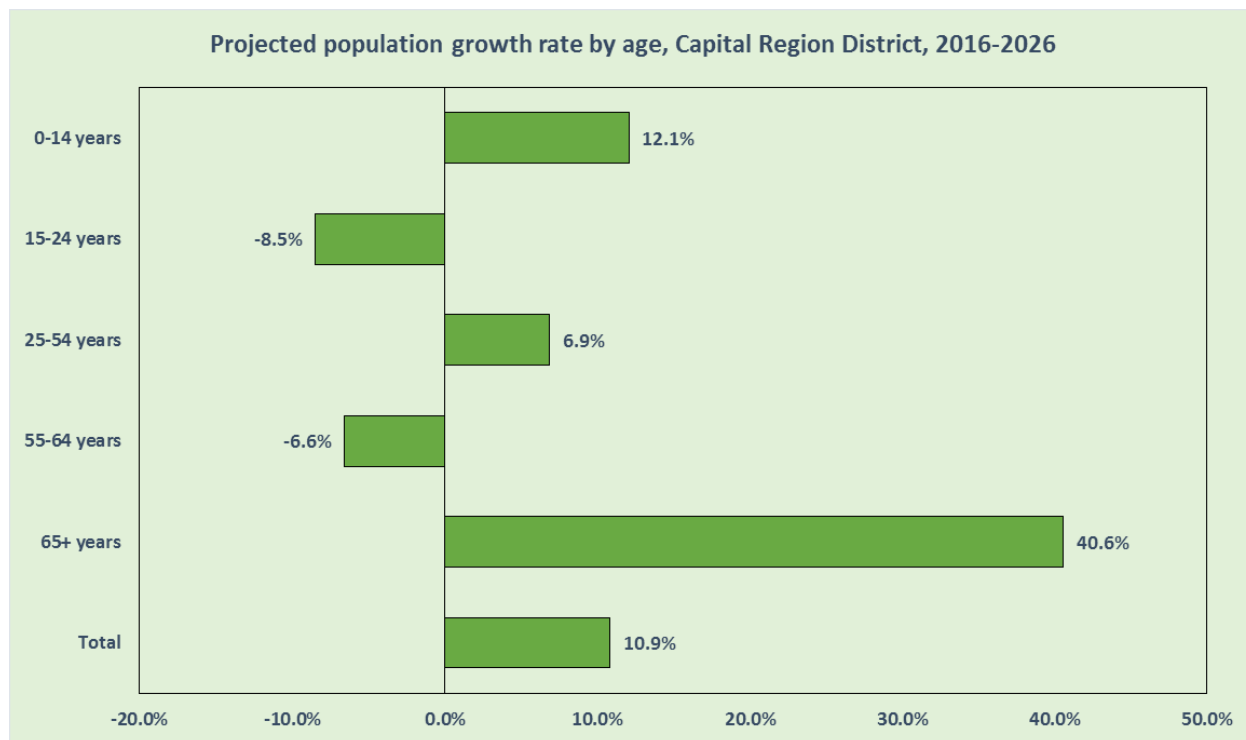
Student Demographic Data by Academic Year <sup>1</sup>	2015/16	2016/17	Change
Average age of students	35.6	35.5	(-0.3%)
Median age of students	32.8	32.6	(-0.6%)
Proportion of students who are female	58%	58%	0pp
Proportion of students who are female – Trades and Technology	28%	30%	+2pp
Proportion of students who are female – Health and Human Services	89%	88%	(-1pp)



## 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 following graph provides a 10-year projection for the CRD population by select age group:



- The largest projected growth rate (2016-2026) is expected to occur in the population aged 65 years, or older at 40.6 percent
- The largest rate of contraction is projected to occur in the 15-24 year olds at -8.5 percent, followed closely by those aged 55-64 years, at -6.6 percent.
- Overall, the population is projected to increase by 10.9 percent from 2016 to 2026. This includes birth, migration, and labour mobility.
- The overall level of population is expected to increase from 381,978 in 2016, up to 423,455 in 2026.
- The population projections by age group present a decrease in the 15-24 year old age group across the Capital Regional District. Another important report to consider is the Projection Report for Public School Headcount Enrolments (BC Ministry of Education). In looking more closely at these numbers, the number of secondary school students are projected to increase for Schools Districts 61 Victoria and 62 Sooke, however are projected to decrease for School District 63 Saanich.

## Performance measures and results

Performance Measure 1: Total FTE student spaces (excluding Industry Training) [preliminary estimate]		
2016-17 Result:	6,341	Camosun had 6,341 FTEs in AVED programs in 2016/17, down slightly from 6,447 in 2015/16.
2016-17 Target:	7,049	
2016-17 Assessment:	tbd	
*note-the performance measure target for 2016-17 moves to 7,049 student spaces		

Performance Measure 1a: Student spaces in nursing and allied health programs (FTE) [preliminary estimate]		
2016-17 Result:	803	Nursing and Allied Health remains an area of strength at Camosun. For the 2016/17 year, Camosun had 803 FTEs, which was lower than the 2016/17 target.
2016-17 Target:	814	
2016-17 Assessment:	Achieved	
*note-the performance measure target for 2016-17 remains at 814 student spaces		

Performance Measure 1b: Student spaces in developmental programs (FTE)		
2016-17 Result:	811	The number of FTEs in developmental programs stood at 811 which was below the 1,185 target.
2016-17 Target:	1,185	
2016-17 Assessment:	Not achieved	
*note-the performance measure target for 2016-17 remains at 1,185 student spaces		

Performance Measure 2: Total credentials awarded		
2016-17 Result:	2,899	Camosun issued 2,899 credentials in the 2016-17 Academic Year. The 2016-17 result was 200 higher than the performance measure target of 2,699.
2016-17 Target:	2,699	
2016-17 Assessment:	Achieved	
*note-performance measure target for 2016-17 TBD		

Performance Measure 3: Total spaces for Indigenous students		
2016-17 Result:	740	There were 734 spaces Indigenous students at Camosun College in the 2015-16 Fiscal Year. This

2016-17 Target:	tbd	was an increase of 6 spaces from the 2015-16 Fiscal Year.
2016-17 Assessment:	tbd	
<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
2016-17 Result:	91.3%	90.6%	96.3%	The 2016-17 student satisfaction results at Camosun for each group of survey respondents all exceeded their target. For 2016-17, the college’s results were 91.3%, 90.6% and 96.3% respectively for the DACSO, APPSO and BGS surveys.
2016-17 Target:	90%	90%	90%	
2016-17 Assessment:	Achieved	Achieved	Achieved	
<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
2016-17 Result:	93.2%	94.0%	97.2%	Camosun continues to surpass the target in the performance measure on the quality of instruction. The college's highest results for the 2016-17 fiscal year were for students under the BGS survey at 97.2%, next for students under the APPSO survey at 94.0% and then for students under the DACSO survey at 93.2%.
2016-17 Target:	90%	90%	90%	
2016-17 Assessment:	Achieved	Achieved	Exceeded	
*note-the performance measure target for 2016-17 remains at 90%				

Performance Measure 6: Student outcomes – Skill Development (former diploma, certificate, and associate degree students' assessment of skill development – DACSO)		
2016-17 – Skills development overall:	85.7%	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 2016-17, the overall DACSO skills development percentage went from 87.0% to 85.7%. The biggest increase was in the Critical Analysis category, with an increase of 1.7 percentage points. The highest overall scores were in the Critical Analysis and Reading and
2016-17 – Written communication:	79.5%	
2016-17 – Oral communication:	76.5%	
2016-17 – Group collaboration:	89.2%	
2016-17 – Critical analysis:	90.5%	
2016-17 – Problem resolution:	85.4%	
2016-17 – Learning on your own:	86.7%	

2016-17 – Reading and comprehension:	89.7%	Comprehension categories at 90.5% and 89.7% respectively.
2016-17 Target:	85%	
2016-17 Assessment, Overall:	Achieved	
*note-the performance measure target for 2016-17 remains at 85%		

Performance Measure 6: Student outcomes – Skill Development (former Apprenticeship graduates' assessment of skill development – APPSO)		
2016-17 – Skills development overall:	81.8%	The Ministry performance measures in this table are obtained from results of former students' self-assessment of skills development on the APPSO Survey. In 2016-17, the overall APPSO skills development percentage decreased from 85.0% to 81.8%. The biggest increase was in the Group Collaboration category with growth of 1.9 percentage points. The highest scores were in the Reading and Comprehension and Learning on your own categories at 92.2% and 87.3% respectively.
2016-17 – Written communication:	66.3%	
2016-17 – Oral communication:	61.5%	
2016-17 – Group collaboration:	84.5%	
2016-17 – Critical analysis:	85.5%	
2016-17 – Problem resolution:	82.7%	
2016-17 – Learning on your own:	87.3%	
2016-17 – Reading and comprehension:	92.2%	
2016-17 Target:	85%	
2016-17 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)		
2016-17 – Skills development overall:	88.6%	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 2016-17, the BGS overall skills development percentage decreased, moving to 88.6% from 92.3% the previous year. Looking at the sub-categories, the highest scores were in the following sub-categories: Critical Analysis, 97.2%; Group Collaboration, 92.5%; and Learning on your own, 87.9%.
2016-17 – Written communication:	84.8%	
2016-17 – Oral communication:	86.5%	
2016-17 – Group collaboration:	92.5%	
2016-17 – Critical analysis:	97.2%	
2016-17 – Problem resolution:	83.8%	
2016-17 – Learning on your own:	87.9%	
2016-17 – Reading and comprehension:	86.9%	
2016-17 Target:	85%	
2016-17 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
2016-17 Result:	82.5%	93.9%	96.0%	The results for this performance measure remained similar when comparing the 2016-17 results to the 2015-16 results. The BGS respondents provided the highest score at 96.0%, down just 0.1 percentage points from 2015-16.
2016-17 Target:	90%	90%	90%	
2016-17 Assessment:	Substantially Achieved	Achieved	Achieved	
*note-the performance measure target for 2016-17 remains at 90%				

Performance Measure 8: Student outcomes – Unemployment rate				
Survey Name:	DACSO	APPSO	BGS	Comments
2016-17 Result:	7.3%	9.5%	4.7%	The unemployment rates for Camosun graduates were 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 each exceeded the target: 7.3%; 9.5% and 4.7% respectively.
2016-17 Target:	<= 12.1%	<= 12.1%	<= 12.1%	
2016-17 Assessment:	Exceeded	Exceeded	Exceeded	
*note-performance measure target for 2016-17 TBD				

#### Additional Performance Measures

Additional Performance Measures		
Performance Measure A-1: Indigenous Students at Camosun		
2015-16 Result:	1,152 in 2014/15 (6.2%) 1,117 in 2015/16 (5.8%)	There were 1,117 Indigenous students attending Camosun College in the 2015-16 Academic Year, which is 5.8% of the student population. This was a slight decrease from 1,152 Indigenous students in the 2014-15 Academic Year. There is a one-year lag time in the data availability for this performance measure.
2015-16 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 2016/17 Mandate Letter Priorities.

Mandate letter priorities	Camosun actions
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 including: Environmental Technology; Criminal Justice; Legal Office Assistant; Hospitality Management; and Sport and Fitness Leadership.
Support the BCTECH Strategy	<p>Before graduation, Camosun's engineering technology students must apply their new knowledge and skills to a real-life design and manufacturing challenge with a local company or organization. Mechanical Engineering students conceptualized and built an underwater remotely operated vehicle, a formula race car, an automated ship ballast system and a greenhouse temperature management system, to name a few. Our Electronics and Computer Engineering Technology students designed and created a solar-powered, long-range drone, a vision assistance tool for the visually impaired, a wireless amplifier controller, and an in-home automated garden utilizing aeroponics.</p> <p>Camosun began a substantial review and renewal of our engineering technology programming. The comprehensive process involved a complete curriculum redesign of our engineering technology certificate, diploma, engineering bridge and advanced diploma programs, and the renewed programs were implemented in fall 2016.</p>
<p>Assist in advancing key strategies of Government in the:</p> <ul style="list-style-type: none"> <li>• International Education Strategy</li> <li>• Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan</li> </ul>	<p>As part of Camosun's commitment to the Truth and Reconciliation Commission's (TRC) Calls to Action, more than 800 faculty and staff gathered on our annual "Conversations Day," in February for an in-depth college-wide discussion on the issue of reconciliation and our response as a public educational institution. The "Day of Reconciliation" served as a springboard for a lively and engaging conversation that resulted in 39 distinct recommendations for Camosun to action over the next few years.</p> <p>Camosun has continued to increase the number of International Students attending the college with an objective to further diversified the source countries of International students. With close to 2,000 international students enrolled from over 80 countries, four short-term partnership independent study programs, four field schools, 17 exchange opportunities, 18 work/volunteer abroad opportunities and several global agreements, Camosun International creates a college community that knows no borders.</p>
Collaborate on the development of a common application system	Camosun participated in the working groups towards the development of a common application system across the province. In addition, the college completed submissions as required to the ministry, which included data and statements of practice for further use in support of this initiative.
Meet or exceed financial targets identified in the Ministry's Service Plan as tabled under Budget 2016	Camosun remains committed to financial accountability and sustainability and successfully managed our financial performance throughout the year reporting a small surplus at March 31st. Camosun continues to meet its reporting obligations to the Ministry that include quarterly financial results and forecast – operating and capital, student FTE, Annual Accountability report.
Support of the Administrative Service Delivery Transformation initiative	Participation in these cross-sector initiatives allow Camosun to leverage buying power and procurement expertise resulting in procurement efficiencies and small savings. Camosun participated in the following procurement initiatives, including membership on various working committees: office supplies, customs brokerage services, trades

	equipment and consumables, and fleet management services. During the year, Camosun implemented the UNIGLOBE One Travel management service and began planning for the replacement of the College's Multi-Functional Devices under the Ricoh Canada agreement negotiated in November.
<p>Camosun continues to conduct its affairs in a manner consistent with the legislative, regulatory and policy framework established by Government, including:</p> <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 (as long as it remains in place.)</li><li>2. 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>3. Conducting board matters in accordance with the best practice guideline.</li><li>4. 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, 2016 - March 31, 2017*

	Approved	Denied	Cancelled	% Denied	Total Apps	Funding Spent on Tuition & Fees
Spring/Summer 2016	244	120	13	32%	377	\$ 275,327
Fall 2016	395	230	38	35%	663	\$ 571,165
Winter 2017	389	196	26	32%	611	\$ 485,452
<b>TOTALS</b>	<b>1028</b>	<b>546</b>	<b>77</b>	<b>33%</b>	<b>1651</b>	<b>\$ 1,331,944</b>

*CUB Summary April 1, 2016 - March 31, 2017*

	Approved	Denied	Cancelled	% Denied	Total Apps	Funding Spent on Tuition & Fees
Spring/Summer 2016	119	11	3	8%	133	\$ 138,999
Fall 2016	163	18	23	9%	204	\$ 220,419
Winter 2017	153	9	17	5%	179	\$ 187,079
<b>TOTALS</b>	<b>435</b>	<b>38</b>	<b>43</b>	<b>7%</b>	<b>516</b>	<b>\$ 546,497</b>



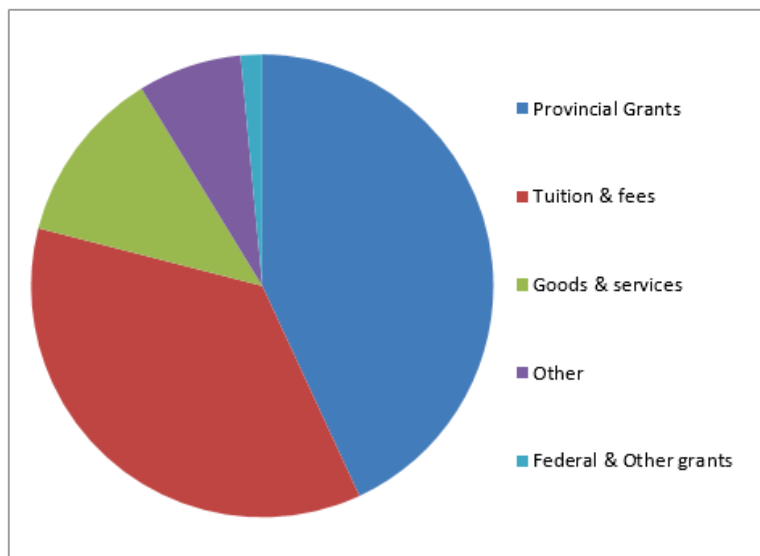
## Financial Information

2016/17 Fiscal Year

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

### Revenue

Revenue		
Provincial Grants	54.6	43%
Tuition & fees	45.5	36%
Goods & services	15.5	12%
Other	9.2	7%
Federal & Other grants	1.9	1%
	<u>126.7</u>	<u>100%</u>



### Expenses

Expenses

Salaries & benefits	95.6	76%
Supplies and services	14.9	12%
Costs of goods sold	3.7	3%
Amortization	7.6	6%
Minor repairs & maintenance	4.7	4%
	126.5	100%

