

# Building Capacity and New Careers in Red Seal Trades for Women Labour Market Study

Curriculum Enhancements for Diversity, Equity, and Inclusion in the Pipe Trades Foundation and Refrigeration Foundation Programs at Camosun College

**FINAL EVALUATION REPORT • JULY 9, 2025**



Prepared for:



Prepared by:



Canada



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**Disclaimer: The views and opinions in this report are those of its authors and not the official policy or position of the Government of British Columbia.**

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We also wish to thank all the course instructors, industry partners (employers), and program students who committed time to participate in interviews and surveys.



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# Executive Summary

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This report presents the final results of the evaluation of the *Building Capacity and New Careers in Red Seal Trades for Women* initiative at Camosun College.

The pilot program tested an enhanced curriculum which features diversity, equity, and inclusion (DEI) resources for Red Seal occupations at the pre-apprenticeship level. The pilot aims to support women and other equity deserving groups entering and completing Red Seal occupations in plumbing and pipe trades as well as refrigeration and air conditioning mechanic trades.

A key interest of the evaluation was to strengthen the evidence base for effective learning and training strategies for attracting and retaining women and other equity deserving groups in the skilled trades. The findings and lessons captured through the evaluation will assist post-secondary institutions in understanding effective interventions that remove structural barriers for women and other underrepresented groups in trades training programs and inform future learning resource development aimed at enhancing diversity, equity, and inclusion.

The evaluation design used a mixed methodology consisting of document review and key informant interviews with members of the program Governance Committee, course instructors, industry partners (employers), and program students. Program students also participated in surveys (pre-, end- and post-program).

## Evaluation Findings

### **PROGRAM RELEVANCE**

The program demonstrated its relevance in several significant ways.

Stakeholders from across the trades sector confirmed the importance of the enhanced curriculum and related initiatives at Camosun for reducing barriers for women and other equity deserving groups.

The program successfully contributed to greater intake and retention of students from underrepresented groups with a threefold increase in women in apprenticeship classes compared to previous years. Stakeholders recognize the importance of expanding DEI training across all aspects of the career journey (foundation programs, apprenticeship programs, and post-apprenticeship programs) to support greater retention of women in the trades.

Employers view the enhanced curriculum as an important aspect of addressing worker shortages in the skilled trades and they reported positive experiences hiring women and other underrepresented groups.

Industry organizations including the United Association (UA) of Journeymen and Apprentices of the Plumbing and Pipefitting Industry of Canada and the International Brotherhood of Electrical Workers (IBEW) have utilized the enhanced curriculum in their training activities, demonstrating its broad utility. Furthermore, the DEI work at Camosun College provided inspiration for launching the ConnectHER Hub at the British Columbia Institute of Technology (BCIT). The ConnectHER Hub is a dedicated office space and resource area to support and empower women and gender-diverse trades students.

## CURRICULUM CONTENT AND DELIVERY

Course instructors were introduced to the enhanced curriculum through training and orientation sessions, and they confirmed this was an effective approach to expand their knowledge of DEI and the different tools and resources they could use to create a welcoming and inclusive learning environment.

The enhanced curriculum has been generally well received by instructors and students. The mandatory components of the curriculum are impactful in terms of advancing key outcomes for students:

- Raising awareness about resources and supports that are available to students on campus.
- Establishing a code of conduct and promoting a respectful classroom environment.
- Generating meaningful discussions on the topic of microaggressions and demonstrating positive approaches for intervening.
- Enabling students to learn from mentors.
- Enabling students to develop/enhance their employability skills.

It's important for instructors to have some degree of autonomy when delivering the curriculum given the varied experience that students have with DEI concepts (e.g., some students may have much more experience or familiarity with DEI concepts which could inform the amount of time an instructor allocates to certain DEI topics).

It's important to continue to explore ways to integrate diverse experiences in the curriculum. For example, illustrating the compounding barriers faced by women and the multiple layers of identity that people have. This will better enable students to see themselves represented in the course and potentially contribute to greater retention in the program and the skilled trades sector.



## STUDENT OUTCOMES

The Foundation program (Pipe Trades, Refrigeration) is achieving a very high student success rate. Of the 117 students that were enrolled and scheduled to complete the program between January 2023 and December 2024, 93% (109) successfully completed the program.

Equity-deserving groups have a substantial presence in the program. Approximately one-third of the students in the Foundation program are from groups that are underrepresented in the skilled trades (e.g., women and non-binary gender, Indigenous peoples, and members of visible minorities) and all of these students successfully completed the program.

Students had a very positive and meaningful learning experience in the program. The large majority, including those from underrepresented groups, confirmed that they were respected and treated fairly by instructors, that instructors valued their opinion, and that they felt safe to approach instructors with their concerns. The majority of students also confirmed that they felt respected and supported by their classmates, but it was a smaller majority compared to what was experienced with the instructors.

Instructors and students observed that there were a small number of students who used inappropriate language or behaviour in the classroom and/or who held disparaging attitudes about the DEI. However, students were increasingly more confident and willing to speak out and hold individuals to account for inappropriate language and behaviour.

The program is successfully inspiring individuals to continue their career path in the skilled trades. All of the students from the underrepresented groups who provided feedback confirmed that they are registered for apprenticeship training or they are considering registering in the future. Most of the students expressed a specific interest in returning to Camosun for future training. The key attractions for returning to Camosun include the convenient location of the campus, the supportive and experienced faculty, and the welcoming environment at the College.

In general, it appears that individuals from underrepresented groups are encountering more difficulty with securing a Pipe/Refrigeration Trade job after completing the program. This reinforces the need for continuing to work with employers to address systemic barriers (e.g., discriminatory recruitment and hiring practices). It also highlights the importance of assisting individuals from underrepresented groups with networking and developing employer contacts in the trades sector.

## CHALLENGES AND OPPORTUNITIES FOR SUSTAINING PROGRESS

Recent developments with reduced revenues at Camosun College are posing challenges which could significantly impact future recruitment and retention of equity-deserving groups in the Trade and Apprenticeship programs. The two career exploratory programs, Indigenous Peoples in Trades Training (IPTT) and Women in Trades Training (WITT) are under fiscal constraint and currently paused.

Fortunately, the Empowering Women in the Trades program at Camosun is continuing. This program is for full-time female students (or students planning to enroll) in a Red Seal apprenticeship trades program. The program is designed to defray additional financial barriers facing women in the trades (e.g., educational costs, living costs, transportation costs, childcare costs, tools and protective equipment costs). There are also new initiatives underway that will support future recruitment at Camosun. This includes additional funding obtained through a corporate donation that will provide financial awards to trades students and bursaries for women in trades.

## **RECOMMENDATIONS**

The following recommendations focus on areas where Camosun College can continue to strengthen its strategies for attracting and retaining women and other equity deserving groups in the skilled trades.

### **Faculty Training/Orientation**

Continue to include the enhanced curriculum as part of the Foundation program and support and enable faculty across all skilled trades departments to complete the enhanced DEI curriculum training or participate in orientation sessions. This will ensure that students are introduced to DEI concepts and values at an early stage and help to ensure consistent messaging from instructors across programs.

Conduct the faculty training (and orientation sessions) as group learning events. This allows for more viewpoints and observations to be pulled into discussions and provides an enhanced learning experience for participants.

### **Curriculum Delivery and Student Support**

Continue to expand the diversity of instructors and guest speakers from underrepresented groups. These steps will further enable students to see themselves represented in the trades and promote greater retention in the program and ultimately the skilled trades sector.

Ensure that the instructor workload and class size is appropriate to allow instructors adequate time to interact with all students and monitor student interactions and behaviour. Students from underrepresented groups confirmed that they especially value the interaction time they have with instructors.

Ensure that adequate supports are available to assist students with finding an apprenticeship sponsor. For example, provide students with more guidance in preparing a strong resume. (e.g., instructors working more closely with students to share their expertise in crafting an impactful resume) and provide more direct coaching to strengthen job search and job interview skills (e.g., practice with business cold calling and walk ins). It's also important to assist individuals from equity deserving groups with building a support system, networking, and developing employer contacts in the trades sector.

Employers emphasized that working in the trades can be physically and emotionally demanding and can contribute to people leaving the trades. It's important for students to be introduced to this aspect of working in the trades to ensure they have realistic expectations. The Foundation and Apprenticeship programs should also provide and/or ensure students are directed to relevant resources to help students develop physical and mental health strategies to combat challenges and burnout.

## Sustaining Progress

Camosun College has been very proactive in developing and securing resources to advance the participation of women and other equity deserving groups in the skilled trades sector. However, recent financial challenges stemming from reduced international student enrolment pose significant challenges for sustaining important trades exploratory programs that target Indigenous peoples and women. Camosun is actively exploring alternative funding models/partners to support the continuation of these programs. It is important that all levels of government thoroughly consider the impacts of these changes to ensure that training in the trades remains accessible and effective.

The DEI initiatives undertaken at Camosun including the enhanced curriculum have served to inspire other organizations and inform their approaches and capacity for strengthening DEI activities. Camosun should continue to search for opportunities for sharing its DEI training resources with skilled trade organizations and associations and other sector stakeholders including employers and non-unionized contractors. Working with employers to address systemic barriers is especially important for ensuring that underrepresented groups have equal opportunity to secure apprenticeship positions and build long-term careers in the trades.

Employers confirmed that positive cultural changes are occurring in the workplace with gender stereotypes being challenged and women being accepted as equally capable as men. They also identified skill sets where women excel (e.g., attention to detail, customer relations and service). Additional research would be helpful in further understanding women's experience in the trades. For example, exploring the role of women (and equity deserving groups in general) in strengthening team dynamics in the workplace and making companies more attractive to a wider range of potential customers and employees. It would also be helpful to gain a deeper understanding of the barriers and challenges that contribute to women leaving the trades during the apprenticeship period (e.g., discriminatory recruitment and hiring practices, lack of mentors and supportive networks) and the types of strategies that can assist with retaining women in the trades at the apprenticeship and journey levels (e.g., inclusive and consistent workplace policies and practices, flexible workplace practices to help women balance work-life responsibilities).

The enhanced curriculum at Camosun is contributing to increased enrolment and retention of women in the Foundation program and there's been a corresponding increase in women entering Apprenticeship training. Despite significant **fiscal challenges**, Camosun remains committed to supporting and investing in this area as evidenced by the recruitment of the College's first Director of Equity, Diversity and Inclusion and work underway to establish a Centre for EDI. It would be an opportune time to initiate a longitudinal study to track the career advancement of women and other underrepresented groups as they move from pre-apprenticeship to employment in the trades. This information could help to inform the Centre's priorities and ensure programming is aligned with the real experiences of students as they navigate their career journey in the trades.

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# 1.0 Introduction and Program Description

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This report presents the final results of the evaluation of the *Building Capacity and New Careers in Red Seal Trades for Women* initiative at Camosun College.

Pacific Economic Development Canada (PacifiCan) funded a multi-institutional partnership among Camosun College, the British Columbia Institute of Technology (BCIT), and Okanagan College (OC) to pilot diversity, equity, and inclusion (DEI) resources for Red Seal occupations (plumbing and pipe trades, refrigeration and air conditioning mechanic trades) at the pre-apprenticeship level. The pilot project aimed to support women entering and completing these Red Seal occupations through development and delivery of enhanced learning resources.

The enhancements were developed in 2019 for implementation in 2020. However, the COVID-19 pandemic necessitated the development of online adaptations that were not part of the original design and put the evaluation of the launch on hold. Pandemic precautions were lifted during the third and fourth year of implementation.

The curriculum enhancements are comprised of individual and group activities and resources for trades program instructors to use with students during the trade foundation courses. Some are mandatory and some are optional for use at the instructors' discretion. The enhancements were built on six key outcomes for students which are informally referred to as "the big six"<sup>1</sup>:

<b>Anti-bullying and harassment</b>	<b>Resiliency skills</b>
<b>Communication skills</b>	<b>Mentorship</b>
<b>Employability skills</b>	<b>Equity and equality</b>

Collectively, the curriculum enhancements provide instructors with (a) a base for personally understanding the barriers faced by underrepresented groups<sup>2</sup> in the trades and (b) tools for classroom use. The resources are diverse and include scenarios, simulations, videos, print and graphic materials, an interview assignment, and mentorship tools.

The curriculum enhancements were originally intended to address elements of the construction industry which have traditionally presented barriers and discouraged equity-seeking groups from participating fully and equitably in trades training and employment. However, it was recognized that underrepresented groups did not create these barriers, and allies were needed to create a truly equitable, diverse, and inclusive environment. For this reason, the curriculum enhancements needed to be used with all students beginning in the foundations for apprenticeship programs.

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<sup>1</sup> Mentorship and Equity and Equality were added to the key outcomes and reflect a proactive response by the College based on initial feedback provided by students.

<sup>2</sup> Includes women and non-binary gender, Indigenous peoples, and members of visible minorities.

The curriculum enhancements were not intended to serve as a stand-alone curriculum or allocated a proportion of program hours. It was intended that they be fully integrated in the existing programs to replace, update, and supplement materials previously used that may have inadvertently perpetuated old stereotypes or reflected systemic bias about people working in construction trades. Their use does not reduce trade-specific, technical training time for students. The materials for students are supplemented with training materials for instructors who learn how to integrate the resources in their teaching with the guidance of a facilitator following a train-the-trainer model.

The following table shows the enhanced curriculum components. Some components are mandatory and others are optional for use at the instructors' discretion. Students are assessed a grade for the mandatory components which is attached to their completion mark. For example, students are required to submit a reflective questionnaire for the bystander intervention and microaggression components and the questionnaire has to be submitted to receive a grade.

**Table 1: Foundation Program Enhanced Curriculum Enhancements**

	Enhancements	Mandatory	Optional
Classroom Community	Icebreaker BINGO		✓
	Classroom Code of Conduct	✓	
	Scavenger Hunt Activity for Resources	✓	
	Bystander Intervention	✓	
	Microaggressions and Unconscious Bias	✓	
	Trade Walk (Privilege)		✓
	Hidden Barriers (Equity)		✓
	Different Tools (Bias)		✓
Communication and Group Work	Peer Feedback		✓
	6 Hats Diversity		✓
	Active Listening		✓
	Conflict Resolution		✓
Networking and Mentorship	Rolling Mentorship Project	✓	
	Interview a tradesperson		✓
	Speaker Activity Template		✓
Resilience and Student Success	SMART Goals	✓	
	Resiliency Self Assessment		✓
	Toolbox Talks		✓
Employability	Employer Attribute Search		✓
	Mock Interview	✓	
	Resume, Cover Letter and Job Application	✓	
	Apprenticeship Pyramid		✓

Overseeing this evaluation is a Governance Committee for the Camosun College School of Trades, Industry and Professional Studies which makes decisions regarding the curriculum enhancements in accordance with their role and responsibility for fiscal, ethical, and instructional oversight in trades programs. Representatives of the following bodies comprise the Governance Committee:

- Camosun College School of Trades, Industry and Professional Studies
- Industry Partners (e.g., BC Construction Association, Vancouver Island Construction Association, Construction Foundation of BC, SkilledTradesBC, United Association of Journeymen and Apprentices of the Plumbing & Pipefitting Industry of the US & Canada (UA324))
- Education Partners (e.g., Okanagan College)
- Government Partner (Ministry Post-Secondary Education and Future Skills)

The Governance Committee met on six occasions (Oct. 2022, Feb. 2023, Nov. 2023, Feb. 2024, May 2024, and Feb. 2025). The activities of the committee are documented in the meeting minutes which have been submitted as separate supporting documents for this report.

## Purpose of the Evaluation

With funding provided through the Ministry Post-Secondary Education and Future Skills, Camosun College conducted an external evaluation of the Building Capacity and New Careers in Red Seal Trades for Women. The evaluation assessed if the inclusive training and resources provided during training resulted in positive change in the learning/working environment for women and other equity deserving groups.

A key interest of the evaluation is to strengthen the evidence base for effective learning and training strategies for attracting and retaining women and other equity deserving groups in the skilled trades. The findings and lessons captured through the evaluation will enhance the partner post-secondary institutions (PSI)'s understanding of effective interventions that remove structural barriers for women and other underrepresented groups in trades training programs and inform future learning resource development aimed at enhancing diversity, equity, and inclusion.

The evaluation followed a three-phase approach:

- ▶ The first phase (November 2022 to February 2023) involved the planning and development of the Evaluation Framework.<sup>3</sup>
- ▶ The second phase (February to December 2023) involved a Developmental Evaluation of the implementation of the curriculum enhancements of the Foundation programs at Camosun College. A Developmental Evaluation Report was completed for this period.
- ▶ The third phase (January 2024 to May 2025) addressed the longer-term outcomes of the curriculum enhancements in the Foundation programs. An Interim Evaluation Report was completed in July 2024 and this report represents the draft Final Evaluation Report. The Final Evaluation Report was completed in June 2025.

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<sup>3</sup> Phase 1 was completed by Sandra Sellick and Associates. The evaluation framework was developed based on the key evaluation questions that emerged during the Phase 1 discussions with program stakeholders. The framework outlines sources and methods of data collection, timing, and responsibility.

Key evaluation questions addressed during the evaluation include:

1. How are the curriculum enhancements being perceived by the faculty and students who use them?
2. What changes or additions, if any, would make their reach more equitable, diverse, and/or more inclusive?
3. What short- and medium-term outcomes are being observed?
4. What evidence might suggest that use of the curriculum enhancements is contributing to the retention of students from equity-deserving or traditionally underrepresented groups in the Camosun College Pipe Trades harmonized program?
5. What evidence might suggest that the use of the curriculum enhancements is contributing to the attraction of students from equity deserving or traditionally underrepresented groups to trades training?

This report presents the Final Evaluation results and covers the period February 2023 to May 2025. Results from the earlier phases of the evaluation have been integrated where appropriate. The reader should note that some of the data collected during the most recent period is more complete for some cohorts depending on when they started the program.

## Foundation Program at Camosun College

The Foundation program at Camosun College runs for 30 weeks and is open to all gender identities (i.e., there is no segregation based on gender or any other demographic criterion except that students must be Canadian citizens or Permanent Residents of Canada). The enhanced curriculum is being used in two streams: the Pipe Trades Foundation program and the Refrigeration Foundation program.<sup>4</sup>

### **PLUMBING AND PIPE TRADES FOUNDATION**

The Plumbing and Pipe Trades Foundation program provides the skills and knowledge necessary for initial entry into specified occupations and trades. The program comprises the following core levels, in order:

- Trades Core
- Piping Core
- Gasfitting, Plumbing, Sprinklerfitting and Steamfitting Specialty Core

Students apply and extend their academic knowledge and practical skills during a one-week supervised field practice in an industry setting where they interact and build relationships with prospective employers and other tradespeople.

This Foundation program provides instruction in the theory and practices required to obtain credit for Level 1 apprenticeship in one of the following designated trades:

- Plumbing
- Pipefitting/Steamfitting
- Sprinkler Fitting
- Gas Fitting

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<sup>4</sup> The training for both programs occurs in the Plumbing and Pipe trades buildings. Historically the college has a low number for individuals that identify as females in these trades.

The training curriculum includes all of the following:

- TACC 109 - Trades Access Common Core - 150 hours
- PIPE 110 - Trades Core Practicals - 150 hours
- PIPE 119 - Piping Trades Access - 150 hours
- PIPE 120 - Piping Trades Practicals - 150 hours
- PIPE 130 - Pipe Trades Specialties - 300 hours

To qualify for the program certificate students must complete all courses in the program with a minimum grade of (COM) 70%.<sup>5</sup>

## **REFRIGERATION AND AIR CONDITIONING MECHANIC TRADES FOUNDATION**

The Refrigeration and Air Conditioning Mechanic Trades Foundation program provides the skills and knowledge necessary for initial entry into the Refrigeration and Air Conditioning trade. The program comprises the following core levels, in order:

- Trades Common Core
- Piping Common Core
- Refrigeration Specialty Core

This Foundation program provides instruction in the theory and practices required to obtain credit for Level 1 apprenticeship in the Refrigeration and Air Conditioning Mechanic trade. The training curriculum includes all of the following:

- TACC 109 - Trades Access Common Core - 150 hours
- PIPE 110 - Trades Core Practicals - 150 hours
- PIPE 119 - Piping Trades Access - 150 hours
- PIPE 120 - Piping Trades Practicals - 150 hours
- REFG 130 - Refrigeration Trade Specialty - 300 hours

To qualify for the program certificate students must complete all courses in the program with a minimum grade of (COM) 70%.<sup>6</sup>

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<sup>5</sup> Graduates from the Plumbing and Pipe Trades Foundation program are ready to start employment in plumbing, gasfitting, sprinklerfitting, and steam/pipefitting. They are also able to seek positions in other piping-related fields including irrigation, municipal services, solar system installation or plumbing wholesale supply. Graduates from the program can proceed with their apprenticeship training. The training in the Foundation program is consistent with provincial standards for plumbing and piping core knowledge and credit for completing this program may be applied to a four-year apprenticeship program.

<sup>6</sup> Graduates from the Refrigeration and Air Conditioning Mechanic Trades program are ready to start employment in the Refrigeration and Air Conditioning field. Graduates from the program can proceed with their apprenticeship training. The training in the Foundation program is consistent with provincial standards for refrigeration and air conditioning core knowledge and credit for completing this program may be applied to a four-year apprenticeship program.

The following table shows the start and completion dates for the program cohorts for the duration of the evaluation (January 2023 to May 2025). Of the 117 students that were enrolled and scheduled to complete the program between January 2023 and December 2024, 93% (109) successfully completed the program. A further 50 students are currently enrolled and making their way through the program (as of February 2025). None of the students that left the program before completion are from underrepresented groups. Individuals that left the program typically had attendance and/or other performance issues.

**Table 2: Start and Completion Dates for Foundation Program Cohorts**

Program	Cohort	Start date	Completion date	Number of students enrolled	Number of students completed	Cumulative total students completed
Pipe Trades Foundation	1	Feb. 6, 2023	Sept. 1 2023	12	12	12
	2	March 6, 2023	Oct. 6, 2023	6	6	18
	3	April 17, 2023	Nov. 10, 2023	CANCELLED		
	4	May 29, 2023	Dec. 22, 2023	9	9	27
	5	Sept. 11, 2023	April 12, 2024	18	18	45
	6	Jan. 8, 2024	Aug. 2, 2024	18	15	60
	7	April 15, 2024	Nov. 8, 2024	18	15	75
	8	Aug. 12, 2024	March 21, 2025	18	15*	NA
	9	Nov. 18,2024	June 27, 2025	18	17*	NA
	10	March 31, 2025	Oct. 24, 2024	18	NA	NA
Refrigeration & Air Conditioning Mechanic Trades Foundation	1	Sept. 11, 2023	April 12, 2024	18	17	17
	2	May 27,2024	Dec. 20,2024	18	17	34
	3	Feb. 5, 2025	Sept. 5, 2025	18	NA	NA

\* Represents number of students still active in the program at time of reporting.  
 NA – Not available at the time of reporting.



# 2.0 Evaluation Methods

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Relevant programs records, documents and information were reviewed as part of the evaluation including the enhanced curriculum Train the Trainer course and lesson outline as well as related resources (e.g., videos and content).

Key informant interviews and surveys were used to collect feedback from relevant stakeholders including course instructors and students, industry partners, and members of the Governance Committee.

The interview and survey tools described below are presented in Appendix A.

## **COURSE INSTRUCTORS**

Key informant interviews were conducted with eight Pipe/Refrigeration Trades course instructors.

The interviews were used to gain a fuller understanding of:

- The importance / value that instructors attach to the curriculum enhancements.
- The extent to which the different curriculum enhancements have been utilized by the instructors.
- The successes and challenges encountered by instructors in introducing the different curriculum enhancements.
- Potential changes or additions to make the curriculum enhancements more effective.
- The impact of the curriculum enhancements on students and instructors.

Instructors also shared their feedback on the enhanced curriculum at the end of a one-day DEI training and orientation session that was delivered in June 2024. A total of 11 course instructors and the Camosun College Director of Diversity, Equity and Inclusion shared their observations on the value of the training and the key lessons they gained for application in the classroom.

## **INDUSTRY PARTNERS**

Key informant interviews were conducted with six industry partners (employers).

The interviews were used to gain a fuller understanding of:

- The number of program graduates taken on as apprentices.
- The contribution made by program graduates in promoting a safe, respectful, and inclusive workplace.
- Potential improvements to the curriculum to support best possible outcomes for students.
- The most significant ongoing barriers and challenges related to equity, diversity, and inclusion in the skilled trades workplace / industry.

## GOVERNANCE COMMITTEE

Key informant interviews were conducted with six members of the Governance Committee.

The interviews were used to gain a fuller understanding of:

- The effectiveness of the structure and composition of the committee.
- Their views on the key achievements of the program.
- Their views on where the program has struggled and issues that still need to be addressed.
- The extent to which the progress and achievements of the program at this stage have met their needs and interests.

## FOUNDATION PROGRAM STUDENTS

Students in each of the participating cohorts were invited to complete a pre-course and end of program survey.<sup>7</sup>

The **pre-course survey** was designed to provide students with an opportunity to identify their goals for taking the course and the type of learning environment that would help them to be successful in the course. A total of 43 students completed the pre-course survey during the Developmental Evaluation phase and 23 during the Interim Evaluation phase.

The **end of program survey** was designed to provide students with an opportunity to reflect on their experience in the course and share their impressions including the extent to which they felt respected, valued, and supported. Students were asked to comment on what they learned about diversity, equity, and inclusion and if there was anything in the program that made them feel awkward, uncomfortable, or excluded. They were also asked to comment on the most valuable things (or most favourite things) that they gained from the course, the extent to which their learning expectations were met, and whether they would recommend the course to others. Finally, they were asked to share their suggestions on how the program could be further improved. A total of 14 students completed the end of program survey during the Developmental Evaluation phase and 19 during the Interim Evaluation phase.

A select number of students were invited to provide additional commentary on their experience through a **follow-up interview/survey** after they completed the course. The interview allowed former students an opportunity to further reflect and share their observations on the importance and impact of the Foundation program. This included their views on which aspects of the program were especially valuable in preparing them for their next career steps, their career related activities since completing the program, and the extent to which the program contributed to advancing their career (e.g., entering an apprenticeship, completing an apprenticeship, continuing to work in a specialised trade post apprenticeship).

A total of 19 students participated in the follow-up interview/survey during the course of the evaluation: 12 of the students are from underrepresented groups (e.g., women, non-binary gender, visible minority, identify as First Nations, Métis or Inuk) and seven are from traditionally overrepresented groups in the trades sector.<sup>8</sup>

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<sup>7</sup> Students are strongly encouraged to participate in the survey, but participation is voluntary and some students opted not to participate. The response rate for the pre-course survey is 81% (66 of 81) and the response rate for the end of course survey is 53% (33 of 62). The developmental evaluation phase (February to December 2023) also featured a mid-course survey which featured many of the same questions used in the end of program survey. Results from the mid-course survey revealed that the end of program survey was sufficient for capturing the necessary information for the outcome evaluation (a total of 11 students completed the mid-program survey). The elimination of the mid-course survey offered the additional benefit of reducing survey fatigue for students. A small number of questions from the mid-course that were not initially part of the end of program survey were integrated into the end of program survey for the final phase of the evaluation.

<sup>8</sup> Former students were invited to participate in a phone interview or submit their responses in a written format. Fifteen of the participating students chose to submit their responses in written format and four participated in a phone interview.

## DEMOGRAPHIC PROFILE OF SURVEY RESPONDENTS: PRE-COURSE AND END OF PROGRAM

It is important to note that students are at different stages of completion and as a result the response for the pre-course survey is higher than the end of program survey. Students are strongly encouraged to complete the surveys, but some students opted not to. A total of 85 students completed the pre-course survey and 42 students completed the end of program survey.

The surveys include a series of demographic questions. The following tables show the demographic characteristics of the respondents at pre-course and end of program. Students are not obligated to answer every question in the survey and as a result some questions have a lower response rate than others. The initial version of the pre-course survey did not include demographic questions and as a result this data is missing for five of the 85 students that completed this survey.

### Age

The large majority of students that completed the pre-course survey are under the age of 25 (63%) and 37% are 25 years of age or older.

**Table 3: Age of Survey Respondents**

Age	Pre-course survey		End of program survey	
	Number	Percent	Number	Percent
Under 20	33	41.3%	15	35.7%
20 to 24	17	21.3%	11	26.2%
25 to 29	8	10.0%	3	7.1%
30 to 34	9	11.3%	3	7.1%
35 to 39	8	10.0%	2	4.8%
40 to 44	2	2.5%	3	7.1%
45 to 49	2	2.5%		
50 or older	1	1.3%	3	7.1%
Prefer not to answer			2	4.8%
<b>Total</b>	<b>80</b>	<b>100%</b>	<b>42</b>	<b>100%</b>



## Gender Identity

The large majority of students that completed the pre-course survey are men (79%) while women and other gender identities account for 21% of the students.

**Table 4: Gender Identity of Survey Respondents**

Gender identity	Pre-course survey		End of program survey	
	Number	Percent	Number	Percent
Woman	15	18.8%	11	26.2%
Man	63	78.8%	28	66.7%
Transgender				
Non-binary	2	2.5%	1	2.4%
Prefer to self-describe				
Prefer not to answer			2	4.8%
Total	80	100%	42	100%

## Indigenous Identity

A small percentage of the students that completed the pre-course survey identify as Indigenous (8%).

**Table 5: Survey Respondents who Identify as Indigenous**

Indigenous identity	Pre-course survey		End of program survey	
	Number	Percent	Number	Percent
No, I'm not First Nations, Métis or Inuk (Inuit)	74	92.5%	38	90.5%
Yes, First Nations (North American Indian)	2	2.5%	1	2.4%
Yes, Métis	4	5.0%		
Yes, Inuk (Inuit)				
Prefer not to answer			3	7.1%
Total	80	100%	42	100%

## Identify as a Visible Minority

Approximately 26% of the students that completed the pre-course survey identify as belonging to a visible minority group.

**Table 6: Survey Respondents who Identify as a Visible Minority**

Identify as a visible minority	Pre-course survey		End of program survey	
	Number	Percent	Number	Percent
Yes	21	26.3%	7	16.7%
No	55	68.8%	34	81.0%
Prefer not to answer	4	5.0%	1	2.4%
Total	80	100%	42	100%

## First Language

The large majority of students that completed the pre-course survey have English as their first language (93%) while 7% have a language other than English as their first language.

**Table 7: First Language Status of Survey Respondents**

English as first language	Pre-course survey		End of program survey	
	Number	Percent	Number	Percent
Yes	74	92.5%	35	83.3%
No	6	7.5%	7	16.7%
Prefer not to answer				
<b>Total</b>	<b>80</b>	<b>100%</b>	<b>42</b>	<b>100%</b>

Based on the demographic data provided, at least 34 of the students are from demographic groups that are underrepresented in the skilled trades including:

- 21 individuals who self-identify as being a member of a visible minority.
- 17 individuals who self-identify as women or non-binary.
- 6 individuals who self-identify as Indigenous persons (First Nations, Metis, other Indigenous group).

## Highest Education Level Completed

Approximately 51% of the pre-course survey students entered the course with a high school or middle school education and 43% of the students entered the course with some level of post-secondary education.

**Table 8: Highest Education Status of Survey Respondents**

Highest education level completed prior to starting the course	Pre-course survey		End of program survey	
	Number	Percent	Number	Percent
Junior High / Middle school	3	3.8%		
Self-guided learning*	5	6.3%		
High school	38	47.5%	29	69.0%
Completed some college courses	11	13.8%	4	9.5%
Graduated with college diploma or certificate	9	11.3%	5	11.9%
Completed some university courses	6	7.5%	1	2.4%
Graduated with university degree	8	10.0%	1	2.4%
Prefer not to answer			2	4.8%
<b>Total</b>	<b>80</b>	<b>100%</b>	<b>42</b>	<b>100%</b>

\* Includes online correspondence course, professional development activities.

Several of the students confirmed that they have learning challenges (e.g., English is their second language, health conditions that manifest as inattention, hyperactivity, and impulsivity).

## Prior Trades Training

At least 33% of the pre-course survey students entered the course with some form of job site experience. Ten percent of the students entered the course with high school trades training (TASK) and 11% of the students entered the course with Women in Trades Training (WITT).

**Table 9: Prior Trades Training of Survey Respondents**

Trades training*	Pre-course survey (n=80)		End of program survey (n=42)	
	Number	Percent	Number	Percent
I did not complete any trades training prior to starting this program	36	45.0%	26	61.9%
WITT Sampler (Women in Trades Training)	9	11.3%	3	7.1%
IPTT Sampler (Indigenous Peoples in Trades Training)				
TASK (High School trades training)	8	10.0%	9	21.4%
Other Foundation program (e.g., CNC Machinist, Heavy duty mechanic, Welder, Sheet Metal and Metal Fabrication)	6	7.5%	1	2.4%
Other Apprenticeship training (e.g., carpentry, fine furniture, culinary arts)	5	6.3%	1	2.4%
Red Seal	1	1.3%		
Job site experience	26	32.5%	7	16.7%
Self guided learning (e.g., online tutorials, professional development activities, job shadowing, correspondence course)	8	10.0%		

\* Students were allowed to indicate more than one response

## WOMEN IN TRADES TRAINING (WITT) STUDENTS

In November 2024, two Camosun faculty members facilitated a one-day information / learning event with students in the WITT program<sup>9</sup> where they introduced information and resources from the enhanced curriculum. At the end of the session the students were invited to complete a brief survey to share their observations on the value of the presentation. A total of 14 students completed the survey.

The demographic profile of the 14 students is as follows:

- Half of the students are between the ages of 20 to 29 and half are between the ages of 30 to 39.
- Twelve of the students identify as women, one identifies as non-binary, and one preferred not to disclose their gender identity.
- One student identifies as Indigenous and four identify as belonging to a visible minority group.
- Twelve of the students reported English as their first language.
- Nine of the students have completed some level of post-secondary education.
- None of the students completed any trades training prior to starting the WITT program.

<sup>9</sup> The WITT initiative is part of a long-term strategy to match women's skills to the needs of B.C.'s workplace. WITT is open to women with various backgrounds and skill levels who are looking for a career within the trades. The 12 week program is designed to allow participants an opportunity to explore careers options in the trades, with a focus on safety, skills upgrading, and enhancing job readiness. Camosun offers two different sponsorship avenues through its WITT office:

- Trades Skills Foundation (TSF) for Women programs, and/or
- Foundation sponsorship into one of Camosun's skilled Trades Foundation/pre-apprenticeship programs.

# 3.0 Evaluation Results

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## 3.1 Enhanced Curriculum Development and Instructor Training

An instructor from Camosun College was extensively involved with the design team during the development phase of the enhanced curriculum. Stakeholders also worked with the BC Centre for Women in the Trades (BCCWITT) which provides training at the employer level on similar diversity, equity, and inclusion issues (DEI). BCCWITT was able to share some of their lessons learned and resources which helped to inform the development of the enhanced curriculum.

Working on a project with three different institutions spread across the province, especially during COVID, presented some challenges at the outset. As noted by one stakeholder, there were communication challenges trying to manage programs and also issues with ensuring that there was adequate support. It was suggested that the enhanced curriculum might have gained greater attention and traction had it been strategically centred at one location like Camosun College with a focus on introducing the curriculum across multiple programs at the college.

### **TRAINING ACTIVITY UP TO DECEMBER 2023**

An instructor from Camosun College and a faculty member from Okanagan College co-facilitated the train-the-trainer sessions. The representative from Camosun College focused on the DEI resources while the representative from Okanagan College focused on the pedagogical approach to instruction. This was an effective approach for delivering the training as it allowed the two facilitators to draw on their unique experience for presenting the information and resources.

By the end of 2023, a total of six Camosun College employees and an employee from Okanagan College had completed the training. A small number of Camosun employees were also informally introduced and mentored in the use of the resources. It was hoped that more faculty could be reached, but COVID interfered with the rollout phase of the project and delayed or limited the extent of training that was completed in 2022/2023.

Training for instructors was offered as a hybrid in-person and virtual format. Instructors confirmed that the training was easy to grasp and understand.

Instructors confirmed the importance of continuing to provide training and orientation on DEI and offered the following suggestions for the delivery of DEI training in the future:

- Provide training or orientation for new instructors when they start at Camosun. This could be coupled with offering the training to existing instructors who have yet to go through the training.
- Provide periodic opportunities for instructors to have discussions on DEI to help sustain a strong awareness of the principles and approaches for creating and maintaining an inclusive learning environment. For example, include DEI training / orientation activities as part of ongoing faculty meetings and/or team building events.
- Conduct the training and orientation sessions in group sessions (e.g., 10 or more participants) as this allows for more viewpoints and observations to be pulled into discussions and provides an enhanced learning experience.

## Comments from instructors on the impact of DEI training and the enhanced curriculum.

*I've become less presumptive and more open minded about engaging with students to understand why they might be struggling with an activity in the course. If the student is struggling in some way or not following the student code of conduct I engage with them to see what's wrong and if a solution can be found to help them succeed.*

*A major impact of the program is how it's influenced the way instructors interact with students, particularly students who have more barriers. We now have a better understanding of the needs of those students and the idea of equity-based education and the barriers those students might face. In general, the demographic of trades instructors is fairly male dominated, but also very cisgender white male dominated and this program has enabled instructors to expand their awareness of the barriers experienced by other demographics.*



The only fee associated with training is the cost of paying the facilitator and there are several individuals who were involved in developing the enhanced curriculum who could facilitate the training. Although there is interest in delivering the training to more Camosun faculty and its institutional partners, it can be challenging to act on this without broader support (i.e., the training needs to be prioritized by colleges and release time needs to be allotted for instructors / faculty to take the training).

Another challenge is that the trades programs often need to rely on outside professionals to come in as substitute instructors for short periods (e.g., two weeks) and these individuals may not have adequate training and/or experience with DEI principles which could impact the classroom dynamic.

Instructors emphasized the importance of expanding the training to other departments at Camosun (e.g., carpentry, electrical, sheet metal) and that ideally all instructors should have an opportunity to take the training (or at least an orientation) to become more familiar with DEI principles. It was noted that the intention from the outset was to produce resources that would not be trade specific and could be easily used and adapted for any program. The training/orientation would strengthen the capacity of instructors across all departments to understand the perspective of women and other equity deserving groups and how they are impacted by offensive conduct and microaggressions (e.g., insensitive statements, questions, or assumptions).

Instructors confirmed that the training helped them expand their knowledge of DEI. One instructor emphasized the importance of training to help instructors present DEI material with the appropriate tone and emphasis (e.g., being sincere and presenting the material in a respectful manner). Another instructor observed that educators in the trades are highly skilled tradespeople but typically they are not highly skilled DEI advocates. It was suggested that it can be challenging to teach others about DEI if they have limited relatable experience in these areas.

Instructors believe it's important to explore the potential for integrating DEI resources beyond the Foundation program. Presently, the only enhanced curriculum resource that is being delivered in apprenticeship training is the mentorship piece. Instructors noted that the apprenticeship program is very intense (six to ten weeks) with a considerable amount of content to cover which presents a constraint for introducing new components. However, one instructor suggested that a small amount of DEI content should be integrated into each of the apprenticeship

programs at Camosun to ensure that there is continuity across the programs. This is especially important in the context of the Level 1 apprenticeship where there are some individuals coming directly out of the industry and into the classroom without any background training related to DEI.

Instructors suggested that there could be value in introducing the DEI material with 1st year apprenticeship students, perhaps in a refresher format where students could discuss what they observed and experienced in the field and relate it to DEI. The challenge would be trying to fit any DEI refresher material into the current program schedule. Instructors observed that this will likely require a conversation and negotiation between the College and SkilledTradesBC to accommodate additional DEI content in the apprenticeship programs (e.g., extend the program to enable instructors to deliver the training in a more manageable manner).

### **TRAINING ACTIVITY IN 2024**

In June 2024, a one-day DEI training/orientation session was delivered at Camosun College. A total of 11 plumbing instructors attended the session. In addition to the 11 instructors, Camosun College Director of Diversity, Equity and Inclusion attended for the full day as well as the Chair for Trades and Special Projects.

## **Enhanced Curriculum Development and Instructor Training**



Participants confirmed that the training was valuable and emphasized that learning in a group setting with interactive exercises was a particularly effective learning approach. As described by one participant *“it is very helpful to have workplace policies but more importantly, when onboarding new knowledge and practices such as DEI, it is more valuable to learn and witness together.”* Another participant emphasized that they would *“love to see Camosun do some team building seminars similar to this. I have done a lot of team building training and I think it is a great way to get the best results from a team of staff members. It might be a good idea to include some other departments into this mix... I am proud to be a member of such a great team!”*

Several instructors reported that the training directly expanded their awareness of their leadership role as someone who can be a positive influence and how DEI issues can impact the learning experience of students. As noted by one participant the session revealed how much instructors *“as leaders and educators, can impact students and workers in the field.”*

Results from the student survey were shared with the instructors during the session. Instructors found the student observations and feedback to be very informative. The results provided instructors with a better understanding of the features of an effective learning environment and the learning activities and approaches that students value the most.

Participants confirmed that they learned about approaches and techniques for establishing an inclusive and respectful classroom and how to recognize and respond to issues. Key lessons that participants gained from the session include:

- Establish a class code of conduct jointly with students to promote class cohesion and a safe and inclusive classroom.
- Be more aware of barriers and personal biases and never make assumptions.
- Be approachable to students so that they feel safe and develop trust to share any concerns they have.
- Be aware of the different types of bystander intervention and understand the importance of taking action rather than ignoring issues in the classroom.
- Introduce the microaggressions exercise for students to help them understand what microaggression are, generate discussion, and think through ways of speaking to others in a sensitive manner.
- Provide guidance to students on the types of additional supports that are available through the College and the process for accessing them.

One participant observed that the core curriculum is *“very packed”* which can make it difficult for instructors to integrate all elements of the DEI content. The one-day training/orientation session was viewed as valuable for providing guidance on the DEI related activities that instructors might consider prioritizing.

Participants believe that it would be valuable for all skilled trades instructors to have an orientation to DEI. As described by one participant, having DEI principles integrated in the curriculum is important and training institutions represent the front line in promoting a change in culture.

## Comments from instructors on why it's important for them to be proactive in creating an equitable, diverse and inclusive learning environment.

*To create an inclusive and safe space.*

*To be a leading cause of change that students can learn from.*

*It's critical to ensure the best results of everyone in the class as well as change the culture of worksites going forward. Many people have no concept of the difficulties of others so going over this content with everyone ensures we all have a responsibility to keep an eye out for ways to improve.*

*All students benefit from a supportive and inclusive classroom and it makes for a better learning environment.*

*Equity and diversity are an important part of any trade. It's a required skill and as instructors we should not be contributing to any old school mentality. We should be setting the example.*

*To change the culture in the trades.*

*It's important that everyone has the same opportunity to work in the trades. We need so many people for the trades and everyone should be given the same opportunity to learn and enter the trades. It is critical that instructors be inclusive to everyone interested in the trades.*

*Safety is hugely important in the trades and valuing and promoting DEI principles is crucial for supporting and ensuring a safe work site.*



## OTHER APPLICATIONS OF THE ENHANCED CURRICULUM CONTENT

The enhanced curriculum has been shared and used by other organizations, demonstrating its importance and utility. Content from the curriculum is being used by the United Association (UA) of Journeymen and Apprentices of the Plumbing and Pipefitting Industry of Canada for their training initiatives. Some of the activities related to bystander intervention and microaggressions are being adopted by International Brotherhood of Electrical Workers (IBEW) for their training.

British Columbia Institute of Technology (BCIT) has taken inspiration from the DEI work at Camosun in launching the ConnectHER Hub, a dedicated office space and resource area to support and empower women and gender-diverse trades students.

As noted by a Camosun instructor, the next step is to advance the reach of the program into the private sector and bring non-unionized contractors on board to support the initiative. Another potential application is to provide information and/or training sessions to employers using content from the enhanced curriculum.

## 3.2 Course Structure and Curriculum Delivery

The Foundation program is structured as a 30-week course. The program was initially structured to take in six new students every ten weeks with a maximum class size of 18 students progressing at different stages through the program (i.e., three cohorts in one class). Starting in September 2023, the structure was changed when the intake period transitioned to every 5 or 6 months with 18 students entering and starting the program at the same time.

Instructors confirmed that the new structure has greatly improved the teaching and learning environment with all students working at the same level and working on similar activities. The new structure has eliminated the need for repeating the same lectures to three different cohorts and increased instructor availability to meet with students and explain and expand on the lecture material.

Instructors noted that it's easier to stay on topic and on task when the group is collectively working at the same stage. However, there have been some logistical challenges given the limitations of physical space and tool availability. Instructors have been creative in finding approaches for all students to be engaged in project work (e.g., splitting the group in two and having them work on different projects).

Instructors confirmed that the length of the course (30 weeks) is generally sufficient to get through the enhanced curriculum components. The makeup of the class in terms of student experience and aptitude can be a major factor in determining how much of the enhanced curriculum is covered during the course. Instructors observed that some students are quite well educated and well-rounded in their experiences with DEI while others have very limited exposure to the concepts and need to start at a very basic level.

It's important that instructors have some degree of flexibility and autonomy when delivering the enhanced curriculum given the varied experience that students have with DEI concepts. Instructors can determine the optional activities that are best suited for the needs of the students, depending on their knowledge and exposure to DEI concepts. Having optional activities is also important for when there are opportunities in the schedule to present additional materials/resources to the class.

The program has experienced some challenges with maintaining consistent instructors due to unexpected health and medical issues. This made it necessary to rotate staff to cover absences. Although it would be ideal to have at least one instructor who consistently stays with the cohort throughout the duration program, this is not practical given that some instructors have certain areas of expertise and are more qualified to deliver the training than others. This reinforces the importance of having more faculty trained in the enhanced curriculum to promote consistency in the delivery of the curriculum and ensure that all instructors are familiar with the rationale behind the DEI enhancements. One instructor stressed the importance of training more faculty in the department so that their peers can witness the benefits of using the enhanced curriculum and stimulate further uptake and use of the DEI material.

Instructors observed that a growing number of students are experiencing personal challenges including mental health issues which can compromise their performance in the program. Instructors confirmed the importance of the student counselling services that are available at Camosun and they actively promote these services to students. One instructor emphasized that they continue to encounter some students, mainly men, who appear to be very ambivalent and disinterested in seeking help.

### 3.3 Enhanced Curriculum Content

The enhanced curriculum features a combination of mandatory and optional activities. Instructors confirmed that the activities have been generally well received by students.

One instructor observed that younger males tend to have fewer issues with the DEI content than older males. It was suggested that older males tend to hold more stereotypical views of gender roles. It was further noted that older males generally have a more difficult time adjusting to the DEI standards and expectations in the classroom but they are managing to adapt as they come to appreciate that they won't progress far in the program unless they make the appropriate adjustments.

Several activities are highly valued by the students and instructors including:

- Classroom code of conduct.
  - The exercise is valuable from the standpoint that it purposely engages students to take a role and ownership in co-creating the ground rules for acceptable behaviour in the class. This activity has been very well received by students in the Foundation program and it's now being used in the apprenticeship classes.

*As described by one instructor “this activity provides an important first opportunity to introduce students to DEI principles and establish an inclusive classroom. It’s important for underrepresented groups to feel safe when reporting concerns to instructors and for instructors to stop any inappropriate behaviour in a timely manner and raise awareness about how students are to conduct themselves. Establishing a code of conduct with the class at the start of the course is very important as the code can be referenced to remind students that they are all accountable to the standards they discussed and agreed to.”*
- Scavenger hunt activity.
  - Instructors see tremendous value in the scavenger hunt activity. The activity enables students to identify and more readily connect with resources located on campus. Students are required to physically visit the different resources that are available including counseling and supports (e.g., supports for individuals who identify as LGBTQ2+, supports for women, supports for individuals who need financial assistance, etc.). Instructors noted that students enjoy searching around campus in small groups and taking selfies in front of the different campus resources.
- Mentorship project.
  - The mentorship activity is highly valued by the students as it provides an opportunity to expand their network of contacts and pose questions to other students who are further ahead in their training. The mentorship activity has evolved since Camosun shifted to its new intake structure. The program now has at least two groups of 18 students on campus at the same time with one group significantly further along in the program than the other group (e.g., one group is at week 20 and the other group is at week 1).
  - The program is also utilizing students from apprenticeship courses for mentoring students in the Refrigeration Foundation program. Foundation students complete a day long session where they are partnered with students in the fourth-year refrigeration apprenticeship course. Foundation students are able to learn advanced skills from the apprenticeship students and apprenticeship students are able to practice their mentoring skills. One instructor emphasized that they would like to see this approach expanded across all the Foundation programs.

- Bystander intervention, microaggressions and unconscious bias.
  - Instructors are very impressed with the self-directed learning activities such as the animated video activities dealing with microaggression which are very realistic. Both male and female students shared positive feedback to instructors on the quality and value of the video resources.
  - Instructors noted that younger male students tend to be surprised that microaggressions continue to be a such a major problem in the workplace. Instructors observed that the newer generation of students seem to be more socially aware of the importance of promoting DEI in the workplace while older males are typically more indifferent about the matter.
  - Instructors confirmed that these activities have promoted student led conversations in the classroom and instructors have observed students positively intervening in situations in the shop. For example, they have witnessed students taking it upon themselves to assist and support someone in an uncomfortable situation and/or using alternative approaches to address a situation using the information they gained through the program.
  - One instructor emphasized that it's important for instructors to be aware that the subject material and the discussions that arise from the material can be discomforting for some students and possibly even traumatizing. It was noted that it can be challenging for instructors to support those students affected by the material without the proper training or relevant personal experience to draw on. It was suggested that someone with specialized training in this area should be on hand to facilitate these discussions to ensure students feel safe and have access to follow-up support. Another instructor suggested that it would be helpful to expand the training to develop and enhance instructor skills to support students who are triggered by the material in addition to referring students to the counselling services available through Camosun.
  - Instructors have heard back from some students who encountered the exact experiences depicted in the animated videos when they started a work placement. Instructors and students are gaining an appreciation that it's going to take time for negative attitudes and behaviours to change in the workplace, but the training is an important step in enabling students to respond and cope.
- Employability activities.
  - Instructors and students highly value the enhancements that promote career planning and employability. Students have provided positive feedback to instructors in relation to resume writing and mock interview activities. Some students have never participated in a job interview before or for a job in the construction sector and the mock interview exercise provides valuable exposure to what they can expect.



Instructors are generally satisfied with the variety of student role play exercises in the enhanced curriculum, but it was suggested that some of the scenarios could be enhanced by providing more details and context. For example, it was suggested that the scenario that addresses different approaches for communicating with difficult people could be more detailed.

One of the limitations of the self-directed learning activities (e.g., viewing the animated videos) is that it places all the responsibility on the student for completing the activity and it's difficult for instructors to assess the extent to which students are reviewing the material in a thorough manner. It was suggested that some students might be quickly browsing through some of the DEI materials because they feel a need to concentrate on other course requirements. In response to this situation instructors started showing the videos as a collective group exercise followed by a group discussion. This approach provides greater accountability for ensuring that the students view and process the DEI materials thoroughly.

One instructor noted that they purposely use an interactive approach when presenting the microaggression material. They read out each microaggression scenario twice to the classroom – once without vocal inflection and once with vocal inflection to ensure students grasp the appropriate meaning of the scenario. The instructor emphasized the importance of presenting the scenarios in a serious manner to ensure that students give serious attention to what's occurring in the scenarios.

Instructors confirmed that the group activities in the enhanced curriculum foster good discussions and reinforce learning. However, depending on the makeup of the cohort, the group approach may not be appropriate for some activities. It would be helpful if there was additional guidance for instructors on how to restructure student activities as a group or individual activity where appropriate.

One activity that did not go as well as expected involved guest speakers who provided a presentation and spoke about sensitive issues including abusive situations. The presentation caused emotional stress for several students. It was decided not to repeat this presentation with future classes given how triggering the subject matter can be for some individuals.

Instructors are generally satisfied with continuing the current set of mandatory activities and there is no need to make any of the optional activities mandatory. As noted earlier in this report, instructors appreciate having the autonomy to integrate the optional components where they feel it will be beneficial based on student knowledge of and experience with DEI concepts.

The curriculum enhancements are intended to promote six big outcomes for students: anti-bullying and harassment, communication skills, employability skills, resiliency skills, mentorship, and equity and equality. Instructors confirmed that most of the outcomes are adequately covered through the enhanced curriculum. In some instances, the amount of time devoted to certain issues is informed by the prior experience that students have with these issues. One instructor noted that the resiliency piece is covered in a very subtle way as it is more challenging to tie into physical tasks / projects.

One instructor observed that the enhanced curriculum broadly reaches across many different demographics and that there are additional opportunities to further diversify the curriculum and reduce barriers to inclusion. For example, it was suggested that more could be done to indigenize components of the curriculum which would ideally involve collaborating with Indigenous knowledge holders to develop appropriate resources and activities.

It was emphasized that while the initial intention was to create a curriculum for women, it's important to recognize that there are compounding barriers faced by women (e.g., Indigenous women, women of colour) and expanding the scope of the curriculum to reflect the diversity in society will further serve to enable students to see themselves represented in the curriculum and potentially contribute to greater retention in the program and the trades sector.

## 3.4 Student Expectations and Outcomes

### 3.4.1 STUDENT EXPECTATIONS

The pre-course survey included a series of questions that examined the goals of students and their expectations including the type of learning environment that would help them succeed in the course. In the following analysis comparisons are drawn between groups traditionally overrepresented in the skilled trades sector (i.e., men, non-visible minority) and groups underrepresented in the trades (i.e., women and non-binary gender, Indigenous peoples, and members of visible minorities).

The corresponding data tables for the figures presented in this section are presented in Appendix B.

#### STUDENT GOALS

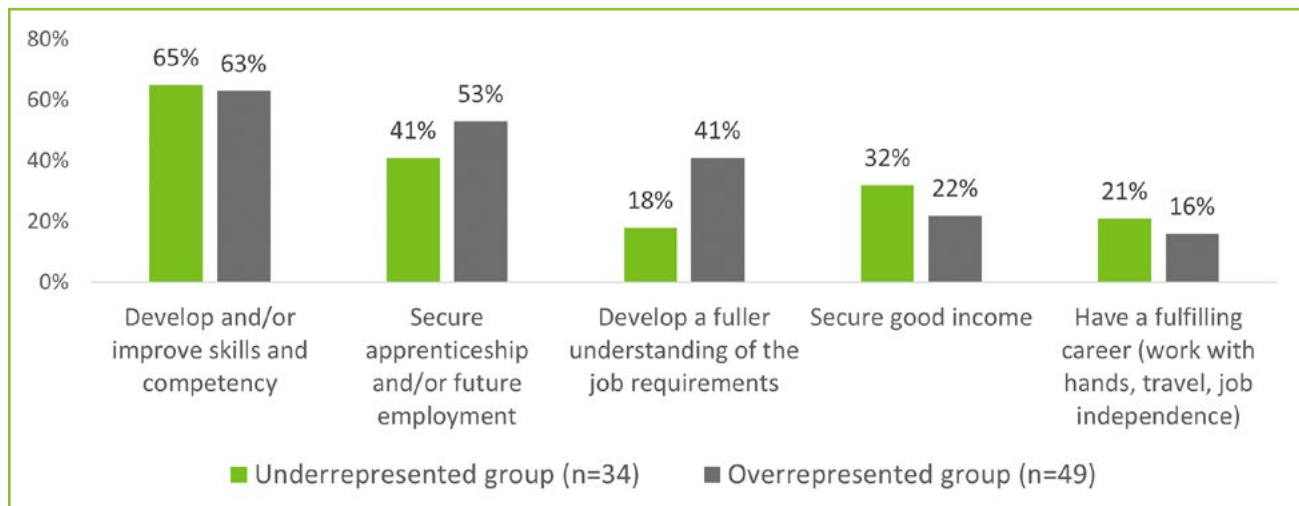
Students were asked to identify up to three goals that they wanted to achieve through the course.

The most common goals identified by students from the overrepresented group include developing and/or improving skills and competency in a trade (63%), securing an apprenticeship and/or future employment (53%), and developing a fuller understanding of the job requirements of a plumbing and pipe fitting / HVAC tradesperson (41%).

The most common goals identified by students from the underrepresented group include developing and/or improving skills and competency in a trade (65%), securing an apprenticeship and/or future employment (41%), and securing a good income (32%).

The following figure presents the top five goals identified by students.

**Figure 1: Student goals in taking the course**

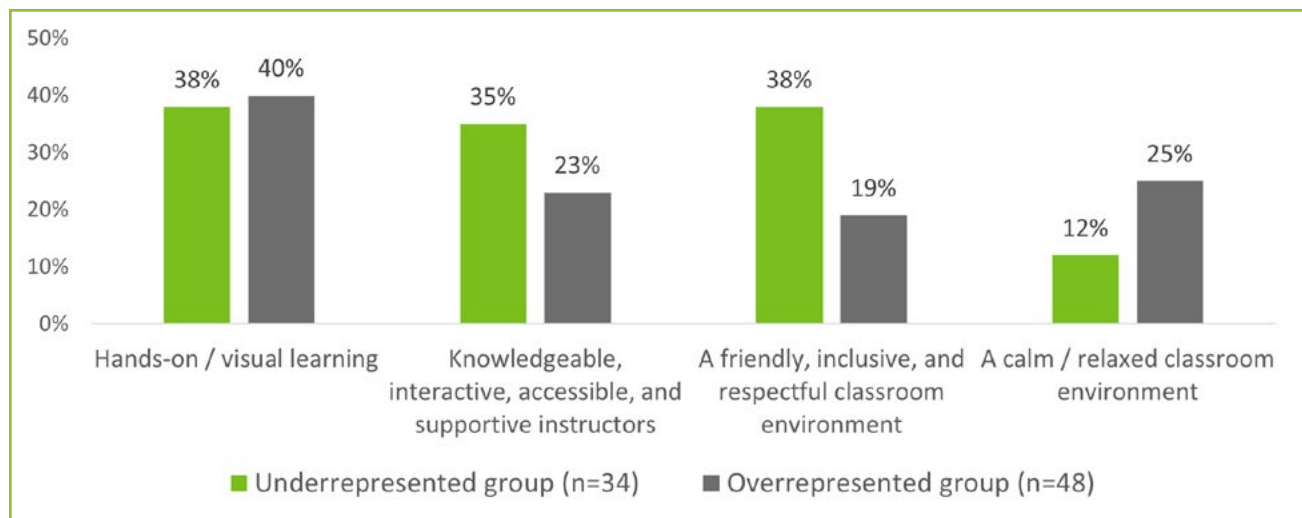


## LEARNING ENVIRONMENT

Students were asked to describe the kind of learning environment that would enable them to succeed in the course. The most common features identified by the overrepresented group include having hands-on learning opportunities (40%), having a calm / relaxed classroom environment (25%), and having good instructors (23%). One student stressed the importance of having a consistent course instructor across the full duration of the course.

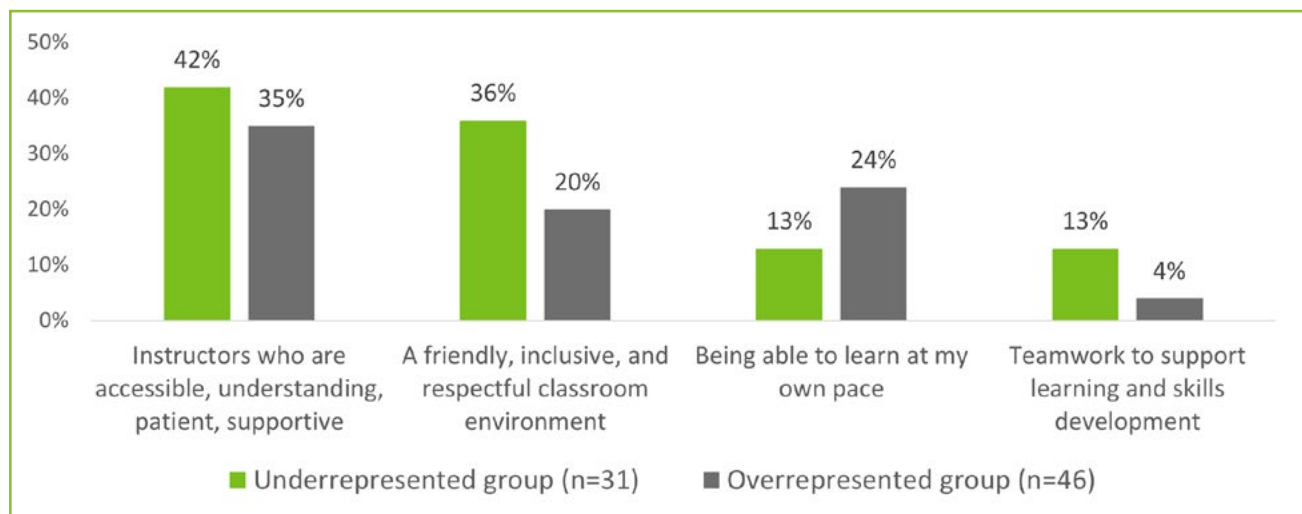
The top-ranking features identified by the underrepresented group include having a welcoming classroom environment (i.e., friendly, inclusive, and respectful) (38%), having hands-on learning opportunities (38%), and having good instructors (35%). The following figure presents the top four features identified by students.

**Figure 2: Features of an effective learning environment**



Students were asked to describe what would make them feel comfortable as a learner in the course. The most common features identified by overrepresented and underrepresented groups alike include instructors who are accessible, understanding, patient, and supportive (35% and 42%) and a welcoming classroom environment (i.e., friendly, inclusive, and respectful) (20% and 36%). A higher proportion of students from the underrepresented group identified these features compared to students from the overrepresented group. The following figure presents the top four features identified by students.

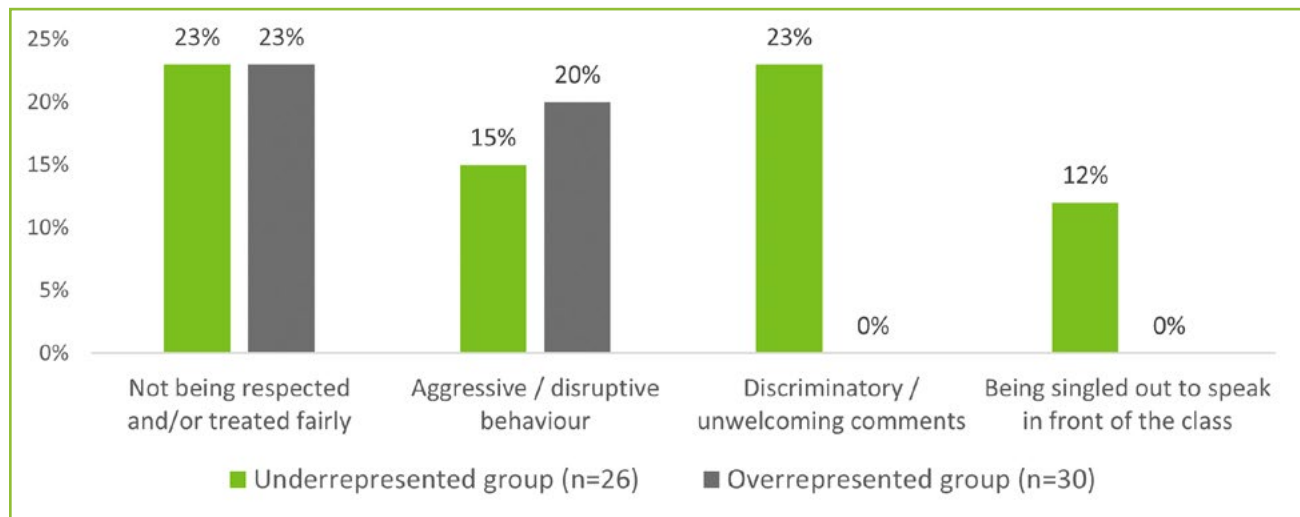
**Figure 3: Features that make students feel comfortable**



Students were asked to identify things that would make them feel awkward or uncomfortable in the learning environment. Only about two-thirds of the students chose to respond to this question. The most common issue identified across all students is not being respected and/or treated fairly (23%).

The most common issues identified by students from the underrepresented group include not being respected and/or treated fairly (23%), discriminatory / unwelcoming comments (23%), and aggressive / disruptive behaviour (15%). The following figure presents the top four things that make students feel uncomfortable.

**Figure 4: Things that make the learning environment feel awkward or uncomfortable**

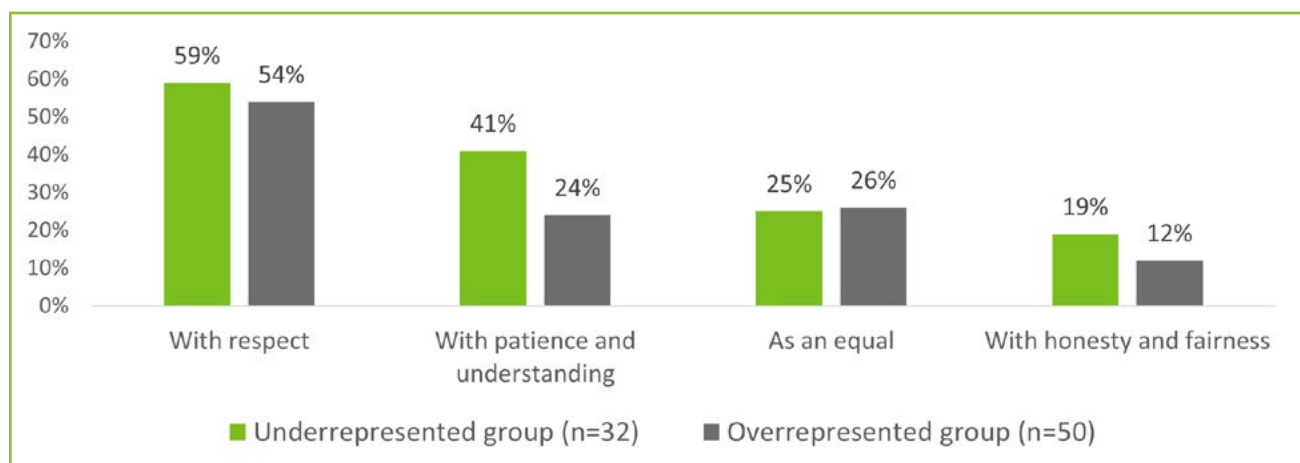


## ENGAGEMENT WITH INSTRUCTORS AND CLASSMATES

Students were asked to describe how they would like to be treated in the classroom by their instructor and their classmates. Over half of the students from the overrepresented group (54%) and the underrepresented group (59%) reported that they want to be treated with respect.

Over a third (41%) of the students from the underrepresented group also reported that they want to be treated with patience and understanding while 25% emphasized the importance of being treated as an equal and 19% emphasized the importance of honesty and fairness. These values are also important to students from the overrepresented group but with smaller proportions for some values.

**Figure 5: How students want to be treated by instructors and their classmates**



## How students want to be treated by instructors and other students

### Comments and observations from the overrepresented group

*I would like to be treated as an equal and not looked down on if I struggle with understanding something, even if it may seem simple to others.*

*I'd like to be treated kindly and with respect, as everyone comes from different backgrounds and lifestyles.*

*Everyone should be treated as equals no matter what, speak as how they would like to be spoken to, and respected as fellow students.*

*The classroom should be a fair space where we can talk without judgment and also be treated equally.*

*I would like to be treated with respect and treated like I'm an adult, but still receive help when needed.*

*With respect, understanding that I have been out of high school for a while so I will be slow to pick up math skills.*

*With respect and not isolated just because I don't know as much as others.*

*I expect to be treated as I treat my peers/instructors. I hope that I will be able to talk with my peers so that we can figure out problems.*

### Comments and observations from the underrepresented group

*I would like to be treated the same as everyone else. I understand the need to be politically correct but as a woman, I feel better if someone refers to the whole class as "guys" over having to say "guys and girls"... it makes me feel like I'm different/special and not part of the collective.*

*I want to be treated with respect and not treated differently because I'm a woman.*

*I already feel comfortable within this course. It helps that the instructor has kept things light, and that the instructor has been very outright about expectations for everyone respecting women in the trades. I would like for this to include queer people in the trades as well.*

*I want to be respected. The instructor needs to be understanding given my newness in the trade. I want constructive criticism to allow me to work on my flaws.*

*I expect to be treated with respect and kindness. I hope I am not left out or socially ostracized because of my age and gender.*

*I hope to just be treated with basic human respect. We don't have to all be best friends, but I'd love to at least be cordial!*

*With respect, kindness, positivity, and inclusivity.*

*I want my earnest efforts to be met with good faith. My work and actions in the class every week should be a clear indicator that I am doing my best.*

*With kindness and humor.*

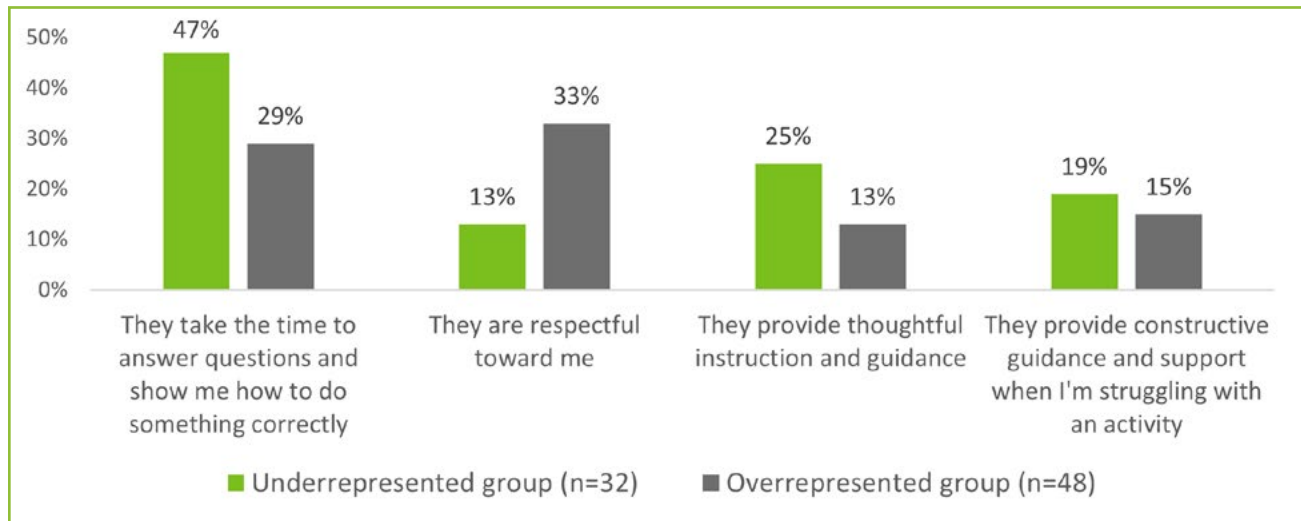


Students were asked to describe the way that their instructors can show respect.

Close to half (47%) of the students from the underrepresented group emphasized the importance of instructors taking the time to answer questions and showing students how to do things correctly while 25% emphasized that instructors provide thoughtful instruction and clear guidance.

The most common actions identified by students from the overrepresented group include instructors being respectful (33%) and instructors taking the time to answer questions and showing students how to do things correctly (29%). The following figure presents the top four responses.

**Figure 6: I feel respected by my instructor when...**



## I feel respected by my instructor when...

### Comments and observations from the overrepresented group

*They treat me with respect and don't make me feel unsuccessful/less smart than the other students.*

*They don't pull me in front of everyone as an example if I make a mistake.*

*They help me through problems without judgement.*

*They are understanding and patient with me and my class.*

*I'm treated with respect in general and I am not treated like a child.*

*They understand when some people need more time than others*

*They take the time to help correct any mistakes with me and show me the proper way to do things.*

*We can have a level conversation, speaking like two adults, and not one in a position of power.*

*They tell me honestly when I can be doing something better. I would like to know, it does not need to be sugar-coated.*

*They use common manners and speak in a casual way.*

### Comments and observations from the underrepresented group

*They treat me as they would treat anyone else and are not afraid to be themselves.*

*They point out where I'm doing well and show me where I need to improve.*

*I'm treated fairly, I'm included, I'm heard, and I can receive adequate help/direction when needed.*

*They don't talk down to me and they respect my correct pronoun.*

*They are fully honest about my progression and show they care.*

*I can ask questions and not feel the instructor is annoyed.*

*They have an organized, well thought out teaching plan that is clearly communicated and they are enthusiastic about teaching.*

*They acknowledge me and my work and give their valuable feedback.*

*They acknowledge me when my hand is raised just as frequently as anyone else and they answer my questions thoughtfully.*

*They are willing to work with me to achieve my goals for my career.*

*They show integrity and honesty and they communicate with the class informally/casually.*

*They answer any questions in a calm and professional manner.*

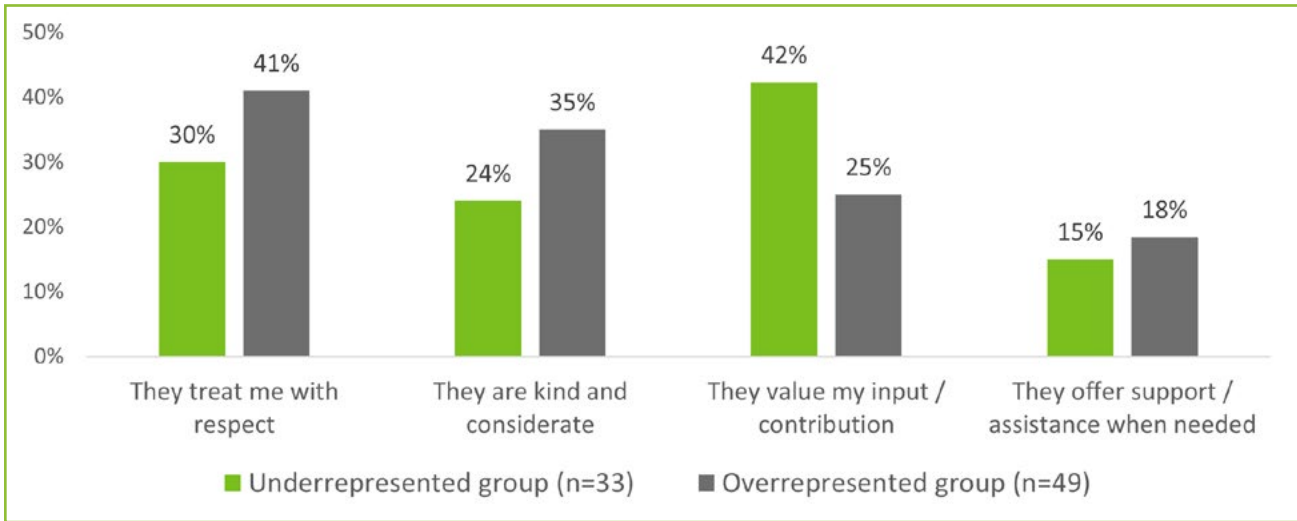


Students were asked to describe the way that their classmates can show respect.

Approximately 42% of the students from the underrepresented group emphasized that it's important for students to value each others input and contribution, while 30% emphasized the importance of treating each other with respect, and 24% emphasized the importance of students being kind and considerate.

The most common actions identified by students from the overrepresented group include students being respectful to each other (41%), students being kind and considerate (35%), and students valuing each others input and contribution (25%). The following figure presents the top four responses.

**Figure 7: I feel respected by my classmates when...**



## I feel respected by my classmates when...

### Comments and observations from the overrepresented group

*I can go to them if I'm feeling stuck and they can help without making me feel dumb for asking.*

*They talk to me without being condescending.*

*We can work together to achieve a common goal by listening and respecting each other's opinion.*

*They listen to my ideas in a group project and consider them.*

*They don't belittle or make fun of me or others during class time.*

*They show respect, kindness, and fairness.*

*They offer help.*

*They respect that there are times I want to work and times I don't want to be distracted or converse.*

*They show up for class on time and are quiet while the instructor is talking. They help clean-up without having to be asked and they take some personal responsibility.*

*We work together and share ideas.*

*They keep things civil and keep their opinions to themselves.*

### Comments and observations from the underrepresented group

*They don't see me as different and appreciate what I have to offer.*

*They are willing help one another out and work as a team, and conflict is avoided.*

*We keep things light and leave room to make jokes.*

*They feel comfortable enough to ask me for help.*

*They help me when I ask for a hand and include everyone.*

*They listen to my ideas and use my correct pronouns.*

*They make an effort to be open-minded.*

*They are respectful and empathetic to other viewpoints.*

*They practice mindful etiquette during class.*

*We can work together as a team.*

*No one is throwing things across the room.*

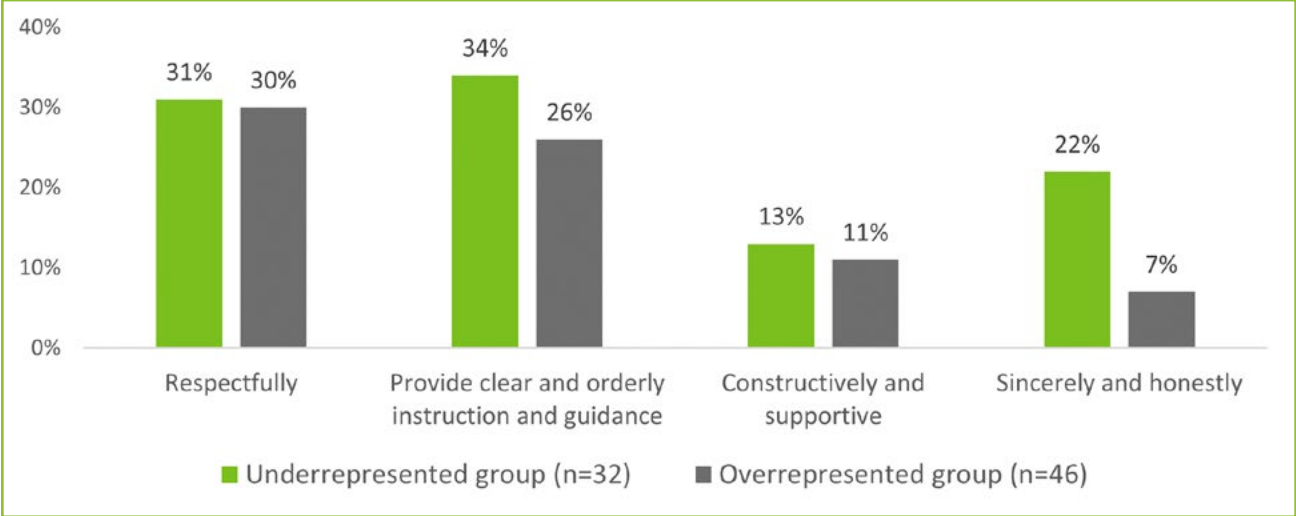
*We can help each other and laugh together.*



Students were asked to describe how they would like their instructor to communicate with them in the classroom. The most common responses identified across all students is that instructors should communicate in a respectful manner (31%) and provide clear and orderly instruction and guidance (30%).

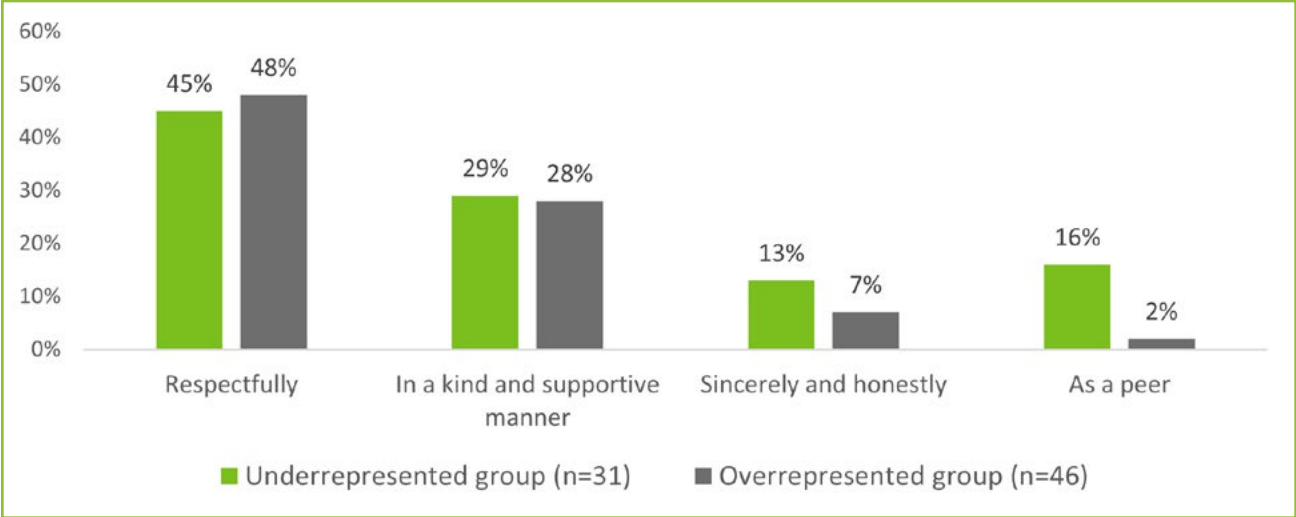
Students from the underrepresented group emphasized the importance of instructors communicating in a respectful manner (31%) and providing clear and orderly instruction and guidance (34%). The following figure presents the top four responses.

**Figure 8: How would you like your instructor to communicate with you in the classroom?**



Students were asked to describe how they would like their classmates to communicate with them in the classroom. The most common response identified across all students is that students should communicate with each other in a respectful manner (47%). Approximately 29% of all students emphasized the importance of being kind to and supportive of each other. The following figure presents the top four responses.

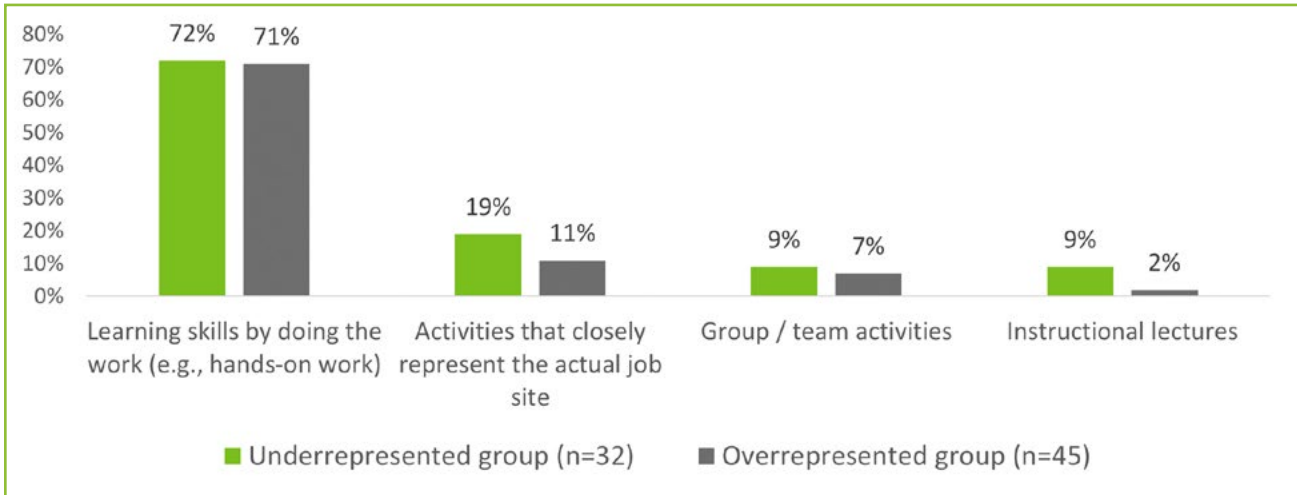
**Figure 9: How would you like your classmates to communicate with you in the classroom?**



## PREFERRED LEARNING APPROACH AND REASONS FOR TAKING THE COURSE

Students were asked to describe the type of learning activities that they wanted to participate in during the course. The most common response identified across all students is to learn specific skills by doing the work (e.g., hands-on work) (71%). The following figure presents the top four responses.

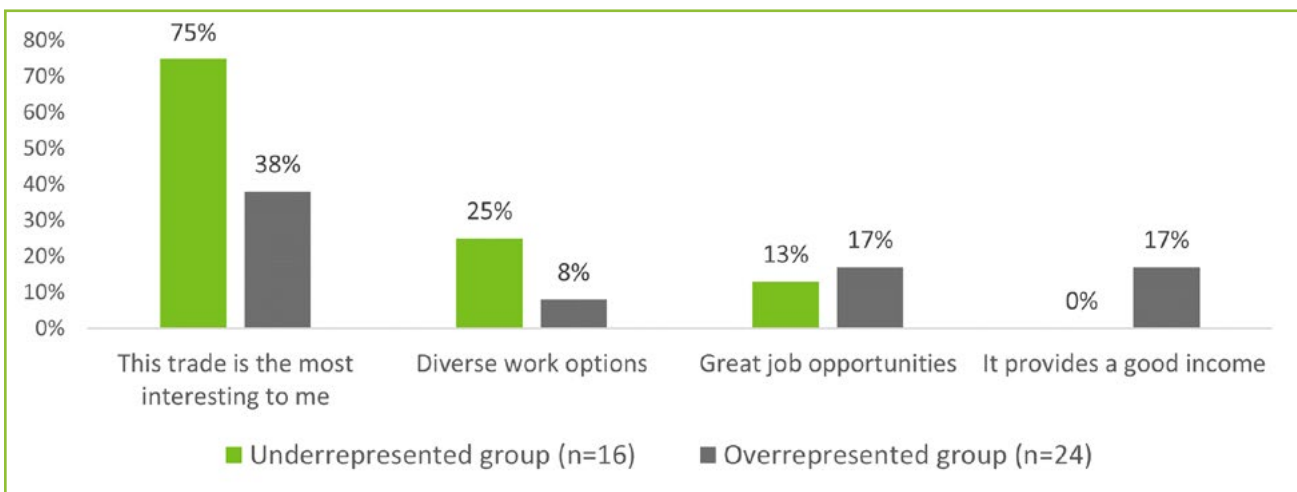
**Figure 10: What type of learning activities would you like to participate in?**



As part of the end of program survey, students were asked to describe why they chose the Pipe Trade (or Refrigeration Trade) over other trade opportunities. The most common motivation identified by 53% of all respondents is that they found the trade to be the most interesting compared to other options (e.g., welding, electrical).

Students from the underrepresented group (75%) were especially interested in this trade compared to other trade opportunities. Other important motivators for this group include the diversity of work options (25%) and the great job opportunities (13%) in the trade. One respondent noted that they researched the trades in advance of taking the Foundation program and found the refrigeration trade to be “very friendly to women” (i.e., less discrimination and misogyny). The following figure presents the top four responses.

**Figure 11: Why did you choose this trade over other trade opportunities?**



### 3.4.2 STUDENT OUTCOMES

The student end of program survey included a series of questions that provided students with an opportunity to share their impressions of the course including the extent to which they felt respected, valued, and supported in the program and what they valued and gained from the program.

A total of 42 students responded to the end of program survey. Seventeen of the students are from groups traditionally underrepresented in the skilled trades and 25 are from groups traditionally overrepresented in the skilled trades.

Students were invited to share additional commentary on their experience in the course through a post program survey or interview (3 to 6 months post program). A total of 19 students participated in the post program survey/ interview (12 from groups traditionally underrepresented in the skilled trades and seven from groups traditionally overrepresented in the skilled trades). The results from the post program survey are presented alongside the other survey results.

The corresponding data tables for the figures presented in this section are presented in Appendix C.

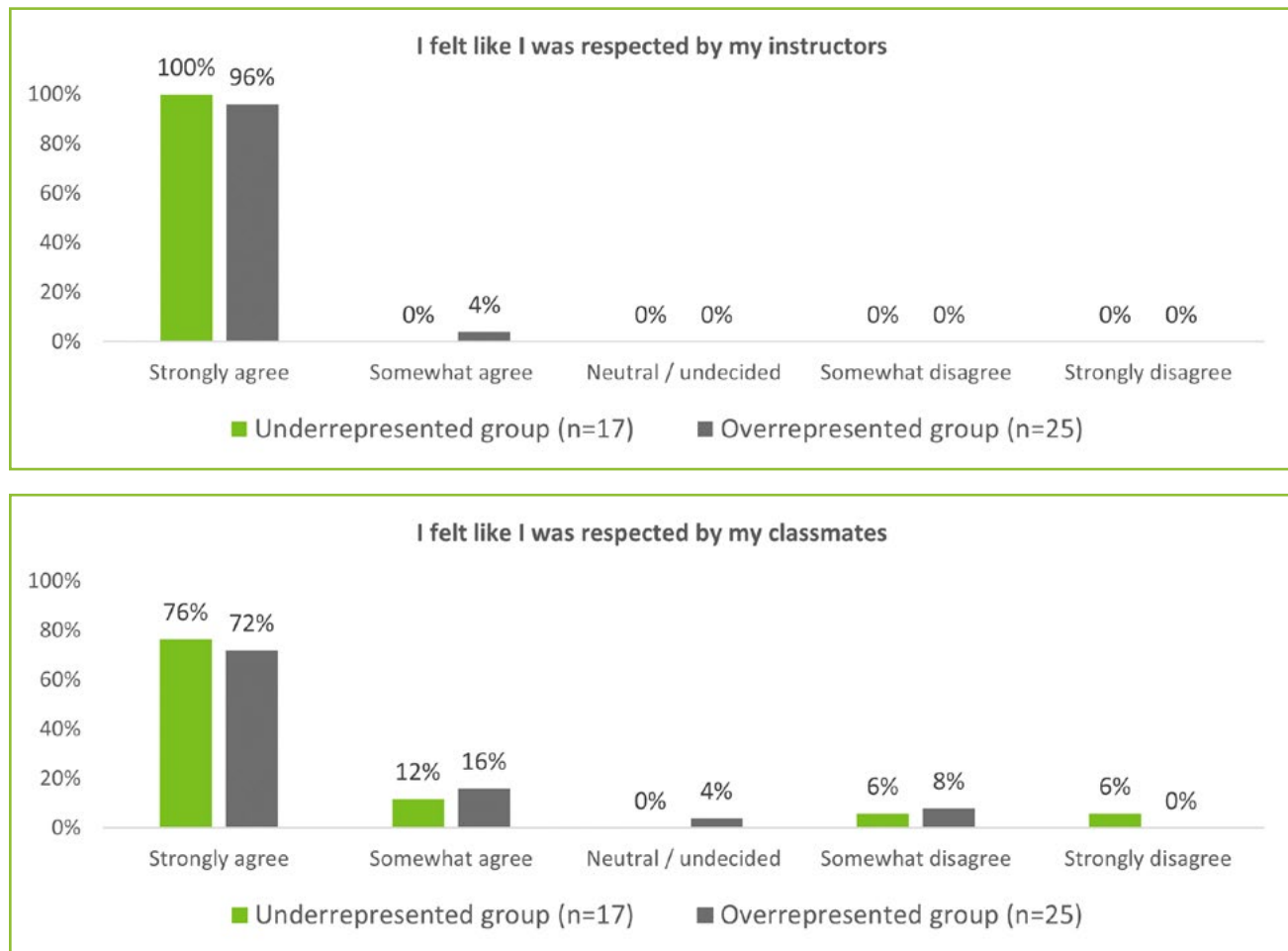


## ENGAGEMENT WITH INSTRUCTORS AND CLASSMATES – RESPECT

All of the survey respondents agreed to some extent that they felt respected by the instructors. All of the respondents from the underrepresented group strongly agreed that they felt respected by the instructors.

The large majority of respondents (88%) agreed to some extent that they felt respected by their classmates. Approximately 12% of the respondents from the underrepresented group (2 students) and 8% of the respondents from the overrepresented group (2 students) did not feel respected by their classmates at times.

**Figure 12: Extent to which students felt respected by instructors and classmates**

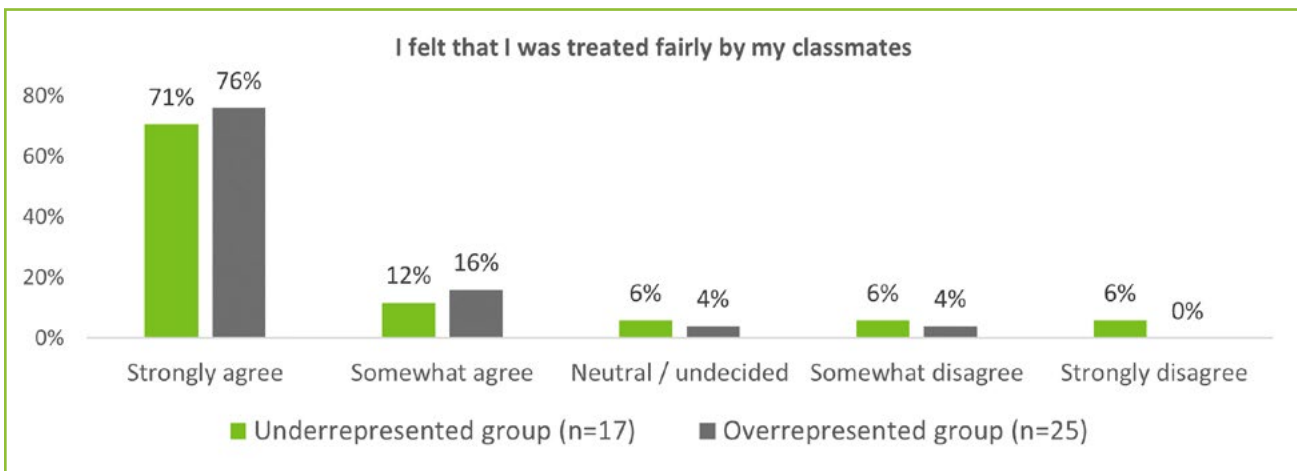
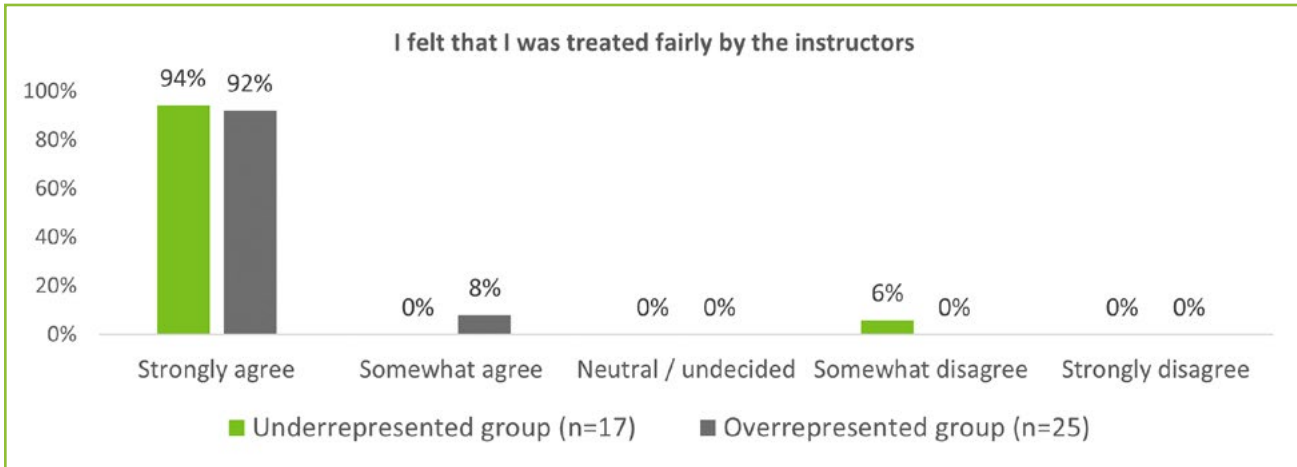


## ENGAGEMENT WITH INSTRUCTORS AND CLASSMATES – FAIRNESS

The large majority of respondents (97%) agreed to some extent that they felt they were treated fairly by their instructors. Only one respondent from the underrepresented group did not feel that they were treated fairly by their instructors.

The large majority of respondents (88%) agreed to some extent that they felt they were treated fairly by their classmates. Approximately 12% of the respondents from the underrepresented group (2 students) and 4% of the respondents from the overrepresented group (1 student) did not feel they were treated fairly by their classmates.

**Figure 13: Extent to which students felt they were treated fairly by instructors and classmates**

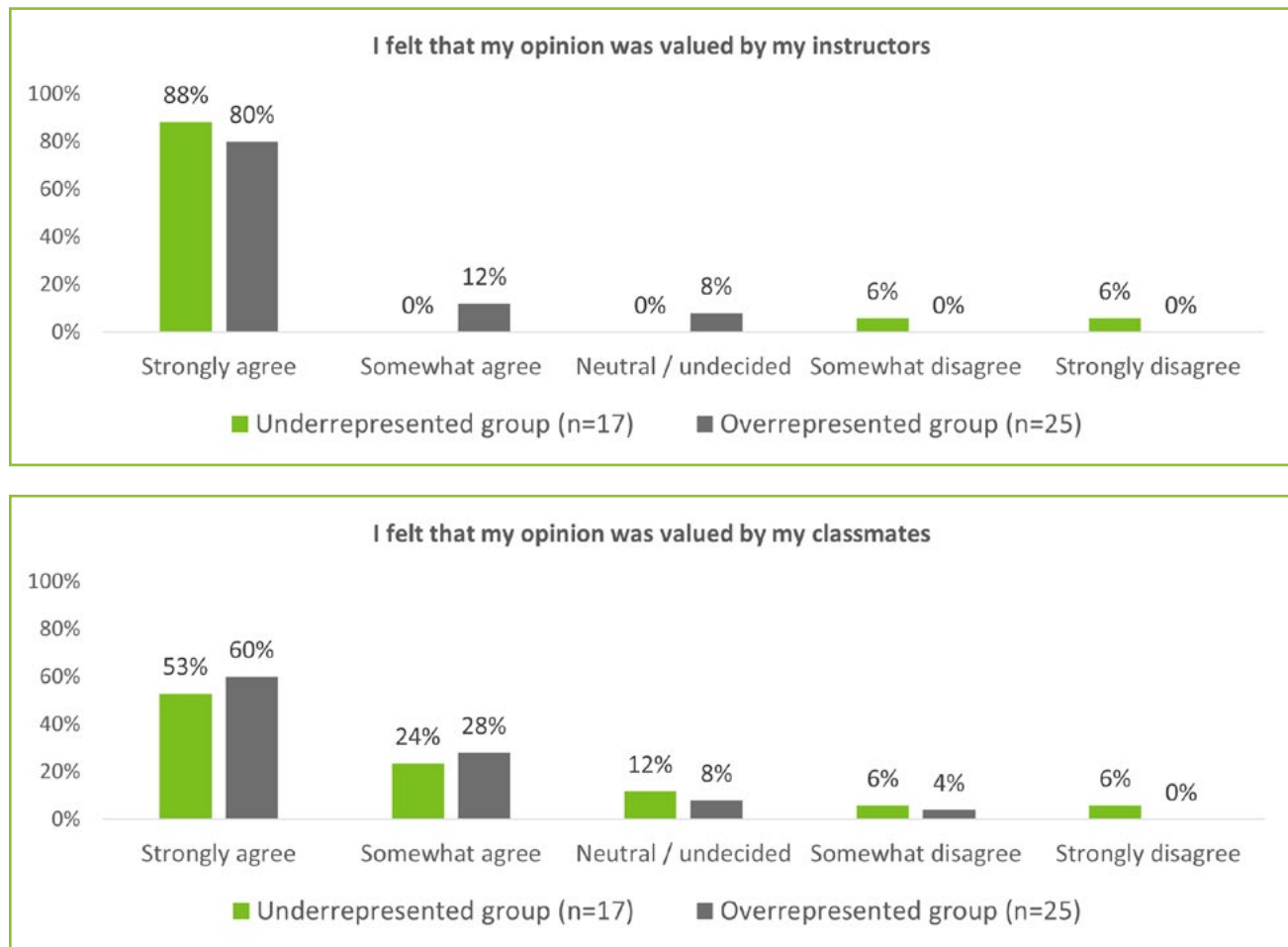


## ENGAGEMENT WITH INSTRUCTORS AND CLASSMATES - RECEPTIVENESS TO OPINIONS

Most respondents (90%) agreed to some extent that they felt their opinion was valued by their instructors. Only two respondents (12%) from the underrepresented group did not feel that their opinion was valued by their instructors.

Most respondents (83%) agreed to some extent that they felt their opinion was valued by their classmates. Students were generally less certain that their classmates valued their opinion. Two respondents from the underrepresented group did not feel that their opinion was valued by their classmates and two were undecided.

**Figure 14: Extent to which students felt their opinion was valued by instructors and classmates**



All 19 students that participated in the post-program survey/interview confirmed that they were respected by the instructors and that their opinions were valued. Most of these students confirmed that they were also respected by their classmates, but three students from the underrepresented group experienced issues with some of their classmates. One student observed that several classmates refused to be inclusive of minorities. Another student noted that some of the humour that was used around the shop was not appropriate (e.g., joking about sexuality) and although they were not personally offended by the humour, they suspect that others may have felt uncomfortable. The third student encountered a situation where they were bullied by a classmate and noted that the instructors quickly stepped in to support them.

## ENGAGEMENT WITH INSTRUCTORS AND CLASSMATES - INCLUSIVENESS AND SAFETY

All the respondents agreed to some extent that they felt welcome and safe to express any concerns to the course instructors. Most respondents from the underrepresented group (94%) strongly agreed on this position.

Most respondents (85%) agreed to some extent that they felt welcome and safe to express any concerns to their classmates. The majority of respondents from the underrepresented group (65%) strongly agreed on this position but one respondent strongly disagreed with this position.

**Figure 15: Extent to which students felt welcome and safe to express concerns to instructors and classmates**



Students that participated in the post-program survey/interview emphasized that the instructors were of key importance in making them feel welcome in the classroom. Students noted that the instructors were encouraging, compassionate, and competent in the delivery of classroom activities. Students also confirmed that the instructors played an important and valuable role in promoting a team effort in the classroom. Four students from the underrepresented group further emphasized that their fellow classmates made them feel welcome and that the group learning activities promoted a welcoming environment. One student from this group also mentioned that there were some aspects of fairness that could have been handled better but overall, they felt very safe, respected, and supported.

One student from the underrepresented group emphasized that most of the instructors were supportive and professional but one instructor who led the class for a short period had some issues controlling his emotions

and behaved unprofessionally at times (e.g., shouting and throwing things) which caused some discomfort for some students. The conduct of this particular instructor made the student question if the instructor was genuinely interested in being an instructor. The student indicated that they were “worn out” by the behaviour and attitude of the instructor and was thankful when his period of instruction ended. The student observed that they were almost at the point of making a formal complaint but then decided not to over concerns that it might somehow negatively impact their career path. The student also questioned whether officials at the college would take her concerns seriously.

## Comments and observations from the underrepresented group

*I think what made me feel most supported was that the instructors treated me and other women in the program as valuable members of the community, they answered my questions, gave me helpful feedback and made jokes with me. I felt a part of the plumbing family and that they saw a future that included women in it.*

*I think a lot of what made my experience so good was that a lot of the instructors did lean in the feminist direction and it really showed and demonstrated what was ok or not ok to the younger men in the classroom.*

*Being a women in the program, I never felt like I was discriminated against or treated differently. The instructors were very supportive in making sure we felt respected.*

*As an older women in the program, I was especially pleased by how accepting my classmates were in the program. My instructors were also very supportive and allowed me time away from the class when I needed to deal with a personal health related matter.*

*Having instructors that we could joke around with created a welcoming and fun environment. They were always willing to answer questions and give us advice on their experiences.*

*I really appreciated having an instructor who was very effective in not singling any student out in relation to their performance in the program.*

*The instructors were very supportive, but it would be nice to have more diversity within the group of instructors. This would further help students to see their future self in the role of tradesperson.*

*The Department of Pipe Trades at Camosun College is one of the best departments I've had the pleasure of learning under. The level of care beyond our academics is unlike anything I had experienced before. Had my instructors not taken the time to care about me beyond my academic status, I would not have been able to seek the necessary care to complete my program. From the beginning, the instructors set classroom rules and emphasized the importance of being respectful to others. My classmates and I had the space to ask questions and were encouraged to seek out independent shop projects to supplement our learning. The passion that the instructors have extends to the students. There is a strong zero-tolerance policy for bullying, harassment, and discrimination, which the Department has demonstrated a phenomenal job of enforcing every day. The accountability and supervision on the part of the Pipe Trades Department made it a safe environment for me to complete my studies without disruptions. I particularly enjoyed that there were learning modules to teach equity, diversity, and inclusion to classmates who have never had to think outside of their lived experience about what oppression and discrimination looks like.*

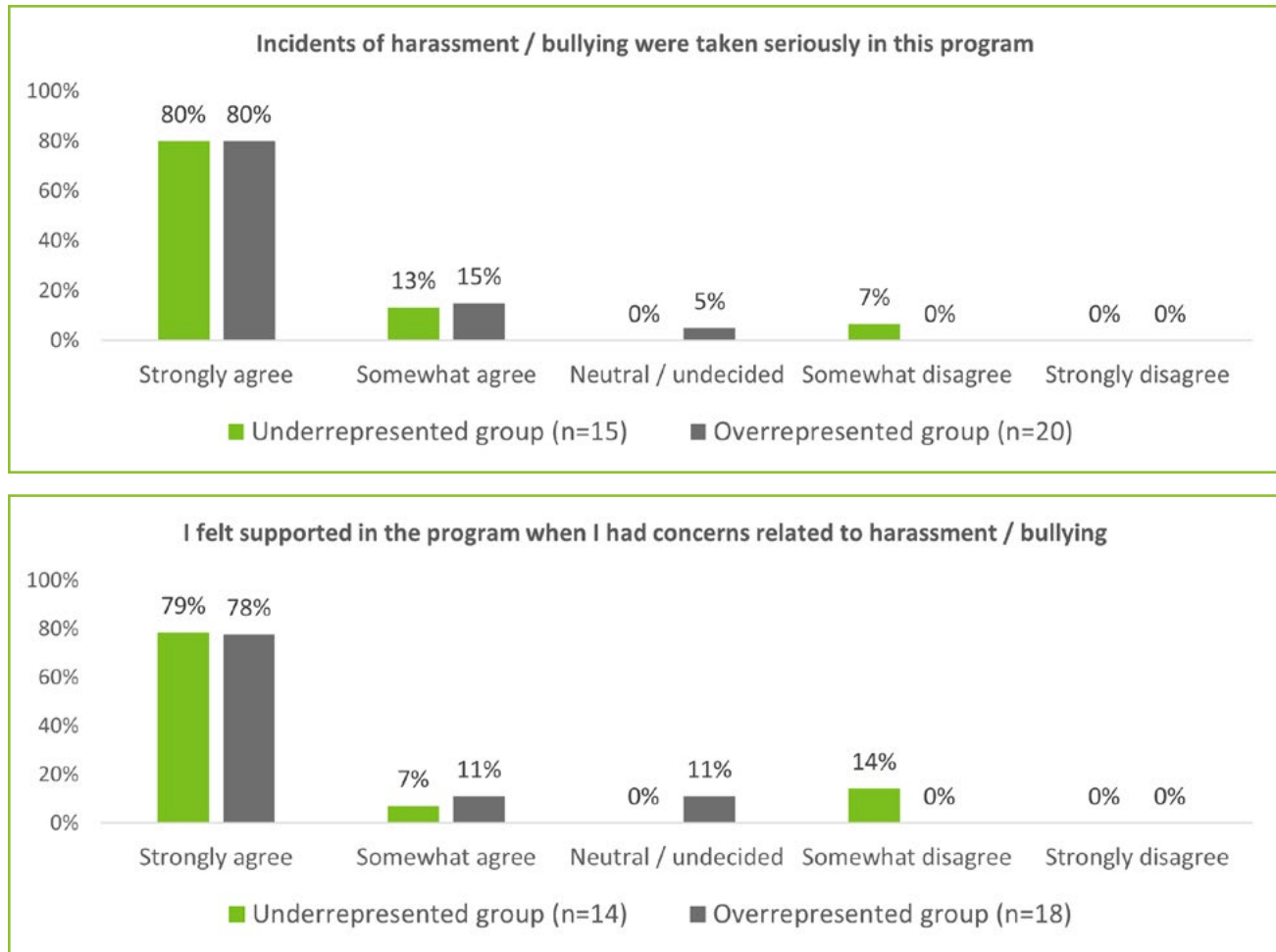


## CLASSROOM SUPPORT IN RELATION TO HARASSMENT AND BULLYING

Most respondents (94%) agreed to some extent that incidents of harassment and bullying are taken seriously in the program. One respondent from the underrepresented group disagreed somewhat on this position.

Most respondents (88%) agreed to some extent that they felt supported in the program in relation to harassment and bullying issues. Two respondents from the underrepresented group disagreed somewhat on this position.

**Figure 16: Classroom support in relation to harassment and bullying**



Students were asked to indicate if they had been harassed, bullied, or abused while in the program and/or if they observed or heard about other classmates experiencing any harmful behaviour in the program. A total of four students indicated that they had directly experienced this type of behaviour in the program or witnessed others being subjected to this type of behaviour (three students from the underrepresented group and one student from the overrepresented group). One student encountered a situation where they were bullied by a classmate, but the instructors quickly stepped in to support them. One student observed a younger female colleague being harassed outside the classroom by males in the higher level apprenticeship programs. The student spoke to these individuals on behalf of her colleague and informed them that their behaviour was inappropriate. The student suggested that it would be beneficial to make bystander training a mandatory part of Level 2, 3 and 4.

## Comments and observations from the overrepresented group

*It was a welcoming class!*

*Great teacher who keeps everyone motivated all the time.*

*The instructors were always great at interacting with us and making sure that we learn from everything we do. They were very helpful to the students at all times.*

*The instructor took DEI seriously and set expectations early. He and my classmates were a model group in this regard.*

## Comments and observations from the underrepresented group

*I felt respected by the teachers. Many of the instructors made a point to welcome the women in the program and to point out that they know highly successful and skilled women plumbers – this went a long way in terms of me feeling welcomed and acknowledged. I felt my opinions were valued by both my instructors and fellow classmates.*

*I felt respected by my instructors and most of my classmates. We were encouraged to share our opinions and I felt safe to do so at school... it was very helpful to my learning experience to share my opinions. When bullied by a classmate, my instructors promptly stepped in to support me and made sure that my and no one else's learning experience was not interrupted.*

*Everyone listened to each other and was respectful of each other's opinions.*

*The instructors and staff are kind and they are there to offer help and support in a safe environment which helped me improve my confidence.*

*My instructors made me feel comfortable in the program.*

*I feel that our instructor did a really good job at fostering a good culture within our class that made everyone feel welcome and made it a good environment to learn.*

*Setting the classroom code of conduct was important and valuable for helping everyone understand what type of behaviour was not acceptable and the curriculum content related to bystander intervention and microaggressions helped with reinforcing the code.*



Although the students from the underrepresented group had many positive things to share about their experience in the program, several of these students commented on a number of incidents that were concerning to them.

At least two students overheard some classmates using sexist, homophobic, and other inappropriate language which made them feel uncomfortable. They noted that this commentary typically came from younger men. They also noted that some of their classmates and one instructor used microaggressions in the classroom.

One student observed that some of the male classmates seemed to be annoyed that women were being given special treatment (i.e., being funded through the Women in Trades program) and this caused the student some tension.

One student noted that a particular instructor shared stories in the classroom that sexualized women and although this may have been intended as a way bond with the males in the room, the student found it to be unprofessional and it made them feel uncomfortable.

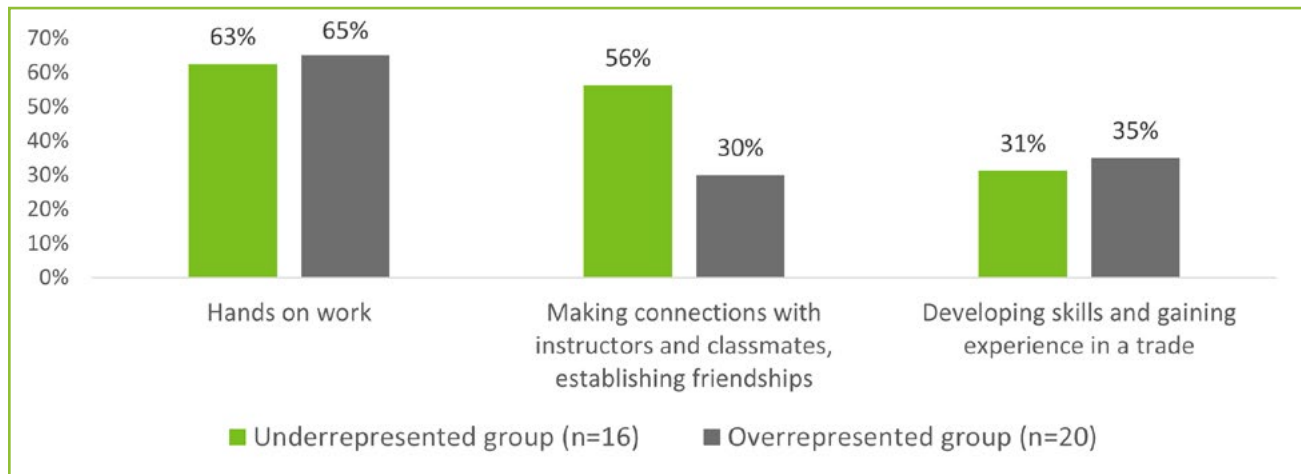
One student emphasized that employers need to be more aware of the way they communicate when trying to attract new hires. In one instance a company representative spoke to the students about job opportunities but the terminology they used was very exclusionary (e.g., “We’re looking for guys who can...”). It was suggested that the course instructors in the room should have been more proactive in consulting with the guest speaker on this matter as there were as many as 10 women in a group of 25 that attended the presentation.

## SATISFACTION WITH THE CURRICULUM CONTENT AND DELIVERY

Students were asked to identify the most valuable things (or most favourite things) that they gained from the program. The most common theme identified by students from the underrepresented group (63%) and from the overrepresented group (65%) is the opportunity to gain hands on experience working with tools and materials. Almost a third of the students from the underrepresented group also noted that they valued (33%) developing skills and gaining experience in a trade.

A notable difference between students from the underrepresented and overrepresented groups is the value they attached to making connections with instructors and classmates and establishing friendships. Over half (56%) of the students from the underrepresented group highly valued this aspect of the program compared to 30% of the students from overrepresented group.

**Figure 17: What are the most valuable things (or favourite things) that you gained from the program?**



All 19 of the students that participated in the post-program survey/interview confirmed that the program was a positive and meaningful experience. Respondents emphasized the value of the practical, hands-on projects for working in the field. Students also found it informative to hear from union and industry representatives who broadened their understanding of the different career paths and opportunities in the trades. Job fairs and interview preparations were also viewed as valuable for taking next steps in a trades career.

## What are the most valuable things (or favourite things) that you gained from the program?

### Comments and observations from the overrepresented group

*Hands on learning and making connections that will help in the field.*

*Hands on skills, trade knowledge, and building a network of industry coworkers / friends.*

*Building relationships with the instructors and the other students in the class. I loved getting to all learn together and bouncing ideas about plumbing off each other.*

*Basically, everything was almost all new to me and interesting.*

*The diversity, equity and inclusion material was interesting and helpful for use in the classroom and later in the worksite.*

*I had a lot of fun.*

*Everything was amazing – good pace and learning opportunities.*

*Overall, I loved the course. The main thing's I was looking to get out of it were mentorship, and to go into an apprenticeship with some basic understanding of what's involved in plumbing systems. I believe both of those goals were met.*

### Comments and observations from the underrepresented group

*The amount of time that was spent in the shop was fantastic.*

*Hearing different instructor's enthusiasm for the trade made me excited for my future in the industry.*

*I loved the interactive approach to learning by trying all the tools and learning how to use the tools in a safe manner. Over time I'll gain greater confidence in working alongside other people.*

*I valued the real world knowledge.*

*Having an opportunity to experience hands on work and meeting other students was great.*

*I liked seeing examples of plumbing.*

*I valued the hands on work, gaining knowledge and learning different perspectives, and meeting others in the trade and developing friendships.*

*I really loved this course! This course was really fun.*

*Learning about all the tools and their names at the beginning of the course was very helpful for a newbie like me. It's easy to assume that people might already know these details, but that's not the case.*

*The curriculum was very good and I really appreciated the activities and discussions on bystander intervention, microaggressions and unconscious bias.*

*It was really valuable to gain knowledge and skills for using the different tools in the trade. I didn't have any prior experience and this was hugely beneficial. I had an opportunity to work alongside some people in the workplace who skipped the Foundation program and went straight into the Apprentice program and they appeared to lack the same knowledge I gained through the Foundation program. The Foundation program helped build my confidence and made me more skill ready for the job site.*



Several of the students emphasized the positive experience they had with the instructors in the program and appreciated how welcoming and motivating they were.

Students from the underrepresented group confirmed that they generally felt supported in the program but in some respects more support would have been appreciated.

- One student observed that several students were struggling with the math component of the program and they felt that the instructor should have been more proactive in reaching out to the students and providing more support to help the students get through the content. The instructor eventually provided the additional support needed, but the student felt frustrated and unsupported during a crucial part of the curriculum.
- One student described their overall experience in the program as positive, but they did not feel they learned as much as they wanted to in some sections of the course. They noted that the instructors were “pulled in a lot of different directions every day trying to manage three different cohorts” which limited their availability.
- One student observed that some instructors were only involved with the class for a brief portion of the program which made it difficult to establish relations with them. The student suggested that it would have been a better learning environment for them if the program had a smaller, more consistent group of instructors. The student noted that the program is likely doing the best it can to schedule consistent instructors, but this can be challenging when instructors need to take vacation and/or have additional commitments. Interestingly, another student noted that they appreciated having a variety of instructors which enriched the overall learning experience (i.e., instructors had different teaching styles and had different workplace experiences they could share with the class).

Three students from the underrepresented group especially valued the microaggression training and having gender-diverse instructors in the classroom. However, at least one student from the underrepresented group was disappointed with the microaggression training. The primary concern was that the instructor for this particular cohort did not appear to be very familiar with the material and sometimes offered views on issues that were inconsistent with the material being presented. The student felt that the training could have been more impactful if guest speakers were brought in to reflect on their actual experience. For example, having an experienced female journey person discuss their direct experience with sexism and microaggression in the workplace, having an experienced male journey person describe how the workplace culture has shifted.

Students were asked to indicate what they learned about diversity, equity, and inclusion (DEI) in the course. There was limited response to this question. Four students (three from the overrepresented group and one from the underrepresented group) confirmed that the DEI information is valuable for reinforcing the message that everyone is welcome in the classroom. As observed by one student from the overrepresented group, *“it doesn’t matter who you are, everyone has an opportunity to learn and grow as a person in the plumbing trade.”*

Five students (two from the overrepresented group and three from the underrepresented group) indicated that they did not learn anything new about DEI through the course. The students commented that this was something they already knew or was common sense. One student from the overrepresented group emphasized that they support the inclusion of DEI in the curriculum because some people have very limited understanding of DEI and its importance.

## Student comments and observations on instructors

### Comments and observations from the overrepresented group

*The teaching style was exactly how I need to learn, and it worked out the best.*

*My teacher was knowledgeable, and I appreciate the effort.*

*I'm thankful to complete this Foundation program under the supervision of my instructor. They are an experienced and knowledgeable tutor, and they teach in a friendly environment and are always there to answer questions.*

*The instructor is very knowledgeable in this trade. I've learnt a lot.*

*We had good instructors which made it enjoyable to come to school everyday.*

*The instructor made it a great experience. He set clear expectations, made appropriate adjustments to content and tailored it to reflect our group of students. He was a constant source of motivation and support.*

*Our instructor always took the time to mentor the students that needed more help, like myself. The instructor was able to explain the process so we could all understand on the same level. If we needed extra help we could come to class an hour early before the other students arrived and we also had access to a math tutor several days a week if needed. When I started the course I was a brand new father and the instructor was amazing in understanding my lack of sleep and helped me really understand the refrigeration industry better with our one on one discussions.*

### Comments and observations from the underrepresented group

*The instructor was one of the main reasons I gained confidence in my abilities in this trade. They were supportive and the best teacher I ever had. If it wasn't for them, I don't think I could have completed the program let alone so successfully. The instructor worked extremely hard to make sure I was supported and took extra time with me to make sure I was understanding what was being taught. They did everything they could to ensure I would be a great technician.*

*I love being in the shop and getting hands-on training with different piping systems. I appreciate that the instructors have a straightforward and honest approach about what to expect in the workplace.*

*All the hands-on work was really valuable. Having time to dig into the detailed nitty gritty of how a boiler works, how a hot water tank works, etc. was all really helpful for me in my career so far. I'd have loved to have had time to watch my instructors solve problems in real time. That, in my apprenticeship, has been really valuable. It would have been cool to have some of that in school too.*

*The instructors are doing a phenomenal job juggling as many students as they do. I think it is amazing how knowledgeable they are.*

*Thank you for the support and giving time to guide me in the positive way.*

*I enjoyed it very well and I would love to see my instructors and classmates again in other levels.*

*I am very thankful for the experience that my instructor provided during this course. I appreciate how he was always willing to humour me when I would ask additional questions. Even when he didn't know the answers, he took the time to find the answers with me.*



## SUGGESTED IMPROVEMENTS / ENHANCEMENTS

Students were asked to provide any additional observations or suggestions on how the program could be improved. Four students provided suggestions that were related to the type of instruction being provided (e.g., provide more practical activities in the program, provide a better balance of plumbing and other content including refrigeration and HVAC in the program).

Four students suggested that the D2L online learning platform needs to be reviewed to correct grammar errors, remove repeated questions, update video links, and make the instructions clearer (especially for projects in 130). One student observed that they found the price of the course books to be overly expensive.

One student had concerns with the pre project quizzes and questioned their relevance outside the classroom.

One student suggested that having a smaller class size would allow instructors to spend more time with each individual student. It was also suggested that it would be beneficial to have more power tools and more workspace for classes that have large numbers of students (i.e., there should be enough tools for everyone).

Two students felt that there was too much reading/book work in the course and would have preferred a greater emphasis and time allocation to hands on learning.

Students that participated in the post program survey/interview provided a number of suggestions (all of the following suggestions were provided by students from the underrepresented group):

- Include more gender-diverse instructors and instructors who represent visible minorities.
- Ensure that the instructor workload and class size is appropriate to allow instructors adequate time to interact with all students and monitor student interactions and behaviour.
- Consider offering smaller class sizes as this could make it less stressful for diverse students coming into the course.
- Integrate more women and visible minorities as guest speakers to discuss their experiences with racism and/or sexism in the workplace and what unity in the workplace looks like for them.
- Recognize that there are multiple underrepresented groups which have unique cultural barriers and require specific supports. For example, some cultures don't place an emphasis on self-promotion and assertiveness which can impact the capacity of someone to be effective in their job search.
- Provide more follow up support for students once they leave the program (e/g., job search, introductions to potential employers – to help ensure they get a call back on their job application).
- It would be beneficial for students to gain more experience with specific tasks that are relevant to being a first-year apprentice such as drilling and digging holes and carrying pipe.
- Students should be required to complete a Systems 15 Pipe practical project.

One student from the underrepresented group recalled that an instructor shared some of her negative experiences working in the field as a way of raising awareness of how things need to change. The student noted that it was good for the male and female students to hear this and it clearly surprised some students that this was occurring in the workplace. The student suggested that it would be beneficial to have more of these types of presentations / conversations throughout the course rather than having one intense conversation.

One student from the overrepresented group personally felt that some of the activities were very rudimentary based on his level of experience. However, he appreciated that some students were very unfamiliar with the tools of the trade and understood the importance of everyone being properly instructed on tool safety.

One student from the overrepresented group observed that having four SIP students in the class is too many.<sup>10</sup> They noted that the SIP students could be extremely distracting and disruptive at times.

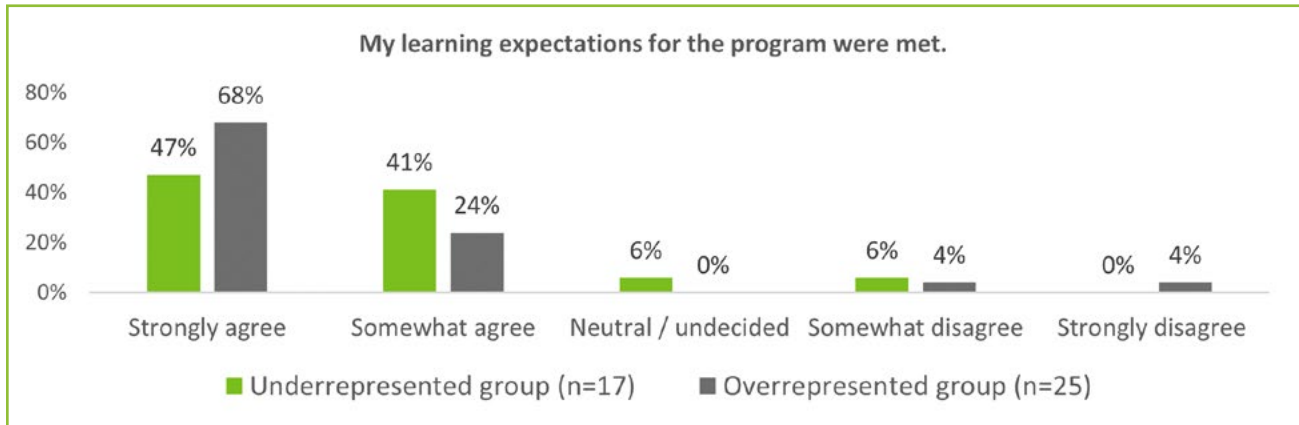
Two students from the overrepresented group found that the initial months of the Foundation program went at a much slower pace compared to the months that followed. They personally felt that the material covered in the first 20 weeks could have been covered in much less time, allowing more time for the material covered in the last 10 weeks.

A further general recommendation is to include more content on climate change in the program.

## OVERALL SATISFACTION

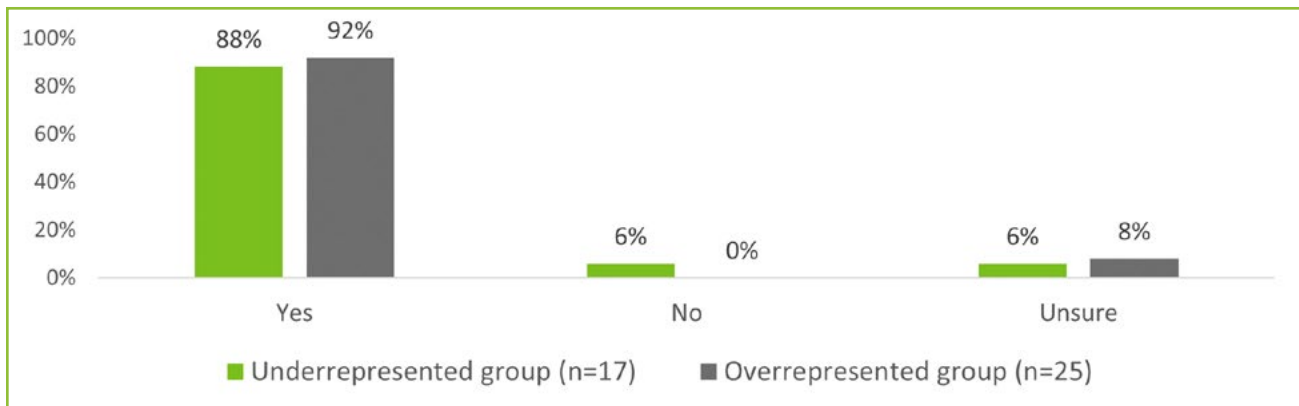
The large majority of the respondents (91%) agreed to some extent that their learning expectations for the program were met. One respondent from the underrepresented group disagreed somewhat on this position and another was undecided. Two respondents from the overrepresented group disagreed on this position.

**Figure 18: Extent to which students felt their learning expectations for the program were met**



The large majority of the respondents (93%) indicated that they would recommend the program to others. One student from the underrepresented group indicated they would not recommend the program and another student was undecided about recommending the program. Two respondents from the overrepresented group were undecided about recommending the program.

**Figure 19: Would students recommend the program to others?**



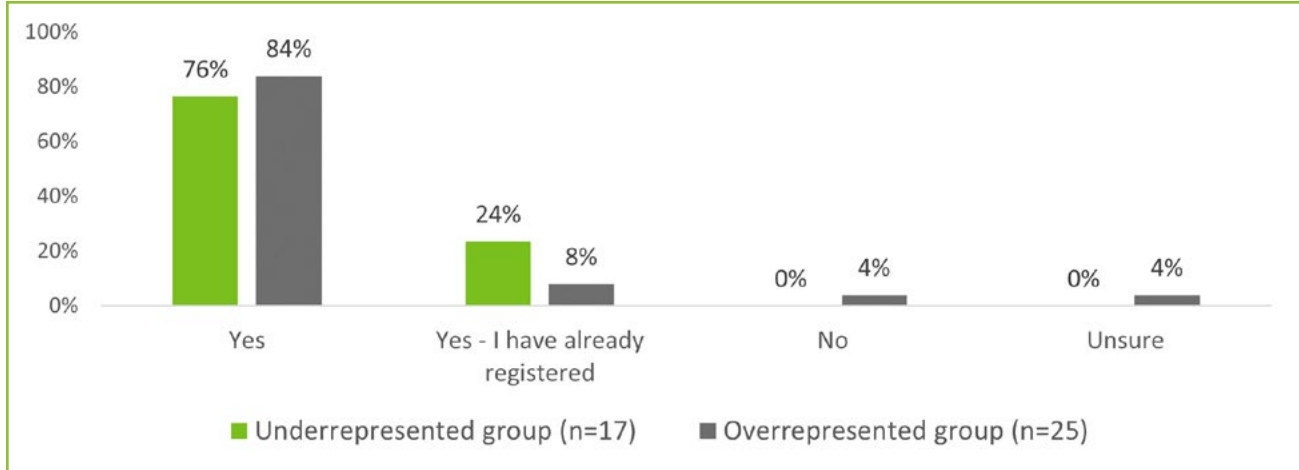
<sup>10</sup> South Island Partnership (SIP) is a program that enables South Island high school students an opportunity to take college courses and earn dual credit – credit that counts toward both high school and college credentials.

## ONGOING CAREER DEVELOPMENT AND ADVANCEMENT

The large majority of respondents (95%) indicated that they are considering taking apprenticeship training in the future or have already registered for apprenticeship training.

All of the respondents from the underrepresented group confirmed that they are considering taking apprenticeship training in the future (76%) or have already registered for apprenticeship training (24%).

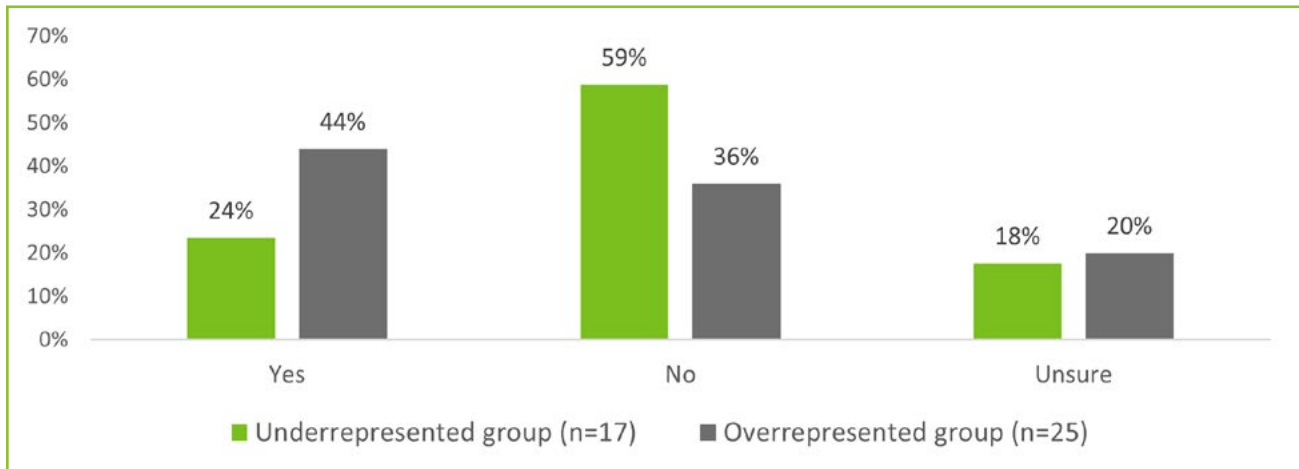
**Figure 20: Do you think you will take apprenticeship training in the future?**



At least 65% (26 of 40) of the respondents that confirmed their interest in taking apprenticeship training in the future, indicated that they would consider returning to Camosun College. This includes 10 of 17 individuals from the underrepresented group. Key reasons for returning to Camosun include the convenient location of the campus, the welcoming environment at Camosun, and the supportive and experienced faculty.

Approximately 24% of the respondents from the underrepresented group confirmed that they have a Pipe/Refrigeration Trade job waiting for them upon program completion compared to 44% of the respondents from the overrepresented group. The notable gap in employment outcomes (post program) reveals that additional strategies are needed to enable equity deserving groups to access job opportunities. For example, assisting individuals with networking and developing employer contacts in the trades sector.

**Figure 21: Do you have a Pipe/Refrigeration Trades job waiting for you upon completion?**



## Comments and observations from the underrepresented group

*The pipe trades program has been extremely meaningful in my life. I received a lot of great support from instructors and fellow classmates (especially those ahead of our cohort) during my time at Camosun and it really supported me in becoming a strong apprentice at the company I work for now.*

*Overall, this course has been a very positive and meaningful experience for me. It has empowered me to see and seek exciting new opportunities, build new relationships and has equipped me with the skills to feel confident entering a career in the skilled trades. As a woman in the trades, the department offered plenty of resources and support on addressing and navigating the extra barriers underrepresented groups face. There was always clarity on where to seek support, how to seek support, and who best to ask for support. The extra support and care at school showed me that with proper care, training and resources, the trades can be more accessible and equitable to others.*

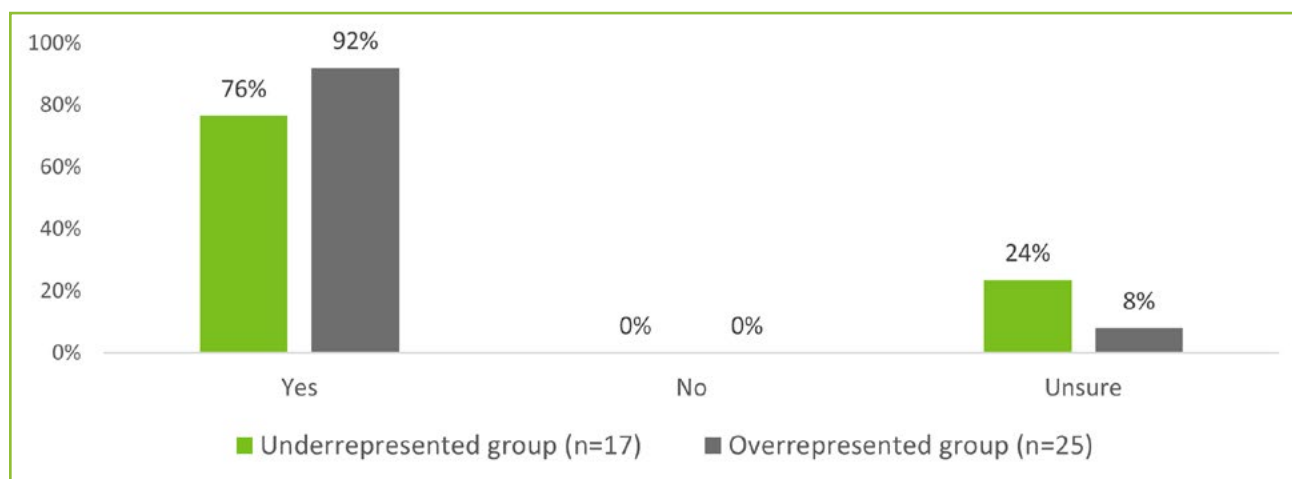
*I feel the course helped set me up for a career in plumbing, the staff and faculty are very passionate and make it an exciting learning environment.*

*I feel prepared to enter my apprenticeship.*



Approximately 76% of the respondents from the underrepresented group confirmed that they are aware of supports available from the local and national Trades Unions compared to 92% of the respondents from the overrepresented group.

**Figure 22: Are you aware of supports available from the local and national Trades Unions?**



Ten of the students that participated in the post-program survey/interview provided additional details on their post-program activities. Eight are from the underrepresented group and two are from the overrepresented group. All ten students confirmed that they decided to continue with entering an apprenticeship after completing the Foundation program at Camosun.

Nine of the ten students confirmed that they were able to find an employer to sponsor their apprenticeship training. Seven of the students from the underrepresented group did not encounter any challenges or barriers during this process (e.g., they were offered a job at the company where they completed their one-week placement).

One of the students reported that she was initially offered a job by the company where she completed a job ride along with the WITT program but decided to continue with the Foundation program to advance her skills and confidence. She was then offered a job by the company where she completed her one-week work placement as part of the Foundation program.

One of the students noted that she researched the different trades prior to selecting her trade to determine if some trades were more welcoming of women. She also relied on personal knowledge gained through her prior occupation where she came into contact with people working in the trades.

The one student from the underrepresented group that was unable to find a sponsor encountered several challenges. They initially wanted to find a sponsor in residential plumbing but found it very difficult and they were encouraged by instructors to seek a sponsor in industrial / construction plumbing where there are greater opportunities. However, they experienced similar challenges in this field and began to question if their gender and older age profile were factors. They considering accessing support through the Skilled Trades Employment Program (STEP) but they were informed that they did not meet the age criteria. After several weeks of searching, they found a job through the union working as a general labourer with a plumbing and heating company. However, they were only hired for a short trial period and there is no certainty that they'll be offered an apprenticeship position at the end of the trial. Although they are not satisfied with the current job and related complications (i.e., relocating to a different community, incurring higher living expenses) they remain motivated to have a career in residential plumbing. They emphasized that it can be especially challenging to find a sponsor when you don't have a pre-existing network or prior experience with the trades and they would have appreciated more assistance with developing relevant job search skills.

The two students from the overrepresented group also found that it took much longer to find a sponsor than anticipated. One of the students reported that they applied to over 20 companies and it took six weeks to get a job in Victoria, but when they relocated to Vancouver they were hired within a week. The other student reported that the job search was the most challenging and frustrating part of the experience. They applied for jobs, made cold calls and did walk ins to businesses asking about work opportunities. They ultimately found a job at a small company but was then laid off after three months when the work slowed down. They are still looking for job related to their preferred trade. The student suggested that instructors should introduce the job search activities earlier in the program to enable students to start the job search sooner.<sup>11</sup>

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<sup>11</sup> One instructor observed that advancing the job search component earlier in the Foundation program can have good and bad consequences. The student might encounter an employer who wants them to start while they're still in the process of completing the program. The instructor noted that a student might feel pressure to take the job or risk losing the opportunity, but taking the job could ultimately interfere with their performance in the program. The instructor suggested that students need to make use of the career lab at Camosun which is there to provide help in resume writing, job searching, etc.

Three of the students suggested that the job search training offered in the program could be expanded and enhanced by:

- Providing students with more advice and personal guidance in preparing a strong resume (i.e., instructors working alongside students to support them in preparing their resume).
- Providing more direct coaching with preparing strong email introductions and follow-up emails, practising and perfecting interview skills, and making cold calls and doing walk ins to businesses to search for work.

Staff at Camosun College observed that Career Services for Students and Alumni are offered and readily available to trades students but to date they have not been well used. The Career Lab at Camosun offers a variety of resources to help students navigate their career path. The Centre runs employment career events, provides in-person one-on-one coaching and support, hosts a job board, and provides many online resources to help launch student careers. Staff acknowledged that there is a strong opportunity to enhance employment services as part of the apprenticeship training. Students are clearly motivated and engaged in their training and providing a stronger foundation to land that first job would greatly assist in launching their career in the trades.

Six of the students noted that they are currently completing Level 1 of their apprenticeship training and three students are currently completing or about to start Level 2. Six of the students are pursuing an apprenticeship in plumbing and three are pursuing an apprenticeship in refrigeration. Eight of the students are considering completing the technical training (classroom learning) component of their apprenticeship at Camosun College. However, two students expressed concern about the wait times to start the training. One student is unsure where they will complete their technical training but would pick Camosun if they hadn't recently relocated to another part of the province with their family.

Eight of the students shared additional observations on their work / apprenticeship experience. Six students from the underrepresented group confirmed that they felt safe, supported, and respected in their apprenticeship.

- One of the students observed that men on the worksite are curious to see how women perform in the trades. They emphasized that they do not feel disrespected, but they sense that their actions are more closely monitored than others on the site because they are the only woman. One thing they greatly appreciate about their current employer is that they installed a female specific portable toilet at the worksite without having to request it.
- One student reported that their workplace has been very welcoming and inclusive. They feel they have been adequately challenged with different responsibilities. They stressed the importance of having a good work attitude and a willingness to change tasks as work demands change from day to day. They encountered some individuals on the job site who hold more traditional attitudes and behaviours but this has not been off putting and it has never reached a point where they felt it necessary to challenge the behaviour. They noted that they don't expect to get along with everyone, but the key thing is for people to be professional in the job.

The two students from the overrepresented group reported that they encountered some initial difficulties with their journey person but it was something they were able to work through. In both cases the students used the experience they gained through the Foundation program to address the issues.

- One student reported having a journey person who routinely used homophobic language on the worksite and the student was able to have a meaningful conversation with them about the inappropriateness of using that language.
- One student encountered a journey person who was disrespectful and insulting towards them. The student purposely spoke to the journey person about their attitude and behaviour and the conversation changed the relationship for the better and it was never an issue again. The student noted that the lessons from Foundation program were helpful in informing how they approached the journey person to have a professional conversation.

With respect to other challenges and barriers, two students noted that they found the starting wage of an apprentice to be challenging, especially when supporting a family and dealing with rising living expenses.

Another student observed that the government is doing a good job recruiting people in the trades and it's important to continue offering supports for people to enter the trades. However, they noted that the cost of living can make it difficult for new apprentices to stay in the sector especially if they need to relocate for the work. They suggested that the government needs to commit to supporting people in the early years of their apprenticeship (e.g., providing grants) to ensure they stay in the sector.

Six of the students confirmed that they are very satisfied with their career journey in the trades at this point while two students are somewhat satisfied. One student from the underrepresented group noted that they are undecided about their career journey in the trades at this point and one student from the overrepresented group noted that they are somewhat dissatisfied at this point.

### **3.4.3 INSTRUCTOR PERSPECTIVE ON STUDENT OUTCOMES**

Instructors confirmed that the enhanced curriculum is fostering a more inclusive learning environment for students.

Instructors observed that there continues to be a very small number of students who have disparaging attitudes about the need for including the DEI material in the program, but overall there has been a significant shift toward more people who are willing to speak out about unacceptable behaviour and holding individuals to account for their behaviour rather than being silent about the situation. Instructors emphasized the importance of addressing issues immediately and communicating in a clear and direct manner that inappropriate behaviour and language will not be tolerated.

Instructors confirmed that they make attempts to provide students with opportunities to change their attitudes and behaviour. In a rare instance where a student received multiple warnings about their behaviour the office of student support was engaged to create a behavioral contract with the student, aligning with the requirements for that student to be successful in the program.



A key positive change is that faculty are hearing more immediately from students about issues when they occur (rather than weeks or months after they occur) which is an indicator that students feel confident and comfortable speaking out about these issues.

One instructor recalled an experience where a female student brought forward a concern about the language being used by an older male student that made her feel uncomfortable. The instructor promptly had a discussion with the male student and from that point on the male student became very supportive of the female student and made a point of partnering up with her on class projects and sharing details of his work experience.

Instructors have also witnessed students taking the initiative and calling out their fellow students when they exhibit inappropriate behaviour. As described by one instructor, the curriculum has contributed to student empowerment, especially in relation to students stepping in as an ally and standing up for other students when they spot a situation where the student is not being respected or treated appropriately. The instructor noted that this type of response from students has improved overall classroom management. The instructor further noted that this is an important development for the trades sector as a whole in that it contributes to workplace safety. As described by the instructor, *“workplace safety has an important psychological aspect and its twofold in that if you’re struggling psychologically, you’re more likely to hurt yourself physically. The goal is to recognize that everyone deserves dignity and respect in the workplace and this ultimately contributes to a safer workplace.”*

Instructors confirmed that the enhanced curriculum is contributing to increased retention of students in the program. As observed by one instructor, there were issues with people dropping out of the program as recently as five years ago because they didn’t feel the culture in the classroom was inclusive. They are now seeing far fewer students leave the program and when someone does leave it’s typically linked to issues external to the classroom (e.g., change in personal situation, personal health condition).

Instructors noted that they are also seeing a growing number of people from diverse groups that are applying for employment when they complete the Foundation program and returning to Camosun to complete the Level 2 apprenticeship. As described by one instructor, there are 16 students in an apprenticeship class and up until recently there might have been only one woman in the class, but since the roll out of the new enhanced curriculum the number of women in the apprenticeship classes has grown to three or four women per class which is quite impressive.

Instructors find it very encouraging to see people from underrepresented groups returning to Camosun to complete additional levels of training and continuing their career path in the trades. It was noted that classmates can form strong bonds while in the program and some apprentices have confirmed that their classmates have stood up for them in the workplace when they’ve encountered inappropriate behaviour.

Several instructors observed that it’s common for instructors to offer and provide Foundation students with ongoing support and guidance as they work through their apprenticeship. The fact that female students are following up with their trainers confirms that they developed positive relations and felt confident and comfortable to seek out their guidance. Instructors provided examples of female students reaching out to share their experience:

- One student shared her concerns about the business practices of an employer who pushed her to maximize sales over the best interests of the customer.
- One student shared a safety measure she adopted while visiting houses to complete work orders. She made it part of her routine to text one or two colleagues to let them know when she was entering a house and then provided updates on her status until she left the house. The instructor noted that he now shares this safety tip in the classroom.

### 3.4.4 FEEDBACK FROM STUDENTS IN THE WITT PROGRAM

Students in the Women in Trades Training (WITT) Program were asked to share their feedback on a one-day information / learning event on diversity, equity and inclusion that was facilitated by Camosun faculty.

All 14 students confirmed that the presentation helped to strengthen their basic understanding of the meaning of diversity, equity, and inclusion and raised their awareness of how DEI issues can impact the learning experience of students.

The students also confirmed that the presentation provided them with useful information and skills to respond to diversity, equity, and inclusion related issues that they might encounter in their career path in the trades.

Aspects of the presentation that students found to be especially informative and helpful included:

- Learning about the difference between allyship and inclusion
- Learning about more subtle forms of discrimination
- Learning about microaggression and discussing how behaviour/language can be identified as microaggression

With respect to potential improvements, one student suggested that the presentation and discussion on microaggressions could be expanded with more discussion on the scenarios. For example, understanding the difference between microaggressions and bullying.

### The WITT students shared the following comments on why it's important for Camosun to be proactive in creating a diverse, equitable and inclusive learning environment:

*It's important for young people to learn early what is acceptable.*

*Important because it's a way to call people in, instead of calling them out.*

*To ensure that everyone feels welcome and safe in their learning environment.*

*Because diversity is here and will only continue to grow - we need to adapt respectfully.*

*Some concepts are still new to some people and it's better to learn here than on the job.*

*Because everyone deserves to be included in learning.*

*To give everyone equal opportunities.*

*Language is important and creates barriers - it's important to educate and provide resources for DEI training.*

*It's important because these are still major issues and we need to work on how certain people see things.*



### **3.4.5 FEEDBACK FROM STUDENTS IN APPRENTICESHIP PROGRAM**

Students working through the Pipe Trades Apprenticeship Program (technical training) at Camosun College were invited to complete an online survey in October 2024. The survey was used to gain feedback from students on their impressions of the Apprenticeship Program.

A total of 12 students completed the survey with four of the students belonging to underrepresented groups.

Although the sample is small, the survey results illustrate that Camosun is having some success in retaining students in the program including students from underrepresented groups. The large majority of respondents (83%) were returning students (i.e., they had prior training experience at Camosun College and returned to Camosun to complete the technical component of their apprenticeship). All four of the students belonging to underrepresented groups were returning students. Three of the students confirmed that they went through the Foundation Program at Camosun.

The large majority of respondents strongly agreed that they felt respected by the instructors (83%), that their opinion was valued by the instructors (75%), that they were treated fairly by the instructors (83%), and that they felt welcome or safe to express concerns to the instructors (75%). Only one student indicated that they did not feel entirely respected and did not feel entirely welcome or safe to express concerns to the instructor(s). This student was from the underrepresented group.

A smaller proportion of respondents strongly agreed that they felt respected by their classmates (58%), that their opinion was valued by their classmates (50%), that they were treated fairly by their classmates (50%), and that they felt welcome or safe to express concerns to their classmates (58%). This pattern is very similar to what students in the Foundation program experienced (i.e., students experienced a greater level of respect and support from the instructors compared to their classmates).

Ten of the 12 respondents reported on their satisfaction with the program:

- Seven students (70%) confirmed their learning expectations were met, two students were undecided, and one student did not feel their expectations were entirely met.
- Nine students (90%) confirmed that they would recommend the program to others and one student was undecided.
- The one student who did not feel their expectations were entirely met and was unsure about recommending the program was from the underrepresented group.

Several students provided additional observations on their experience in the Apprenticeship Program. Two students emphasized that the curriculum is good but suggested that the textbooks need to be edited for errors and the exam content needs to be more consistent with the material being covered in class. A student suggested that there was one instructor who could have been better prepared for class.

## 3.5 Governance Committee Perspective on Program Relevance, Outcomes and Broader Challenges

Six members of the Governance Committee shared their observations for the evaluation.

### **EFFECTIVENESS OF THE GOVERNANCE COMMITTEE**

Committee activity and engagement was affected by turnover and transition to some extent. There was an administrative change at Camosun midway through 2023 and there were changes in representation from some of the participant organizations over the course of the program. Members also acknowledged that attendance at committee meetings was not consistent. Despite these issues members generally felt they were adequately informed about the progress of the program through the meeting minutes and the evaluation results that were shared. One member noted that the Development Evaluation report that was shared with the committee at the end of 2023 was very helpful in providing an overview of the purpose and structure of the program and what was being achieved.

One member observed that it would have been helpful to have more information on the finer details of the enhanced curriculum and the goals of the program when the committee first came together. It was suggested that it might have been helpful for the committee to sit through a training session to gain a fuller understanding of the enhanced curriculum. However, it was acknowledged that it would have been challenging for all members of the committee to attend this type of event.

One member suggested that greater employer representation on the committee would have been beneficial. This would enable employers to see the results coming out of the program and reinforce the importance of embracing DEI principles in the workplace. It was acknowledged that the lack of employer representation did not negatively impact the delivery of the program and that it may have been challenging for employers to commit time for the committee. It was further suggested that it might have been beneficial to have actual skilled trades employees on the committee to hear their perspective on the program and its achievements.

### **PROGRAM RELEVANCE**

Committee members confirmed that the DEI training components are highly relevant.

As described by one member, it's important to have DEI training across all aspects of the career journey including Foundation programs, Apprenticeship programs, and post-apprenticeship programs so that DEI messaging is consistent and the values become entrenched. It was emphasized that it's not sufficient or realistic to have students coming out of training and shouldering the responsibility for educating employers about the importance of DEI in the workplace. It was suggested that there is more that unions and employers could be doing to integrate healthy and respectful workplace polices and DEI principles in the workplace.

One member noted that old stereotypes still exist (e.g., women cannot perform at the same level as men in the skilled trades) but suggested that the stereotypes are not as common as they once were and things are changing for the better. The member observed the situation won't change immediately but progress is being made and it's important to continue with initiatives like the enhanced DEI curriculum to realize the longer-term benefits.

## OUTCOMES AND BROADER CHALLENGES

Committee members identified several positive outcomes that the program has achieved to date.

Instructors are gaining greater awareness of DEI principles and are more mindful of the language they use in the classroom and the way they communicate to students. As described by one member, the DEI initiative is playing an important role in normalizing conversations around DEI between instructors and students and this is having a ripple effect in the industry.

Instructors are becoming more sensitive to the needs and interests of students from diverse backgrounds and experiences. They understand the classroom environment can be especially intimidating for some individuals (e.g., young students, students in their first post-secondary learning environment, newcomers to Canada).

As described by one member, the program is unique in that it focuses on classroom interaction and relationships and the impact of being a positive mentor in that space. Another member noted that the training is helping instructors appreciate the value of self-reflection and developing their emotional intelligence which can ultimately strengthen their capacity to create a safe learning environment.

Members noted that the results from the student survey confirm that students from underrepresented groups are feeling heard, respected, and included in the classroom environment.

Finally, members noted that Camosun is generally viewed as having a good reputation for equity-seeking groups (e.g., women and trades, indigenous trades training) and the enhanced DEI curriculum continues to build on that commitment. Although provincial funding for the Women in Trades Training program and the Indigenous Peoples in Trades Training program was discontinued in March 2024, Camosun decided to continue funding the program out of its annual budget in recognition of the importance of the programs.

With respect to ongoing challenges, one member emphasized the importance of employers taking an active role in supporting DEI in the workplace to ensure there is continuity for the principles being introduced in the classroom. It was suggested that this could take the form of employers participating in relevant training (e.g., Being more than a Bystander) and implementing guidelines / practices in the workplace. It was suggested that these training opportunities be offered and promoted through construction associations. The member observed that larger scale operations tend to be somewhat more proactive in embracing DEI principles and there's a need to reach smaller operations/shops.

One member suggested that several benchmarks can potentially influence major and lasting change in attitudes toward DEI principles in the workplace. This includes women-ownership of companies and having women as site supervisors. Another key element could be reaching a threshold of representation from equity deserving groups in the workplace (e.g., 15%). It was speculated that once the threshold is reached it might provide the leverage to bring about significant changes in attitudes and beliefs.

One member observed that funding in general remains an ongoing concern for these types of programs. It was suggested that long-term, stable funding solutions are needed to appreciably make progress. It was suggested that a generational funding commitment is needed to attract and recruit people into skilled trades or the province will continue to fall short of industry demand. It was further suggested that counting on migration or immigration to address the labour shortage is not realistic as people are increasingly less interested in relocating, especially if they can't find affordable accommodation and other cost of living considerations make it unfeasible.

## 3.6 Industry Perspective on Program Relevance, Outcomes and Broader Challenges

Representatives with six employers were interviewed and shared their observations.

Five of the employers are private companies and the sixth employer is a post-secondary education institution (not Camosun College). Annual revenue generated by the private companies ranges from \$500,000 to \$15 million. All six employers have been operating for 10 years or more and at least two of the employers have been operating for more than 60 years.

At least three of the employers have 100 or more employees and their service area covers all of Vancouver Island. Two of the employers have approximately 10 employees each and their service area covers the southern portion of Vancouver Island. The sixth employer has approximately 300 employees with a wide range of qualifications including tradespersons who are responsible for stewardship of the campus lands and buildings.

Two of the employers focus on offering heating and air conditioning services and four of the employers offer a fuller range of services including plumbing, heating, and air conditioning services as well as planning services.

Four of the employers offer services for both commercial and residential needs while one employer focuses exclusively on residential needs. The sixth employer focuses on buildings located on campus.

### **PROGRAM RELEVANCE**

The employers confirmed that they are aware of efforts at Camosun College to support and facilitate opportunities for skilled trades training for women and they believe this is an important initiative.

As observed by several employers, it's important for the skilled trades sector to broaden its appeal and make the training and work environment more inclusive to address serious labour shortages in the industry.

One employer described the enhanced curriculum as a necessary step for helping to promote diverse and inclusive workplaces where women and ethnic minorities can contribute to addressing worker shortages in the skilled trades.

Another employer noted that they are a strong promoter of DEI principles and they want their employees to share these values.

A third employer observed that it's important for people entering and working in the trades to understand that male chauvinist behaviour is no longer acceptable in the workplace as these attitudes can undermine teamwork and service quality and impact company viability.

## OUTCOMES AND BROADER CHALLENGES

All six employers confirmed that they hired apprentices coming out of the Camosun program within recent years including men and women who likely went through the enhanced curriculum program given the timing when they started their apprenticeship.

Employers confirmed that women are just as capable as men working in the trades:

*As described by one employer, “women can perform equally alongside our top performing male workers, they can be highly driven and go above and beyond what’s required.”*

*Another employer observed that women working in the trades “are challenging the old stereotypes and demonstrating that they are competent and qualified to take on the demands of the job.”*

*A third employer commented that women “are capable of doing the work and doing it well and this is backed by the high number of 5-star reviews they receive from our customers.”*

A fourth employer reported being very impressed with the women and ethnic minorities that they recently took on as apprentices. The employer noted that the new apprentices are “very committed to the job and they do impeccable work.” The employer has observed female journeypersons doing some things better than their male counterparts such as finishing and tidy work completion and providing detailed paperwork and daily logs. The employer also reported high satisfaction with ethnic minority workers, emphasizing that they are highly motivated and very reliable.

One employer observed that substantial changes have occurred in last 10 years with shifting attitudes and the trades workplace becoming more inclusive of women and other underrepresented groups. They described instances where male workers called out the inappropriate behaviour of other male workers and in one instance a male worker was removed from a crew when a concern was brought forward by a female journeyperson. The employer emphasized the importance of having a bullying and harassment policy in the workplace and ensuring that all workers are familiar with the policy and the consequences for not following the policy.

One employer observed that having women on the team contributed to a less cliquy and more open team environment. They also believe that the presence of women on the team has improved the customer service capacity of the company (i.e., customers appreciate seeing a broad demographic represented in the company).

Despite the gains that have been made, one employer stressed that it will be an ongoing learning process for employers and workers to embrace and support diversity in the workplace. It was suggested that there is an issue with older generation employers and workers not being as mindful as they could be in making the work environment equally welcoming for all workers.

Several employers emphasized that some individuals, regardless of their gender or ethnic identity, are not well suited for the trades sector. Employers noted that you need to enjoy doing this type of work to succeed and it’s important to take pride in doing the job correctly as errors can be very costly. Employers stressed the importance of having a strong work ethic (e.g., being punctual and reliable, being open to working overtime, willingness to learn). Furthermore, workers need to understand how to maintain professional relationships with coworkers and with clients as an aspect of promoting safe working conditions and optimal work performance and quality.

Employers also emphasized that workers in the trades need to be prepared for the physical and varied demands of the job (e.g., being physically fit, being prepared to work long days). As described by one employer, the plumbing trade can be very physically demanding and it’s important for workers to be fit and to stay fit even when they step away from the trade for a period of time so that they are ready to respond to the physical demands once they return. Another employer observed that they continue to encounter new hires who have

unrealistic expectations related to work hours and the amount of physical work involved. They emphasized that there continues to be a high number of new hires, men and women, who are not well prepared for the physical demands of the plumbing trade, especially in the context of large-scale construction jobs like condo development. It was noted that the union has responded by including additional benefits that extend to free gym memberships, but it may be necessary for the trades to think through additional creative approaches.

One employer observed that students coming into the trades, particularly younger students, tend to have unrealistic expectations related to career advancement (i.e., they want to advance their career and wage rate as fast as possible) and they don't fully appreciate the importance of the apprenticeship system for learning technical skills to meet industry standards and ensuring safety in the workplace.

One employer stressed that it's important for apprentices to understand that they'll be working as a 'journeyman' and early in their career they may not get a job that meets all their expectations in terms of area of specialization, wage, and job location and they will need to be resilient and open to adapting as jobs become available. The reality is that companies experience cycles of work intensity where there are slow periods that could result in layoffs and the journeyman needs to be prepared for and open to following the work where it's available. It was also emphasized that the trades can be a closed door market in that some jobs are not widely advertised and it's important for an apprentice to build a network of people in the trades who can assist with advancing their career.

One employer emphasized that they are interested in hiring apprentices that have interest and or experience in customer service as this is especially valuable in the residential sector where there is much more direct contact with customers and customer relations is an important part of generating repeat business. It was suggested that apprentices keep this aspect in mind when considering their preferred work setting.

One employer observed that they find it common for women apprentices to complete two years and perform very well, but in the 3<sup>rd</sup> and 4<sup>th</sup> year they tend to struggle or leave. The employer noted that during the 3<sup>rd</sup> and 4<sup>th</sup> year they ask their workers to take on more responsibility and leadership and guide younger apprentices. The employer is unsure if it's the extra responsibilities that are somehow influencing women to leave the trade or whether other factors are contributing to this outcome.



# 4.0 Conclusions and Recommendations

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## **PROGRAM RELEVANCE**

Stakeholders from across the trades sector confirmed the importance of the enhanced curriculum and related initiatives at Camosun to reduce barriers for women and other equity deserving groups.

Members of the program Governance Committee confirmed that the program is increasing awareness of DEI principles and strengthening the capacity of course instructors to create a welcoming and inclusive learning environment. Members recognize that expanding DEI training across all aspects of the career journey (foundation programs, apprenticeship programs, and post-apprenticeship programs) is important for further entrenching DEI values. Members also acknowledge the importance of employers taking an active role in supporting DEI in the workplace to provide continuity in the promotion of the values.

Employers confirmed the ongoing relevance of the enhanced curriculum as an important aspect of addressing worker shortages in the skilled trades. Employers reported positive experiences hiring women and other underrepresented groups but observed that some individuals, regardless of the demographic, are not well suited for some of the work demands associated with the skilled trades. Employers emphasized several key attributes that are important for succeeding in the trades including having a strong work ethic, being physically fit, and genuinely enjoying and being satisfied with the work.

Instructors and students confirmed that the enhanced curriculum is fostering a more inclusive learning environment and this is contributing to greater intake and retention of students from underrepresented groups. As observed by one instructor, it is now common to have as many as three or four women in an apprenticeship class whereas in previous years there might have been only one woman in the class.

A further value of the enhanced curriculum is its use as a training resource for other organizations and associations including the United Association (UA) of Journeymen and Apprentices of the Plumbing and Pipefitting Industry of Canada and the International Brotherhood of Electrical Workers (IBEW). The DEI work at Camosun College also provided inspiration for launching the ConnectHER Hub at the British Columbia Institute of Technology (BCIT). The ConnectHER Hub is a dedicated office space and resource area to support and empower women and gender-diverse trades students.

## **ENHANCED CURRICULUM TRAINING AND ORIENTATION**

The number of Camosun employees/instructors that participated in curriculum training and orientation has progressively increased over time. As of February 2025, at least six employees participated in the full DEI training and a further 11 employees participated in a day-long DEI orientation session. A small number of Camosun employees were also informally introduced and mentored in the use of the DEI resources. Participants confirmed that the training and orientation sessions are effective for expanding their knowledge of DEI and the different tools and approaches that can be used to create an inclusive classroom.

Participants believe that it would be valuable for all skilled trades instructors to have an orientation to DEI. For example, instructors emphasized the importance of integrating DEI resources in the apprenticeship program to reach instructors who may not have had prior exposure to DEI concepts. This would assist in ensuring greater continuity and consistency in the adoption of DEI principles across the Foundation and Apprenticeship programs.

## CURRICULUM CONTENT AND DELIVERY

The enhanced curriculum has been generally well received by instructors and students and the mandatory components are impactful in terms of advancing key outcomes for students:

- Raising awareness about resources and supports that are available to students on campus.
- Establishing a code of conduct and promoting a respectful classroom environment.
- Generating meaningful discussions on the topic of microaggressions and demonstrating positive approaches for intervening.
- Enabling students to learn from mentors.
- Enabling students to develop/enhance their employability skills.

It's important for instructors to have some degree of autonomy when delivering the curriculum given the varied experience that students have with DEI concepts. The overall course length (30 weeks) is generally viewed by instructors as sufficient to integrate all the mandatory components of the curriculum and instructors can determine the optional components that are best suited for the students.

Stakeholders emphasized that there are compounding barriers faced by women and expanding the scope of the curriculum to better reflect the diversity and multiple layers of identity that people have (and multiple types of discrimination experienced) will further serve to enable students to see themselves represented in the course and potentially promote greater retention in the program and the skilled trades sector. For example, collaborating with Indigenous knowledge holders to indigenize components of the curriculum.

## STUDENT OUTCOMES

The Foundation program (Pipe Trades, Refrigeration) is achieving a very high student success rate. Of the 117 students that were enrolled and scheduled to complete the program between January 2023 and December 2024, 93% (109) successfully completed the program. A further 50 students are currently enrolled and making their way through the program (as of February 2025).

Equity deserving groups have a substantial presence in the program. Approximately one-third of the students in the Foundation program are from groups that are underrepresented in the skilled trades (e.g., women and non-binary gender, Indigenous peoples, and members of visible minorities) and all of these students successfully completed the program (i.e., those enrolled and scheduled to complete the program between January 2023 and December 2024).



Instructors confirmed that the enhanced curriculum and related supports are contributing to greater enrolment and increased retention of diverse students in the Foundation program as well as the Apprenticeship program.

Findings from the student survey show that many of the students have similar goals and these are consistent across the underrepresented and overrepresented groups. The two most common goals include developing and/or improving skills in a trade and securing an apprenticeship and/or future employment. It's notable that almost half of the students in the underrepresented group came into the program with a long term-goal of pursuing a career in skilled trades. From their viewpoint this was much more than just an exploratory exercise.

There does appear to be notable differences with respect to student views on key features that contribute to an effective learning environment. Students from the underrepresented group tend to place a stronger emphasis on the importance of:

- Instructors who show patience and understanding.
- Instructors who take the time to answer questions and demonstrate how to do things correctly.
- Instructors who communicate in a sincere and honest manner.
- Classmates who are considerate and who value the input/contribution of others.
- A classroom environment that is welcoming (i.e., friendly, inclusive, and respectful).

Survey respondents had a very positive experience with the program. The large majority, including those from underrepresented groups, confirmed that they were respected and treated fairly by instructors, that instructors valued their opinion, and that they felt safe to approach instructors with their concerns.

The majority of respondents also confirmed that they felt respected and supported by their classmates, but it was a smaller majority compared to what was experienced with the instructors. Respondents from the underrepresented and overrepresented groups shared examples of inappropriate behaviour they encountered from some classmates including individuals refusing to be inclusive of minorities, individuals using bullying behaviour, and individuals using inappropriate humour including jokes about sexuality. It's worth noting that several students from the underrepresented group emphasized the importance of having humour and fun in the classroom (e.g., to help break tension, to help lighten the load on a busy day, to help humanize the instructor and build trust), but it shouldn't be used to discredit others and single people out.

Instructors confirmed there were a small number of students who held disparaging attitudes about the DEI material in the program, but overall, students were increasingly more confident and willing to speak out and hold individuals to account for their inappropriate behaviour.

There were two isolated incidents involving a particular instructor who used microaggressions during a presentation and a guest speaker who used exclusionary language in their presentation. These examples serve to reinforce the importance of expanding the enhanced curriculum training across all instructors and ensuring that guest speakers are aware of the DEI concepts being promoted in the program.

In terms of benefits, students from the both the underrepresented group and overrepresented group confirmed that the program provided a positive and meaningful learning experience. The most common benefit identified by over 60% of respondents from both the underrepresented and overrepresented group is the opportunity to gain hands on experience working with tools and materials. Over 30% of respondents from both groups also noted that they valued developing skills and gaining experience in a trade. A notable difference between the underrepresented group and the overrepresented group is the value they attached to making connections with instructors and classmates and establishing friendships. Over half of the respondents from the underrepresented group highly valued this aspect of the program compared to 30% of the respondents from overrepresented group.

The large majority of the respondents from the underrepresented group (88%) confirmed that their learning expectations for the program were met to some extent and that they would recommend the program to others. A slightly higher proportion of the respondents from the overrepresented group (92%) confirmed that their learning expectations for the program were met to some extent and that they would recommend the program to others.

The program is successfully inspiring individuals to continue their career path in the skilled trades. All of the respondents from the underrepresented group confirmed that they are registered for apprenticeship training or they are considering taking the training in the future and most of the respondents confirmed their interest in returning to Camosun for future training. Key reasons for returning to Camosun include the convenient location of the campus, the welcoming environment at Camosun, and the supportive and experienced faculty at Camosun.

Students that provided additional details on their post-Foundation program activities, including eight students from the underrepresented group, confirmed that they remain motivated to pursue a career in the trades. All of the students with the exception of one were successful in finding an apprenticeship sponsor (employer). In most instances the students were fortunate to be sponsored by the company where they completed their work placement as part of the Foundation program. In a few instances the search for a sponsor was more challenging (e.g., limited job positions in some locations, some positions are very temporary in duration). At least six students from the underrepresented group confirmed that they felt safe, supported, and respected in their apprenticeship position. Students confirmed that the DEI information that was covered in the Foundation program was helpful in enabling them to resolve issues in the workplace in a professional manner (e.g., responding to inappropriate language and/or disrespectful behaviour).

In general, it appears that individuals from underrepresented groups are encountering more difficulty with securing a Pipe/Refrigeration Trade job after completing the program. This reinforces the need for continuing to work with employers to address systemic barriers (e.g., discriminatory recruitment and hiring practices). It also highlights the importance of assisting individuals from underrepresented groups with networking and developing employer contacts in the trades sector.

## **CHALLENGES AND OPPORTUNITIES FOR SUSTAINING PROGRESS**

Recent developments with reduced revenues at Camosun College are posing challenges which could significantly impact future recruitment and retention of equity deserving groups in the Trade and Apprenticeship programs.

Major restructuring is scheduled to come into effect at Camosun on March 31, 2025 when academic areas will be combined to reduce administrative costs. As part of this process the existing School of Trades and Technology will be combined with Professional Studies and Industry Training (ProSIT) to become the School of Trades, Industry and Professional Studies. These changes are causing anxiety for staff as there continues to be uncertainty around future layoffs which started in the fall 2024 and are still ongoing.

Indigenous Peoples in Trades Training (IPTT) and Women in Trades Training (WITT) are currently on pause as the college goes through its restructuring process in response to the substantial reduction of international student enrolment and related tuition revenue.<sup>12</sup> There is concern among industry stakeholders that the loss of the exploratory programs at Camosun could jeopardize the success and momentum achieved to date in recruiting and retaining women in the sector. Camosun is actively exploring alternative funding models/partners to continue the exploratory programs for Indigenous peoples and women.

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<sup>12</sup> 2025 provincial and territorial allocations under the international student cap. Immigration, Refugees and Citizenship Canada. <https://www.canada.ca/en/immigration-refugees-citizenship/news/notices/2025-provincial-territorial-allocations-under-international-student-cap.html>

Fortunately, the Empowering Women in the Trades program at Camosun is continuing.<sup>13</sup> This program is for full-time female students (or students planning to enroll) in a Red Seal apprenticeship trades program. The program is designed to defray additional financial barriers facing women in the trades (e.g., educational costs, living costs, transportation costs, childcare costs, tools and protective equipment costs).

There are also new initiatives underway that will support future recruitment at Camosun. This includes additional funding recently obtained through a corporate donation. The donation will help remove barriers for students and include financial awards to trades students and bursaries for women in trades. The donation will support high school trades exploration opportunities and funding for students who have completed their Foundation training through the South Island Partnership.

Camosun is also introducing a new electric vehicle (EVan) that will visit high schools to provide hands on experience in different trades including carpentry, pipe trades, sheet metal, welding, and the EV sector. The EVan will serve as a versatile tool for raising awareness about careers in the trades.

## **RECOMMENDATIONS**

The following recommendations focus on areas where Camosun College can continue to strengthen its strategies for attracting and retaining women and other equity deserving groups in the skilled trades.

### **Faculty Training/Orientation**

Continue to include the enhanced curriculum as part of the Foundation program and support and enable faculty across all skilled trades departments to complete the enhanced DEI curriculum training or participate in orientation sessions. This will ensure that students are introduced to DEI concepts and values at an early stage and help to ensure consistent messaging from instructors across programs.

Conduct the faculty training (and orientation sessions) as group learning events. This allows for more viewpoints and observations to be pulled into discussions and provides an enhanced learning experience for participants.

### **Curriculum Delivery and Student Support**

Continue to expand the diversity of instructors and guest speakers from underrepresented groups. These steps will further enable students to see themselves represented in the trades and promote greater retention in the program and ultimately the skilled trades sector.

Ensure that the instructor workload and class size is appropriate to allow instructors adequate time to interact with all students and monitor student interactions and behaviour. Students from underrepresented groups confirmed that they especially value the interaction time they have with instructors.

Ensure that adequate supports are available to assist students with finding an apprenticeship sponsor. For example, provide students with more guidance in preparing a strong resume. (e.g., instructors working more closely with students to share their expertise in crafting an impactful resume) and provide more direct coaching to strengthen job search and job interview skills (e.g., practice with business cold calling and walk ins). It's also important to assist individuals from equity deserving groups with building a support system, networking and developing employer contacts in the trades sector.

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<sup>13</sup> This program was created through a donation provided by the Gwyn Morgan and Patricia Trottier Foundation in 2017.

Employers emphasized that working in the trades can be physically and emotionally demanding and can contribute to people leaving the trades. It's important for students to be introduced to this aspect of working in the trades to ensure they have realistic expectations. The Foundation and Apprenticeship programs should also provide and/or ensure students are directed to relevant resources to help students develop physical and mental health strategies to combat challenges and burnout.

## **Sustaining Progress**

Camosun College has been very proactive in developing and securing resources to advance the participation of women and other equity deserving groups in the skilled trades sector. However, recent developments with financial challenges stemming from reduced international student enrolment pose significant challenges for sustaining important trades exploratory programs that target Indigenous peoples and women. Camosun is actively exploring alternative funding models/partners to support the continuation of these programs. It is important that all levels of government thoroughly consider the impacts of these changes to ensure that training in the trades remains accessible and effective.

The DEI initiatives undertaken at Camosun including the enhanced curriculum have served to inspire other organizations and inform their approaches and capacity for strengthening DEI activities. Camosun should continue to search for opportunities for sharing its DEI training resources with skilled trade organizations and associations and other sector stakeholders including employers and non-unionized contractors. Working with employers to address systemic barriers is especially important for ensuring that underrepresented groups have equal opportunity to secure apprenticeship positions and build long-term careers in the trades.

Employers confirmed that positive cultural changes are occurring in the workplace with gender stereotypes being challenged and women being accepted as equally capable as men. They also identified skill sets where women excel (e.g., attention to detail, customer relations and service). Additional research would be helpful in further understanding women's experience in the trades. For example, exploring the role of women (and equity deserving groups in general) in strengthening team dynamics in the workplace and making companies more attractive to a wider range of potential customers and employees. It would also be helpful to gain a deeper understanding of the barriers and challenges that contribute to women leaving the trades during the apprenticeship period (e.g., discriminatory recruitment and hiring practices, lack of mentors and supportive networks) and the types of strategies that can assist with retaining women in the trades at the apprenticeship and journey levels (e.g., inclusive and consistent workplace policies and practices, flexible workplace practices to help women balance work-life responsibilities).

The enhanced curriculum at Camosun is contributing to increased enrolment and retention of women in the Foundation program and there's been a corresponding increase in women entering Apprenticeship training. Despite significant fiscal challenges, Camosun remains committed to supporting and investing in this area as evidenced by the recruitment of the College's first Director of Equity, Diversity and Inclusion and work underway to establish a Centre for EDI. It would be an opportune time to initiate a longitudinal study to track the career advancement of women and other underrepresented groups as they move from pre-apprenticeship to employment in the trades. This information could help to inform the Centre's priorities and ensure programming is aligned with the real experiences of students as they navigate their career journey in the trades.

# Appendices

## Appendix A: Data Collection Tools

### FOUNDATION STUDENT PRE-PROGRAM SURVEY

Camosun College would like to learn about your goals in taking the course and your views on how the program can be a positive learning environment. We appreciate your participation in completing this survey. The information collected through this survey will remain confidential. We are not asking you to include your name in the survey and all the survey data will be summarized to protect your privacy.

The first few questions will help us to better understand the demographic composition of the students participating in the program. This information will help us to learn more about the different groups participating in the program and the areas where the program could be improved.

1. Please indicate your age.

<input type="checkbox"/> Under 20	<input type="checkbox"/> 30 to 34	<input type="checkbox"/> 45 to 49	<input type="checkbox"/> Prefer not to answer
<input type="checkbox"/> 20 to 24	<input type="checkbox"/> 35 to 39	<input type="checkbox"/> 50 to 54	
<input type="checkbox"/> 25 to 29	<input type="checkbox"/> 40 to 44	<input type="checkbox"/> 55 or older	

2. To which gender do you most identify?

Woman     Man     Transgender     Non-binary  
 Prefer not to answer  
 Prefer to self-describe, please specify: \_\_\_\_\_

3. Do you identify as First Nations, Métis or Inuk (Inuit)?

No, I'm not First Nations, Métis or Inuk (Inuit)  
 Yes, First Nations (North American Indian)  
 Yes, Métis  
 Yes, Inuk (Inuit)  
 Prefer not to answer

4. Do you consider yourself to be a member of a visible minority?

Yes     No     Prefer not to answer

5. Is English your first language?

Yes     No     Prefer not to answer

6. What is the highest level of academic education that you completed prior to starting this program?

High school  
 Self-guided learning (e.g., online correspondence course, professional development activities)  
 Completed some college courses  
 Graduated with college diploma or certificate  
 Completed some university courses  
 Graduated with university degree  
 Prefer not to answer  
 Other, please specify: \_\_\_\_\_

7. Did you complete any of the following trades training prior to starting this program? Check all that apply.

- I did not complete any trades training prior to starting this program
- WITT Sampler (Women in Trades Training)
- IPTT Sampler (Indigenous Peoples in Trades Training)
- TASK (High School trades training)
- Other Foundation program
- Other Apprenticeship training
- Red Seal
- Job site experience
- Self-guided learning (e.g., online tutorials, professional development activities, job shadowing, correspondence course)
- Other relevant training, formal or informal, please specify: \_\_\_\_\_

If you have done other Foundation or Apprenticeship training, or if you possess Red Seal certification(s), please specify which discipline(s): \_\_\_\_\_

8. What are your three main goals in taking this course?

9. In a sentence or two, describe the kind of learning environment that would help you be successful in this course.

10. In a sentence or two describe what would make you feel most comfortable as a learner in this course

11. Please identify anything that would make the learning environment feel awkward or uncomfortable for you as a student.

12. In a sentence or two, describe how you would like/expect to be treated in the classroom by your instructor and by other students.

13. Complete the following statement in your own words: I feel respected by my instructor when...

14. Complete the following statement in your own words: I feel respected by other students when...

15. In a sentence or two, describe how you would like your instructor to communicate with you in the classroom.

16. Briefly describe how you would like other students to communicate with you in the classroom.

17. Briefly describe the kinds of learning activities you would like to participate in during the course.

OPTIONAL: Feel free to include any additional information you'd like to share about yourself as a student. For example, this might include unique circumstances, relevant experiences, or barriers to learning you have experienced in the past.

*Thank you for completing this survey.*

## FOUNDATION STUDENT END OF PROGRAM SURVEY

Congratulations! Now that you have completed the Plumbing/Refrigeration program Camosun would like to check in with you to learn more about your overall impressions of the program. We appreciate your feedback and are interested in understanding what aspects were successful and where potential improvements could be made for the future course deliveries. Camosun College has integrated a number of curriculum enhancements for Equity, Diversity, and Inclusion in the Pipe Trades Foundation Program and the Refrigeration Foundation Program and we're interested in learning more about how students experienced these new components.

We appreciate your participation in completing this survey. The information collected through this survey will remain confidential. We are not asking you to include your name in the survey and all the survey data will be summarized to protect your privacy.

The first few questions will help us to better understand the demographic composition of the students participating in the program. This information will help us to learn more about how different groups experience the program and the areas where the program could be improved.<sup>14</sup>

1. Please indicate your age.

<input type="checkbox"/> Under 20	<input type="checkbox"/> 30 to 34	<input type="checkbox"/> 45 to 49	<input type="checkbox"/> Prefer not to answer
<input type="checkbox"/> 20 to 24	<input type="checkbox"/> 35 to 39	<input type="checkbox"/> 50 to 54	
<input type="checkbox"/> 25 to 29	<input type="checkbox"/> 40 to 44	<input type="checkbox"/> 55 or older	

2. To which gender do you most identify?

Woman     Man     Transgender     Non-binary

Prefer not to answer

Prefer to self-describe, please specify: \_\_\_\_\_

3. Do you identify as First Nations, Métis or Inuk (Inuit)?

No, I'm not First Nations, Métis or Inuk (Inuit)

Yes, First Nations (North American Indian)

Yes, Métis

Yes, Inuk (Inuit)

Prefer not to answer

4. Do you consider yourself to be a member of a visible minority?

Yes     No     Prefer not to answer

5. Is English your first language?

Yes     No     Prefer not to answer

<sup>14</sup> Questions 9, 10 and 17 in this survey have been carried over from the mid-program survey which is not being continued as part of the outcome evaluation.

6. What is the highest level of academic education that you completed prior to starting this program?
- High school
  - Self-guided learning (e.g., online correspondence course, professional development activities)
  - Completed some college courses
  - Graduated with college diploma or certificate
  - Completed some university courses
  - Graduated with university degree
  - Prefer not to answer
  - Other, please specify: \_\_\_\_\_

7. Did you complete any of the following trades training prior to starting this program? Check all that apply.

- I did not complete any trades training prior to starting this program
- WITT Sampler (Women in Trades Training)
- IPTT Sampler (Indigenous Peoples in Trades Training)
- TASK (High School trades training)
- Other Foundation program
- Other Apprenticeship training
- Red Seal
- Job site experience
- Self-guided learning (e.g. online tutorials, professional development activities, job shadowing, correspondence course)
- Other relevant training, formal or informal, please specify:

If you have done other Foundation or Apprenticeship training, or if you possess Red Seal certification(s), please specify which discipline(s): \_\_\_\_\_

8. Why did you choose the Pipe Trades (or Refrigeration if applicable) over other trade opportunities (e.g. Automotive, Carpentry, Electrical, etc.)? What in particular attracted you to the Pipe Trades (or Refrigeration if applicable)?

The next series of questions will help us to better understand how you experienced the program. Please note that some of the questions deal with harassment, bullying and other harmful behaviours. If you feel you need to speak with anyone about issues you're experiencing in the classroom or with other areas of your life you can access confidential counselling through Camosun College. You can secure an appointment by speaking to the Counselling Assistant (call **250-370-3571** or **250-370-4925**).

9. Have you personally been harassed, bullied, and/or abused in any way while participating in this course?

- Yes
- No
- Prefer not to answer

If so, please feel free to provide more details about the type of problem you encountered (optional)

10. Have you observed or heard about others in the classroom experiencing any harmful behaviours during this course?

- Yes
- No
- Prefer not to answer

If so, what have you observed or noticed (optional)?

11. To what extent do you agree or disagree with each of the following statements:

	Strongly agree	Somewhat agree	Neutral / undecided	Somewhat disagree	Strongly disagree	Not applicable
I felt like I was respected by the instructor(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt like I was respected by my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt that my opinion was valued by the instructor(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt that my opinion was valued by my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt that I was treated fairly by the instructor(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt that I was treated fairly by my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt welcome and safe to express any concerns I had to the instructor(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt welcome and safe to express any concerns I had to my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidents of harassment / bullying were taken seriously in this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt supported in the program when I had concerns related to harassment / bullying issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feel free to add any additional commentary in relation to your answers to the questions above. For example, what made you feel most comfortable or uncomfortable in the program.

12. Is there anything in the learning content / curriculum in this program (i.e., learning materials, group activities, etc.) that made you feel awkward, uncomfortable, or excluded? If so, please identify what it is and the effect it had on you.

**The final questions deal with your experience in the course.**

13. Please add a note about anything else you would like your instructor to know about your learning and/or experience in this course as a student.

14. Are there any specific changes or additions that you feel are needed to make the program curriculum more equitable, diverse, and/or more inclusive?

15. To what extent do you agree or disagree with the following statement:

	Strongly agree	Somewhat agree	Neutral / undecided	Somewhat disagree	Strongly disagree	Not applicable
My learning expectations for the program are being met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. What are the most valuable things (or most favourite things) that you gained from the program? For example, hands-on work, mentorship, meeting other students with similar interests, etc.

17. What did you learn about equity, diversity and inclusion in this course?

18. Do you think that you would recommend this program to others who might be interested in working in the trades?

Yes  No  Unsure

Please provide any additional details on why you would or would not recommend this program to others (or why you're unsure) (optional).

19. Do you think you will take apprenticeship training in the future?

Yes  No  Unsure

20. Would you consider returning to Camosun College for future training?

Yes  No  Unsure  Prefer not to answer

Please elaborate on your response if you like (optional).

21. Do you have a Pipe Trades job (or Refrigeration job if applicable) waiting for you upon completion?

Yes  No  Unsure

22. Are you aware of supports available from the local and national Trades Unions?

Yes  No  Unsure

23. What additional observations would you like to share about the program, including how the curriculum and related resources met your needs, and/or suggestions on how the program could be improved?

Thank you for taking the time to complete this survey!

We are planning to conduct a follow-up survey with program graduates in approximately six months to hear more about their career journey in the trades including successes and challenges.

We might reach out to you at that time to determine your interest in participating.

## **FOUNDATION STUDENT POST-PROGRAM INTERVIEW QUESTIONS**

Thank you for taking the time to chat with me today.

Camosun College has contracted our consulting firm (Harry Cummings and Associates) to conduct an evaluation of the curriculum enhancements for Equity, Diversity and Inclusion in the Pipe Trades Foundation Program and the Refrigeration Foundation Program.

Your participation in this interview will help us to better understand how students experienced the enhanced curriculum and the types of outcomes they experienced during and since completing the program.

Participation in the interview is completely voluntary and we greatly appreciate any observations you want to share about your experience in the program and where you're currently at with your career interests and pursuits.

The information collected through the interview will remain confidential. All of the information that we collect will be summarized and no names will be reported on. All information collected will be maintained in an electronic file on a password protected encrypted device, and only designated members of the HCA team will have access to this file.

**Do you have any questions about the evaluation?**

**Do I have your consent to continue with the interview?**

Yes – proceed with the interview                       No – “Thank you for your time.”

1. To begin with, can you confirm when it was that you completed the program (year and month) and which course you completed (Pipe Trades Foundation Program or Refrigeration Foundation Program)?

**The next few questions focus on your overall reflections on the Foundation program.**

2. Overall, do you feel that the course was a positive and meaningful experience for you? Can you elaborate on why or why not?
3. Do you feel that you were respected by the instructors and your classmates and that they valued your opinion?
4. Were there any aspects in the course that made you feel especially welcome or at ease in the classroom (e.g., interactions with instructors and classmates, classroom activities and assignments)?
5. Were there any aspects in the course that made you feel unwelcome or uncomfortable?
6. Were there any activities that were especially important or valuable to you from the standpoint of promoting equity, diversity and inclusion in the classroom?
7. Were there any activities that were especially important or valuable to you from the standpoint of enriching your learning experience and preparing you for your next career steps?
8. Are there any specific changes or additions that you feel are needed to make the classroom and the course activities more inclusive and welcoming for a diverse group of students?

The next few questions focus on your career related activities and experience since completing the Foundation program.

9. Upon completing the Foundation program did you decide to continue with entering an apprenticeship?

If 'yes', go to question #10

*If the respondent did not follow through and enter an apprenticeship ask the following questions and then skip to question #19.*

- Can you elaborate on the factors or barriers that influenced you not to continue?
- Do you think you might attempt to enter an apprenticeship at a future point or explore a different trade? If no, why not?
- Skip to question #19.

10. Were you ultimately able to find an employer to sponsor your apprenticeship training?
- What kind of challenges or barriers, if any, did you encounter in trying to find a sponsor?
  - To what extent was the Foundation program helpful in enabling you to find a sponsor? For example, did the knowledge and contacts you acquired through the program assist you in finding a sponsor?
11. What type of apprenticeship specialization are you pursuing? (e.g., Plumbing, Gasfitting, Sprinklerfitting, Steam/pipefitting, Refrigeration and air conditioning mechanic)
12. Where are you contemplating completing the technical training (classroom learning) component of your apprenticeship (e.g., Camosun College or other institution)?
- Can you elaborate on the reasons may or may not choose Camosun for completing the technical training component?
13. How far are you into your apprenticeship training (work-based training and technical training)? For example, Level 2, Level 3 or Level 4, discontinued training / did not complete.

If 'completed' or 'partially completed and ongoing', go to question #14

*If the respondent discontinued their apprenticeship training before completion ask the following questions and then skip to question #19.*

- Can you elaborate on the reasons for discontinuing your apprenticeship?
- Overall, can you comment on how safe, supported, respected, and secure you felt in the work environment as well as the training environment during the time you were in the apprenticeship?
- What kind of challenges or barriers, if any, did you encounter during the time you were in the apprenticeship? For example, financial barriers, access to transportation and/or tools, sexism and/or racism, lack of network or connections, etc.
- To what extent was the Foundation program helpful in enabling you to overcome these challenges and barriers? For example, did the knowledge and skills you acquired through the program assist you in addressing issues in the workplace, in the classroom?
- Did you practice or model any of the equity, diversity, and inclusion skills that you gained from the Foundation program in the workplace and/or classroom during your apprenticeship period (when the need/opportunity presented itself)?
- Do you think you might attempt to return and complete your apprenticeship training at a future point or explore a different trade? If no, why not?
- Skip to question #19.

14. Overall, can you comment on how safe, supported, respected, and secure you felt in the work environment as well as the training environment during your apprenticeship?
15. What kind of challenges or barriers, if any, did you encounter in your apprenticeship? For example, financial barriers, access to transportation and/or tools, sexism and/or racism, lack of network or connections, etc.
  - To what extent was the Foundation program helpful in enabling you to overcome these challenges and barriers? For example, did the knowledge and skills you acquired through the program assist you in addressing issues in the workplace, in the classroom?
  - Did you practice or model any of the equity, diversity, and inclusion skills that you gained from the Foundation program in the workplace and/or classroom during your apprenticeship period (when the need/opportunity presented itself)?

**The following questions are for respondents that have completed their apprenticeship training (i.e., designated work-based training hours, technical training, Red Seal exam).**

16. After completing your apprenticeship training did you carry on and continue to work in your specialized trade?

**If 'yes', go to question #17**

*If the respondent did not follow through and work in their specialized trade ask the following questions and then skip to question #19.*

- Can you elaborate on the reasons for not continuing on and working in your specialized trade?
- Do you think you might attempt to return to work in your specialized trade at some future point or explore a different trade? If no, why not?
- Skip to question #19.

17. Overall, can you comment on how safe, supported, respected, and secure you feel in your post apprenticeship work environment?
18. What kind of challenges or barriers, if any, have you encountered in your post apprenticeship work environment? For example, financial barriers, access to transportation and/or tools, sexism and/or racism, lack of network or connections, etc.
- To what extent was the Foundation program helpful in enabling you to overcome these challenges and barriers? For example, did the knowledge and skills you acquired through the program assist you in addressing issues in the workplace?
  - Have you practiced or modeled any of the equity, diversity, and inclusion skills that you gained from the Foundation program in the workplace (when the need and opportunity presented itself)?
19. Overall, how satisfied or dissatisfied have you been with your career journey in the trades up to this point?

Very dissatisfied	Somewhat dissatisfied	Neutral / unsure	Somewhat satisfied	Very satisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If unsure or dissatisfied in any way can you share more details on why you feel this way?

20. Do you have any final comments or observations that you would like to share about the Foundation program and/or your career journey in the trades up to this point?
- For example, is there any additional learning content or activities that should be integrated into Foundation program that would better prepare individuals for entering and completing an apprenticeship?

*Thank you for completing this survey.*

## WITT STUDENT SURVEY

Thank you for attending the one-day Diversity, Equity, and Inclusion information event.

Camosun is interested in learning more about the benefits that students gain from these information events and how they can be further enhanced to ensure they remain relevant to the needs and interests of students.

With that in mind we would appreciate your feedback through this survey.

The information collected through this survey will remain confidential. We are not asking you to provide your name. All the survey data will be summarized to protect your privacy.

1. To what extent do you agree or disagree with the following statements:

	Strongly agree	Agree	Neutral / unsure	Disagree	Strongly disagree
The presentation helped to strengthen my basic understanding of the meaning of diversity, equity, and inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presentation helped me to become more aware and informed of how diversity, equity, and inclusion issues can impact the learning experience of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presentation provided me with useful information and skills to respond to diversity, equity, and inclusion related issues that I encounter in my career path in the trades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What part(s) of the presentation did you find to be the most useful / helpful? Please elaborate.
3. Are there any parts of the presentation that you feel could be improved? For example, information that was missing or information that was not covered in sufficient detail. Please elaborate
4. Why do you think it's important (or not) for Camosun to be proactive in creating a diverse, equitable, and inclusive learning environment?
5. Have you participated in other forms of orientation or training related to diversity, equity, and inclusion prior to this presentation? This includes any self-guided learning.  
 Yes    No   Please elaborate on your response if you want to:

The final few questions will help us to better understand the demographic composition of the students participating in the WITT program.

6. Please indicate your age.

<input type="checkbox"/> Under 20	<input type="checkbox"/> 30 to 34	<input type="checkbox"/> 45 to 49	<input type="checkbox"/> Prefer not to answer
<input type="checkbox"/> 20 to 24	<input type="checkbox"/> 35 to 39	<input type="checkbox"/> 50 to 54	
<input type="checkbox"/> 25 to 29	<input type="checkbox"/> 40 to 44	<input type="checkbox"/> 55 or older	

7. To which gender do you most identify?

- Woman       Transgender       Non-binary
- Prefer not to answer
- Prefer to self-describe, please specify: \_\_\_\_\_

8. Do you identify as First Nations, Métis or Inuk (Inuit)?

- No, I'm not First Nations, Métis or Inuk (Inuit)
- Yes, First Nations (North American Indian)
- Yes, Métis
- Yes, Inuk (Inuit)
- Prefer not to answer

9. Do you consider yourself to be a member of a visible minority?

- Yes     No     Prefer not to answer

10. Is English your first language?

- Yes     No     Prefer not to answer

11. What is the highest level of academic education that you completed prior to starting the WITT program?

- High school
- Self guided learning (e.g. online correspondence course, professional development activities)
- Completed some college courses
- Graduated with college diploma or certificate
- Completed some university courses
- Graduated with university degree
- Other, please specify: \_\_\_\_\_
- Prefer not to answer

12. Did you complete any trades orientation or training prior to starting the WITT program?

Check all that apply.

- I did not complete any trades orientation or training prior to starting the WITT program
- IPTT Sampler (Indigenous Peoples in Trades Training)
- TASK (High School trades training)
- Other Foundation program
- Other Apprenticeship training
- Red Seal
- Job site experience
- Self guided learning (e.g. online tutorials, professional development activities, job shadowing, correspondence course)
- Other relevant training, formal or informal, please specify: \_\_\_\_\_

If you have done other Foundation or Apprenticeship training, or if you possess Red Seal certification(s), please specify which discipline(s): \_\_\_\_\_

*Thank you for taking the time to complete this survey!*

## **COURSE INSTRUCTOR INTERVIEW QUESTIONS**

Thank you for taking the time to chat with me today.

Our firm, Harry Cummings and Associates (HCA), is supporting Camosun College in completing an evaluation of the curriculum enhancements for Diversity, Equity, and Inclusion (DEI) in the Pipe Trades Foundation Program and the Refrigeration Foundation Program.

The evaluation will help to improve our understanding of how the curriculum enhancements are being implemented, how they're being received, and the types of outcomes that students and instructors are experiencing. The evaluation will assist in identifying what's working well and what can potentially be improved going forward.

We appreciate your participation in the evaluation and your responses will be kept confidential. All of the information that we collect will be summarized and no names will be reported on. All information collected will be maintained in an electronic file on a password protected encrypted device, and only designated members of the HCA team will have access to this file.

**Do you have any questions about the evaluation?**

**Do I have your consent to continue with the interview?**

Yes – proceed with the interview

No – “Thank you for your time.”

### **Enhanced Curriculum Training**

1. Can you provide a brief overview of the orientation / training that you received for the enhanced Equity, Diversity and Inclusion curriculum?

For example,

- full train the trainer training that was offered prior to the end of 2023
- informal introduction and mentoring to the resources by end of 2023
- condensed train the trainer training session that was offered in 2024 (used to introduce and familiarize more trainers to the enhanced curriculum)
- the information session on equity, diversity and inclusion in June 2024
- How satisfied were you with the orientation / training? Do you have any concerns about the orientation / training that was provided?
- Do you have any suggestions on how the training and ongoing support might be improved?

If you participated in the equity, diversity, and inclusion information session in June 2024, how would you describe the intent or purpose of this session (e.g. to strengthen the capacity of trainers to communicate and champion DEI principles in the classroom?)

- How important and helpful was this training?

## Program Delivery

2. Which Foundation program(s) have you been using the enhanced DEI curriculum in? (i.e., Pipe Trades, Refrigeration)
3. To what extent have you enjoyed / valued using the enhanced DEI curriculum in your teaching?
  - Which of the curriculum enhancements have the most value for you as an instructor?
  - Are there particular learning activities in the curriculum enhancements that you feel are especially important to you as an instructor?
4. What do you consider to be the strengths of the enhanced DEI curriculum (e.g., are the enhancements relevant and comprehensive, are they easy to understand/grasp, are they easy to integrate and deliver within the 30-week program)?
5. In general, how easy or difficult has it been to integrate the enhanced DEI curriculum into the 30-week training program? Have some of the enhancements been more challenging to integrate than others? If so, please elaborate on where the challenges are occurring and how they're being addressed.
6. Which elements of the enhanced DEI curriculum do you feel are having the most impact on students?
  - Can you elaborate on how the enhancements are impacting students (e.g., raising awareness, influencing/changing attitudes, influencing/changing behaviour in relation to equity, diversity and inclusion and the creation of a safe and respectful classroom / work environment)?
  - In general, how have students received / responded to the enhancements and have they had a better or worse response to some of the enhancements, which ones? What factors do you think account for these differences?
7. Are there any specific changes and/or additions that you've made with respect to the delivery approach and/or content of the enhanced DEI curriculum?
  - If so, what changes and/or additions did you make and why?
8. Are there any further changes or additions that you feel are needed to make the classroom environment more inclusive?
  - Do you feel that students are able to see themselves acknowledged in the curriculum enhancement experiences? Which groups, if any, may not feel included or welcome in the program?
  - Are there intersections of colour, gender, ethnicity, or other traits from which some students might not feel included?
9. The enhanced DEI curriculum is intended to promote six big outcomes for students: Anti-bullying and harassment, Communication skills, Employability skills, Resiliency skills, Mentorship, Equity and equality.
  - Do you feel the curriculum enhancements adequately cover each of the above desired outcomes? If not, which outcomes need additional attention / resources?
  - Are there any additional issues related to equity, diversity and inclusion that are not currently covered by the enhanced curriculum and need to be addressed?
    - For example, did any situations arise in the classroom that the enhanced curriculum did not adequately address and if so, do you have any suggestions for the types learning resources that would be help helpful?

### **Student Outcomes**

10. Based on your general observations and your engagement with the students, do you feel that the students feel safe, respected, and included in the program?
11. Have you observed any problems in the classroom with respect to students being noncompliant of the equity, diversity and inclusion principles being promoted in the program?
  - If so, what type of behaviour did you observe and how was it addressed?
12. Do you feel that the curriculum enhancements are helping to promote the retention of students from equity-deserving or traditionally under-represented groups in the program?
13. Do you feel that the curriculum enhancements are helping to motivate and inspire students from equity-deserving or traditionally under-represented groups to continue their career journey in the trades?

### **Instructor Outcomes**

14. Do you feel that you've become more aware/informed of how equity, diversity and inclusion issues can impact the learning experience of students?
15. Do you feel that you've been able to create a more inclusive and welcoming classroom environment through the enhanced DEI curriculum?
  - Can you describe ways in which you've been able to connect with students from diverse backgrounds?
  - Can you describe ways in which you've supported diversity and inclusion in the classroom?
16. Do you feel that you've become a more effective instructor?
  - How has the enhanced DEI curriculum changed / strengthened how you view your role as an instructor?
  - How has the enhanced DEI curriculum changed / strengthened your values in learning and teaching?
17. Based on your experience to date, how important is it for instructors to participate in the enhanced DEI curriculum training (or at least an orientation) as a prerequisite for influencing the types of outcomes that students and instructors experience?
18. Do you have any additional comments / observations that you'd like to share about the effectiveness of the enhanced DEI curriculum and/or suggestions on how the resources can be improved?

*Thank you for participating in this interview.*

## **GOVERNANCE COMMITTEE INTERVIEW QUESTIONS**

Thank you for taking the time to chat with me today.

Our firm, Harry Cummings and Associates (HCA), is supporting Camosun College in completing an evaluation of the curriculum enhancements for Equity, Diversity, and Inclusion in the Pipe Trades Foundation Program and the Refrigeration Foundation Program.

The evaluation will help to improve our understanding of how the curriculum enhancements are being implemented, how they're being received, and the types of outcomes that students and instructors are experiencing. The evaluation will assist in identifying what's working well and what can potentially be improved going forward.

We appreciate that members of the Governance Committee have a unique perspective on the program and this interview is intended to provide you with an opportunity to share your observations on what the program has achieved to date and how the program might be strengthened going forward.

Participation in the interview is completely voluntary.

The information collected through the interview will remain confidential. The information will be summarized and no names will be reported on. All information collected will be maintained in an electronic file on a password protected encrypted device, and only designated members of the HCA team will have access to this file.

**Do you have any questions about the evaluation?**

**Do I have your consent to continue with the interview?**

Yes – proceed with the interview                       No – “Thank you for your time.”

1. To begin with, can you tell me little about your background and the stakeholder group that you represent on the Committee?
  - Were you involved with the Committee from the first meeting or did you join at a later stage?

### **Role of the Governance Committee**

2. Can you provide a brief overview of the role of the Governance Committee as you understand it?
  - To what extent do you feel the Committee is fulfilling this role?
3. Do you feel the Committee has been adequately engaged throughout every stage of the project (e.g., program design, program delivery, program evaluation)?
4. Are you satisfied with the composition of the Committee (e.g., are the most appropriate stakeholders represented in the membership)?
5. Do you feel that you've been adequately informed about program activities and overall progress up to this stage? This includes information contained in updates and reports related to the evaluation.
6. Is there anything that you would change with respect the Committee structure, its role, and how it functions?

## **Program Results / Impact**

7. What do you consider to be some of the key achievements of the program up to this stage?
  - For example, enhanced curriculum content development, instructor training, student recruitment from underrepresented groups, enhanced curriculum content delivery, student retention and completion, student outcomes, instructor outcomes.
8. Are there any areas where you feel the program has struggled and are there any ongoing challenges / issues that you feel still need to be addressed?
  - For example, enhanced curriculum content development, instructor training, student recruitment from underrepresented groups, enhanced curriculum content delivery, student retention and completion, student outcomes, instructor outcomes.
  - Do you have any thoughts on how the ongoing issues could be resolved?
9. To what extent has the progress and achievements of the program met your needs and interests up to this stage – from the standpoint of the stakeholder group that you represent.
10. Do you have any additional comments / observations that you'd like to share about the Steering Committee and/or the progress and achievements of the program up to this stage?

*Thank you for participating in this interview.*

## **INDUSTRY PARTNER INTERVIEW QUESTIONS**

Thank you for taking the time to chat with me today.

Our firm, Harry Cummings and Associates (HCA), is supporting Camosun College in completing an evaluation of the curriculum enhancements for Diversity, Equity, and Inclusion (DEI) in the Pipe Trades Foundation Program and the Refrigeration Foundation Program.

The evaluation will help to improve our understanding of how the curriculum enhancements are being implemented, how they're being received, and the types of outcomes that students and employers are experiencing. The evaluation will assist in identifying what's working well and what can potentially be improved going forward.

We appreciate that employers have a unique perspective on the program and this interview is intended to provide you with an opportunity to share your observations on how well program graduates are following through with their apprenticeship and contributing to the needs of the industry.

Participation in the interview is completely voluntary.

The information collected through the interview will remain confidential. The information will be summarized and no names will be reported on. All information collected will be maintained in an electronic file on a password protected encrypted device, and only designated members of the HCA team will have access to this file.

**Do you have any questions about the evaluation?**

**Do I have your consent to continue with the interview?**

Yes – proceed with the interview                       No – “Thank you for your time.”

1. To begin with, can you tell me little about your company / organization and the type of skilled trades people you employ or represent?
2. How many program graduates have you taken on as apprentices from the Camosun College Pipe Trades and/or Refrigeration Foundation program?... and how many of these are from groups that are traditionally underrepresented in the trades (e.g., women, gender diverse, Indigenous, visible minorities)?
3. What's your understanding of what the enhanced equity, diversity and inclusion curriculum at Camosun College is aiming to achieve?
  - Do you feel that you've been adequately informed about the enhanced curriculum programs at Camosun College?
  - Can you discuss why the added attention to equity, diversity and inclusion issues in the training curriculum is important to you as an employer and the significance you feel it has for trades sector in general?

4. In the time that you and/or your colleagues have worked alongside program graduates have you noticed ways that graduates have contributed to promoting a safe, respectful, and inclusive workplace? Please provide some examples if possible.
5. Are you seeing evidence of program graduates interacting with their coworkers to promote attitudes and practices that support the creation of an equitable, diverse, and inclusive workplace?
  - To what extent are these attitudes and practices being acknowledged and respected / embraced by their coworkers? For example, coworkers are treating the apprentices with respect, listening to their ideas, valuing their contributions, providing equal opportunity for growth and advancement – regardless of their identity.
6. What other impacts / changes (positive or negative) are you seeing at your workplace with the integration of program graduates in your team?
7. What adjustments, if any, do you think are needed in the enhanced curriculum to support the best possible outcomes?
8. From your experience, what barriers to equity, diversity and inclusion in the workplace represent the most significant challenge for the trades industry? For example, resistance to change, conscious (deliberate) bias, unconscious bias, lack of inclusive leadership, lack of diversity training in the work environment.
9. Do you have any additional comments / observations that you'd like to share about the enhanced curriculum program and its impact?

*Thank you for participating in this interview.*

## Appendix B: Pre-course Survey Data Tables

**Table B 1 for Figure 1: Student goals in taking the course**

Student goals*	Students from underrepresented group (n=34)		Students from overrepresented group (n=49)		Total students (n=83)	
	#	%	#	%	#	%
Develop and/or improve skills and competency in plumbing and pipe fitting, HVAC or other trade	22	64.7%	31	63.3%	53	63.9%
Secure apprenticeship and/or future employment	14	41.2%	26	53.1%	40	48.2%
Develop a fuller understanding of the job requirements of a plumbing and pipe fitting / HVAC tradesperson	6	17.6%	20	40.8%	26	31.3%
Secure good income	11	32.4%	11	22.4%	22	26.5%
Have a fulfilling career (work with hands, travel, job independence)	7	20.6%	8	16.3%	15	18.1%
Become a tradesperson in plumbing and pipe fitting, HVAC or other trade	4	11.8%	6	12.2%	10	12.0%
Eventually obtain Red Seal endorsement	8	23.5%	7	14.3%	15	18.1%
Gain confidence in skills, knowledge, and abilities	6	17.6%	4	8.2%	10	12.0%
Make friends / network with others	6	17.6%	8	16.3%	14	16.9%
Pass the program	6	17.6%	6	12.2%	12	14.5%

\* Students were allowed to indicate more than one goal.

**Table B 2 for Figure 2: Features of an effective learning environment**

Features of an effective learning environment*	Students from underrepresented group (n=34)		Students from overrepresented group (n=48)		Total students (n=82)	
	#	%	#	%	#	%
Hands-on / visual learning	13	38.2%	19	39.6%	32	39.0%
Knowledgeable, interactive, accessible, and supportive instructors	12	35.3%	11	22.9%	23	28.0%
A friendly, inclusive, and respectful classroom environment	13	38.2%	9	18.8%	22	26.8%
A calm / relaxed classroom environment	4	11.8%	12	25.0%	16	19.5%
Practical demonstrations from instructors	5	14.7%	7	14.6%	12	14.6%
Group activities / projects where students can support and learn from each other	4	11.8%	3	6.3%	7	8.5%
Adequate time to absorb information and practice	2	5.9%	2	4.2%	4	4.9%
The instruction pace meets the needs of different experience levels of students	2	5.9%	7	14.6%	9	11.0%
A good balance of lectures and hands-on learning	4	11.8%	2	4.2%	6	7.3%
A good mix of classroom and online learning	0	0.0%	1	2.1%	1	1.2%

\* Students were allowed to indicate more than one feature.

**Table B 3 for Figure 3: Features that make students feel comfortable**

Features that make students feel comfortable*	Students from underrepresented group (n=31)		Students from overrepresented group (n=46)		Total students (n=77)	
	#	%	#	%	#	%
Instructors who are accessible, understanding, patient, supportive	13	41.9%	16	34.8%	29	37.7%
A friendly, inclusive, and respectful classroom environment	11	35.5%	9	19.6%	20	26.0%
Being able to learn at my own pace	4	12.9%	11	23.9%	15	19.5%
A calm / relaxed classroom environment	2	6.5%	3	6.5%	5	6.5%
Being able to work hands-on	3	9.7%	5	10.9%	8	10.4%
Teamwork to support learning and skills development	4	12.9%	2	4.3%	6	7.8%
Adequate time to practice with the hand tools	1	3.2%	2	4.3%	3	3.9%
A spacious, organized and comfortable classroom/training facility	2	6.5%	2	4.3%	4	5.2%
Dedicated space outside the classroom to work on school assignments	0	0.0%	1	2.2%	1	1.3%
Having adequate instruction and guidance to be productive in the classroom	2	6.5%	2	4.3%	4	5.2%
Instructors who are experienced and knowledgeable	2	6.5%	1	2.2%	3	3.9%
Students are accountable for their behaviour	2	6.5%	0	0.0%	2	2.6%
Minimal or no homework	0	0.0%	2	4.3%	2	2.6%
* Students were allowed to indicate more than one feature.						

**Table B 4 for Figure 4: Things that make the learning environment feel awkward or uncomfortable**

Things that make the learning environment feel awkward or uncomfortable*	Students from underrepresented group (n=26)		Students from overrepresented group (n=30)		Total students (n=56)	
	#	%	#	%	#	%
Aggressive / disruptive behaviour	4	15.4%	6	20.0%	10	17.9%
Feeling that I might be ridiculed by the instructors and other students for getting something wrong or asking for help	2	7.7%	7	23.3%	9	16.1%
Being singled out to speak in front of the class	3	11.5%	0	0.0%	3	5.4%
Discriminatory / unwelcoming comments	6	23.1%	0	0.0%	6	10.7%
Excessive time committed to equity, diversity and inclusion topics vs. focusing on skills learning and development	1	3.8%	1	3.3%	2	3.6%
Having to act like a supervisor at this career stage seems irrelevant	0	0.0%	2	6.7%	2	3.6%
Reckless behaviour with tools / machinery	0	0.0%	2	6.7%	2	3.6%
Working at heights	0	0.0%	1	3.3%	1	1.8%
Computer work	0	0.0%	1	3.3%	1	1.8%
Instructors who appear to be disinterested in the class / students	1	3.8%	1	3.3%	2	3.6%
Instructors who are impatient with students	3	11.5%	0	0.0%	3	5.4%
Overly rigid classroom structure	0	0.0%	1	3.3%	1	1.8%
Having to work in a group / team	0	0.0%	1	3.3%	1	1.8%
Having to work in a competitive environment (stressful)	0	0.0%	1	3.3%	1	1.8%
Not being respected and/or treated fairly and equally	6	23.1%	7	23.3%	13	23.2%

\* Students were allowed to indicate more than one issue.

**Table B 5 for Figure 5: How students want to be treated by instructors and their classmates**

How students want to be treated by instructors and their classmates*	Students from underrepresented group (n=32)		Students from overrepresented group (n=50)		Total students (n=82)	
	#	%	#	%	#	%
With respect	19	59.4%	27	54.0%	46	56.1%
With patience and understanding (e.g., being considerate, being understanding of different backgrounds / lifestyles)	13	40.6%	12	24.0%	25	30.5%
As an equal	8	25.0%	13	26.0%	21	25.6%
With honesty and fairness	6	18.8%	6	12.0%	12	14.6%
Allow for humour and fun in the classroom	2	6.3%	1	2.0%	3	3.7%
With encouragement and support	4	12.5%	3	6.0%	7	8.5%

\* Students were allowed to provide more than one response.

**Table B 6 for Figure 6: I feel respected by my instructor when...**

I feel respected by my instructor when...*	Students from underrepresented group (n=32)		Students from overrepresented group (n=48)		Total students (n=80)	
	#	%	#	%	#	%
They take the time to answer questions and show me how to do something correctly	15	46.9%	14	29.2%	29	36.3%
They are respectful toward me	4	12.5%	16	33.3%	20	25.0%
They provide thoughtful instruction and clear guidance	8	25.0%	6	12.5%	14	17.5%
They provide support without judgement	3	9.4%	4	8.3%	7	8.8%
They provide constructive guidance and support when I'm struggling with an activity	6	18.8%	7	14.6%	13	16.3%
They are understanding and treat me fairly	5	15.6%	4	8.3%	9	11.3%
They compliment my work / acknowledge that my work is well done	1	3.1%	4	8.3%	5	6.3%
They check in with me from time to time to make sure I'm managing the work and on task	2	6.3%	1	2.1%	3	3.8%
They are willing to show a sense of humour	3	9.4%	1	2.1%	4	5.0%
They know and use my name	0	0.0%	1	2.1%	1	1.3%
* Students were allowed to indicate more than one response						

**Table B 7 for Figure 7: I feel respected by my classmates when...**

I feel respected by my classmates when...*	Students from underrepresented group (n=33)		Students from overrepresented group (n=49)		Total students (n=82)	
	#	%	#	%	#	%
They treat me with respect	10	30.3%	20	40.8%	30	36.6%
They are kind and considerate	8	24.2%	17	34.7%	25	30.5%
They value my input / contribution	14	42.4%	12	24.5%	26	31.7%
They offer support / assistance when needed	5	15.2%	9	18.4%	14	17.1%
They treat me as an equal	5	15.2%	1	2.0%	6	7.3%
They compliment my work	0	0.0%	1	2.0%	1	1.2%
They comply with campus policy	0	0.0%	1	2.0%	1	1.2%
We can joke around and work together to complete a project	4	12.1%	0	0.0%	4	4.9%
* Students were allowed to indicate more than one response						

**Table B 8 for Figure 8: How would you like your instructor to communicate with you in the classroom?**

How would you like your instructor to communicate with you in the classroom? *	Students from underrepresented group (n=32)		Students from overrepresented group (n=46)		Total students (n=78)	
	#	%	#	%	#	%
Respectfully	10	31.3%	14	30.4%	24	30.8%
Constructively and supportive	4	12.5%	5	10.9%	9	11.5%
Provide clear and orderly instruction and guidance	11	34.4%	12	26.1%	23	29.5%
Calmly	3	9.4%	3	6.5%	6	7.7%
One on one if the instructor has concerns about my performance in the class	1	3.1%	5	10.9%	6	7.7%
Sincerely and honestly	7	21.9%	3	6.5%	10	12.8%
Slowly, gradually introduce any technical terms	0	0.0%	2	4.3%	2	2.6%
Provide written information / instructions if the subject matter is highly important and/or very detailed.	1	3.1%	0	0.0%	1	1.3%
Staying on topic and focused on providing relevant information/instruction	2	6.3%	2	4.3%	4	5.1%
Friendly, informal communication	1	3.1%	2	4.3%	3	3.8%

**Table B 9 for Figure 9: How would you like your classmates to communicate with you in the classroom?**

How would you like your classmates to communicate with you in the classroom? *	Students from underrepresented group (n=31)		Students from overrepresented group (n=46)		Total students (n=77)	
	#	%	#	%	#	%
Respectfully	14	45.2%	22	47.8%	36	46.8%
In a kind and supportive manner	9	29.0%	13	28.3%	22	28.6%
Clearly	3	9.7%	4	8.7%	7	9.1%
Calmly	1	3.2%	2	4.3%	3	3.9%
Sincerely and honestly	4	12.9%	3	6.5%	7	9.1%
As a peer	5	16.1%	1	2.2%	6	7.8%
One on one if they have concerns about my performance in the class	0	0.0%	2	4.3%	2	2.6%
* Students were allowed to indicate more than one response						

**Table B 10 for Figure 10: What type of learning activities would you like to participate in?**

What type of learning activities would you like to participate in? *	Students from underrepresented group (n=32)		Students from overrepresented group (n=45)		Total students (n=77)	
	#	%	#	%	#	%
Learning skills by doing the work (e.g., hands-on work)	23	71.9%	32	71.1%	55	71.4%
Demonstrations	2	6.3%	2	4.4%	4	5.2%
Group / team activities	3	9.4%	3	6.7%	6	7.8%
Extra curricular activities - job site visits	0	0.0%	4	8.9%	4	5.2%
Instructional lectures	3	9.4%	1	2.2%	4	5.2%
Assigned leadership roles in group activities	1	3.1%	0	0.0%	1	1.3%
Quizzes / exams	0	0.0%	1	2.2%	1	1.3%
Activities that closely represent the actual job site	6	18.8%	5	11.1%	11	14.3%

\* Students were allowed to indicate more than one response

## Appendix C: End of Program Survey Data Tables

**Table C 1 for Figure 11: Why did you choose this trade over other trade opportunities?**

Why did you choose the Pipe Trades (or Refrigeration if applicable) over other trade opportunities? *	Students from underrepresented group (n=16)		Students from overrepresented group (n=24)		Total students (n=40)	
	#	%	#	%	#	%
This trade is the most interesting to me	12	75.0%	9	37.5%	21	52.5%
Great job opportunities	2	12.5%	4	16.7%	6	15.0%
It aligns with my interest to work with my hands	0	0.0%	3	12.5%	3	7.5%
Diverse work options	4	25.0%	2	8.3%	6	15.0%
Changing career	0	0.0%	1	4.2%	1	2.5%
It provides a good income	0	0.0%	4	16.7%	4	10.0%
To upgrade / learn new skills	1	6.3%	2	8.3%	3	7.5%
A friend or family member recommended it	1	6.3%	4	16.7%	5	12.5%

\* Students were allowed to indicate more than one response

**Table C 2 for Figure 12: Extent to which students felt respected by instructors and classmates**

End of program survey	Students from underrepresented group		Students from overrepresented group		Total students	
	#	%	#	%	#	%
<b>I felt like I was respected by my instructor(s)</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Strongly agree	17	100.0%	24	96.0%	41	97.6%
Somewhat agree	0	0.0%	1	4.0%	1	2.4%
Neutral / undecided	0	0.0%	0	0.0%	0	0.0%
Somewhat disagree	0	0.0%	0	0.0%	0	0.0%
Strongly disagree	0	0.0%	0	0.0%	0	0.0%
Total	17	100.0%	25	100.0%	42	100.0%
<b>I felt like I was respected by my classmates</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Strongly agree	13	76.5%	18	72.0%	31	73.8%
Somewhat agree	2	11.8%	4	16.0%	6	14.3%
Neutral / undecided	0	0.0%	1	4.0%	1	2.4%
Somewhat disagree	1	5.9%	2	8.0%	3	7.1%
Strongly disagree	1	5.9%	0	0.0%	1	2.4%
Total	17	100.0%	25	100.0%	42	100.0%

**Table C 3 for Figure 13: Extent to which students felt they were treated fairly by instructors and classmates**

End of program survey	Students from underrepresented group		Students from overrepresented group		Total students	
	#	%	#	%	#	%
<b>I felt that I was treated fairly by the instructor(s)</b>						
Strongly agree	16	94.1%	23	92.0%	39	92.9%
Somewhat agree	0	0.0%	2	8.0%	2	4.8%
Neutral / undecided	0	0.0%	0	0.0%	0	0.0%
Somewhat disagree	1	5.9%	0	0.0%	1	2.4%
Strongly disagree	0	0.0%	0	0.0%	0	0.0%
Total	17	100.0%	25	100.0%	42	100.0%
<b>I felt that I was treated fairly by my classmates</b>						
Strongly agree	12	70.6%	19	76.0%	31	73.8%
Somewhat agree	2	11.8%	4	16.0%	6	14.3%
Neutral / undecided	1	5.9%	1	4.0%	2	4.8%
Somewhat disagree	1	5.9%	1	4.0%	2	4.8%
Strongly disagree	1	5.9%	0	0.0%	1	2.4%
Total	17	100.0%	25	100.0%	42	100.0%

**Table C 4 for Figure 14: Extent to which students felt their opinion was valued by instructors and classmates**

End of program survey	Students from underrepresented group		Students from overrepresented group		Total students	
	#	%	#	%	#	%
<b>I felt that my opinion was valued by my instructor(s)</b>						
Strongly agree	15	88.2%	20	80.0%	35	83.3%
Somewhat agree	0	0.0%	3	12.0%	3	7.1%
Neutral / undecided	0	0.0%	2	8.0%	2	4.8%
Somewhat disagree	1	5.9%	0	0.0%	1	2.4%
Strongly disagree	1	5.9%	0	0.0%	1	2.4%
Total	17	100.0%	25	100.0%	42	100.0%
<b>I felt that my opinion was valued by my classmates</b>						
Strongly agree	9	52.9%	15	60.0%	24	57.1%
Somewhat agree	4	23.5%	7	28.0%	11	26.2%
Neutral / undecided	2	11.8%	2	8.0%	4	9.5%
Somewhat disagree	1	5.9%	1	4.0%	2	4.8%
Strongly disagree	1	5.9%	0	0.0%	1	2.4%
Total	17	100.0%	25	100.0%	42	100.0%

**Table C 5 for Figure 15: Extent to which students felt welcome and safe to express concerns to instructors and classmates**

End of program survey	Students from underrepresented group		Students from overrepresented group		Total students	
	#	%	#	%	#	%
<b>I felt welcome and safe to express any concerns I had to the instructor(s)</b>						
Strongly agree	16	94.1%	22	88.0%	38	90.5%
Somewhat agree	1	5.9%	3	12.0%	4	9.5%
Neutral / undecided	0	0.0%	0	0.0%	0	0.0%
Somewhat disagree	0	0.0%	0	0.0%	0	0.0%
Strongly disagree	0	0.0%	0	0.0%	0	0.0%
Total	17	100.0%	25	100.0%	42	100.0%
<b>I felt welcome and safe to express any concerns I had to my classmates</b>						
Strongly agree	11	64.7%	17	70.8%	28	68.3%
Somewhat agree	3	17.6%	4	16.7%	7	17.1%
Neutral / undecided	2	11.8%	3	12.5%	5	12.2%
Somewhat disagree	0	0.0%	0	0.0%	0	0.0%
Strongly disagree	1	5.9%	0	0.0%	1	2.4%
Total	17	100.0%	24	100.0%	41	100.0%

**Table C 6 for Figure 16: Classroom support in relation to harassment and bullying**

End of program survey	Students from underrepresented group		Students from overrepresented group		Total students	
	#	%	#	%	#	%
<b>Incidents of harassment / bullying were taken seriously in this program</b>						
Strongly agree	12	80.0%	16	80.0%	28	80.0%
Somewhat agree	2	13.3%	3	15.0%	5	14.3%
Neutral / undecided	0	0.0%	1	5.0%	1	2.9%
Somewhat disagree	1	6.7%	0	0.0%	1	2.9%
Strongly disagree	0	0.0%	0	0.0%	0	0.0%
Total	15	100.0%	20	100.0%	35	100.0%
<b>I felt supported in the program when I had concerns related to harassment / bullying</b>						
Strongly agree	11	78.6%	14	77.8%	25	78.1%
Somewhat agree	1	7.1%	2	11.1%	3	9.4%
Neutral / undecided	0	0.0%	2	11.1%	2	6.3%
Somewhat disagree	2	14.3%	0	0.0%	2	6.3%
Strongly disagree	0	0.0%	0	0.0%	0	0.0%
Total	14	100.0%	18	100.0%	32	100.0%

**Table C 7 for Figure 17: What are the most valuable things (or favourite things) that you gained from the program?**

What are the most valuable things (or favourite things) that you gained from the program? *	Students from underrepresented group (n=16)		Students from overrepresented group (n=20)		Total students (n=36)	
	#	%	#	%	#	%
Hands on work	10	62.5%	13	65.0%	23	63.9%
Developing skills and gaining experience in a trade	5	31.3%	7	35.0%	12	33.3%
Making connections in the trades sector / industry	2	12.5%	3	15.0%	5	13.9%
Making connections with instructors and classmates, establishing friendships	9	56.3%	6	30.0%	15	41.7%

\* Students were allowed to indicate more than one response

**Table C 8 for Figure 18: Extent to which students felt their learning expectations for the program were met**

My learning expectations for the program were met.	Students from underrepresented group		Students from overrepresented group		Total students	
	#	%	#	%	#	%
Strongly agree	8	47.1%	17	68.0%	25	59.5%
Somewhat agree	7	41.2%	6	24.0%	13	31.0%
Neutral / undecided	1	5.9%	0	0.0%	1	2.4%
Somewhat disagree	1	5.9%	1	4.0%	2	4.8%
Strongly disagree	0	0.0%	1	4.0%	1	2.4%
Total	17	100.0%	25	100.0%	42	100.0%

**Table C 9 for Figure 19: Would students recommend the program to others?**

Do you think that you would recommend this program to others who might be interested in working in the trades?	Students from underrepresented group		Students from overrepresented group		Total students	
	#	%	#	%	#	%
Yes	15	88.2%	23	92.0%	38	90.5%
No	1	5.9%	0	0.0%	1	2.4%
Unsure	1	5.9%	2	8.0%	3	7.1%
Total	17	100.0%	25	100.0%	42	100.0%

**Table C 10 for Figure 20: Do you think you will take apprenticeship training in the future?**

Do you think you will take apprenticeship training in the future?	Students from underrepresented group		Students from overrepresented group		Total students	
	#	%	#	%	#	%
Yes	13	76.5%	21	84.0%	34	81.0%
Yes - I have already registered	4	23.5%	2	8.0%	6	14.3%
No	0	0.0%	1	4.0%	1	2.4%
Unsure	0	0.0%	1	4.0%	1	2.4%
Total	17	100.0%	25	100.0%	42	100.0%

**Table C 11 for Figure 21: Do you have a Pipe/Refrigeration Trades job waiting for you upon completion?**

Do you have a Pipe/Refrigeration Trades job waiting for you upon completion?	Students from underrepresented group		Students from overrepresented group		Total students	
	#	%	#	%	#	%
Yes	4	23.5%	11	44.0%	15	35.7%
No	10	58.8%	9	36.0%	19	45.2%
Unsure	3	17.6%	5	20.0%	8	19.0%
Total	17	100.0%	25	100.0%	42	100.0%

**Table C 12 for Figure 22: Are you aware of supports available from the local and national Trades Unions?**

Are you aware of supports available from the local and national Trades Unions?	Students from underrepresented group		Students from overrepresented group		Total students	
	#	%	#	%	#	%
Yes	13	76.5%	23	92.0%	36	85.7%
No	0	0.0%	0	0.0%	0	0.0%
Unsure	4	23.5%	2	8.0%	6	14.3%
Total	17	100.0%	25	100.0%	42	100.0%

## Appendix D: Updated Project Management Plan

### OVERVIEW OF PROJECT

Although the absolute number of women employed in skilled trades occupations has increased over time, there has been little to no growth in the percentage of women in the skilled trades, which ranges from zero to seven per cent depending on the data source, methodology and trade.

There are few studies that systematically assess Diversity, Equity, and Inclusion (DEI) policy and program initiatives for their effectiveness in eliminating barriers and promoting a structural shift in workplace cultures, particularly in skilled trades.

SLMP funded a pilot in 2020 to develop the BC Centre for Women in the Trades (BCCWITT) which included an evaluation measuring short term progress of the project, which included diversity trainings for employers and union members, mentorship/networking opportunities for tradeswomen and a range of other activities to effectively recruit and retain women in skilled trades. The evaluation of the BCCWITT pilot highlighted need for further evaluative studies on pilots or strategies that aim to remove barriers and attract/retain women and other equity deserving groups into skilled trades occupations.

Pacific Economic Development Canada (PacifiCan) has been funding a multi-institutional partnership among the Camosun College (CC), the British Columbia Institute of Technology (BCIT), and Okanagan College (OC) to pilot DEI resources for 3 Red Seal occupations (plumbing and pipe trades, electrical and carpentry foundation) at the pre-apprenticeship level since September 2021. The pilot project titled “*Building Capacity and New Careers in Red Seal Trades for Women*” aims to support women entering and completing these Red Seal occupations through development and delivery of enhanced learning resources.

With the funding provided through this agreement, Camosun College is seeking to conduct an external evaluation of the pilot *Building Capacity and New Careers in Red Seal Trades for Women*. The evaluation will assess if more inclusive training and resources provided during training will result in positive change in the learning/working environment for women and other equity deserving groups as a result of this pilot.

The evaluation will strengthen the evidence base for effective learning and training strategies for attracting and retaining women and other equity deserving groups in the skilled trades. The findings and lessons captured by the evaluation will enhance the partner post-secondary institutions (PSI)'s understanding of effective interventions that remove structural barriers for women and other underrepresented groups in trades training programs and inform future learning resource development aimed at enhancing equity, inclusion and diversity.

## PROJECT OBJECTIVE

The purpose of the Project is to conduct an external evaluation of the pilot project *Building Capacity and New Careers in Red Seal Trades for Women* to assess if workplace challenges for women and other equity deserving groups can be addressed by the development and delivery of more inclusive training and resources, resulting in positive changes to learning and working environments.

EVALUATION OF THE BUILDING CAPACITY AND NEW CAREERS IN RED SEAL TRADES FOR WOMEN LABOUR MARKET STUDY PROJECT GANTT CHART												
Deliverable/ Activity	Q3 2022	Q4 2023	Q1 2023	Q2 2023	Q3 2023	Q4 2024	Q1 2024	Q2 2024	Q3 2024	Q4 2025	Q1 2025	Q2 2025
Project Management Workplan	█											
Evaluation Strategy	█											
Evaluation Tools		█										
Evaluation		█	█	█	█							
Draft Evaluation Report Phase (Developmental Evaluation)			█	█	█	█						
Final Evaluation Report Phase (Developmental Evaluation)					█							
Evaluation Tools Phase II (Outcome Evaluation)						█	█					
Interim Evaluation Report							█	█				
Draft Evaluation Report Phase II (Outcome Evaluation)								█	█			
Final Project Report & Final Evaluation Report Phase II (Outcome Evaluation)									█	█	█	
Project Presentation												█

## PROJECT WORK PLAN AND TIMELINE

Complete  In Progress  Pending 

Deliverable/ activity	Principal tasks	Key sub-tasks	Responsibility	Completion date	Status
1. Project Management Workplan	Draft workplan and timeline for GC	Share workplan/timeline with GC and seek approval.	SKS	October 7, 2022	
	Recruit and engage potential Governance Committee (GC) members	Determine potential invitees, contact them to discuss project, obtain agreement to participate.	CC, SKS	October 1, 2022	
	Draft Terms of Reference for GC	Describe roles and responsibilities of members, determine committee operational parameters, identify committee membership make up, decide on decision making and participation requirements.	SKS	October 7, 2022	
	Finalize GC membership	Confirm individual, position, and organization, explain area expertise and/or sector represented, secure commitment to participate, create GC membership list.	CC	October 1, 2022	
	Convene first GC meeting	Schedule virtual GC meeting using Zoom or similar platform  Convene meeting as scheduled	SKS	October 21, 2022	
	Final Terms of Reference for government approval	Describe roles and responsibilities of members, determine committee operational parameters, identify committee membership make up, decide on decision making and participation requirements. Seek approval from GC on the Terms of Reference.	SKS	October 21, 2022	
	Finalize project workplan and timeline	Create a detailed workplan and timeline against project deliverables.	SKS	October 21, 2022	
	Draft a communications strategy	Confirm communication goals and objectives, target audiences and key messaging, identification of any communications materials, and timelines for relevant activities	SKS	October 15, 2022	

Deliverable/ activity	Principal tasks	Key sub-tasks	Responsibility	Completion date	Status
2. Evaluation Strategy	Hire an Evaluator	Contract a credentialed external Evaluator to lead the design, implementation, data analysis and the Evaluation Report and ensure project management support for all evaluation activities	Camosun/SKS	Sept 15, 2022 to Mar 31, 2023 Skillsource  May 1, 2023 HCA Consulting	
	Develop Evaluation Framework	Create a logic model.  Determine the nature of the decisions to be made based on the outcome of the evaluation.  Provide a description and rationale of the overall evaluation approaches.  Develop an evaluation framework including the key evaluation questions, outputs and outcomes to be measured, data sources and collection methods, indicators of success, timing, responsibility, and budgets.	Evaluator	November 15, 2022	
	Develop Evaluation Methodology	Identify methods of data gathering including data sources.  Identify limitations of the evaluation work including scope and data.  Create a summary of key literature informing the evaluation work.	Evaluator	Feb 28, 2023	
	Prepare Evaluation Strategy	Craft an Evaluation Strategy that includes completed evaluation framework and methodology	Evaluator	Feb 28, 2023	

Deliverable/ activity	Principal tasks	Key sub-tasks	Responsibility	Completion date	Status
3. Evaluation Tools	Develop Evaluation Tools for the Developmental Evaluation	Develop evaluation tools identified in the approved evaluation strategy	Evaluator Camosun SkillSource	Feb 21, 2023 to GC  Feb 28, 2023 to AEST	
4. Evaluations	Complete Student Evaluations	Schedule student assessments with colleges  Conduct in person student evaluations at Camosun	Camosun  Evaluator	Ongoing Feb –Dec 2023	
5. Draft Evaluation Report Phase I (Developmental Evaluation)	Prepare Draft Evaluation Report Phase I	Draft an Evaluation report Phase I that includes: <ul style="list-style-type: none"> <li>• Updated project management workplan</li> <li>• Report on governance committee activities</li> <li>• Detailed narrative of the evaluation results from Phase I evaluation, including an analysis of the possible reasons for observed discrepancies between initial targets and actual outcomes</li> <li>• A detailed description of successes and challenges encountered with the evaluation work</li> <li>• Recommendations regarding next steps and useful considerations</li> <li>• Appendices required to support the deliverable, including any relevant materials or information created and/or disseminated for the purpose of advancing the Project.</li> </ul>	Evaluator Camosun	October 20, 2023 extend to Approved for Dec 22, 2023	
	Obtain feedback	<ul style="list-style-type: none"> <li>• Circulate draft evaluation report to GC for comment</li> <li>• Submit to AEST for comment and approval</li> </ul>	Evaluator Camosun	Dec 5, 2023 to GC Dec 8, 2023 to AEST	

Deliverable/ activity	Principal tasks	Key sub-tasks	Responsibility	Completion date	Status
6. Final Evaluation Report Phase I	Prepare Final Evaluation Report Phase I	Layout format and table of contents for approval, create final report reflecting all findings from Parts 1-5.	Evaluator Camosun	Dec 22, 2023	
	Submit final report for approval	Craft final report. Submit to Province for comments. Incorporate feedback, finalize report.	Evaluator Camosun	Dec 22, 2023	
7. Evaluation Tools Phase II (Outcome Evaluation)	Develop Evaluation Tools for the Outcome Evaluation	Develop evaluation tools identified in the approved evaluation strategy	Evaluator Camosun	February 22, 2024 to GC February 29, 2024 to AEST	
8. Interim Evaluation Report	Prepare Interim Evaluation Report	<p>Draft an Interim Evaluation Report that includes:</p> <ul style="list-style-type: none"> <li>• updated project management workplan</li> <li>• report on governance committee activities</li> <li>• if any, updates to the evaluation framework and methodology;</li> <li>• tools implementation to date, including data collection and analysis activities;</li> <li>• initial findings and recommendations;</li> <li>• if any, a description of successes and challenges encountered with the evaluation work</li> <li>• Appendices that are required to support successful completion of the deliverable, including any relevant materials or information created and/or disseminated for the purpose of advancing the Project.</li> </ul>	Evaluator Camosun	July 24, 2024 to GC July 31, 2024 to AEST	

Deliverable/ activity	Principal tasks	Key sub-tasks	Responsibility	Completion date	Status
9. Draft Evaluation Report Phase II (Outcome Evaluation)	Prepare Draft Evaluation Report Phase II	<p>Draft an Evaluation report Phase II that includes:</p> <ul style="list-style-type: none"> <li>• Updated project management workplan</li> <li>• Report on governance committee activities</li> <li>• Detailed narrative of the evaluation results from Phase I evaluation, including an analysis of the possible reasons for observed discrepancies between initial targets and actual outcomes</li> <li>• A detailed description of successes and challenges encountered with the evaluation work</li> <li>• Recommendations regarding next steps and useful considerations</li> <li>• Appendices required to support the deliverable, including any relevant materials or information created and/or disseminated for the purpose of advancing the Project.</li> </ul>	Evaluator Camosun	February 28, 2025 to AEST	
	Obtain feedback	Circulate draft evaluation report to GC for comment	Evaluator Camosun	February 21, 2025 to GC	
10. Final Project Report & Final Evaluation Report Phase II (Outcome Evaluation)	Prepare Final Project Report	<p>Create a final project report that includes:</p> <ul style="list-style-type: none"> <li>• An Executive Summary</li> <li>• An overview of the entire project including goals, activities, milestones and key outcomes</li> <li>• An overview of the project governance and of key stakeholders' roles and contributions</li> <li>• A description of the evaluation framework, methodology and tools that were utilized throughout the project</li> <li>• A narrative of the evaluation results including an analysis of the possible reasons for observed differences between planned and actual outcomes and a description of the key performance indicators</li> </ul>	Evaluator Camosun (tentative)	<p>May 23, 2025 to GC</p> <p>May 30, 2025 to AEST</p>	

Deliverable/ activity	Principal tasks	Key sub-tasks	Responsibility	Completion date	Status
10. Final Project Report & Final Evaluation Report Phase II (Outcome Evaluation)  <i>Continued.</i>	Prepare Final Project Report	<ul style="list-style-type: none"> <li>• A set of recommendations regarding next steps and useful considerations for going forward</li> <li>• a description of successes and challenges encountered throughout the project</li> <li>• any communication materials that summarize the final evaluation report as described above and put key information into an accessible and easily understood format</li> <li>• any appendices that are required to support the successful completion of the deliverable, including any of the details/requirements for this deliverable and any relevant materials or information created and/or disseminated for the purpose of advancing the Project</li> </ul>	Evaluator Camosun (tentative)	May 23, 2025 to GC  May 30, 2025 to AEST	
11. Project Presentation	Prepare a 1 hour Project Presentation	<p>Prepare a project presentation that includes summaries of:</p> <ul style="list-style-type: none"> <li>• the evaluation framework and methodology</li> <li>• the governance committee involvement</li> <li>• evaluation activities, including data collection and analysis</li> <li>• evaluation results</li> <li>• lessons learned and recommended next steps</li> </ul> <p>Validate draft presentation with GC and make any revisions, deliver presentation package to the Province</p>	Evaluator Camosun (tentative)	July 24, 2025 to GC  July 31, 2025 to AEST	
	Deliver presentation on mutually agreed upon date	Attend in person or virtually to deliver presentation and facilitate discussion/question and answer period with the Province, respond to questions and capture feedback, make presentation to the Province in a manner that reflects prevailing public health precautions.	Evaluator Camosun HCA Consulting (tentative)	July 29, 2025	