

# DOUGLAS

## **Institution Accountability Plan and Report 2018/19 Reporting Cycle**

A compilation of planning and accountability information in accordance with the requirements of the Ministry of Advanced Education

July 15, 2019



# **DOUGLAS COLLEGE**

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Honourable Melanie Mark  
Minister of Advanced Education, Skills and Training  
PO Box 9870 Stn Prov Gov't  
Victoria, BC V8W 9T5

Dear Minister:

**Accountability Plan and Report – 2018/19 Reporting Cycle**

Attached is the *Douglas College Accountability Plan and Report* for 2018/2019. The report was prepared in accordance with the Budget Transparency and Accountability Act, providing the Ministry and the public with a comprehensive overview of the College's current state and future directions. The content was drawn from a variety of Ministry and Douglas College documents, including the College's Strategic Plan.

As described in the report, Douglas College has grown steadily and significantly over the last nine years. The College offers a range of applied post-secondary programs at the certificate, diploma, degree, and post-degree level, as well as university transfer courses and programs. In addition, the College offers several vocational education and skills training programs, as well as ESL and upgrading courses to prepare students to enter post-secondary level studies. The College's program mix and curricular structure are cost-effective and well aligned with both labour market needs and Ministry expectations.

Based on 2018/2019 performance measures, Douglas College *exceeded* three measures: unemployment rates for 2-year and 4-year programs and the number of student spaces in nursing and allied health programs. Douglas College *achieved* most other targets, including the number of Aboriginal student spaces and the vast majority of students' assessments of their education. Two performance measures were *substantially achieved*: total number of student spaces and credentials awarded. Finally, two measures were *not achieved*. The first, student spaces in developmental programs, was not achieved due to a change in federal funding for English as a Second Language programs, which was implemented several years ago. The Ministry recognized that this change would result in decreased enrolments, but did not adjust enrolment targets until this year. This intentional delay allowed time for a new provincial tuition-free funding model to be implemented for domestic students and provided an opportunity for post-secondary institutions to submit information that would inform new enrolment targets for tuition-free developmental courses and programs. The second measure that was not achieved was former diploma, associate degree, and certificate students' perceptions of their knowledge and skills in the performance of their jobs. This measure is chronically not achieved at Douglas College and at other peer institutions due to the disproportionate number of students from university transfer Arts courses and programs in the survey sample. Compared to applied certificate and diploma programs, university transfer Arts programs are not regarded by students as preparation for employment, but for further study.

Student success is the predominate goal of the Douglas College Board and administration. The College pays close attention to the Minister's Mandate Letter, and has been very responsive to Ministry expectations, adding and revising programs and services to improve student access and success. In addition, the College's Strategic Plan for 2015-2020 focuses on enhancing the quality of programs and on providing an exceptional and supportive educational experience for students. The College is deeply committed to providing high quality education that meets the needs of students, employers, and government. To that end, all programs are subject to regular reviews with evaluative feedback provided by external experts. In addition, all applied programs are monitored to ensure graduates are well prepared to enter their chosen profession, which in most cases involves successful performance on a licensing exam.

Douglas College recognizes that the world is rapidly changing and post-secondary education must keep pace. The College administration and Board are vigilant and responsive, working hard to serve the public

interest and the interests of our students. We trust that this document will provide you with the information you need to plan and to inform your decisions. We look forward to continuing to work with you and your staff to strengthen the College and the post-secondary system.

Sincerely,



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John Evans  
Board Chair, Douglas College



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Kathy Denton  
President, Douglas College

# Contents

Accountability Statement	
Strategic Direction and Context	1
Strategic Direction	1
Institutional Overview	1
Campuses	1
Programs	1
Partnerships	2
Enrolments and Demographics	2
Employees	5
College Strengths	5
Mission and Vision	6
College Mission	6
College Vision	6
Strategic Context	7
External Environment	7
Internal Environment	9
Performance Plan	11
Goals and Objectives	11
Initiatives Related to Ministry Priorities 2018-20	14
Performance Measures, Targets and Results	19
Student Spaces	20
Credentials Awarded	23
Aboriginal Student Spaces	24
Student Satisfaction	25
Quality of Instruction	26
Skill Development	27
Usefulness of Skills on Job	28
Unemployment Rate	29
International Student FTE	30
Finances	30
Summary Financial Report 2018/19	30
Appendix A – Reporting Template for Mandate Priority #1	31

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# Strategic Direction and Context

## Strategic Direction

### Institutional Overview

#### *Campuses*

With campuses in New Westminster and Coquitlam, Douglas College is the college of choice for students from a large and densely populated region north of the Fraser River from Burnaby to Maple Ridge. Centrally located in the Lower Mainland near the junction of the Millennium and Expo lines of the SkyTrain, the New Westminster campus is one of the most accessible campuses in the BC post-secondary system. It is an urban facility, consisting of a six-story building plus underground parking situated on a single city block. Douglas College's Coquitlam campus, is part of a civic complex that includes a secondary school, fine arts centre, pool, library, city hall, stadium, and parkland. This complex is immediately adjacent to a SkyTrain station on the new Evergreen line. In addition to the two main campuses, Douglas College operates contract training facilities in Burnaby, Maple Ridge, Langley, and Surrey.

Douglas College owns land across the street from the existing New Westminster campus. To accommodate student demand for applied programs over the next 10-15 years, the College is developing plans to construct a new academic building on that property. Douglas College has also submitted a proposal to build student housing adjacent to the new academic building. In the interim, to accommodate unprecedented growth in enrolments over the past ten years, the College has leased and renovated 68,000 ft<sup>2</sup> (i.e., four floors) of the Anvil Office Tower, located a block away from the New Westminster campus and across the street from the SkyTrain station. It is worth noting that the City of New Westminster owns and operates conference facilities at the Anvil Centre, and Douglas College frequently collaborates with the City to host events.

#### *Programs*

Douglas College's historic role was a comprehensive two-year institution that offered academic and job entry programs. Although the College continues to provide extensive university transfer offerings, college preparatory programs, and career entry programs, it has added a significant number of applied baccalaureate degree programs. Indeed, Douglas College offers the greatest number of baccalaureate degree programs of any college in the province. In addition, Douglas College offers the most post-degree programs of any college. These programs prepare students for professional-level employment. Most of the new applied degree and post-degree programs at Douglas College appeal to both domestic and international students, providing training for high demand occupations.

Douglas College is committed to delivering high-quality post-secondary education with enhanced experiential learning opportunities and job-ready skills, helping to address British Columbia's need for skilled workers. Experiential learning opportunities include labs, field trips, domestic and international field schools, co-operative education, and practicum placements. Small class sizes (typically 30–35 students) allow for greater student/faculty interactions and improved learning outcomes.

Many Douglas College programs are accredited, including degree programs in the Faculty of Health Sciences and the Faculty of Commerce and Business Administration. The latter has received international accreditation from the Association of Collegiate Business Schools and Programs (ACBSP) by meeting its rigorous educational standards. In addition to meeting the standards set by accreditation bodies, some

Douglas College programs have been recognized for superior student outcomes on national licensing exams (e.g., Nursing and Veterinary Technology).

University transfer offerings in Arts, Sciences, and Business and applied programs in Health and Human Services represent the largest areas of study available at Douglas College. The focus in the Fine Arts is on performing arts, primarily theatre and music. Douglas College offers a Bachelor in Performing Arts in partnership with Capilano University. This unique program not only provides advanced training in performing arts, but prepares students to manage the business side of arts and entertainment.

In addition to credit offerings, Douglas College provides more than 50 program options through Continuing Education and Contract Training Services. Continuing Education and Contract Training operate on a cost-recovery model that enables the College to respond rapidly to local labour market needs, government initiatives, and public demand.

### ***Partnerships***

Douglas College has a number of local and international partnerships with other post-secondary institutions. For example, Douglas College students can earn a Bachelor of Arts degree or a Bachelor of Science degree from Simon Fraser University while studying at Douglas and SFU concurrently. Internationally, Douglas had been delivering business degree programs in China at the Shanghai University of International Business and Economics (SUIBE) for 21 years. It is worth noting that SUIBE was recognized by *The People's Daily* (China's national newspaper) as the second-highest performing university in China based on the results of graduates' salaries five years after graduation. Of even greater importance to Douglas College, our joint program that operates within SUIBE produced the highest-earning graduates in the fields of Finance and Financial Management in the entire country of China.

### ***Enrolment and Demographics***

In response to student and labour market demand, Douglas College experienced rapid growth from 2010 to 2014 and from 2016 to 2018 making it the largest college (based on AEST domestic FTE) and seventh-largest provider of advanced education in British Columbia, serving over 25,000 students each year (i.e., 17,000 credit students and 8,000 non-credit students). Approximately 13,000 credit students enroll in each of the Fall and Winter semesters and 7,500 in the Summer semester. Domestic enrolments continued to be flat this past year, similar to many other Lower Mainland post-secondary institutions. For many years, Douglas College has experienced sustained and steady growth in international enrolments, with over 90 countries represented by approximately 4,200 students.

When part-time and full-time students are translated into full-time equivalent (FTE) students, Douglas College serves just over 11,300 FTE students annually. Of those 11,300 FTE, 7,100 are domestic students in credit programs, and 1,000 are domestic students in non-credit programs offered through Continuing Education or by the Douglas College Training Group. The remainder are international students (3,200 FTE), who pay the full cost of their education through international tuition fees.

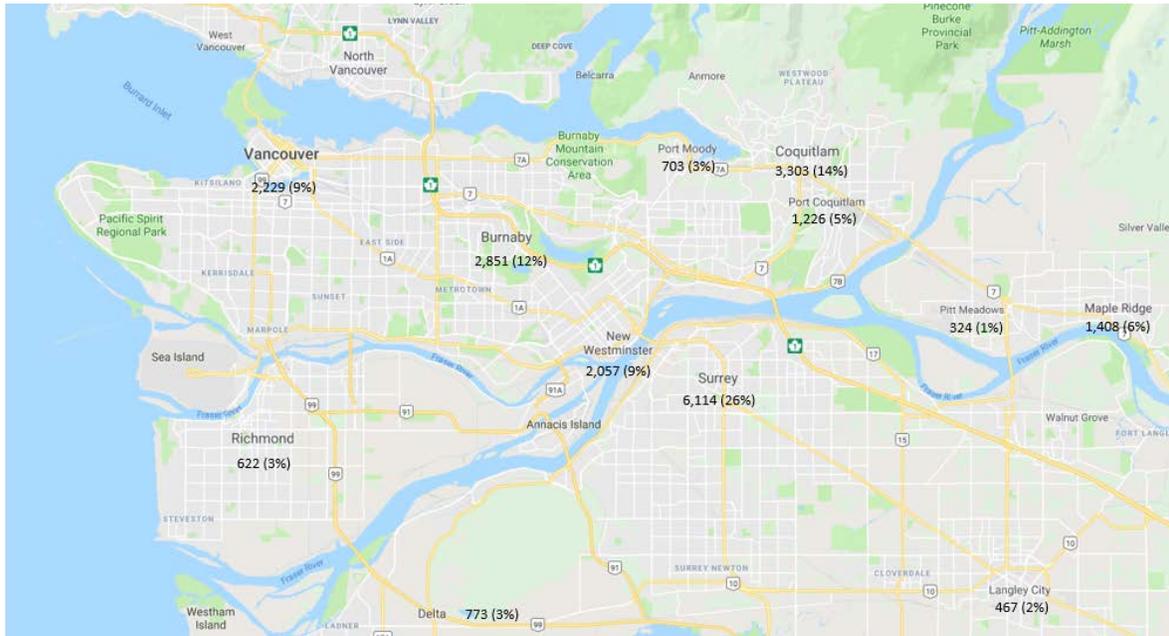
## FTE Enrolment (Including International, CE, and Contract Training)

Fiscal Years 2017/18 and 2018/19

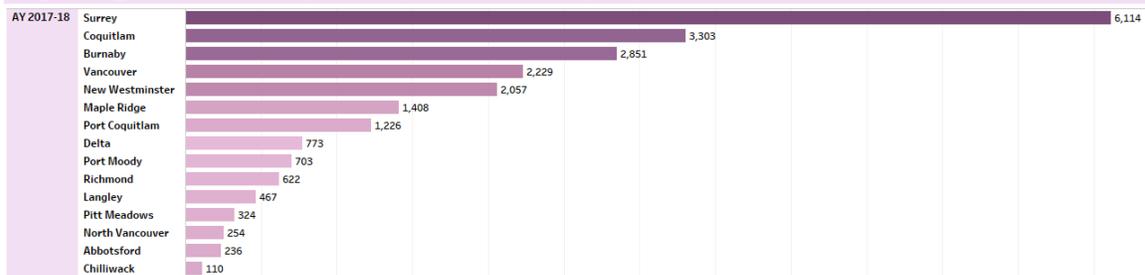
	<u>2017/18</u>	<u>2018/19</u>
Business*	347	312
Health and human services*	1,587	1,590
Performing arts*	193	208
Science*	629	617
University transfer programs	4,524	4,499
Developmental programs	286	291
Training Group	547	537
Subtotal: Countable towards Ministry target	8,113	8,054
International education	2,604	3,225
Total	10,717	11,279

\*FTE for Business, Health and Human Services, Performing Arts, and Science reflect FTE for closed enrolment, selective entry and CE programs only within those areas. FTE generated by University transfer programs within each of those areas is aggregated under the heading "University Transfer Programs".

## Douglas College Students by City of Residence\*, by Academic Year 2017/18



Douglas College Overall: AC Year 2017/18 Self-Reported Residence in BC (n >=5)



\* Based on current address of record. Note, outside of lower mainland addresses will reflect online student registrations or students who chose to retain their originating address before they moved to the lower mainland to attend classes at the New Westminster and/or Coquitlam campus.

Approximately 50% of Douglas College's students come from the Douglas region (i.e., the Tri-Cities, Burnaby, and New Westminster) and 50% come from outside the region, most notably Surrey. Indeed, at 26%, Surrey is now the municipality where the greatest number of Douglas College students reside. Reflecting the rapidly growing, suburban population it serves, Douglas College students are relatively young, with 61% under the age of 25. The fastest growing age demographic of Douglas students is the 18–21-year-old group, which grew by 3% over the past four years.

Since its inception, Douglas College has made credit courses very accessible to part-time students. Of the approximately 13,000 students Douglas serves in each of the Fall and Winter semesters, approximately 2/3 of the students are part-time and 1/3 of the students are full-time, with many of the part-time students typically enrolled in three courses.

Over the past several years, with the rapid development of applied programs that target baccalaureate degree graduates, Douglas has attracted a greater proportion of students who have already earned a

Bachelor's degree. Indeed, although advanced post degree credentials represented fewer than 3% of the credentials awarded in 2013/14 (academic year), they represented over 10% of the credentials awarded in 2017/18. In contrast, the proportion of certificate and diploma credentials awarded has declined during the same period.

### ***Employees***

Douglas College employs approximately 2,100 individuals to support all of its operations including credit, continuing education, and contact training activities. To support credit activities, the College employs 975 faculty, 710 staff, and 110 administrators. Demographic data indicate that the average age of College employees is declining. Over the past five years, the proportion of employees aged 44 or younger has increased from 34% to 40.3%, and the proportion of employee aged 55 and older has decreased from 34% to 30.5%. The average age of an employee at Douglas is 47.7 years old (March 2019).

### ***College Strengths***

The following institutional characteristics are noted here as being especially pertinent to provincial discussions about post-secondary education policy in British Columbia:

- Programs aligned to labour market needs and student demand
- Applied degree programs that provide employment-ready skills and a solid academic foundation
- Short-term programs (e.g., certificate, diploma, and post-degree diploma) that prepare students for specific careers
- Extensive array of support services for students
- Convenient, accessible education that is geographically close to where students live
- Seamless transfer to other post-secondary institutions

In the latest student profiles and perceptions survey, two-thirds of Douglas College students said that Douglas College was their first choice as an educational destination. Their top reasons (of "high" importance) for deciding to attend Douglas College are:

- Courses/programs offered
- Location
- Cost
- Quality of Instruction

Douglas College seeks to serve a broad spectrum of students, helping them find an educational direction that is relevant, well aligned with labour market needs, and a good match for their skills and interests.

## Mission and Vision

### ***College Mission***

At Douglas College, a new and refined core purpose was developed through the 2015-20 strategic planning process:

**“We inspire our students to do what they love and be good at it, providing educational experiences that challenge, enlighten, and open doors to lives of passion and purpose.”**

This core purpose goes to the heart of Douglas College and is infused in all of the College’s activities.

### ***College Vision***

Douglas College’s nature as an *applied academic* institution provides the College with some of its unique sense of place and community. Douglas is grounded by an applied, practical mandate, but at the same time able to provide students with the deep, well-rounded education typical of a research university.

These and other considerations have led to an exciting new vision for Douglas College over the next 5 to 10 years:

**“Douglas College is recognized as providing the most inspiring and relevant undergraduate educational experience in BC, filling a niche between universities and colleges by combining the academic foundations of a university with the employer-ready skills of a college.”**

This vision is bold, but it is achievable. It is true to the College’s core purpose, respectful of the institution’s culture, and builds on the College’s strengths. The College’s vision is also well aligned with the needs of the labour market, meeting the needs of employers now and in the future.

## Strategic Context

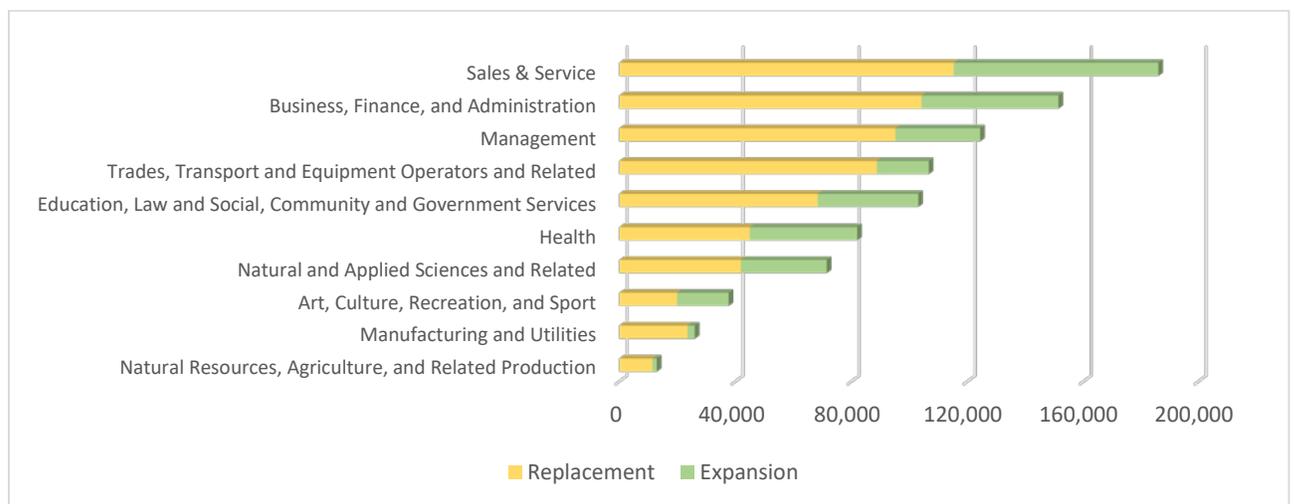
This section describes the environment in which Douglas College operates, presenting an overview for the general public of the main issues that impact or influence the management of the College. External and internal environmental factors will be addressed in turn. Note that the section dealing with the Internal Environment will address only extraordinary items that impact the College's strategic directions.

### **External Environment**

#### **Economic Factors**

Labour force demand trends continue to be important considerations in the College's curricular strategy. By 2028, 77% of BC's labour force will need some level of post-secondary education<sup>1</sup>. Of the 903,000 projected job openings, 325,100 will require a university degree and/or significant work experience and 371,300 will require College education or Apprenticeship Training.

This outlook emphasizes that job growth will not be uniform across all sectors or all occupations and that significant openings are anticipated in Sales and Service Occupations, Business, Finance, and Administration Occupations, and Management Occupations, and Management Occupations<sup>1</sup>.



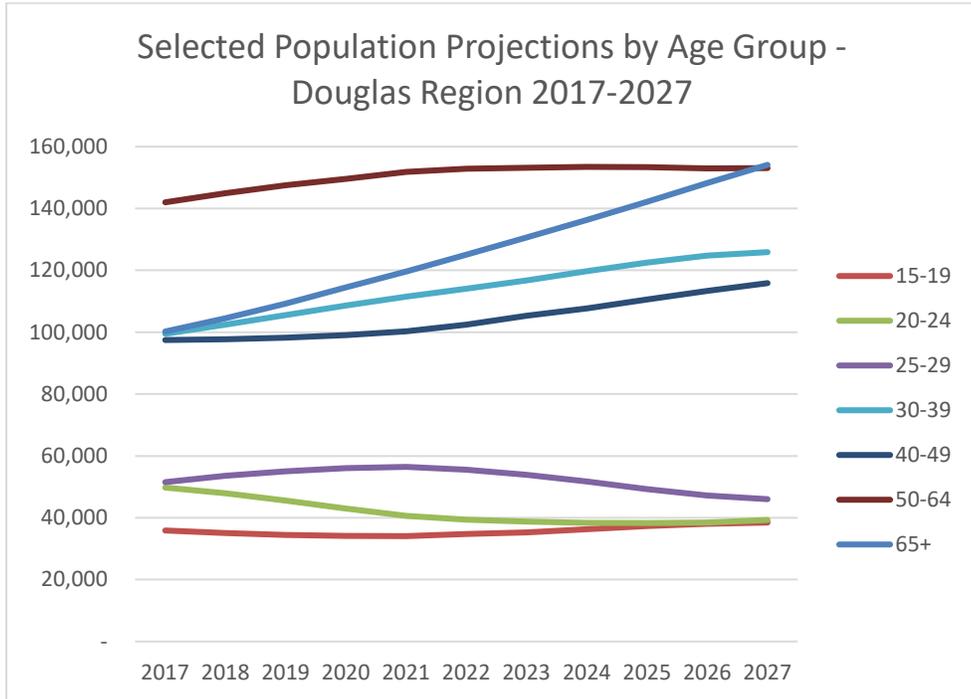
*Of the top 10 opportunity occupations mentioned in the report requiring either a University Degree or College Education/Apprenticeship Training, Douglas currently provides full or partial credentials for 9 of these occupations and is in the process of developing additional programs.*

### **Demographics**

The College's Institutional Research Office estimated the effects of demographic changes on demand for College programs in the surrounding municipalities, using three sources of data: population projections provided by BC Stats P.E.O.P.L.E. 2016, age demographics of Douglas College students, and the

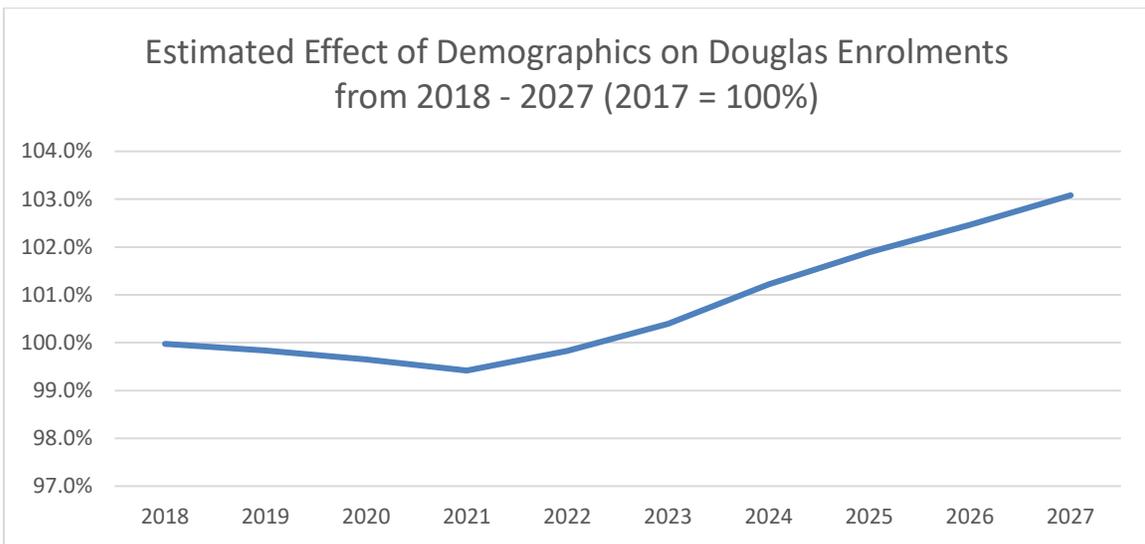
<sup>1</sup> British Columbia Labour Market Outlook 2018 Edition, pg. 15. Data from Figure 2-6, pg.17.  
[https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC\\_Labour\\_Market\\_Outlook\\_2018\\_English.pdf.aspx](https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC_Labour_Market_Outlook_2018_English.pdf.aspx)

percentage of Douglas students who come from each municipality. The population projections are displayed in the Figure below.



\*Source BC Stats P.E.O.P.L.E. 2016

Over the next ten years, the population in the Douglas region is expected to increase. Most of that growth is among people 40-65 years of age. The three age groups that contributed most significantly to the Douglas College student population are shown at the bottom of the Figure. Note the decline in the number of people between 20-24 years of age in the region. Douglas' effort to attract recent high school graduates and baccalaureate degree graduates will mitigate against the short-term decline in the population of 20-24 year olds.



As shown in the Figure above, Douglas College enrolments are expected to rise slightly over the next ten years. These projections assume that the current age mix of Douglas students will remain constant, with more 18–21 year-olds than any other age group, but with significant participation by older students. With the development of additional post-degree diplomas, which attract an older demographic, the average age is expected to increase slightly. These projections should be considered high-level estimates only as other factors (e.g., economics, immigration, and social changes) may exert additional pressures on enrolments.

### **Internationalization**

The College has won awards for internationalization due to the range and quality of the international activities provided. Douglas College offers a comprehensive approach to internationalization: bringing international students to Canada, sending Canadian students abroad, and internationalizing the curriculum. Douglas College will continue to expand its efforts to provide high quality international educational experiences for domestic and international students.

International student enrolments have grown steadily over many years, with larger than normal growth during the 2016/2017 and 2017/2018 academic years. The College manages its international admissions and enrolments in a manner that ensures diversity based on country of origin. As noted earlier, 90 different countries are represented by Douglas' international students.

Over the last few years, the College has developed tools to predict international student demand with a high degree of accuracy. These tools help management plan effectively to ensure that international and domestic students who are admitted have access to the courses they need to graduate.

The College sets relatively high admission standards to recruit well-prepared international students. These standards ensure that international students who are admitted have the skills they need to succeed in their program of studies. Indeed, Douglas' international students exhibit approximately the same pass rate and grade point averages as their domestic counterparts.

### ***Internal Environment***

Douglas College experienced extremely rapid growth in domestic enrolments from 2010 to 2014 and increased growth in international enrolments from 2016 to 2018. The growth was supported by all of the following: enhanced program development and revision, improved international student recruitment, and increased operational efficiencies. As a consequence of the growth, and associated increases in international tuition revenues, Douglas has been able to support improvements to programs, student services, and facilities.

### **Facilities**

One consequence of Douglas College's domestic and international growth is that the College is at capacity for daytime programming, with only limited classroom space available in the evenings and weekends. A variety of changes have been implemented to optimize space utilization, including shifting an entire Faculty from the New Westminster to the Coquitlam campus, changing how and when courses are scheduled, increasing the number of courses offered on-line and partially on-line, and increasing the number of courses offered during the Summer semester. An external review of the College's space utilization efficiency and effectiveness was conducted in 2016 in conjunction with the development of the

College's Campus Master Plan. The review characterized Douglas as an exemplar with respect to space utilization, showing high utilization numbers evenly distributed throughout the week.

To accommodate growth in enrolments and address short-term space needs, the College completed a \$9.4 million renovation to its New Westminster campus in Summer 2016 to create more usable classroom and laboratory spaces for new programs. The renovation was expected to provide sufficient space to support growth for 2-3 years. However, based on application and enrolment data, the net additional classroom spaces reached full capacity in Fall 2017.

The College Board and senior management completed the development of a Campus Master Plan and planning guide in 2016/2017. Research conducted during the process of developing the Campus Master Plan revealed that the New Westminster campus has a shortage of instructional, student and academic support, and office space, which amounts to approximately 40% less than allowable based upon ministry guidelines and student FTE. In recognition of the need for additional space, the College administration evaluated a set of 26 potential leasing, building, and renovating modules. Each module was reviewed separately and in combination with other modules, with consideration of the overall effect on the College's space, finances, risk profile, and other benefits. From these analyses, an optimal solution was approved by the Board, which will enable Douglas College to meet existing needs and accommodate planned growth for 10-15 years. That solution involves a combination of leasing, building, and renovating space in overlapping phases during the next five years.

The first phase involved leasing 68,000 ft<sup>2</sup> space in close proximity to the New Westminster campus at the Anvil Office Tower. The renovations were completed and the space was open for classes in Fall 2018. The second phase involves renovating the south building of the New Westminster campus to provide a combined student services centre and additional student support space. Planning is currently underway and renovations are expected to commence January of 2020 and be completed in Fall 2020. The third phase involves constructing an academic building and student housing across the street from the New Westminster campus. Finally, the fourth phase involves renovating the north building at the New Westminster campus to provide additional athletics space. Jointly, these additions and renovations will provide space for planned growth until 2025/26.

## **Human Resources**

The College's 2016-2020 Human Resources Plan identifies three areas of strategic focus for the College: creating a feedback-rich culture, career-long learning and development, and attracting and retaining great people. Implementation of the plan is on track with many strategic initiatives completed or well underway including more robust programs in the areas of leadership training, employment development and onboarding. The College will soon begin planning and consultation for its next five-year Human Resources Plan.

In 2019, Douglas College was named one of BC's Top Employers for a sixth year in a row.

# Performance Plan

## Goals and Objectives

Douglas College strategic plan for 2015–2020 contains a number of new themes, goals, and institutional objectives which support the Ministry of Advanced Education, Skills and Training’s (AEST) Post-secondary System Objectives of Capacity, Access, Efficiency, Quality, and Relevance. In this accountability plan, the College will outline key strategic objectives in the 2015–2020 Strategic Plan and link them to institutional performance measures identified by the Ministry. In addition, Douglas has provided an additional performance measure from the Scorecard developed specifically to track performance against our financial sustainability key strategic objective. This is in alignment with the accountability and transparency principals within the governments TAP initiative. These objectives focus on improvements to program and service quality to meet the needs of students, employers, and government, making Douglas College the first choice for students and a valued partner of business, industry, and government.

### THEME #1: INSPIRING and RELEVANT

Collectively, the goal of objectives falling under this strategic theme is to create an inspiring and relevant educational environment. A challenging culture of ideas, critical engagement, and reasoned analysis. A place where learning continues outside the classroom, motivated by the relevancy of the program content.

<b>Practical and Applied</b>	
<b>Douglas College’s Key Strategic Objectives</b>	<b>Alignment with Objectives from AEST</b>
A. We deliver an inspiring, challenging, and highly relevant educational experience, inside and outside the classroom. Students increasingly recommend and choose Douglas as their first-choice institution, stay at Douglas longer, and report higher satisfaction with their experience.	Relevance, Quality, and Capacity
B. All students graduating from applied programs will have completed a defined period of relevant service learning or community volunteer experience.	Relevance
C. We put special emphasis on incoming students, to set them up for success in their academic and professional lives.	Quality

## THEME #2: GROUNDED and FLEXIBLE

Objectives under this theme are designed to ensure students have a solid academic foundation and seamless transfer to degree programs at Douglas or other institutions. A solid academic foundation provides the intellectual groundwork for further education to build upon, challenging students with a breadth of academic coursework and providing an integrated program structure to keep them moving toward their goals.

<b>Grounded and Flexible</b>	
<b>Douglas College's Key Strategic Objectives</b>	<b>Alignment with Objectives from AEST</b>
A. Academic Foundations programs will be structured to engage and challenge students, ensuring they have the foundational skills needed for a degree program, a career, and to be an informed citizen.	Relevance, Quality, and Efficiency
B. Academic Foundations programs will ladder into all Douglas College applied degree programs, and students must declare an intended degree program after their first year (30 credits).	Efficiency
C. One- and two-year academic programs will transfer seamlessly into BC research universities and into the top five Canadian universities outside of BC.	Efficiency

## THEME #3: PRACTICAL and APPLIED

The goal of the objectives that fall under this theme is to improve program-specific, applied workplace skills to prepare students for employment. Some of the College's applied programs have been extremely successful in preparing their students for licensing exams, enjoying pass rates that exceed the national average. All applied programs should strive toward these high standards, guided by active and knowledgeable Program Advisory Committees.

<b>Practical and Applied</b>	
<b>Douglas College's Key Strategic Objectives</b>	<b>Alignment with Objectives from AEST</b>
A. The learning outcomes of all applied programs (i.e., certificates, diplomas, degrees, post-degree diplomas) are well aligned with employers' needs to prepare graduates for employment immediately following graduation.	Relevance and Quality
B. All applied degree programs provide current substantive knowledge of the area, applied skills, interpersonal skills, and a solid academic foundation. Degree graduates express satisfaction with their knowledge and skills.	Relevance and Quality
C. All regulated professional programs are designed to ensure graduates are eligible to meet the standards for certification/licensing required by the professional association or licensing body.	Relevance and Quality

## STRATEGIC UNDERPINNINGS: People, Technology and Facilities, Relationships, Financial Sustainability

In order to achieve our objectives in the three thematic areas, Douglas College needs the appropriate human resources, infrastructure, relationships, and financial sustainability.

<b>Strategic Underpinnings: People</b>	
<b>Douglas College's Key Strategic Objectives</b>	<b>Alignment with Objectives from AEST</b>
A. The skills and competencies of College employees (faculty, staff, and administrators) are current, responsive to change, and reflect the strategic needs of the organization.	Quality
B. Exemplary performance is expected, recognized, and appreciated, creating a culture of excellence and accountability.	Quality
C. Employees have a clear understanding of the College's Strategic Plan, annual goals, and their role in delivering the plan.	Quality
<b>Strategic Underpinnings: Technology and Facilities</b>	
A. Technology strategy and infrastructure at Douglas is forward thinking and modern, providing users with a reliable, secure, fast, and seamless environment that promotes innovation and leads to increasingly high levels of satisfaction and productivity.	Quality, Access, Relevance and Efficiency
B. First-year students report high levels of satisfaction with recruitment, admissions, and registration processes.	Quality and Efficiency
C. The College has sufficient and appropriate space (teaching/ administrative/student) optimally utilized to advance the College's operations, to enhance educational and workplace experience, and to engage and support partnerships with employers and other community stakeholders.	Capacity
<b>Strategic Underpinnings: Relationships</b>	
A. We have strong and valued relationships with key employers, post-secondary institutions, and partners in each sector in which we offer programs. These relationships add value by generating external learning opportunities outside Douglas (e.g., research, practica, internships, partnership programs), by providing students with networking opportunities prior to graduation, by increasing employers' investments in and support of Douglas College, and by ensuring College programs are relevant and responsive to labour-market demands.	Relevance and Quality
B. Douglas is regarded as an influential strategic partner, open to new and emerging opportunities, by all three levels of government. The Ministry of Advanced Education looks to Douglas for ways to strengthen the post-secondary system.	Capacity, Relevance, and Quality
<b>Strategic Underpinnings: Financial Sustainability</b>	
A. The College's financial management policies, practices, and systems facilitate the development, protection, and allocation of resources to increase revenues, effectively manage costs, and mitigate risks, outperforming benchmarked peers.	Access, Efficiency and Capacity

## Initiatives Related to Ministry Priorities (2018-2019)

Mandate Letter 2018/19 Priorities	Douglas College Initiatives/Response
<p>1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.</p>	<p>Implemented initiatives to build awareness of and sensitivity toward Indigenous peoples, their culture, and ways of knowing (e.g., Indigenous garden constructed and planted, led by Elders); ongoing awareness raising through the establishment of an Aboriginal Speakers Series, Indigenous Studies Working Group on curricula; hosted community forum on Truth and Reconciliation-Cities and Citizens; creation of enhanced Indigenous students’ space on the Coquitlam campus.</p> <p>Incorporated Indigenous drumming and dancing into Graduation ceremonies.</p> <p>Developed and conducted a workshop for Board members and senior administrators to enhance cultural knowledge and increase awareness of TRC Calls to Action and UNDRIP.</p>
<p>2. Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to:</p> <p>a. Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.</p> <p>b. Continue to improve the education success of former youth in care who pursue postsecondary education, including implementation of the tuition waiver program and other supports at your institution.</p> <p>c. Expand technology-related programming and other programs that align with the growing knowledge-based economy.</p>	<p>The College fully implemented tuition-free Adult Basic Education and English Language Learning programs for domestic students.</p> <p>The College fully implemented the tuition waiver program for former youth in care and added additional supports within Academic Student Services.</p> <p>The College received funding to develop a Computing Science and Interactive Media Technologies diploma program. The program will be launched in the 2019/2020 academic year.</p> <p>Other programs implemented in 2018/2019 include the Hearing Instrument Practitioner diploma (Year 2), the Geological Resources diploma (Year 2), the Bachelor of Social Work (Year 2), and the Post-Baccalaureate in Health Information Management.</p>

<p>3. Improve student mental health, safety and overall wellbeing, including creating greater awareness of available supports.</p>	<p>Promoted services and programs that support mental health, wellness, and safety (e.g., counseling services, Aboriginal Student Services, Accessibility Services, fitness and recreation programs, Learning Centre, and Safewalk). Implemented a Behaviour Intervention Team to provide early identification and support of students in distress. Developed policy to allow College to intervene and support when students experience extreme emotional or medical distress.</p>
<p>4. Align your institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education.</p>	<p>Douglas is an ‘access’ institution and therefore already has relatively few admissions and pre-requisite barriers to graduating high school students. The College Registrar, working closely with relevant Deans, has begun to realign admissions processes (among other internal processes) to ensure the seamless transition of students graduating from the ‘new’ K to 12 system curriculum. The Douglas College Math Department completed a comprehensive review of mathematics prerequisites and program requirements during 2018/19 and the English Department began its review of College English prerequisites and program requirements in view of more recent revisions to the K-12 English curriculum.</p>
<p>5. Work closely with the Ministry to develop a balanced approach to international education.</p>	<p>Presented to the Ministry regarding the College’s balanced approach to internationalization. Implemented strategic enrolment management tools to manage international enrolments effectively to ensure students are appropriately prepared for their programs, to ensure international students represent a wide range of countries of origin, and to maintain a balanced and sustainable ratio of international and domestic students.</p> <p>Implemented a change to registration priority for returning international students to ensure domestic students are not displaced, and, at the same time ensuring the College delivers on its responsibility to international students for full-time course loads.</p> <p>Conducted a review of current study abroad programs available to domestic students and developed standardized operating procedures to improve program development and delivery. Developed additional institutional partnerships that resulted in an increase of domestic students choosing to study abroad.</p>
<p>6. Comply with government’s two percent cap on tuition and mandatory fee increases.</p>	<p>Douglas College has complied with the Ministry’s annual tuition limit policy for domestic tuition and mandatory fees.</p>

Mandate Letter 2019/20	Douglas College Initiatives/Response
<p>1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.</p>	<p>Established an Indigenous Strategy Steering Committee and four Working Groups, to engage with the Douglas College community to build an Indigenization Strategy. The process involved town-hall meetings with members of the College community, discussions with local First Nations leaders to build relationships in support of Indigenization of the College, and surveys and focus groups to obtain input from Indigenous students. The Indigenization Strategy will be incorporated into the next College Strategic Plan.</p> <p>Devoted entirety of three-day College-wide professional development offerings to knowledge building on Indigenous culture, history and experiences, particularly as related to post-secondary education.</p> <p>Continue initiatives undertaken in 2018/19 building community awareness and engagement with Indigenous culture, and student support. Adding new position in Aboriginal Student Services to increase service and support to Indigenous students. Increasing Elder hours and establishing regular schedule of smudging and other cultural supports.</p> <p>Incorporate Indigenous themes into plans for Douglas College 50<sup>th</sup> Anniversary celebrations (beginning January 2020), including a new Coat of Arms.</p>
<p>2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister’s mandate letter.</p> <p>Specific actions include, but are not limited to:</p> <p>a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.</p> <p>b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).</p> <p>c. Expanding co-op and work-integrated learning opportunities for all students.</p>	<p>The College has increased the number of former youth in care who are attending post-secondary programs and has experienced a slight increase in the number of Indigenous students served, and additional growth is planned.</p> <p>The College will improve programming for students in Vocational Education and Skills Training, specifically Warehouse Training, to increase enrolments and improve employment opportunities.</p> <p>New and expanded Academic Student Services have also been added to support vulnerable and under-represented students (see section 3 below).</p> <p>Douglas College continues to work closely with government to support priority initiatives. The Ministry recently approved funding for a Douglas College proposal for the expansion of the Health Care Support Worker program and another for the expansion and renewal of Early Childhood Education. These expansions are to be implemented during the 2019/20 academic year.</p> <p>The College will continue to seek new opportunities for co-op and work-integrated learning.</p>

<p>3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.</p>	<p>The College has added, and will continue to support, new positions in:</p> <p>Counselling Services to increase one-to-one service to students, and educational outreach programming</p> <p>Aboriginal Student Services to increase service and support to Indigenous students</p> <p>Navigator position in Student Services to support Former Youth in Care and “at risk” students.</p> <p>The College will continue providing services and programs previously established in 2017/18 and 2018/19 supporting mental health, wellness and safety. The College is also participating in the National College Health Assessment survey of student health and wellness to better inform programming. Finally, the College is training student leaders and peer mentors in mental health first aid.</p>
<p>4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.</p>	<p>The alignment of college processes and admissions standards with the K-12 system commenced in 2018/19 and work will be completed during 2019/20. The review and harmonization of admissions and prerequisite structures for both English and Mathematics will be completed during this period.</p>
<p>5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.</p>	<p>The College fully supports and is very actively engaged in the implementation of EducationPlannerBC. The President is the Co-Chair of the EPBC Steering Committee.</p>
<p>6. Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.</p>	<p>Refine strategic enrolment management tools and continue participation in a working group of senior administrators to maintain an appropriate balance of international and domestic students. Continue discussions with the Ministry to develop a framework for international education.</p> <p>As part of College’s strategic planning process, develop an international strategic plan that aligns with the provincial framework for international education. Deliver on responsibilities to international students by increasing integration with existing College-wide student services and ensuring full-time enrolment status is maintained.</p> <p>Expand the opportunities available to domestic students to study abroad through several mechanisms: the development of a strategic funding formula that will allocate a percentage of international student fees towards scholarships for outbound study abroad opportunities; development of short-term study abroad partnerships and opportunities; and continued promotion of global opportunities to domestic students.</p>

<p>7. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.</p>	<p>Douglas College has budgeted for a consolidated surplus in fiscal 2019/2020.</p>
<p>8. Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.</p>	<p>Douglas College will comply with the Ministry's annual tuition limit policy for domestic tuition and mandatory fees. The current limit of two percent has been incorporated into the College's approved Consolidated budget for fiscal 2019/2020.</p>

## Performance Measures, Targets, and Results

The Ministry of Advanced Education has established objectives and performance measures for the post-secondary system in the *Accountability Framework Standards Manual and Guidelines, 2017/18*. The section numbers below refer to the numbering and categorization of the measures in the Provincial manual. The performance targets identified for the measures reported in sections 1-8, were provided to Douglas College by the Ministry of Advanced Education. In addition to these measures, Douglas College has submitted performance data related to international students in section 9.

The determination as to whether a given performance target was achieved is based on Ministry criteria. For example, “Substantially achieved” means the actual performance was 90% to 99% of target, “Achieved” means the actual performance was 100% to 109% of target and “Exceeded” means the actual performance was at least 110% of target. The data and targets in this section are as defined and calculated by the Ministry and may differ from Douglas College’s internal reports, which may use different calculations and benchmarks.

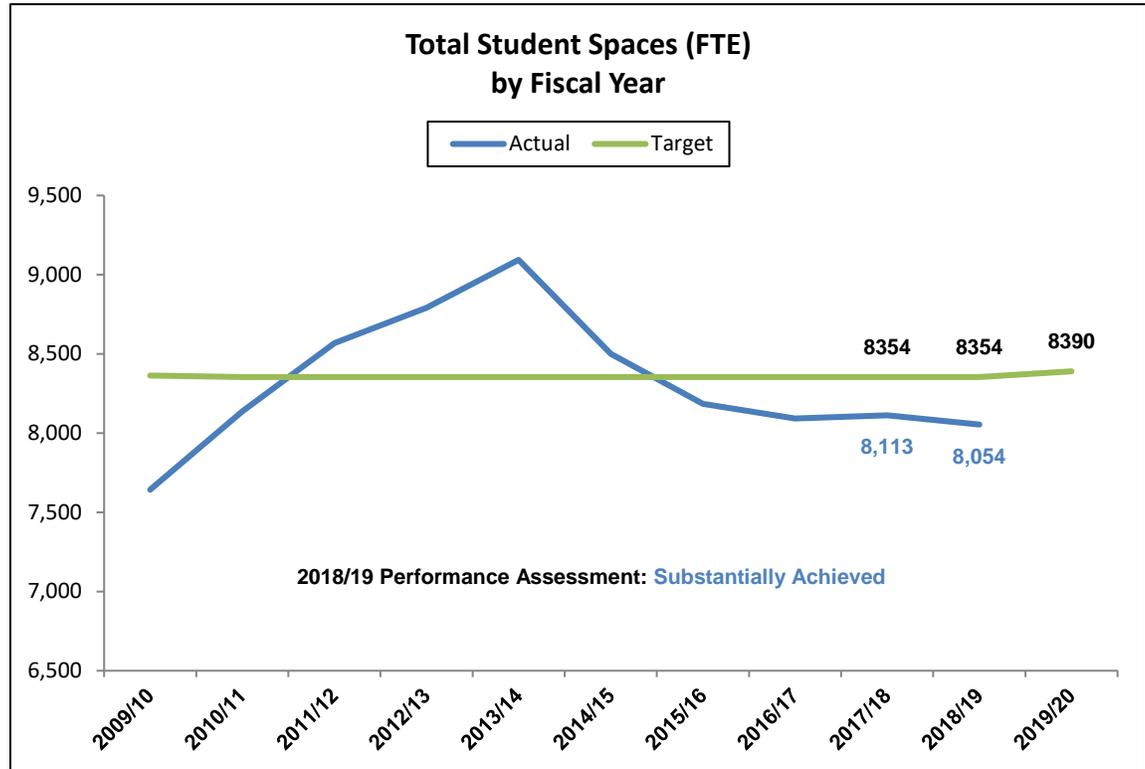
Some measures are influenced by external conditions and therefore should be interpreted with that in mind. In addition, for some measures, performance improvements may take several years to demonstrate due to the nature of the intervention used to induce improvements or due to the type of measure used to evaluate performance. Student perception surveys, for example, are insensitive to short-term interventions because the students included in the sample are graduates who completed their program two years ago.

## 1. Student Spaces

### Ministry Objective: Capacity

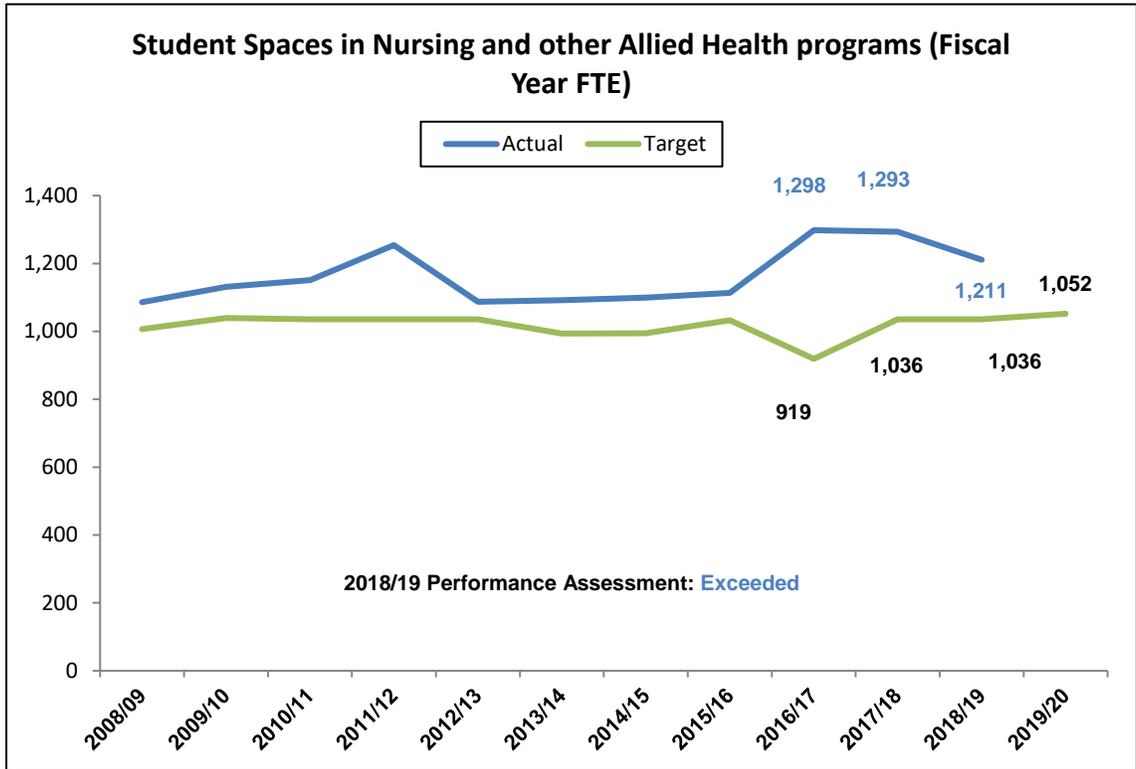
Number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas.

#### 1. Total student spaces



\*Last year domestic enrolment declined slightly, which may be attributed to both strong labour market and unfavourable demographics. The decline of 316 FTE from 2014/15 to 2015/16 was largely due to reductions in ESL activities, which was expected due to changes in ESL funding models and a reduction in contract training activities.

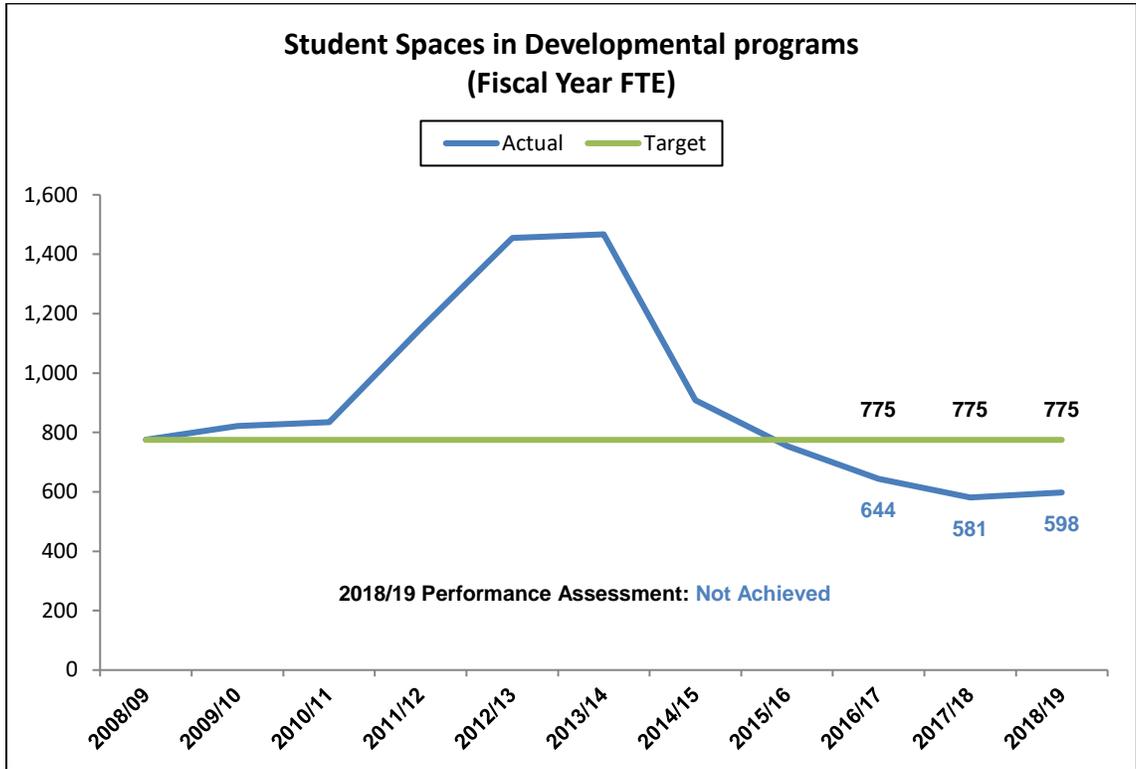
**1.a Student Spaces in Nursing and Allied Health Programs**



Since 2008/09 Douglas College has achieved or exceeded targets for nursing and allied health programs.

### 1.b Student Spaces in Developmental Programs

FTE enrolment in Adult Basic Education, English as a Second Language, and Adult Special Education.



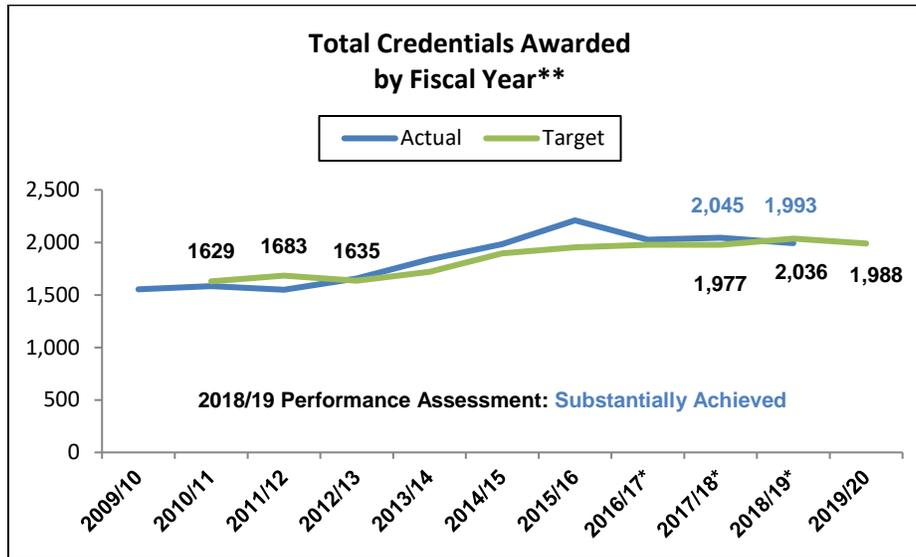
Increases from 2010/11 to 2013/14 were the result of additional contracts to deliver English Language Services for Adults (ELSA) by our Training Group and increases in English as a Second Language (ESL) courses. In 2019/20 only domestic ABE and ESL developmental FTE will be counted and therefore a substantially lower target has been assessed (155 FTE) which will be shown on a new graph for next year's report.

The substantial drop (110 FTE) in developmental programs in 2016/17 was primarily due to a reduction in ESL courses as a result of changes to ESL funding models. The College invested in program renewal during this period. The new curriculum has been implemented and the demand for domestic ESL is returning.

## 2. Credentials Awarded

### Ministry Objective: Capacity

Count of developmental credentials, certificates, diplomas, associate degrees, bachelor degrees, master degrees, and doctoral degrees awarded.



\*New calculation methodology introduced (not include international student credentials awarded) for 2016/17

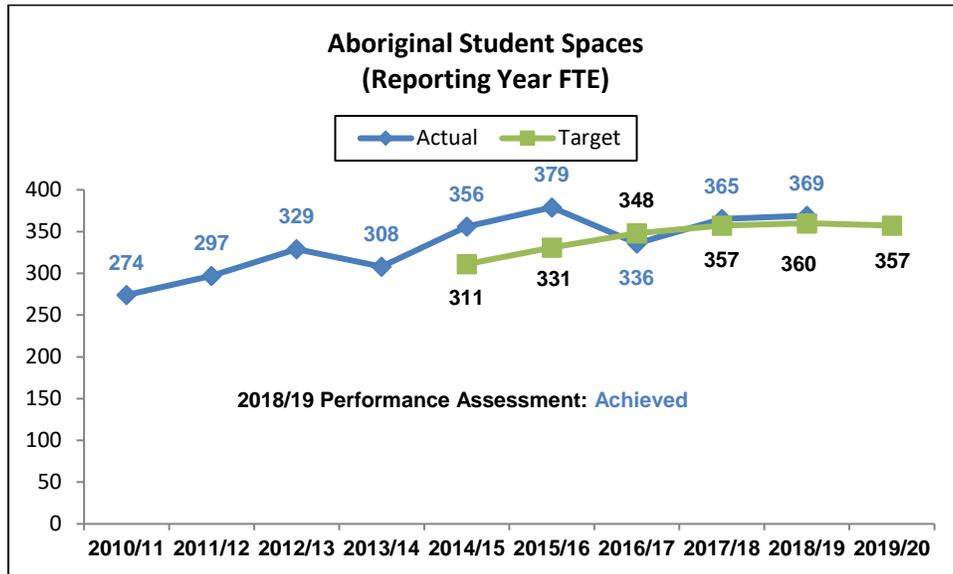
\*\* 2018/19 reporting cycle is based on 2017/18 fiscal year data

This is a useful success measure for many Douglas College programs, but it is not particularly useful for university transfer programs where students can successfully leave without completing a credential. The College has seen a slight decrease in the number of credentials awarded last year. There are two reasons for this decline. First, domestic enrolments have declined slightly, so fewer students are graduating. Second, a larger proportion of students are enrolled in baccalaureate degree programs at Douglas College; these students are not applying for graduation after completing the certificate and diploma programs that ladder into their degrees.

### 3. Aboriginal Student Spaces

#### Ministry Objective: Access

Number of Full-Time Equivalent (FTE) enrolments of Aboriginal students delivered in all program areas.



The number of Aboriginal student spaces was introduced as a new descriptive measure for institutional accountability reports in 2011/12. The College is very supportive of Indigenous students and attracts a larger proportion of Indigenous students than is represented in the community. The proportion of Indigenous student enrolments in credit programs at Douglas College is roughly double (3.4%) the amount that would be predicted based on the composition of the Douglas College region (1.9%).

Douglas College offers a supportive environment for Indigenous students and collaborates with Indigenous communities, school districts, and other organizations to assist Indigenous students with the transition to college. In addition, Douglas College has recently developed an Indigenization Strategy that will encourage the development of relevant academic programs and extra-curricular activities; build awareness of Indigenous cultures, pedagogy, and ways of knowing; and strengthen relationships with Indigenous communities.

Douglas College will continue current levels of Indigenous student participation, maintaining the number of Aboriginal student FTE at greater than or equal to the average of the previous three years. For 2018/19 Douglas College achieved its target of 360 FTE. For 2019/20, the College target will be 357 FTE.

#### 4. Student Satisfaction with Education

##### Ministry Objective: Quality

Percentage of bachelor degree graduates and former diploma, associate degree, and certificate students who were very satisfied or satisfied with the education they received.

Satisfaction with Education	Satisfied or Very Satisfied
<b>2012/13 Actual:</b>	
Diploma, assoc. degree, and certificate	93.8%
Baccalaureate graduates	98.6%
<b>2013/14 Actual:</b>	
Diploma, assoc. degree, and certificate	91.8%
Baccalaureate graduates	92.7%
<b>2014/15 Actual:</b>	
Diploma, assoc. degree, and certificate	91.8%
Baccalaureate graduates	91.2%
<b>2015/16 Actual:</b>	
Diploma, assoc. degree, and certificate	93.0%
Baccalaureate graduates	92.4%
<b>2016/17 Actual:</b>	
Diploma, assoc. degree, and certificate	92.5%
Baccalaureate graduates	95.1%
<b>2017/18 Actual:</b>	
Diploma, assoc. degree, and certificate	93.5%
Baccalaureate graduates	92.4%
<b>2018/19 Target:</b>	
<i>Diploma, assoc. degree, and certificate</i>	≥90%
<i>Baccalaureate graduates</i>	≥90%
<b>2018/19 Actual:</b>	
<i>Diploma, assoc. degree, and certificate</i>	93.3% (plus or minus 1.0%)
<i>Baccalaureate graduates</i>	94.4% (plus or minus 2.0%)
<i>Diploma, assoc. degree, and certificate</i>	Achieved
<i>Baccalaureate graduates</i>	Achieved
<b>2019/20 Target</b>	≥90%

Both non-degree and baccalaureate degree graduates are satisfied with their educational experiences at Douglas College.

## 5. Student Assessment of the Quality of Instruction

### Ministry Objective: Quality

Percentage of bachelor degree graduates and former diploma, associate degree, and certificate students who rated the quality of instruction in their program positively.

#### Former diploma, associate degree, and certificate students (on a five-point scale):

Quality of Instruction	Very Good, Good, or Adequate (since 2009/10)
2010/11 Actual	96.5%
2011/12 Actual	95.7%
2012/13 Actual	97.9%
2013/14 Actual	95.2%
2014/15 Actual	95.6%
2015/16 Actual	90.9%
2016/17 Actual	95.9%
2017/18 Actual	96.0%
<i>2018/19 Target</i>	<i>≥ 90%</i>
<i>2018/19 Actual</i>	<i>94.9% (plus or minus 0.9%)</i>
<i>Performance Assessment</i>	<i>Achieved</i>
2019/20 Target	≥ 90%

#### Baccalaureate (on a four-point scale):

Quality of Instruction	Very Good or Good
2012/13 Actual	98.6%
2013/14 Actual	91.4%
2014/15 Actual	87.0%
2015/16 Actual	93.7%
2016/17 Actual	94.6%
2017/18 Actual	90.9%
<i>2018/19 Target</i>	<i>≥ 90%</i>
<i>2018/19 Actual</i>	<i>94.0% (plus or minus 2.0%)</i>
<i>Performance Assessment</i>	<i>Achieved</i>
2019/20 Target	≥ 90%

Both non-degree and baccalaureate degree graduates are satisfied with their educational experiences at Douglas College.

## 6. Student Assessment of Skill Development

### Ministry Objective: Quality

Percentage of bachelor degree graduates and former diploma, associate degree, and certificate students who indicated their education helped them to develop various skills.

#### Former diploma, associate degree, and certificate students:

	2017/18 Actual	2018/19 Actual	+/-
Written communication	85.5%	84.6%	1.5%
Oral communication	82.2%	80.3%	1.7%
Group collaboration	87.4%	84.8%	1.5%
Critical analysis	89.0%	90.8%	1.2%
Problem resolution	82.9%	83.1%	1.5%
Learn on your own	87.3%	87.0%	1.4%
Reading and comprehension	91.5%	91.5%	1.1%
Average	86.6%	86.1%	1.1%
Target:		≥ 85.0%	
Performance Assessment		Achieved	

Target for next three years: ≥ 85%

#### Baccalaureate (on a four-point scale):

	2016/17 Actual	2017/18 Actual	+/-
Written communication	84.0%	85.8%	3.1%
Oral communication	88.3%	89.8%	2.6%
Group collaboration	88.7%	91.8%	2.4%
Critical analysis	90.4%	93.5%	2.1%
Problem resolution	83.6%	86.0%	3.0%
Learn on your own	90.8%	89.3%	2.7%
Reading and comprehension	85.6%	85.5%	3.1%
Average	87.0%	88.9%	3.1%
Target:		≥ 85.0%	
Performance Assessment		Achieved	

Target for next three years: ≥ 85%

Students are satisfied on measures that assess students' perceptions of their skill level development for both short-term programs and graduates of degree programs. Notably, there have been improvements the past year in the graduates of degree program measure. Additionally, the Student Employment Centre continues to grow providing help to students to recognize their occupational skills and abilities, including the types of skills assessed by this performance measure (e.g., oral communication, written communication, critical analysis).

## 7. Student Assessment of Usefulness of Knowledge and Skills in Performing Job

### Ministry Objective: Relevance

Percentage of employed bachelor degree, diploma, associate degree, and certificate graduates who indicated that the knowledge and skills they acquired through their education were very useful or somewhat useful in performing their job.

Usefulness of knowledge and skills in performing job	Somewhat or Very Useful
2011/12 Actual	
Diploma, assoc. degree, and certificate	80.5%
Baccalaureate graduates	95.3%
2012/13 Actual	
Diploma, assoc. degree, and certificate	80.9%
Baccalaureate graduates	97.2%
2013/14 Actual	
Diploma, assoc. degree, and certificate	78.8%
Baccalaureate graduates	97.2%
2014/15 Actual	
Diploma, assoc. degree, and certificate	69.4%
Baccalaureate graduates	97.1%
2015/16 Actual	
Diploma, assoc. degree, and certificate	76.7%
Baccalaureate graduates	96.3%
2016/17 Actual	
Diploma, assoc. degree, and certificate	80.2%
Baccalaureate graduates	94.4%
2017/18 Actual	
Diploma, assoc. degree, and certificate	78.3%
Baccalaureate graduates	95.2%
2018/19 Target	
Diploma, assoc. degree, and certificate	≥ 90%
Baccalaureate graduates	≥ 90%
2018/19 Actual	
Diploma, assoc. degree, and certificate	77.8% (plus or minus 2.7%)
Baccalaureate graduates	95.8% (plus or minus 1.8%)
Performance Assessment	
Diploma, assoc. degree, and certificate	Not Achieved
Baccalaureate graduates	Achieved
2019/20 Target	≥ 90%

Douglas College baccalaureate degrees are all in programs that relate directly to occupations, whereas the College's certificate and diploma programs are a mixture of general and applied curriculum. The general education will serve students well in the long run, providing many of the skills needed for career advancement, but are less useful to former students in entry-level positions.

Interestingly, if one subdivides Douglas DACSO respondents into Applied vs. Arts, the scores for Applied program students were significantly higher than Arts students (84% vs. 60%). Douglas' scores for each of these two types of students are similar to our Lower Mainland peer institutions. Douglas' low overall score of 78% is due to Douglas having the third highest

proportion of Arts student respondents system-wide (26%) as compared to the system-wide average of (10%) when Douglas is excluded.

## 8. Unemployment Rate

### Ministry Objective: Relevance

Percentage of bachelor degree, diploma, associate degree, and certificate graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less. The target is to have less unemployment than individuals with high school credentials or less.

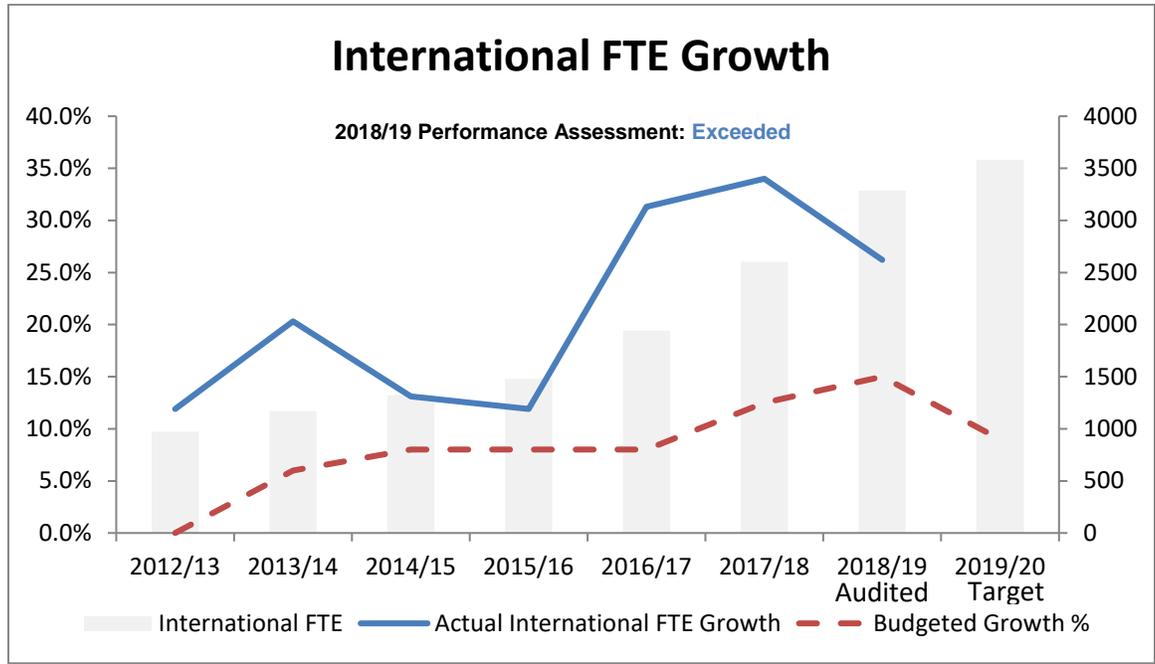
Unemployment rate	
2011/12 Actual	
Diploma, assoc. degree, and certificate	8.6%
Baccalaureate graduates	0.9%
2012/13 Actual	
Diploma, assoc. degree, and certificate	9.3%
Baccalaureate graduates	0.7%
2013/14 Actual	
Diploma, assoc. degree, and certificate	11.5%
Baccalaureate graduates	1.4%
2014/15 Actual	
Diploma, assoc. degree, and certificate	7.3%
Baccalaureate graduates	0.7%
2015/16 Actual	
Diploma, assoc. degree, and certificate	10.0%
Baccalaureate graduates	2.2%
2016/17 Actual	
Diploma, assoc. degree, and certificate	9.1%
Baccalaureate graduates	2.2%
2017/18 Actual	
Diploma, assoc. degree, and certificate	5.6%
Baccalaureate graduates	2.6%
2018/19 Target	
<i>Diploma, assoc. degree, and certificate</i>	<6.6%
<i>Baccalaureate graduates</i>	<6.6%
2018/19 Actual	
<i>Diploma, assoc. degree, and certificate</i>	<i>5.8% (plus or minus 1.5%)</i>
<i>Baccalaureate graduates</i>	<i>0.8% (plus or minus 0.8%)</i>
Performance Assessment	
Diploma, assoc. degree, and certificate	<i>Exceeded</i>
Baccalaureate graduates	<i>Exceeded</i>

This measure is affected by the nature of the local economy and is not solely a reflection of Douglas College. Given that the pattern across North America is for more educated persons to do better in the labour market than less educated ones, it is anticipated that this target generally will be met.

## 9. International FTE (Internal Douglas College Measure)

### Douglas Strategic Underpinning: Financial Sustainability

Total international FTE (non-project), and percentage growth in international FTE.



In 2018/19, the College's actual growth in international FTE (24.0%) exceeded the budgeted growth (15.0%). The College then implemented strategies to manage International student enrolments more effectively, significantly reducing the rate of growth for 2019/20 to 9%. International student tuition fees represent an important source of revenue for the College, allowing the College to develop and support new programs; fund global engagement activities for domestic students, including International Field Schools and student exchanges; hire additional staff to support student services; and fund capital projects benefitting both domestic and international students. Douglas College continues to exhibit strong, sustained growth while maintaining a high standard for international students. The success rate for international students is about the same as for our domestic students.

## Finances

### Summary Financial Report, 2018/19

The Audited Financial Statement for Douglas College is posted at:

<https://www.douglascollege.ca/about-douglas/finance-purchasing/finance/publications-reports>

## Appendix A – Reporting Template for Mandate Priority #1

### Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress.

<p><b>TRC CALL TO ACTION<sup>1</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE</b></p>	<p><b>PROGRESS</b> (N/A, In Progress, Implemented)<sup>2</sup></p>	<p><b>INITIATIVE AND PARTNERSHIP DETAILS</b>  (Please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)</p>
<p><b>1: SOCIAL WORK</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>Implemented</p>	<p>The Douglas College Bachelor of Social Work program was developed with awareness of the work of the TRC and is responsive to this Call to Action. Appropriate course content is embedded throughout in the program. In addition, there is a specific course called <i>Social Work with Aboriginal People</i>.</p>

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<sup>1</sup> "...” represents omitted text not related to post-secondary education from the original Call to Action. <sup>2</sup> Use N/A if there is no relevant program on this subject offered at institution.

<p><b>12: EARLY CHILDHOOD EDUCATION</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>implemented</p>	<p>Douglas College Early Childhood Education certificate program has an Aboriginal Stream option, which ladders into a diploma.</p>
<p><b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b></p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>N/A</p>	<p>Douglas College does not have the expertise to develop a diploma or degree program in this area. University transfer courses are being explored as an option.</p>
<p><b>23: HEALTH-CARE PROFESSIONALS</b></p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	<p>implemented</p>	<p>Douglas College has designated seats for Indigenous students in several health care program, including the Bachelor of Science in Nursing and the Bachelor of Science in Psychiatric Nursing.</p>
<p><b>24: MEDICAL AND NURSING SCHOOLS</b></p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>implemented</p>	<p>Both the Bachelor of Science in Nursing and the Bachelor of Science in Psychiatric Nursing programs at Douglas College include course content on Aboriginal health issues.</p>
<p><b>28: LAW SCHOOLS</b></p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	<p>N/A</p>	<p>Douglas College does not have a law school.</p>

<p><b>57: PUBLIC SERVANTS</b></p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Implemented</p>	<p>Douglas College offers professional development for all employees that focuses on Indigenous cultural competencies, anti-racism, conflict resolution, human rights, and inclusivity.</p>
<p><b>62: TEACHER EDUCATION</b></p> <p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	<p>Not strictly applicable, but some related work in progress.</p>	<p>Douglas College does not offer a degree program in Education. However, the College offers courses/programs that may be relevant to teachers seeking further education; and Douglas College provides professional development for faculty on Indigenous pedagogies, courses and programs.</p>
<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b></p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	<p>In progress</p>	<p>Douglas College has relevant courses already and is in the process of increasing the number of courses that have an Indigenous focus, are culturally relevant in content and pedagogy, and are informed and supported by Indigenous expertise.</p>
<p><b>92: BUSINESS SCHOOLS</b></p> <p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>In progress</p>	<p>Douglas College offers professional development for employees that focuses on Indigenous cultural competencies, anti-racism, conflict resolution, human rights, and inclusivity.</p>

<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b></p> <p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.</li> <li>2. Indigenous individuals, particularly children, have the right to all levels and forms of education</li> </ol> <p><i>Article 15</i></p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</li> </ol> <p><i>Article 21</i></p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</li> </ol>	<p>In progress</p> <p>In progress</p> <p>In progress</p>	<p>Douglas College is an access-based institution working with local First Nations to increase the rate of Indigenous students transitioning into post-secondary.</p> <p>Douglas College celebrates the College's setting among traditional Cost Salish territories and peoples, integrating Indigenous history, culture, sense of place, and ways of knowing into our educational and extra-curricular activities.</p> <p>Douglas College will identify and remove employment barriers faced uniquely by Indigenous peoples to enable increased hiring of Indigenous employees.</p>
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