

# **Institution Accountability Plan and Report**

2023/24 REPORTING CYCLE

A compilation of planning and accountability information in accordance with the requirements of the Ministry of Post-Secondary Education and Future Skills

July 12, 2024

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Honourable Lisa Beare  
Minister of Post-Secondary Education and Future Skills  
PO Box 9870 Stn Prov Gov't  
Victoria, BC V8W 9T5

Dear Minister:

**Accountability Plan and Report – 2023/24 Reporting Cycle**

Attached is the *Douglas College Accountability Plan and Report for 2023/2024*. 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.

Douglas College offers a wide range of applied programs at the certificate, diploma, degree, and post-degree level, as well as university transfer courses, associate degree programs, and developmental courses that prepare students to enter post-secondary studies. The College's program mix and curricular structures are cost-effective and well aligned with both labour market needs and Ministry expectations.

Based on 2023/2024 performance measures, Douglas College achieved or substantially achieved all Ministry targets, except one: Student Assessment of Usefulness of Knowledge and Skills in Performing Job following the completion of a diploma, associate degree, or certificate program. The same result for this measure was obtained last year. Most students who are enrolled in these short-term programs at Douglas College intend to complete further studies before entering a career. Therefore, it is understandable that their ratings on this measure are low. In comparison, students who have graduated from Baccalaureate programs at Douglas College rate their skills levels much higher, achieving expectations.

The Douglas College Strategic Plan: 2020-2025 is referenced in this report several times. The Strategic Plan is guided by the following vision: *To graduate resilient global citizens with the knowledge and skills to adapt, innovate and lead in a changing world*. To achieve this vision, the College has developed a set of objectives that are organized in four overlapping themes: Successful Students, Responsive Learning, Social and Environmental Responsibility, and Healthy and Effective Work and Learning Environments. The initiatives within the Strategic Plan are well aligned with Ministry objectives.

Douglas College recognizes that the world is rapidly changing and post-secondary education must keep pace. We look forward to continuing to work with you and your staff to strengthen the College and the post-secondary system.

Sincerely,



Natasha Knox  
Board Chair



Dr. Kathy Denton  
President and CEO

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# Strategic Direction and Context

## Strategic Direction

### **Institutional Overview**

#### ***Campuses***

With campuses in New Westminister 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 Westminister 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 center, pool, library, city hall, stadium, and parkland. This complex is immediately adjacent to a SkyTrain station on the 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 Westminister campus. To accommodate student demand for applied programs over the next 10-15 years, the College has received approval and funding from the ministry to construct a new academic building and student housing on that property. Construction has commenced and Douglas College is expecting completion of the project in 2027. In the interim, to accommodate past growth in enrolments, the College renovated and has been leasing 68,000 ft<sup>2</sup> (i.e., four floors) of the Anvil Office Tower, located a block away from the New Westminister campus and across the street from the New Westminister SkyTrain station.

#### ***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 also offers twelve applied baccalaureate degree programs in such areas as accounting, nursing, sport science, criminology, therapeutic recreation, and social work. 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 graduates for professional-level employment in high demand occupations, and appeal to both domestic and international students.

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., Veterinary Technology).

University transfer offerings in Arts, Sciences, and Business represent the largest areas of study available at Douglas College. These courses not only support student mobility, but they also supply a foundation for the College's applied degree programs. All Douglas College degree programs are accessible from a foundational year of studies where students may explore their interests and complete courses that will prepare them for further studies.

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 offers several certificate and diploma programs to allow students to transfer seamlessly into degree programs at research universities. Internationally, Douglas has been delivering business degree programs in China at the Shanghai University of International Business and Economics (SUIBE) for over 25 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, the 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***

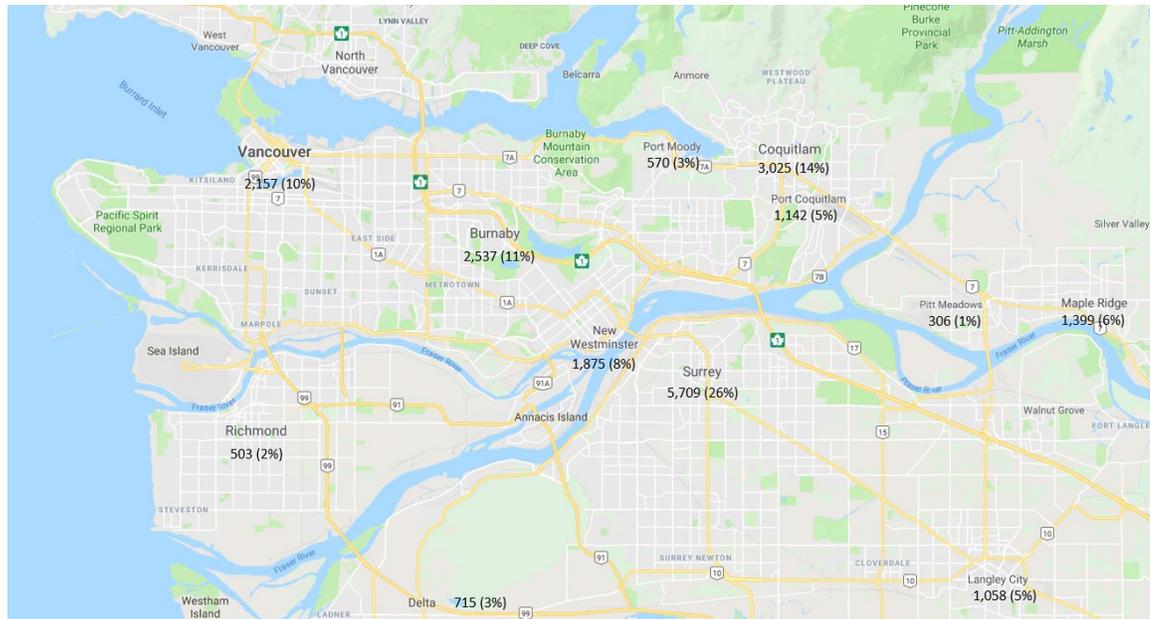
In response to student and labour market demand, Douglas College experienced rapid growth from 2009/10 to 2019/20 (+38% total, including both domestic and international FTE). The College experienced a decline due to the COVID-19 pandemic (-5.6% total FTE) but enrolments have stabilized and increased (+3% total FTE) the past year. Douglas College remains the largest college (based on PSFS domestic FTE) and seventh-largest provider of advanced education in British Columbia, serving almost 25,000 students each year (i.e., 16,400 credit students and 9,000 non-credit students). Approximately 12,900 credit students enroll in each of the Fall and Winter semesters and 7,500 in the Summer semester.

When part-time and full-time students are translated into full-time equivalent (FTE) students, Douglas College serves just over 11,500 FTE students annually. Of those 11,500 FTE, 6,700 are domestic students in credit programs, and 1,300 are domestic students in non-credit programs offered through Continuing Education or by the Douglas College Training Group. The remainder are international students (3,500 FTE), who pay the full cost of their education through international tuition fees. Douglas College has a diverse international student population, with over 100 countries represented.

**FTE Enrolment by Faculty  
(Including International, CE, and Contract Training)  
Fiscal Years 2022/23 and 2023/24**

|  | <u>2022/23</u> | <u>2023/24</u> |
|--|----------------|----------------|
| Applied community studies                  | 765            | 707            |
| Commerce and business                      | 1,052          | 1,144          |
| Health Sciences                            | 840            | 875            |
| Humanities and social sciences             | 1,789          | 1,770          |
| Language, literature and performing arts   | 963            | 996            |
| Science and technology                     | 1,562          | 1,617          |
| Contract training                          | 871            | 849            |
| Subtotal: Countable toward Ministry target | 7,842          | 7,958          |
| International education                    | 3,345          | 3,489          |
| <b>Total</b>                               | <b>11,187</b>  | <b>11,447</b>  |

**Douglas College Students by City of Residence\*, by Academic Year 2022/23**



\* 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 the municipality where the greatest number of Douglas College students reside. Reflecting the rapidly growing, suburban population it serves, Douglas College students enrolled in credit courses are relatively young, with 64% under the age of 25.

The fastest growing age demographic of Douglas students enrolled in credit courses is the 25–29-year-old and 30-39-year-old age groups, which each grew by 4% over the past five years. For International students specifically, the proportion that are 25 years of age or over has increased from 20% to 49% in the past five years reflecting the popularity of the College’s post-baccalaureate programs.

Since its inception, Douglas College has made credit courses very accessible to part-time students. Of the approximately 12,900 students Douglas serves in each of the Fall and Winter semesters, approximately 1/3 of the students are full-time and 2/3 of the students are part-time, typically enrolled in three courses.

Over the past several years, due to the development of a wide range of applied programs that target baccalaureate degree graduates, Douglas has attracted a greater proportion of students who have already earned a Bachelor’s degree. Post degree credentials represented fewer than 3% of the credentials awarded in 2013/14 (academic year), but over 28% of the credentials awarded in 2022/23. An increase in the percentage of Bachelor’s degrees conferred at Douglas College has also been observed over the years. In 2013/2014 Bachelor’s degrees represented slightly fewer than 14% of credentials awarded, compared to 17% in 2022/23. In contrast, the percentage of certificate and diploma credentials awarded has declined from 59% to 41% during the same period.

### ***Employees***

Douglas College employs approximately 2120 regular and contract employees to support all of its operations including credit, continuing education, and contact training activities. To support credit activities, the College employs 924 faculty, 524 staff, and 149 administrators. Regular employee numbers have remained stable since 2022 and the overall headcount has increased by 3.3% since pre-pandemic. Demographic data indicates that the average age of College employees is 43.9 years old, which is slightly younger than previous. The proportion of employees 44 years and younger has increased from 40% to 50% and the proportion of 55 and older has a slight increase from 31% to 34%. The average length of tenure remained steady at 10.8 years while 69% of employees have five or more years of service with the College.

### ***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 that are 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 survey conducted Fall 2023, 63% of new Douglas College students said that Douglas College was the only post-secondary institution to which they applied. The top reasons (rated as “high” importance) for deciding to attend Douglas College were identified as:

- Availability of courses I need/want
- Quality of Instruction
- Admission into my program of choice
- Cost

The location and ease of commute was often mentioned as another primary factor. 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.

## **Core Purpose and Vision**

### ***Core Purpose***

The beating heart of every institution is its core purpose. Douglas College’s core purpose was evaluated in 2019/2020 as part of a consultation process for the College 2020-2025 Strategic Plan. Feedback from the College community indicated that the core purpose was clear and powerful. Consequently, it remains, virtually unchanged in the new strategic plan:

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

### ***Vision***

The Douglas College vision was also evaluated in 2019/2020. From community feedback, the College’s previous vision of combining the best aspects of an applied and academic experience continued to hold strong appeal. But it was also seen as a statement of what the College had already achieved, rather than an aspirational goal for the future.

It was clear that there was strong desire for a more compelling vision statement that reflected not just where the College was today, but the kind of institution Douglas College should become, and the kind of students the College should graduate.

Open-ended feedback from surveys and comments at town hall meetings suggested that Douglas’ vision needed to reflect both the individual transformative benefits of an education, as well as touch on the societal benefits of a better-educated population. After much reflection and discussion, a vision was crafted to guide the institution and provide the kind of education the community felt was necessary for graduates to succeed and thrive:

*To graduate resilient global citizens with the knowledge and  
skills to adapt, innovate and lead in a changing world.*

## 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.

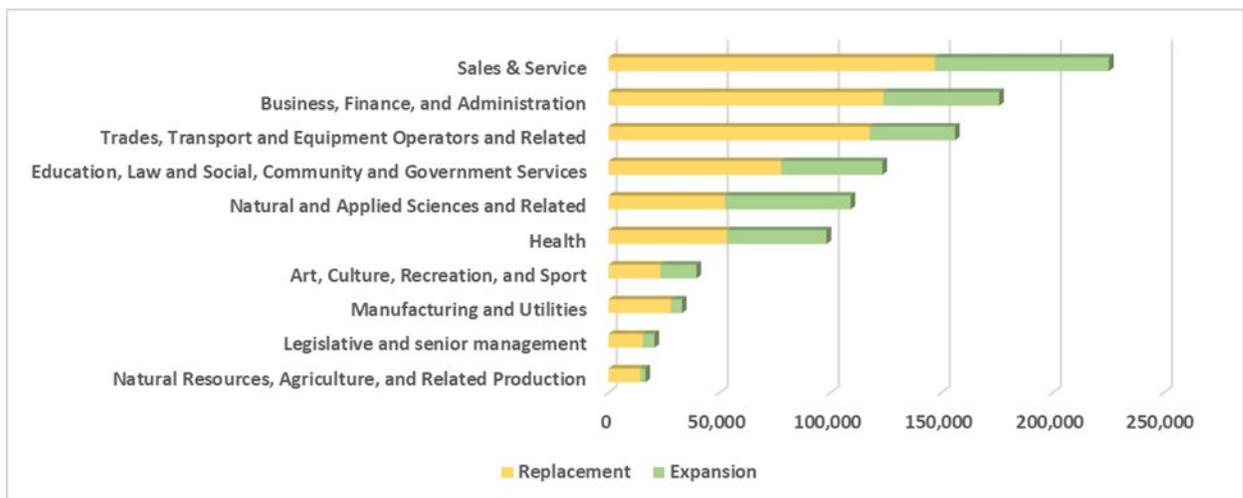
### External Environment

#### *Economic Factors*

The current version of the BC labour market outlook from 2023 makes predictions for the entire economy for the next ten years. After a couple of years of strong growth post-pandemic, BC’s economy is expected to slow down in 2024. Of the projected 998,000 new job openings in the next decade, 46% are expected to be filled by immigrants (up from 25% five years ago).<sup>1</sup>

Labour force demand trends are important considerations in the College’s curricular strategy. By 2033, 75% of BC’s labour force will need some level of post-secondary education or management and supervisory experience.<sup>1</sup> Of the 998,000 projected job openings, 215,600 will require a university degree and/or significant work experience and 379,600 will require College education or Apprenticeship Training.

The BC labour market outlook recognizes that job growth will not be uniform across all sectors or across all occupations within a given sector. As shown below, significant openings are anticipated in Sales and Service Occupations, Business, Finance, and Administration Occupations.<sup>1</sup>



<sup>1</sup>

British Columbia Labour Market Outlook 2023 Edition, pg. 9, 10, 14. Data from Figure 4.1.1, pg.19.  
[https://www.workbc.ca/sites/default/files/2023-11/MPSEFS\\_11803\\_BC\\_Jobs\\_LMO\\_2023\\_FINAL..pdf](https://www.workbc.ca/sites/default/files/2023-11/MPSEFS_11803_BC_Jobs_LMO_2023_FINAL..pdf)

The 2023 version of the British Columbia Labour Market Outlook includes projected demand for top skills including:

- Active Listening – identified as a very important skill for 73% of projected job openings in BC
- Speaking – very important for 67% of the job openings
- Critical Thinking – important for 63% of the job openings
- Reading Comprehension – important for 60% of the job openings
- Judgement and Decision Making – important for 42% of the job openings

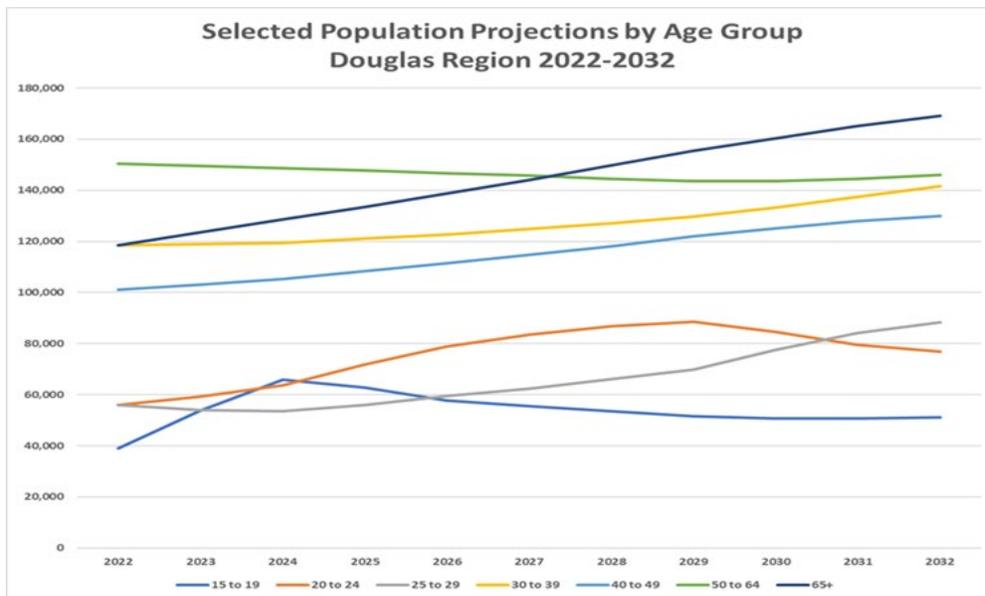
Douglas College’s programming, especially the foundational skills provided within the Faculties of Humanities and Social Sciences and Language, Literature, and Performing Arts, is particularly well-suited to improving students’ skills in the areas identified above.

### **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. 2024, age demographics of Douglas College students, and the percentage of Douglas students who come from each municipality.

Over the next ten years, the population in the Douglas region is expected to increase. Most of that growth is among people over 40 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’ efforts 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.

The population projections are displayed in the Figure below.



\*Source BC Stats P.E.O.P.L.E. 2024

### ***Internationalization***

The College has won awards for internationalization that recognize the range and quality of international activities and the level of student engagement in those activities. 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 grew steadily over many years, with larger than normal growth from 2016/2017 to 2018/2019. The College made a strategic decision to reduce the level of growth in 2019/2020. The COVID-19 pandemic then disrupted travel, and Douglas College observed a 14% decrease in International enrolments in 2020/21 compared to the previous year. Since then, international enrolments first stabilized, then have resumed growth increasing by 16% over the last two years.

In January, 2024 the federal government introduced restrictions on the number of international students coming to Canada, setting limits on the number of international student visas awarded to each province. The BC government responded by introducing mechanisms to ensure student visa applications were allocated fairly across institutions and validated by the Ministry of Post-Secondary Education and Future Skills in the form of attestation letters. It is too early to determine the full extent of the federal government's changes on the demand for post-secondary education within the province in general or at Douglas College in particular. The College manages its international admissions and enrolments in a manner that ensures diversity based on country of origin. As noted earlier, 100 different countries are represented by Douglas' international students. India, which represents the country of origin with the largest share of international students, is less than 30% of the total International student population.

Over the last few years, the College has continued to develop 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 rapid growth in domestic enrolments from 2010 to 2014 and increased growth in international enrolments from 2016 to 2020. The growth was supported by all of the following: enhanced program development and revision, improved international student recruitment and retention, 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***

Prior to the pandemic, the vast majority of Douglas College students attended classes in-person (97%), with a small number completing courses online or hybrid (3%). In the first year of the pandemic, more than 95% of course offerings were conducted through the use of online delivery methods. This pattern was reversed in the 2021/2022 academic year, and once again Douglas College delivered most of its credit courses in-person. The percentage of online or hybrid courses dropped to less than 15% by Winter 2022. This shift was supported by student surveys that indicate that the majority of students prefer in-person instruction. The percentage of online or hybrid options has remained steady at 15% since then as a small but significant proportion of our student want the flexibility of online offerings.

Prior to 2020/21, due to strong growth, Douglas College was at capacity for on-campus daytime programming, with only limited classroom space available in the evenings and on weekends. A variety of changes have been implemented to optimize space utilization, including 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. The review characterized Douglas as an exemplar with respect to space utilization, showing high utilization numbers evenly distributed throughout the week.

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. The first phase of the Campus Master plan 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 involved renovating the south building of the New Westminster campus to provide a combined student services center and additional student support space. Construction was successfully completed in Fall 2020. The third phase involves constructing an academic building and student housing across the street from the New Westminster campus. The province announced funding for the academic building and student housing in August 2022, and excavation and site works have commenced with construction starting in 2024 to allow opening of the facility in 2027. Finally, the fourth phase involves renovating the north building at the New Westminster campus to provide additional athletics space to support relevant academic programs (e.g., sport science), varsity athletics, intramural athletics, and community programming. Jointly, these additions and renovations will provide space for planned growth until 2032/33.

## ***Human Resources***

In alignment with the College's Strategic Plan, the four key priority areas for Human Resources are: Strengthening Leadership Excellence and Organizational Capacity; Fostering Respect, Diversity and Inclusion; Improving Employee Health and Well-being; and Achieving Efficiency and Effectiveness. Other priorities for HR include delivering on the College's EDI Plan, Accessibility Plan, Mental Health Strategy, Indigenization Strategy and the Strategic Workforce Plan. In 2023 Douglas College was designated as one of BC's Top Employers for the tenth year in a row and designated as one of Canada's Best Employers by Forbes Canada.

## Reporting on Mandate Priorities

### Initiatives Related to 2023/24 Mandate Letter

*1. Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.*

Douglas College continues to offer rigorous and well-subscribed credentials in Nursing and Psychiatric Nursing and has expanded offering in health-related programs. During the past academic year, the College developed: 1) a new, Ministry-sponsored, degree-completion program (Jan 2025 Launch) which allows Licensed (Registered) Practical Nurses to complete a Bachelor of Science in Psychiatric Nursing and 2) a new Certificate program in Mental Health and Substance Use. Moreover, the College has been an active participant in the Ministry-sponsored expansion of Health Care Assisting (HCAP) seats. Importantly, Douglas College programs are objectively affordable, accessible and relevant to labour market and community needs. Douglas College also provides short-duration, competency-based learning opportunities through continuing education and the Training Group in areas such as nursing, veterinary care, and environmental sustainability.

*2. Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.*

Douglas College does not offer trades programs. However, during the 2023/24 academic year, the college engaged a full-time Director of Indigenous Academic Initiatives. Among other responsibilities, the new Director works college-wide with instructors and administrators to imbue curriculum with indigenous perspectives.

*3. Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.*

See information in Appendix A.

*4. Developing and implementing protections for international students that support their fair treatment.*

Each semester, Douglas College offers orientation to new students, ensuring they are informed of various costs, relevant College policies, their rights as international students, and their responsibilities as international study visa holders. Advice is also given regarding how to be successful living and studying in Canada, including orientation to cultural norms and laws. (Similar information is provided to prospective students as part of a Strong Start program). In addition to their initial orientation, Douglas College provides students with ongoing support to help them navigate a wide range of situations, including affordable housing, health care, financial aid, employment opportunities, study permit restrictions, and fraud prevention. Resources are also posted on the College's website.

Finally, the staff and mentors at Douglas College provide extra support for new students to register them in courses in their first semester, to obtain medical insurance for them prior to their transition into the Medical Services Plan of BC, to advise them of all important dates and deadlines, and to ensure they receive support in other areas of need (e.g., academic advising, accessibility services).

### **International Education Strategy**

For many years Douglas College has had a strategy for international recruitment targets (Board approved) and global engagement activity (i.e., field schools, exchanges). Douglas is in the process of developing a new International strategy with recently provided sector guidelines for what a strategy should reference. It is anticipated that a new draft strategy will be reviewed and completed for Board approval by the end of the Fall semester.

#### *5. Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.*

Douglas College contributes to the financial sustainability of the Ministry through responsible fiscal management. The College has consistently ended the fiscal year end in a surplus position for a number of years, thus enabling a significant institutional contribution of \$90 Million to the new Academic Building and Student Housing project and self-funded provision of the property worth \$10 Million (assessed value) on which the new campus is located.

#### *6. Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.*

Douglas College complies with the two percent cap in accordance with the Tuition Limit Policy.

### **Reporting on Additional Ministry Strategic Initiatives**

The Ministry requested institutions to report on long-term strategic initiatives. The topics are identified in italics with responses provided below.

#### *Progress on the Truth and Reconciliation Calls to Action and UNDRIP*

Douglas College implemented an Indigenization Strategy in 2019, which was incorporated into the 2020-2025 Douglas College Strategic Plan. The College is making good progress toward achieving its strategic objectives in this area. Of particular note, the College has developed an Indigenization Resource Repository that is well used for professional and curriculum development. See Appendix A for more details.

#### *Sexual Violence and Misconduct prevention and response initiatives*

The College is proactive in updating its policies, seeking expert advice as needed. The College recently updated its Sexual Violence and Misconduct Prevention and Response Policy, including student consultation, and will do so again in September 2025 or as required by changes to the related legislation. In 2022/23, the role of Sexual Violence Prevention and Response Coordinator was created to address communication gaps about sexual violence education and supports. The Coordinator continues to work closely with the other College staff and the

Douglas College Student Union (DSU), to create and implement educational and awareness-related events and activities, taking a low-barrier and consent-focussed “sexual health” approach. This includes workshops during Orientations, training for students across the College including student leaders and volunteers in the Student Wellness Awareness Network and Athletics, Healthy Relationships and Consent Workshop, Orientation Leader Consent Training, and awareness events throughout the academic year. The Coordinator will continue to work with campus partners to focus on SV prevention and education events, such as the Moosehide Campaign, Safer Campuses for Everyone, Active Bystander and Consent Week events, and partnership initiatives with the DSU. Training for college staff on receiving disclosures is also offered. Representatives from Douglas have participated in consultations with the post-secondary sector regarding the development of the draft Sexualized Violence Action Plan.

*Former Youth in Care - Supports for students who are former youth in care, including participation in the provincial tuition waiver program*

Douglas College has added services to support Former Youth in Care students and participates actively in the provincial tuition waiver program. In addition, the College recently transformed its enrolment and student advisory services from a traditional, department model based on functional roles and transactional events to a holistic model involving the integration and mastery of student support services. For students, this means they will have a seamless experience from their first point of contact at the College, through to graduation. Additionally, there are two coordinators providing dedicated support to former youth in care students. This approach provides integrated support for these students and is designed to contribute to their success at Douglas College. Students who enrol at Douglas self-identify at point of admission, which is incentivized by the tuition waiver they are eligible for, and that allows coordinators to reach out and begin their connections with eligible students as they are admitted to the College. In 2023/24 Douglas College saw 168 former youth in care benefit from the BC Government’s tuition waiver program, totaling \$398,158 distributed in 2023/24, representing an increase of 63% over last year.

*K-12 Transitions and Dual Credit Programming*

Douglas College supports transition from high school in a variety of ways, including outreach activities within School Districts, pathways into various areas of study and reserved seats for some high demand programs, opportunities for concurrent studies and dual credit, as well as orientation and advisory services for students who choose Douglas. For example, in 2023/24 a total of 33 Grade 12 high school students enrolled in concurrent studies at the College in 19 distinct courses.

*Work Integrated Learning*

Douglas College continues to expand the number of work integrated learning opportunities for students through the activities of its student Career Centre, housed within the Office of Business Development. The Career Centre supported the placement of 135 internships for students in 2023/24. Student demand for Co-op opportunities has doubled in the past two academic years. During 2023/24, 840 students seeking Co-op opportunities engaged some level of service from the Career Centre. To support the growth of work integrated learning the Career Centre hired an additional two full time Career Advisors in 2023/24 and proposes to add an Employer Engagement Officer. Student numbers are expected to increase during the next academic year.

## Performance Plan

### Goals and Objectives

Douglas College’s strategic plan for 2020–2025 contains a number of themes, goals, and institutional objectives that support the Ministry of Post-Secondary Education and Future Skills (PSFS) Post-Secondary System Objectives of Capacity, Access, Efficiency, Quality, and Relevance. In this accountability plan, the College will outline key strategic objectives and initiatives in the 2020–2025 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 on financial sustainability objectives. These objectives focus on improvements to program and service quality to meet the needs of students, employers, and government, and to make Douglas College the first choice for students and a valued partner of business, industry, and government.

#### ***Theme 1: Successful Students***

Douglas College wants students to succeed. Success comes in many forms: educational attainment, life goals, career advancement, and many more. The two objectives chosen under this theme provide a more specific focus for the College’s efforts over the next five years.

| <b><i>Objective 1.1: Empower students to be active partners in their educational experiences.</i></b>   |  |
|---|--|
| Initiatives under this theme will focus on helping students make the most out of their time at Douglas, providing a spectrum of educational opportunities inside and outside the classroom, ensuring systems of support are effective, and removing unnecessary barriers to progress. |  |
| <b>Initiatives</b>  | <b>Alignment with Objectives from PSFS</b> |
| I. Design and implement integrated service models that improve student satisfaction and streamline processes.   | Quality and Efficiency                     |
| II. Enhance student participation in, availability of, and satisfaction for learning activities that have experiential/applied elements.  | Quality and Relevance                      |
| III. Expand the availability of open educational resources (OER) at the College to improve affordability and learning outcomes.   | Access                                     |

| <b><i>Objective 1.2: Recognize and build on comprehensive student skills and competencies.</i></b>  |
|---|
| Initiatives under this objective will focus on the holistic educational experience, recognizing that a college education extends beyond the classroom and that learning can take many forms – from hands-on or career-related experiences, to short-term opportunities such as micro credentials. |

| Initiatives  | Alignment with Objectives from PSFS |
|--|-------------------------------------|
| I. Develop ways to validate, record and recognize applied skills acquired by students.           | Relevance and Quality               |
| II. Expand and enhance access to career-related skills training to improve employment prospects. | Relevance and Satisfaction          |
| III. Investigate and pilot new program opportunities.  | Capacity, Quality and Relevance     |

**Theme 2: Responsive Learning**

This theme focuses on the core College experience – the programs we teach and the learning environments in which we teach them. The two key objectives under this theme will help enhance the relevance and quality of programming, as well as improve campus physical spaces to create safe, healthy, and effective environments for students and all employee groups.

| <b>Objective 2.1: Develop relevant and innovative programs.</b>  |                                     |
|--|-------------------------------------|
| Douglas College programs are already known for their quality and relevance. But it's vital to always be on the lookout for new programs, programming options and delivery methods. Initiatives under this objective will ensure the variety, quantity and quality of programming at Douglas will continue to improve and stay current with student, societal and employer needs. |                                     |
| Initiatives  | Alignment with Objectives from PSFS |
| I. Design and offer educational programming that recognizes global competencies.   | Capacity and Relevance              |
| II. Identify and initiate program renewal for targeted programs to increase relevance for students and employers.  | Quality, Efficiency and Relevance   |
| III. Review and optimize the number of credentials offered at the College consistent with student demand.  | Capacity and Efficiency             |
| IV. Determine the optimal size and mix of programs offered at the College to inform strategic enrolment management practices.  | Capacity and Access                 |
| V. Conduct a comprehensive review of continuing education and contract training offerings, and design and implement a long-term plan.  | Capacity, Access and Relevance      |

**Objective 2.2: Expand and renew facilities.**

In 2020, Douglas College celebrates its 50<sup>th</sup> anniversary. That’s quite a milestone, but it also means that some of our infrastructure has been serving us for decades. While our facilities are well-maintained, growing student demand, changing service needs, and new technologies all continue to stretch College infrastructure to its limits. Initiatives under this objective will aim to grow and improve College facilities, as well as look to new opportunities to enhance the campus experience. Importantly, these initiatives will now have to be looked at through a new lens – pandemic responsiveness and mitigation – that will likely require long-term institutional flexibility.

| <b>Initiatives</b> |  | <b>Alignment with Objectives from PSFS</b> |
|--------------------|--|--|
| I.                 | Build a new academic building to accommodate student demand and new programs, and to provide appropriate work and study spaces.      | Capacity and Access                        |
| II.                | Complete the business case for a student housing project that would enhance the campus community and qualify for provincial funding. | Access                                     |
| III.               | Modernize existing classroom, collaboration, public and employee spaces to a new college standard.                                   | Quality                                    |

**Theme 3: Social and Environmental Responsibility**

Expressions of care and concern for people and our planet are sprinkled liberally throughout Douglas College’s list of institutional values. But it is not enough to care. We also have to act. The two objectives under this theme will help provide the goalposts needed to ensure that our behaviours align with our values and continue to push us towards a more just and sustainable future.

**Objective 3.1: Align practices and processes with the UN Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission’s Calls to Action.**

Douglas College has long been a proud supporter and champion of our Indigenous students. With direction from provincial and federal governments, this support has been expanded to become a process of reconciliation. Initiatives under this objective aim to create an increasingly welcoming campus environment for Indigenous students, build bridges to indigenous communities, and support the creation of indigenous curricula and professional development.

| <b>Initiatives</b> |   | <b>Alignment with Objectives from PSFS</b> |
|--------------------|---|--|
| I.                 | Express Douglas College’s commitment to Indigenization and reconciliation in ways that are tangible and visible to our communities, our students, our employees and visitors. | Access and Quality                         |

|      |  |                    |
|------|--|--------------------|
| II.  | Deepen relationships with local First Nations in ways that serve their interests and needs, and the needs and interests of Indigenous students at Douglas College. | Access and Quality |
| III. | Support departments to develop Indigenous and culturally relevant/informed offerings that reflect history and culture of Indigenous peoples.                       | Capacity           |
| IV.  | Continuous professional development for faculty and staff on Indigenization, and continued development of employee resources/repository.                           | Quality            |

|  |  |
|--|--|
| <b>Objective 3.2: Contribute to sustainability goals through education, processes and practices.</b>   |  |
| As a public post-secondary institution, Douglas College has a responsibility to provide environmental and social leadership. Initiatives under this objective will help demonstrably reduce the College's environmental impact and support educational programming that is socially and environmentally progressive. |  |
|  | <b>Alignment with Objectives from PSFS</b> |
| <b>Initiatives</b>   |  |
| I. Design and implement a climate action strategy that commits to reducing carbon emissions, energy usage and waste and enhances Douglas College's capacity to adapt to a changing climate.  | Quality                                    |
| II. Encourage the development of curriculum that is responsive to environmental and social needs.  | Capacity and Access                        |
| III. Review and revise college policies and practices to promote diversity and inclusion, eliminate systemic biases, and support anti-racism initiatives.  | Quality and Access                         |

**Theme 4: Healthy and Effective Work and Learning Environments**

For any organization to thrive, institutional health in all its forms must be a priority. Objectives in this theme will help align College practices with College values when it comes to all aspects of College health – including student and employee wellness, as well as long-term institutional viability.

|   |
|---|
| <b>Objective 4.1: Develop practices and processes that promote long-term planning, professional development, mental wellness and adaptability.</b>  |
| Initiatives under this objective will focus on strategic, structural and process changes that will help create the necessary conditions for wellness. This includes long-term planning and preparation at a College-wide level, as well as strategies to address the wellness at an individual level. |

| <b>Initiatives</b> |  | <b>Alignment with Objectives from PSFS</b> |
|--------------------|--|--|
| I.                 | Create multi-year workforce plans for administrative units to guide employee recruitment, development and succession planning. | Quality                                    |
| II.                | Develop a College-wide mental wellness strategy for students, faculty, staff and administrators.                               | Quality                                    |

***Objective 4.2: Modernize business processes and digital environments.***

Even before the COVID pandemic, digital transformation and adaptable business process were becoming necessary priorities for most institutions. The temporary shift to remote learning and working highlights the importance the digital experience can be to the overall functioning and success of the College. Initiatives under this objective will focus on ensuring business practices are adaptive to changing institutional needs and digital experiences are optimized to provide the best user experiences for students and employees.

| <b>Initiatives</b> |   | <b>Alignment with Objectives from PSFS</b> |
|--------------------|---|--|
| I.                 | Optimize digital experiences across key touchpoints, including ERP, CRM, website and app.   | Access, Quality and Efficiency             |
| II.                | Formalize and expand strategic enrolment management practices.  | Capacity, Access and Efficiency            |
| III.               | Facilitate transition to a digital workplace and take steps towards smart campus systems.   | Efficiency                                 |
| IV.                | Create and support a cross-college digital transformation team to champion and accelerate the adoption of appropriate digital technologies and processes. | Quality and Efficiency                     |

## Performance Measures, Targets, and Results

The Ministry of Post Secondary Education and Future Skills has established objectives and performance measures for the post-secondary system in the *Accountability Framework Standards Manual and Guidelines, 2023/24*. 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 Post Secondary Education and Future Skills. 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, “Not achieved” means the actual performance is less than 90% of target, “Substantially achieved” means the actual performance was 90% to 99% of target and “Achieved” means the actual performance was 100% or more 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.

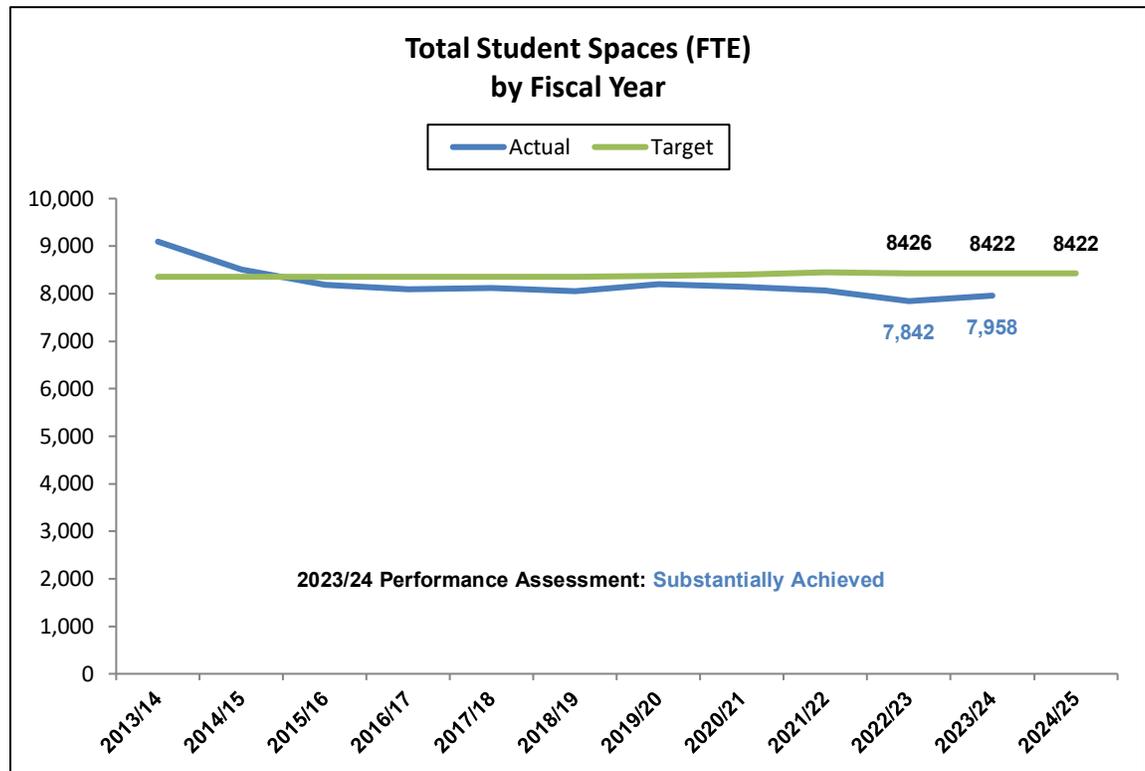
Some measures are influenced by external conditions and therefore should be interpreted with that in mind. In addition, for some measures, performance improvements may take several years to demonstrate due to the nature of the intervention used to induce improvements or due to the type of measure used 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

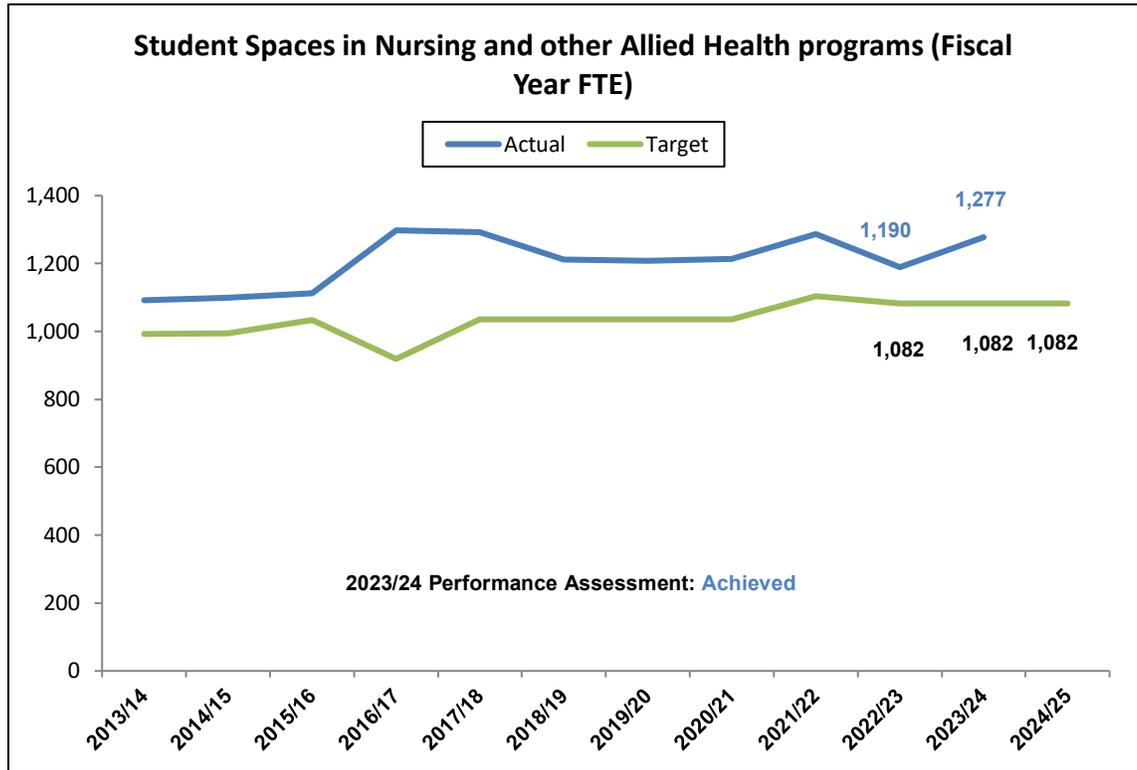
Number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas.

#### 1. Total student spaces



Douglas College's domestic enrolments have stabilized and started to increase this past year.

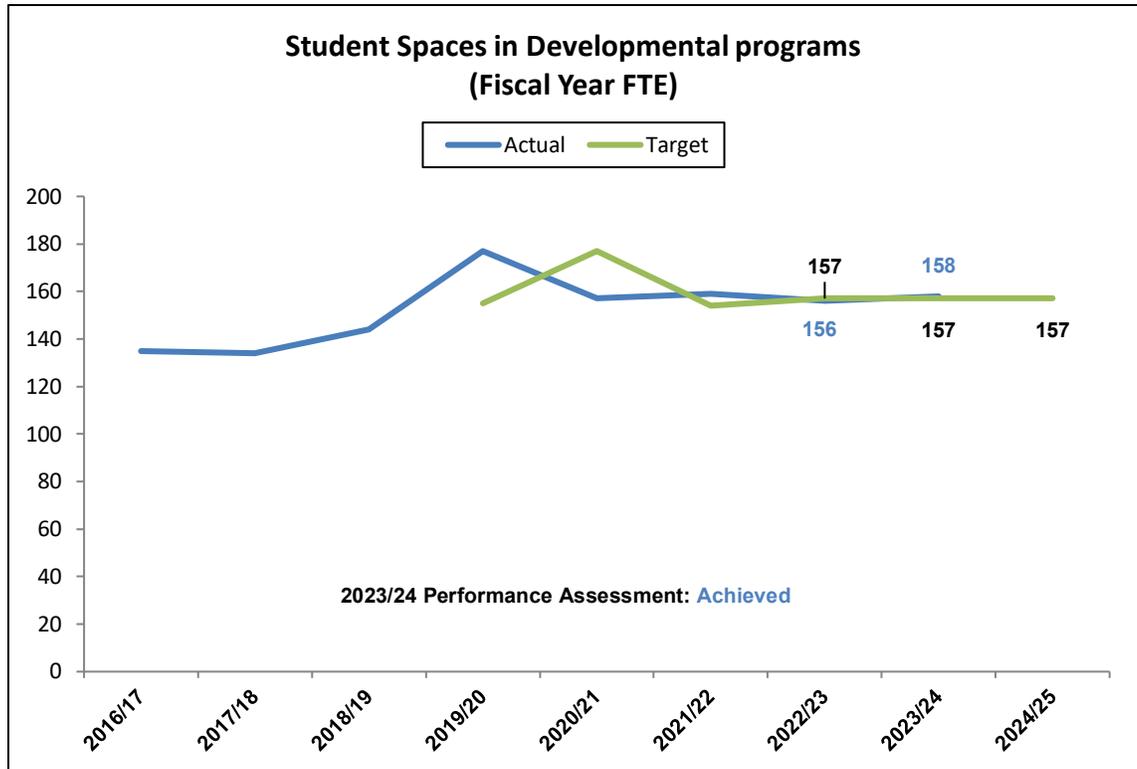
**1.a Student Spaces in Nursing and Allied Health Programs**



Since 2013/14 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.

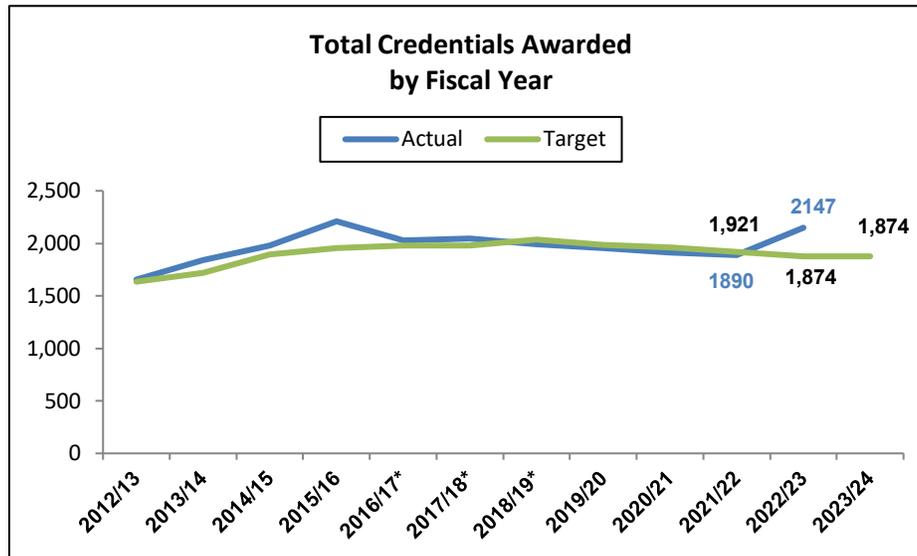


Starting in 2019/20 this measure was changed to reflect student spaces in two specific development programs at Douglas College (ELLA and ABE). Ministry targets prior to 2019/20 are not comparable and developmental FTEs have been restated for previous years to align with the change.

## 2. Credentials Awarded

### Ministry Objective: Capacity

Count of developmental credentials, short certificates, certificates, diplomas, associate degrees, bachelor degrees, graduate, first-professional and post-degrees awarded.



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

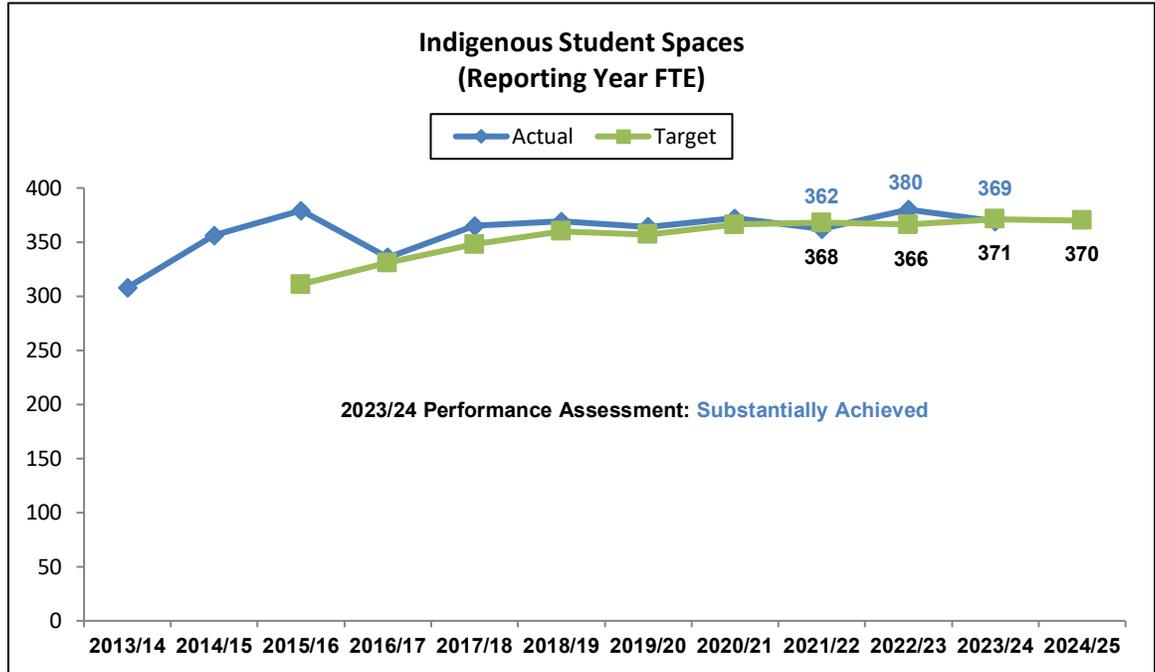
| Credential Type                              | Actual Awarded |              |              | Target  | Assessment             |
|--|----------------|--------------|--------------|---------|------------------------|
|  | 2021/22        | 2022/23      | 2023/24      | 2023/24 | 2023/24                |
| Bachelor                                     |                |              | 548          | ≥ 522   | Achieved               |
| Certificate                                  |                |              | 447          | ≥ 428   | Achieved               |
| Developmental                                |                |              | 74           | ≥ 68    | Achieved               |
| Diploma                                      |                |              | 809          | ≥ 827   | Substantially Achieved |
| Graduate, First Professional and Post-Degree |                |              | 68           | ≥ 74    | Substantially Achieved |
| Short Certificate                            |                |              | 201          | ≥ 174   | Achieved               |
| <b>Total Credentials</b>                     | <b>1,890</b>   | <b>1,920</b> | <b>2,147</b> |         |                        |

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 ministry has expanded this measure for this year's IAPR to include a breakdown of credentials awarded by credential type. The College had a significant increase in the total number of credentials awarded last year but this was not assessed. The College achieved its targets for Bachelor, Certificate, Short Certificate, and Developmental credentials and substantially achieved the number of diploma and graduate, first professional and post-degree credentials. This makes sense as the targets are a three average of each credential type awarded. A larger proportion of students are enrolled in baccalaureate degree programs at Douglas College and these students are not applying for graduation after completing the certificate or diploma programs that ladder into their degrees.

### 3. Indigenous Student Spaces

#### Ministry Objective: Access

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



The number of Indigenous 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. Compared to the percentage of Indigenous people in the Douglas College region (1.9%), there are twice as many domestic students (3.9%) enrolled in credit programs at Douglas College who identify as Indigenous.

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, the Douglas College Indigenization Strategy encourages the development of relevant academic programs and extra-curricular activities; builds awareness of Indigenous cultures, pedagogy, and ways of knowing; and strengthens relationships with Indigenous communities.

Douglas College will continue current levels of Indigenous student participation, maintaining the number of Indigenous student FTE at greater than or equal to the average of the previous three years. For 2023/24 Douglas College substantially achieved its target of 371 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       |
|--|-----------------------------------|
| <i>2016/17 Actual:</i>                         |                                   |
| Diploma, assoc. degree, and certificate        | 92.5%                             |
| Baccalaureate graduates                        | 95.1%                             |
| <i>2017/18 Actual:</i>                         |                                   |
| Diploma, assoc. degree, and certificate        | 93.5%                             |
| Baccalaureate graduates                        | 92.4%                             |
| <i>2018/19 Actual:</i>                         |                                   |
| Diploma, assoc. degree, and certificate        | 93.3%                             |
| Baccalaureate graduates                        | 94.4%                             |
| <i>2019/20 Actual:</i>                         |                                   |
| Diploma, assoc. degree, and certificate        | 90.7%                             |
| Baccalaureate graduates                        | 94.2%                             |
| <i>2020/21 Actual:</i>                         |                                   |
| Diploma, assoc. degree, and certificate        | 92.8%                             |
| Baccalaureate graduates                        | 98.0%                             |
| <i>2021/22 Actual:</i>                         |                                   |
| Diploma, assoc. degree, and certificate        | 92.5%                             |
| Baccalaureate graduates                        | 97.1%                             |
| <i>2022/23 Actual:</i>                         |                                   |
| Diploma, assoc. degree, and certificate        | 91.7%                             |
| Baccalaureate graduates                        | 94.6%                             |
| <i>2023/24 Target:</i>                         |                                   |
| <i>Diploma, assoc. degree, and certificate</i> | <i>≥90%</i>                       |
| <i>Baccalaureate graduates</i>                 | <i>≥90%</i>                       |
| <i>2023/24 Actual:</i>                         |                                   |
| <i>Diploma, assoc. degree, and certificate</i> | <i>88.2% (plus or minus 1.4%)</i> |
| <i>Baccalaureate graduates</i>                 | <i>95.8% (plus or minus 2.3%)</i> |
| <i>Diploma, assoc. degree, and certificate</i> | <i>Substantially Achieved</i>     |
| <i>Baccalaureate graduates</i>                 | <i>Achieved</i>                   |
| <i>2024/25 Target</i>                          | <i>≥90%</i>                       |

Baccalaureate degree graduates are satisfied with their educational experiences at Douglas College. Diploma, associate degree, and certificate program graduates are slightly less satisfied with their education than degree graduates. This is not a new observation, however, 2023/2024 marks the first time that the satisfaction ratings of non-degree program graduates fell below 90%. Year to year comparisons suggest short-term programs have been decreasing in satisfaction ratings overtime. This trend coincides with growth in degree programs at Douglas College. Differences in ratings may be due to the fact that most domestic students indicate their education goal is to obtain a bachelor's degree.

## 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) |
|------------------------|--|
| 2015/16 Actual         | 90.9%  |
| 2016/17 Actual         | 95.9%  |
| 2017/18 Actual         | 96.0%  |
| 2018/19 Actual         | 95.0%  |
| 2019/20 Actual         | 95.6%  |
| 2020/21 Actual         | 95.9%  |
| 2021/22 Actual         | 95.8%  |
| 2022/23 Actual         | 96.4%  |
| 2023/24 Target         | ≥ 90%  |
| 2023/24 Actual         | 93.1% (plus or minus 1.1%)                   |
| Performance Assessment | Achieved                                     |
| 2024/25 Target         | ≥ 90%  |

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

| Quality of Instruction | Very Good or Good          |
|------------------------|----------------------------|
| 2016/17 Actual         | 94.6%                      |
| 2017/18 Actual         | 90.9%                      |
| 2018/19 Actual         | 94.0%                      |
| 2019/20 Actual         | 94.3%                      |
| 2020/21 Actual         | 97.6%                      |
| 2021/22 Actual         | 95.0%                      |
| 2022/23 Actual         | 96.1%                      |
| 2023/24 Target         | ≥ 90%                      |
| 2023/24 Actual         | 97.4% (plus or minus 1.8%) |
| Performance Assessment | Achieved                   |
| 2024/25 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:

|                           | 2022/23<br>Actual | 2023/24<br>Actual | +/-  |
|---------------------------|-------------------|-------------------|------|
| Written communication     | 87.6%             | 86.2%             | 1.7% |
| Oral communication        | 82.2%             | 78.6%             | 2.0% |
| Group collaboration       | 85.0%             | 82.5%             | 1.7% |
| Critical analysis         | 89.2%             | 89.6%             | 1.4% |
| Problem resolution        | 85.3%             | 84.0%             | 1.7% |
| Learn on your own         | 87.9%             | 88.2%             | 1.5% |
| Reading and comprehension | 91.4%             | 90.1%             | 1.4% |
|                           |                   |                   |      |
| Average                   | 87.0%             | 85.4%             | 1.4% |
| Target:                   |                   | ≥ 85.0%           |      |
| Performance Assessment    |                   | Achieved          |      |

Target for next three years: ≥ 85%

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

|                           | 2022/23<br>Actual | 2023/24<br>Actual | +/-  |
|---------------------------|-------------------|-------------------|------|
| Written communication     | 87.9%             | 92.1%             | 3.1% |
| Oral communication        | 90.8%             | 91.6%             | 3.2% |
| Group collaboration       | 88.6%             | 87.4%             | 3.8% |
| Critical analysis         | 94.6%             | 96.4%             | 2.1% |
| Problem resolution        | 86.1%             | 89.4%             | 3.6% |
| Learn on your own         | 90.5%             | 92.4%             | 3.1% |
| Reading and comprehension | 91.9%             | 92.1%             | 3.1% |
|                           |                   |                   |      |
| Average                   | 90.1%             | 91.5%             | 2.3% |
| 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. The Douglas College Career 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    |
|--|----------------------------|
| 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 Actual                                       |                            |
| Diploma, assoc. degree, and certificate              | 77.9%                      |
| Baccalaureate graduates                              | 95.8%                      |
| 2019/20 Actual                                       |                            |
| Diploma, assoc. degree, and certificate              | 80.2%                      |
| Baccalaureate graduates                              | 94.0%                      |
| 2020/21 Actual                                       |                            |
| Diploma, assoc. degree, and certificate              | 79.9%                      |
| Baccalaureate graduates                              | 96.1%                      |
| 2021/22 Actual                                       |                            |
| Diploma, assoc. degree, and certificate              | 79.2%                      |
| Baccalaureate graduates                              | 93.8%                      |
| 2022/23 Actual                                       |                            |
| Diploma, assoc. degree, and certificate              | 78.6%                      |
| Baccalaureate graduates                              | 93.8%                      |
| 2023/24 Target                                       |                            |
| Diploma, assoc. degree, and certificate              | ≥ 90%                      |
| Baccalaureate graduates                              | ≥ 90%                      |
| 2023/24 Actual                                       |                            |
| Diploma, assoc. degree, and certificate              | 78.8% (plus or minus 2.2%) |
| Baccalaureate graduates                              | 93.8% (plus or minus 2.9%) |
| Performance Assessment                               |                            |
| Diploma, assoc. degree, and certificate              | Not Achieved               |
| Baccalaureate graduates                              | Achieved                   |
| 2024/25 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.

## 8. Unemployment Rate

### Ministry Objective: Relevance

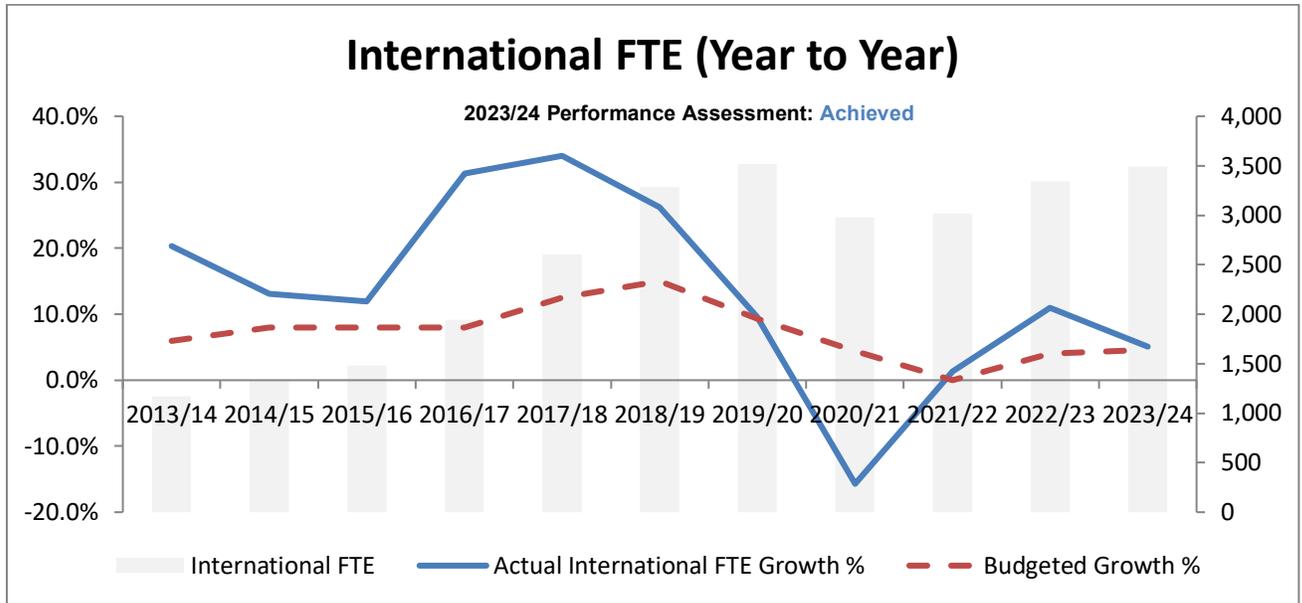
Percentage of bachelor degree, diploma, associate degree, and certificate graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less. The target is to have less unemployment than individuals with high school credentials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

| Unemployment rate                              |                                  |
|--|----------------------------------|
| 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 Actual                                 |                                  |
| Diploma, assoc. degree, and certificate        | 5.7%                             |
| Baccalaureate graduates                        | 0.8%                             |
| 2019/20 Actual                                 |                                  |
| Diploma, assoc. degree, and certificate        | 6.7%                             |
| Baccalaureate graduates                        | 2.9%                             |
| 2020/21 Actual                                 |                                  |
| Diploma, assoc. degree, and certificate        | 9.8%                             |
| Baccalaureate graduates                        | 4.1%                             |
| 2021/22 Actual                                 |                                  |
| Diploma, assoc. degree, and certificate        | 10.2%                            |
| Baccalaureate graduates                        | 1.7%                             |
| 2022/23 Actual                                 |                                  |
| Diploma, assoc. degree, and certificate        | 6.6%                             |
| Baccalaureate graduates                        | 1.0%                             |
| 2023/24 Target                                 |                                  |
| <i>Diploma, assoc. degree, and certificate</i> | <i>&lt;8.8%</i>                  |
| <i>Baccalaureate graduates</i>                 | <i>&lt;8.8%</i>                  |
| 2023/24 Actual                                 |                                  |
| <i>Diploma, assoc. degree, and certificate</i> | <i>8.7% (plus or minus 1.4%)</i> |
| <i>Baccalaureate graduates</i>                 | <i>3.3% (plus or minus 2.1%)</i> |
| Performance Assessment                         |                                  |
| Diploma, assoc. degree, and certificate        | <i>Achieved</i>                  |
| Baccalaureate graduates                        | <i>Achieved</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 individuals with post-secondary education to do better in the labour market than those without, it is anticipated that this target generally will be met.

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

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



In 2020/21, the College experienced a decline in International FTE for the first time in a decade due to the disruptions in international travel caused by COVID-19. This had a significant impact on the College’s financial position, which was off-set by reductions in expenditures and investment income. International enrolments have been recovering since then and Douglas College is at pre-pandemic levels.

**Finances**

**Summary Financial Report, 2023/24**

The Audited Financial Statement for Douglas College is posted at:  
<https://www.douglascollege.ca/about-douglas/campus-information/finance-purchasing/finance/publications-and-reports>

## Appendix A – Reporting for Mandate Letter Priorities

### 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.

| TRC CALL TO ACTION <sup>1</sup> and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE   |  |
|--|--|
| <b>1: SOCIAL WORK</b>  |  |
| 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. |  |
| <b>Progress</b>  | <b>New and/or Continuing Initiatives and Partnerships</b>  |
| Implemented  | The Douglas College Bachelor of Social Work program was developed with a lens to the work of the TRC and is responsive to this Call to Action. Indigenous perspectives and content are embedded throughout courses in the program. Notably, the degree contains a specific course called <i>Social Work with Aboriginal People</i> .   |
| <b>12: EARLY CHILDHOOD EDUCATION</b>   |  |
| We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.  |  |
| <b>Progress</b>  | <b>New and/or Continuing Initiatives and Partnerships</b>  |
| Implemented  | The Douglas College Aboriginal Stream, which was developed to support indigenous learners making the transition to post-secondary has been revamped and renamed Indigenous Stream.<br><br>Structured on the College’s Certificate of Academic Foundations (i.e., a pathway to degree programs at Douglas and SFU) the College has created an Indigenous Foundations Certificate. Further, the College’s Early Childhood Education (ECE) certificate program now has an Indigenous Stream option, which ladders into the ECE diploma. |

**16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS**

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

| <b>Progress</b> | <b>New and/or Continuing Initiatives and Partnerships</b>   |
|-----------------|---|
| N/A             | 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. |

**23: HEALTH-CARE PROFESSIONALS**

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.

| <b>Progress</b> | <b>New and/or Continuing Initiatives and Partnerships</b>  |
|-----------------|--|
| Implemented     | <p>Nursing and Psychiatric Nursing faculty collaborate closely with the College’s Indigenous Student Services to support Indigenous students completing their degree programs. Significantly, the collaboration has given indigenous students more opportunities to provide feedback for continuous improvement of instruction.</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> |

**24: MEDICAL AND NURSING SCHOOLS**

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.

| <b>Progress</b> | <b>New and/or Continuing Initiatives and Partnerships</b>   |
|-----------------|---|
| Implemented     | Content relevant to Indigenous health issues, as well as trauma informed practice, are suffused through the curriculum of both the Bachelor of Science in Nursing and the Bachelor of Science in Psychiatric Nursing programs at Douglas College. |

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|  | Moreover, nursing faculty continue to consult – and build relationships with – the First Nations’ Health Authority (FNHA). Interactions with the FNHA have focused on the needs of indigenous people vis a vis the processes that affect health care delivery. Additionally, FNHA representatives are directly involved with College courses/programs through guest lectures and, are working with the College on a collaborative project for second year students. |
| <b>28: LAW SCHOOLS</b>   |   |
| 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.                                  |   |
| <b>Progress</b>  | <b>New and/or Continuing Initiatives and Partnerships</b>   |
| N/A  | Douglas College does not have a law school.   |
| <b>57: PUBLIC SERVANTS</b>   |   |
| 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. |   |
| <b>Progress</b>  | <b>New and/or Continuing Initiatives and Partnerships</b>   |
| Implemented  | Douglas College has launched the “Indigenization Learning Journey”, an on-line module for all employees that focuses on Indigenous cultural competencies, including self awareness, Indigenous awareness, and commitment to Indigenization. The module has been made part of the regular on-boarding process for new employees. Additionally, the Indigenization Resource Repository has been revised in support of the module.                                     |
| <b>62: TEACHER EDUCATION</b>   |   |
| 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.  |   |

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| <b>Progress</b>   | <b>New and/or Continuing Initiatives and Partnerships</b>   |
| Not strictly applicable, but some related work in progress.   | 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.   |
| <b>86: JOURNALISM AND MEDIA SCHOOLS</b>   |   |
| 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.  |   |
| <b>Progress</b>   | <b>New and/or Continuing Initiatives and Partnerships</b>   |
| In progress   | Douglas College does not offer journalism programs. However, the College has some relevant Communications courses 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.   |
| <b>92: BUSINESS SCHOOLS</b>   |   |
| 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. |   |
| <b>Progress</b>   | <b>New and/or Continuing Initiatives and Partnerships</b>   |
| In progress   | Douglas College offers professional development for employees that focuses on Indigenous cultural competencies, anti-racism, conflict resolution, human rights, and inclusivity.<br>The Douglas College Strategic Plan contains a specific Strategic Initiative that speaks to the development of a framework for ongoing professional development on Indigenousization. This work is underway, with a goal of full implementation by 2025. |

## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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:

### *Article 14*

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.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

### *Article 15*

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.

### *Article 21*

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.

### **Progress**

### **New and/or Continuing Initiatives and Partnerships**

In progress

Douglas College is an access-based institution working with local Indigenous leaders and administrators in relevant School District catchments (New West, Coquitlam, Surrey, Burnaby) to increase the rate of Indigenous students transitioning into post-secondary. In 2022, Douglas College hired a dedicated recruiter to work with prospective Indigenous students. This recruiter, an Indigenous person, has led or attended recruitment events for prospective Indigenous students, led group tours, worked with other Indigenous recruiters in the BC post-secondary sector, worked collaboratively with DC recruitment colleagues and Indigenous Student Services, and visited many BC high schools with high Indigenous student populations.

To support retention of Indigenous students once enrolled, Douglas College has an Indigenous counsellor, who provides culturally appropriate support to Indigenous students, and works closely with other Indigenous Student Services staff. An initiative piloted last year and continued as a regular part of programming, was a “Community Kitchen” food and relationship-building program, which provides healthy food and serves as a vehicle to connect Indigenous students to Elders, and College staff from a range of departments. Douglas College regularly participates in the Moosehide Campaign, which supports education and awareness of violence against Indigenous women and two-spirited people.

Douglas celebrates the College’s setting among traditional Coast Salish territories and peoples, integrating Indigenous history, culture, sense of place, and ways of knowing into educational and extra-curricular activities.

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|  | <p>This year, work was completed on a major revitalization of the traditional Indigenous “Sol” garden on the Douglas Coquitlam Campus.</p> <p>Douglas College has hired a continuing Director, Indigenous Academic Initiatives to work with departments and instructors on Indigenization of courses and programs across the College. The Director has established regular language learning drop-ins with an Elder from Musqueam, curriculum redevelopment and professional development with a number of academic departments, and a Faculty book club. The College Library has organized a collection of materials for instructors related to Indigenization of teaching and learning, in support of curricular Indigenization.</p> <p>The Training Group has continued its work with Indigenous partners to update the Indigenous Skills for Success Introductory course. In its final year, this federally funded project has delivered training to Indigenous leadership and front-line workers throughout every province and territory with 139 leaders and 240 front line workers participating in webinars or workshops, and 1069 learners piloting the learning tools.</p> <p>The project has built a national network with ISETS and other organizations, including ACCESS, Ilitaqsiq, Yukon Literacy Council, Workplace Education Manitoba, and Workplace Learning PEI, to support Indigenous education and employment. Additionally, it has partnered with College d’Alma in Quebec to connect with French-speaking Indigenous populations.</p> <p>Aiming to build the capacity of Indigenous front-line workers to understand and apply the Skills for Success Framework, the course and all materials will be publicly accessible for free later this year.</p> <p>Douglas College International offered the second year of an Indigenous student Field School, in collaboration with two BC post-secondary institutional partners: the Indigenous Global Learning Program. Indigenous students from Douglas College, Langara College, and University of the Fraser Valley engaged in an international program of study focused on Indigenous culture, history and archaeology. In 2023, groups of students travelled to Northern Arizona University or to University of Hawaii to explore historical and culturally significant sites and practices. The next phase of the program in June 2024, offered a trip to Arizona or to Universidad Iberoamericana in Mexico for a program focused on climate-related challenges and Indigenous-led conservation practices. Indigenous staff travel with the students to ensure culturally-appropriate supports. The travel component of the program is fully funded for Indigenous students and will continue for one more year.</p> <p>Ensuring a welcoming and supportive learning environment and workplace for Indigenous people was adopted as a key initiative in the Strategic Plan 2020-2025.</p> <p>Embedded in the HR recruitment framework, one of the initiatives is “Diversity, Inclusion, Indigenization-focused Recruiting”, conducting a review of recruitment and onboarding processes, taking tangible action to increase diversity in outreach and hiring.</p> |
|--|--|

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|  | <p>Douglas College will identify and take steps to remove employment barriers faced uniquely by Indigenous peoples to enable increased hiring of Indigenous employees.</p> <p>See above for description of roll-out of Indigenous PD program for all employees.</p> |
|--|---|

## In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

| In Plain Sight recommendation #8 - health programs offered by the institution and accreditation standards that relate to cultural safety and humility training. |   |
|---|---|
| Program Name  | Accreditation Standard Details (If, none exist N/A)   |
| Bachelor of Science in Nursing  | <p>Standard I, indicator 1.3: The program is consistent with societal and holistic health care trends and the program meets the current and emerging future health and mental health needs of society.</p> <p>Truth and Reconciliation and cultural elements fall under this standard.</p>  |
| Bachelor of Psychiatric Nursing   | <p>Standard I, indicator 1.3: The program is consistent with societal and holistic health care trends and the program meets the current and emerging future health and mental health needs of society.</p> <p>Truth and Reconciliation and cultural elements fall under this standard</p>   |
| Bachelor of Health Information Management   | <p>There a number of criteria for the Canadian Health Information Management that Truth and Reconciliation associated learning outcomes:</p> <ul style="list-style-type: none"> <li>• Health Care Policy and Procedure</li> <li>• Records and Documentation Management Policies and Processes</li> <li>• Health Care Statistics</li> <li>• Research Design and Methods</li> <li>• Analytics Indicator and Reporting Policies and Processes</li> <li>• Advanced Analytics Policies and Processes</li> <li>• Privacy Polices and Processes</li> <li>• External Data Sharing and Access Policies and Processes</li> <li>• Health Information Exchange</li> <li>• Leadership</li> </ul> |

|  |  |  |
|--|--|--|
| Health Care Assisting  | Cultural safety and humility training is a component of the BC Provincially Approved Curriculum.<br>A separate criterion related to Truth and Reconciliation is not specifically identified. |  |
| <b>In Plain Sight recommendation #14 - - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.</b>  |  |  |
| <b>Program</b>   | <b>Progress</b>  | <b>Actions</b>   |
| Bachelor of Science in Nursing   | Advertisements for faculty always include this as a preferred aspect of recruitment  | Two faculty in BSN with Indigenous backgrounds, one status, one Metis.   |
| Bachelor of Psychiatric Nursing  | Advertisements for faculty always include this as a preferred aspect of recruitment  | The College continues to recruit. There is competition with Health Authorities and tenured positions at universities, which remunerate at higher salaries.                     |
| Bachelor of Health Information Management  | Advertisements for faculty always include this as a preferred aspect of recruitment  | Professionals in this field are a rare commodity. The College has two Indigenous students in the Post Degree program and continues to build recruiting networks.               |
| <b>In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.</b>  |  |  |
| <b>Strategies</b>  | <b>Targets by Program Area</b>   | <b>Outcomes</b>  |
| The College reserves seats in all programs for qualified students  | At present 3 to 5 seats per program are reserved.  | The College has 24 self-identified students of Indigenous backgrounds in BSN and BSPN program.<br><br>The College has two students in HIM at present which is a 50 % increase. |
| <b>In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration</b> |  |  |

| <b>Program</b>                            | <b>Progress</b>  | <b>Actions</b>   |
|---|--|--|
| Bachelor of Science in Nursing            | <p>For students, mandatory cultural safety and humility elements are included and integrated throughout the program.</p> <p>There are mandated courses for new faculty joining the college. However, Health Sciences offers a wide variety of Learning sessions at our Annual Forum along with departmentally arranged events.</p> <p>The College has an Equity, Diversity and Inclusion Committee specific to Health Sciences.</p> <p>All programs work closely with the Director of Indigenous student services.</p> | A majority of faculty have undertaken college-provided training. Many faculty (approx. 60%) have taken additional training through Health Authorities and related resources. |
| Bachelor of Psychiatric Nursing           | As above   | As above   |
| Bachelor of Health Information Management | As Above   | As Above   |
| Health Care Assistant                     | As Above   | As Above   |
| Mental Health and Substance Use           | New program – material integrated through new curriculum. Same comment re faculty preparation.   | See Progress   |
| Medical Office Assistant                  | Program under review and being revised. Integrated in a mandatory way through the curriculum. Faculty learning needs under assessment.   | Faculty are in process of review for identified knowledge, skills, and abilities.  |