



2014/15 Accountability Plan And 2013/14 Report

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

July 18, 2014



DOUGLAS COLLEGE

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July 11, 2014

Honourable Amrik Virk
Minister of Advanced Education
PO Box 9870 Stn Prov Gov't
Victoria, BC V8W 9T5

Dear Minister:

2014/15 Accountability Plan and 2013/14 Report

Attached is this year's Douglas College *Accountability Plan and Report*, prepared in accordance with the Budget Transparency and Accountability Act.

The information in this document is drawn from a range of Ministry and Douglas College documents. The strategic objectives, for example, all appear in other Douglas College documentation and the performance measures are specified by the Ministry. It is the format, terminology, and the synthesis of information from a variety of sources that represent the distinctive characteristics of the *Accountability Plan and Report*.

The *Accountability Plan and Report* provides a good vehicle for succinctly communicating Douglas College's current status and future directions to the public. It summarizes features of strategic and operational plans of particular relevance to external audiences, and presents accountability information of interest to the Ministry of Advanced Education in a common format used throughout the BC public post-secondary system.

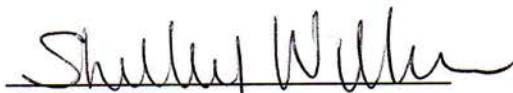
Planning is a developmental, iterative process. We hope this *Accountability Plan and Report* will stimulate some fruitful discussion with staff at your Ministry and among institutions.

As this report demonstrates, Douglas is a growing institution and is aligning its programs to labour market needs as is called for in the B.C.'s *Skills for Jobs Blueprint*. We continue to emphasize our strategic plan's dominant theme of learner pathways into, within, and out of the College. This theme acknowledges Douglas College's historic role as an access and transfer institution while simultaneously encouraging employees to consider the implications for our diverse student body of new pathways to our certificates, diplomas, baccalaureate degrees in applied areas, and post-degree credentials. For the coming year, Douglas College will continue to focus on learner pathways and student mobility as well as on educational quality, internationalization, and student and employee engagement.

In terms of performance measurement, we are pleased to report that Douglas College's concerted efforts over the past few years to increase enrolment to meet the targets your Ministry have set for us have met with considerable success. Following the dip that resulted from the weakening of enrolment demand that began around 2004, Douglas College's Full-Time Equivalent (FTE) enrolment now exceeds our target by 9% percent. With respect to the measures in this report, Douglas College has either exceeded, achieved or substantially achieved all targets with the exception of the Student Assessment of Skill Development composite score for non-degree program students only.

When we step back from the details of college operations and reflect on the overall contribution of Douglas College, and indeed of the entire BC college and post-secondary system, we are proud of all that is being accomplished to serve the diverse population and economy of British Columbia. As always, there is room for improvement, but we have a solid foundation upon which to continue to build. We trust that this document, related planning efforts, and our collaborative discussions with your staff will continue to strengthen Douglas College in the interest of serving the post-secondary education and training needs of British Columbia.

Sincerely,


Shelley Williams
Board Chair, Douglas College
Kathy Denton
Interim President, Douglas College

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Introduction

Douglas College regularly prepares a number of planning and statistical documents that are written primarily for internal audiences. The Ministry of Advanced Education's *Accountability Plan and Report* provides a vehicle for Douglas College to communicate succinctly to the public its current status and future directions. The accountability plan summarizes features of its strategic and tactical plans of particular relevance to external audiences, and presents accountability information of interest to the Ministry of Advanced Education in a common format that is used throughout the BC postsecondary system.

The *Douglas College Accountability Plan and Report* is the synthesis of information from a variety of sources that represents the distinctive characteristics of the *Accountability Plan*. The *Plan* is intended to provide a general introduction to Douglas College for people who are unfamiliar with the College and interested in learning about its history, current state, and plans for the future.

The *Accountability Plan and Report* begins by providing an overview of Douglas College, including some of the historical context. The *Plan* then identifies a number of goals and the measures by which performance is monitored.

Institutional Overview

Description of Douglas College

Douglas College is the college with primary responsibility to serve 630,000¹ residents living north of the Fraser River from Burnaby to Maple Ridge inclusive. In addition, it serves many students from elsewhere in the Lower Mainland, especially from north Surrey and north Delta, and from around the world.

Douglas College Region



¹ Douglas College Region, 2013 Population Projection, BC STATS.
<http://www.bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationProjections.aspx>

Campuses

Centrally located in the Lower Mainland near the junction of the Millennium and Expo lines of Skytrain, the New Westminster campus is one of the most accessible campuses in the BC postsecondary system. It is an urban facility, consisting of six stories plus underground parking situated on a single city block.

In response to population growth in Metro Vancouver referred to as its “north east sector,” Douglas College entered into a partnership with the City of Coquitlam and the Coquitlam School District to purchase land in the early 1990s to construct adjacent recreational and educational facilities. The David Lam Campus in Coquitlam was named after a former Lieutenant Governor of BC in recognition of the multicultural population that Douglas College serves. The first phase of the campus opened in 1996 and the second phase opened in 2008. The 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 will be immediately adjacent to a station on the future Evergreen line of the Skytrain rapid transit system that is to be completed in summer 2016.

In anticipation of the New Westminster building reaching capacity, the College took advantage of the closure of a nearby fire hall and purchased adjacent land in 2003 and 2005 to allow for the potential construction of a new facility in the future. Located across the street from the existing campus, this potential future facility would share existing infrastructure such as food and student services. The construction of such a new facility is now being investigated and an Opportunity Assessment is being prepared. In the interim, the College has implemented a number of changes to optimize space utilization including the relocation of the Faculty of Child, Family and Community Studies to the Health Sciences building at the Coquitlam campus in Coquitlam in Fall of 2012.

Storefront operations have also been established in such communities as Burnaby, Maple Ridge and Surrey by way of outreach into our local communities, accommodating contract training activities.

Programs

Douglas College’s historic role was a comprehensive two-year institution that offered academic and job entry programs. It built on this foundation by introducing a limited number of baccalaureate degree programs in applied areas. With its strong and extensive university transfer offerings, its leadership position in college preparatory programs, and selected career entry programs for the knowledge and service economy, Douglas College serves in many ways as a stepping stone. With the introduction of applied baccalaureate degrees several years ago, the College has become even more of a stepping stone directly to professional level employment.

What is now Kwantlen Polytechnic University was once part of Douglas College. When the former Douglas College was split in two in 1981, all of the trades facilities happened to be located south of the Fraser River. With Kwantlen close by and BCIT located in Burnaby, Douglas College has chosen to focus its energies with considerable success in university transfer and in career fields such as Business, Health Sciences, and Human and Social Services.

University transfer offerings in the Arts, Science and Business and programs in the Health and Human Services are the two largest clusters of study available at Douglas College. The focus in the Fine Arts is on performing arts, primarily theatre and music.

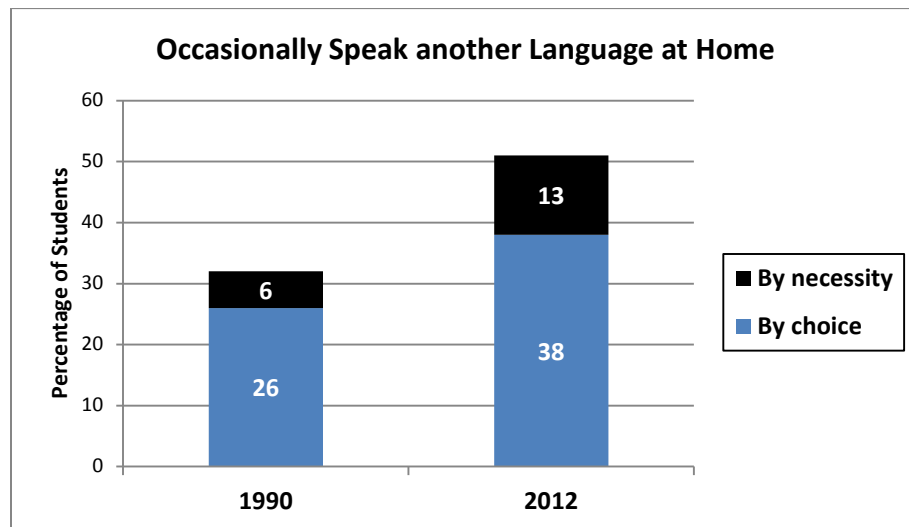
Continuing Education and Contract Training services provide a means for Douglas College to respond rapidly to local labour market needs and government initiatives. Consequently, the types of programs offered through Continuing Education and Contract Training have changed significantly over the past decade.

Douglas College's Math and English Upgrading and English as a Second Language offerings are concentrated at the upper levels, focusing on preparing students for future college-level study rather than on high school completion or basic life skills.

Enrolment

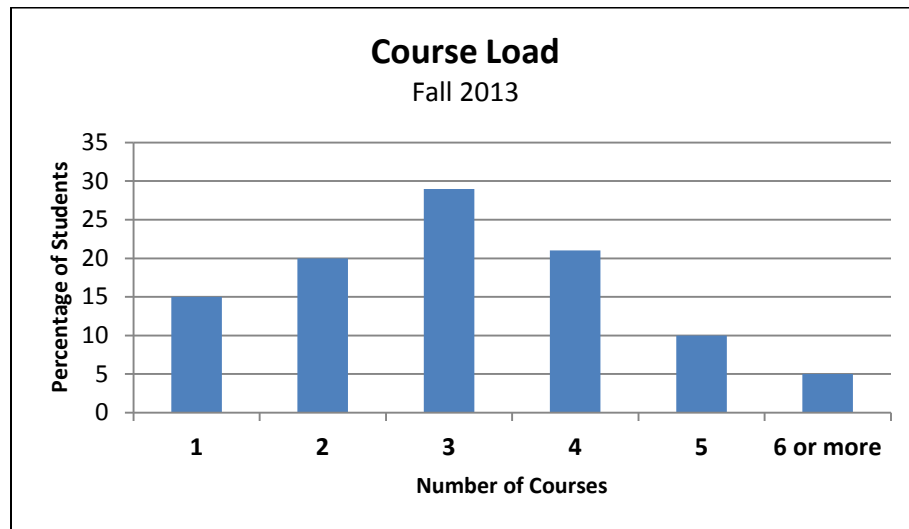
The growth at Douglas College has not been merely incremental in nature, but carefully planned and executed by responding to labour market needs and student demand and is consistent with B.C.'s *Skills for Jobs Blueprint*. Reflecting the rapidly growing, suburban population it serves, Douglas College students are relatively young, with two thirds of its credit students under the age of 25. Our strength has historically been in providing an attractive environment for the recent high school graduate or for mature learners who have not yet launched their career in Canada. Although there are notable exceptions in certain credit programs and throughout continuing education programs, Douglas College has historically had a minor role in serving midlife or career upgrading students. This situation has changed in the last few years with the development and launch of an applied Psychology degree program and six post-degree diploma programs within the Faculty of Commerce and Business Administration. The college's post-degree diplomas are attractive to degree holders who wish to acquire specific job-related skills to advance their careers or to improve their employability.

During the first twenty years of its existence, Douglas College enrolment growth was fairly homogenous. The growth continued into the 1990s, but at that time a dramatic change occurred in the multicultural composition of the student body. Douglas College has been remarkably successful in serving a diverse student body, a key component of the community-building function of colleges. It is a locale for social integration that mitigates all sorts of tensions and problems in the wider community.



Since its inception, Douglas College has made credit courses very accessible to part-time students. With the exception of distance education institutions, few public postsecondary

institutions in Canada provide more access for part-time study than Douglas College. University transfer programs attract the most part-time students. A common pattern is for students to enter the College directly after high school or after working for several years. They come to the College to gain experience taking post-secondary level courses in a supportive environment with small classes. Most only intend to complete a few course prior to transferring to university to complete a degree. The College's role is to ensure transfer students experience the same level of academic challenge so they are prepared for the transition to university.



When part-time and full-time students are translated into full-time equivalents (FTE enrolment), Douglas College serves about 10,500 FTEs annually. Most of these students (7,600 FTEs) are in credit programs that the provincial government funds, but Douglas College receives no public funding for 1,400 FTE international students who enrich the educational environment and for 1,500 FTE in cost-recovery, non-credit continuing education and contract training. The population of students enrolled at Douglas College each autumn is approximately 40 percent² as large as the entire undergraduate population served by Simon Fraser University.

FTE Enrolment
Fiscal Years 2012/13 and 2013/14

	<u>2012/13</u>	<u>2013/14</u>
Business	1,342	1,447
Health and human services	1,737	1,735
Performing arts	204	193
University transfer programs	3,049	3,300
Developmental programs	737	675
Other programs	1,723	1,748
Subtotal: Countable towards Ministry target	8,792	9,097
International education	1,181	1,366
Total	9,973	10,464

² B.C. Higher Education Accountability Dataset (BCHEADset). Fall Headcount Enrolment, 2013. <http://www.bcheadset.ca/>

College Strengths

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

- Programs aligned to labour market needs and student demand
- Strong academic programs and preparation for further learning
- Extensive array of services for students with challenges, such as students with disabilities, language barriers, or lackluster prior education
- Convenient, accessible education that is close to where students live and with affordable tuition fees

Located near the geographic centre of the Lower Mainland, the population in Douglas College's catchment area is within an hour's drive of 16 campuses of 10 public postsecondary institutions. Residents have an array of postsecondary options from which to choose, reflecting the large and dense population of the region.

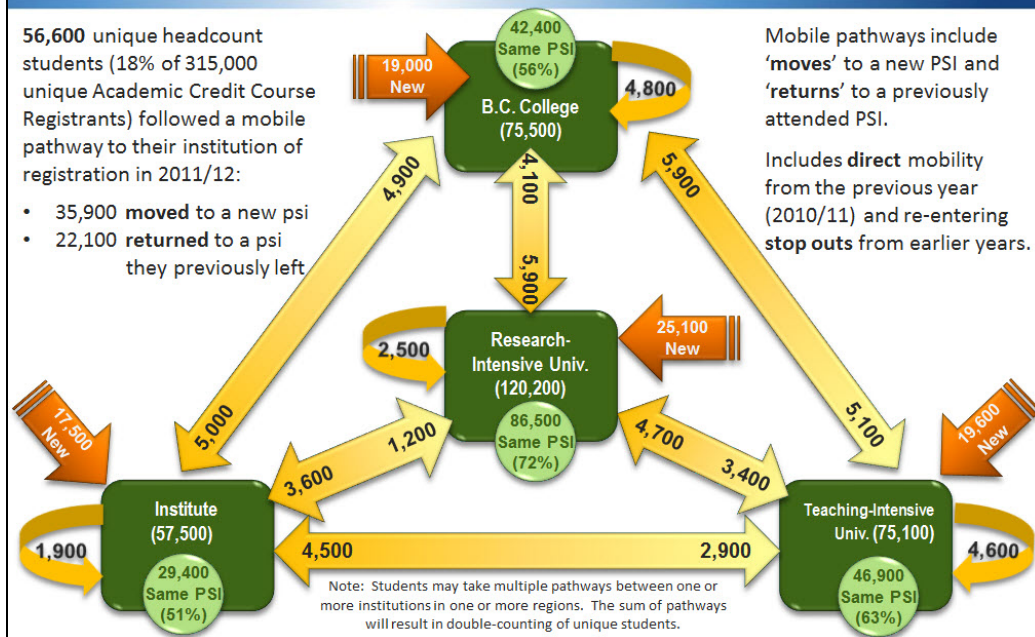
Despite these options, and the constraints placed on prospective students by costs and location, in 2013 roughly two thirds of Douglas College students said that Douglas College was their first choice as an educational destination. Their top reasons (of "high" importance) for deciding to attend Douglas College are, in rank order:

- Courses/programs offered
- Location
- Ease of travel to campus/Good public transit
- Reputation of program/institution
- Cost

Douglas College is an access based institution providing access to post-secondary education. It seeks to serve the entire spectrum of students, meeting them where they are, helping them find an educational direction that is appropriate for them, and then launching them along their post-secondary pathway.

As a learner pathway institution, Douglas College is an enthusiastic participant in our provincial post-secondary system that offers students a transfer system that is as robust as any in the world. For example, Europe's dramatic reforms of its higher education systems over the past decade under the Bologna Process is intended, among other things, to result in a transfer system similar to what BC had achieved by 1975. Douglas College is proud to contribute to a system that facilitates the movement of students among institutions in response to their educational goals and life situations.

Student Mobility Between Sectors in the BC Public Post-Secondary System (2011/12)



Source: Student Transitions Project

Mission and Values

Douglas College's plans change from time to time as conditions in its external and internal environments evolve. The plans are a means for achieving a constant educational purpose, a purpose which is encapsulated in the College's *Mission Statement*:

At Douglas College, we commit to enhancing the skills, knowledge and values of lifelong learners in meeting their goals.

At Douglas College, we respond to diverse community needs in a rapidly changing society.

The following values represent the "how", and the goals are the "what", that guide our decision making and focus our efforts:

College Values

These guiding principles shape the Douglas College learning community and govern our decision-making:

- We believe that students are our primary focus.

- We believe in fostering a dynamic, accessible and supportive teaching and learning environment that prizes excellence and innovation. We value creative and critical thinking and the will to challenge and be challenged.
- We believe in honoring the contribution and worth of all individuals. We welcome diversity with its rich complexity and believe that all voices need to be heard.
- We believe that it is our duty to be thoughtful and caring stewards of the personal, physical and fiscal resources entrusted to us. We practice social, environmental and community responsibility.
- We believe that intellectual growth and exploration inspire well-rounded, responsible and contributing citizens. We invite everyone into the excitement and curiosity of learning.
- We believe in the power of dreams and in the power of education to make them come true.

College Goals

The *Pathways to Success* Strategic Plan, 2010 – 2015, contains six goals:

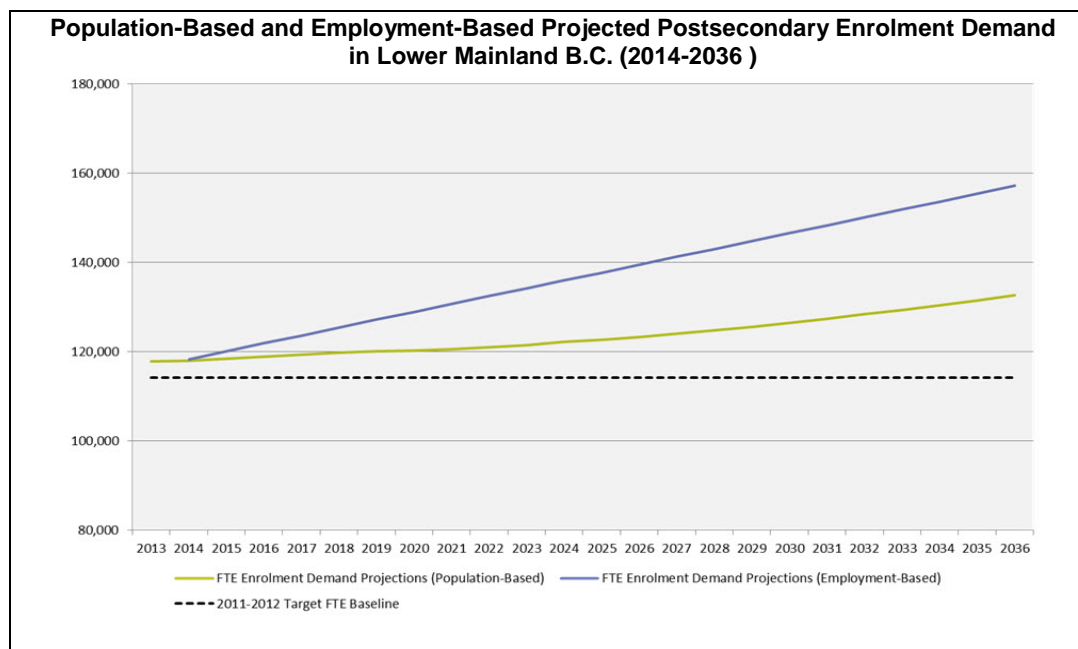
1. Seamless learner pathways
 - 1.1 Superior learner pathways and support to students to make transitions
 - 1.2 Expand institutional/system partnerships
2. Superior teaching quality
 - 2.1 Provide excellence in program and course delivery
 - 2.2 Increase responsiveness to emerging trends
 - 2.3 Enhance learning technology adoption
3. Internationalization
 - 3.1 Internationalize the College
 - 3.2 Expand service to new Canadians/foreign-trained professionals
4. Experiential Learning
 - 4.1 Develop experiential learning opportunities
5. Student and Employee Engagement
 - 5.1 Enhance student engagement
 - 5.2 Excellence in service delivery
 - 5.3 Building superior employee relations
6. Social responsibility, environmental stewardship, and financial accountability
 - 6.1 Serve the needs of under-served populations
 - 6.2 Develop outstanding hiring practices
 - 6.3 Environmental stewardship
 - 6.4 Financial accountability

Planning and Operational 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 Environmental

According to research conducted by Hanover Research, “[b]oth population-based and employment-based (e.g., labour market) demand show significant gaps between the target FTE baseline (e.g., funded) and demand. The full-time enrolment gaps both increase over time and [Hanover found they also] exist at all credential levels; bachelor’s level credentials account for approximately 58 percent of the gap, followed by graduate credentials (16 percent), diploma (15 percent), certificate (11 percent), and developmental (less than 1 percent). (p.4)”³

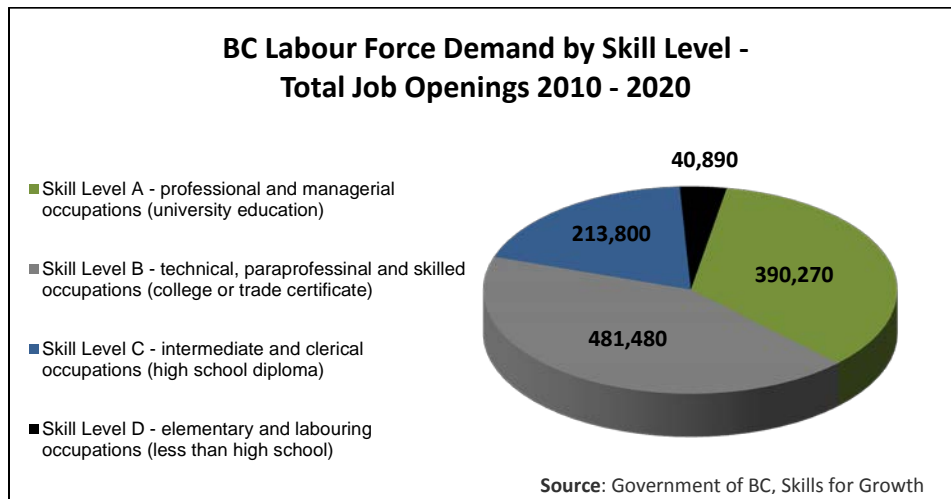


The magnitude of the “labour market (employment) demand is larger than the demographic (population) based demand. The labour market demand ranges from 140 percent of demographic demand in 2015 to 232 percent in 2036. Increasing post-secondary participation rates of the domestic population and increasing the number of international or non-domestic students may be strategies to narrow this discrepancy. (Hanover Research, p.4)”

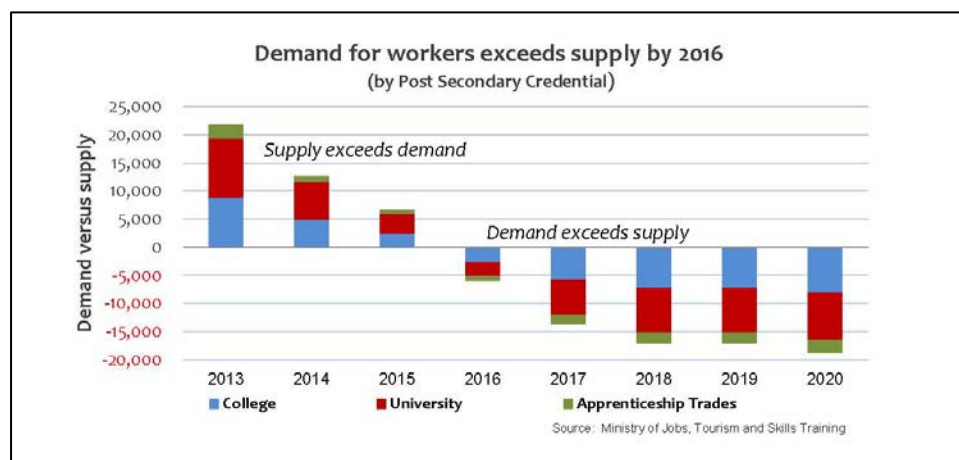
Labour force demand trends continue to be important considerations in our curricular strategy: by 2020, 77% of BC's labour force will need some level of post-secondary education, compared to 67% at present⁴. The September 2011 BC Jobs Plan, *Canada Starts Here*, speaks of a skilled workforce (“continuing commitments to ensure our skills and training programs lead the way to the jobs of tomorrow”) and fiscal discipline as underlying the three pillars of the jobs plan.

³ Demographic and Labour Market Demand for Postsecondary Education in Lower Mainland BC: Forecasts and Analysis. Hanover Research. Prepared for Douglas College. April 2014.

⁴ Skills for Growth: British Columbia's Labour Market Strategy to 2020, pg. 6.
http://www.itst.gov.bc.ca/skills_for_growth/docs/Skills_for_Growth_Strategy.pdf



Soon, the demand for people with post-secondary education will outstrip supply. At the same time, there will be an excess of people to fill jobs that do not require post-secondary education.



Immigration is often seen as one solution to the need for educated workers. However, some estimates say that even if immigration increased several fold, it would not solve the issue.

BC, along with other areas of the country, faces high unemployment among those who lack post-secondary education, and unmet demand for people with post-secondary credentials (“people without jobs and jobs without people”) – a threat to social cohesion and a concern for a society.

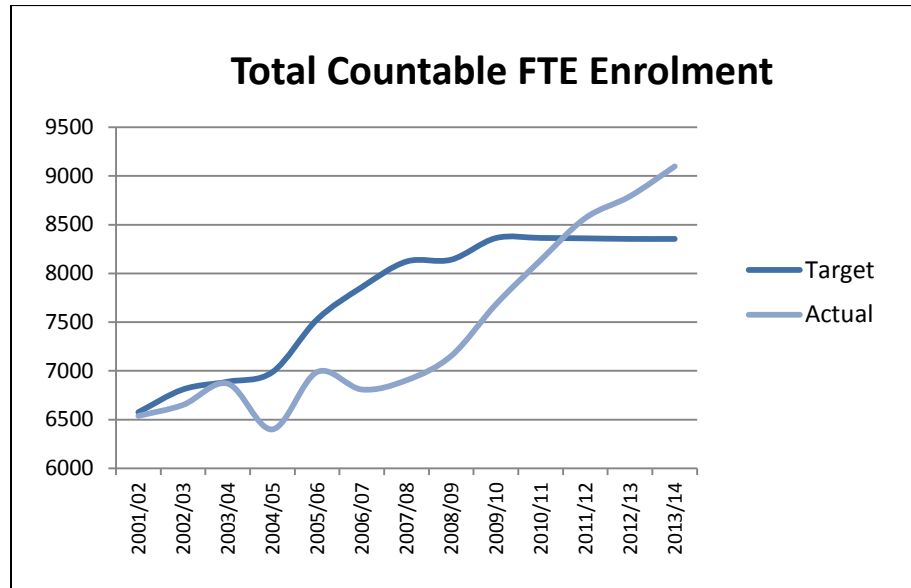
We need to increase high school completion rates and improve transition rates into post-secondary institutions. Douglas College will play its part to increase the educational attainment of British Columbians.

Access and Enrolment Management

As the new millennium began, Douglas College’s FTE utilization rates were in the 97% to 100% range. Then came half a dozen years when enrolment demand softened. While Douglas College’s

enrolment fluctuated, the government's target for Douglas College grew. The result was that Douglas College's utilization rate slipped below 90%.

Douglas College's concerted effort in the past few years to increase enrolment to meet its targets have met with considerable success – our FTE utilization rate for 2013/14 now stands at 109%.



Looking to the future, society is going to need more highly educated and skilled people. With a mandate to provide access to public education for both recent high school leavers and returning adults, Douglas College will continue to develop certificate, diploma, applied degrees and post degree diplomas. In addition, we will continue to review and revitalize our existing programs in accordance with labour market need and student demand.

The College is in its final year of a five-year initiative to increase its enrolment by 1,200 – 1,500 FTEs, half of which will be through expanding existing offerings and half through new programs. This targeted initiative is in direct response to a growing, diverse population and the complex educational needs of British Columbia.

Year	FTE Growth
2010/11	320
2011/12	250
2012/13	275
2013/14	250
2014/15	255
Total	1,350

No additional operating grants were requested from the provincial government to fund this growth. Douglas College has begun to develop the next 5 year plan, which will take us to the year 2020.

Curriculum and Program Development

Douglas College offers a broad range of credentials, from certificates through associate and bachelor's degrees to post degree diplomas. Over the past few years, the College has invested more resources and care in conducting needs and feasibility studies for new programs. We have implemented better processes for encouraging more ideas and proposals, which are subject to assessments of educational quality, labour market demand, student demand, cost-effectiveness, and sustainability.

To illustrate the ongoing curriculum development at Douglas College, the following represent a sample of programs that have been developed or significantly revised and approved by Education Council and the College Board within the last academic year:

- Post Degree Diploma in Accounting Studies (new)
- Post Degree Diploma in Accounting (revised to meet CPA requirements)
- Post-Degree Diploma in Professional Writing (new)
- Bachelor of Business Administration: Major in Accounting (revised)
- Bachelor of Business Administration: Major in Finance (revised)
- Diploma in Hospitality Management (revised)

In addition, the following programs are currently being developed or are awaiting approval through the College's governance process:

- Bachelor of Social Work
- Bachelor of Business Administration in Trades Management
- Diploma in Geo-resource Technology
- Post-Degree Diploma in International Business and Trade
- Post-Degree Diploma in International Banking

The Ministry's assistance in facilitating the governmental approval process for applied degrees is critical.

The College has made every effort to provide a broad range of programs to serve students in the region. All new programs are initially offered as pilots and reviewed within two years of implementation. Programs that do not meet enrolment targets will be discontinued or revised to address deficiencies.

The latest data from the provincial Student Transitions Project show that half of BC's high school graduates took fewer than four academic courses in Grade 12, and that another 10 – 15% received grades in their academic courses that were too low for admission to a research university. Add in the students who never did graduate from high school and it becomes clear that Douglas College can serve a large population that is less well prepared academically but who nevertheless need good access to postsecondary education if they are to thrive in tomorrow's world. As an access-based institution, Douglas College will respect its postsecondary mandate by continuing its college preparatory philosophy in its Adult Basic Education/Developmental programming, rather than providing high school equivalency for adults.

Learner Pathways

As has been mentioned above, improving learner pathways has been a priority in implementing the strategic plan. Rather than trying to capture and keep a student, Douglas College wants to be

as flexible as possible and enable transfer between programs and among institutions with minimal stress or loss of credit. Considerable progress has been made over the past four years.

The most significant contribution to the College's educational programs is the creation of the Certificate in Academic Foundations program which has the potential to transform the College and the post-secondary transfer system. The introduction of this first-year program accomplished several strategic objectives. It improved learner pathways within the College, enhanced student mobility between Douglas College and other institutions, increased student success upon entry into applied degree programs, and significantly decreased program costs.

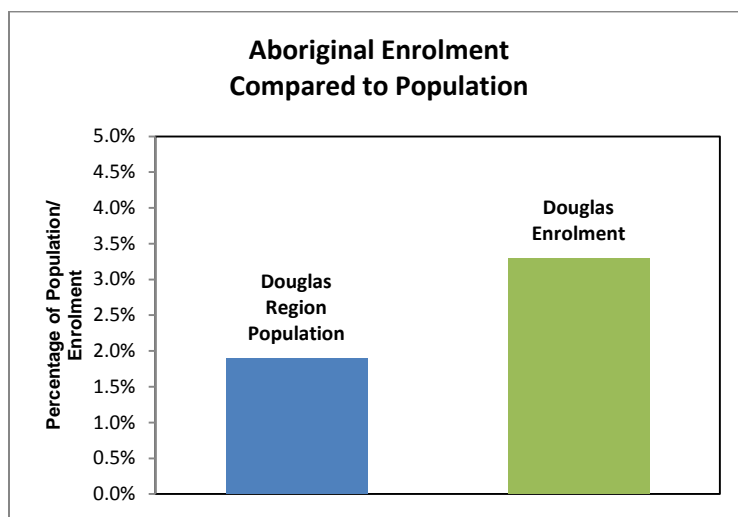
The certificate program enables students to explore their interests before making a commitment to a specific degree program. Students who complete the certificate can enter a Douglas College applied degree program at the second year level, without loss of credit, optimizing their investments of time and money. This program has significantly improved student mobility *within* the College by bridging university transfer and applied areas of study.

The Certificate in Academic Foundations also facilitates student mobility *between* institutions. The College negotiated transfer agreements for the credential to be received by SFU, UVic, and UNBC.

Serving the Aboriginal Population

Douglas College sees its particular mission in serving the Aboriginal population as focusing on the urban Aboriginal population⁵, reflecting its context and the distinctive needs of individuals who might not be closely connected with their Bands. It is not so much a case of special courses and programming as providing transitional and other support services, e.g. collaborating with school districts and community groups.

With Aboriginal enrolment roughly double what would be predicted based on the composition of the surrounding population, Douglas College's efforts to strengthen its services to Aboriginal learners are ongoing. Our Aboriginal Gathering Place, a dedicated space at the New Westminster campus for group events, is functioning well. An additional person has been hired to staff our Aboriginal Student Services office.



⁵ Socio-Economic Profiles, BC Statistics.

<http://www.bcstats.gov.bc.ca/StatisticsBySubject/SocialStatistics/SocioEconomicProfilesIndices/Profiles.aspx>

Internationalization

Internationalization is another theme in Douglas College's strategic plan, an area in which the College wants to remain a leader. Douglas College offers a comprehensive approach to internationalization: bringing international students to Canada, sending Canadian students abroad, and internationalizing the curriculum. This approach predates the province's goal of bringing more international students to Canada, but is entirely consistent with it. For example, under the Jobs Plan, the Province is setting a goal of increasing the number of international students by 50 per cent over four years. This will translate into an additional 47,000 students living and studying in the province⁶. Douglas College's on-going achievements in international education demonstrates direct alignment with one of the main pillars of the BC Jobs Plan.



Along with expanding its existing international work, Douglas College will seek to diversify and improve it. The College has won awards for internationalization and we aspire to merit more. As such, Douglas College is firmly committed to internationalization as a cornerstone of its future, not only in terms of recruitment that adds to the rich diversity of our student body, but to fully realize this vision through exchange programs, field schools, and joint research opportunities for students, faculty and other employees.

International enrolment has more than doubled at Douglas College in recent years and now stands at close to 1,400 FTEs for the fiscal year with students coming from 69 different countries. As we continue to increase international enrolment, we are doing so with a view toward increasing both the diversity and the academic preparedness of students. We are also considering questions of optimal size and appropriate proportions of international students in both credit and non-credit offerings.

Essential Skills Training

Since 2000, the College's contract training branch—the Training Group—has been involved in a wide variety of essential skills initiatives, including workplace training in both the public and private sectors. Douglas College has led national initiatives funded by the Office of Literacy and Essential Skills as well as a number of provincial projects funded by the Ministries of Advanced Education and Jobs, Tourism and Skills Training. The Training Group at Douglas College has

⁶ BC Jobs Plan. <http://www.bcjobsplan.ca/wp-content/uploads/BC-Jobs-Plan-PDF.pdf>

created an innovative model for providing essential skills that focuses on the skills employers need, assesses employees' abilities in relation to essential workplace skills, and targets specific gaps with training. This model has demonstrated improvements in business performance and productivity.

Another context in which the Training Group has introduced essential skills training is Aboriginal communities. Working with eight Aboriginal partners, the Training Group has developed essential skills workshops and published instructional materials to meet the needs of Aboriginal students. To date, the workshops have been piloted in six Aboriginal communities in both official languages.

Facility Needs

Douglas College's growth trajectory is such that it expects each of its campuses to exceed 100% capacity within the next two years.

Although the College has embarked upon an online and hybrid strategy for certain course offerings, it is not anticipated to significantly alleviate the projected need for additional space. A variety of other changes have been implemented to optimize space utilization, including shifting an entire faculty from the New Westminster to the Coquitlam campus, changing how and when course are scheduled, and increasing the number of courses offered during the summer semester.

As the institution continues to grow, these efforts will be enhanced and plans for additional infrastructure will become an important component of the strategic planning process. The College is considering the feasibility of constructing a new building on College property in New Westminster.

Applied Research

Douglas College has played a leading role in the recent formation of the BC Applied Research and Innovation Network, a collaboration of eleven BC colleges, one institute and Yukon College. The goal is to serve the community by addressing productivity gaps in small and medium size enterprises, encouraging social innovation with nongovernmental organizations, and generally finding ways of meeting research needs.

Applied research at Douglas College will be both self-funding and an educational opportunity for students. The preparatory work has been completed and implementation is beginning, e.g. staffing and an NSERC grant are now in place.

Human Resources

Wage compression and frozen salaries make it increasingly difficult to recruit a strong pool of candidates and results in a longer recruitment process. Douglas College is not unique – the entire sector is experiencing the same challenges.

Whereas faculty are on a provincial grid that provides equity within BC, many support staff wages at Douglas College fall behind other institutions, even within our sector. Finding ways to close this gap would help ease recruitment and retention challenges. Nonetheless, Douglas College continues to have a highly qualified and stable base of faculty, staff, and administration.

Engagement: Student, Employee and Community

Douglas College positions itself as the college of doing and discovery. It seeks to engage students internally and to connect them to the external community. This type of engagement is best modeled by employees, not simply “taught.”

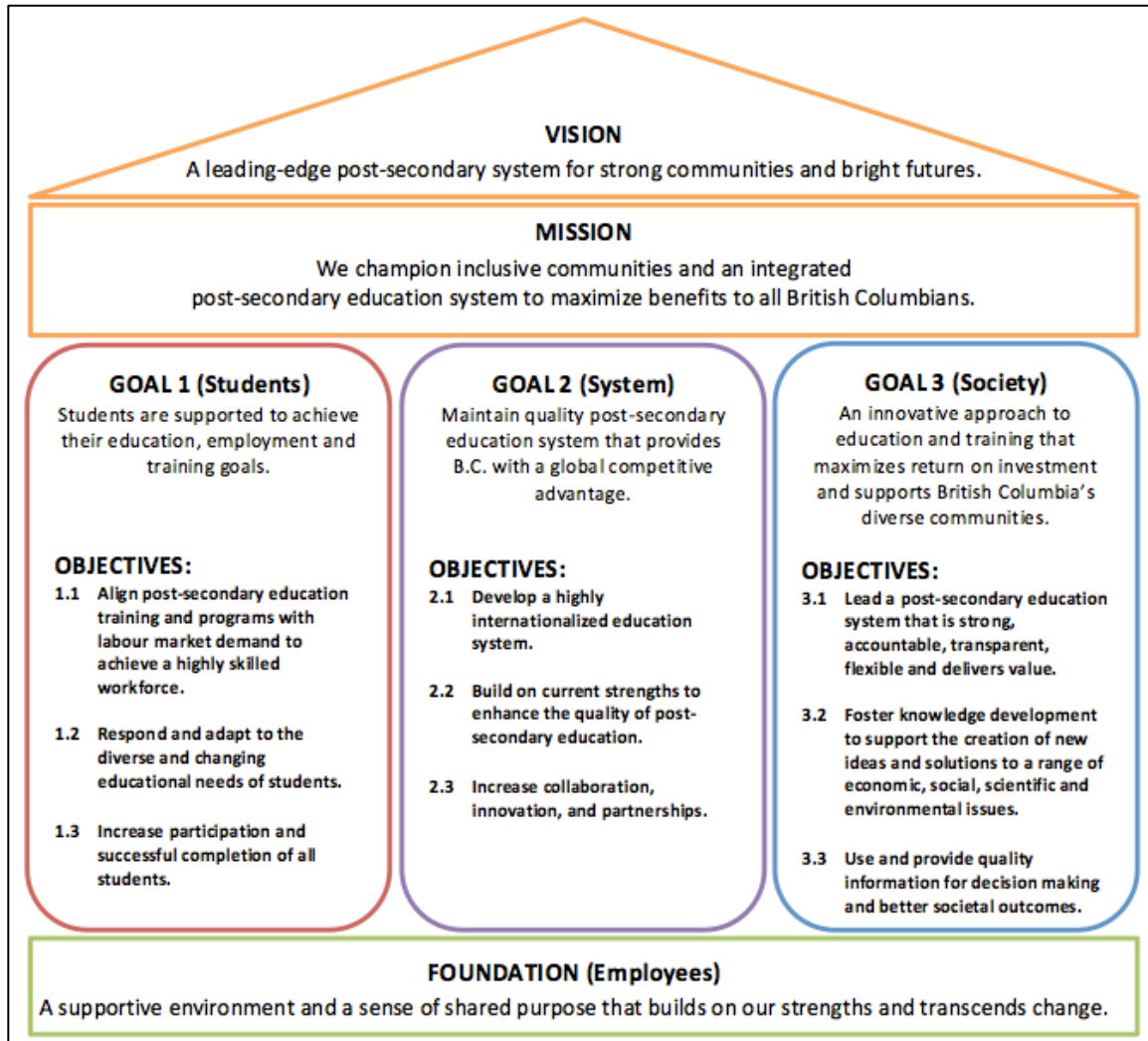
Along with the developments described above about applied research, Douglas College is fostering student leadership programs and academically-focused clubs. It is becoming more intentional in identifying and responding to needs in the community.

Objectives and Performance Management

College Objectives in Relation to Ministry Goals

The Ministry of Advanced Education's Service Plan for 2014/15 to 2016/17 articulates the goals, objectives, strategies and performance measures for its vision of a leading-edge post-secondary system in British Columbia. The Ministry's strategic framework was refined in June 2013 based on its new mandate and has three main goals with supporting objectives as depicted in Figure 2.

FIGURE 2: Strategic Framework, Ministry Service Plan 2014/15 – 2016/17



Source: <http://www.bcbudget.gov.bc.ca/2014/sp/pdf/ministry/aved.pdf> (page 10)

Objectives from Douglas College's June 2010 *Strategic Plan 2010 – 2015: Pathways to Success* that support the afore-mentioned Ministry goals are identified here. The College will be developing its next five year strategic plan in the coming months, which will lead to increased coordination with the recently refined key goals in the Ministry Service Plan. In the meantime, **the College's existing goals are reported here according to the goals and objectives in the Ministry Service Plan 2014/15 to 2016/17** to illustrate how the College currently aligns with its priorities and broader provincial initiatives. While Douglas

College is now in the final year of its current strategic plan, many of its objectives, developed over five years ago, demonstrate good alignment with current system objectives, reflecting the forward-looking nature of the college's strategic goals and objectives.

Ministry Goal 1: *Students are supported to achieve their education, employment and training goals*

Ministry Objectives	Alignment of Douglas College Objectives to Ministry 2014/15 – 2016/17 Service Plan
<p>1.1: <i>Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce</i></p> <p>1.2: <i>Respond and adapt to the diverse and changing educational needs of students</i></p>	<p>Douglas College Objective 2.2: Increase responsiveness to emerging trends</p> <p>Douglas College will respond to learner and labour market demand through:</p> <ul style="list-style-type: none"> a) Streamlining, where possible, processes for developing new programs/services b) Developing new certificates, diplomas, and post-degree credentials / programs / courses / pathways c) Developing new bachelor's degrees in areas where demand warrants d) Developing and delivering new post-baccalaureate credentials e) Developing new upgrading curriculum for professionals in the workforce f) Mandating community and cross-faculty consultation on new program development and program and service review g) Expanding Continuing Education and The Training Group offerings h) More fully integrating Continuing Education and The Training Group into College planning, professional development, student / employee recognition i) Diversifying offerings in health related areas j) Developing degree exits in select programs (degree after diploma) k) Developing, where appropriate, prior learning assessment in credit courses / programs / pathways
<p>1.3: <i>Increase participation and successful completion of all students</i></p>	<p>Douglas College Objective 6.1: Serving under-served populations</p> <p>Douglas College will actively expand services and course / program offerings to attract and serve under-served populations of learning including:</p> <ul style="list-style-type: none"> a) Aboriginal learners b) "2nd-career" and part-time learners c) "3rd-age" (post-retirement) learners d) Persons in under-served parts of the Douglas College region

Ministry Goal 2: *Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage*

Ministry Objectives	Alignment of Douglas College Objectives to Ministry 2014/15 – 2016/17 Service Plan
<p>2.1: <i>Develop a highly internationalized education system</i></p>	<p>Douglas College Objective 3.1: Internationalizing the College</p> <p>Douglas College will comprehensively internationalize its presence through:</p> <ul style="list-style-type: none"> a) Increasing the number of offshore international students studying at Douglas College b) Increasing co-teaching arrangements with off-shore institutions c) Ensuring credit students can access / participate in at least one offshore field school / study abroad opportunity (potentially extra to their credential) d) Increasing cross-cultural professional development and research collaborative opportunities for employees e) Piloting, where appropriate and demand warrants, domestic programs where the primary language of instruction is other than English f) Continuing to develop appropriate curriculum and services g) Exploring expansion of international partnerships both off-shore and with international institutions at Douglas College h) Expanding PLAR assessments of off-shore credentials and learning as appropriate for entrance and/or advanced standing in Douglas College courses, programs, and pathways i) Continually assessing services and campus life programming to ensure they reflect international perspectives <p>Douglas College Objective 3.2: Expand service to new Canadians / “Foreign-trained professionals”</p> <p>Douglas College will enhance services to new Canadians through:</p> <ul style="list-style-type: none"> a) Developing prior learning pathways to entry to Douglas College Credit programs b) Expanding community outreach collaborations c) Working with community organizations to better serve the needs of newcomers to Canada
<p>2.3: <i>Increase collaboration, innovation, and partnerships</i></p>	<p>Douglas College Objective 1.2: Expand institutional / system partnerships</p> <p>Douglas College will be a leader in system collaboration with other post-secondary institutions through:</p> <ul style="list-style-type: none"> a) Continuing to explore ways to collaborate with other BC Colleges b) Expanding collaborative opportunities / partnerships with research universities and teaching universities c) Forming partnerships with municipalities to explore expansion opportunities of physical plant / campuses d) Developing, where appropriate, professional development partnerships with community organizations

Ministry Goal 3: *An innovative approach to education and training that maximizes return on investment and supports British Columbia's diverse communities*

Ministry Objectives	Alignment of Douglas College Objectives to Ministry 2014/15 – 2016/17 Service Plan
<p>3.1: <i>Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value</i></p> <p>3.2: <i>Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues</i></p>	<p>Douglas College Objective 2.1: Provide excellence in program and course delivery</p> <p>Douglas College will ensure excellence in program and course delivery through:</p> <ul style="list-style-type: none"> a) Implementing periodic and scheduled program review b) Developing fair and meaningful systems and processes for evaluating all instruction and courses c) Enhancing professional development opportunities in contemporary pedagogies d) Enhancing the capacity of Douglas College faculty and students to engage in innovation and knowledge development e) Enhancing recognition of teaching excellence and of scholarly and professional achievements

Performance Measures, Target and Results

In addition to the above Service Plan objectives, the Ministry of Advanced Education has established some performance measures for the postsecondary system as described in the *Accountability Framework and Standards Manual, 2013/14*. Some measures in this manual are not applicable to Douglas College and, as such, only those measures which are applicable to Douglas College are reported.

The performance targets are those specified by the Ministry of Advanced Education for Douglas College. The numbering in this section corresponds to the numbering and categorization of the measures in the provincial manual. **The assessment of whether the performance target was achieved is according to Ministry criteria, e.g. "Substantially achieved" means the actual performance was 90% to 99% of target and "Exceeded" means having achieved 110% 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 representation.

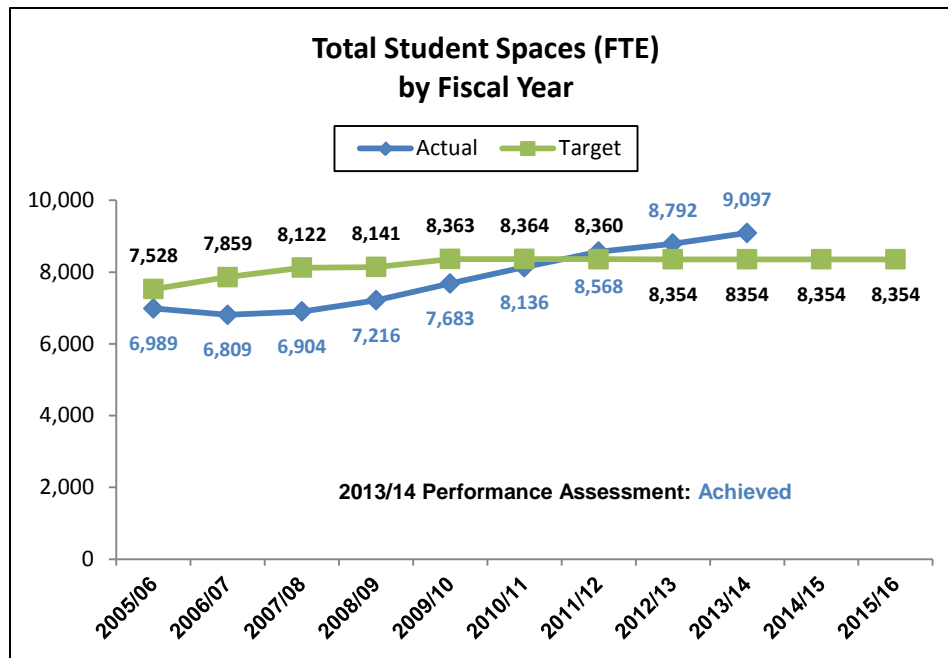
Some measures are influenced by external conditions and are only loosely correlated with institutional actions. Some initiatives take several years to implement.

1. Student Spaces

Ministry Objective: Capacity

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

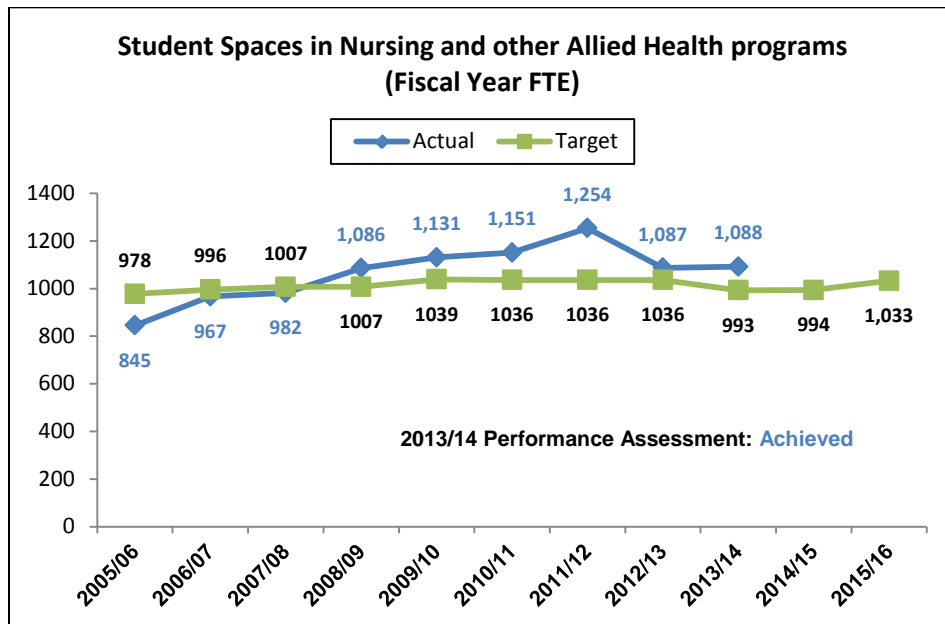
1. Total student spaces



Performance Context:

Our enrolment continues to grow. Although the College has now achieved its enrolment target, it continues to introduce new programs, with degrees in applied areas and post-degree diploma programs being particularly noteworthy.

1.a Student spaces in Nursing and allied health programs

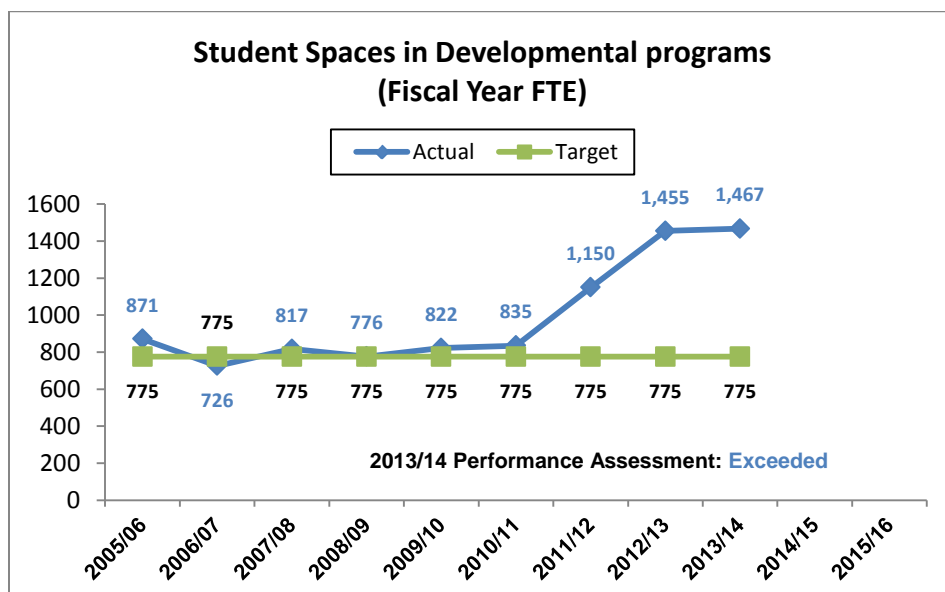


Performance Context:

Since 2008/09 Douglas College has achieved or exceeded targets for Nursing and other allied health programs. The notable increase in 2011/12 is attributed to one-time contracts in 2012 with BC Health Authorities to deliver mental health training to LPNs.

1.b Student spaces in Developmental programs

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



Performance Context:

Increases over the past two years arise from additional contracts to deliver English Language Services for Adults (ELSA) and to increases in English as a Second Language (ESL) courses. It is expected that the number of FTEs produced in the upcoming years will align more closely with the target—meeting the target but not exceeding it—due to two recent changes.

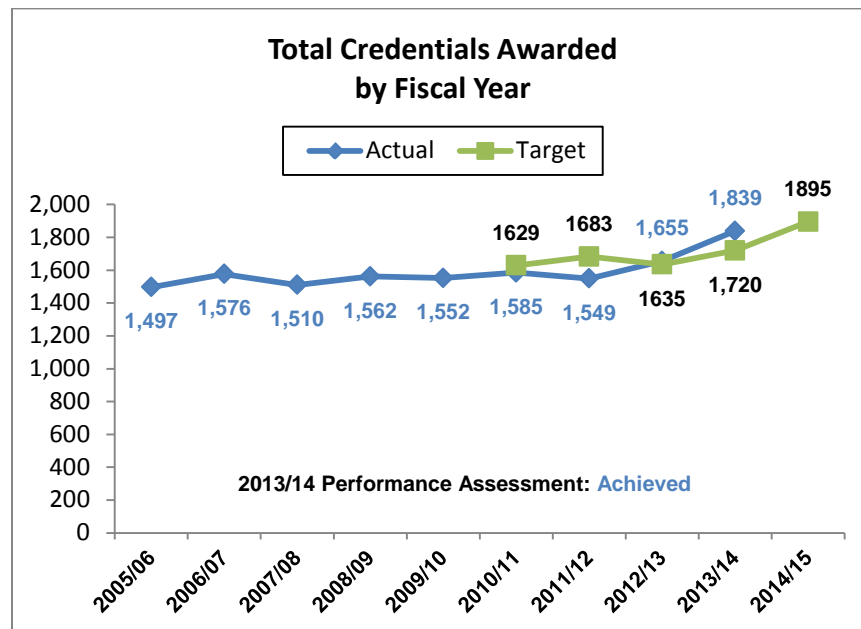
First, following a review of developmental courses, the College decided to realign its course offerings in English upgrading and ESL to focus on intermediate and higher level courses that prepare students for post-secondary education. This shift in focus was accompanied by a reduction in lower level courses.

Second, funding for domestic ESL was recently shifted to a grant-based process through Citizenship and Immigration Canada. The College was successful in obtaining funding for low-level ESL for settlement and occupational purposes, but was unsuccessful in obtaining funds for high-level ESL courses for academic purposes.

2. Credentials Awarded

Ministry Objective: Capacity

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



Credential targets were introduced as of 2010/11.

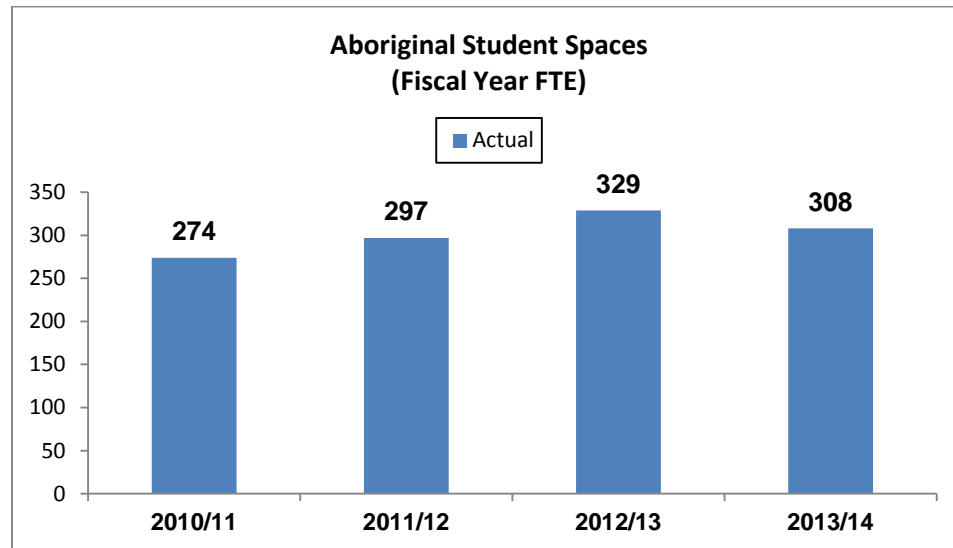
Performance Context:

This is a useful measure in certain Douglas College programs, but less useful in university transfer programs where students can successfully leave without completing a credential.

3. *Aboriginal student spaces*

Ministry Objective: Access

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



Performance Context:

This measure was added by the Ministry in 2011/12 as a descriptive measure. Results are based on the previous fiscal year. This is a non-assessed performance.

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
2009/10 Actual:	
Diploma, assoc. degree, and certificate	93.2%
Baccalaureate graduates	89.1%
2010/11 Actual:	
Diploma, assoc. degree, and certificate	92.1%
Baccalaureate graduates	95.5%
2011/12 Actual:	
Diploma, assoc. degree, and certificate	92.7%
Baccalaureate graduates	91.6%
2012/13 Actual:	
<i>Diploma, assoc. degree, and certificate</i>	<i>93.8%</i>
<i>Baccalaureate graduates</i>	<i>98.6%</i>
2013/14 Target:	
<i>Diploma, assoc. degree, and certificate</i>	<i>≥90%</i>
<i>Baccalaureate graduates</i>	<i>≥90%</i>
2013/14 Actual:	
<i>Diploma, assoc. degree, and certificate</i>	<i>91.8% (plus or minus 1.3%)</i>
<i>Baccalaureate graduates</i>	<i>92.7% (plus or minus 3.0%)</i>
<i>Diploma, assoc. degree, and certificate</i>	<i>Achieved</i>
<i>Baccalaureate graduates</i>	<i>Achieved</i>
2014/15 Target	≥90%

Performance Context:

Both non-degree and baccalaureate degree graduates are satisfied with their educational experiences at Douglas College. The number of baccalaureate graduates at Douglas College is small, although growing, and is currently concentrated in the Health Sciences.

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)
2006/07 Actual	81.9% *
2007/08 Actual	85.9% *
2008/09 Actual	82.9% *
2009/10 Actual	96.6%
2010/11 Actual	96.5%
2011/12 Actual	95.7%
2012/13 Actual	97.9%
2013/14 Target	≥ 90%
2013/14 Actual	95.2% (plus or minus 1.0%)
Performance Assessment	Achieved
2014/15 Target	≥ 90%

* The increase in the 2009/10 ratings for sub-baccalaureate former students reflects a change in the Ministry's calculation of this measure and is not comparable with previous years.

Baccalaureate (on a four point scale):

Quality of Instruction	Very Good or Good
2009/10 Actual	85.5%
2010/11 Actual	87.9%
2011/12 Actual	84.8%
2012/13 Actual	98.6%
2013/14 Target	≥ 90%
2013/14 Actual	91.4% (plus or minus 3.2%)
Performance Assessment	Achieved
2014/15 Target	≥ 90%

Performance Context:

Survey data fluctuates annually, and reflects what happened at the institution over the entire period the respondent was enrolled, not just in the previous year.

Although the overview numbers are informative, we find these data more helpful at the program level than at the institutional level. The institutional measure is affected by program mix, the location of the institution (whether students have viable alternatives for enrolment), and the nature of the clientele served.

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 (on a five point scale):

	2012/13 Actual	2013/14 Actual	+/-
Written communication	72.3%	71.7%	2.3%
Oral communication	69.9%	67.3%	2.5%
Group collaboration	78.8%	75.6%	2.1%
Critical analysis	79.8%	78.8%	2.0%
Problem resolution	73.3%	69.8%	2.3%
Learn on your own	79.3%	76.0%	2.1%
Reading and comprehension	82.7%	78.4%	2.0%
Average	76.6%	74.0%	2.2%
Target:		≥ 85.0%	
Performance Assessment		Not achieved	

Target for next three years: ≥ 85%

Baccalaureate (on a four point scale):

	2012/13 Actual	2013/14 Actual	+/-
Written communication	88.2%	86.0%	4.0%
Oral communication	89.7%	84.7%	4.1%
Group collaboration	91.1%	95.3%	2.4%
Critical analysis	93.8%	89.3%	3.5%
Problem resolution	89.7%	81.2%	4.5%
Learn on your own	85.6%	93.3%	2.8%
Reading and comprehension	90.9%	91.3%	3.2%
Average	90.0%	88.7%	3.6%
Target:		≥ 85.0%	
Performance Assessment		Achieved	

Target for next three years: ≥ 85%

Performance Context:

These are especially useful data at the program level to help identify areas of relative strength and weakness.

The measures for the diploma, associate degree and certificate students exclude the midpoint of the five point scale, i.e. respondents who considered themselves “adequately” prepared are excluded. The target for this group of students therefore

represents a high standard. (The use of different scales across different outcomes surveys also helps explain the apparent high performance of baccalaureate programs compared to diploma and certificate programs.)

Non-degree students' perceptions that their education program helped them develop skills declined slightly from the previous year. Douglas College has maintained very similar ratings on this performance measure for many years, although this score is the lower than the previous two years. The decline is difficult to interpret, as the associate degree, diploma, and certificate programs that students were registered in have not undergone any revisions to reduce skills development. However, as this is a measure of *perception* of skills development, it is possible that students' perceptions are affected by relative comparisons between students in non-degree and degree level programs.

As new degree programs have been added, students in non-degree programs may perceive their level of skill development as less advanced than the skill levels of students in degree programs. In contrast, baccalaureate students—whose only sources of comparison are non-degree students—perceive their skills development favourably.

Regardless of the cause of the decline in students' perception of their skills development, the College recognizes that the relatively low scores on this performance measure should be addressed. Further exploration of the data is expected to reveal which programs are responsible for the low scores. The College can then take measures to (a) increase students' awareness of their skills development in these programs and (b) add instruction and assignments to develop specific skills as required. In addition, the College has acquired the ability to assess students' skills when they complete their programs of study and provide them with feedback about their performance relative to other students who have completed similar programs. This test is one of the services provided in the Student Employment Centre. The results are presented to students in a format that they can share with potential employers. The College is currently offering this service for a nominal fee to cover direct costs.

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

Ministry Objective: Relevance

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

Usefulness of knowledge and skills in performing job	Somewhat or Very Useful
2005 /06Actual	65.8%
2006/07 Actual	64.9%
2007 /08Actual	68.8%
2008/09 Actual	65.8%
2009/10 Actual	
Diploma, assoc. degree, and certificate	78.7%
Baccalaureate graduates	94.3%
2010/11 Actual	
Diploma, assoc. degree, and certificate	75.2%
Baccalaureate graduates	97.0%
2011/12 Actual	
Diploma, assoc. degree, and certificate	80.5%
Baccalaureate graduates	95.3%
2012/13 Actual	
Diploma, assoc. degree, and certificate	80.9%
Baccalaureate graduates	97.2%
2013/14 Target	
Diploma, assoc. degree, and certificate	≥ 90%
Baccalaureate graduates	≥ 90%
2013/14 Actual	
Diploma, assoc. degree, and certificate	78.8% (plus or minus 3.4%)
Baccalaureate graduates	97.2% (plus or minus 1.9%)
Performance Assessment	
Diploma, assoc. degree, and certificate	Substantially achieved
Baccalaureate graduates	Exceeded
2014/15 Target	≥ 90%

Performance Context:

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 the many of the skills needed for career advancement, but are less obviously useful to former students in entry level positions.

8. Unemployment Rate

Ministry Objective: Relevance

Percentage of bachelor degree, diploma, associate degree and certificates 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	
2006/07 Actual	4.9%
2007/08 Actual	6.1%
2008/09 Actual	6.9%
2009/10 Actual	
Diploma, assoc. degree, and certificate	7.0%
Baccalaureate graduates	0.0%
2010/11 Actual	
Diploma, assoc. degree, and certificate	7.0%
Baccalaureate graduates	0.0%
2011/12 Actual	
Diploma, assoc. degree, and certificate	8.6%
Baccalaureate graduates	0.9%
2012/13 Actual	
Diploma, assoc. degree, and certificate	9.3%
Baccalaureate graduates	0.7%
2013/14 Target	
Diploma, assoc. degree, and certificate	TBD
Baccalaureate graduates	TBD
2013/14 Actual	
Diploma, assoc. degree, and certificate	11.5% (plus or minus 2.4%)
Baccalaureate graduates	1.4% (plus or minus 1.3%)
Performance Assessment	
Diploma, assoc. degree, and certificate	Achieved
Baccalaureate graduates	Exceeded

Performance Context:

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

Finances

Summary Financial Report, 2013/14

The Audited Financial Statement for Douglas College is posted at:

<http://www.douglascollege.ca/~media/87C5FF0557394A9AA69EEDF24E14F65F.ashx>