



Institution Accountability Plan and Report 2016/17 Reporting Cycle

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

July 14, 2017



DOUGLAS COLLEGE

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

Dear Minister:

Accountability Plan and Report – 2016/17 Reporting Cycle

Attached is the *Douglas College Accountability Plan and Report* for 2016/2017. The report was prepared in accordance with the Budget Transparency and Accountability Act, providing the Ministry and the public with a comprehensive overview of the College's current state and future directions. The content was drawn from a variety of Ministry and Douglas College documents, including the College's Strategic Plan.

As described in the report, Douglas College has grown steadily and significantly over the last eight years. The College offers a range of applied programs at the certificate, diploma, degree, and post-degree level, as well as upgrading courses and university transfer courses and programs. The College's program mix and curricular structure are cost-effective and well-aligned with labour market needs, as required by the *Skills for Jobs Blueprint*.

Based on 2016/2017 performance measures, Douglas College has exceeded or achieved most targets. Three measures were substantially achieved: total student spaces, Aboriginal student spaces, and former diploma, associate degree, and certificate students' perceptions of their knowledge and skills in the performance of their jobs. One measure (i.e., student spaces in developmental programs) was not achieved. This outcome stemmed from a change in federal funding for developmental ESL programs. Offsetting the decrease in developmental student spaces, the College experienced a significant increase in student spaces in nursing and other allied health programs. The College also reported increases in the quality of students' educational experience compared to the previous year.

The success of graduates is the predominate goal of the Douglas College Board and administration. The College's Strategic Plan for 2015-2020 focuses on enhancing the quality of programs and services and on providing an exceptional educational experience for students. The College is deeply committed to providing high quality education that meets the needs of students, employers, and government. To that end, all of our programs are subject to regular reviews with evaluative feedback provided by external experts. In addition, our applied programs are monitored to ensure graduates are well prepared to enter their chosen profession, which in many cases involves successful performance on a licensing exam.

Douglas College recognizes that the world is rapidly changing and post-secondary education must keep pace. The College administration and Board are vigilant and responsive, working hard to serve the public interest and the interests of our students. We trust that this document will provide you with the information you need to plan and to inform your decisions. We look forward to continuing to work with you and your staff to strengthen the College and the post-secondary system.

Sincerely,



Shelley Williams
Board Chair, Douglas College



Kathy Denton
President, Douglas College

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Strategic Direction and Context

Strategic Direction

Institutional Overview

Campuses

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

Douglas College owns land across the street from the existing New Westminster campus. Due to unprecedented growth in enrolments over the past seven years, the College is developing plans to lease and to renovate space to address immediate needs, and to construct a new building to accommodate student demand for applied programs over the next 10-15 years.

Programs

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

Douglas College is committed to delivering high-quality 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 recently received international accreditation from the Association of Collegiate Business Schools and Programs (ACBSP) by meeting its rigorous educational standards. In addition to meeting the standards set by accreditation bodies, some Douglas College programs have been recognized for superior student outcomes on national licensing exams (e.g., Nursing and Veterinary Technology).

University transfer offerings in Arts, Sciences, and Business and applied programs in Health and Human Services represent the largest areas of study available at Douglas College. The focus in the Fine Arts is on

performing arts, primarily theatre and music. Douglas College offers a Bachelor in Performing Arts in partnership with Capilano University. This unique program not only provides advanced training in performing arts, but prepares students to manage the business side of arts and entertainment.

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

Partnerships

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

Douglas has recently renewed its agreement with SUIBE for another seven years. Douglas College will conclude its relationship with HUST in June 2017 when the last cohort of students to receive a Douglas College credential is expected to graduate.

Enrolment and Demographics

In response to student and labour market demand, Douglas College experienced rapid growth from 2010 to 2014 making it the largest college and seventh-largest provider of advanced education in British Columbia, serving over 24,000 students each year (i.e., over 16,000 credit students and 8,000 non-credit students enrolling in one or more semesters). Approximately 12,000 credit students enroll in each of the Fall and Winter semesters and 6,000 in the Summer semester. Although domestic enrolments were flat this past year, enrolments for Summer 2017 are encouraging. The number of domestic enrolments have increased 3% over the previous summer. For many years, Douglas College has experienced sustained and steady growth in international student enrolments, with over 90 countries represented. International students now represent 19.6% of annual credit course registrations.

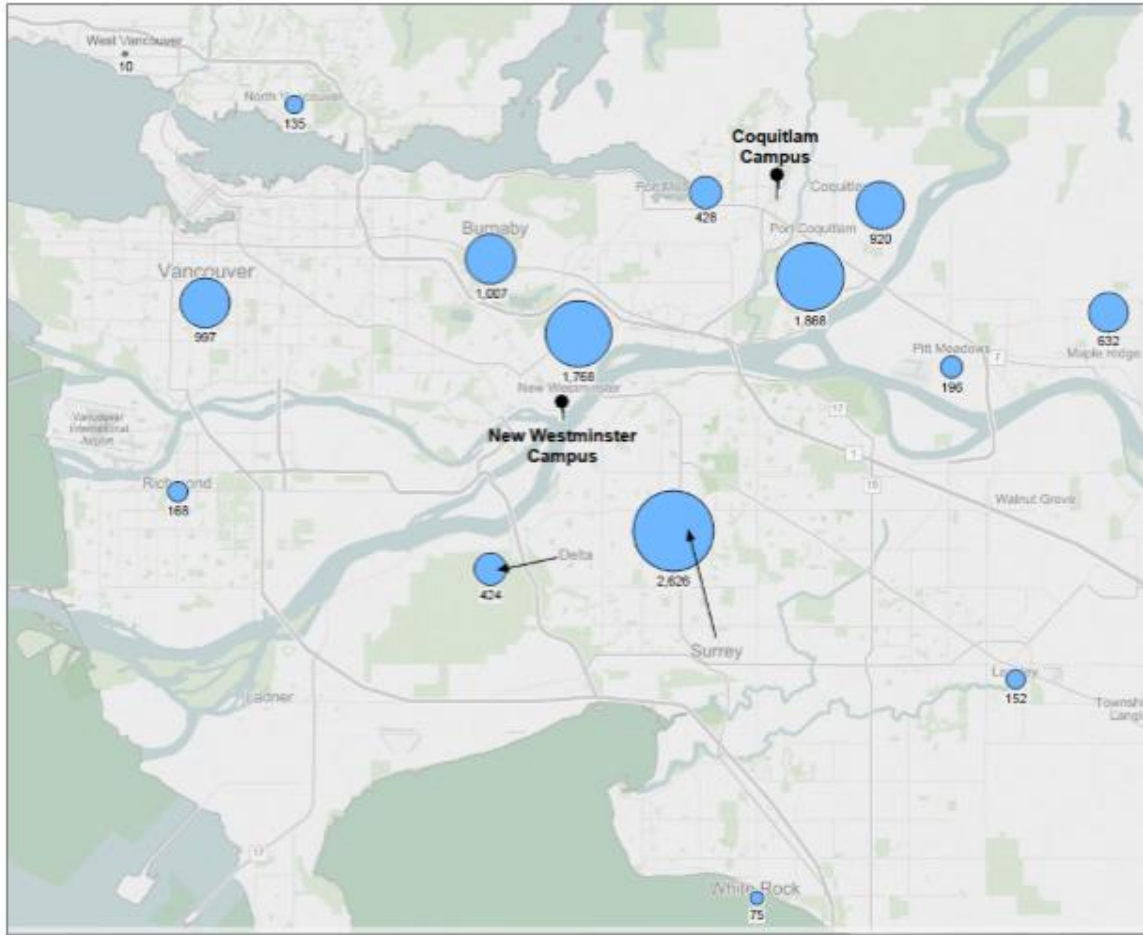
When part-time and full-time students are translated into full-time equivalent students (FTE), Douglas College serves just over 10,000 FTE students annually. Of those 10,000 FTE, 7,100 FTEs are domestic students in credit programs that the provincial government funds. The remainder are international students (1,900 FTE), who pay the full cost of their education through international tuition fees, and non-credit students (1,000 FTE), who pay the full cost of continuing educational programs or receive training through the College's Training Group. The Training Group is a self-funded contract training branch that serves the private and public sector.

FTE Enrolment (Including International, CE, and Contract Training)
Fiscal Years 2015/16 and 2016/17

	<u>2015/16</u>	<u>2016/17</u>
Business*	373	369
Health and human services*	1,686	1,596
Performing arts*	192	204
Science*	596	590
University transfer programs	4,420	4,479
Developmental programs	465	375
Training Group	453	479
Subtotal: Countable towards Ministry target	8,185	8,092
International education	1,658	1,943
Total	9,843	10,035

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

Douglas College Students by City of Residence*, Academic Year 2014/15



* 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. Also, excludes Off-shore international students, and 374 Domestic and On-shore international students with un-map able addresses, i.e. outside of BC, etc. Mission = 53, Abbotsford= 74.

Approximately 60% of Douglas College's students come from the Douglas region (i.e., the Tri-Cities, Burnaby, and New Westminster) and 40% come from outside the region, most notably Surrey. Indeed, at 23%, Surrey is now the municipality where the greatest number of Douglas College students reside. Reflecting the rapidly growing, suburban population it serves, Douglas College students are relatively young, with 56% under the age of 25. The fastest growing age demographic of Douglas students is the 18–21-year-old group, which grew by 9% over the past three years.

Since its inception, Douglas College has made credit courses very accessible to part-time students. Of the approximately 12,000 students Douglas serves in each of the Fall and Winter semesters, approximately 2/3 of the students are part-time and 1/3 of the students are full-time, with many of the part-time students typically enrolled in three courses.

Over the past several years, with the rapid development of applied programs that target baccalaureate degree graduates, Douglas has attracted a greater proportion of students who have already earned a Bachelors degree (12% in 2014 vs. 4% in 2010).

Employees

Douglas College employs approximately 2,000 individuals to support all of its operations including credit, continuing education, and contact training activities (PSEA Fiscal Year 2016/17 data). To support credit activities, the College employs 900 faculty, 700 staff, and 100 administrators. The average age of faculty and staff and the age distributions for both groups have remained constant over the past five years, indicating a healthy balance between older, experienced employees and those just starting their careers in post-secondary education.

College Strengths

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

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

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

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

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

Mission and Vision

College Mission

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

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

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

College Vision

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

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

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

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

Strategic Context

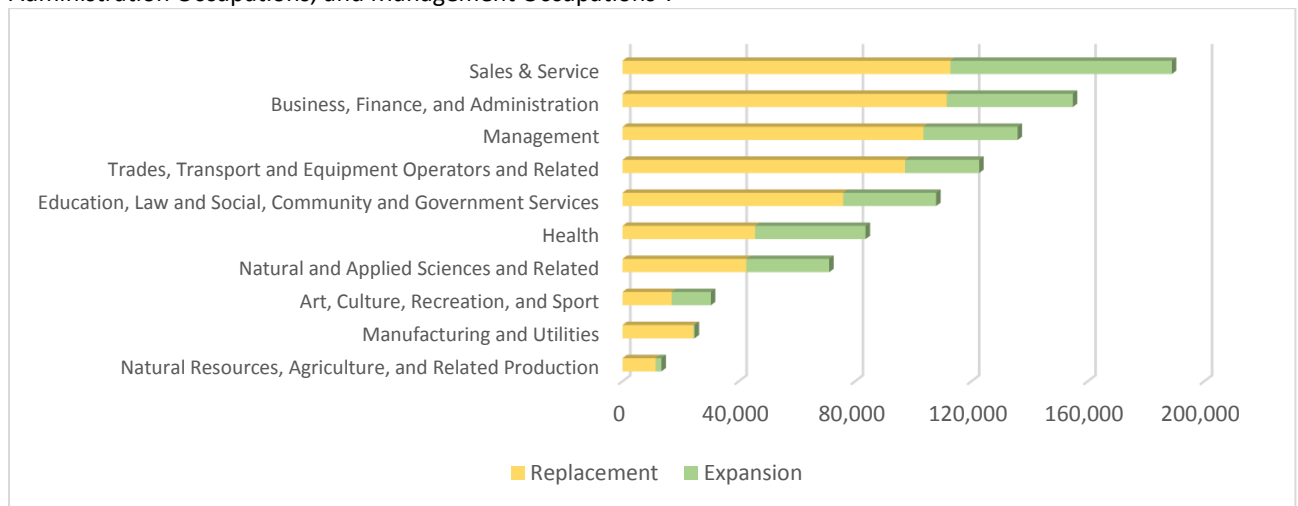
This section describes the environment in which Douglas College operates, presenting an overview for the general public of the main issues that impact or influence the management of the College. External and internal environmental factors will be addressed in turn. Note that the section dealing with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

External Environment

Economic Factors

Labour force demand trends continue to be important considerations in the College's curricular strategy. By 2025, 78% of BC's labour force will need some level of post-secondary education, compared to 70% at present¹. Of the 934,000 projected job openings, 335,000 will require a university degree and/or significant work experience while 388,000 will require College education or Apprenticeship Training.

This outlook emphasizes that job growth will not be uniform across all sectors or all occupations and that significant openings are anticipated in Sales and Service Occupations, Business, Finance, and Administration Occupations, and Management Occupations¹.



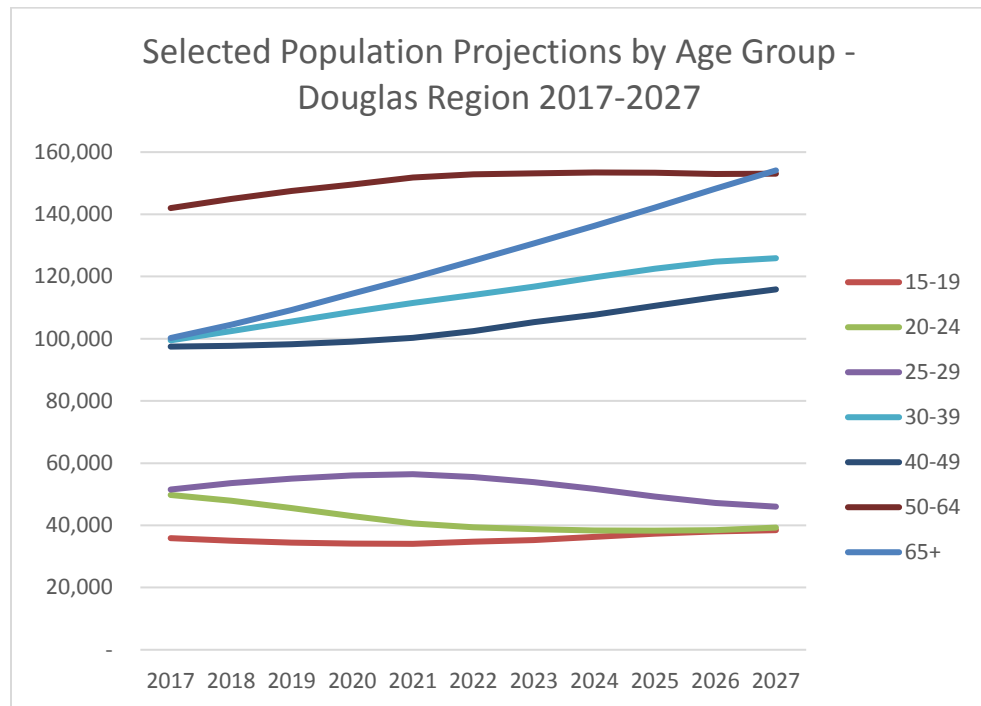
Of the top 10 opportunity occupations mentioned in the report requiring either a University Degree or College Education/Apprenticeship Training, Douglas currently provides full or partial credentials for 9 of these occupations and is in the process of developing additional programs.

Demographics

Last year, using population projections provided by BC Stats P.E.O.P.L.E. 2016, the age demographics of Douglas College students, and the percentage of Douglas students who come from each municipality, we estimated the effect of demographic changes in the surrounding municipalities (those that supply the

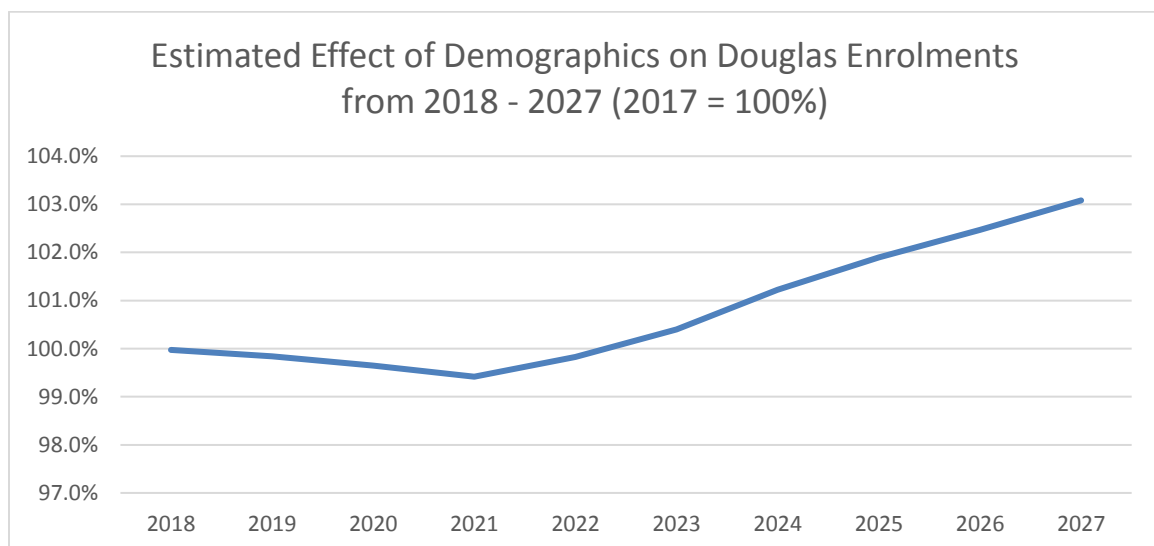
¹ British Columbia 2025 Labour Market Outlook, pg. 12. Data from Figure 10, pg.16.
<https://www.workbc.ca/getmedia/00de3b15-0551-4f70-9e6b-23ffb6c9cb86/LabourMarketOutlook.aspx>

majority of Douglas College's students) over the next five to ten years in order to inform changes in demand for programming at the College.



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

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



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

Internationalization

As discussed in the BC Jobs Plan, the government has set a goal of increasing the number of international students by 50% over four years. This will translate into an additional 47,000 students living and studying in the Province². Douglas College's leadership and on-going achievements in international education demonstrate direct alignment with the BC Jobs Plan.

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

Consistent with the BC Jobs Plan, international enrolment has more than doubled at Douglas College in recent years and now stands at over 1,800 FTEs for the fiscal year, with students coming from 90 different countries. As Douglas continues to increase international enrolments, the College will be considering questions of optimal size and appropriate proportions of international students.

Although international enrolments have grown at a compound annual growth rate of greater than 10% over the past several years, the College maintains high recruiting standards ensuring that the international students who come to the College have the skills 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.

External factors that could affect future growth in international enrolments include increased competition from peer institutions, changes to regulations allowing international students to apply for temporary work permits, and global economic factors including currency fluctuations.

Internal Environment

As previously mentioned, Douglas College experienced extremely rapid growth from 2010–2014, and has continued to increase international student enrolments. The growth was supported by all of the following: enhanced program development and revision, improved international student recruitment, and increased operational efficiencies. As a consequence of the growth, and associated increases in international tuition revenues, Douglas is in a strong financial position relative to its peers, which has enabled the College to support improvements to programs and student services.

Facilities

One drawback of the growth in enrolments is that the College is at capacity for daytime programming with only limited classroom space available in the evenings and weekends. A variety of changes have been implemented in recent years to optimize space utilization, including shifting an entire Faculty from

² BC Jobs Plan. <http://www.bccjobsplan.ca/wp-content/uploads/BC-Jobs-Plan-PDF.pdf>

the New Westminster to the Coquitlam campus, changing how and when courses are scheduled, increasing the number of courses offered on-line and partially on-line, and increasing the number of courses offered during the Summer semester. To gauge the effectiveness of these initiatives, an external review of the College's space utilization was conducted at the Board's behest. The review characterized Douglas as an exemplar with respect to space utilization, showing high utilization numbers evenly distributed throughout the week.

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

Given projected space needs over the medium term, the College Board and senior management have completed the development of a campus master plan and planning guide. Research conducted during the process of developing the campus master plan revealed that the New Westminster campus has a shortage of instructional, student and academic support, and office space, which amounts to approximately 40% less than allowable based upon ministry guidelines and student FTE. In recognition of the need for additional space, the College administration evaluated a set of 26 potential leasing, building, and renovating modules. Each module was reviewed separately and in combination with other modules, with consideration of the overall effect on the College's space, finances, risk profile, and other benefits. From these analyses, an optimal solution was approved by the Board, which will enable Douglas College to meet existing needs and accommodate planned growth for 10-15 years. That solution involves four modules: one leasing, one building, two renovating. (Note that a parcel of land will be preserved to allow a standalone student housing module to be constructed and operated by a partner in the future). It is envisioned that the four modules will be implemented in overlapping phases during the next five years.

The first phase involves leasing space in close proximity to the New Westminster campus. The second phase involves renovating the south building of the New Westminster campus to provide a combined student services centre and additional student support space. The third phase involves constructing a building across the street from the New Westminster campus. Finally, the fourth phase involves renovating the north building at the New Westminster Campus to provide additional athletics space. Jointly, these four modules will meet immediate space needs and provide space for planned growth until 2025/26.

Human Resources

Wage compression and a lengthy salary freeze make it increasingly difficult to recruit candidates for some key positions, which has resulted in longer recruitment processes and underscores the need to develop internal candidates. In response, Douglas offers employees leadership training programs and other professional development opportunities.

Douglas College shares many of the same recruitment challenges as other post-secondary institutions. However, Douglas College also faces some distinctive challenges due to the high cost of living in the region (making it difficult to attract people from outside Metro Vancouver) and due to salary caps and grids, especially among BCGEU staff and senior administrators, including Deans and Directors.

Whereas faculty are on a provincial grid that provides equity within BC, the wages of support staff and administrators at Douglas College are falling behind those of other comparable institutions in our geographic region, such as Kwantlen Polytechnic University, which used to be part of Douglas College and remains similar in many respects, including size. 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.

Performance Plan

Goals and Objectives

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

THEME #1: INSPIRING and RELEVANT

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

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

THEME #2: GROUNDED and FLEXIBLE

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

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

THEME #3: PRACTICAL and APPLIED

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

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

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

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

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

Performance Measures, Targets, and Results

The Ministry of Advanced Education has established objectives and performance measures for the post-secondary system in the *Accountability Framework Standards Manual and Guidelines, 2015/16*. The section numbers below refer to the numbering and categorization of the measures in the Provincial manual. The performance targets identified for the measures reported in sections 1-8, were provided to Douglas College by the Ministry of Advanced Education. In addition to these measures, Douglas College has submitted performance data related to international students in section 9.

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

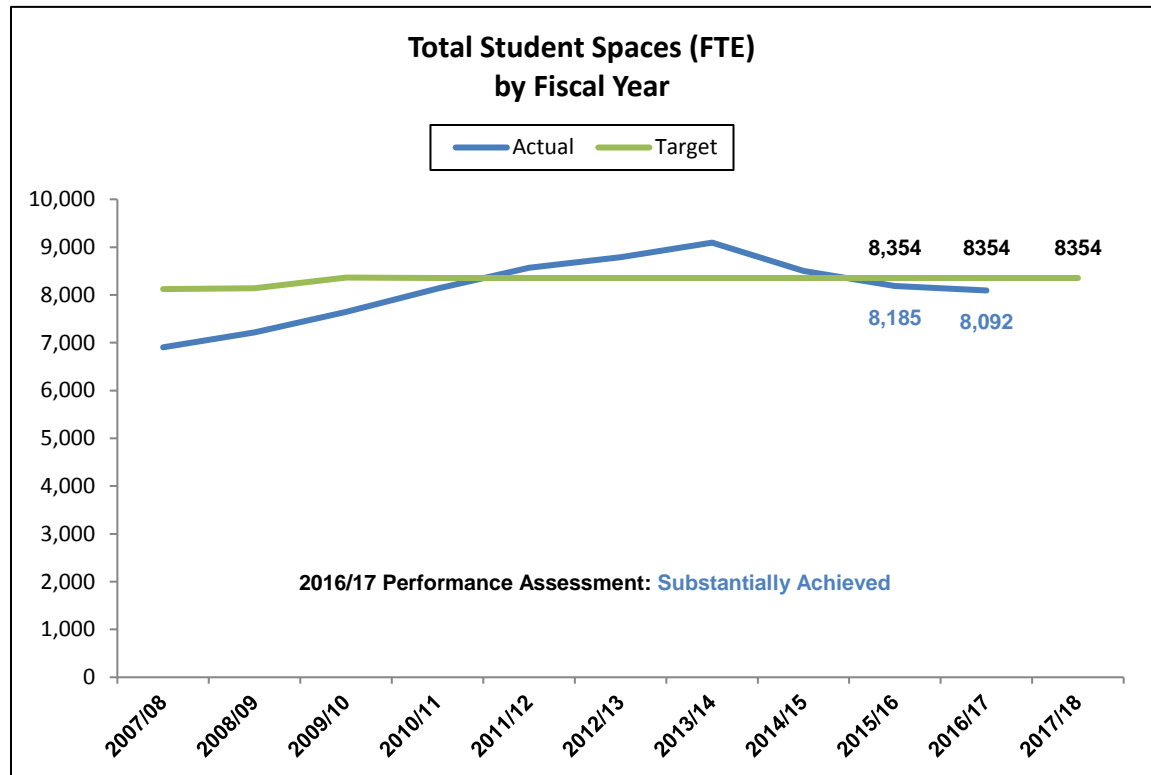
Some measures are influenced by external conditions and therefore should be interpreted with that in mind. In addition, for some measures, performance improvements may take several years to demonstrate due to the nature of the intervention used to induce improvements or due to the type of measure used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

1. Student Spaces

Ministry Objective: Capacity

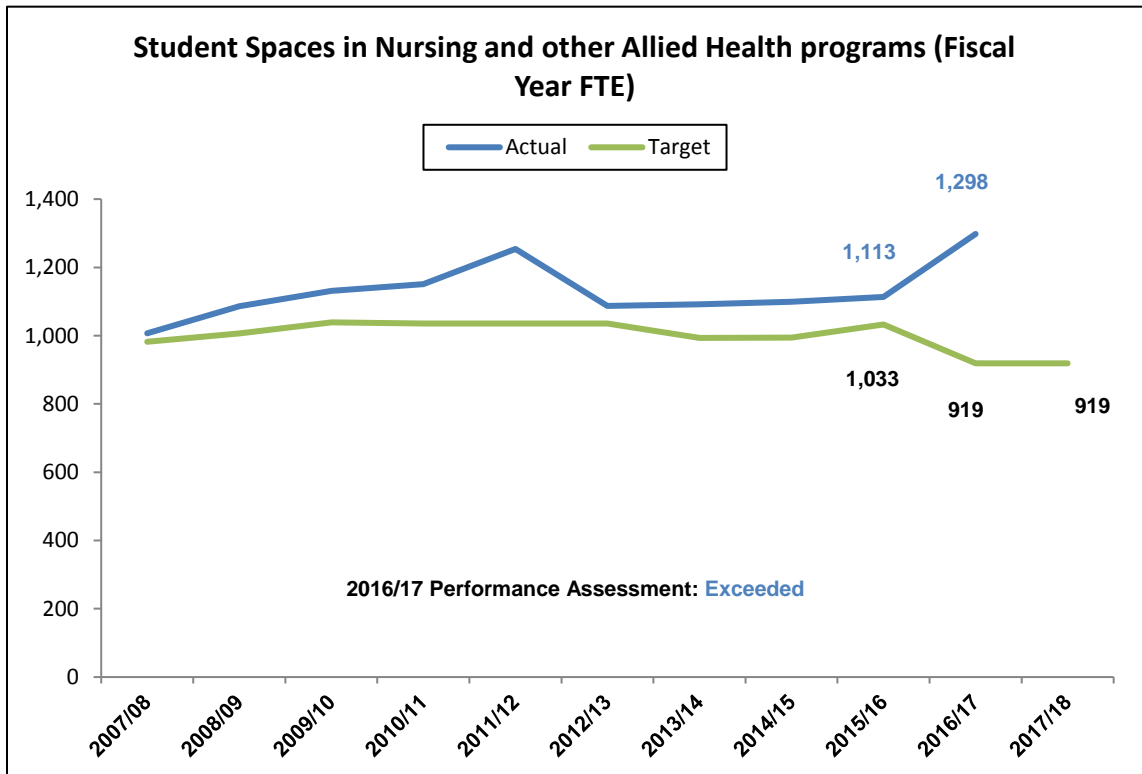
Number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas.

1. Total student spaces



*Last year represents the third year of declining domestic enrolments after six years of strong growth. The decline of 316 FTE from 2014/15 to 2015/16 was largely due to reductions in ESL activities, which were expected due to changes in ESL funding models and a reduction in contract training activities.

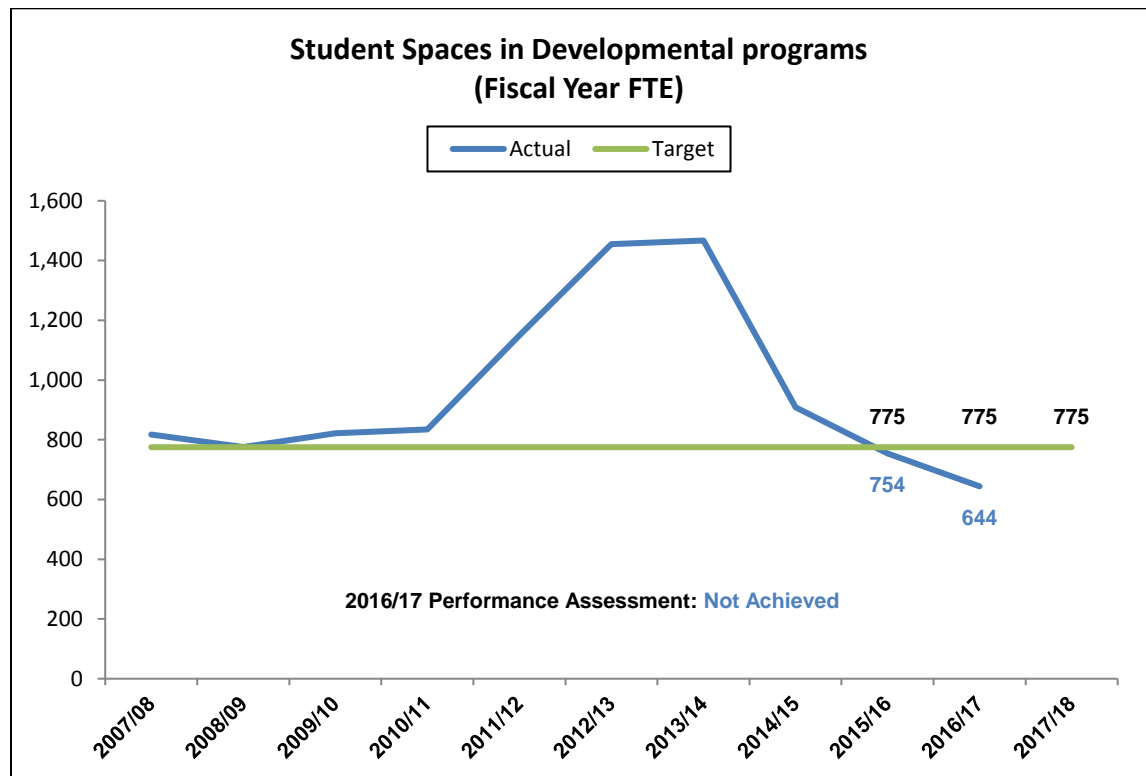
1.a Student Spaces in Nursing and Allied Health Programs



Since 2008/09 Douglas College has achieved or exceeded targets for nursing and allied health programs. Note that the peak in performance in 2011/12 was caused by one-time-only contracts with BC Health Authorities to deliver mental health training to LPNs. The increase in performance from 2013/14 to 2015/2016 was caused by a revision to the Bachelor of Science in Nursing (BSN) program. The program changed from a four-year cohort structure to a 1+3 year program that required students to complete an Certificate of Academic Foundations (Nursing) to qualify for admission into the final three years of a nursing program. This change in structure significantly improved student outcomes and reduced program attrition. The subsequent peak in performance in 2016/2017 was caused by a change in FTE counting to allow courses completed as part of the Certificate in Academic Foundations (Nursing) to be included in this measure.

1.b Student Spaces in Developmental Programs

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



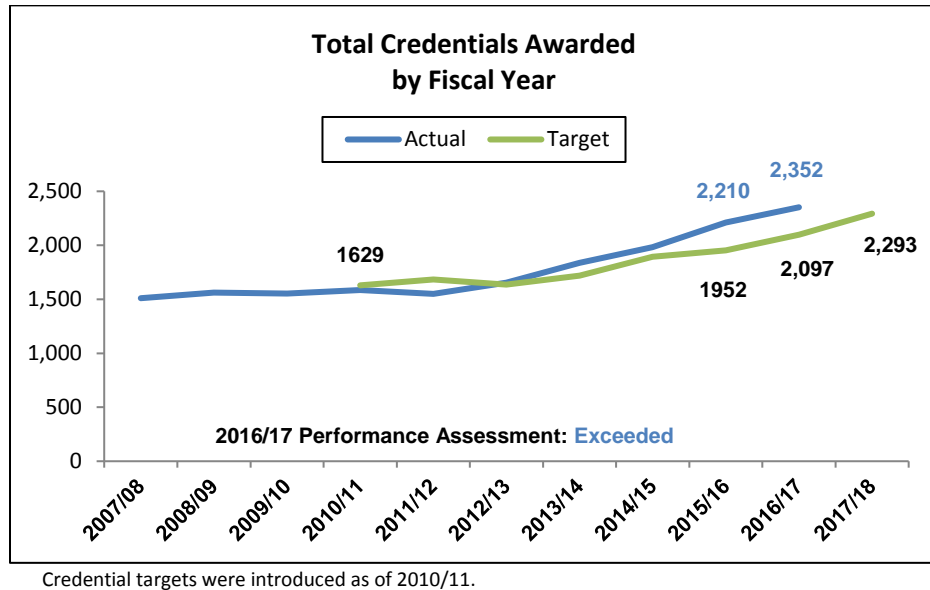
Increases from 2010/11 to 2013/14 were the result of additional contracts to deliver English Language Services for Adults (ELSA) by our Training Group and increases in English as a Second Language (ESL) courses.

The substantial drop (110 FTE) in developmental programs this past year is primarily due to a reduction in ESL courses as a result of changes to ESL funding models.

2. Credentials Awarded

Ministry Objective: Capacity

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

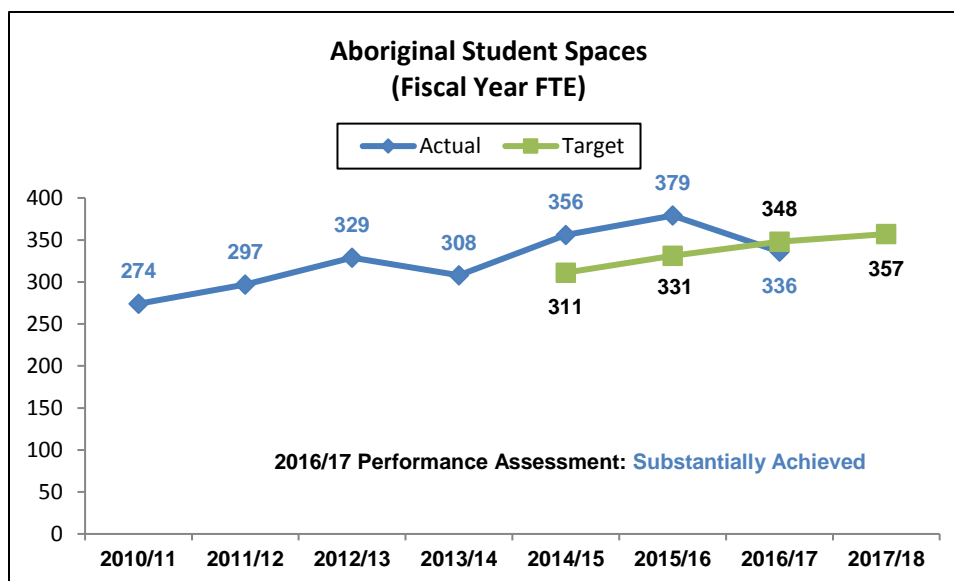


This is a useful measure in certain Douglas College programs, but less useful in university transfer programs where students can successfully leave without completing a credential. However, the College has seen an increase in the number of credentials awarded as the number of program offerings has increased.

3. Aboriginal Student Spaces

Ministry Objective: Access

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



The number of Aboriginal student spaces was introduced as a new descriptive measure for institutional accountability reports in 2011/12. Results are based on the previous fiscal year. Douglas College is in a region with a relatively low Aboriginal population. The College is very supportive of Aboriginal students and attracts a larger proportion of Aboriginal students to the College than is represented in the community. Aboriginal enrolment at Douglas College is roughly double (3.3% vs. 1.9%) what would be predicted based on the composition of the surrounding population.

Douglas College will continue current levels of Aboriginal student participation maintaining the number of Aboriginal student FTE at greater than or equal to the average of the previous three years. For 2016/17 Douglas College substantially achieved its target of 348 FTE. For 2017/18, the College target will be 357 FTE.

Douglas College sees its particular mission in serving the Aboriginal population as focusing on the urban Aboriginal population³, reflecting its context and the distinctive needs of individuals who might not be closely connected with their Bands. Rather than providing special courses and programming, Douglas College offers a supportive environment for Aboriginal students and collaborates with school districts and community groups to assist students with the transition into college.

³ Socio-Economic Profiles, BC Statistics.
<http://www.bcstats.gov.bc.ca/StatisticsBySubject/SocialStatistics/SocioEconomicProfilesIndices/Profiles.aspx>

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
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:	
Diploma, assoc. degree, and certificate	93.8%
Baccalaureate graduates	98.6%
2013/14 Actual:	
Diploma, assoc. degree, and certificate	91.8%
Baccalaureate graduates	92.7%
2014/15 Actual:	
Diploma, assoc. degree, and certificate	91.8%
Baccalaureate graduates	91.2%
2015/16 Actual:	
Diploma, assoc. degree, and certificate	93.0%
Baccalaureate graduates	92.4%
2016/17 Target:	
Diploma, assoc. degree, and certificate	≥90%
Baccalaureate graduates	≥90%
2016/17 Actual:	
Diploma, assoc. degree, and certificate	92.5% (plus or minus 1.1%)
Baccalaureate graduates	95.1% (plus or minus 2.1%)
Diploma, assoc. degree, and certificate	Achieved
Baccalaureate graduates	Achieved
2017/18 Target	≥90%

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

5. Student Assessment of the Quality of Instruction

Ministry Objective: Quality

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

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

Quality of Instruction	Very Good, Good, or Adequate (since 2009/10)
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 Actual	95.2%
2014/15 Actual	95.6%
2015/16 Actual	90.9%
2016/17 Target	≥ 90%
2016/17 Actual	95.9% (plus or minus 0.8%)
Performance Assessment	Achieved
2017/18 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
2010/11 Actual	87.9%
2011/12 Actual	84.8%
2012/13 Actual	98.6%
2013/14 Actual	91.4%
2014/15 Actual	87.0%
2015/16 Actual	93.7%
2016/17 Target	≥ 90%
2016/17 Actual	94.6% (plus or minus 2.2%)
Performance Assessment	Achieved
2017/18 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:

	2015/16 Actual	2016/17 Actual	+/-
Written communication	86.9%	86.0%	1.4%
Oral communication	83.6%	82.2%	1.6%
Group collaboration	90.7%	85.9%	1.4%
Critical analysis	88.3%	89.3%	1.2%
Problem resolution	88.0%	83.6%	1.5%
Learn on your own	86.0%	88.3%	1.3%
Reading and comprehension	88.6%	91.2%	1.1%
Average	87.4%	86.7%	1.4%
Target:		≥ 85.0%	
Performance Assessment		Achieved	

Target for next three years: ≥ 85%

Baccalaureate (on a four-point scale):

	2015/16 Actual	2016/17 Actual	+/-
Written communication	90.6%	83.5%	3.7%
Oral communication	88.2%	88.5%	3.2%
Group collaboration	90.3%	91.8%	2.7%
Critical analysis	94.4%	94.6%	2.2%
Problem resolution	83.8%	85.4%	3.5%
Learn on your own	92.1%	88.5%	3.2%
Reading and comprehension	87.9%	86.3%	3.5%
Average	89.6%	88.4%	3.2%
Target:		≥ 85.0%	
Performance Assessment		Achieved	

Target for next three years: ≥ 85%

Students are satisfied on measures that assess students' perceptions of their skill level development for both short-term programs and graduates of degree programs. Notably, there have been improvements the past year in both program measures. Although a significant portion of the improvement in the short-term program measure may be attributable to the measure moving to a four-point scale, the College has made some programmatic changes to address skill deficits. Additionally, the Student Employment Centre continues to grow providing help to students to recognize their occupational skills and abilities, including the types of skills assessed by this performance measure (e.g., oral communication, written communication, critical analysis).

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

Ministry Objective: Relevance

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

Usefulness of knowledge and skills in performing job	Somewhat or Very Useful
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 Actual	
Diploma, assoc. degree, and certificate	78.8%
Baccalaureate graduates	97.2%
2014/15 Actual	
Diploma, assoc. degree, and certificate	69.4%
Baccalaureate graduates	97.1%
2015/16 Actual	
Diploma, assoc. degree, and certificate	76.7%
Baccalaureate graduates	96.3%
2016/17 Target	
Diploma, assoc. degree, and certificate	≥ 90%
Baccalaureate graduates	≥ 90%
2016/17 Actual	
Diploma, assoc. degree, and certificate	80.2% (plus or minus 2.7%)
Baccalaureate graduates	94.4% (plus or minus 2.4%)
Performance Assessment	
Diploma, assoc. degree, and certificate	Substantially Achieved
Baccalaureate graduates	Achieved
2017/18 Target	≥ 90%

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

Interestingly, if one subdivides Douglas DACSO respondents into Applied vs. Arts, the scores for Applied students are significantly higher than Arts students (88% vs. 55%). Douglas' scores for each of these two types of students are similar to our Lower Mainland peer institutions. Douglas' low overall score of 80% is due to Douglas having the second highest proportion of Arts student respondents system-wide (28%) as compared to the system-wide average of (8%).

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.

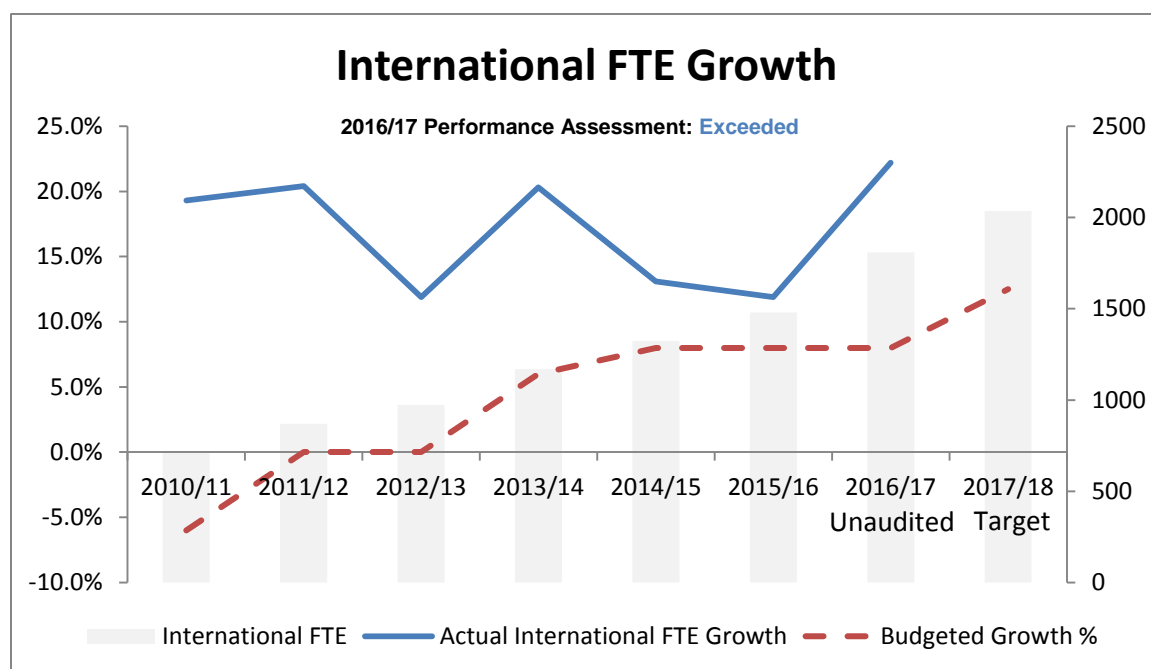
Unemployment rate	
2009/10 Actual	
Diploma, assoc. degree, and certificate	7.0%
Baccalaureate graduates	0.0%
2010/11 Actual	
Diploma, assoc. degree, and certificate	7.0%
Baccalaureate graduates	0.0%
2011/12 Actual	
Diploma, assoc. degree, and certificate	8.6%
Baccalaureate graduates	0.9%
2012/13 Actual	
Diploma, assoc. degree, and certificate	9.3%
Baccalaureate graduates	0.7%
2013/14 Actual	
Diploma, assoc. degree, and certificate	11.5%
Baccalaureate graduates	1.4%
2014/15 Actual	
Diploma, assoc. degree, and certificate	7.3%
Baccalaureate graduates	0.7%
2015/16 Actual	
Diploma, assoc. degree, and certificate	10.0%
Baccalaureate graduates	2.2%
2016/17 Target	
Diploma, assoc. degree, and certificate	<10.8%
Baccalaureate graduates	<10.8%
2016/17 Actual	
Diploma, assoc. degree, and certificate	9.1% (plus or minus 1.8%)
Baccalaureate graduates	2.2% (plus or minus 1.5%)
Performance Assessment	
Diploma, assoc. degree, and certificate	Exceeded
Baccalaureate graduates	Exceeded

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

9. International FTE (Internal Douglas College Measure)

Douglas Strategic Underpinning: Financial Sustainability

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



In 2016/17, the College's actual growth in international FTE (22.2%) exceeded the budgeted growth (8.0%). International student tuition fees represent an important source of revenue for the College, allowing the College to develop and support new programs, hire additional staff to support student services, and fund capital projects benefitting both domestic and international students. Douglas College continues to exhibit strong, sustained growth while maintaining a high standard for international students. The success rate for international students is about the same as for our domestic students.

Finances

Summary Financial Report, 2016/17

The Audited Financial Statement for Douglas College is posted at:

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