

Institutional Accountability Plan and Report

2024/25 REPORTING CYCLE

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

July 11, 2025

This page is intentionally blank.

Honourable Anne Kang
Minister of Post-Secondary Education and Future Skills

Dear Minister:

Accountability Plan and Report – 2024/25 Reporting Cycle

Attached is the *Douglas College Accountability Plan and Report* for 2024/2025. The report was prepared in accordance with the Budget Transparency and Accountability Act, providing the Ministry and the public with a comprehensive overview of the College's current state and future directions.

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

Douglas College's performance last year was very strong, meeting all of the Ministry's enrolment targets. In fact, Douglas College achieved or substantially achieved all expectations, except one: *Student Assessment of Usefulness of Knowledge and Skills in Performing Job* following the completion of a diploma, associate degree, or certificate program. The same result for this measure was obtained last year, and the year before that. This is because most students who enrol in these short-term programs intend to complete further studies. Therefore, it is understandable that their ratings on this measure are low. In comparison, students who have graduated from Baccalaureate programs at Douglas College rate their skills levels much higher, achieving expectations.

The Douglas College Strategic Plan: 2020-2025 is referenced in this report several times. The Strategic Plan is guided by the following vision: *To graduate resilient global citizens with the knowledge and skills to adapt, innovate and lead in a changing world.* To achieve this vision, the College has developed a set of objectives that are organized in four overlapping themes: Successful Students, Responsive Learning, Social and Environmental Responsibility, and Healthy and Effective Work and Learning Environments. The initiatives within the Strategic Plan are well aligned with Ministry objectives. As this is the final year of the current Strategic Plan, Douglas College is in the process of developing a new strategic plan for the next five years. That plan will be introduced in the 2025/2026 Institutional Accountability Plan and Report.

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

Sincerely,



Natasha Knox
Board Chair



Dr. Kathy Denton
President and CEO

Contents

Accountability Statement	
Strategic Direction and Context	1
Strategic Direction	1
Institutional Overview	1
Campuses	1
Programs	1
Partnerships	2
Enrolments and Demographics	2
Employees	4
College Strengths	4
Core Purpose and Vision	5
Core Purpose	5
Vision	5
Strategic Context	6
External Environment	6
Economic Factors	6
Demographics	7
Internationalization	8
Internal Environment	9
Facilities	9
Human Resources	10
Reporting on Mandate Priorities	11
Initiatives Related to Ministers Mandate Letter from Premier	11
Reporting on Additional Ministry Strategic Initiatives	12
Performance Plan	14
Goals and Objectives	14
Theme 1: Successful Students	14
Theme 2: Responsive Learning	15
Theme 3: Social and Environmental Responsibility	16
Theme 4: Healthy and Effective Work and Learning Environments	17
Performance Measures, Targets and Results	18
Student Spaces	19
Credentials Awarded	22
Indigenous Student Spaces	23
Student Satisfaction	24
Quality of Instruction	25
Skill Development	26
Usefulness of Skills on Job	27
Unemployment Rate	28
International Student FTE	29
Finances	29
Summary Financial Report 2023/24	29
Appendix A – Reporting Template for Mandate Priorities	30

This page is intentionally blank.

Strategic Direction and Context

Strategic Direction

Institutional Overview

Campuses

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

Douglas College owns land across the street from the existing New Westminister campus. To accommodate student demand for applied programs over the next 10-15 years, the College has received approval and funding from the Ministry to construct a new academic building and student housing on that property. Construction has commenced and Douglas College is expecting completion of the project in 2027. In the interim, to accommodate past growth in enrolments, the College renovated and has been leasing 68,000 ft² (i.e., four floors) of the Anvil Office Tower, located a block away from the New Westminister campus' legacy building and across the street from the New Westminister SkyTrain station.

Programs

Douglas College's historic role was a comprehensive two-year institution that offered academic and job entry programs. Although the College continues to provide extensive university transfer offerings, college preparatory programs, and career entry programs, it also offers twelve applied baccalaureate degree programs in such areas as accounting, nursing, sport science, criminology, therapeutic recreation, and social work. Indeed, Douglas College offers the greatest number of baccalaureate degree programs of any college in the province. In addition, Douglas College offers the most post-degree programs of any college. These programs prepare graduates for professional-level employment in high demand occupations, and appeal to both domestic and international students.

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

Many Douglas College programs are accredited, including degree programs in the Faculty of Health Sciences and the Faculty of Commerce and Business Administration. The latter has received international accreditation from the Association of Collegiate Business Schools and Programs (ACBSP) by meeting its rigorous educational standards. In addition to meeting the standards set by accreditation bodies, some Douglas College programs have been recognized for superior student outcomes on national licensing exams (e.g., Veterinary Technology).

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

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

Partnerships

Douglas College has a number of local and international partnerships with other post-secondary institutions. For example, Douglas College offers several certificate and diploma programs to allow students to transfer seamlessly into degree programs at research universities. Internationally, Douglas has been delivering business degree programs in China at the Shanghai University of International Business and Economics (SUIBE) for over 25 years. It is worth noting that SUIBE was recognized by *The People's Daily* (China's national newspaper) as the second-highest performing university in China based on the results of graduates' salaries five years after graduation. Of even greater importance to Douglas College, the joint program that operates within SUIBE produced the highest-earning graduates in the fields of Finance and Financial Management in the entire country of China.

Enrolment and Demographics

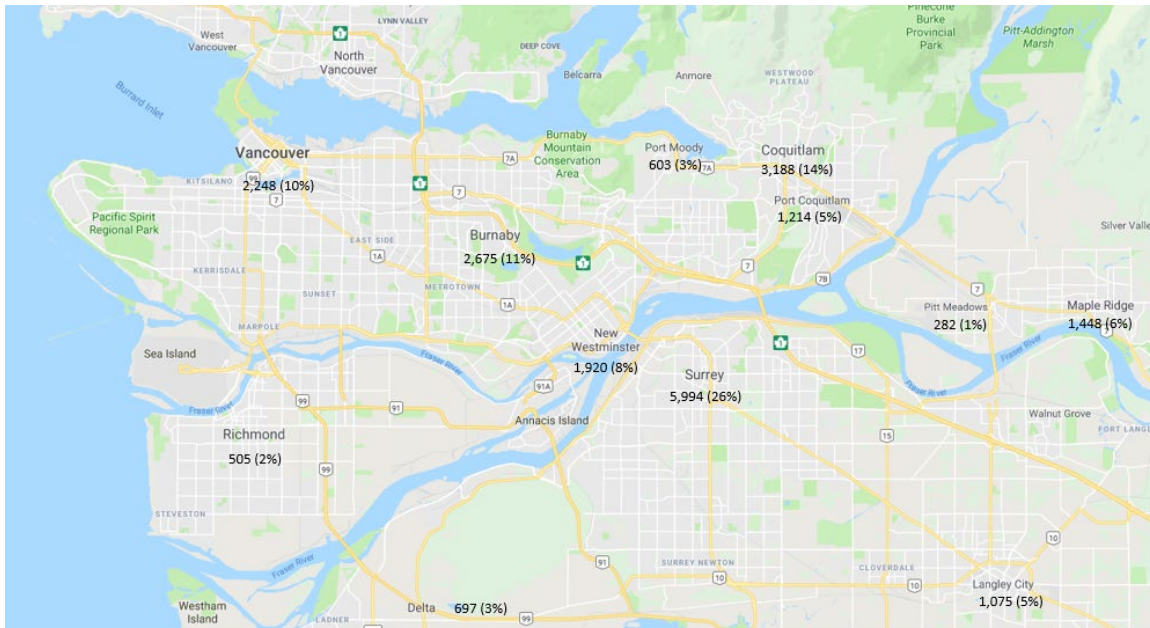
In response to student and labour market demand, Douglas College experienced rapid growth from 2009/10 to 2019/20 (+38% total, including both domestic and international FTE). The College experienced a decline due to the COVID-19 pandemic (-5.6% total FTE) but enrolments have stabilized and increased (+4.5% total FTE) the past two years. Douglas College remains the largest college (based on PSFS domestic FTE) and seventh-largest provider of advanced education in British Columbia, serving over 25,000 students each year (i.e., 16,600 credit students and 9,100 non-credit students). Approximately 13,000 credit students enroll in each of the Fall and Winter semesters and 7,700 in the Summer semester.

When part-time and full-time students are translated into full-time equivalent (FTE) students, Douglas College serves just over 11,700 FTE students annually. Of those 11,700 FTE, 7,100 are domestic students in credit programs, and 1,400 are domestic students in non-credit programs offered through Continuing Education or by the Douglas College Training Group. The remainder are international students (3,200 FTE), who pay the full cost of their education through international tuition fees. Douglas College has a diverse international student population, with approximately 100 countries represented.

**FTE Enrolment by Faculty
(Including International, CE, and Contract Training)
Fiscal Years 2023/24 and 2024/25**

	<u>2023/24</u>	<u>2024/25</u>
Applied community studies	707	728
Commerce and business	1,144	1,262
Health Sciences	875	942
Humanities and social sciences	1,770	1,808
Language, literature and performing arts	996	1,130
Science and technology	1,617	1,728
Contract training	849	900
Subtotal: Countable toward Ministry target	7,958	8,499
International education	3,489	3,187
Total	11,447	11,686

Douglas College Students by City of Residence*, by Academic Year 2023/24



* 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 Westminister and/or Coquitlam campus.

Approximately 50% of Douglas College’s students come from the Douglas region (i.e., the Tri-Cities, Burnaby, and New Westminister) and 50% come from outside the region, most notably Surrey. Indeed, at 26%, Surrey is the municipality where the greatest number of Douglas

College students reside. Reflecting the rapidly growing, suburban population it serves, Douglas College students enrolled in credit courses are relatively young, with 63% under the age of 25. The fastest growing age demographic of Douglas students enrolled in credit courses is the 30-39-year-old age group, which each grew by 4% over the past six years. For International students specifically, the proportion that are 25 years of age or over has increased from 22% to 53% in the past six years reflecting the popularity of the College's post-baccalaureate programs.

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

Over the past several years, due to the development of a wide range of applied programs that target baccalaureate degree graduates, Douglas has attracted a greater proportion of students who have already earned a Bachelor's degree. Post degree credentials represented fewer than 3% of the credentials awarded in 2013/14 (academic year), but over 30% of the credentials awarded in 2023/24. An increase in the percentage of Bachelor's degrees conferred at Douglas College has also been observed over the years. In 2013/2014 Bachelor's degrees represented slightly fewer than 14% of credentials awarded, compared to 16% in 2023/24. In contrast, the percentage of certificate and diploma credentials awarded has declined from 59% to 40% during the same period.

Employees

Douglas College employs approximately 2064 regular and contract employees to support all of its operations including credit, continuing education, and contact training activities. To support credit activities, the College employs 919 faculty, 533 staff, and 154 administrators. Regular employee headcount has been steadily increasing by average of 0.80% each year. Demographic data indicate that the average age of a regular College employee is 48 years old and 31% of the regular workforce are 55 years or older. Currently 71% of regular employees have five or more years of service with the College.

College Strengths

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

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

In the latest student survey conducted Fall 2024, 65% of new Douglas College students said that Douglas College was the only post-secondary institution to which they applied. The top reasons (rated as “high” importance) for deciding to attend Douglas College were identified as:

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

The location and ease of commute was often mentioned as another primary factor. Douglas College seeks to serve a broad spectrum of students, helping them find an educational direction that is relevant, well aligned with labour market needs, and a good match for their skills and interests.

Core Purpose and Vision

Core Purpose

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

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

Vision

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

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

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

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

Strategic Context

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

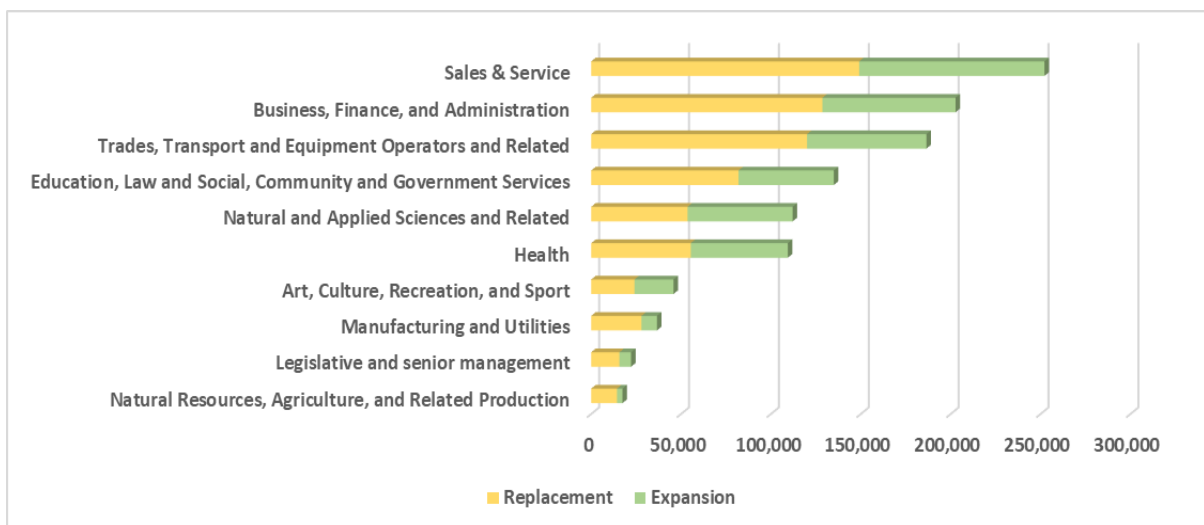
External Environment

Economic Factors

The current version of the BC labour market outlook from 2024 makes predictions for the entire economy for the next ten years. It is projected that there will be 1,120,000 job openings over the next decade with 671,000 job openings to replace retiring workers and 449,000 of those positions expected to be from economic growth. Of the projected 1,120,000 new job openings in the next decade, young people (aged 29 or younger) entering the work force for the first time are expected to make up 47% of those positions while 46% are expected to be filled by immigrants (up from 25% six years ago).¹

Labour force demand trends are important considerations in the College’s curricular strategy. By 2034, 76% of BC’s labour force will need some level of post-secondary education or management and supervisory experience.¹ Of the 1,120,000 projected job openings, 239,100 will require a university degree and/or significant work experience and 429,600 will require College education or Apprenticeship Training.

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



¹ British Columbia Labour Market Outlook 2024 Edition, pg. 10, 22. Data from Figure 4.1, pg.22. <https://www.workbc.ca/sites/default/files/2025-02/BC%20LMO%20Report%202024.pdf>

Table 1: High Opportunity Occupations B.C., 2024-2034 (Ranked by number of job openings 2024-2034)¹

1. Retail and wholesale trade managers
2. Registered nurses and registered psychiatric nurses*
3. Nurse aides, orderlies and patient service associates
4. Senior managers – public and private sector
5. Early childhood educators and assistants*
6. Financial auditors and accountants*
7. Accounting technicians and bookkeepers*
8. Software engineers and designers*
9. Restaurant and food service managers
10. Construction managers
11. Information systems specialists*
12. Software developers and programmers*
13. Computer and information systems managers
14. Professional occupations in advertising, marketing, and public relations*
15. Facility operation and maintenance managers

Douglas College provides programming to supply the province’s labour needs. The top 15 high opportunity occupations listed above (and marked by an asterisk) represent programs requiring university or college training. All are offered at Douglas College.

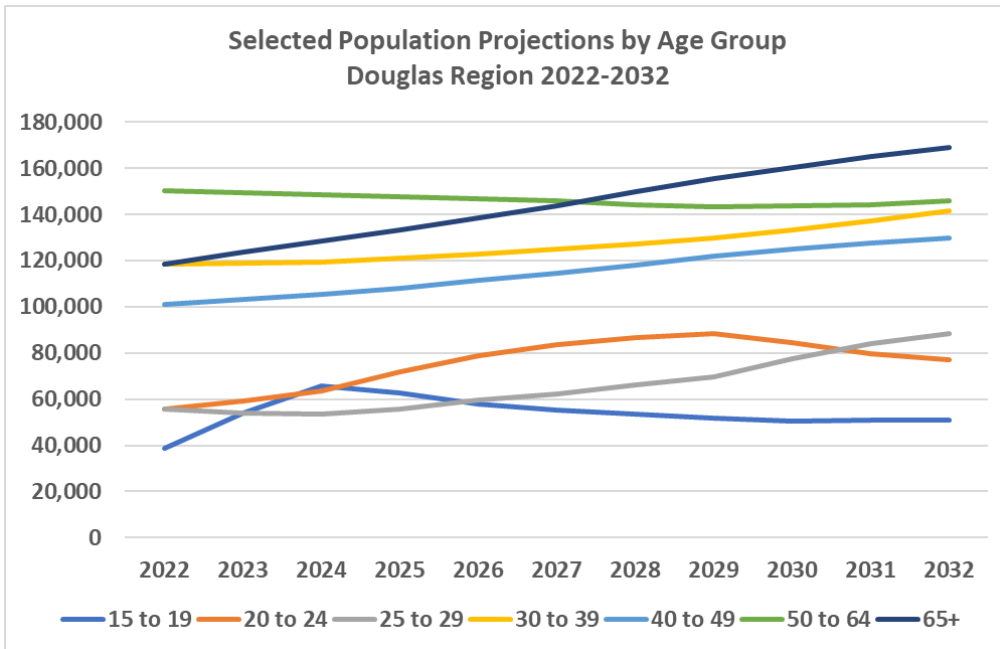
Demographics

The College’s Institutional Research Office estimated the effects of demographic changes on demand for College programs in the surrounding municipalities, using three sources of data: population projections provided by BC Stats P.E.O.P.L.E. 2024, age demographics of Douglas College students, and the percentage of Douglas students who come from each municipality.

Over the next ten years, the population in the Douglas region is expected to increase. Most of that growth is among people over 40 years of age. The two age groups that contribute most significantly to the Douglas College student population are shown at the bottom of the Figure are the 20-24 and 25-29 years of age. Note the increase in the number of people between 20-24 years of age in the region which contributes significantly to Douglas’ increasing domestic enrolments the past two years.

The population projections are displayed in the Figure on the next page.

¹ British Columbia Labour Market Outlook 2024 Edition, Data from Appendix 6, pg.67.
<https://www.workbc.ca/sites/default/files/2025-02/BC%20LMO%20Report%202024.pdf>



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

Internationalization

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

International student enrolments grew steadily over many years, with larger than normal growth from 2016/2017 to 2018/2019. The College made a strategic decision to reduce the level of growth in 2019/2020. The COVID-19 pandemic then disrupted travel, and Douglas College observed a 14% decrease in international enrolments in 2020/21 compared to the previous year. Since then, international enrolments first stabilized, then resumed growth until 2023/2024 returning to pre-pandemic levels.

In January 2024, the federal government introduced restrictions on the number of international students coming to Canada, setting limits on the number of international student visas awarded to each province. In September 2024, the federal government introduced additional restrictions on the eligibility of international students in obtaining post-graduate work permits based upon their field of study and credential obtained. The combination of these two changes has had a negative impact on the number of international students studying in Canada, in British Columbia, and at Douglas College in particular. International FTE declined by 9% this past year and it is expected to drop further in the next fiscal year.

The College manages its international admissions and enrolments in a manner that ensures diversity based on country of origin, with over 100 countries represented. India, which

represents the country of origin with the largest share of international students, is less than 30% of the total international student population.

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

Internal Environment

Facilities

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

Prior to 2020/21, due to strong growth, Douglas College was at capacity for on-campus daytime programming, with only limited classroom space available in the evenings and on weekends. A variety of changes have been implemented to optimize space utilization, including changing how and when courses are scheduled, increasing the number of courses offered on-line and partially on-line, and increasing the number of courses offered during the Summer semester. An external review of the College's space utilization efficiency and effectiveness was conducted in 2016. The review characterized Douglas as an exemplar with respect to space utilization, showing high utilization numbers evenly distributed throughout the week.

The College Board and senior management completed the development of a Campus Master Plan and planning guide in 2016/2017. Research conducted during the process of developing the Campus Master Plan revealed that the New Westminster campus has a shortage of instructional, student and academic support, and office space, which amounts to approximately 40% less than allowable based upon ministry guidelines and student FTE. The first phase of the Campus Master plan involved leasing 68,000 ft² space in close proximity to the New Westminster campus at the Anvil Office Tower. The renovations were completed and the space was open for classes in Fall 2018. The second phase involved renovating the south building of the New Westminster campus to provide a combined student services center and additional student support space. Construction was successfully completed in Fall 2020. The third phase involves constructing an academic building and student housing across the street from the New Westminster campus. The province announced funding for the academic building and student housing in August 2022, and excavation and site works have commenced with construction starting in 2024 to allow opening of the facility in 2027. Finally, the fourth phase involves renovating the north building at the New Westminster campus to provide additional athletics space to support relevant academic programs (e.g., sport science), varsity athletics, intramural

athletics, and community programming. Jointly, these additions and renovations will provide space for planned growth until 2032/33.

Human Resources

In alignment with the College's Strategic Plan, the four key priority areas for Human Resources are strengthening leadership excellence and organizational capacity; fostering respect, diversity and inclusion; improving employee health and well-being; and achieving efficiency and effectiveness. Other priorities for HR include delivering on the College's EDI Plan, Accessibility Plan, Mental Health Strategy, Indigenization Strategy and the Strategic Workforce Plan. In 2025 Douglas College was designated as one of BC's Top Employers for the 12th year in a row.

Reporting on Mandate Priorities

Initiatives related to Minister's Mandate letter from Premier dated January 16th, 2025

Work with ministerial colleagues who have identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery to find practical, fast, and efficient ways to address shortages of those workers through training, credential recognition, career laddering, and other innovative approaches.

To address the shortage and critical need for psychiatric nurses in the province, Douglas College developed a new pathway program, which will be offered for the first time in January 2026. Using online delivery methods, the program will be offered province wide, providing education leading to a Bachelor's in Psychiatric Nursing. The program targets Licensed Practical Nurses (LPNs) and is designed to allow them to continue to work while pursuing their degree.

Support the Minister of Social Development and Poverty Reduction to enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.

Douglas College provides WorkBC Services in Maple Ridge, Langley, and Aldergrove under contract with the Ministry of Social Development and Poverty Reduction (SDPR). Through these agreements, the College provides a wide variety of employment services and skills training for unemployed individuals in the community, including those facing multiple and complex barriers. Services include case management, workshops, skills training, self-employment, and a variety of other services to help individuals pursue employment. In fiscal 2024-25, Douglas College worked with 1,469 individuals helping nearly 700 find employment and 60 pursue additional skills training.

In direct support of SDPR's mandate of reducing poverty, 827 clients (of the 1469) were BCEA recipients, and 872 faced multiple barriers to employment.

Engage with people with international professional credentials to ensure that the implementation of our International Credentials Recognition Act is relevant, meaningful, and effective for them in transitioning into employment in their area of professional training.

Since 2006, Douglas College has worked with internationally trained professionals (ITPs) to help them navigate licensure and secure employment in Canada commensurate with their prelanding credentials through the Career Paths for Skilled Immigrants (CPSI) program. Program staff are currently working with 386 individuals in regulated professions including 210 internationally trained nurses, 14 specialist physicians and 60 family physicians, 11 engineers as well as 127 individuals in non-regulated occupations. 94% of those who work with CPSI complete credential evaluation, 89% secure employment in their field and 73% secure commensurate employment.

In the most recent Canadian Residency Matching Service (2025 CARMS), 73% (24 of 33) internationally trained medical graduates in Douglas College's CPSI program successfully secured a residency position.

Douglas College's support services for ITPs includes case management and coaching, specialized workshops that target the specific needs of each profession, as well as ongoing liaison with employers to facilitate connections and employment opportunities.

Reporting on Additional Ministry Strategic Initiatives

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

Progress on the Truth and Reconciliation Calls to Action and UNDRIP

Douglas College implemented an Indigenization Strategy in 2019, which was incorporated into the 2020-2025 Douglas College Strategic Plan. The objectives of the Indigenization Strategy included developing new and stronger relationships with host First Nations, continuing to Indigenize physical spaces and events, and Indigenizing curriculum in academic programs. Key initiatives were completed in the 2024/2025 academic year. Of particular note, the College has developed an Indigenization Resource Repository that is well used for professional and curriculum development. See Appendix A for more details.

Sexual Violence and Misconduct prevention and response initiatives

The College has a regular cycle for updating policies, seeking expert advice as needed. The College will update the Sexual Violence and Misconduct Prevention and Response Policy in September 2025 or as required by changes to the related legislation. Policy review and updates include student consultation.

In 2022/23, the role of Sexual Violence Prevention and Response Coordinator was created to address communication gaps about sexual violence education and supports. The Coordinator works closely with other College staff and the Douglas Student Union (DSU), to create and implement educational and awareness-related events and activities, taking a low-barrier and consent-focussed approach. This includes workshops as part of orientation for new students, as well as ongoing training for current students, student leaders, and volunteers in programs such as the Student Wellness Awareness Network and Athletics. Training for college staff on receiving disclosures is also provided on an ongoing basis.

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

Douglas College has services to support Former Youth in Care students and participates actively in the provincial tuition waiver program. Students have a seamless experience from their first point of contact at the College, through to graduation with advisors and Student Support Navigators providing dedicated support to former youth in care students. This integrated approach promotes student success. Students who enroll at Douglas self-identify at point of admission, which is incentivized by the tuition waiver program and allows an opportunity for coordinators to reach out and begin their connections with eligible students as soon as they are admitted to the College. In 2024/25 Douglas College saw 184 former youth in care benefit from the BC Government's tuition waiver program, totaling \$462,797 distributed in 2024/25, representing an increase of 16% over last year.

K-12 Transitions and Dual Credit Programming

Douglas College supports transition from high school in a variety of ways, including outreach activities within School Districts, pathways into various areas of study and reserved seats for some high demand programs, opportunities for concurrent studies and dual credit, as well as

orientation and advisory services for students who choose Douglas. For example, in 2024/25 a total of 60 Grade 12 high school students enrolled in concurrent studies at the College in 30 distinct courses.

Work Integrated Learning (WIL)

Douglas College continues to expand the number of work integrated learning opportunities for students. Co-op work terms and business internship opportunities with community partners are developed through employer engagement in the Business Development Department, which is the unit that operates the Douglas College Career Centre. The Career Centre placed 273 students in various work integrated learning experiences in 2023/24. Of these, 145 were Co-op placements from the following programs: Computing Studies & Information Systems (47), Accounting (28), Health Information Management (26), Supply Chain Management (12), Veterinary Technology (10), Finance & Financial Services Planning (6), other programs with fewer than 5 placements each (16). A total of 128 students participated in work integrated internship placements from the following programs: Marketing (39), Project Management (24), International Business Management (21), Supply Chain Management (15), Management (8), Accounting (6), Human Resources (5), other programs with fewer than 5 placements each (10). In addition to work integrated learning, over 4,000 students received 1:1 career advising and over 6,000 students attended workshops or events hosted by the Career Centre. Student participation in career skills training and work integrated learning are expected to continue to increase in the future, as Douglas College places a high value on applied learning activities.

Developing and Implementing Protections for International Students that support their fair treatment.

The College has been proactively updating its practices, procedures, and activities to support the fair treatment of international students. Douglas College International (DCI) continually updates its new student orientation workshops in collaboration with the College's Student Life team to ensure international students are familiar with relevant College policies, appeals processes, fees, support services and other resources (e.g., peer mentorship program). In addition, at orientation and throughout the year, student workshops address important topics such as academic integrity, information on housing/tenancy rights, medical insurance, and immigration. To guide course selections, international students are paired with a Student Success Advisor. Finally, dedicated, licensed international advisors are available to help international students obtain wrap around supports such as counselling services and employment supports.

Performance Plan

Goals and Objectives

Douglas College’s strategic plan for 2020–2025 contains a number of themes, goals, and institutional objectives that support the Ministry of Post-Secondary Education and Future Skills (PSFS) Post-Secondary System Objectives of Capacity, Access, Efficiency, Quality, and Relevance. In this accountability plan, the College will outline key strategic objectives and initiatives in the 2020–2025 Strategic Plan and link them to institutional performance measures identified by the Ministry. In addition, Douglas has provided an additional performance measure from the Scorecard developed specifically to track performance on financial sustainability objectives. These objectives focus on improvements to program and service quality to meet the needs of students, employers, and government, and to make Douglas College the first choice for students and a valued partner of business, industry, and government.

Theme 1: Successful Students

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

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

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

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

Theme 2: Responsive Learning

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

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

Objective 2.2: Expand and renew facilities.

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

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

Theme 3: Social and Environmental Responsibility

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

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

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

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

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

Objective 3.2: Contribute to sustainability goals through education, processes and practices.

As a public post-secondary institution, Douglas College has a responsibility to provide environmental and social leadership. Initiatives under this objective will help demonstrably reduce the College’s environmental impact and support educational programming that is socially and environmentally progressive.

Initiatives		Alignment with Objectives from PSFS
I.	Design and implement a climate action strategy that commits to reducing carbon emissions, energy usage and waste and enhances Douglas College’s capacity to adapt to a changing climate.	Quality
II.	Encourage the development of curriculum that is responsive to environmental and social needs.	Capacity and Access
III.	Review and revise college policies and practices to promote diversity and inclusion, eliminate systemic biases, and support anti-racism initiatives.	Quality and Access

Theme 4: Healthy and Effective Work and Learning Environments

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

Objective 4.1: Develop practices and processes that promote long-term planning, professional development, mental wellness and adaptability.

Initiatives under this objective will focus on strategic, structural and process changes that will help create the necessary conditions for wellness. This includes long-term planning and preparation at a College-wide level, as well as strategies to address the wellness at an individual level.

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

Objective 4.2: Modernize business processes and digital environments.

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

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

Performance Measures, Targets, and Results

The Ministry of Post Secondary Education and Future Skills has established objectives and performance measures for the post-secondary system in the *Accountability Framework Standards Manual and Guidelines, 2024/25*. The section numbers below refer to the numbering and categorization of the measures in the Provincial manual. The performance targets identified for the measures reported in sections 1-8 were provided to Douglas College by the Ministry of Post Secondary Education and Future Skills. In addition to these measures, Douglas College has submitted performance data related to international students in section 9.

The determination as to whether a given performance target was achieved is based on Ministry criteria. For example, “Not achieved” means the actual performance is less than 90% of target, “Substantially achieved” means the actual performance was 90% to 99% of target and “Achieved” means the actual performance was 100% or more of target. The data and targets in

this section are as defined and calculated by the Ministry and may differ from Douglas College’s internal reports, which may use different calculations and benchmarks.

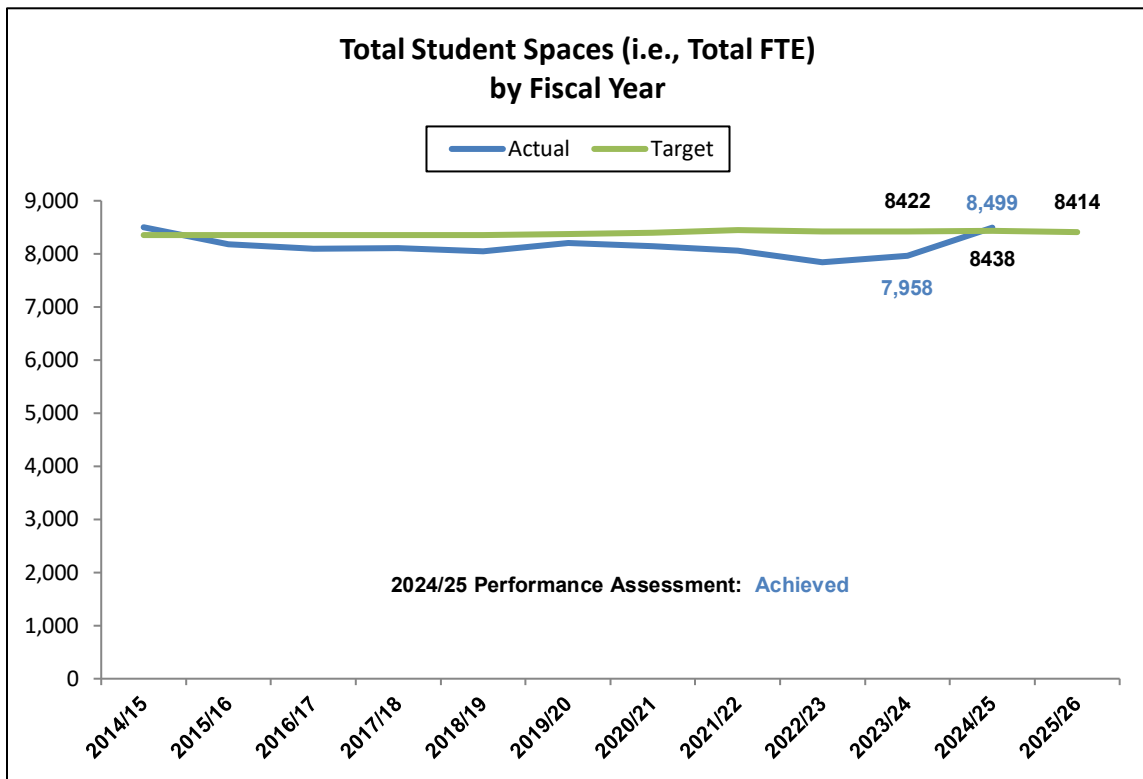
Some measures are influenced by external conditions and therefore should be interpreted with that in mind. In addition, for some measures, performance improvements may take several years to demonstrate due to the nature of the intervention used to induce improvements or due to the type of measure used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

1. Student Spaces

Ministry Objective: Capacity

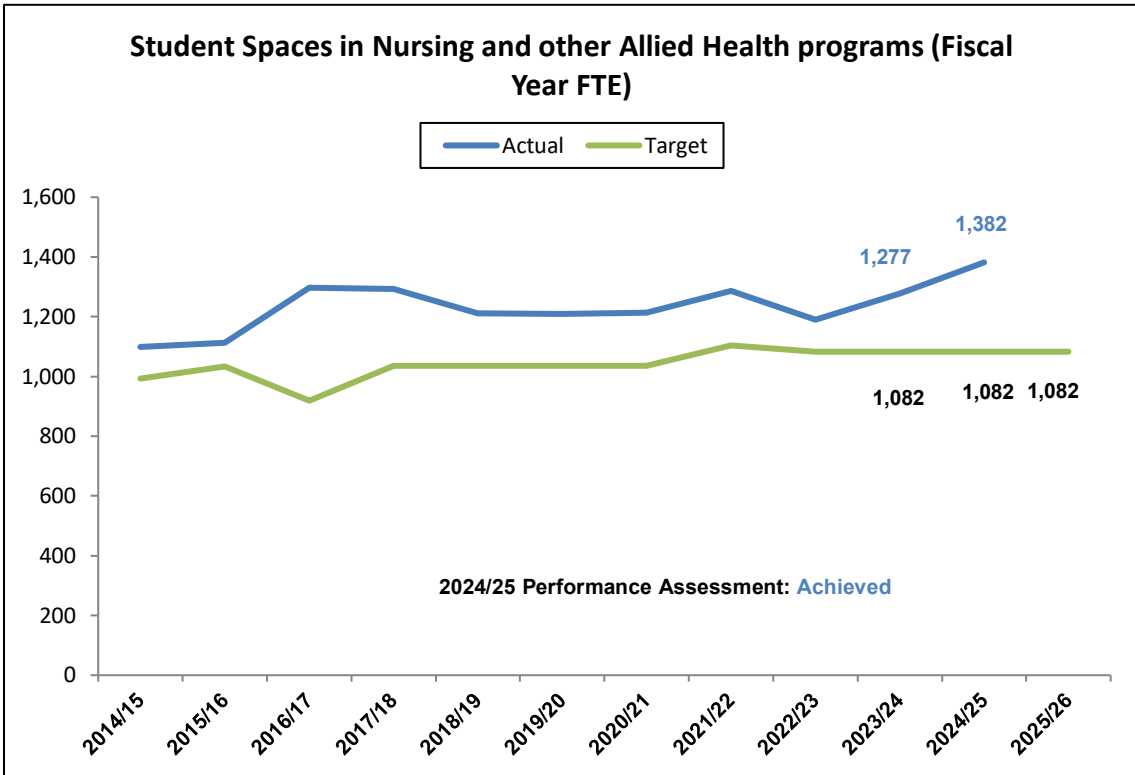
Number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas.

1. Total student spaces



Douglas College’s domestic enrolments have increased this past year, achieving the Ministry target for total FTE.

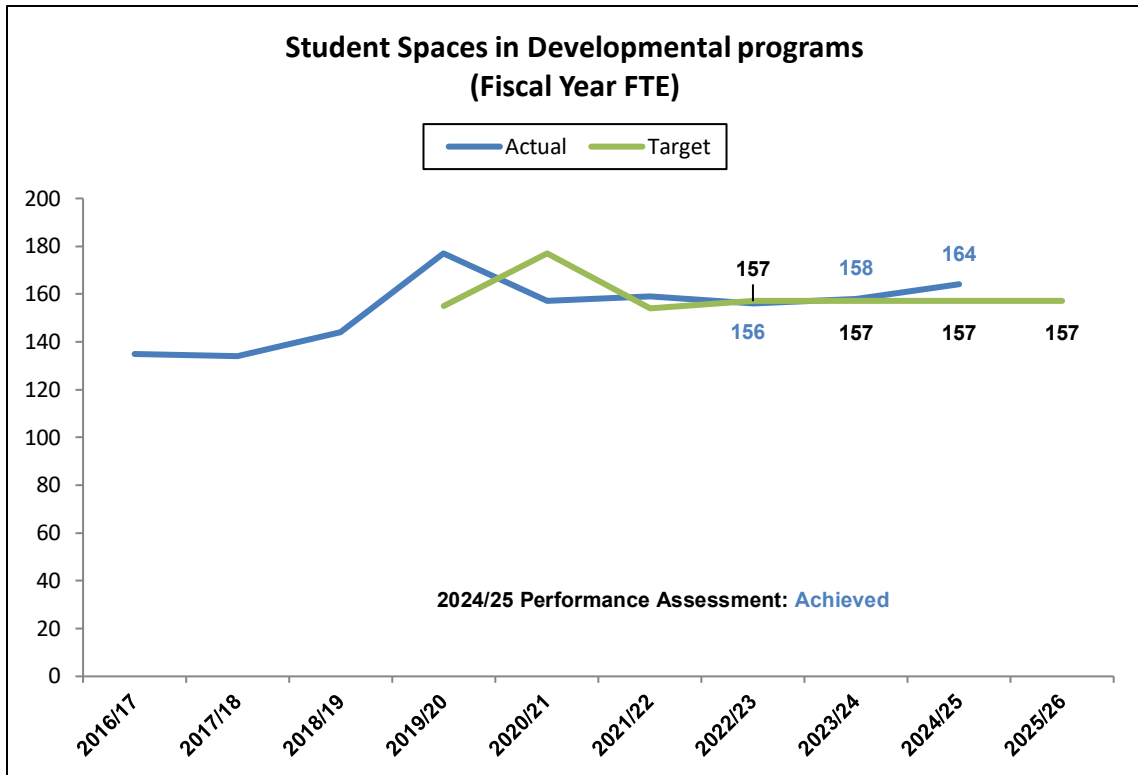
1.a Student Spaces in Nursing and Allied Health Programs



Since 2013/14 Douglas College has consistently achieved or exceeded targets for nursing and allied health programs.

1.b Student Spaces in Developmental Programs

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



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

2. Credentials Awarded

Ministry Objective: Capacity

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

Credential Type	Actual 2023/24	Actual 2024/25	Target 2024/25	Assessment 2024/25
Bachelor	548	520	≥ 547	Substantially Achieved
Certificate	447	400	≥ 441	Substantially Achieved
Developmental	74	88	≥ 57	Achieved Substantially
Diploma	809	768	≥ 819	Achieved
Graduate, First Professional and Post-Degree	68	86	≥ 78	Achieved Substantially
Short Certificate	201	190	≥ 203	Achieved
Total Credentials	2,147	2,052		

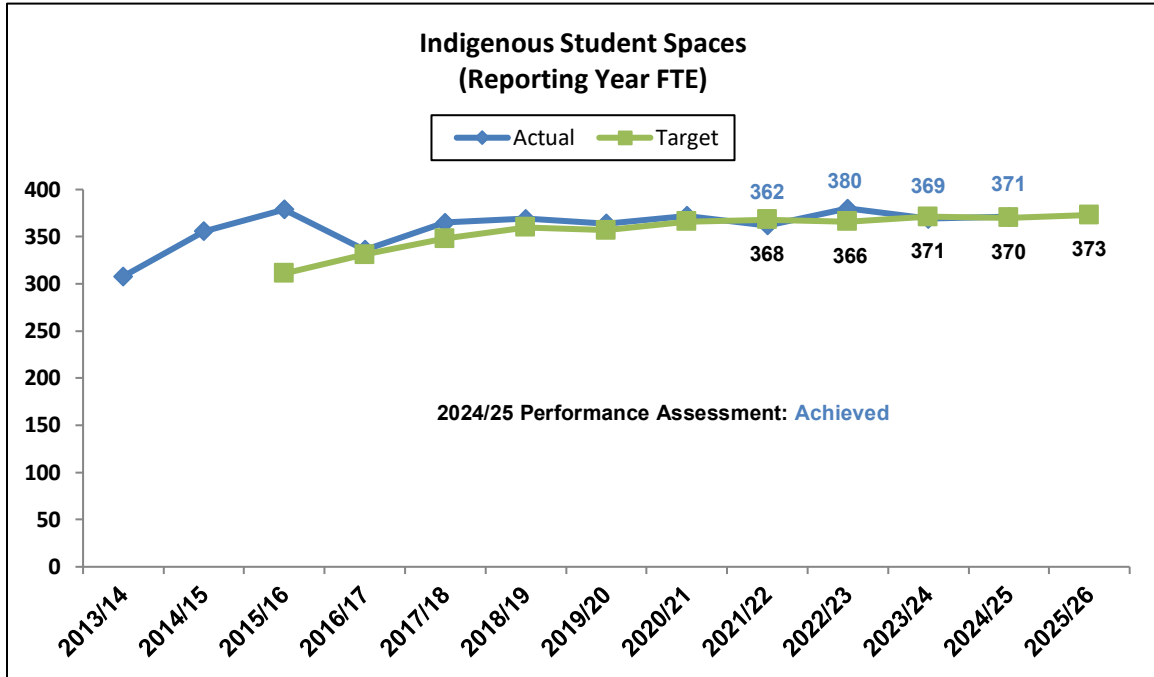
This is a useful success measure for many Douglas College programs, but it is not particularly useful for university transfer programs where students can successfully leave without completing a credential.

The College achieved its targets for Developmental and Graduate, First Professional and Post-Degree credentials and substantially achieved the number of Bachelor, Certificate, Short Certificate and Diploma credentials. Targets represent a three-year average for each credential type awarded. Douglas College's domestic enrolments in credit programming declined from 2019-20 to 2022-23 and has since rebounded. The small decline in Bachelor degrees and Diplomas awarded reflects this change.

3. Indigenous Student Spaces

Ministry Objective: Access

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



The College is very supportive of Indigenous students and attracts a larger proportion of Indigenous students than is represented in the community. Compared to the percentage of Indigenous people in the Douglas College region (1.9%), there are twice as many domestic students (3.9%) enrolled in credit programs at Douglas College who identify as Indigenous.

Douglas College offers a supportive environment for Indigenous students and collaborates with Indigenous communities, school districts, and other organizations to assist Indigenous students with the transition to college. In addition, the Douglas College Indigenization Strategy encourages the development of relevant academic programs and extra-curricular activities; builds awareness of Indigenous cultures, pedagogy, and ways of knowing; and strengthens relationships with Indigenous communities.

Douglas College will continue current levels of Indigenous student participation, maintaining the number of Indigenous student FTE at greater than or equal to the average of the previous three years. For 2024/25 Douglas College achieved its target of 370 FTE.

4. Student Satisfaction with Education

Ministry Objective: Quality

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

Satisfaction with Education	Satisfied or Very Satisfied
<i>2017/18 Actual:</i>	
Diploma, assoc. degree, and certificate	93.5%
Baccalaureate graduates	92.4%
<i>2018/19 Actual:</i>	
Diploma, assoc. degree, and certificate	93.3%
Baccalaureate graduates	94.4%
<i>2019/20 Actual:</i>	
Diploma, assoc. degree, and certificate	90.7%
Baccalaureate graduates	94.2%
<i>2020/21 Actual:</i>	
Diploma, assoc. degree, and certificate	92.8%
Baccalaureate graduates	98.0%
<i>2021/22 Actual:</i>	
Diploma, assoc. degree, and certificate	92.5%
Baccalaureate graduates	97.1%
<i>2022/23 Actual:</i>	
Diploma, assoc. degree, and certificate	91.7%
Baccalaureate graduates	94.6%
<i>2023/24 Actual:</i>	
Diploma, assoc. degree, and certificate	88.2%
Baccalaureate graduates	95.8%
<i>2024/25 Target:</i>	
<i>Diploma, assoc. degree, and certificate</i>	<i>≥90%</i>
<i>Baccalaureate graduates</i>	<i>≥90%</i>
<i>2024/25 Actual:</i>	
<i>Diploma, assoc. degree, and certificate</i>	<i>91.6% (plus or minus 1.1%)</i>
<i>Baccalaureate graduates</i>	<i>93.9% (plus or minus 3.4%)</i>
<i>Diploma, assoc. degree, and certificate</i>	<i>Achieved</i>
<i>Baccalaureate graduates</i>	<i>Achieved</i>
<i>2025/26 Target</i>	<i>≥90%</i>

Baccalaureate degree graduates and diploma, associate degree, and certificate program 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)
2016/17 Actual	95.9%
2017/18 Actual	96.0%
2018/19 Actual	95.0%
2019/20 Actual	95.6%
2020/21 Actual	95.9%
2021/22 Actual	95.8%
2022/23 Actual	96.4%
2023/24 Actual	93.1%
2024/25 Target	≥ 90%
2024/25 Actual	95.3% (plus or minus 0.9%)
Performance Assessment	Achieved
2025/26 Target	≥ 90%

Baccalaureate (on a four-point scale):

Quality of Instruction	Very Good or Good
2017/18 Actual	90.9%
2018/19 Actual	94.0%
2019/20 Actual	94.3%
2020/21 Actual	97.6%
2021/22 Actual	95.0%
2022/23 Actual	96.1%
2023/24 Actual	97.4%
2024/25 Target	≥ 90%
2024/25 Actual	93.2% (plus or minus 3.6%)
Performance Assessment	Achieved
2025/26 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:

	2023/24 Actual	2024/25 Actual	+/-
Written communication	86.2%	85.6%	1.5%
Oral communication	78.6%	84.6%	1.6%
Group collaboration	82.5%	85.5%	1.5%
Critical analysis	89.6%	89.2%	1.3%
Problem resolution	84.0%	85.5%	1.5%
Learn on your own	88.2%	89.5%	1.3%
Reading and comprehension	90.1%	90.7%	1.2%
Average	85.4%	87.2%	1.2%
Target:		≥ 85.0%	
Performance Assessment		Achieved	

Target for next three years: ≥ 85%

Baccalaureate (on a four-point scale):

	2023/24 Actual	2024/25 Actual	+/-
Written communication	92.1%	88.1%	4.6%
Oral communication	91.6%	89.6%	4.3%
Group collaboration	87.4%	88.7%	4.5%
Critical analysis	96.4%	91.0%	4.1%
Problem resolution	89.4%	82.4%	5.5%
Learn on your own	92.4%	85.3%	5.1%
Reading and comprehension	92.1%	87.9%	4.7%
Average	91.5%	87.2%	3.8%
Target:		≥ 85.0%	
Performance Assessment		Achieved	

Target for next three years: ≥ 85%

Students are satisfied on measures that assess students' perceptions of their skill level development for both short-term programs and graduates of degree programs. The Douglas College Career Centre continues to grow providing help to students to recognize their occupational skills and abilities, including the types of skills assessed by this performance measure (e.g., oral communication, written communication, critical analysis).

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

Ministry Objective: Relevance

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

Usefulness of knowledge and skills in performing job	Somewhat or Very Useful
2016/17 Actual	
Diploma, assoc. degree, and certificate	80.2%
Baccalaureate graduates	94.4%
2017/18 Actual	
Diploma, assoc. degree, and certificate	78.3%
Baccalaureate graduates	95.2%
2018/19 Actual	
Diploma, assoc. degree, and certificate	77.9%
Baccalaureate graduates	95.8%
2019/20 Actual	
Diploma, assoc. degree, and certificate	80.2%
Baccalaureate graduates	94.0%
2020/21 Actual	
Diploma, assoc. degree, and certificate	79.9%
Baccalaureate graduates	96.1%
2021/22 Actual	
Diploma, assoc. degree, and certificate	79.2%
Baccalaureate graduates	93.8%
2022/23 Actual	
Diploma, assoc. degree, and certificate	78.6%
Baccalaureate graduates	93.8%
2023/24 Actual	
Diploma, assoc. degree, and certificate	78.8%
Baccalaureate graduates	93.8%
2024/25 Target	
<i>Diploma, assoc. degree, and certificate</i>	<i>≥ 90%</i>
<i>Baccalaureate graduates</i>	<i>≥ 90%</i>
2024/25 Actual	
<i>Diploma, assoc. degree, and certificate</i>	<i>76.1% (plus or minus 2.1%)</i>
<i>Baccalaureate graduates</i>	<i>94.3% (plus or minus 3.3%)</i>
Performance Assessment	
<i>Diploma, assoc. degree, and certificate</i>	<i>Not Achieved</i>
<i>Baccalaureate graduates</i>	<i>Achieved</i>
2025/26 Target	≥ 90%

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

8. Unemployment Rate

Ministry Objective: Relevance

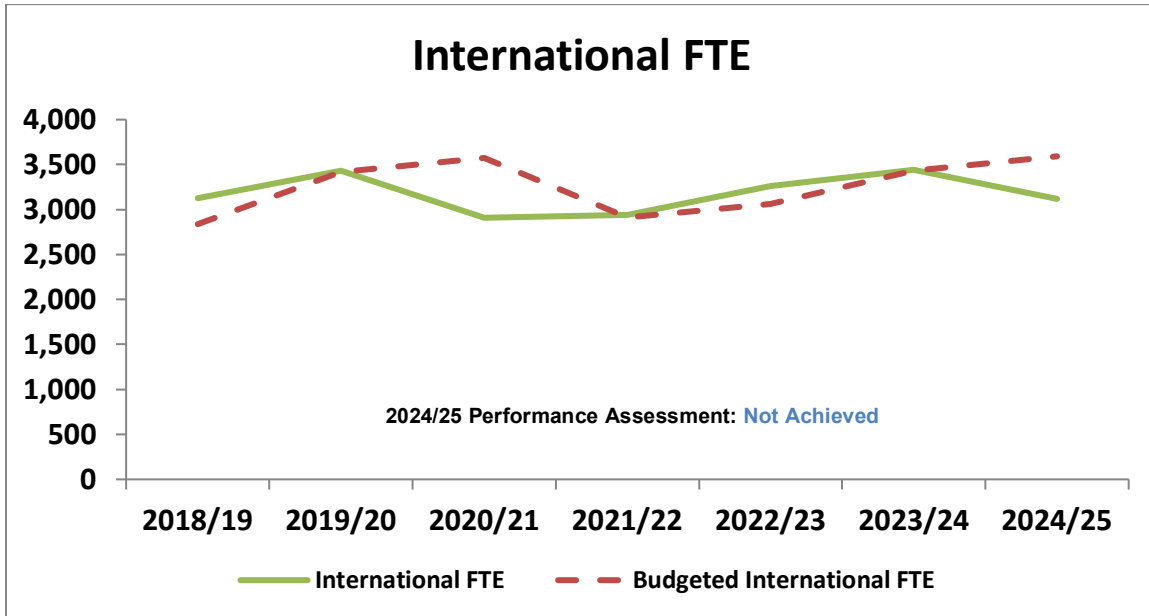
Percentage of bachelor degree, diploma, associate degree, and certificate graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less. The target is to have less unemployment than individuals with high school credentials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

Unemployment rate	
2016/17 Actual	
Diploma, assoc. degree, and certificate	9.1%
Baccalaureate graduates	2.2%
2017/18 Actual	
Diploma, assoc. degree, and certificate	5.6%
Baccalaureate graduates	2.6%
2018/19 Actual	
Diploma, assoc. degree, and certificate	5.7%
Baccalaureate graduates	0.8%
2019/20 Actual	
Diploma, assoc. degree, and certificate	6.7%
Baccalaureate graduates	2.9%
2020/21 Actual	
Diploma, assoc. degree, and certificate	9.8%
Baccalaureate graduates	4.1%
2021/22 Actual	
Diploma, assoc. degree, and certificate	10.2%
Baccalaureate graduates	1.7%
2022/23 Actual	
Diploma, assoc. degree, and certificate	6.6%
Baccalaureate graduates	1.0%
2023/24 Actual	
Diploma, assoc. degree, and certificate	8.7%
Baccalaureate graduates	3.3%
2024/25 Target	
<i>Diploma, assoc. degree, and certificate</i>	<i><12.7%</i>
<i>Baccalaureate graduates</i>	<i><12.7%</i>
2024/25 Actual	
<i>Diploma, assoc. degree, and certificate</i>	<i>9.5% (plus or minus 1.3%)</i>
<i>Baccalaureate graduates</i>	<i>2.1% (plus or minus 2.0%)</i>
Performance Assessment	
Diploma, assoc. degree, and certificate	<i>Achieved</i>
Baccalaureate graduates	<i>Achieved</i>

This measure is affected by the nature of the local economy and is not solely a reflection of Douglas College. Given that the pattern across North America is for individuals with post-secondary education to do better in the labour market than those without, it is anticipated that this target generally will be met.

9. International FTE (Internal Douglas College Measure)

Total international FTE (non-project) and budgeted international FTE.



In 2020/21, the College experienced a decline in International FTE for the first time in a decade due to the disruptions in international travel caused by COVID-19. This had a significant impact on the College’s financial position, which was off-set by reductions in expenditures and investment income. Enrolments stabilized and then increased to pre-pandemic levels by 2023/24. In 2024, changes introduced by the Federal Government negatively impacted international student enrolments at Douglas College and throughout the sector. Although overall international enrolments dropped by 323 FTE (9%) this past year, the number of *new* international students coming to Douglas College decreased by approximately 50%. Unless circumstances change, Douglas College expects to graduate students at a faster rate than it is able to recruit new students. Therefore, the total number of international students at Douglas College is expected to continue to decline in 2025/26, which will significantly impact the College’s financial position.

Finances

Summary Financial Report, 2024/25

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

Appendix A – Reporting for Mandate Letter Priorities

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

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees.

TRC CALL TO ACTION ¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child- welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
Progress	New and/or Continuing Initiatives and Partnerships
Implemented	The Douglas College Bachelor of Social Work program was developed with a lens to the work of the TRC and is responsive to this Call to Action. Indigenous perspectives and content are embedded throughout courses in the program. Notably, the degree contains a specific course called <i>Social Work with Aboriginal People</i> .
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
Progress	New and/or Continuing Initiatives and Partnerships
Implemented	The Douglas College Aboriginal Stream, which was developed to support indigenous learners making the transition to post-secondary has been revamped and renamed Indigenous Stream. Structured on the College’s Certificate of Academic Foundations (i.e., a pathway to degree programs at Douglas and SFU) the College has created an Indigenous Foundations Certificate. Further, the College’s Early Childhood Education (ECE) certificate program now has an Indigenous Stream option, which ladders into the ECE diploma.

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

Progress

New and/or Continuing Initiatives and Partnerships

N/A

Douglas College does not have the expertise to develop a diploma or degree program in this area. University transfer courses are being explored as an option.

23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

Progress

New and/or Continuing Initiatives and Partnerships

Implemented

Nursing and Psychiatric Nursing faculty collaborate closely with the College's Indigenous Student Services to support Indigenous students completing their degree programs. Significantly, the collaboration has given indigenous students more opportunities to provide feedback for continuous improvement of instruction.

Douglas College has designated seats for Indigenous students in several health care program, including the Bachelor of Science in Nursing and the Bachelor of Science in Psychiatric Nursing.

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress

New and/or Continuing Initiatives and Partnerships

Implemented

Content relevant to Indigenous health issues, as well as trauma informed practice, are suffused through the curriculum of both the Bachelor of Science in Nursing and the Bachelor of Science in Psychiatric Nursing programs at Douglas College.

	Moreover, nursing faculty continue to consult – and build relationships with – the First Nations’ Health Authority (FNHA). Interactions with the FNHA have focused on the needs of indigenous people vis a vis the processes that affect health care delivery. Additionally, FNHA representatives are directly involved with College courses/programs through guest lectures and, are working with the College on a collaborative project for second year students.
--	---

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

Progress	New and/or Continuing Initiatives and Partnerships
N/A	Douglas College does not have a law school.

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or Continuing Initiatives and Partnerships
Implemented	<p>Douglas College has launched the Indigenization Learning Journey, an on-line module for all employees that focuses on Indigenous cultural competencies, including self-awareness, Indigenous awareness, and commitment to Indigenization. The module has been part of the regular on-boarding process for new employees since Winter 2024.</p> <p>An Indigenization Learning Journey Guide supports learning in response to Douglas College’s commitments to Indigenization, the Truth and Reconciliation Commission’s (TRC’s) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Employees can access on-demand resources as well as register for experiential in-person workshops with Indigenous Facilitators and Elders. There is also an opportunity for leaders to request specific workshops for their teams and departments.</p>

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Progress	New and/or Continuing Initiatives and Partnerships
Not strictly applicable, but some related work in progress.	Douglas College does not offer a degree program in Education. However, the College offers courses/programs that may be relevant to teachers seeking further education; and Douglas College provides professional development for faculty on Indigenous pedagogies, courses, and programs.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

Progress	New and/or Continuing Initiatives and Partnerships
In progress	Douglas College does not offer journalism programs. However, the College has some relevant Communications courses and is in the process of increasing the number of courses that have an Indigenous focus, are culturally relevant in content and pedagogy, and are informed and supported by Indigenous expertise.

92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or Continuing Initiatives and Partnerships
In progress	Douglas College offers professional development for employees that focuses on Indigenous cultural competencies, anti-racism, conflict resolution, human rights, and inclusivity. As part of the College’s Strategic Plan commitment for continuous learning, professional development opportunities include a partnership with an Indigenous consultant to offer online modules on active allyship in practice, anti-racism, and cultural safety.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Progress

New and/or Continuing Initiatives and Partnerships

In progress

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

To support retention of Indigenous students once enrolled, Douglas College has an Indigenous counsellor, who provides culturally appropriate support to Indigenous students, and works closely with other Indigenous Student Services staff. An initiative piloted in 2022/2023 and continued as a regular part of programming, was a Community Kitchen program, which provides healthy food and serves as a vehicle to connect Indigenous students to Elders, and College staff from a range of departments. Douglas College regularly participates in the Moosehide Campaign, which supports education and awareness of violence against Indigenous women and two-spirited people.

Douglas celebrates the College's setting among traditional Coast Salish territories and peoples, integrating Indigenous history, culture, sense of place, and ways of knowing into educational and extra-curricular activities. To support students, there is a continuing food security initiative including holiday hampers and a food pantry on both

campuses. The College holds Indigenous graduation celebrations at each graduation for students, families and community members. There is ongoing programming focused on cultural and holistic wellness, and the development of videos featuring Elders so that Indigenous knowledge can be shared more broadly.

Douglas College has hired a continuing Director, Indigenous Academic Initiatives to work with departments and instructors on Indigenization of courses and programs across the College. The Director has established regular language learning drop-ins with an Elder from Musqueam, curriculum redevelopment and professional development with a number of academic departments, and a Faculty book club.

The College Library has continued to grow the collection of materials for instructors related to Indigenization of teaching and learning, in support of curricular Indigenization. The Training Group at Douglas College actively collaborates with Indigenous communities and organizations to deliver inclusive, culturally responsive education and employment services. The department's WorkBC Employment Services operations in Maple Ridge and Langley partner with Stó:lō Aboriginal Skills and Employment Training (SASET), hosting an outreach worker onsite to provide seamless support to Indigenous clients.

Over the past year several Indigenous front line workers have participated in the *Skills for Success Practitioner* Certificate program to gain knowledge and to integrate Skills for Success into the work done with Indigenous learners. The program was created using Universal Design for Learning which honors diverse ways of knowing to measure progress. The Indigenous Skills for Success Journey, *Planting the Seeds for Growth* course, is recognized as equivalent to the program's introductory course and contributes toward certification. Resources from this course, including learner tools, are accessible on the Douglas College website.

As a distributor of the Essential Skills Group's *Skills for Success* assessment tool, the Training Group supports Indigenous organizations such as SASET and ACCESS, (Aboriginal Community Career Employment Services Society) the largest Indigenous Skills and Employment Training organization located in Greater Vancouver. The Training Group takes a proactive approach to connect and check in with Indigenous organizations across BC to collaborate and strengthen efforts that support Indigenous learners and job seekers.

The final year of the federally-funded Indigenous Field School was offered in Summer 2024. Indigenous students had the option to travel to either Arizona or Costa Rica. The field schools focussed on Indigenous knowledge, culture and history, or Indigenous-led sustainability practices. Indigenous staff travelled with the students for culturally appropriate supports.

In terms of opportunities for employees, ensuring a welcoming and supportive learning environment and workplace for Indigenous people was adopted as a key initiative in the Strategic Plan 2020-2025.. Embedded in the HR recruitment framework, one of the initiatives involved conducting a review of recruitment and onboarding processes and taking tangible action to increase diversity in outreach and hiring. Other initiatives are aimed at providing professional development for staff, faculty, and administrators. Participation in these opportunities has been very strong across all employee groups.

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 - health programs offered by the institution and accreditation standards that relate to cultural safety and humility training.	
Program Name	Accreditation Standard Details (If, none exist N/A)
Bachelor of Science in Nursing	Standard I, indicator 1.3: The program is consistent with societal and holistic health care trends and the program meets the current and emerging future health and mental health needs of society. Truth and Reconciliation and cultural elements fall under this standard.
Bachelor of Psychiatric Nursing	Standard I, indicator 1.3: The program is consistent with societal and holistic health care trends and the program meets the current and emerging future health and mental health needs of society. Truth and Reconciliation and cultural elements fall under this standard
Bachelor of Health Information Management	There a number of criteria for the Canadian Health Information Management that Truth and Reconciliation associated learning outcomes: <ul style="list-style-type: none"> • Health Care Policy and Procedure • Records and Documentation Management Policies and Processes • Health Care Statistics • Research Design and Methods • Analytics Indicator and Reporting Policies and Processes • Advanced Analytics Policies and Processes • Privacy Polices and Processes • External Data Sharing and Access Policies and Processes • Health Information Exchange • Leadership
Health Care Assisting	Cultural safety and humility training is a component of the BC Provincially Approved Curriculum. A separate criterion related to Truth and Reconciliation is not specifically identified.

In Plain Sight recommendation #14 - - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

Program	Progress	Actions
Bachelor of Science in Nursing	Advertisements for faculty always include this as a preferred aspect of recruitment	Two faculty in BSN with Indigenous backgrounds, one status, one Metis.
Bachelor of Psychiatric Nursing	Advertisements for faculty always include this as a preferred aspect of recruitment	The College continues to recruit. There is competition with Health Authorities and tenured positions at universities, which remunerate at higher salaries.
Bachelor of Health Information Management	Advertisements for faculty always include this as a preferred aspect of recruitment	Professionals in this field are a rare commodity. The College has two Indigenous students in the Post Degree program and continues to build recruiting networks.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Strategies	Targets by Program Area	Outcomes
The College reserves seats in all programs for qualified students	At present 3 to 5 seats per program are reserved.	The College has 33 self-identified students of Indigenous backgrounds in BSN and BSPN program. and one student in HIM at present.

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration

Program	Progress	Actions
Bachelor of Science in Nursing	<p>For students, mandatory cultural safety and humility elements are included and integrated throughout the program.</p> <p>There are mandated courses for new faculty joining the college. However, Health Sciences offers a wide variety of Learning sessions at our Annual Forum along with departmentally arranged events.</p> <p>The College has an Equity, Diversity and Inclusion Committee specific to Health Sciences.</p> <p>All programs work closely with the Director of Indigenous student services.</p> <p>The Faculty of Health Sciences annually provides a Disruption Award for faculty engaged in projects aimed at social innovation. The award next year will have an emphasis on projects related to Indigenous pedagogy</p>	<p>A majority of faculty have undertaken college-provided training. Many faculty (approx. 95%) have taken additional training through Health Authorities and related resources.</p>
Bachelor of Psychiatric Nursing	As above	As above
Bachelor of Health Information Management	As Above	As Above
Health Care Assistant	As Above	As Above
Mental Health and Substance Use	New program – material integrated through new curriculum. Same comment re faculty preparation.	See Progress

Medical Office Assistant	The curriculum for training to become a Medical Office Assistant was revised recently. Truth and Reconciliation recommendations have been integrated into the program, along with increased attention to competencies related to diversity.	Faculty are in process of review for identified knowledge, skills, and abilities.
--------------------------	---	---