

Institution Accountability Plan and Report

2022/23 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 14, 2023

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

Dear Minister:

Accountability Plan and Report – 2022/23 Reporting Cycle

Attached is the *Douglas College Accountability Plan and Report* for 2022/2023. The report was prepared in accordance with the Budget Transparency and Accountability Act, providing the Ministry and the public with a comprehensive overview of the College's current state and future directions.

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

Based on 2022/2023 performance measures, Douglas College achieved or substantially achieved all Ministry targets, except one: Student Assessment of Usefulness of Knowledge and Skills in Performing Job following the completion of a diploma, associate degree, or certificate program. Most students who are enrolled in these short-term programs at Douglas College intend to complete further studies before entering a career. Therefore, it is understandable that their ratings on this measure are low. In comparison, students who have graduated from Baccalaureate programs at Douglas College rate their skills levels much higher, achieving expectations.

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

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

Sincerely,



Adel Gamar
Board Chair



Dr. Kathy Denton
President and CEO

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Strategic Direction and Context

Strategic Direction

Institutional Overview

Campuses

With campuses in New 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 Evergreen line. In addition to the two main campuses, Douglas College operates contract training facilities in Burnaby, Maple Ridge, Langley, and Surrey.

Douglas College owns land across the street from the existing New Westminster campus. To accommodate student demand for applied programs over the next 10-15 years, the College has received approval and funding from the ministry to construct a new academic building and student housing on that property. Douglas College has submitted plans to the city and 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 Westminster campus and across the street from the New Westminster 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 students can earn a Bachelor of Arts degree or a Bachelor of Science degree from Simon Fraser University while studying at Douglas and SFU concurrently. Internationally, Douglas had been delivering business degree programs in China at the Shanghai University of International Business and Economics (SUIBE) for 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

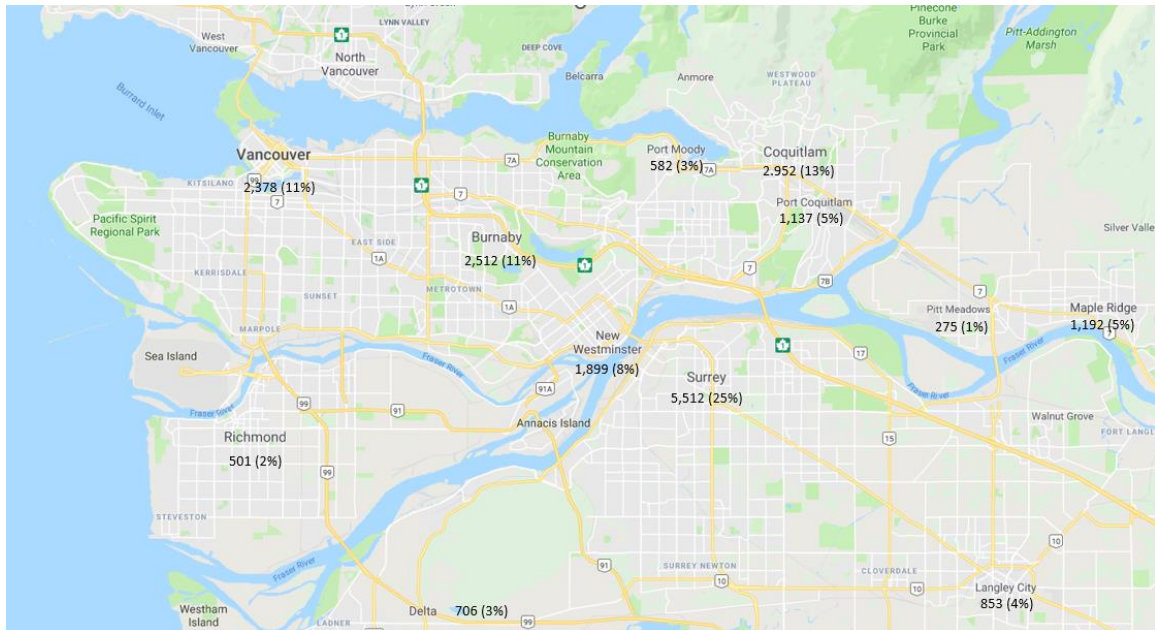
In response to student and labour market demand, Douglas College experienced rapid growth from 2009/10 to 2019/20 (+38% total, including both domestic and international FTE). The College experienced a decline due to the COVID-19 pandemic (-5.6% total FTE) but enrolments have stabilized and increased (+1% total FTE) the past year. Douglas College remains the largest college (based on AEST domestic FTE) and seventh-largest provider of advanced education in British Columbia, serving over 24,000 students each year (i.e., 16,600 credit students and 8,300 non-credit students). Approximately 12,300 credit students enroll in each of the Fall and Winter semesters and 7,300 in the Summer semester.

When part-time and full-time students are translated into full-time equivalent (FTE) students, Douglas College serves just over 11,150 FTE students annually. Of those 11,150 FTE, 6,550 are domestic students in credit programs, and 1,300 are domestic students in non-credit programs offered through Continuing Education or by the Douglas College Training Group. The remainder are international students (3,300 FTE), who pay the full cost of their education through international tuition fees. Douglas College has a diverse international student population, with over 100 countries represented.

**FTE Enrolment by Faculty
(Including International, CE, and Contract Training)
Fiscal Years 2021/22 and 2022/23**

	<u>2021/22</u>	<u>2022/23</u>
Applied community studies	747	765
Commerce and business	1,122	1,052
Health Sciences	910	840
Humanities and social sciences	1,919	1,789
Language, literature and performing arts	1,023	1,963
Science and technology	1,611	1,562
Contract training	733	871
Subtotal: Countable toward Ministry target	8,064	7,842
International education	3,013	3,345
Total	11,076	11,187

Douglas College Students by City of Residence*, by Academic Year 2021/22



* 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 25%, 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 66% under the age of 25.

The fastest growing age demographic of Douglas students enrolled in credit courses is the 25–29-year-old group, which grew by 4% over the past five years. For International students specifically, the proportion that are 25 year of age or over has increased from 20% to 45% in the past five years reflecting the popularity of the College’s post-baccalaureate programs.

Since its inception, Douglas College has made credit courses very accessible to part-time students. Of the approximately 12,300 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 24% of the credentials awarded in 2021/22. 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 19% in 2021/22. In contrast, the percentage of certificate and diploma credentials awarded has declined from 59% to 45% during the same period.

Employees

Douglas College employs approximately 1991 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 902 faculty, 517 staff, and 147 administrators. There is a 5% decrease in employee numbers compared to pre-pandemic levels; however, the number of regular employees has increased since 2019, while temporary employees remain at slightly lower levels. Demographic data for the College shows the average age of College employees is 48.3 years old. The proportion of employees aged 44 or younger is 40% and the proportion of employees aged 55 and older remained steady at 31%. The average length of tenure for employees is 10.8 years, while 68% of employees have five or more years of service with the College.

College Strengths

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

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

In the latest student profiles and perceptions survey conducted Fall 2021, 67% of new Douglas College students said that Douglas College was the only post-secondary institution to which they

applied. The top reasons (rated as “high” importance) for deciding to attend Douglas College were identified as:

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

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

Core Purpose and Vision

Core Purpose

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

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

Vision

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

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

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

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

Strategic Context

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

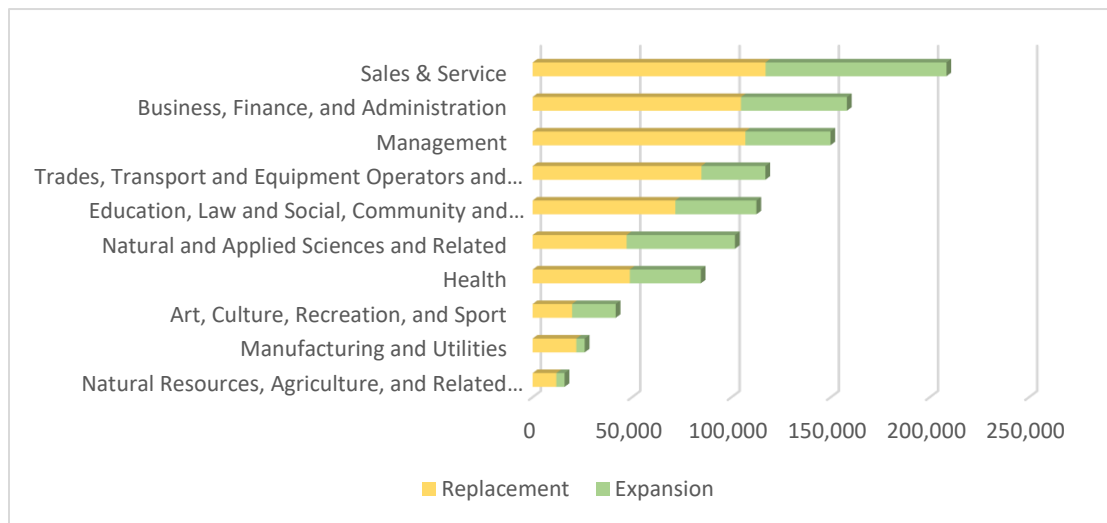
External Environment

Economic Factors

COVID-19 disrupted economies worldwide including British Columbia's. The British Columbia economy rebounded in 2021/22 and continued to recover in 2022/23. Compared to the BC 2021 labour market outlook, there are 13,000 more job openings expected in the next ten years primarily due to increased federal immigration targets, an increase in demand for technology occupations and tail end of the recovery from COVID-19.¹

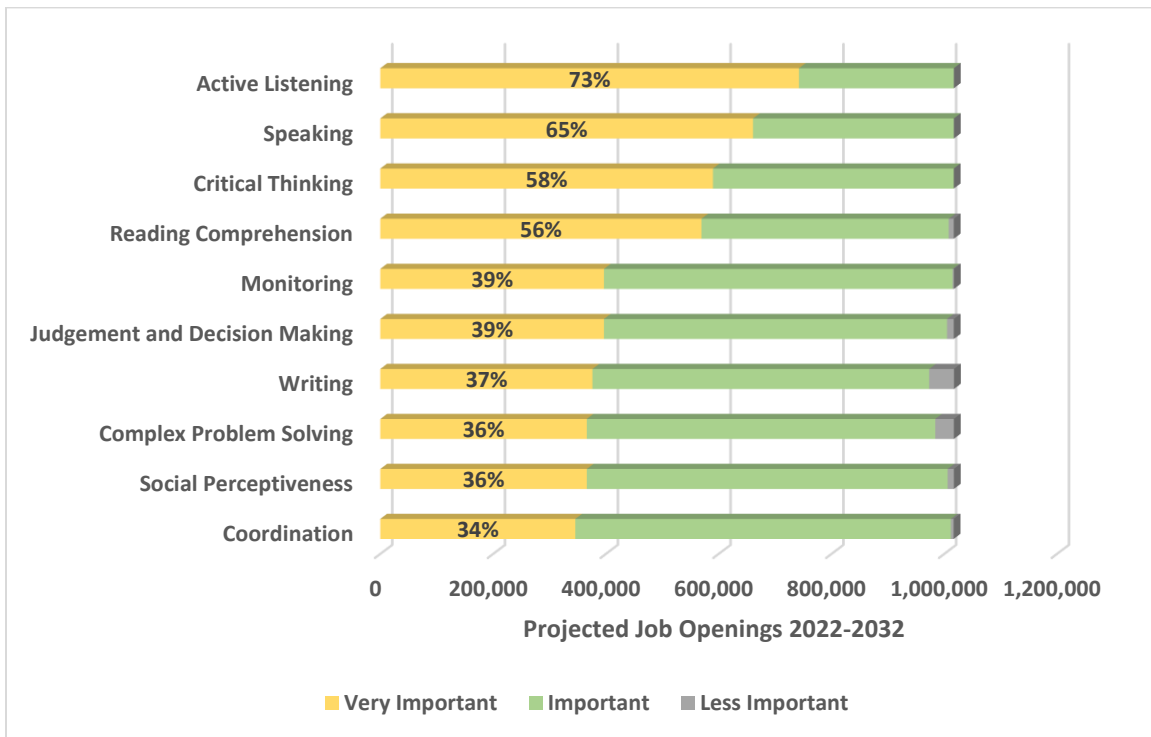
The current version of the B.C. labour market outlook from 2022, forecasts how the industries affected by Covid-19 will continue to recover and makes predictions for the entire economy for the next ten years. Labour force demand trends are important considerations in the College's curricular strategy. By 2032, nearly 80% of BC's labour force will need some level of post-secondary education.¹ Of the 1,017,000 projected job openings, 373,100 will require a university degree and/or significant work experience and 415,500 will require College education or Apprenticeship Training.

The B.C. 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, and Management Occupations.¹



¹ British Columbia Labour Market Outlook 2022 Edition, pg. 7. Data from Figure 5.1-1, pg.17. and 5.3.1, pg. 27 <https://www.workbc.ca/research-labour-market/bcs-labour-market-outlook-2022-edition>

The 2021 version of the British Columbia Labour Market Outlook updated the section related to projected demand for Skills and Competencies. The top 10 projected skills and competencies include:



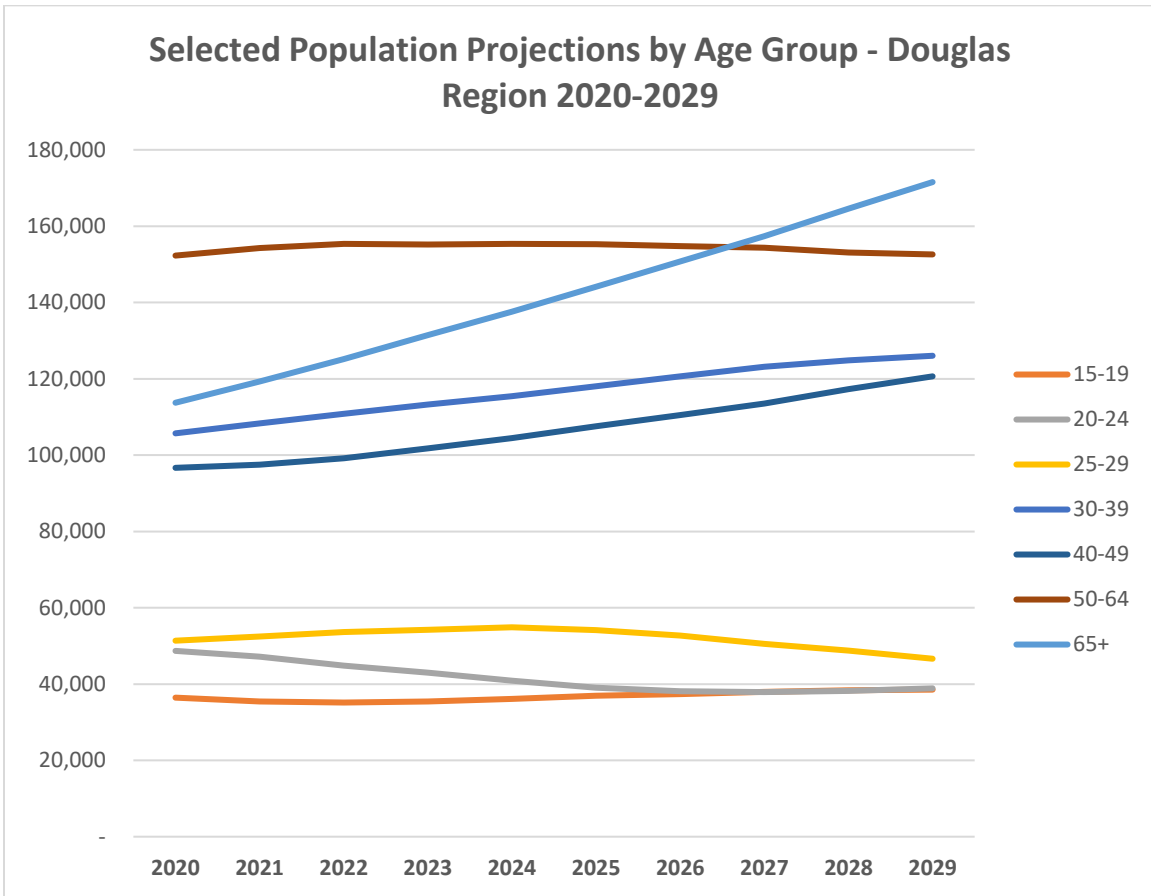
Douglas College’s programming, especially the foundational skills provided within the Faculties of Humanities and Social Sciences and Language, Literature, and Performing Arts is particularly well-suited to improving student’s skills in the areas identified above.

Demographics

The College’s Institutional Research Office estimated the effects of demographic changes on demand for College programs in the surrounding municipalities, using three sources of data: population projections provided by BC Stats P.E.O.P.L.E. 2019, age demographics of Douglas College students, and the percentage of Douglas students who come from each municipality.

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

The population projections are displayed in the Figure below.



*Source BC Stats P.E.O.P.L.E. 2019

Internationalization

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

International student enrolments grew steadily over many years, with larger than normal growth from 2016/2017 to 2018/2019. The College made a strategic decision to reduce the level of growth in 2019/2020. The COVID-19 pandemic then disrupted travel, and Douglas College observed a 14% decrease in International enrolments in 2020/21 compared to the previous year. Since then, international enrolments first stabilized, then have resumed growth increasing by 11% last year.

The College manages its international admissions and enrolments in a manner that ensures diversity based on country of origin. As noted earlier, 100 different countries are represented

by Douglas' international students. India, which represents the country of origin with the largest share of international students, is less than 31% of the total International student population.

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

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

Internal Environment

Douglas College experienced rapid growth in domestic enrolments from 2010 to 2014 and increased growth in international enrolments from 2016 to 2020. The growth was supported by all of the following: enhanced program development and revision, improved international student recruitment and retention, and increased operational efficiencies. As a consequence of the growth, and associated increases in international tuition revenues, Douglas has been able to support improvements to programs, student services, and facilities.

Facilities

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

Prior to 2020/21, due to strong growth, Douglas College was at capacity for on-campus daytime programming, with only limited classroom space available in the evenings and 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 centre 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 the development permit application was recently submitted to the city of New Westminster. Excavation and site works are expected to begin in 2023 with construction starting in 2024 to allow opening of the facility expected 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 the development of a Douglas College Mental Health Strategy, a framework for equity, diversity and inclusion, and the renewal of two collective agreements. In 2022 Douglas College was designated as one of BC's Top Employers for the ninth year in a row and designated as one of Canada's Best Employers by Forbes Canada.

Reporting on Mandate Priorities

Initiatives Related to 2022/23 Minister's Letter of Direction

1. *Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:*
 - *Working to align education and skills training to goals of the BC Economic Plan; and*
 - *Supporting the implementation of Skilled Trades Certification.*

Douglas College does not have trades programs.

2. *Contribute to Ministry engagement on upcoming initiatives, including:*
 - *The StrongerBC: Future Ready Action;*
 - *The Ministry's sexualized violence policy review;*
 - *Further tech-relevant seat expansions; and*
 - *The funding formula review of provincial operating grants.*

Douglas College welcomes opportunities for consultation on government priorities. The College regularly reviews data to anticipate and respond to labour market needs. Douglas College recently expanded offerings of its Early Childhood Education program to online delivery allowing access for rural students. A Health Information Management degree was recently approved providing additional training for British Columbia's Health care sector.

The College is also very proactive in updating its policies, seeking expert advice as needed. The College recently updated its Sexual Violence and Misconduct Prevention and Response Policy, including student consultation, and will do so again as required. In 2022/23, the role of Sexual Violence Prevention and Response Coordinator was created to address communication gaps about sexual violence education and supports, some of which were noted through the results of the Student Perceptions of Sexual Violence survey. Survey results have helped to refocus some of the priorities for education and awareness at the College. The Coordinator worked closely with the other College staff and, the Douglas College Student Union (DSU), to create and implement a number of educational and awareness-related events and activities, including workshops during Athletics Orientation, training for student volunteers in the Student Wellness Awareness Network, a Healthy Relationships and Consent Workshop, Orientation Leader Consent Training and awareness booths at events throughout the academic year. The Coordinator will continue to work with campus partners to focus on SV prevention and education events, such as the 2023 Consent Week, a partnership initiative with the DSU to be held this September.

The College is a full participant in the Ministry's StrongerBC Future Skills Program. Douglas has identified all eligible courses and prominently advertises these opportunities on College web pages. The StrongerBC Future Skills grant provides additional funding for six programs. The majority of these programs are in health care related areas such as community mental health and emergency mental health.

The College was pleased to receive Ministry support to facilitate a doubling in the number of seats in the Computing Science diploma program through the technology expansion initiative.

The College notes with gratitude that Ministry support included funding to expand education technology infrastructure.

The College, in response to labour market needs and with the support of the Ministry, has also begun to expand its offerings in Veterinary Technology and Health Care Support Work programs. Additional funds were also received to support access pathways into Early Childhood Education for students who require training in English language skills to meet program admission requirements.

Douglas College has participated fully in the funding formula review process to date. The College recognizes that the review is a very complex task given the variation that exists in the post-secondary sector. The College appreciated the opportunity to contribute information and ideas at the outset and will provide additional responses as required during the next stage of the process.

Reporting on Additional Ministry Strategic Initiatives

The Ministry asks that institutions continue to report on long-term strategic initiatives, including:

- *Progress on the Truth and Reconciliation Calls to Action and UNDRIP*
- *Sexual Violence and Misconduct prevention and response*
- *Former Youth in Care - Supports for students who are former youth in care, including participation in the provincial tuition waiver program*
- *K-12 Transitions and Dual Credit Programming*

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

Douglas College has added services to support Former Youth in Care, and participates in the provincial tuition waiver program. In addition, the College recently transformed its enrolment and student advisory services from a traditional, department model based on functional roles and transactional events to a holistic model involving the elevation and mastery of student support services. For students, this means they will have a seamless experience from their first point of contact at the College, all the way to graduation. This approach provides much better support for Former Youth in Care and is expected to contribute to their success at Douglas College. In 2022/23 Douglas College saw 106 former youth in care benefit from the BC Government's tuition waiver program, totalling \$246,412 distributed in 2022/23, representing an increase of 20% over last year.

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 2022/23 a total of 37 Grade 12 high school students enrolled in concurrent studies at the College in 21 distinct courses.

Performance Plan

Goals and Objectives

Douglas College 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 AEST
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

Objective 1.2: Recognize and build on comprehensive student skills and competencies.	
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 microcredentials.	
Initiatives	Alignment with Objectives from AEST
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 AEST
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

<p>Objective 2.2: Expand and renew facilities. In 2020, Douglas College celebrates 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.</p>	
Initiatives	Alignment with Objectives from AEST
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 AEST
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 AEST
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.

<p>Objective 4.1: Develop practices and processes that promote long-term planning, professional development, mental wellness and adaptability.</p> <p>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.</p>		
	Initiatives	Alignment with Objectives from AEST
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

<p>Objective 4.2: Modernize business processes and digital environments.</p> <p>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.</p>		
	Initiatives	Alignment with Objectives from AEST
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, 2022/23*. 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.

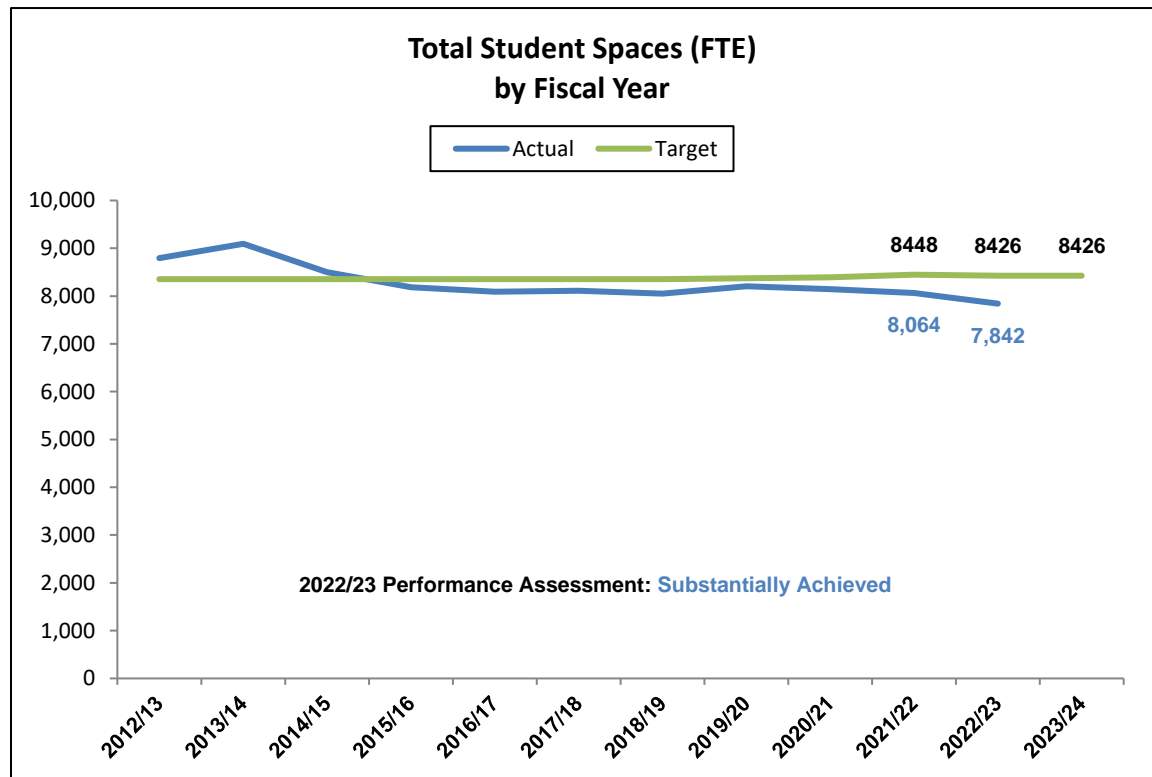
Some measures are influenced by external conditions and therefore should be interpreted with that in mind. In addition, for some measures, performance improvements may take several years to demonstrate due to the nature of the intervention used to induce improvements or due to the type of measure used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

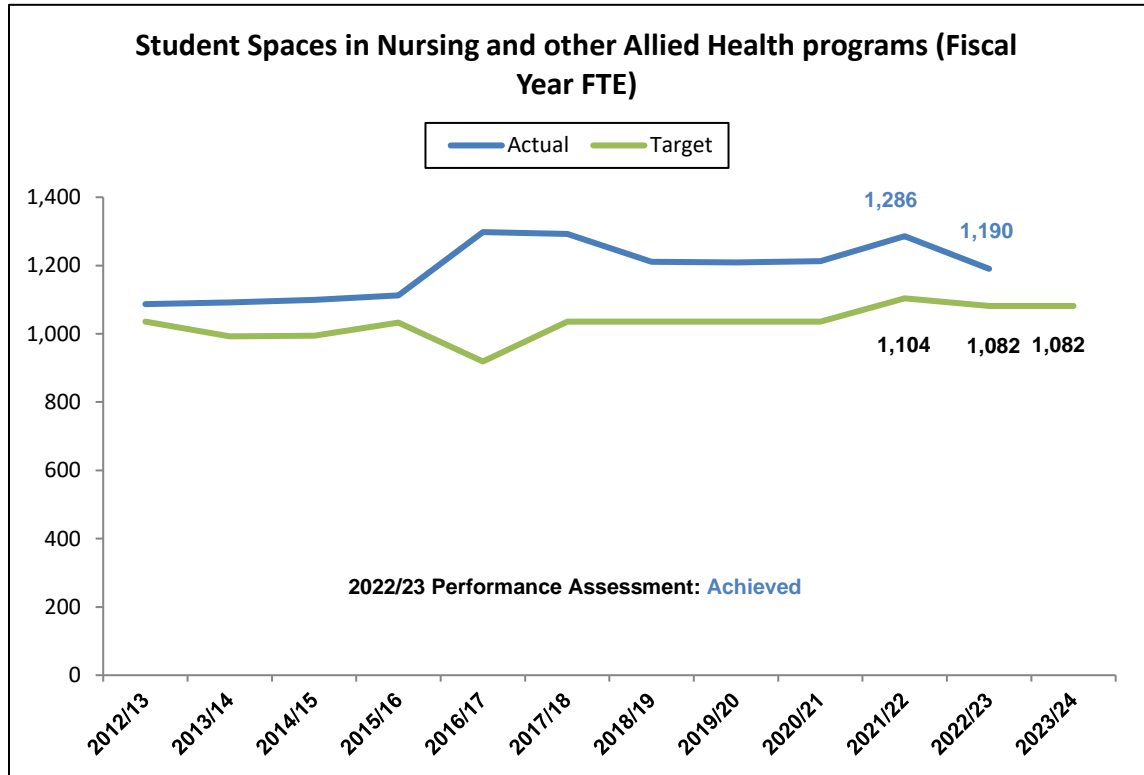
Number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas.

1. Total student spaces



Douglas College's domestic enrolments, similar to most other post secondary institutions, have had a slight decline the past few years.

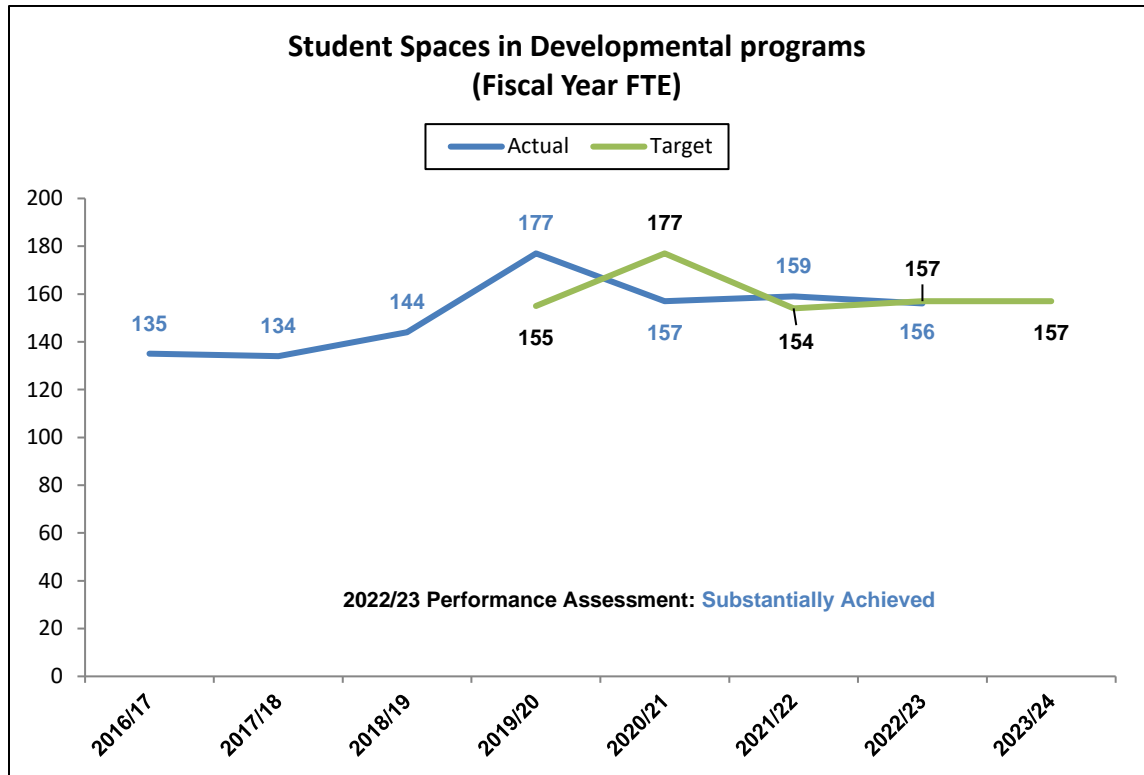
1.a Student Spaces in Nursing and Allied Health Programs



Since 2012/13 Douglas College has achieved or exceeded targets for nursing and allied health programs.

1.b Student Spaces in Developmental Programs

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

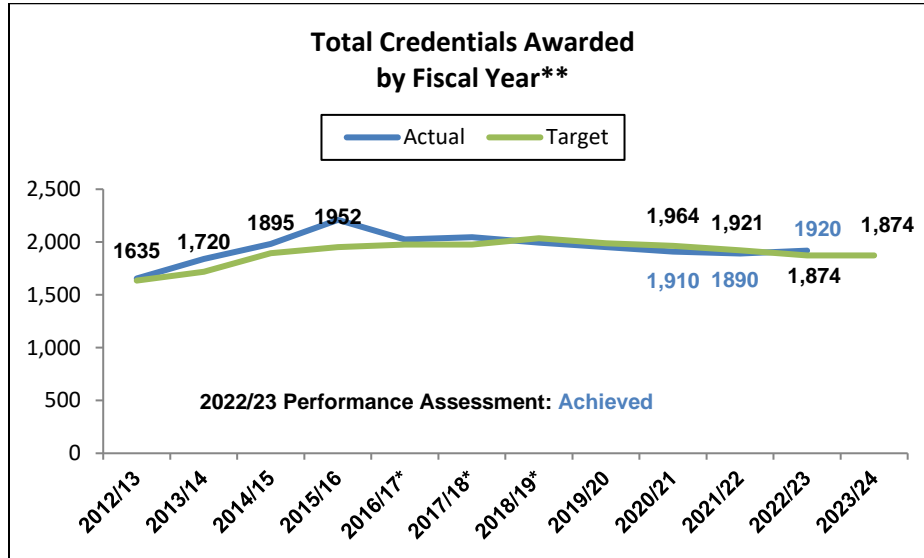


Starting in 2019/20 this measure was changed to reflect student spaces in two specific development programs at Douglas College (ELLA and ABE). Ministry targets prior to 2019/20 are not comparable and developmental FTEs have been restated for previous years to align with the change.

2. Credentials Awarded

Ministry Objective: Capacity

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



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

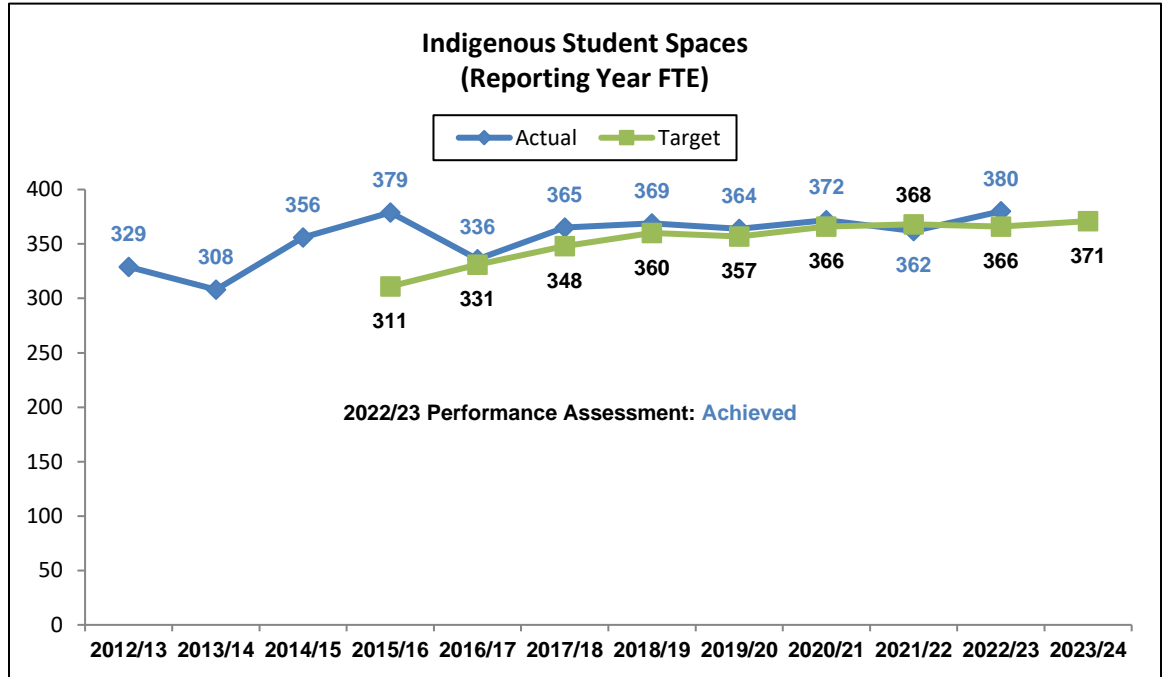
** 2018/19 reporting cycle is based on 2017/18 fiscal year data

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

3. Indigenous Student Spaces

Ministry Objective: Access

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



The number of Indigenous student spaces was introduced as a new descriptive measure for institutional accountability reports in 2011/12. The College is very supportive of Indigenous students and attracts a larger proportion of Indigenous students than is represented in the community. Compared to the percentage of Indigenous people in the Douglas College region (1.9%), there are twice as many domestic students (3.9%) enrolled in credit programs at Douglas College who identify as Indigenous.

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

Douglas College will continue current levels of Indigenous student participation, maintaining the number of Indigenous student FTE at greater than or equal to the average of the previous three years. For 2022/23 Douglas College achieved its target of 366 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>2015/16 Actual:</i>	
Diploma, assoc. degree, and certificate	93.0%
Baccalaureate graduates	92.4%
<i>2016/17 Actual:</i>	
Diploma, assoc. degree, and certificate	92.5%
Baccalaureate graduates	95.1%
<i>2017/18 Actual:</i>	
Diploma, assoc. degree, and certificate	93.5%
Baccalaureate graduates	92.4%
<i>2018/19 Actual:</i>	
Diploma, assoc. degree, and certificate	93.3%
Baccalaureate graduates	94.4%
<i>2019/20 Actual:</i>	
Diploma, assoc. degree, and certificate	90.7%
Baccalaureate graduates	94.2%
<i>2020/21 Actual:</i>	
Diploma, assoc. degree, and certificate	92.8%
Baccalaureate graduates	98.0%
<i>2021/22 Actual:</i>	
Diploma, assoc. degree, and certificate	92.5%
Baccalaureate graduates	97.1%
<i>2022/23 Target:</i>	
<i>Diploma, assoc. degree, and certificate</i>	<i>≥90%</i>
<i>Baccalaureate graduates</i>	<i>≥90%</i>
<i>2022/23 Actual:</i>	
<i>Diploma, assoc. degree, and certificate</i>	<i>91.7% (plus or minus 1.0%)</i>
<i>Baccalaureate graduates</i>	<i>94.6% (plus or minus 2.3%)</i>
<i>Diploma, assoc. degree, and certificate</i>	<i>Achieved</i>
<i>Baccalaureate graduates</i>	<i>Achieved</i>
<i>2023/24 Target</i>	<i>≥90%</i>

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)
2014/15 Actual	95.6%
2015/16 Actual	90.9%
2016/17 Actual	95.9%
2017/18 Actual	96.0%
2018/19 Actual	95.0%
2019/20 Actual	95.6%
2020/21 Actual	95.9%
2021/22 Actual	95.8%
2022/23 Target	≥ 90%
2022/23 Actual	96.4% (plus or minus 0.7%)
Performance Assessment	Achieved
2023/24 Target	≥ 90%

Baccalaureate (on a four-point scale):

Quality of Instruction	Very Good or Good
2015/16 Actual	93.7%
2016/17 Actual	94.6%
2017/18 Actual	90.9%
2018/19 Actual	94.0%
2019/20 Actual	94.3%
2020/21 Actual	97.6%
2021/22 Actual	95.0%
2022/23 Target	≥ 90%
2022/23 Actual	96.1% (plus or minus 2.0%)
Performance Assessment	Achieved
2023/24 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:

	2021/22 Actual	2022/23 Actual	+/-
Written communication	89.4%	87.6%	1.1%
Oral communication	84.9%	82.2%	1.5%
Group collaboration	87.9%	85.0%	1.3%
Critical analysis	90.2%	89.2%	1.2%
Problem resolution	84.7%	85.3%	1.3%
Learn on your own	91.0%	87.9%	1.2%
Reading and comprehension	92.3%	91.4%	1.1%
Average	88.5%	87.0%	1.1%
Target:		≥ 85.0%	
Performance Assessment		Achieved	

Target for next three years: ≥ 85%

Baccalaureate (on a four-point scale):

	2021/22 Actual	2021/22 Actual	+/-
Written communication	89.3%	87.9%	3.5%
Oral communication	89.5%	90.8%	3.1%
Group collaboration	87.4%	88.6%	3.4%
Critical analysis	90.8%	94.6%	2.3%
Problem resolution	81.5%	86.1%	3.6%
Learn on your own	87.1%	90.5%	3.1%
Reading and comprehension	86.2%	91.9%	2.9%
Average	87.6%	90.1%	2.5%
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
2014/15 Actual	
Diploma, assoc. degree, and certificate	69.4%
Baccalaureate graduates	97.1%
2015/16 Actual	
Diploma, assoc. degree, and certificate	76.7%
Baccalaureate graduates	96.3%
2016/17 Actual	
Diploma, assoc. degree, and certificate	80.2%
Baccalaureate graduates	94.4%
2017/18 Actual	
Diploma, assoc. degree, and certificate	78.3%
Baccalaureate graduates	95.2%
2018/19 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 Target	
<i>Diploma, assoc. degree, and certificate</i>	$\geq 90\%$
<i>Baccalaureate graduates</i>	$\geq 90\%$
2022/23 Actual	
<i>Diploma, assoc. degree, and certificate</i>	78.6% (plus or minus 1.8%)
<i>Baccalaureate graduates</i>	93.8% (plus or minus 2.7%)
Performance Assessment	
<i>Diploma, assoc. degree, and certificate</i>	Not Achieved
<i>Baccalaureate graduates</i>	Achieved
2022/23 Target	$\geq 90\%$

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

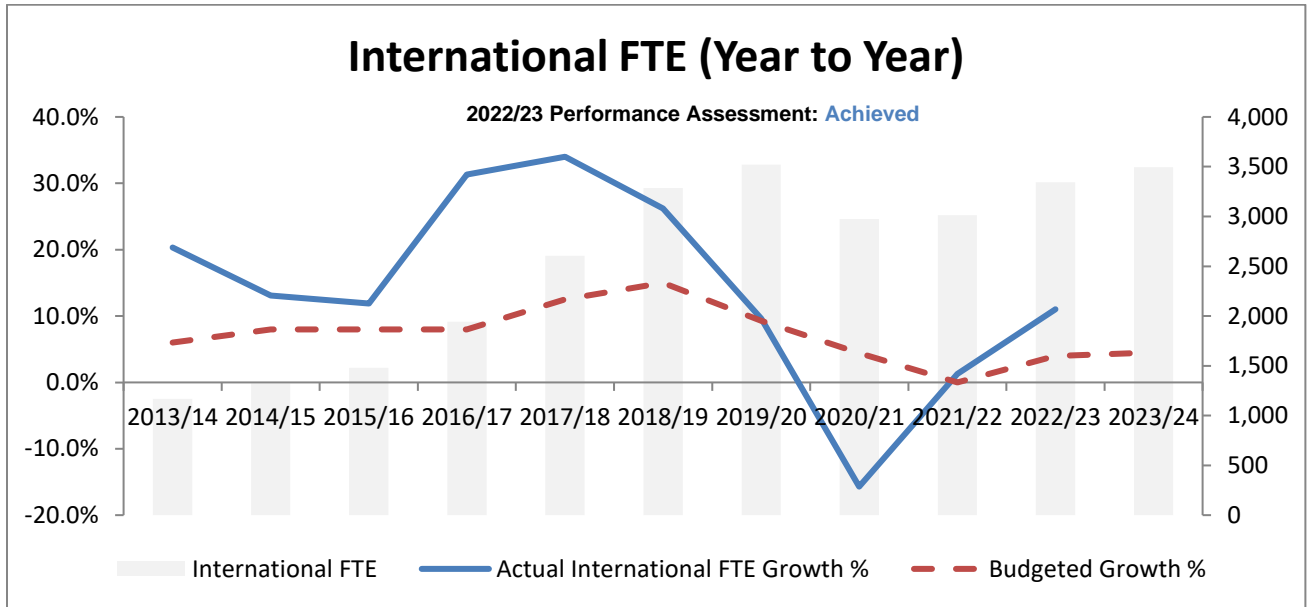
Percentage of bachelor degree, diploma, associate degree, and certificate graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less. The target is to have less unemployment than individuals with high school credentials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

Unemployment rate	
2014/15 Actual	
Diploma, assoc. degree, and certificate	7.3%
Baccalaureate graduates	0.7%
2015/16 Actual	
Diploma, assoc. degree, and certificate	10.0%
Baccalaureate graduates	2.2%
2016/17 Actual	
Diploma, assoc. degree, and certificate	9.1%
Baccalaureate graduates	2.2%
2017/18 Actual	
Diploma, assoc. degree, and certificate	5.6%
Baccalaureate graduates	2.6%
2018/19 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 Target	
<i>Diploma, assoc. degree, and certificate</i>	<i><8.1%</i>
<i>Baccalaureate graduates</i>	<i><8.1%</i>
2022/23 Actual	
<i>Diploma, assoc. degree, and certificate</i>	<i>6.6% (plus or minus 1.0%)</i>
<i>Baccalaureate graduates</i>	<i>1.0% (plus or minus 1.1%)</i>
Performance Assessment	
Diploma, assoc. degree, and certificate	<i>Achieved</i>
Baccalaureate graduates	<i>Achieved</i>

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

9. International FTE (Internal Douglas College Measure)

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



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

Finances

Summary Financial Report, 2022/23

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 Template for Mandate Priority #1

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

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

TRC CALL TO ACTION ¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p>PROGRESS</p> <ul style="list-style-type: none"> Identify whether the initiative is: New Planned vs. in progress vs. implemented vs. ongoing If there is no relevant program show as N/A 	<p>INITIATIVES AND PARTNERSHIPS</p> <p>Please provide key details for relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>
1: SOCIAL WORK	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child- welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>Implemented</p>	<p>The Douglas College Bachelor of Social Work program was developed with awareness of the work of the TRC and is responsive to this Call to Action. Appropriate course content is embedded throughout in the program. In addition, there is a specific course called <i>Social Work with Aboriginal People</i>.</p>

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

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	Douglas College’s Early Childhood Education certificate program has an Indigenous Stream option, which ladders into a diploma program. Additionally, the College has launched a related 30 credit Certificate in Academic Foundations in Indigenous Studies, which is designed to provide laddering into Douglas College degrees or option for transfer to other institutions.
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	<p>Nursing and Psychiatric Nursing are collaborating closely with Indigenous Student Services on identifying and supporting Indigenous students in these programs. They are working with students who are completing, to continue to make the programs more supportive.</p> <p>Douglas College has designated seats for Indigenous students in several health care program, including the Bachelor of Science in Nursing and the Bachelor of Science in Psychiatric Nursing.</p>
24: MEDICAL AND NURSING SCHOOLS	

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented	<p>Nursing is building relationship and consulting with the First Nations' Health Authority, focussing on needs of Indigenous people as identified by FNHA, and processes in health care practices. Representatives from FNHA will also be involved in courses as guest lecturers, building toward a collaborative project for second year students.</p> <p>Both the Bachelor of Science in Nursing and the Bachelor of Science in Psychiatric Nursing programs at Douglas College include course content on Indigenous health issues.</p>

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	Douglas College has launched the “Indigenization Learning Journey”, an on-line module for all employees that focuses on Indigenous cultural competencies, including self awareness, Indigenous awareness, and commitment to Indigenization. The module has been made part of the regular on-boarding process for new employees. Additionally, the Indigenization Resource Repository has been revised in support of the module.

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.

	<p>The Douglas College Strategic Plan contains a specific Strategic Initiative that speaks to the development of a framework for ongoing professional development on Indigenization. This work is underway, with a goal of full implementation by 2025.</p>
<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</p>	
<p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> 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 <p><i>Article 15</i></p> <ol style="list-style-type: none"> 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. <p><i>Article 21</i></p> <ol style="list-style-type: none"> 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. 	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>In progress</p>	<p>Douglas College is an access-based institution working with local Indigenous leaders and administrators in our School District catchments (New West, Coquitlam, Surrey, Burnaby) to increase the rate of Indigenous students transitioning into post-secondary. In 2022, Douglas College hired a dedicated recruiter to work with prospective Indigenous students. During the year, 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.</p> <p>To support retention of Indigenous students once enrolled, Douglas College has hired an Indigenous counsellor, to provide culturally appropriate support to Indigenous students, and to work closely with other Indigenous Student Services staff. A particular initiative being piloted this past year was a lunch and food security program, which also served as a vehicle to connect Indigenous students to College staff from a range of departments.</p>

Douglas College celebrates the College’s setting among traditional Coast Salish territories and peoples, integrating Indigenous history, culture, sense of place, and ways of knowing into our educational and extra-curricular activities. To support this, this year planning work has begun for the major revitalization of the Indigenous “Sol” garden on the Douglas Coquitlam Campus.

Based on the three-year success of the Indigenous Writer in Residence program, this will be broadened to Artist in Residence, to add theatre and music to the rotation of offerings. The programming model thus far has included public events, in addition to instruction and mentoring to students and collaboration with faculty.

Douglas College has engaged an Indigenous curricular consultant to work with departments and instructors on Indigenization of specific courses and programs across the College. The College Library has also organized a collection of materials for instructors related to Indigenization of teaching and learning, in support of curricular Indigenization.

The Training Group is working with Indigenous partners to update the Indigenous Skills for Success Introductory course. This is a 3-year federally-funded project that is expected to prepare dozens of Indigenous facilitators to serve approximately 900 Indigenous students. The Training Group also provides employment services for Katzie community members through a WorkBC contract, and essential skills training for the Stó:lō First Nation to support skills training within its community.

Douglas College International offered the first year of an Indigenous student exchange, in collaboration with two BC post-secondary institutional partners: the Indigenous Global Learning Program. Indigenous students from Douglas College, Langara, and University of the Fraser Valley engaged in a program of study focused on Indigenous culture, history and archaeology, and last year travelled to Northern Arizona University to explore historical and culturally significant sites and practices. In the Winter 2022 semester, 16 Indigenous students participated in the travel to Arizona. The second phase of this program will be in June 2023, with a trip to Arizona (8 students) and a new offering to Hawaii (with a focus on language revitalization with the Univ. of Hawaii, Manoa, and 13 students). The travel component of the program is fully funded for Indigenous students.

Ensuring a welcoming and supportive learning environment and workplace for Indigenous people was adopted as a key initiative in the new Strategic Plan 2020-2025.

Embedded in the HR recruitment framework, one of the initiatives is “Diversity, Inclusion, Indigenization-focused Recruiting”, conducting a review of recruitment and onboarding processes, taking tangible action to increase diversity in outreach and hiring.

Douglas College will identify and take steps to remove employment barriers faced uniquely by Indigenous peoples to enable increased hiring of Indigenous employees.

See above for description of roll-out of Indigenous PD program for all employees.

