



Douglas College

# **Interim Strategic Plan**

An Overview of College-Wide Priorities

20 February 2003

# Interim Strategic Plan

## Introduction: An “Interim” Plan in 2003

A strategic plan identifies at a very general and long-term level what an organization will do differently to achieve its mission given conditions in the external environment. The more frequently the environment or the mission change, the more frequently strategies have to be revised.

Largely as the result of public policy, Douglas College finds itself responding to a number of significant external changes, with more changes anticipated in the coming months and years. This interim strategic plan is intended as a crisp and timely snapshot of the directions the College intends to follow in this dynamic environment. It is not the definitive plan, but simply a way of keeping the college community up-to-date on current thinking. Further work will be needed in the next couple of years as new circumstances emerge and the nature of the changing educational landscape becomes clearer.

The interim plan focuses on changes, on things that will be different at the College. As described below, most of the College’s energy and resources will be devoted to activities that are unchanged from the past, and hence which do not appear in the plan.

## College Mission and Values

Douglas College is a comprehensive community college. Nothing in this plan is intended to change the college’s mission, values and goals (see appendix). Rather, it addresses the question of what should be done to achieve them given the constraints and realities of a changing world.

Among other things, the College’s Goal Statement describes the types of learners Douglas College seeks to serve. The Values Statement reflects the excellent teaching and learning environment that the College has achieved and prizes.

## Overarching Strategy

The College’s overarching strategy is to keep options open as governmental and educational worlds change. While it will attempt to position itself to take advantage of opportunities in an evolutionary manner as they arise, Douglas College will not commit to big changes in direction until circumstances are clear, especially as its current activities appear appropriate and effective. Thus, as much as possible, it will be business as usual in the short run.

The College values what it has achieved historically, but recognizes that the world is changing. It seeks to modify itself as needed in a way that maintains consistency with its historic strengths. The challenge will be to balance institutional independence and leadership with adaptation and responsiveness to the needs of the communities it serves.

## Indicators of Goal Achievement

Strategic goals are more likely to be implemented effectively if the College knows in advance what types of evidence it can use to determine the extent to which the goals have been achieved. Indicators have been built into this plan to assist with monitoring goals achievement. They are not absolute or comprehensive measures, but are triggers or starting points for further investigation if the indicator falls outside an acceptable range. Many indicators are quantitative because they are quick and convenient, but others are qualitative because not all relevant information can be expressed numerically. The question guiding the selection of indicators has been, “What will be the first ways by which the entire institution will know that we have achieved the goal?”

Strategic Direction	Indicator	Guiding College Values
<b><i>I. Educational Mission</i></b>		
<b>A. Promote quality teaching and learning processes</b>		
Ensure that every credential has a clearly defined graduate profile, and that assessments and instructional methods are appropriate to this profile.	Number of profiles. Documentation about assessment and instructional philosophies.	We believe that students are our primary focus. We believe in fostering a dynamic, accessible and supportive teaching and learning environment that prizes excellence and innovation.
Develop and support opportunities for integrated, cross-disciplinary learning	Number of new, revised, or linked courses. Enrolment in such courses.	
<b>B. Evolve curriculum</b>		
Applied baccalaureate degrees: - develop a framework and criteria for offering degrees - offer only two or three degree programs in the next five years, given that only limited, degree-specific FTE funding is anticipated.	Date framework approved. Number of bachelor's degrees offered and consistency with original strategy	We believe that intellectual growth and exploration inspire well-rounded, responsible and contributing citizens. We practice social, environmental and community responsibility.
Offer new courses and high demand sections by freeing up resources from existing offerings: - More rigorous and systematic review processes to identify which existing offerings best meet student needs.	Number of courses added and dropped Statistics related to applications, enrolments, and attrition.	
Complement offerings at other Lower Mainland institutions, taking into account their changing program mixes and entrance requirements .	Documentation of changes at other institutions and their significance for Douglas College	
Participate selectively and to a limited extent in BC Campus online offerings.	Number and type of courses offered through BC Campus	

<b>C. Improve student success and persistence</b>		
Assist students in achieving their goals when enrolling at Douglas College. (Goals could be educational, occupational or personal.)	Follow-up survey results showing percentage of former students saying they achieved their goals.	We believe in honouring the contribution and worth of all individuals. We invite everyone into the excitement and curiosity of learning. We believe in the power of dreams and in the power of education to make them come true.
Review student entry policies, both for general admission and registration priority	Changes in numbers of students in certain categories. Changes in course success and retention rates	
Achieve higher rates of student progress through courses and into appropriate sequences of courses in order to increase graduation rates.	Share of enrolment in second year Number of associate degrees conferred	
Strengthen transfer practices: - greater numbers of students transferring to institutions other than SFU and UBC - increase the average number of credits each transfer student transfers	Number of students transferring Number of course-by-course articulation and block transfer agreements. Average amount of credit transferred	
<b>D. Ensure appropriate use of educational and information technology</b>		
Strengthen business applications technology	Implementation status of organizational applications modules such as Banner Finance and Human Resources	We believe that it is our duty to be thoughtful and caring stewards of the personal, physical and fiscal resources entrusted to us.
Increase usage of educational technology as an enhancement to face-to-face instructional delivery, but only modest and selective increase in the availability of distributed learning, e.g. online courses	Usage of learning and information management systems, e.g. WebCT Number of course sections offered in distributed formats Amount of training provided	
Provide more access to student services online	Listing of services that are not time or place bound	

<b>II. Use of Human Resources</b>		
<b>A. Develop human resources</b>		
Ensure professional development in all employee groups, including currency in one's field and, as applicable, the scholarship of teaching	Number of employees participating in various development activities	We value creative and critical thinking and the will to challenge and be challenged. We welcome diversity with its rich complexity and believe that all voices need to be heard.
Enhance recruitment, selection, retention and succession efforts through comprehensive human resource planning for sustaining the College workforce.	Recruitment, selection, and retention measures. Demographics of new hires.	
<b>III. Use of Physical and Financial Resources</b>		
<b>A. Enhance campus development</b>		
Expand offerings in New Westminster and David Lam campuses to provide full trimester (full year) operations	Total sections by semester and campus	We believe that it is our duty to be thoughtful and caring stewards of the personal, physical and fiscal resources entrusted to us. We practice social, environmental and community responsibility.
Construct 5 <sup>th</sup> and 6 <sup>th</sup> floors at New Westminster Campus	Construction progress	
Complete closure of Thomas Haney Campus	Date of closure Monitor postsecondary participations of Maple Ridge/Pitt Meadows residents	
Create a legacy fund for future campus development	Fund level	
<b>B. Meet financial challenges</b>		
Meet FTE enrolment targets, i.e. 100% of Ministry service delivery target	Actual enrolment compared to target	We believe that it is our duty to be thoughtful and caring stewards of the personal, physical and fiscal resources entrusted to us. We practice social, environmental and community responsibility.
Establish tuition fees consistent with those at other Lower Mainland community colleges	Tuition rates	
Increase financial aid available to students	Annual Foundation receipts for student financial aid	
Ensure all non-base funded activities recover 100% or more of full costs. In particular, promote new initiatives in international education.	Level of activity, finances	
Reallocate resources based on college needs and priorities. Any cutbacks will be strategic and targeted, rather than general.	Annual budget	

# Appendix

Plans simply describe means to an end, describing what needs to be done to get there and how those tasks will get done. They are updated and changed as needed because they have no inherent value in and of themselves.

In contrast, Douglas College's three guiding statements of the ends it seeks to achieve are meant to be enduring, modified only infrequently and with great care. These are its mission statement, its goals, and its values. Published annually in the College Calendar, they provide the reference points that guide the development of all the College's plans.

## Mission Statement

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

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

## Douglas College Goals

The goals of Douglas College are:

- to provide an environment that welcomes and responds to the multicultural and diverse nature of our society.
- to provide an environment that encourages and celebrates individual initiative and responsibility.
- to provide appropriate student services and education programs for students with a wide diversity of age, background, experience, interests and special needs.
- to provide students with the opportunity to meet their career goals and to pursue, with success, studies at other post-secondary institutions.
- to provide an opportunity for students to obtain a broad general education that will develop their capacities and creative talents and enable them to grow as human beings and good citizens of their community in aesthetic and/or applied pursuits.
- to make our programs, services and facilities available to as many people as possible, through curriculum organization, flexible schedules, and convenient locations.
- to ensure that our programs and services are affordable to students; correspondingly, that the College offers programs and services that are sustainable through time within its budget levels.

- to ensure that our programs have defined objectives and standards of excellence, evaluate them against their objectives and standards and make the results publicly available.
- to provide ongoing learning opportunities, and encourage professional development and self-improvement of our employees.
- to co-operate with community organizations whose interests and activities are consistent with those of the College, including the visual and performing arts, and recreation.

## **Douglas College Values**

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

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