

**Ministry of
Advanced Education**

**2012/13 – 2014/15
SERVICE PLAN**

February 2012



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Message from the Minister and Accountability Statement



I am pleased to present the *Ministry of Advanced Education 2012/13 – 2014/15 Service Plan*.

British Columbians can take pride in our post-secondary education system. Our universities, colleges and specialized institutes enjoy a well-deserved reputation for excellence, both here at home and around the world.

It is critically important to British Columbia's success that we meet the future demands for workers. Our government believes that post-secondary education is a key component to our province's economic growth and will support the *BC Jobs Plan*.

Over the last decade, we've built a reputation that we can be proud of, training hundreds of thousands of British Columbians for the careers and jobs that help them participate in the knowledge economy. Our \$1.9 billion in annual government funding is making education more accessible and affordable for citizens. It is training professionals and practitioners in fields from health care to trades, and helping to propel our economy.

The *BC Jobs Plan* was created to ensure B.C. is well-positioned to emerge from today's economic uncertainty even stronger than before, with a highly skilled workforce that will form the foundation for a renewed and re-energized economy that benefits B.C. families.

One of the ways in which my Ministry is working toward that goal is through our relationships with other countries – particularly around the Asia Pacific region. B.C.'s location and reputation for excellence makes it a natural destination for international students and investment.

My Ministry is also working to streamline the ways in which we communicate with students and their families, through improved online and mobile applications that provide better access to information, along with education and career planning tools.

B.C. is forecast to have more than one million job openings in the next ten years, and we already know that more than 78 per cent of those jobs will require at least some kind of post-secondary education. By continuing to work closely with our post-secondary institutions, we can ensure the training they offer supports an educated and highly-skilled workforce, ready to fill those jobs.

We will use our world-class advanced education system to harness the potential of B.C.'s workforce and close the gap between the supply and demand for skilled talent. We will also work to increase participation of Aboriginal learners by helping to eliminate barriers to achieving post-secondary success.

I'm proud of the work we do in this Ministry and our role in helping all British Columbians meet their true potential. Post-secondary education and training provides the foundation for good jobs to support our families and develops our capacity to compete in the global knowledge economy.

I want to thank Ministry staff and our many stakeholders and partners for their continuing support and dedication over the past year. I know that by working together, we can achieve our goals.

The *Ministry of Advanced Education 2012/13 – 2014/15 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.



Honourable Naomi Yamamoto
Minister of Advanced Education

February 21, 2012

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Purpose of the Ministry

The [Ministry of Advanced Education](#) was created to help British Columbians develop the knowledge and skills needed to reach their full potential and to ensure B.C. successfully competes in the global knowledge economy. The Ministry provides leadership to a dynamic, integrated and responsive [post-secondary system](#) to maximize benefits for all British Columbians. A collaborative, innovative, high quality post-secondary education sector is vital to fulfilling provincial and regional labour market needs and positioning B.C. for the future. This means the Ministry must ensure accessible, affordable, high quality post-secondary education and training opportunities are available.



The Ministry plays a crucial role in supporting the provincial government's new strategy *Canada Starts Here: [The BC Jobs Plan](#)*. The success of individuals, families and businesses depends on their ability to gain the knowledge and skills they need to participate and prosper in both the provincial and global knowledge-based economy. B.C.'s post-secondary institutions prepare students to become leaders, innovators, entrepreneurs and highly skilled workers.

The Ministry provides programs and services designed to ensure post-secondary education in the province is accessible and meets the diverse needs of citizens. This includes removing financial and geographic challenges. Maintaining the affordability of post-secondary education for students must be balanced with government's responsibility to taxpayers. Tuition rates are the fourth lowest in Canada and increases remain capped at 2%. The Ministry administers [student financial aid programs](#), which help eligible students with the costs of their post-secondary education through loans, grants, bursaries, scholarships and special programs. Additional funding programs are in place to assist under-represented students and [learners with disabilities](#), including grants and supports for access to services.

Many programs offered by the post-secondary institutions can be completed on a part-time basis, in the evenings or on weekends, so that learners can balance family needs and their own professional development needs. B.C.'s regional system and [online courses](#) allow students to study from home, which helps families and benefits communities.

The Ministry is responsible for ensuring accountability for the expenditures made related to B.C.'s post-secondary system. An [accountability framework](#) is used to assess the effectiveness of public post-secondary institutions in providing high quality educational opportunities relevant to the needs of students and the labour market. Through this accountability framework, funding agreements, legislation, letters of expectation, performance measures and reporting requirements the Ministry ensures institutions are held accountable for their spending as well as being strong stewards of the resources they manage.

The Ministry is working to capitalize on B.C.'s educational advantages and to continue the worldwide recognition for quality, making B.C. a destination of choice for students to study, live, work and invest. Through partnerships with public universities, colleges and institutes, the Ministry enables these institutions to have the independence and flexibility needed to pursue unique areas of excellence in a way that provides better services for students. The Ministry strives to position the public post-secondary system as a leader in research and innovation, which attracts the brightest minds and facilitates their career development and ability to do advanced research. This investment will lead to new products, industries and career opportunities for British Columbians.

System at a Glance (2010/11)

- \$1.9 billion government funding generates:
 - \$4.8 billion annual expenditure
 - 36,000 employees
 - 50,000 annual credentials
 - 206,000 student spaces
 - \$35.6 billion annual impact on GDP
- High school to public post-secondary transition (3-yr rate): 67%
- Student satisfaction with public post-secondary education: 94%

The job market is changing. New careers, sectors and industries are emerging. B.C.'s public post-secondary institutions are focused on providing British Columbians with job-ready skills. They need to offer programs that are relevant and anticipate future trends and labour market needs for those who choose to live, work and study in B.C. The Ministry collaborates with post-secondary institutions and other partners to predict [labour market trends](#) and new emerging career opportunities to provide the provincial labour market with the right people with the right skills at the right time.

British Columbia has a diverse private post-secondary sector that offers further education choices through a range of programs including degrees, career training and [English as a Second Language](#). [Private degree granting](#) and career training institutions are subject to legislative and regulatory frameworks. The Ministry is responsible for the [Private Career Training Institutions Agency](#), which regulates private career training institutions across the province. The [B.C. Education Quality Assurance](#) designation identifies B.C. public and private post-secondary institutions that have met or exceeded provincial government recognized quality assurance standards and offer consumer protection.

The Ministry supports implementation of the provincial [Climate Change Adaptation Strategy](#). This Strategy calls on government agencies to consider, where relevant, climate change and its impacts in planning, projects, policies, legislation, regulations and approvals by assessing business risks and opportunities related to climate change. Adaptation is a vital part of government's climate change plan. It means taking action now to prepare for a changing climate and its impacts on ecosystems, resources, businesses and communities.

Looking ahead, strong leadership is essential to balancing the challenges and opportunities facing the post-secondary education sector in meeting the needs of learners and the labour market. Fostering increased collaboration and building an integrated, innovative post-secondary sector is a challenge, an opportunity and a Ministry commitment.

Strategic Context

The Ministry operates within a challenging, complex and constantly changing environment. The Ministry must anticipate these challenges and act on opportunities to achieve its vision of quality post-secondary education that fosters innovation, strong communities and bright futures.

Key Strengths of British Columbia

High Quality Education – B.C. is recognized for having a high quality post-secondary system. To increase B.C.'s ability to attract students, B.C. has become the first, and only, province in Canada with a provincial seal of quality for post-secondary education. The Education Quality Assurance (EQA) designation serves as a signal to both domestic and foreign students that participating public and private post-secondary institutions have met or exceeded government recognized quality assurance standards.

Advances in Technology – The world is more connected and reliant on technology than ever before. The rapid pace of technological change is altering how students and their families are interacting with institutions and government. Students want to learn what, when and where they choose and have convenient access to information about educational and career opportunities. Technology has already



transformed the way learning takes place. It is eliminating geographic barriers through online learning opportunities. [BCcampus](#) is the provincial gateway to over 2,000 online courses, programs and student services for higher education.

The Ministry is improving and modernizing the way it does business and provides services to better meet the needs of students, their families, institutions and other stakeholders. To take advantage of the increasing use of web-based and other technologies, the Ministry is building an online gateway offering a no-wrong-door approach to online and mobile self-service information and education planning tools. Improved web-based and mobile information, support and services will help students and their families make timely, well-informed choices about their educational and career paths.

Opportunities

B.C.'s Competitive Advantage – B.C. is geographically located at an important global trade crossroad between Asia and United States, the world's two biggest markets. Proximity to the Asia Pacific region gives B.C. a strategic advantage. B.C. has a wealth of natural resources, a skilled workforce, world-class infrastructure, a strong, balanced fiscal foundation and diverse, inclusive communities. It is well positioned to attract investors, workers, entrepreneurs, innovators and students from around the world.

B.C. boasts many multi-cultural communities. Its post-secondary institutions are respected internationally for both their teaching and research. B.C. is seen as a hub for higher education. By leveraging these advantages, the Ministry can attract both provincial and international interest, bright minds and further investment.

Engaging Citizens – The Government of British Columbia is changing how it interacts with the public. It is talking with citizens more often about the issues that affect them. Engaging citizens helps government to better understand peoples' interests and opinions. Knowing what is important to people can lead to more responsive government and better solutions.

The Ministry is taking a more collaborative approach to innovation and problem solving through ongoing dialogue with the public on policies and programming related to post-secondary education. The Ministry will look for opportunities to engage students, families, institutions, businesses, employers, and other partners in conversations about complex issues related to education and training to build creative and innovative solutions together.

Key Challenges

B.C.'s Economy – The Economic Forecast Council estimates that British Columbia's real GDP grew by 2.2 per cent in 2011 and projects that the rate of real GDP growth will remain at 2.2 per cent in 2012, before increasing to 2.5 per cent in 2013. Risks to British Columbia's economic outlook include a return to recession in the United States; the European sovereign debt crisis threatening the stability of global financial markets; slower than anticipated economic growth in Asia dampening demand for B.C. exports; and a weakening of the U.S. dollar disrupting the financial markets and raising the cost of B.C. exports abroad.

Demographic Trends and Skills Shortages – The Conference Board of Canada predicts labour shortages, caused by demographic trends and skill shortages, will present a challenge to private and public sector employers for the next several years. B.C.'s [Labour Market Outlook](#) estimates there will be over one million new job openings by 2020¹. Approximately 78 per cent of those job openings will require some form of post-secondary education or training². Of that 78 per cent, approximately 365,000 will require a university education and 435,000 will require a college or trades certificate. At present, only 60 per cent of B.C. citizens possess post-secondary education³. B.C.'s continued economic prosperity depends on the post-secondary sector's ability to provide learners with the education and training they will need to thrive in domestic and international labour markets.

¹ Skills for Growth: British Columbia's Labour Market Strategy to 2020, p2

² British Columbia Labour Market Outlook: 2010-2020. Retrieved from <http://www.workbc.ca/docs/BCLMOutlook.pdf>

³ British Columbia Labour Market Outlook: 2010-2020. Retrieved from <http://www.workbc.ca/docs/BCLMOutlook.pdf>

Goals, Objectives, Strategies and Performance Measures

The Ministry's 2012/13 – 2014/15 Service Plan builds on plans and efforts from previous years. It aligns with and supports achievement of government's current province-wide priorities on:

- Jobs and the Economy
- [Families First](#)
- [Open Government](#) and [Citizen Engagement](#).

Over the next three years, the Ministry will continue to build on the strengths of the post-secondary system to provide quality post secondary education that fosters innovation, strong communities and bright futures for students who choose to live, work and study in B.C.

Goal 1: British Columbia's post-secondary education system is relevant and responsive in meeting the needs of the economy and society

B.C.'s ability to compete and succeed in the global knowledge economy is dependent upon its ability to create a highly skilled, flexible and adaptable workforce. B.C. faces a growing demand for skilled workers at a time when the province is grappling with an aging population and worker shortages in high-skilled occupations and high-growth industries, such as health care, services, trades, transportation, and natural resources.

The Ministry is working to create a global competitive advantage that will attract domestic and international learners and create a 'social gateway'. Building new relationships between British Columbians and people from other countries will increase cultural awareness, foster innovation, encourage investment and develop global citizens. The Ministry will work with key ministries, including the Ministry of Education, stakeholders and institutions on the internationalization of our post-secondary education system in ways that will benefit students, families, society and B.C.'s economy.

The Ministry will strengthen B.C.'s quality assurance system to build a common quality assurance framework across the entire post-secondary system to serve as a signal to both domestic and foreign students that B.C. is a destination of choice for students to learn, live, work and invest.



Working together with the Ministry of Finance and post secondary institutions, the Ministry will improve student outcomes, employability and post-secondary education’s contributions to B.C.’s economy and society. By strengthening institutional accountability and improving linkages to the funding model, the Ministry will ensure post-secondary institutions meet provincial quality, relevancy, efficiency, accessibility and capacity standards.

Objective 1.1: British Columbians are able to fulfill their full potential through access to high quality education and skills and trades training that stimulate innovation and meet future economic needs

Strategies

- Align programs and skills and [trades training](#) with current and projected labour market needs by:
 - targeting investment in priority areas such as health education programs
 - identifying and targeting expanding sectors of the economy such as liquefied natural gas and shipbuilding
 - sharing labour market data, analysis and forecasts with post-secondary education providers, and
 - working with public post-secondary institutions and the Ministry of Jobs, Tourism and Innovation to enhance labour market demand and supply modeling.
- Work with the Ministry of Jobs, Tourism and Innovation to create Regional Workforce Tables that will inform how institutions can effectively deliver regionally based skills development programs and ensure they align with regional employment needs.
- Work with post-secondary institutions to promote entrepreneurship education and realize additional returns on investments in research and innovation.
- Expand and strengthen B.C.’s quality assurance system to provide students with a recognizable symbol of quality education to make B.C. more attractive to domestic and international students.

Performance Measure 1: Student outcomes – Unemployment rate

Performance Measure	2010/11 Baseline	2011/12 Forecast ³	2012/13 Target	2013/14 Target	2014/15 Target
Unemployment rate by Level of Education completed	With high school credentials or less: 14.0% ¹	With less than or equal to high school credentials	With less than or equal to high school credentials	With less than or equal to high school credentials	With less than or equal to high school credentials
Overall	9.0% ²				
Diploma, associate degree and certificate graduates	10.9% ²				
Apprenticeship graduates	9.6% ²				
Bachelor degree graduates	6.6% ²				

Data Source: Baccalaureate Graduates Survey, Diploma, Associate Degree, and Certificate Student Outcomes Survey, Apprenticeship Student Outcomes Survey, and Labour Force Survey.

¹ Baseline is the unemployment rate for people aged 18 to 28 year with high school credentials or less from the 2010 annual Labour Force Survey.

² 2010 survey data are the latest available. The margin of error for the overall system unemployment rate was plus or minus 0.3%, for diploma, associate degree and certificate graduates it was plus or minus 0.5%, for apprenticeship graduates it was plus or minus 0.8% and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 48,000 each year) and a response rate of at least 50% is achieved.

³ It is not known what the unemployment rate for those aged 18 to 29 years with high school credentials will be over the next three years. For each annual report, the Ministry uses data from the most recent annual Labour Force Survey unemployment rate to assess the measure.

Discussion

One of the major objectives of a post-secondary education is to develop citizens with the knowledge and skills to fully participate in today's competitive and evolving economy. This measure reflects the relevance of post-secondary credentials to the market place and provides an indication of how successful public post-secondary institution graduates are in making the transition from post-secondary education to employment.

The measure compares British Columbia public post-secondary institution graduates' unemployment rates with the unemployment rate for British Columbians aged 18 to 29 years with high school credentials or less. There is a well-observed association between higher education and lower rates of unemployment. The target for this measure is that former students and graduates should have a lower level of unemployment than those people with high school credentials or less. Lower unemployment will positively affect individuals, families and whole communities as well as B.C.'s overall economic prosperity.

Performance Measure 2: Graduates reporting their knowledge and skills are useful in their employment

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Percent of public post-secondary graduates reporting that their knowledge and skills are useful in their employment					
Overall	84%	Data not yet available	≥90%	≥90%	≥90%
Diploma, associate degree and certificate graduates	81%				
Apprenticeship graduates	96%				
Bachelor degree graduates	85%				

Data Source: Student Outcomes Surveys, Baccalaureate Graduates Survey, Diploma, Associate Degree, and Certificate Student Outcomes Survey, and Apprenticeship Student Outcomes Survey.

¹ 2010 survey data are the latest available. The margin of error for the overall percentage of graduates reporting useful knowledge and skills was plus or minus 0.4%, for diploma, associate degree and certificate, apprenticeship, and bachelor degree graduates the margin of error was plus or minus 0.6% (19 times out of 20). Attempts are made to contact all eligible graduates (about 48,000 each year) and a response rate of at least 50% is achieved.

Discussion

This measure is an indication of how successful public post-secondary institutions are in providing quality educational opportunities that are relevant to the needs of students and the needs of the labour market. It measures the percentage of employed graduates of B.C. public post-secondary institutions

who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job. Providing economically useful knowledge and skills equips individuals to participate in the work force, strengthens families, and contributes to a dynamic economy.

Performance Measure 3: Students satisfied with their education

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Percentage of public post-secondary students satisfied with their education					
Overall	94%	≥90%	≥90%	≥90%	≥90%
Former diploma, associate degree and certificate students	94%				
Apprenticeship graduates	95%				
Baccalaureate degree graduates	95%				

Data Source: Student Outcomes Survey, Baccalaureate Graduates Survey, Diploma, Associate Degree, and Certificate Student Outcomes Survey and Apprenticeship Student Outcomes Survey.

¹ 2010 survey data are the latest available. The margin of error for the overall percentage of graduates rating the satisfaction with the education they received positively was plus or minus 0.2%, for diploma, associate degree and certificate students it was plus or minus 0.2%, for apprenticeship graduates it was plus or minus 0.6%, and for bachelor degree graduates it was plus or minus 0.3% (19 times out of 20). Attempts are made to contact all eligible graduates (about 48,000 each year) and a response rate of at least 50% is achieved.

Discussion

One of the major objectives of the post-secondary system is to provide a quality education to students. Student satisfaction is very important to student learning and the reputation of B.C.’s post-secondary sector. Students consistently report very high satisfaction with their education at B.C.’s public post-secondary institutions.

Objective 1.2: B.C. has an internationally recognized post-secondary education system

Strategies

- Develop and implement an International Education Strategy, capitalizing on B.C.’s education, economic and social advantages, in order to increase international enrolments and assist in the internationalization of BC’s education system that includes:
 - expanding opportunities for B.C. students to gain knowledge and build relationships that will enable them to be successful in an increasingly global society;
 - promoting B.C. in key target markets to encourage international students to pursue further learning in B.C. and create opportunities for British Columbians to study abroad, and
 - providing [international students](#) with an online gateway offering a no-wrong-door approach to key information.

- Explore the potential for a single body to oversee formal credential assessments for foreign-trained professionals including the review of best practices and options for foreign credential recognition developed.

Performance Measure 4: International students studying in British Columbia

Performance Measure	2011/12 Baseline	2012/13 Target	2013/14 Target	2014/15 Target	2015/16 Target
50% increase of the total current number of international students studying in British Columbia over the next four years.					
Overall (K-12, private language, post-secondary)	94,000	TBD	TBD	TBD	141,000

Data Source: Citizenship and Immigration Canada, Ministry of Education, Public Post-Secondary Institutions, and Languages Canada

Discussion

International education offers valuable social and cultural opportunities for our educational institutions, domestic students and communities throughout British Columbia. International students enrich our campuses, classrooms and communities, and when British Columbians study or teach abroad, they develop lifelong international connections and global perspectives.

Significant economic benefits also accompany the increased internationalization of our education system. Students drive economic growth, create jobs, foster research and innovation and meet provincial labour market needs. As part of *Canada Starts Here: The B.C. Jobs Plan*, the Government of British Columbia announced plans to develop an International Education Strategy and set a goal of growing our international student presence by 50 per cent over four years. Each year, approximately 94,000 international students choose B.C. to pursue their educational goals, including 28,000 in our public post-secondary system, 11,000 attending private post-secondary, 43,000 in public/private language schools and 12,000 in public/independent K to 12.

This measure tracks our progress over a four-year period as we move towards the 50 per cent target. It is anticipated that growth will be higher in years 3 and 4, as a result of actions implemented under the International Education Strategy.

Objective 1.3: B.C.’s post-secondary education sector is fully accountable, transparent and demonstrates value

Strategies

- Strengthen institutional accountability with performance expectations to align investments to *The BC Jobs Plan* priorities including labour market and community needs.
- Improve financial and performance reporting by developing a financial community of practice across the provincial post-secondary sector.
- Complete an annual review of borrower default rates at institutions to ensure programs align with labour market needs so that students will be able to find jobs in the careers they have trained for thereby reducing the number of borrowers defaulting on their student loan.

Goal 2: A collaborative, innovative and dynamic education sector, built on a common vision and strong partnerships

The rate and magnitude of change, as well as the complexity of the challenges and opportunities facing B.C. and the world, mean cooperation and innovation are essential. Institutions need to work together as one system, not in competition or in isolation, but as an integrated whole. The Ministry will facilitate the development of a common vision and purpose across the post-secondary education system, building on collective strengths, minimizing duplication and maximizing the overall value of the system to the people of British Columbia while allowing institutions to maintain the autonomy necessary to preserve academic freedom and to flourish.

The Ministry will build on strengths, leverage resources and create new partnerships which will provide the greatest benefit to British Columbians. To improve engagement and student outcomes, the Ministry will build on existing relationships and forge new partnerships with students, business, communities, families and institutions.

Objective 2.1: B.C. has a dynamic, integrated post-secondary education sector with a common vision and direction

Strategies

- Lead discussions with institutions and the public to collaborate and participate in the development of services and policies.
- Provide access to post-secondary data and information to increase opportunities for engagement with institutions and improve decision making.

Performance Measure 5: Students satisfied with their transfer experience

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Percentage of diploma, associate degree and certificate transfer students who rated their overall transfer experience positively					
Satisfaction with Transfer	83%	≥90%	≥90%	≥90%	≥90%

Data Source: Survey Outcomes Surveys, Diploma, Associate Degree, and Certificate Student Outcomes Survey 2010.

¹ 2010 survey data are the latest available. The margin of error for this measure was plus or minus 1.3% (19 times out of 20) attempts are made to contact all eligible students (about 26,000 each year) and a response rate of at least 50% is achieved.

Discussion

Many students in B.C. [transfer](#) from one institution to another. Diploma, associate degree and certificate students who had transferred were asked how satisfied they were overall with their transfer experience. In 2010, 83% of students who transferred were satisfied or very satisfied with their transfer experience, down slightly from the previous years' results. Ease of transfer contributes to seamlessness, which in turn improves access.

Objective 2.2: Government, post-secondary institutions and communities have strong partnerships

Strategies

- Lead discussions on creating a common vision and purpose across the post-secondary education system.
- Leverage and enhance partnerships with post-secondary institutions and other agencies, to encourage innovation in the post-secondary system (e.g.: BCcampus, BC Council on Admissions & Transfer, Private Career Training Institutions Agency, Aboriginal partner tables and the Industry Training Authority).

Goal 3: B.C.'s public and private post-secondary and K to 12 systems work with families, business and communities to support a student-centered experience that positions students for success

The needs of today's learners are changing. They want and need easy access to learning. They want to gain the knowledge and skills that will prepare and equip them to succeed in rewarding careers. A seamless student experience is one that provides students with information, support and services in a way that ensures a smooth, effortless transition throughout their educational experience and into the labour market. Seamlessness means learners can access education when, where and how they want. It also provides learning that is mobile, relevant, secure and connected.

An accessible post-secondary system provides opportunities for students with academic and creative potential. All citizens should have equitable and affordable access to post-secondary opportunities. The Ministry is working to meet current and future learner needs through improved access and affordability. It is improving students' access to financial planning information. Working with the Ministry of Labour, Citizen Services and Open Government the Ministry is modernizing the way services, information, and support are provided. It is using web-based technology to increase engagement and find new ways to interact with students, institutions and citizens.

To gain stakeholder input, the Ministry will use a variety of engagement tools and approaches. To encourage creativity and new solutions to complex situations as well as foster and model improved transparency, the Ministry is sharing more information through Open Data and Open Information initiatives. These efforts will encourage greater citizen engagement and public conversation. By facilitating the sharing of information, the Ministry is helping students, families, institutions, communities and businesses to plan the future together.



Objective 3.1: The student's journey from K-12 to post-secondary to the labour market is seamless

Strategies

- Work with the Ministry of Education to develop a joint strategy to increase the number of K-12 students entering post-secondary education and training programs.
- Support and enhance “dual credit” programs so high school students can earn post-secondary credits.
- Work with agencies such as the [BC Council on Admissions and Transfer](#) and BCcampus to implement and/or explore recommended actions from the BC transfer system business process review in order to create seamless mobility for students and greater portability of credits.

Performance Measure 6: Transition from high school to post-secondary

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school.					
3-yr Transition rate	68%	≥70%	≥70%	≥70%	≥70%

Data Source: Ministry of Advanced Education, Student Transitions Project

¹ Data for the 2010/11 baseline includes 2006/07 high school graduates whose year of entry into the public post-secondary system was 2007/08, 2008/09 or 2009/10.

Discussion

The transition rate of high school students to public post-secondary education gives insights into what proportion of high school students are accessing the public post-secondary system.

The Student Transitions Project was created to better understand the transition of students from high school to public post-secondary education.

Immediately after graduating from high school, about half (51%) of the high school graduates in B.C. enrol in post-secondary education. A significant group (11%) transition into post-secondary education after a “gap” year. After three years, two-thirds (67%) of high school graduates have enrolled in post-secondary education. Although these results pertain to the 2005/06 graduating cohort, the results are consistent for other cohorts.

Objective 3.2: Education and training are accessible, affordable and positions learners for success

Strategies

- Engage the public and stakeholders, particularly students and remote community members, in a dialogue on [Aboriginal post-secondary education](#) using face-to-face and online approaches.

- Develop an Aboriginal Post-Secondary Education and Training Framework and Action Plan to:
 - increase participation rates, learning outcomes and economic and social opportunities for Aboriginal learners,
 - support culturally relevant programs, and
 - provide funding for additional partnerships between public post-secondary institutions and Aboriginal communities for community-based delivery of programs that meet Aboriginal needs.
- Maintain affordable public post-secondary education and training through fair tuition policy.
- Provide tuition-free [Adult Basic Education](#) and provide support to disabled learners.
- Undertake a comprehensive review of student financial assistance programs and policies and implement service and program improvements.
- Review online learning opportunities and strategically target identified gaps to improve access to online and mobile learning.
- Improve access to post-secondary training by increasing [literacy](#) and [workplace training](#).
- Continue to provide spaces and infrastructure to support accessible education and training opportunities.
- Work with stakeholders to eliminate barriers for persons with disabilities and those from lower income families.

Performance Measure 7: Credentials awarded to Aboriginal students

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Credentials ² awarded to Aboriginal ³ students in the public post-secondary system					
Total	2,634	Data not yet available	Target to be determined	Target to be determined	Target to be determined
Graduate or First Professional ⁴	118				
Bachelor	547				
Diploma ⁵	410				
Certificate ⁶	1,421				
Developmental	138				

Data Source: Ministry of Advanced Education, Student Transition Project

¹ Data for the 2010/11 baseline are from 2010 and are the latest available.

² Excluded are apprenticeship, short certificates and other credential types, and programs awarding credentials for participation without evaluative components.

³ Aboriginal students include those who have self-declared at a BC public post-secondary institution or identified through Ministry of Education linkages to a declaration of Aboriginal identity at the K-12 level.

⁴ Includes Doctorate, Master's Degrees, First Professional Degrees, Graduate Diplomas, Graduate Certificates, Post-Degree Diplomas, and Post-Degree Certificates.

⁵ Includes Diplomas, Associate Degrees and Advanced Diplomas.

⁶ Includes Certificates and Advanced Certificates.

Discussion

Ministry discussions with Aboriginal post-secondary education and training partners identified the number of credentials awarded to Aboriginal students as an important performance measure in tracking Aboriginal student success. Credentials awarded to Aboriginal students are reported at the system level as a descriptive performance measure for monitoring outcomes of Aboriginal students in the public post-secondary system. Performance targets will be determined in partnership with stakeholders.

In the last three Service Plans, the number of Aboriginal students in public post-secondary institutions was reported as a performance measure. In academic year 2010/11, the number of Aboriginal students identified in the public post-secondary education system was 24,118 or 5.9 per cent of the total public-post secondary student population.

Performance Measure 8: Total student spaces in public post-secondary institutions

Performance Measure	2010/11 Baseline ²	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Total student spaces in public post-secondary institutions ¹	201,792	206,320	201,307	201,467	201,605

Data Source: The forecast actual reflects anticipated delivery (source: 2011/12 Post-Secondary Institutional Full-Time Equivalent Interim Report).

¹ Total student spaces includes Industry Training Authority Full-Time Equivalents.

² The 2011/12 Service Plan student space target may be restated to reflect changes in the planned Industry Training Authority allocation and Ministry funded growth.

Discussion

Student spaces are an indicator of the ability of B.C.'s public post-secondary institutions to meet the demand for high quality educational and training programs. Access to student spaces at public post-secondary institutions creates the conditions that enable learners to gain the knowledge and skills that are required to participate and prosper in both the provincial and global knowledge-based economy. Achieving the total student spaces targets in partnership with B.C.'s public post-secondary institutions is vital to ensuring that the post-secondary system optimizes its contribution to the future supply needed to meet forecast labour market demands.

Performance Measure 9: Loan repayment as a percent of income

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Percent of income used to pay educational debt or Student loan payment as a percent of income.	5%	≤ 8%	≤ 8%	≤ 8%	≤ 8%

Data Source: Student Outcomes Surveys, Baccalaureate Graduates Survey (BGS) and Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey.

¹ 2010 survey data are the latest available. Attempts are made to contact all eligible graduates (about 48,000 each year) and a response rate of at least 50% is achieved.

Discussion

Undertaking post-secondary education is an investment for both the individual and the province. Students who choose to pursue post-secondary studies tend to have lower unemployment rates and higher lifetime earnings. However, the initial investment can be substantial.

Linked with the strategic objective of access, one way to measure whether the public post-secondary system is affordable is student's educational debt level after graduation. Students self-report the total amount of debt from government and other sources, as well as their income. Monthly debt as a percent of monthly income approximates the proportion of income an average student might expect to pay towards loan repayment. A lower percentage means that a smaller portion of a student's monthly income is being spent on educational debt repayment.

A limit of eight percent for non-mortgage credit commitments is often used by lending institutions, such as banks, as a recommended maximum debt load⁴. While this level is designed to minimize default levels, it does provide a starting point for a discussion of student debt loads. In this context, the average percentage of income used for education debt repayment for most B.C. students can be described as manageable.

After full integration of the BC/Canada Student Loan project, a performance measure representing default rates on student loans will be developed.

Objective 3.3: Students and families make informed choices about education and career options

Strategies

- Modernize the Ministry's web presence to provide no-wrong-door access to information about education and career opportunities.
- Work with the Ministry of Labour, Citizens' Services and Open Government to expand the data, information and knowledge the Ministry shares with the public and invite public participation in conversations about the post-secondary education issues that matter to students and their families.
- Provide financial planning and loan repayment information to students and their families to ensure that they are better informed about available resources and their loan related responsibilities.

⁴ Baum, Sandy and Schwartz, Saul (2006). *How Much Debt is Too Much? Defining Benchmarks for Manageable Student Debt*. New York, New York: The College Board.

Resource Summary

Core Business Area	2011/12 Restated Estimates ¹	2012/13 Estimates	2013/14 Plan	2014/15 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	1,858,014	1,867,129	1,847,129	1,817,129
Student Support Programs	84,594	84,594	84,594	84,594
Executive and Support Services	20,761	20,215	20,215	20,215
Total	1,963,369	1,971,938	1,951,938	1,921,938
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	504	896	504	504
Total	504	896	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post-Secondary Institutions	140,935	143,781	135,205	183,027
Total	140,935	143,781	135,205	183,027
Other Financing Transactions (\$000)				
Educational Institutions and Organizations - (Knowledge Infrastructure Program)				
Receipts	72,644	10,000	0,000	0,000
Disbursements	(72,644)	(10,000)	0,000	0,000
Net Cash (Requirements)	0,000	0,000	0,000	0,000

¹ For comparative purposes, amounts shown for 2011/12 have been restated to be consistent with the presentation of the 2012/13 Estimates.

Public Universities, Colleges and Institutes Income Statement Resource Summary

Post-Secondary Institutions	2011/12 Forecast	2012/13 Budget	2013/14 Plan	2014/15 Plan
Combined Income Statement (\$000)				
Total Revenue	5,049,865	5,193,782	5,234,201	5,256,953
Total Expense	5,006,444	5,145,419	5,189,138	5,217,890
Operating Results	43,421	48,363	45,063	39,063
Gain (Loss) on sale of capital assets (if applicable)	0	0	0	0
Net Results	43,421	48,363	45,063	39,063

This income statement includes estimates from all public post-secondary institutions. Numbers do not include the elimination entries required to consolidate these agencies within the government reporting entity.

This income statement includes estimates from all public post-secondary institutions. Numbers do not include the elimination entries required to consolidate these agencies within the government reporting entity.

Appendix 1: Ministry Contact Information

General Inquiries

E-mail: AVED.GeneralInquiries@gov.bc.ca

Mailing address

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STN PROV GOVT
VICTORIA, B.C. V8W 9T6

Minister

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Fax: 250 952-0260

Email: AVED.Minister@gov.bc.ca

Deputy Minister

Telephone: 250 356-5170

Fax: 250 356-5468

E-Mail: AVED.DeputyMinister@gov.bc.ca

Government Communications and Public Engagement - media inquiries

Telephone: 250 952-6508

Fax: 250 356-6942

Appendix 2: Hyperlinks to Additional Information

BCcampus: <http://www.bccampus.ca/>

B.C. Education Quality Assurance: <http://bceqa.ca>

B.C. Online Credit Transfer Program: <http://www.bctransferguide.ca/>

B.C. Public Post Secondary Accountability Framework: www.aved.gov.bc.ca/framework/

B.C. Public Institutions – an Overview: <http://www.aved.gov.bc.ca/institutions/welcome.htm>

Degree Quality Assessment Board Secretariat: <http://www.aved.gov.bc.ca/degree-authorization/board/welcome.htm>

Industry Training Authority: <http://www.itabc.ca>

International Students: <http://www.aved.gov.bc.ca/internationaleducation/welcome.htm>

Private Career Training Institutions Agency: <http://www.pctia.bc.ca/>

StudentAid BC (B.C. Student Financial Assistance): <http://www.aved.gov.bc.ca/studentaidbc/>

Appendix 3: Legislation Administered by the Ministry

- Accountants (Certified General) Act
- Accountants (Chartered) Act
- Accountants (Management) Act
- Applied Science Technologists and Technicians Act
- Architects Act
- Architects (Landscape) Act
- College and Institute Act
- Degree Authorization Act
- Engineers and Geoscientists Act
- Music Teachers (Registered) Act
- Private Career Training Institutions Act
- Public Education Flexibility and Choice Act
- Public Education Labour Relations Act
- Royal Roads University Act
- Thompson Rivers University Act
- University Act
- University Foundations Act

