

**Ministry of
Advanced Education, Innovation and Technology
and Minister Responsible for Multiculturalism**

**2013/14 – 2015/16
SERVICE PLAN**

February 2013



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Message from the Minister and Accountability Statement



It is my pleasure to present the *Ministry of Advanced Education, Innovation and Technology and Minister Responsible for Multiculturalism 2013/14-2015/16 Service Plan*.

Post-secondary institutions across British Columbia are renowned for the excellence of their programs and the graduates they produce. Their reputation is well-founded and our government is pleased that this excellence continues to attract students domestically and from countries around the world.

We recognize that we live in a global economy and our *International Education Strategy* is providing significant economic benefits to our institutions and to our communities, as students contribute new ideas and fresh perspectives that will foster new economic opportunities.

The *B.C. Jobs Plan* is a key tenet of our government's policy to meet British Columbia's economic needs now, and for future generations. We are in a time of transformation where the resource industries that drove the province's economic growth are still a key economic force, but the importance of the burgeoning knowledge-based economy can not be overstated. To meet these challenges we are investing in a *Skills and Training Plan* and a post-secondary education system that will offer students programs that are responsive to current employer needs and flexible enough to adapt to future labour market demands.

New innovations and technologies will be a key tool to support the flexibility we need and our government has developed *B.C.'s Technology Strategy* to create and support new opportunities. The development and commercialization of technology is critical for the continued success of our post-secondary education system and its interface with the marketplace to foster greater productivity. Open educational resources and textbooks will provide students with easier, and more affordable, access to learning opportunities and our new Commercialization Voucher Program will connect small- and medium-sized companies from key sectors and regions with leading-edge researchers in our post-secondary system, with the aim of getting innovative products to market faster.

The richest resource British Columbia has is its people. Aboriginal youth are the fastest-growing demographic in B.C. and we have developed an education strategy to improve access and educational outcomes for Aboriginal learners. Our rich and diverse population contributes to the economic, social and cultural vitality of our society. Through EmbraceBC, we will continue our work to ensure that we challenge racism however it manifests, and create inclusive, multicultural environments in our schools, our work places and our communities.

I wish to thank the ministry staff and our many stakeholders for their hard work and continuing support and input over the last year. I look forward to working in partnership to achieve even greater success in the future.

The Ministry of Advanced Education, Innovation and Technology and Minister Responsible for Multiculturalism 2013/14 - 2015/16 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.

A handwritten signature in black ink, appearing to read "John Yap". The signature is stylized with a large, sweeping initial "J" and a distinct "Yap" at the end.

Honourable John Yap
Minister of Advanced Education, Innovation and Technology
and Minister Responsible for Multiculturalism
February 8, 2013

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Purpose of the Ministry

The Ministry of Advanced Education, Innovation and Technology is responsible for post-secondary education, research, technology and multiculturalism in British Columbia. We aim to create excellence in innovation, strong communities and bright futures.

Globally, economies are becoming more knowledge-based. B.C.'s economy, while still strongly resourced-based, is diversifying with an increase in knowledge-based sectors. Technology is accelerating these shifts. Skills and training needs are also continuously evolving, requiring a responsive approach to ensure we have the skilled workers for the jobs of the future. The ministry makes strategic investments in human capital to strengthen B.C. socially and economically. Our people, our talent, and the ideas we generate, are the foundation to enhancing our competitiveness in a globalized society and economy. B.C.'s diverse regional strengths also provide the underpinnings for creating opportunities. We are building a culture of innovation and collaboration to transform how we prepare British Columbians for success. By leading a dynamic, integrated post-secondary system the ministry is taking a systemic, future-oriented approach to link education, research and development to enhance the social well-being and quality of life for all British Columbians.

Building a strong economy is central to our mission. Through post-secondary education and investments in research and technology, we strive to maximize return on investment, build vibrant communities and deliver value for British Columbians. A key focus is to create conditions for communities to succeed. For example, we have developed the B.C. Commercialization Voucher Program, which encourages companies to partner with post-secondary institutions to accelerate innovations. By sharing knowledge, through these and other partnerships, we are developing solutions to a range of economic, social, scientific and environmental issues.

POST-SECONDARY EDUCATION

B.C.'s post-secondary education system is comprised of:

25 public institutions

17 private and
out-of-province public
degree granting institutions

13 seminaries and
theological colleges

39 Aboriginal
controlled institutes

Over **320** registered
private career training
institutions

RESEARCH AND INNOVATION

Programs are developed and delivered through key partnerships, including:

9 regional science
and technology councils

5 university industry
liaison offices

10 industry entrepreneurial
partnerships

MULTICULTURALISM

The ministry supports multiculturalism by funding:

6 anti racism networks

20 youth dialogues on hate crime

23 arts engagement projects

**MINISTRY
RESPONSIBILITIES**

General Responsibilities

- Colleges, institutes and universities
- Multiculturalism
- Post-secondary finance
- Post-secondary policy and accountability
- Research, innovation and technology
- Student financial assistance

Crown Corporations

- B.C. Council for International Education
- B.C. Innovation Council
- Private Career Training Institutions Agency
- Trades Training Consortium of British Columbia

Agencies and Boards

- BCcampus
- Boards of colleges, institutes and universities
- British Columbia Council on Admissions and Transfer
- Degree Quality Assessment Board
- Multicultural Advisory Council
- Premier's Technology Council

B.C.'s world class post-secondary education system – with its combination of institutions: large and small, urban and rural, public and private, Aboriginal and theological – delivers educational services to students, families and communities across the province. Ensuring that students attending these institutions receive a high quality post-secondary education is of foremost importance. To accomplish this goal, the ministry provides leadership to achieve a shared vision across the system, which recognizes regional needs. This involves developing and implementing initiatives, such as the Quality Assurance Framework, which will use internationally recognized standards and practices to strengthen safeguards for post-secondary education. Through an internationalized system, we will not only attract international students from abroad, but also prepare B.C. students for success in a more globalized world. By working together on key initiatives, ministry and system partners can build on the current strengths of our system to help ensure B.C. maintains a global competitive advantage.

B.C.'s post-secondary system is focused on ensuring students are supported to achieve their education, training and employment goals. The ministry plays a key role in delivering on government's *Skills and Training Plan* to ensure British Columbia has the skilled workers, including trades and technical workers, needed to capitalize on the province's economic and labour market needs. We lead a number of strategies in the plan and are targeting investments to align training programs with regional and industry needs. The ministry has also developed an education strategy for improving post-secondary outcomes for Aboriginal learners. In addition, we must adapt to diverse and changing educational and labour market needs. We are exploring flexible learning opportunities that incorporate open educational resources and textbooks. The

ministry also administers student financial assistance programs, which help eligible students with the costs of their education through loans, grants, bursaries, scholarships and special programs. Additional funding is in place to assist under-represented groups in the student population. The ministry's focus on being responsive to student and industry needs helps ensure B.C. is well positioned for the future.

A diverse labour force in a global economy is a competitive advantage enabling increased productivity and greater success in recruiting and retaining top talent. B.C. will need to further embrace a global, multicultural perspective – where communities actively support and participate in the integration of newcomers and challenge barriers to inclusivity for all residents. Through EmbraceBC, the ministry promotes multiculturalism and engages in initiatives to eliminate racism. Today, one quarter of B.C.'s population identifies as visible minorities, making B.C. the most ethnically diverse province in Canada. This diversity enriches our post-secondary experiences, communities and industries.



Strategic Context

Our province and economy are changing. We must evolve to meet the demands of today and tomorrow. We need to be adaptable, seek out opportunities and embrace challenges. The following are key factors influencing our work.

Jobs and the Economy

There is a growing need for post-secondary education. It is estimated that 78 per cent of new job openings in 2020 will require some form of post-secondary training. These jobs require different skills and training depending on the type of work. B.C. has a diverse economy; as a result, training needs in Dawson Creek may differ from those in Kelowna, Abbotsford or Campbell River. We need to ensure training is responsive to the needs of our communities and regions. We aim to create long-term jobs and investment in B.C. by focusing on eight key industry sectors: forestry; mining; natural gas; agrifoods; technology (including clean technology); tourism; transportation; and, international education.

Flexibility and Choice in Education

British Columbians have a variety of paths to reach their post-secondary education goals. They can enter following high school, from the labour market, after an absence raising a family or as immigrants from other countries around the world. Post-secondary programming must anticipate the diverse backgrounds, goals and passions of learners, offering choices online and on-campus options in communities across the province.

B.C. ECONOMIC OUTLOOK

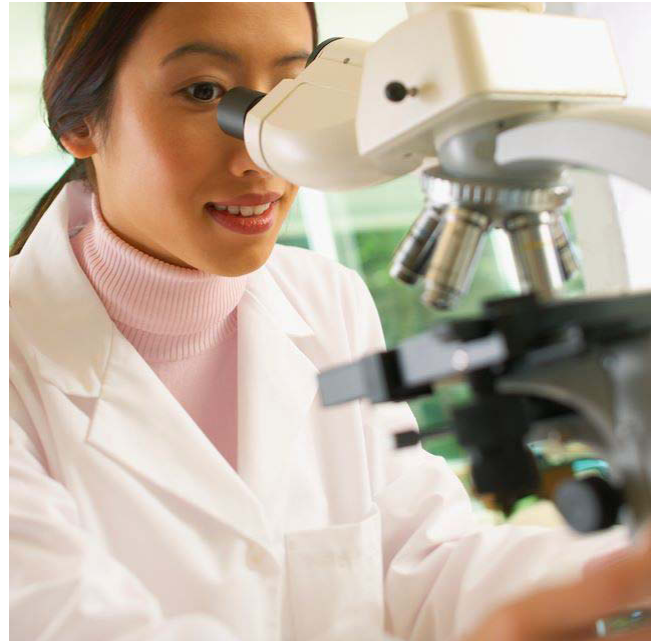
The Economic Forecast Council estimates that British Columbia's real GDP grew by 2.1 per cent in 2012 and projects that the rate of real GDP growth will remain at 2.1 per cent in 2013, before increasing to 2.5 per cent in 2014. Risks to British Columbia's economic outlook include a return to recession in the U.S.; 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.

Our system must also be flexible. It must allow students to transfer between institutions and programs, as their educational needs evolve. We also need to ensure programs are responsive to industry and employer demand, ensuring the right mix of workers, in the right regions, at the right time.

Innovation in Technology

Technology is accelerating change in education and our economy. The *B.C. Technology Strategy* builds on competitive advantages and investments in B.C.'s main technology subsectors, including: clean technology; information and communication technologies; wireless, digital and screen-based media; and health and life sciences.

British Columbians are among the country's highest internet users. Students are learning in an increasingly connected world and increasingly expect to receive instant responses to their educational needs, and new methods of delivery. Our post-secondary system is undertaking leading-edge research and development and is partnering with industry to create and support innovation in our economy and our society. Technology is essential to businesses and industry across the province if they wish to innovate, improve productivity, grow and remain competitive.



Demographics and Diversity

The demographics of the province are changing. Over the next 25 years, British Columbia is expected to face an aging population and a shrinking workforce, with B.C. Stats projecting a four per cent decrease in the number of people aged 20-24. As a result, the province will face a labour and skills shortage. These demographic shifts will also require the province's post-secondary education system to adapt to the requirements of an evolving student population.

Post-secondary education and skills training will play a key role in addressing labour market needs. By taking a comprehensive approach that links K-12, post-secondary education, industry and business, we can provide British Columbians with the skills they need to participate in the workforce and position businesses to respond to demographic shifts with new approaches and improved productivity. We must attract international students and encourage more high school students to engage in post-secondary education, including Aboriginal youth, which are the fastest growing demographic in B.C. By seeking innovative ways to more easily transition from K-12 to post-secondary education, we will create more possibilities for students to continue their education and training. We must also help new generations of students and under-represented groups see the personal and financial benefits of careers in the trades and take advantage of training that is available.

The province is also becoming more culturally diverse. We need to expand our international focus in B.C. to remain competitive in an increasingly globalized world. This will lead to greater

understanding and tolerance, enriching personal connections between British Columbians and other people around the world. It will also help create and maintain key international pathways for commerce, research and innovation.

Fiscal Discipline

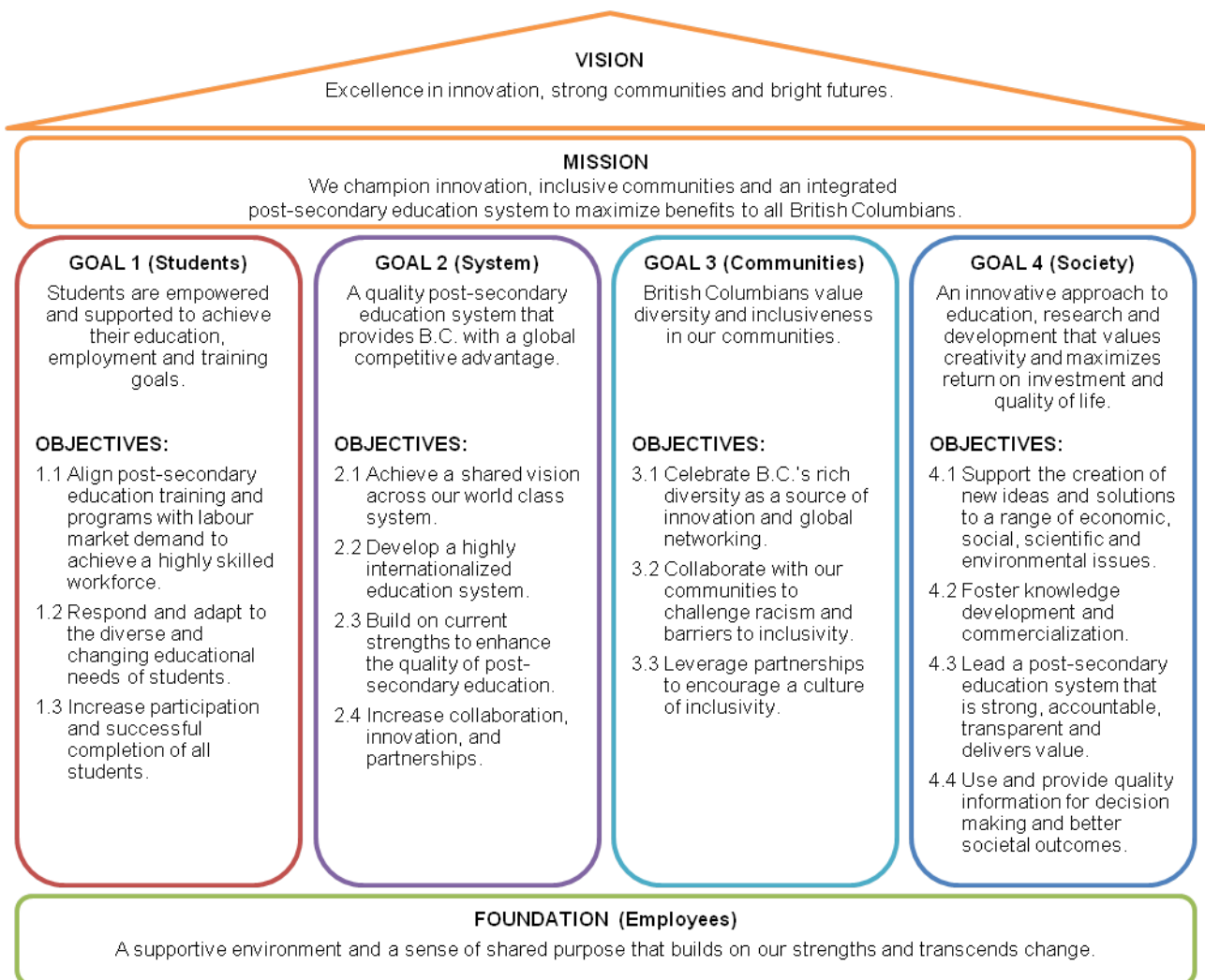
The Government of British Columbia is committed to balancing the budget and controlling government spending. In Budget 2012, government outlined plans to find efficiencies and opportunities for collaboration in non-academic post-secondary administrative services. The goal is to ensure taxpayers' investment in our students' education is being maximized. The ministry continues working directly with our post-secondary partners to seek administrative efficiencies that will generate savings, while protecting services to students. Through sound financial management and our continued efforts to align post-secondary education and training with labour market and regional demand, we can ensure that the post-secondary system maximizes return on investment and creates value for all British Columbians.

Goals, Objectives, Strategies and Performance Measures

The ministry's 2013/14 – 2015/16 Service Plan supports achievement of government's strategic priorities of:

- Jobs and the Economy;
- Families First; and,
- Open Government and Citizen Engagement.

Over the next three years, the ministry will continue to work towards our vision of excellence in innovation, strong communities and bright futures. To realize this vision, the ministry has developed a strategic framework that sets our direction and guides our work. The framework has four key goals that are presented in the following sections.



Goal 1: Students are empowered and supported to achieve their education, employment and training goals

Objective 1.1: Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce.

Strategies

- Support the implementation of B.C.'s *Skills and Training Plan* by:
 - Investing in new or improved skills training equipment, technology and facilities to support accessible skills training opportunities aligned with regional needs.
 - Leveraging B.C. Centres of Training Excellence to increase partnerships between industry and institutions, and identify creative solutions to workforce challenges through the sharing of expertise and coordinated training.
 - Undertaking a trades awareness campaign that elevates the profile, passion and pride in a skilled trades career.
 - Working with partners to support flexible training options for apprentices, allowing them to participate in training that is responsive to employer needs.
 - Leveraging existing forums and initiatives, such as the Regional and Sectoral Workforce Tables, to better understand regional and sectoral education and training needs. Identify and target training and investments to expanding sectors of the economy.



Objective 1.2: Respond and adapt to the diverse and changing needs of students.

Strategies

- Work with post-secondary institutions to implement an open textbook policy that will provide students with more flexibility and affordable resources.
- Modernize student financial assistance to improve services to students and their families.
- Align student financial assistance programs to better meet government priorities and objectives, including labour market priorities, with an initial focus on high demand trades and technical programs.

Objective 1.3: Increase participation and successful completion of all students.

Strategies

- Support accelerated transitions to the workforce by working with partners to allow high school students to earn credits towards a trades or technical program.
- Implement the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan to:
 - increase participation rates, learning outcomes and economic and social opportunities for Aboriginal learners;
 - support public institutions to be relevant, responsive, respectful and receptive to Aboriginal learners and communities; and,
 - provide funding for additional partnerships between public post-secondary institutions and Aboriginal communities for community-based delivery of programs that meet Aboriginal needs.
- Provide tuition-free adult basic education.
- Provide support to disabled learners.

Performance Measure 1: Overall unemployment rate for post-secondary graduates¹

Performance Measure	2011/12 Actual ^{2,3}	2013/14 Target	2014/15 Target	2015/16 Target
Unemployment rate by level of education completed	With high school credentials or less: 13.4%	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 unemployment rate for post-secondary graduates	9.2% ²			
Diploma, associate degree and certificate graduates	10.5%			
Apprenticeship graduates	11.3%			
Bachelor degree graduates	6.9%			

Links to objective: 1.1 - Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce.

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

¹ Further data on the unemployment rate for post-secondary graduates are available on DataBC at <http://data.gov.bc.ca> (see Unemployment Rate of Graduates from B.C. Public Post-Secondary Institutions by Credential Type).

² Data for the 2011/12 reporting cycle are from the 2011 survey data. Data for the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

³ The margin of error was plus or minus 0.3% (19 times out of 20) for all graduates in the labour force.

Discussion

One of the major objectives of 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 marketplace and provides an indication of how successful public post-secondary graduates are in making the transition from post-secondary education to the labour force.

The measure compares British Columbia public post-secondary 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: Total student spaces at public post-secondary institutions¹

Performance Measure	2011/12 Actual	2012/13 Forecast	2013/14 Target	2014/15 Target	2015/16 Target
Total student spaces in public post-secondary institutions ^{2,3,4}	206,494 Target: 201,046	206,745 Target: 201,307	≥ 200,936	≥ 201,068	≥ 201,078

Links to objective: 1.2 - Increase participation and successful completion of all students.

Data Source: Ministry of Advanced Education, Innovation and Technology

¹ Further data on student spaces are available on DataBC at <http://data.gov.bc.ca> (see Full-time Equivalent Enrolments at Public Post-secondary Institutions and Full-time Equivalent Enrolment Targets at Public Post-secondary Institutions).

² Total student spaces include Industry Training Authority full-time equivalents.

³ Targets remain relatively stable. The target for 2011/12 was 201,046 and the target for 2012/13 is 201,307.

⁴ The ministry anticipates that the actual results for 2012/13 onwards will be higher than the published targets as public post-secondary institutions will continue to deliver more student spaces due to current economic and enrolment trends.

Discussion

Student spaces are an indicator of the ability of B.C.’s public post-secondary institutions to meet the demand for high quality education 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.

In 2012, the Ministry of Advanced Education, Innovation and Technology invested over \$1.9 billion in the post-secondary education system, up from \$1.4 billion in 2001. A significant portion of this investment is provided to the 25 public post-secondary institutions in British Columbia to deliver educational programs through funded student spaces. The ministry sets a target based on this investment, which can be surpassed by post-secondary institutions based on student enrollment.

Historically, student enrolment usually softens in periods of strong labour demand – students may chose to leave their studies for a job before completing their programs, or they may opt for employment instead of first pursuing post-secondary training. The opposite holds true in times when the economy slows.

Prior to 2009/10, there was underutilized capacity as actual enrolment was less than the student spaces target. However, this investment in capacity has paid off. Starting in 2009/10, enrollment began to exceed targets and has trended upwards gradually in each succeeding year. For 2009/10, enrollment was 100.5% of the student spaces target, increasing to 101.9 % in 2010/11 and 102.3% in 2011/12. Based on the current forecast, enrollment will increase to 102.7% of the target in 2012/13.

Performance Measure 3: Overall credentials awarded to Aboriginal students in the public post-secondary system

Performance Measure	2011/12 Baseline ¹	2013/14 Target	2014/15 Target	2015/16 Target
Overall credentials awarded to Aboriginal students in the public post-secondary system ^{2,3}	2,634	2,936	TBD ⁴	TBD ⁴
Graduate or First Professional ⁵	118			
Bachelor	547			
Diploma ⁶	410			
Certificate ⁷	1,421			
Developmental	138			

Links to objective: 1.2 - Increase participation and successful completion of all students.

Data Source: Ministry of Advanced Education, Innovation and Technology; and Student Transition Project.

¹ Data for the 2011/12 baseline are from the 2009/10 fiscal year. These data are restated from last year's service plan, where they were listed as data for the 2010/11 baseline. Data for the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

² Aboriginal learners are students with Aboriginal ancestry who self-identified in the B.C. K-12 education system or who self-identify as Aboriginal at a B.C. public post-secondary institution.

³ Excluded are apprenticeship, short certificates and other credential types, and programs awarding credentials for participation without evaluative components.

⁴ This is a new performance measure. These targets will be set once sufficient data have been collected to build a trend analysis and determine reasonable targets.

⁵ Includes doctorate, master's degrees, first professional degrees, graduate diplomas, graduate certificates, post-degree diplomas, and post-degree certificates.

⁶ Includes diplomas, associate degrees and advanced diplomas.

⁷ Includes certificates and advanced certificates.

Discussion

The ministry has an objective of increasing participation and successful completion of all students. This objective has two components: participation, focused on getting students into post-secondary education; and completion, focused on supporting students to finish their studies successfully. The ministry tracks progress towards this objective through a series of measures, including the three year transition rate from high-school to post-secondary education¹ and credentials awarded².

The performance measure presented above examines one aspect of this objective, related to Aboriginal learners. The ministry has developed a strategy tailored to the needs of Aboriginal learners: the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan. This plan includes a goal to increase the number of Aboriginal students awarded a post-secondary credential by 75% by 2020. First introduced in the ministry's 2012/13-2014/15 Service Plan, this measure tracks progress towards this goal. Intermediate targets are being developed with our Aboriginal post-secondary education partners.

¹ The most recent data available, for the 2007/08 Grade 12 graduating cohort, the transition rate was 69%.

² Overall credentials are measured in the ministry's Accountability Framework. On average, 54,590 credentials were awarded annually in the most recent three years (2008/09 to 2010/11).

Goal 2: A quality post-secondary education system that provides B.C. with a global competitive advantage

Objective 2.1: Provide leadership to achieve a shared vision across our world class post-secondary education system.

Strategies

- Work collaboratively to create a common vision and purpose across the post-secondary education system.

Objective 2.2: Develop a highly internationalized education system.

Strategies

- Implement British Columbia's *International Education Strategy* to:
 - expand opportunities for B.C. students to participate in study and work abroad experiences to gain knowledge and build relationships that will enable them to be successful in an increasingly global society;
 - promote B.C. in key target markets to encourage international students to pursue further learning in B.C.; and,
 - encourage all educational institutions in B.C. to develop a stronger international outlook within B.C.'s educational system.



Objective 2.3: Build on current strengths to enhance the quality of our post-secondary education.

Strategies

- Revise existing Quality Assurance Framework to enhance the quality of the post-secondary system and make B.C. more attractive to domestic and international students.
- Develop a Qualifications Framework that supports benchmarking of foreign education credentials against B.C. education credentials.

Objective 2.4: Increase collaboration, innovation and partnerships.

Strategies

- Maintain regular communication between ministry and system partners, through the Post-secondary Education Leadership Council, to foster dialogue and discussion on key priorities.
- Liaise with school districts, industry, local employers, local government, Aboriginal communities and community organizations in regions to understand local needs.
- Align post-secondary programming with labour market demand identified through regional initiatives, such as Regional Workforce Tables.

Performance Measure 4: International students studying in British Columbia

Performance Measure	2011/12 Baseline ^{1,2}	2013/14 Target	2014/15 Target	2015/16 Target
50 per cent increase of the total number of international students studying in British Columbia ³	94,000	113,430	125,900	141,000

Links to objective: 2.2 - Develop a highly internationalized education system.

Data Source: Ministry of Advanced Education, Innovation and Technology; Ministry of Education; Citizenship and Immigration Canada; and Languages Canada.

¹ The 2011/12 baseline data are from the 2009/10 academic year and first appeared in the ministry's 2012/13-2014/15 service plan.

² Data for the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

³ This measure includes students studying in the kindergarten to grade 12 system, public and private language schools and at public and private post-secondary institutions.

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. The ministry has developed an *International Education Strategy* and set a goal of growing our international student presence by 50 per cent by 2015/16. The baseline of approximately 94,000 international students choosing B.C. to pursue their educational goals, includes 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 kindergarten to grade 12 education.

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 three and four, as a result of actions implemented under the strategy.

Performance Measure 5: Students satisfied with their education

Performance Measure	2011/12 Actual ^{1,2}	2013/14 Target	2014/15 Target	2015/16 Target
Overall	93.5%	≥90%	≥90%	≥90%
Former diploma, associate degree and certificate students	93.2%			
Apprenticeship graduates	94.0%			
Bachelor degree graduates	93.8%			

Links to objective: 2.3 - Build on current strengths to enhance the quality of our post-secondary education.

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

¹ 2011 survey data are the latest available. The margin of error for Overall +/- 0.2%; for Former diploma, associate degree and certificate students +/- 0.3%; for Apprenticeship graduates +/- 0.6%, and for Baccalaureate degree graduates +/- 0.3% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% is achieved.

² Data from the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

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 system. Students consistently report very high satisfaction with their education at B.C.'s public post-secondary institutions.



Performance Measure 6: Graduates reporting their knowledge and skills are useful in their employment

Performance Measure	2011/12 Actual ¹	2013/14 Target	2014/15 Target	2015/16 Target
Overall percent of public post-secondary graduates reporting that their knowledge and skills are useful in their employment	84.6%	≥90%	≥90%	≥90%
Diploma, associate degree and certificate graduates	82.2%			
Apprenticeship graduates	93.7%			
Bachelor degree graduates	84.4%			

Links to objective: 2.3 - Build on current strengths to enhance the quality of our post-secondary education.

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

¹ Data for the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

² The margin of error was plus or minus 0.4% (19 times out of 20) for all graduates reporting economically useful knowledge and skills.

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 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.

Goal 3: British Columbians value diversity and inclusiveness in our communities.

Objective 3.1: Celebrate B.C.'s rich diversity as a source of innovation and global networking.

Strategies

- Support capacity-building across B.C. through the development, mentorship and recognition of leaders in the areas of inclusive workplaces, anti-racism and cultural diversity.
- Collaborate with key business sector partners to identify and share best practices of inclusion and multiculturalism in the workplace.
- Build intercultural capacity and provide resources to workplaces in B.C. through training and other learning opportunities.

Objective 3.2: Collaborate with our communities to challenge racism and barriers to inclusivity.

Strategies

- Provide B.C. communities with resources and support to effectively deliver their locally led projects to address racism and promote multiculturalism.
- Promote awareness and understanding of cultural diversity in B.C. through public education.

Objective 3.3: Leverage partnerships to encourage a culture of inclusivity.

Strategies

- Develop strategic partnerships and lead innovation in multiculturalism programming and policy.
- Develop an inter-governmental community-of-practice on diversity to share tools, resources, and advice on building an inclusive public service.
- Update the Report on Multiculturalism to ensure engagement and provide measures for the public service on effective application of multiculturalism policy and practice.

Performance Measure 7: Number of participants engaged in the EmbraceBC Network to promote multiculturalism and challenge racism

Performance Measure	2012/13 Forecast ¹	2013/14 Target	2014/15 Target	2015/16 Target
Number of participants engaged in the EmbraceBC Network to promote multiculturalism and challenge racism.	222	340	370	400

Links to objective: 3.2 - Collaborate with our communities to challenge racism and barriers to inclusivity.

Data Source: Ministry of Advanced Education, Innovation and Technology.

¹ This is a new performance measure. The ministry's performance on this measure, representing the 2013/14 data cycle, will appear in the ministry's 2013/14 service plan report to be published in June 2014.

Discussion

This measure is an indication of the growing strength of province wide infrastructure designed to continually challenge racism and promote multiculturalism in B.C. It measures the number of organizations and individuals who are utilizing the EmbraceBC Network, a community network of resources, advice and information to improve social outcomes for their community.

The EmbraceBC Network is a new community network. The ministry is working with our partners to encourage participation in the network. Based on initial interest, the ministry is forecasting 222 participants in the network for 2012/13. We expect this number to grow substantially as the network is established.

Goal 4: An innovative approach to education, research and development that values creativity and maximizes return on investment.

Objective 4.1: Support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.³

Strategies

- Continue to work with other ministries and partners to develop and implement initiatives that support the key actions of *British Columbia's Technology Strategy*, including:
 - the acceleration of technology commercialization and adoption; and,
 - expanding markets for British Columbia's technology.
- Build on regional strengths to create new opportunities by engaging regional partners to deliver programs and initiatives across sectors and the province.
- Develop talent for a knowledge-based economy through initiatives such as the B.C. Innovation Council's Mentor Program.

Objective 4.2: Foster knowledge development and commercialization.

Strategies

- Encourage the development, commercialization and adoption of technologies and processes that align with and contribute to key economic priorities.
- Through a new Commercialization Voucher Program, provide businesses with access to graduate students in B.C. post-secondary institutions to support commercialization as well as knowledge transfer between research universities and businesses throughout the province.
- Invest in research and innovation infrastructure and the development of highly qualified personnel through the B.C. Knowledge Development Fund.



³ A research and innovation performance measure is under development for inclusion in the *2014/15-2016/17 Service Plan*.

Objective 4.3: Lead a post-secondary education system that is strong, accountable, transparent and delivers value.

Strategies

- Strengthen institutional accountability with performance expectations that align to the labour market and community/regional needs.
- In response to Budget 2012, collaborate with institutions regarding administrative service delivery transformation and work together to establish best practices and implementation of opportunities to realize administrative savings.
- Maintain accountability of government’s investment in public post-secondary education with annual institution reporting through the Accountability Framework.

Objective 4.4: Use and provide quality information for decision making and better societal outcomes.

Strategies

- Develop strategic analytics in the areas of student financial assistance and labour market alignment.
- Work with DataBC to expand the data the ministry shares publicly to encourage opportunities for engagement between government and the public.

Performance Measure 8: Loan repayment as a percent of income

Performance Measure	2011/12 Actual ¹	2013/14 Target	2014/15 Target	2015/16 Target
Percent of income used to pay educational debt or student loan payment as a percent of income.	5%	≤ 8%	≤ 8%	≤ 8%

Links to objective: 4.4 - Use and provide quality information for decision making and better societal outcomes.

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

¹ Data for the 2011/12 reporting cycle are from the 2010 survey. Data for the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

Discussion

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.

AFFORDABLE
POST-SECONDARY EDUCATION
Less than one-third – the proportion of their post-secondary education costs students pay through their tuition.

The ministry uses information about loan repayment as a per cent of income as one measure to ensure public post-secondary education is affordable and

delivering value for British Columbians. With this measure, 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.

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	2012/13 Restated Estimates ¹	2013/14 Estimates ²	2014/15 Plan	2015/16 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations ³	1,867,129	1,864,545	1,846,961	1,821,961
Student Services Programs	68,994	68,495	68,495	68,495
Innovation and Technology	2,397	2,397	2,397	2,397
Multiculturalism	625	625	625	625
Transfers to Crown Corporations and Agencies	6,150	6,090	6,090	6,090
Executive and Support Services	20,215	20,215	20,215	20,215
Total	1,965,510	1,962,367	1,944,783	1,919,783
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	896	504	504	504
Total	896	504	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post Secondary Institutions	143,781	79,617	92,707	287,407
Total	143,781	79,617	92,707	287,407

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Other Financing Transactions (\$000)				
Educational Institutions and Organizations - Knowledge Infrastructure Program	10,000	0,000	0,000	0,000
Receipts	10,000	0,000	0,000	0,000
Disbursements	(10,000)	0,000	0,000	0,000
Net Cash (Requirements)	0,000	0,000	0,000	0,000
Total Receipts	10,000	0,000	0,000	0,000
Total Disbursements	(10,000)	0,000	0,000	0,000
Total Net Cash Source (Requirements)	0,000	0,000	0,000	0,000

¹ For comparative purposes, amounts shown for the 2012/13 have been restated to be consistent with the presentation of the 2013/14 Estimates.

² Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

³ Reductions in operating expenses will be achieved through the administrative service delivery transformation initiative (see page 23).

Public Universities, Colleges and Institutes Income Statement Resource Summary

Post-secondary Sector	2012/13 Forecast	2013/14 Budget	2014/15 Plan	2015/16 Plan
Combined Income Statement (\$000)¹				
Total Revenue	5,207,510	5,275,543	5,321,434	5,363,522
Total Expense	5,145,607	5,223,194	5,273,564	5,343,563
Operating Results	61,903	52,349	47,870	19,959
Gain (Loss) on sale of capital assets (if applicable)	5	0	0	0
Net Results	61,908	52,349	47,870	19,959

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

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