

**Ministry of
Advanced Education,
Skills and Training**

**2020/21 – 2022/23
SERVICE PLAN**

February 2020



Minister Accountability Statement



The *Ministry of Advanced Education, Skills and Training 2020/21 - 2022/23 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 that reads "melanie mark". The signature is written in a cursive, lowercase style.

Honourable Melanie Mark
Hli Haykwhl Wii Xsgaak
Minister of Advanced Education, Skills and Training
February 2, 2020

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Purpose of the Ministry

The Ministry of Advanced Education, Skills and Training provides leadership and direction for post-secondary education and skills training across the province to support British Columbians with opportunities to thrive, succeed and reach their full potential. The Ministry plays a key role in promoting a collaborative approach that fosters opportunities for our education and skills training partners to contribute to the prosperity and the success of all British Columbians.

Underlying our work is the premise that an inclusive, accessible, responsive and future-focused post-secondary education and skills training system prepares British Columbians for good-paying, high-opportunity jobs in our strong, and sustainable economy.

To support access and affordability, the Ministry provides a number of targeted supports for vulnerable and underrepresented groups, such as current and former youth in government care, Indigenous Peoples, persons with disabilities, older workers, as well as youth and women in the trades. The Ministry also reduces financial barriers for students by providing a suite of student financial assistance programs through [StudentAid BC](#).

To prepare British Columbians for current career opportunities and high opportunity jobs, we work with post-secondary partners, employers, industry, and Indigenous communities throughout B.C. to align and deliver relevant education and training programs and services. Our Ministry also provides information and resources including [EducationPlannerBC](#), [WorkBC.ca](#), and the [Labour Market Outlook](#) so British Columbians can make informed decisions about their career planning and skills training opportunities.

The Ministry provides oversight for the following Crown corporations: the [Industry Training Authority](#) (ITA) and the [British Columbia Council for International Education](#) (BCCIE).

Strategic Direction

The Government of British Columbia remains focused on its three strategic priorities: making life more affordable, delivering better services, and investing in a sustainable economy.

Ministries are actively working to provide quality, cost-effective services to British Columbia families and businesses. By adopting the Gender-Based Analysis Plus (GBA+) lens and Business and Economic Implications Framework to budgeting and policy development, Ministries will ensure that equity is reflected in budgets, policies and programs.

Additional key initiatives underpinning lasting prosperity in 2020/21 and beyond are the implementation of:

- A Framework for Improving British Columbians' Standard of Living, which will provide the foundation for quality economic growth in our province and a pathway to a more inclusive and prosperous society,
- The *Declaration on the Rights of Indigenous Peoples Act* and the Truth and Reconciliation Commission Calls to Action, demonstrating support for true and lasting reconciliation, and
- The CleanBC plan, putting B.C. on the path to a cleaner, better future – with a low carbon economy that creates opportunities while protecting our clean air, land and water.

This 2020/21 service plan outlines how the Ministry of Advanced Education, Skills and Training will support the government's priorities, including selected action items identified in the [July 2017](#)

[Minister's Mandate Letter](#). Over the previous fiscal year, the Ministry of Advanced Education, Skills and Training made progress on these priorities by:

- Investing nearly \$20 million in co-developed post-secondary education and skills training with approximately 164 Indigenous communities, resulting in more Indigenous people furthering their education and obtaining employment.
- Appointing Indigenous representation to boards of governors for all 25 public post-secondary institutions throughout British Columbia to ensure local Indigenous participation in post-secondary governance.
- Increasing the affordability and accessibility of post-secondary education and training by eliminating interest accruing on B.C. government student loans, increasing access to new student housing throughout the province, and supporting safe post-secondary campuses for learners launching the 2019-20 Sexual Violence Prevention campaign.
- Committing \$9 million for co-op and work-integrated learning programs at public post-secondary institutions for students to gain invaluable hands-on experience for in-demand careers close to home.
- Expanding the Provincial Tuition Waiver Program for former youth in care to include the Native Education College and 10 union trainers in the construction trades.¹

The following performance plan outlines how the Ministry of Advanced Education, Skills and Training will continue to track progress on key mandate letter commitments and other emerging government priorities.

¹ As of November 2019, over 1,100 former youth in care are accessing post-secondary education through the program, up from 189 in 2016/17.

Performance Planning

Goal 1: Lasting reconciliation with Indigenous Peoples in B.C. through post-secondary education and skills training

This goal reflects Government's commitment to implementing the United Nations Declaration on the Rights of Indigenous Peoples. Lasting reconciliation requires recognition of the rights of Indigenous People to inform decision-making regarding post-secondary education policies, programs, and services for First Nations, Métis and Inuit People. These systemic shifts in the post-secondary education and training system will help Indigenous learners have access to a range of culturally responsive and relevant programs and continue to increase the number of Indigenous learners earning post-secondary credentials.

Objective 1.1: Implement the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission

Key Strategies:

- Co-develop with Indigenous and post-secondary partners at the Indigenous Post-Secondary Education and Training Partners Table² a comprehensive post-secondary strategy that includes:
 - Working with public post-secondary institutions to continue advancing systemic and cultural change fostering a public post-secondary education system that is respectful, relevant, responsive, and receptive to Indigenous learners and communities.
 - Continue to implement the post secondary-related Calls to Action of the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples, including establishing Indigenous language programs in partnership with Indigenous communities.
 - Working with First Nations Education Steering Committee (FNESC) and Indigenous Adult and Higher Learning Association (IAHLA) to advance federal government support for Indigenous-controlled post-secondary institutions, to ensure they have the core funding they need to deliver programs in their communities.
 - Increasing the number of Indigenous teachers through teacher education programs.

Performance Measure	2017/18 Actual	2018/19 Target	2019/20 Target	2020/21 Target	2021/22 Target	2022/23 Target
1.1 Overall credentials awarded to Indigenous students in the public post-secondary system ^{1,2,3}	3,542 (Baseline 2,634 ⁴)	Progress towards 2020/21 target of 4,609 ⁵	Progress towards 2020/21 target of 4,609	Progress towards 2020/21 target of 4,609	TBD ⁶	TBD

¹ Data Source: Student Transition Project.

² Actuals and targets align with fiscal year data and include only credentials with evaluative components awarded at a B.C. public post-secondary institution, including: developmental, certificate, diploma, associate degree, bachelor's degree, post-degree certificate, post-degree diploma, first professional degree, graduate certificate, graduate diploma, master's

² Indigenous Post-Secondary Education and Training Partners Table includes FNESC, IAHLA, MNBC, BCATEAM, post-secondary partners (RUCBC, BCAIU, BCC) as well as other ministries such as EDUC, MIRR, and DISC.

degree, and doctorate credentials. Apprenticeship credentials are awarded separately by the ITA (www.itabc.ca). Data for the 2018/19 fiscal year will be available in Spring of 2020 and will be reported in the 2019/20 Service Plan Report in June 2020.

³ This measure relies on B.C. public post-secondary data collected in accordance with the [Aboriginal Administrative Data Standard](#) – based on individuals’ identity as an Aboriginal person (i.e. First Nations, Métis, or Inuit). A subset of the data is also compiled based on Aboriginal identity as reported in the B.C. kindergarten to grade 12 system. The Ministry of Advanced Education, Skills, and Training is moving to using the term “Indigenous” as an inclusive reference for First Nations, Inuit, and Métis peoples. For the purposes of this Service Plan, “Indigenous” and “Aboriginal” are used interchangeably, and this measure is consistent with past Ministry service plans.

⁴ Baseline is presented as published in the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, launched in June 2012, based on the most recent data available at that time (2009/10).

⁵ 2018/19 and 2019/20 Target will be progress towards target articulated in the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.

⁶ 2021/22 Target is TBD pending refresh of the Action Plan to align with the Declaration on the Rights of Indigenous Peoples and TRC’s Calls to Action to help determine appropriate measures to assess progress toward this objective.

Linking Performance Measure to Objective:

The [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#) has guided the Ministry’s work to foster a post-secondary education and training system that is respectful, relevant, responsive and receptive to Indigenous learners. This measure tracks progress towards increasing the number of credentials awarded to Indigenous learners by 75%, to 4,609, by 2020/21 while the Ministry continues to co-develop a comprehensive strategy that furthers this work and implements the United Nations Declaration on the Rights of Indigenous Peoples and responds to the Truth and Reconciliation Commission’s Calls to Action. This work will align with a tripartite model for post-secondary education that the FNEC and the IAHLA are developing. The Ministry will continue to engage and collaborate with Indigenous communities and partners to meet the needs of Indigenous learners with equitable and responsive post-secondary education and training opportunities. A pivotal part of these collaborative efforts includes determining appropriate measures and baselines to assess progress toward this objective.

Objective 1.2: Support accessible and responsive skills training and post-secondary education programs for Indigenous learners and communities

Key Strategies:

- Co-develop and deliver in-community Indigenous skills training and post-secondary education programs (including adult basic education) that are flexible, community-led, equitable and are accessible for Indigenous learners.
- Responsive Workforce Development Agreement (WDA) skills training and employment programs are meeting the needs of Indigenous learners, promote self-determination, and address barriers to participation in programs.

Performance Measure	2018/19 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
1.2 Number of Indigenous communities accessing training ¹	129 ²	164	184	184	184

¹ Data Source: Workforce Innovation and Division Responsible for Skills Training, Ministry of Advanced Education, Skills and Training.

² The Indigenous communities baseline includes the number of B.C. First Nations and Metis communities that have accessed Ministry skills training programs.

Linking Performance Measure to Objective:

The Ministry is committed to the co-development and delivery of skills training and post-secondary programming that leads to lasting and meaningful reconciliation with Indigenous peoples and improved socioeconomic outcomes. Working with Indigenous communities across the province, the Ministry supports Indigenous people to access skills training in their communities and closer to home. This new measure tracks the number of Indigenous communities across B.C. accessing skills training so we can measure progress towards providing accessible and responsive services.

Goal 2: British Columbians have access to inclusive, responsive and relevant post-secondary education to reach their full potential

This goal reflects Government's commitment to making life more affordable and delivering services British Columbians count on. The Ministry plays a key role in promoting a collaborative approach that fosters opportunities for our partners in post-secondary education and skills training to contribute to the prosperity and the success of all British Columbians. Accessible, high-quality post-secondary education and training that leads to good paying jobs provides numerous benefits to individuals and builds up our economy, communities and society.

Objective 2.1: Improve the affordability and accessibility of post-secondary education and skills training for all British Columbians

Key Strategies:

- Improve student access to affordable housing by working with public post-secondary institutions to increase student housing stock, including in rural regions.
- Enable learners to access and complete post-secondary education and skills training with a range of student financial assistance programs that meet the needs of today's learners.
- Reduce barriers for vulnerable learners and provide pathways to post-secondary education and skills training by providing tuition-free Community Adult Literacy Programming (CALP), Adult Basic Education, Adult Special Education and English Language Learning programs.
- Attract and retain B.C. graduate students with a merit-based graduate scholarship fund that supports 800 awards of \$15,000.
- Increase access and affordability to education and skills training through technology, including expanding open education online digital resources and developing more open textbooks.

Performance Measure		2018/19 Actual	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
2.1 Number of new student housing beds ¹	Government funded	1,265	1,975	Progress towards 2028/29 target of 5,000 ²	Progress towards 2028/29 target of 5,000	Progress towards 2028/29 target of 5,000
	institution self-funded / non-government partnerships	1,350	2,885	Progress towards 2028/29 target of 3,000 ²	Progress towards 2028/29 target of 3,000	Progress towards 2028/29 target of 3,000
	Total	2,615	4,860	Progress towards 2028/29 target of 8,000 ²	Progress towards 2028/29 target of 8,000	Progress towards 2028/29 target of 8,000

¹ Data Source: Number of net new student beds initiated as reported to the Ministry of Advanced Education, Skills and Training. The measure has been broken out to distinguish between government funding (loans and grants) and PSI self-funding / non-government partnerships

² Government is targeting approximately 8,000 new beds to be built on public post-secondary campuses over the next ten years. Government will invest up to \$450M through the B.C. Student Housing Loan Program to assist public post-secondary institutions (PSIs) in constructing approximately 5,000 new beds, with 25% cost-sharing by institutions. In addition, the Ministry will dedicate \$30M in its capital plan to help create student housing beds in rural and remote areas. It is also estimated that public PSIs will build a further 3,000 new beds using a combination of their own resources and non-government partnerships.

Linking Performance Measure to Objective:

This measure represents an example of the Ministry's commitment to making life more affordable for learners with the addition of on-campus housing at public post-secondary institutions. Through the broader [Provincial Housing Strategy](#), Government is increasing student housing stock in regions throughout the province over the next ten years. More on-campus student housing beds will contribute to the personal and academic success of students and will increase the availability of rental housing in the wider community, helping to improve the availability of rental housing for everyone. The Ministry will also explore options for improving how the sector responds to the housing needs of Indigenous students and former youth in care. New student housing will be more energy efficient and meet the highest standards consistent with the Province's long-term climate strategy, [CleanBC](#).

Objective 2.2: Helping British Columbians to reach their full potential through relevant and supportive post-secondary education and skills training.

Key Strategies:

- Continue to enhance co-op programs and work integrated learning opportunities across all sectors by working with education and skills training partners throughout the province.
- Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health).

- Continue to modernize [StudentAid BC](#) service delivery platforms by improving digital tools and providing information that empowers students to make informed decisions when applying for student financial assistance.
- Strengthen mental-health supports for post-secondary students of all ages throughout British Columbia by implementing a mental health counselling, information and referral service.
- Continue to expand seamless pathways and student transfers within the B.C. post-secondary system.

Performance Measure	2018 Actual	2019 Target	2020 Target	2021 Target	2022 Target
2.2 Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment ^{1,2}	87.5%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

¹ Data Source: BC Student Outcomes Surveys³ and Labour Force Survey.

² Results are based on an annual survey of public post-secondary students 8-months to two years after they complete their programs and reflect the percent of employed graduates who indicated the knowledge and skills they acquired through their education was *very useful* or *somewhat useful* in performing their job.

³ Efforts are made to contact all eligible public post-secondary graduates (over 55,000 each year), and a response rate of ~50% is consistently achieved. The margin of error for these measures is currently between +/- 0.2% and 0.4% (19 times out of 20). 2019 survey results will be available in the Spring of 2020 and will be reported in the 2019/20 Service Plan Report in June 2020.

Linking Performance Measure to Objective:

This measure reflects students’ assessment of relevance of their post-secondary educational experience. It is an indication of how well the programs at public post-secondary institutions meet the needs of both students and the labour market. The Ministry also plays a key role in promoting a safe, inclusive and future-focused learning environment where learners have access to supports that allow them to focus on their studies. Training and education programs that are relevant and applicable to changing social, cultural and labour market needs are critical to ensuring learners have the skills and knowledge to be successful in life and throughout their careers.

Goal 3: British Columbians have workforce information, connections and supports to prepare for opportunities in B.C.’s economy

This goal reflects Government’s commitment to investing in a sustainable and innovative economy that works for everyone. The labour market is continually evolving, driven by emerging technologies and automation, globalization, and social and demographic changes. Our Ministry works with education and training partners to support the delivery of post-secondary education and skills training programs, services and supports to meets the needs of learners, communities, industry and employers and that are relevant to the economy.

Objective 3.1: Provide British Columbians with the best information available to make informed decisions about their education and training leading to career opportunities.

Key Strategies:

- Support all learners to plan, search and apply for public post-secondary education in B.C. with education, training and career information on [EducationPlannerBC.ca](https://www.educationplannerbc.ca).
- Connect all British Columbians to labour market and career planning information through innovative tools on [WorkBC.ca](https://www.workbc.ca), and provide future labour market trends through the annual [BC Labour Market Outlook](#).
- Provide learners an interactive career exploration, as well as information on high opportunity occupations throughout B.C. through [Find Your Fit](#).
- Develop a plan to address the labour and workplace opportunities that will emerge through the implementation of the [CleanBC](#) Workforce Readiness Plan.

Performance Measure	2018/19 Baseline	2019/20 Forecast	2020/21 Target	2021/22 Target	2022/23 Target
3.1 # of online and in-person engagements with ministry-provided labour market, career planning and education information ^{1,2}	2.82M	3.25M	3.60M	Maintain or increase	Maintain or increase

¹ Data Source: Workforce Innovation and Division Responsible for Skills Training, and Post-secondary Policy and Programs Division Responsible for Learner Supports, Ministry of Advanced Education, Skills and Training.

² Number of times LMI, career planning information and information on education choices are accessed through all available Ministry sources, including the [EducationPlanner BC](https://www.educationplannerbc.ca) website, the [WorkBC.ca](https://www.workbc.ca) website, downloads of the Labour Market Outlook and other publications, in person at Find Your Fit events and WorkBC booths at career fairs and related events across the Province, and social media.

Linking Performance Measure to Objective:

This updated measure reflects ministry efforts to engage British Columbians in all regions of the province through a variety of relevant and accessible platforms (online, in person, in print and social media) that provide education, labour market and career planning information, products and tools. Students, parents and those looking for a new career continue to rely on a variety of Ministry resources, including [EducationPlannerBC.ca](https://www.educationplannerbc.ca) and [WorkBC.ca](https://www.workbc.ca) to help make decisions about their career and education. Educators, large and small businesses and industry use the Ministry’s labour market information in their planning, and government uses it to make informed decisions about new services, investments, policy and programs.

Objective 3.2: Support British Columbians, especially those who are vulnerable or in under-represented groups, with inclusive and equitable access to education, skills training and workforce opportunities.

Key Strategies:

- Continue to improve access to post-secondary education and workforce opportunities for former youth in government care by working with partners through the Provincial Tuition Waiver Program.
- Meet the skills and employment needs of individuals, employers and communities by delivering flexible and responsive skills training programs throughout the province.

- Break down barriers to help under-represented people gain opportunities and advancement.

Performance Measure	2018/19 Baseline	2019/20 Forecast ⁴	2020/21 Target	2021/22 Target	2022/23 Target
3.2 % of individuals employed or in further education and training three months after completing a skills training program. ¹²	76% ³	~77.5%	>80%	>80%	>80%

¹ Data Source: Workforce Innovation and Division Responsible for Skills Training, Ministry of Advanced Education, Skills and Training.

² This measure looks at outcomes for participants three months after completing a program by measuring the number of participants that became employed or moved on to further education and training.

³ The 2018/19 baseline uses previous programming results.

⁴ New programs were introduced in 2019/20. The 2019/20 three-month outcome survey results for programs targeting vulnerable and under-represented groups are not yet available. This target is based on an expected 2% increase this year and a 3.2% increase in 2020/21, due to program design and delivery improvements. In fiscal year 2020/21, new programs will be fully implemented. It is expected that the new programs will yield better outcomes for participants

Linking Performance Measure to Objective:

Through the delivery of skills training programs that target B.C.'s vulnerable and under-represented populations, the Ministry is empowering more British Columbians to participate in the labour force and take advantage of B.C.'s economic opportunities. Vulnerable and underrepresented British Columbians include young adults, former youth in care, immigrants, visible minorities, Indigenous people, survivors of abuse or violence, older workers, and women. This measure tracks the success of our skills training programs in moving British Columbians along the employment continuum by measuring outcomes three months after completing skills training programs.

This new measure replaces previous reporting on the Provincial Tuition Waiver Program which continues to support eligible former youth in care to access post-secondary education. As of November 2019, over 1,100 former youth in care accessed post-secondary education through the Province's tuition waiver program, meeting targets in the Ministry's 2019/20 Service Plan. The program continues to grow as we work with our partners to expand and enhance additional supports to complement the Provincial Tuition Waiver Program.

The new measure represents another example of the Ministry's continued commitment to making sure everyone has the opportunity to achieve their true potential through equitable access to post-secondary education and skills training.

Resource Summary

Core Business Area	2019/20 Restated Budget ¹	2020/21 Estimate	2021/22 Plan	2022/23 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	2,121,552	2,144,435	2,161,664	2,164,066
Student Services Programs	70,420	86,195	74,195	74,195
Private Training Institutions	1	1	1	1
Workforce Innovation and Skills Training	17,151	16,860	17,013	17,013
Transfers to Crown Corporations and Agencies	98,877	98,877	98,877	98,331
Executive and Support Services	21,504	20,130	20,411	20,411
Total	2,329,505	2,366,498	2,372,161	2,374,017
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	504	504	504	504
Total	504	504	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post-secondary Institutions	434,478	468,820	666,550	653,249
Total	434,478	468,820	666,550	653,249

¹ For comparative purposes, amounts shown for 2019/20 have been restated to be consistent with the presentation of the 2020/21 Estimates.

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

Public Post-Secondary Institutions Resource Summary

Public Post-Secondary Institutions	2019/20 Forecast	2020/21 Estimate	2021/22 Plan	2022/23 Plan
Combined Income Statement (\$000)				
Total Revenue	7,061,067	7,164,633	7,315,316	7,476,215
Total Expense	6,731,110	6,920,569	7,073,675	7,226,665
Operating Results	329,957	244,064	241,642	249,550
Gain (Loss) on sale of capital assets (if applicable)	-	-	-	-
Net Results	329,957	244,064	241,642	249,550

¹ Consolidated public post-secondary institution forecast results before government reporting entity elimination entries.

Major Capital Projects

Major Capital Projects (over \$50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2019 (\$ millions)	Estimated Cost to Complete (\$ millions)	Approved Anticipated Total Capital Cost of Project (\$ millions)
University of British Columbia Undergraduate Life Science Teaching Laboratories	2019	\$90	\$1	\$91
<p>Redevelopment, renovation and refurbishment of 15,467 square metres of the Undergraduate Life Sciences Laboratories at the University of British Columbia Biosciences Complex located on the Point Grey campus. The project also includes renovations to 5,490 square metres within the Copp and Wesbrook Buildings to enable accommodation of students during the major redevelopment.</p> <p>Renovations of Copp/Wesbrook began in Summer 2014 with construction of the Biosciences complex initiated in Summer 2016. The project achieved occupancy in Fall 2019.</p>				
Simon Fraser University Sustainable Energy and Environmental Engineering Building	2019	\$123	\$3	\$126
<p>Construction of a five-storey, 15,238 square metre Sustainable Energy Engineering Building at Simon Fraser University's Surrey campus. The project will accommodate the University's new Energy Systems Engineering program and existing graduate Mechatronics students and will allow the University to expand its research in the energy, hydrogen and electricity sectors.</p> <p>Construction began in summer 2016. The project achieved occupancy in Fall 2019.</p>				
British Columbia Institute of Technology Health Sciences Centre for Advanced Simulation	2021	\$6	\$82	\$88
<p>Construction of a four-storey 10,355 square metre simulation lab building at British Columbia Institute of Technology's Burnaby Campus.</p> <p>The project will enable British Columbia Institute of Technology to provide simulation-based training for their nursing, health sciences and technology programs.</p> <p>Construction began in Fall 2019 with completion expected by the end of 2021.</p>				
Camosun College Centre for Health Sciences Building	2019	\$64	\$0	\$64
<p>Construction of a four-storey 9,000 square metre (96,840 ft²) building at Camosun College's Interurban Campus adjacent to the Pacific Institute for Sport Excellence. The new building is funded in part through the Federal Government's Strategic Investment Fund program and will consolidate 18 health science programs from across both campuses into one building.</p> <p>Construction began in Fall 2017 with the building officially opening in Sept 2019.</p>				
Simon Fraser University Student Housing	2022	\$4	\$100	\$104
<p>Construction of a new student housing building (369 student housing beds, 30 short term and 2 residence assistant / faculty-in-residence apartments) and renovate and expand the dining commons (800 seat capacity). The project is funded through the \$450 million student housing loan program.</p> <p>Construction began in Summer 2019 and is expected to reach occupancy in Fall 2022.</p>				

Major Capital Projects (over \$50 million)	Targeted Completion Date (Year)	Project Cost to Dec 31, 2019 (\$ millions)	Estimated Cost to Complete (\$ millions)	Approved Anticipated Total Capital Cost of Project (\$ millions)
University of Victoria Student Housing	2023	\$15	\$186	\$201
Demolition of the existing Emily Carr Hall, Margaret Newton Hall and Cadboro Commons to construct two new buildings that include 782 (620 net new) student housing beds, 600 seat dining hall and multi-purpose space. The project is funded through the \$450 million student housing loan program and will be designed and constructed to Passive House standard.				
Construction is scheduled to begin in early 2020 and achieve occupancy in Fall 2023.				

Significant IT Projects

Modernizing StudentAid BC is a multi-year, multi-phased project to improve the Ministry's processes, online tools and information systems to enhance the provision of financial aid to students.

The total capital cost of the project over four years is \$10.9 million. This funding has provided \$3.5 million for a new Business Intelligence system to improve data analytics and \$7.4 million for a new Student and Institution Information System to replace inefficient legacy systems.

In response to recent legislative changes to FOIPPA, the Ministry will engage with the Office of the Chief Information Officer to consider moving the project from an on-premise to a cloud-based solution. It is anticipated this shift in the project's deployment will result in a more efficient and cost-effective total cost of ownership and avoid increased costs of on-premise IT infrastructure and future transition costs. This new procurement option is expected to extend timelines for the project.

As of December 31, 2019, the project has spent \$8.8 million to create the framework for business transformation, policy alignment and technology implementation. This includes business intelligence tools and onboarding to the BC Services Card, both foundational for the future of service delivery under the digital framework. In addition, the project has completed a modernized replacement of digital services for post-secondary institutions and made significant progress on transforming the student financial aid application and case management system for post-secondary students.

Pending assessment of the new cloud option, the ministry will complete the modernization of student financial assistance processes and policies, tools and systems. This work will provide the foundation for the Ministry to enable a unified digital service that provides holistic, integrated supports for the lifelong learning journey, informed by user research and service design.

Appendix A: Agencies, Boards, Commissions and Tribunals

[Architectural Institute of BC](#)

AIBC is established under the *Architects Act* and is responsible for the regulation of the profession of architecture in British Columbia in the public interest.

[Association of Professional Engineers and Geoscientists of BC](#)

APEGBC is the regulatory body for the engineering and geoscience professions in British Columbia and is responsible for administering the *Engineers and Geoscientists Act* for the protection of health, safety and welfare of the public as it relates to the practice of professional engineering and geosciences.

[BC Council on Admissions and Transfer](#)

BCCAT has a key coordinating role in facilitating communication and co-operation among post-secondary institutions and in ensuring a well-articulated system of academic course equivalency and academic credit transfer between and among institutions in British Columbia.

[BCcampus](#)

BCcampus provides teaching, learning, educational technology and open education resources and supports to British Columbia post-secondary institutions.

[BC Council for International Education](#)

BCCIE is a provincial crown corporation that supports the internationalization efforts of BC's public and independent K-12 schools, public and private colleges and universities and language schools. It promotes international education in and for BC, enhancing BC's international reputation for quality education and supporting the international education activities of the provincial government.

[BC Electronic Library Network](#)

BC ELN's purpose is to develop and support system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of learners, educators and researchers at the lowest possible cost.

[BC Registered Music Teachers Association](#)

BCRMTA is a non-profit association. The objects of the Association are to raise the standard of the profession, the promotion of the art of music teaching and the maintenance of the honour and interests of the music teaching profession.

[BC Society of Landscape Architects](#)

The British Columbia Society of Landscape Architects Board of Examiners sets and administers the examination necessary for the registration of members in the BC Society of Landscape Architects and reviews all applicants' qualifications to determine acceptability.

[Chartered Professional Accountants of British Columbia](#)

CPABC is the training, governing, and regulatory body for over 36,000 CPA members and 5,000 CPA students and candidates. CPABC carries out its primary mission to protect the public by enforcing the highest professional and ethical standards and contributing to the advancement of public policy.

[Degree Quality Assessment Board](#)

The Degree Quality Assessment Board is an independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in B.C.

[Industry Training Authority](#)

The ITA is established under the *Industry Training Authority Act*, to oversee implementation of BC's new industry training system and to ensure that it is effective, efficient and meets the needs of employers and trainees.

[StudentAid BC Appeal Committee](#)

The Committee reconsiders appeals at the request of StudentAidBC applicants or borrowers. It provides feedback, when requested, to StudentAidBC on proposed changes to key case review processes.