

Ministry of  
Advanced Education

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2010/11  
Annual Service Plan Report

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Ministry of Advanced Education

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## Message from the Minister and Accountability Statement



It is my pleasure to present the *Ministry of Advanced Education 2010-2011 Annual Service Plan Report*.

The Ministry of Advanced Education plays a central role in shaping the social and economic fabric of British Columbia. We are responsible for post-secondary education and training, and ensuring that British Columbians have access to a world-class education and relevant skills training.

This year, our post-secondary education system continued to play a vital role in preparing individuals to contribute to our province's success in the twenty-first century. As a government, investing in education is a top priority. We are not only investing in our colleges, institutes and universities; we're investing in British Columbians and their families. When a student graduates with a post-secondary credential, it is British Columbia that benefits as well as the individual.

Over the past year, the Province invested a total of \$265 million in new capital projects through the federal Knowledge Infrastructure Program. These investments provide students with more choices and increased access, closer to home, saving them thousands of dollars in travel and accommodation costs.

We're continuing to make post-secondary education affordable and accessible for students and their families by limiting tuition increases at public institutions to two per cent per year. For the fifth straight year in 2010/11, tuition increases at B.C. institutions remained below the national average increase of four per cent.

Our government remains committed to ensuring Aboriginal students have access to the post-secondary education and training they need for success. In 2007, we implemented an Aboriginal Post-Secondary Education Strategy, which included three-year Aboriginal Service Plans outlining goals for Aboriginal learners in terms of access, participation and success, and identifying actions to meet the goals. A recent evaluation confirmed that significant progress has been made as a result of the Strategy. We are working with our Aboriginal and post-secondary partners to develop a new Aboriginal Policy Framework that will build on our work to date and position us for the future.

We continue to build on the success of the Education Quality Assurance (EQA) designation. The EQA trademark promotes high quality, reputable and credible B.C. post-secondary institutions at home and abroad, giving post-secondary students better tools to make informed decisions about

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where they study. Every one of our public post-secondary institution is EQA designated, and 60 private post-secondary institutions are designated.

This goes hand in hand with the work we are doing to make sure our province's dynamic post-secondary education system is a global destination of choice for students from all over the world. In 2010/11 approximately 39,000 students from over 160 countries came to B.C. to learn, stay to live, work and invest. In addition to the talent and diversity they bring, international students inject more than \$1.8 billion per year into B.C.'s economy. This translates into about \$1.25 billion in Gross Domestic Product and creates approximately 22,000 jobs. We know we must take steps now to ensure that our province has the skills and talent it needs to seize the opportunities of the future. By planning and investing now, we are positioning ourselves for success down the road.

The *Ministry of Advanced Education 2010-11 Service Plan Report* compares the actual results to the expected results identified in the Ministry's *2010/11 – 2012/13 Service Plan*. I am accountable for those results as reported.

A handwritten signature in black ink, reading "Naomi Yamamoto". The signature is fluid and cursive, with the first name "Naomi" being larger and more prominent than the last name "Yamamoto".

Honourable Naomi Yamamoto  
Minister of Advanced Education

June 14, 2011

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# Highlights of the Year

## Post-Secondary Education

- Provided an average of \$10,000 per post-secondary education student space in 2010/11 – up from approximately \$8,440 per student space in the 2001.
- Funded capital projects including:
  - \$86.4 million for a new building at the University of British Columbia to house the Faculty of Pharmaceutical Sciences, expanding the undergraduate program by 72 students, and helping meet the growing demand for pharmacists in B.C.
  - \$9.1 million for the Centre for Excellence in Green Building Technologies at Okanagan College, which added 6,622 square metres of space to Okanagan College's Penticton campus. This building has been designed to meet the Living Building Challenge which aims to reflect nature's efficiency, taking and giving back to the surrounding environment.
  - \$15.9 million for the film centre at Capilano University, which will offer modern film laboratories, specialized classrooms and facilities.
  - \$8.6 million for the new Bioenergy Plant at the University of Northern British Columbia, reducing greenhouse gas emissions at the university by 3,500 to 4,000 tonnes annually.
  - \$25.0 million for the renewal of the Schrum Science Centre at Simon Fraser University to improve research space and support science and technology strategies.
- Provided over \$2 billion in funding to support post-secondary education in B.C. – ensuring dollars are kept where students will benefit most.

## Ensuring Affordability and Accessibility

- Over \$730 million in grants and loans were issued to students with a demonstrated financial need.
- Forgave or reduced over \$40 million in loans for over 23,000 students.
- Provided over \$5 million annually in equipment and services for students with permanent disabilities attending post-secondary institutions.
- Completed our promise to create 2,500 new graduate spaces over four years at B.C.'s four research-intensive universities.
- In 2010/11, the Ministry piloted the BC Access Grant for Deaf Students (BCAG-DS) program for students to study at post-secondary institutions outside of Canada where the program curriculum is delivered primarily in American Sign Language (ASL).

### **Investing in Health Care Education**

- Doubled the number of spaces for first-year student doctors in B.C. since 2001 to 256.
- More than doubled the number of nursing education spaces with more than 4,300 new spaces added since 2001 and 26 new nursing programs created.
- Invested \$2 million for the addition of 24 local, first-year nursing student spaces at Okanagan College in partnership with the University of British Columbia Okanagan, meaning that starting in 2015, up to 134 nursing students will graduate from the Kelowna campus of UBC.

### **Providing Adult Basic Education, Literacy and Essential Skills**

- Continued to invest in opportunities for adult learners to meet their goals through B.C.'s public post-secondary institutions – from basic literacy to upgrading and high school completion, tuition-free adult basic education and student financial support through the ABE Student Assistance Program (ABESAP).
- Invested over \$2 million to support the ongoing efficient and effective delivery of 64 community adult literacy programs through partnerships between community groups and B.C.'s public post-secondary institutions.

### **Investing in Aboriginal Success**

- Continued implementation of the multi-year Aboriginal Post-Secondary Education Strategy to support Aboriginal learners to participate and succeed in post-secondary education and training, including:
  - Invested \$15.95 million to implement Aboriginal Service Plans between 11 public post-secondary institutions and Aboriginal communities that identify actions that will be taken to increase participation and success for Aboriginal learners.
  - Invested \$13.3 million since 2007 to create Aboriginal gathering places at public post-secondary institutions, with six opened in 2010/11 that provide culturally-welcoming spaces for the growing Aboriginal student body in public institutions.
  - Provided \$500,000 to the First Nations Education Steering Committee Society to support the development of First Nations language teacher education programs.
  - Provided \$250,000 to the University of Victoria's LE,NONET project, which provides culturally relevant supportive programs, community experiences, peer mentoring and financial assistance to Aboriginal learners at the University of Victoria.
- A recent evaluation of the Aboriginal Post-Secondary Education Strategy found that significant progress has been made as a result of the Strategy, and recommends renewing most of the funded program elements.
- In response to the findings and recommendations contained in the evaluation, the Ministry is continuing funding for the Aboriginal Service Plan initiative, with an increased emphasis on community engagement, and will expand the initiative to other public post-secondary

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institutions as funding is available. The Ministry is also considering a number of other strategies to further improve the environment for Aboriginal learners in post-secondary.

### **Promoting B.C. as a Global Education Destination**

- 39,000 students from over 160 countries were enrolled in post-secondary programs at B.C. public or private post-secondary institutions.

## Purpose of 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. This means the Ministry must ensure accessible, affordable, high quality post-secondary education and training opportunities are available. Good jobs are the foundation of strong families. The work of the Ministry is aimed at preparing our people to fill those jobs and create a prosperous British Columbia.



The Ministry provides programs and services that are 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 to increase participation of students including Aboriginal learners, persons with disabilities and those from lower income families. The Ministry administers student financial aid programs which help eligible students with the costs of their post-secondary education through loans, grants, bursaries, and scholarships.

The Ministry is responsible for ensuring accountability for the expenditures made related to B.C.'s post-secondary system and ensuring the system meets the high standards of quality that citizens deserve. The Ministry is working to capitalize on B.C.'s educational advantages and to continue to be recognized worldwide for quality; making B.C. a destination of choice for students to study and stay to live, work and invest. Through partnerships with public colleges, institutes, and universities, legislation 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 education, research and scholarly activity that attracts the brightest minds to learn, to teach and to discover.

B.C.'s province-wide network of public post-secondary institutions is equally focused on providing British Columbians with job-ready skills. Investing in relevant and responsive education and training opportunities helps individuals develop productive careers, and provides the provincial labour market with the right people, with the right skills at the right time.

British Columbia also 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 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 is responsible for the Private Career Training Institutions Agency, which regulates private career training institutions across the province.

# Strategic Context

The Ministry operates within a challenging, complex and constantly changing environment. To realize future economic and social benefits for B.C., the Ministry must draw upon the strengths of the province's post-secondary education system to capitalize on the opportunities of the global knowledge economy.

## Key Strengths of British Columbia

**Investments in Education** - B.C. has already taken significant steps to invest in higher-education and compete on a global scale for students. Since 2001, B.C. has invested \$21.8 billion in post-secondary education.

**High Quality Education** – BC is already 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 domestic and foreign students that participating public and private post-secondary institutions have met or exceeded government recognized quality assurance standards.

**Technology Advancements** – The world is more connected and reliant on technology than ever before. Rapid advancements in technology eliminate the barrier of geographic boundaries for students and top researchers and provide online learning opportunities outside regular business hours. [BCcampus](#) is the provincial gateway to online courses, programs and student services for higher education. Over 2,000 online courses are available. To stay competitive, B.C. must continue to pursue strategies that improve access to learning opportunities and encourage those considering further education.

**Accessible Education** - To maximize the potential of all British Columbians, high quality post-secondary education must be accessible. Barriers, including financial and geographic challenges, must be removed to increase participation of students including Aboriginal learners, persons with disabilities and those from lower income families. B.C.'s province-wide network of public post-secondary institutions enables many students to access post-secondary education closer to home. Student financial aid programs help eligible students with the cost of their post-secondary education through loans, grants, bursaries, scholarships and special programs.

### B.C. Student Financial Aid

B.C. student financial aid programs have reduced financial barriers by providing over \$730 million in student financial assistance in 2010/11 including provincial and federal loans and grants.

Approximately 30 per cent of all students attending post-secondary institutions in 2010/11 accessed student financial assistance.



## **National and Global Opportunities**

**Global Knowledge Economy** – The post-secondary education and training needed to meet the requirements of the knowledge economy include professional, scientific and technical training.

**Increased Global Competition for Talent** – A highly skilled and talented labour force is vital to not only the knowledge-based economy, but also sustaining our social services such as health care and education. To address the increasing global competition for talent, B.C. will endeavour to position itself in a manner that attracts domestic and international post-secondary students who are interested in studying, researching and ultimately staying in the province to contribute to our economy and society.

## **Key Challenges**

**Continued Economic Growth for B.C.** – B.C. is among the leaders in Canada's economic recovery. B.C.'s Gross Domestic Product increased by 4.0 per cent in 2010, following a decline of 1.8 per cent in 2009. However there continues to be a volatile economic climate. Continued economic growth will depend on British Columbians obtaining the post-secondary education and training they need for the knowledge-based economy.

**Jobs of the Future** – Going forward, the jobs of the future can be expected to be even more dependent on advanced skills and knowledge. Over 77 per cent of job openings over the ten-year period from 2009 to 2019 are expected to require some post-secondary or a higher level of education and training. Currently, only 60 per cent of B.C.'s population possess this level of education. We must provide high quality education choices that are affordable and accessible to address this demand.

**Demographic Trends and Skill Shortages** – Demographic shifts in the population present unique challenges to long-term economic prosperity. According to the Conference Board of Canada, labour market shortages will occur after 2010, despite high demand for post-secondary education, training, apprenticeship and continuing education programs. The Ministry's post-secondary education and training responsibilities are vital to meeting British Columbia's future workforce needs and are a key component of [\*Skills for Growth: British Columbia's Labour Market Strategy to 2020\*](#).

**Increasing the participation of Aboriginal People** – B.C.'s full potential will only be realized when Aboriginal people are supported to participate fully in the social and economic life of B.C. Currently, Aboriginal people are underrepresented in post-secondary education and in the labour force.

**Increasing the participation of Other Under-represented Groups** – There will also be a need to more fully engage traditionally under-represented groups in post-secondary education to meet projected labour market demands. Under-represented groups include people with disabilities and adults whose literacy, numeracy and essential skills are below the level required to participate fully in today's economy.

# Report on Performance

The Ministry of Advanced Education is responsible for the goals, objectives and strategies related to post-secondary institutions, financing, policy and accountability as well as student financial assistance that were previously included in the *Ministry of Advanced Education and Labour Market Development 2010/11 – 2012/13 Service Plan*.

The following table provides an overview of Ministry performance in 2010/11, compared to established targets, for each of the Ministry's goals and objectives. The Goals, Objectives, Strategies and Performance Results section provides important contextual information on these performance measures.

## Performance Plan Summary Table

<b>Goal 1: BC's dynamic and integrated post-secondary education system meets the needs of a knowledge-driven economy and society</b>	<b>2010/11 Target</b>	<b>2010/11 Actual</b>
<b>1.1 British Columbians are able to fulfill their potential through access to quality educational and training opportunities</b>		
Total student spaces in public post-secondary institutions	202,420	206,140 ACHIEVED
Number of Aboriginal students in the public post-secondary system	≥21,852	24,118 ACHIEVED
Percentage of graduates reporting economically-useful knowledge and skills	≥ 90%	83.9% SUBSTANTIALLY ACHIEVED

Performance measure results are assessed according to the following scale:

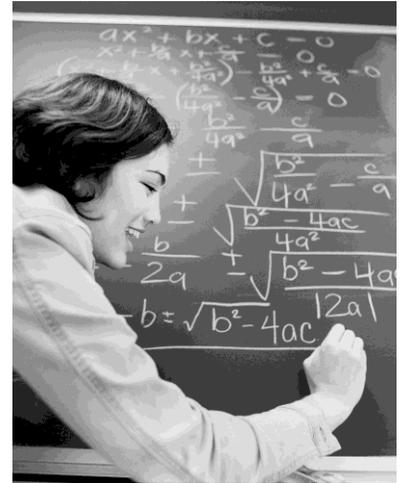
- Exceeded = 110% or more of target;
- Achieved = 100 to 109% of the target
- Substantively achieved = 90 to 99% of the target; and
- Not achieved = Less than 90% of the target.

## Goals, Objectives, Strategies and Performance Results

### Goal 1: British Columbians access B.C.'s post-secondary education system to meet the needs of a knowledge driven economy and society.

B.C.'s ability to compete and succeed in the global knowledge economy is dependent upon the 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 the twin challenges of an aging population and skill shortages in high-skilled occupations and high-growth industries.

With programs from doctorates through continuing education, B.C.'s public post-secondary institutions provide high quality education to approximately 431,000 learners, and award approximately 52,000 certificates, diplomas, associate degrees and degrees each year. These programs provide graduates with the skills and knowledge to further their personal and professional development, and in-turn contribute to the growth of the province.



Despite these successes, many individuals face challenges in achieving their education and training goals. These students and learners include:

- Aboriginal learners who experience financial, geographic, and systemic barriers to participation and success in post-secondary education;
- British Columbians whose choices are limited by regional, economic, geographic and other barriers; and
- The one million British Columbians whose literacy or essential skills are below the level needed to enable them to fully participate in education and training, significantly limiting their options for participating in the labour force.<sup>1</sup>

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<sup>1</sup> Essential skills are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. There are nine essential skills: reading text, document use, numeracy, writing, oral communication, working with others, continuous learning, thinking skills, and computer use.

**Objective 1.1: British Columbians are able to fulfill their potential through access to quality education and training.**

**Strategies**

- Continue to provide spaces and infrastructure to support accessible education and training opportunities.
- Continue to advance initiatives to increase participation rates, learning outcomes and economic and social opportunities for Aboriginal learners.
- Maintain affordable public post-secondary education through fair tuition policy.
- Through student financial aid programs, continue to develop programs and strategies to reduce financial barriers for students and encourage early planning for the selection and financing of post-secondary studies.
- Protect student and taxpayer investments in post-secondary education through reviews of student outcomes, accountability frameworks and rigorous quality assurance standards.
- Complete the business process review of the post-secondary transfer system to work towards seamless mobility of students and greater portability of credits.
- Work with key stakeholders to eliminate barriers to post-secondary education for the disabled community.
- Support workforce skills development through establishment of a new essential skills strategy.
- Increase the future labour force by working to improve access to post-secondary skills training by addressing literacy as a barrier to participation.

**Performance Measure 1: Total student spaces in public post-secondary institutions**

Performance Measure	2008/09 Actual	2009/10 Actual	2010/11 Target <sup>2</sup>	2010/11 Actual
Total student spaces in public post-secondary institutions <sup>1</sup>	195,317	203,896	202,420	206,140 ACHIEVED

**Data Source:** 2010/11 Post-Secondary Institution Full-Time Equivalent Reports.

<sup>1</sup> Total student spaces includes Industry Training Authority Full-Time Equivalents.

<sup>2</sup> 2010/11 target is restated to reflect changes in the planned Industry Training Authority allocation and Ministry funded growth since published in the 2010/11 Service Plan. A further adjustment to the target may be required when the final Industry Training Authority allocation is available (end of June 2011).

**Discussion of Results**

The number of student spaces at public post-secondary institutions is a measure of education access and capacity. It is also a measure for how effectively BC public post-secondary institutions are meeting the system target for student spaces (Full-Time Equivalents).

Funding for student spaces is distributed across the province to support regional access and respond to labour market demand. The latter is accomplished by targeting priority spaces for graduate students, skilled trades, and to health care and medical education.

The data are calculated using fiscal year enrolment reports submitted to the Ministry by public post-secondary institutions, and is expressed both as a total count of actual Full-Time Equivalents delivered and as a ratio of actual to funded Full-Time Equivalents, also known as a utilization rate. The restated total student spaces target for 2010/11 was 202,420. The utilization rate corresponding to actual delivery of 206,140 seats was 101.8 per cent.

In general, while declines in GDP growth and increases in post secondary enrolments occur together they are offset by the decline in the demand for Industry Training seats as a tighter economy has resulted in a lower level of new apprenticeship enrolments.

By building up the post-secondary system in British Columbia over the last ten years, the provincial government prepared the province for these unprecedented economic times. Past investments, and continued targeted investments in 2010/11, allowed our post secondary institutions to absorb the increase in student demand in 2010/11. The 2010/11 results are an increase over the 2009/10 results, delivering a total of 2,244 additional seats.

## Performance Measure 2: Number of Aboriginal students in the public post-secondary system

Performance Measure	2008/09 Actual <sup>2</sup>	2009/10 Actual <sup>2</sup>	2010/11 Target	2010/11 Actual
Number of Aboriginal Students in public post secondary institutions <sup>1</sup>	18,977	21,852	≥21,852	24,118 ACHIEVED

**Data Source:** Ministry of Advanced Education, Student Transitions Project, 2010 submission

<sup>1</sup>The count of Aboriginal students includes those who have self-declared at any public post-secondary institution or identified through Ministry of Education linkages to a declaration of Aboriginal identity at the K-12 level. The introduction of the Aboriginal Administrative Data Standard in 2009 by all public post-secondary institutions and the creation of the Student Transitions Project that links data from K-12 through to post-secondary continue to increase the counts of Aboriginal students. 2009/10 was the first unduplicated system-wide headcount data available using these two significant enhancements.

<sup>2</sup> The data shown represent the Service Plan Reports at each point in time over the past three cycles. However, as the data improve each year, historical data also improve. The latest data merge shows the 2008/09 actual as 20,697 and the 2009/10 actual as 22,873, which means that the target for 2010/11 would be ≥22,873.

## Discussion of Results

This performance measure reports on the number of Aboriginal students enrolled in public post-secondary institutions. It reflects the Ministry's goal to increase access for Aboriginal learners. Increasing Aboriginal student participation in education will not only help fill labour and skills shortages in the provincial economy, but will also positively affect individuals, families and whole communities, thereby improving B.C.'s overall economic and social prosperity.

Performance targets are derived from the results of the previous academic year. The 2010/11 result of 24,118 Aboriginal students, derived from the previous academic year, is higher than the

previous year's result. The Ministry also tracks the percentage of B.C. students that are Aboriginal. In 2010/11, 5.9 per cent of the total student population identified themselves as Aboriginal students, compared with 5.4 per cent in the previous year. According to the 2006 Census, 4.8 per cent of the B.C. population identified themselves as Aboriginal people.

The 24,118 total includes about 1,500 students under age 17 (most of whom are enrolled in post-secondary/high school partnerships, primarily in the trades) and about 7,600 students enrolled in short courses or community education programs (such as First Aid, Fire Suppression, SuperHost, Flag Person Training, or Building Service Worker), primarily at colleges and institutes.

The Ministry has been in discussions with stakeholders to develop alternate performance measures with regard to tracking Aboriginal student success. The number of credentials awarded has been identified for consideration. In the 2009/10 year, there were over 2,400 credentials earned by Aboriginal students.

## **Goal 2: B.C.'s dynamic and integrated post-secondary education system is a global destination of choice for students to learn, stay to live, work and invest.**

B.C.'s post-secondary education system faces global competition for top students and researchers. The province's aging population and the growing worldwide demand for skilled workers will impact the province's ability to compete in the global knowledge-based economy. The key to attracting and retaining talent lies in B.C.'s ability to capitalize on its economic, social and educational advantages, and make B.C. a destination of choice for people to live, work, study and invest. The Ministry will continue to work in partnership with B.C.'s post-secondary education and training institutions to ensure programs are responsive to the current and future needs of the province's economy and society.



### **Objective 2.1: B.C. attracts and increases the number of students in B.C.'s education system.**

#### **Strategies**

- Attract students by capitalizing on B.C.'s educational, economic and social advantages and develop strategies to encourage students to learn, live and work in B.C.
- Provide students with a recognizable symbol of quality education through the Education Quality Assurance designation program.

- Develop an International Post-Secondary Education Strategy that sets provincial government priorities for action to support the growth and international competitiveness of this sector.

**Performance Measure 3: Percentage of Public Post-Secondary Graduates Reporting Economically Useful Knowledge & Skills**

Performance Measure	2008/09 Actual	2009/10 Actual	2010/11 Target	2010/11 Actual
Percentage of graduates reporting that their knowledge & skills are useful in their employment <sup>1</sup>	82.3%	85.6%	≥90%	83.9% Substantially Achieved

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

<sup>1</sup> The performance measure summarizes more detailed information collected for institutional accountability plans and reports. The margin of error for the percentage of graduates reporting that their knowledge and skills are useful in their employment was plus or minus 0.4% for each year of results. The 2010/11 actual is the first time results from the Apprenticeship Student Outcomes Survey have been included.

**Discussion of Results**

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 British Columbia 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 and contribute to a dynamic economy.

In 2010/11, 83.9 per cent of former students surveyed from baccalaureate, apprenticeship, diploma, associate degree, and certificate programs reported that the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job. 2010/11 is the first time that results from the Apprenticeship Student Outcomes Survey have been included.

BC Stats manages the collection of student outcomes information on behalf of the BC Student Outcomes Research Forum. The Forum is a partnership among the Ministry of Advanced Education, participation post-secondary institutions, and a number of system-wide organizations.

### **Goal 3: B.C.'s public and private post-secondary, industry and workplace training sectors support productive career development.**

The success of our province is dependent upon our people excelling in their education and training opportunities to become knowledge leaders and highly skilled workers. A highly educated and skilled population will help individuals succeed in their careers and support our province to fulfill its labour and workforce productivity needs. The Ministry works with British Columbia's post-secondary system to ensure that education and training programs are flexible and responsive to the needs of British Columbians and the current and future B.C. labour market.

#### **Objective 3.1: British Columbia's post-secondary system is flexible and responsive to the needs of learners and B.C.'s economy**

##### **Strategies**

- Fund public institutions to support accessible education, targeting a portion of funds for the delivery of priority programs.
- Continue collaborating with our post-secondary education and training partners to deliver programs to meet increased demand in expanding sectors of the economy such as health care.

# Report on Resources

## Resource Summary Table

	2010/11 Estimated <sup>1</sup>	Other Authorizations	2010/11 Total Estimated	2010/11 Actual	Variance
<b>Operating Expenses (\$000)</b>					
Educational Institutions and Organizations	1,871,184	0	1,871,184	1,868,467	(2,717)
Student Support Programs	84,609	0	84,609	84,051	(558)
Executive and Support Services	20,820	0	20,820	22,508	1,688
<b>Total Operating Expenses before Adjustment of Prior Year's Accrual</b>	<b>1,976,613</b>	<b>0</b>	<b>1,976,613</b>	<b>1,975,026</b>	<b>(1,587)</b>
Adjustment of Prior Year's Accrual <sup>2</sup>				(329)	(329)
<b>Total Operating Expenses after Adjustment of Prior Year's Accrual</b>	<b>1,976,613</b>	<b>0</b>	<b>1,976,613</b>	<b>1,974,697</b>	<b>(1,916)</b>
<b>Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)</b>					
Executive and Support Services	734	0	734	713	(21)
<b>Total</b>	<b>734</b>	<b>0</b>	<b>734</b>	<b>713</b>	<b>(21)</b>
<b>Capital Plan (\$000)</b>					
Educational Institutions and Organizations Post Secondary Institutions	287,656	0	287,656	254,307	(33,349)
<b>Total</b>	<b>287,656</b>	<b>0</b>	<b>287,656</b>	<b>254,307</b>	<b>(33,349)</b>
<b>Other Financing Transactions (\$000)</b>					
Educational Institutions and Organizations Knowledge Infrastructure Program					
Receipts .....	170,000	0	170,000	139,780	30,220
Disbursements .....	170,000	0	170,000	139,780	(30,220)
<b>Net Cash Source (Requirements)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<sup>1</sup> The "Estimated" amount represents the revised Estimates based on the organization structure in place as of March 31, 2011.

<sup>2</sup> As in accordance with Generally Accepted Accounting Principles (GAAP), this amount reflects an adjustment of prior year's expense accrual. These dollars are not available for Ministry spending.

## Income Statement for Universities and Colleges

Name of Sector	2010/11 Budget	2010/11 Actual	Variance
<b>Combined Income Statement (\$000)</b>			
<b>Total Revenue</b>	4,807,814	5,047,815	240,001
<b>Total Expense</b>	4,727,238	4,824,784	97,546
<b>Operating Results</b>	80,576	223,031	142,455
<b>Gain (Loss) on sale of Capital Assets (if applicable)</b>	0,000	(3,812)	(3,812)
<b>Net Results</b>	<b>80,576</b>	<b>219,219</b>	<b>138,643</b>

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

# Appendix A: Ministry Contact Information

## General Inquiries

E-mail: [ALMD.Webmaster@gov.bc.ca](mailto:ALMD.Webmaster@gov.bc.ca)

## Mailing address

Ministry of Advanced Education  
PO BOX 9059 STN PROV GOVT  
Victoria, BC V8W 9E2

## Minister

Email: [AVED.Minister@gov.bc.ca](mailto:AVED.Minister@gov.bc.ca)

## Deputy Minister

Telephone: 250 356-5173  
Fax: 250 356-5468  
Email: [AVED.DeputyMinister@gov.bc.ca](mailto:AVED.DeputyMinister@gov.bc.ca)

## Government Communications and Public Engagement - media inquiries

Telephone: 250 952-6508  
Fax: 250 356-6942

## Appendix B: 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/](http://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/>
- Student Financial Assistance: <http://www.aved.gov.bc.ca/studentaidbc/>

## **Appendix C: 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

