

Ministry of
Advanced Education

2013/14
Annual Service Plan Report



Ministry of Advanced Education

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Message from the Minister and Accountability Statement



As Minister of Advanced Education it is my pleasure to present the *2013/14 Annual Service Plan Report*, reporting on targets outlined in the Ministry of Advanced Education, revised *2013/14 – 2015/16 Service Plan*.

In British Columbia we have a nimble and flexible post-secondary education system that is graduating thousands of students into good-paying, exciting and rewarding jobs. It's a system that is ready to meet the challenges of preparing workers to fill the one million job openings projected for our province in the coming years.

To make the most of these opportunities we've taken action to ensure the training programs we're offering are aligned with labour market needs, including those of the liquefied natural gas (LNG) sector.

In 2013/14 we worked across government to develop a comprehensive strategy to re-engineer British Columbia's education and apprenticeship systems to give young people a seamless path from school through to the workplace. This work culminated in the launch of *B.C.'s Skills for Jobs Blueprint*, which lays out key actions to maximize the potential of our workforce, and represents a significant shift in how we align training and education with jobs.

The Blueprint also prioritizes the education and training needs of British Columbia's Aboriginal people. We have improved access to post-secondary education, skills and trades training through community-based delivery and other programs; helping to position Aboriginal people and communities to take advantage of economic opportunities.

We are committed to accessible, high quality post-secondary education that is affordable for students and taxpayers. Nearly 20 open textbooks in a range of popular subjects have been peer-reviewed by B.C. faculty and are now freely available online with more under development, including 20 open textbooks for skills training and technical subject areas. Student financial assistance programs are being refocused to align with labour market priorities and ensure the programs are meeting the needs of today's students.

As part of government's core review we have evaluated all of our programs and services and identified key strategic shifts that will strengthen private institutions, libraries and international education. Additionally, our public post-secondary institutions have conducted core reviews of their programming and activities to make sure seats are being filled efficiently and programs are aligned with labour market needs. We continue to work with these institutions to help identify administrative savings and efficiencies through collaboration and shared services, while protecting and maximizing investments in students' education.

We have made excellent progress on other priority initiatives outlined in my ministry's mandate. We celebrated the official opening of the new Agriculture Centre of Excellence at the University of the Fraser Valley in Chilliwack. We have selected Kwantlen Polytechnic University to host the province's first

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public school of Traditional Chinese Medicine. And with more than 112,800 international students coming to British Columbia we are well on our way to meeting the ambitious target set out in our *International Education Strategy* to increase the number of international students coming to B.C. by 50 per cent by 2016.

I would like to thank staff in my ministry, our post-secondary institutions across the province and our system partners for their hard work, dedication and spirit as we work together to meet the education and training needs of British Columbia, turning learners into earners.

The *Ministry of Advanced Education 2013/14 Annual Service Plan Report* compares the actual results to the expected results identified in the June 2013 revised *Ministry's 2013/14 – 2015/16 Service Plan*. I am accountable for those results as reported.

A handwritten signature in black ink, appearing to read "Amrik Virk". The signature is fluid and cursive, with a large initial "A" and "V".

Honourable Amrik Virk
Minister of Advanced Education
June 30, 2014

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Highlights of the Year

In 2013/14, the Ministry of Advanced Education invested \$1.9 billion in operating funding for the post-secondary education system, up from \$1.4 billion in 2011. This direct investment resulted in \$5.2 billion in annual expenses at B.C.'s public post-secondary institutions to provide high quality education to over 430,000 learners, awarded 56,000 certificates, diplomas and degrees and provided continued financial support for over 69,000 learners.

The goal of this government is to make sure British Columbians are first in line to take advantage of the one million job openings in B.C. we are expecting by 2022. The ability of British Columbians to take full advantage of our growing economy is determined in part by ensuring that the right training is available at our post-secondary institutions in different regions of the province. At the same time we need to ensure we are stretching the value of every dollar provided by taxpayers to B.C.'s institutions. To this end, we have evaluated all of our programs and services as part of government's core review and identified key strategic shifts that will position our post-secondary system for greater success.

Here are some of the highlights from this past year.

Meeting Education, Employment and Training Needs

B.C.'s ability to compete and succeed in the global economy is dependent upon a highly skilled and adaptable workforce. B.C. faces a growing demand for these skilled workers while grappling with an aging population and shortages in high-skilled occupations and growth industries. Our post-secondary education and training system addresses these needs by aligning learning opportunities with jobs that are in demand both today and in the future.



The Centre of Excellence in Agriculture at the University of the Fraser Valley's Canadian Education Park campus

As part of our goal to maximize the potential of our existing and future workforce, we are re-engineering B.C.'s education and training systems. This re-engineering is about focusing investments to align our education and training programs with high demand occupations.

Key achievements in 2013/14:

- Together with the Ministry of Jobs, Tourism and Skills Training and the Ministry of Education, developed *B.C.'s Skills for Jobs Blueprint* to ensure all students have a seamless path right from school through to the workplace.
- Completed a comprehensive policy and program review of the student loan program with changes launched as part of the *B.C.'s Skills for Jobs Blueprint*. These changes emphasise leveraging student financial assistance to strengthen the provincial economy by targeting assistance to high demand occupations.

- Implemented the BC Access Grant for Labour Market Priorities – targeting grant funding to students taking programs in growth occupations such as oil and gas, mining, and transportation at institutions where spaces are available.
- Invested \$1 million in capital funding towards the successful construction of the Centre of Excellence in Agriculture at the University of the Fraser Valley’s Canada Education Park campus.
- Marked the beginning of construction of a new trades training centre at Camosun College with a formal groundbreaking event. The ministry has invested \$29.2 million in this project.
- Invited proponents, through a Request for Proposal, to design, build and finance a new campus at Great Northern Way for the Emily Carr University of Art and Design. The ministry has invested \$113 million towards this project.

Building on a Quality, Integrated Post-Secondary Education System

A high quality B.C. post-secondary education system plays a major role in ensuring students have the education and training they need to be successful in their chosen career. Students need to know that they are receiving the best possible education and that their investment is protected. Employers also need to have confidence in the quality of education provided to their current and potential employees.

Internationally recognized quality standards and practices will advance B.C.’s competitive advantage as a study destination 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.

The success of Aboriginal learners in our post-secondary system is based on mutual respect between post-secondary institutions and Aboriginal communities. The system must be relevant, responsive, respectful and receptive to Aboriginal learners and communities; allowing them to take full advantage of training and development opportunities.

Key achievements in 2013/14:

- Implemented key actions under the International Education Strategy including:
 - In response to changes to the Federal Immigration and Refugee Protection Regulations, announced the Education Quality Assurance designation as B.C.’s standard for the International Student Program – confirming government’s commitment to high quality education and consumer protection
 - Worked with the British Columbia Council for International Education to increase access to information on study abroad opportunities and the benefits for B.C. students.
 - Continued collaboration with Education Marketing Managers in overseas trade and investment offices in China, Japan, India and Korea to promote B.C. as a study destination.

- Implemented key actions under the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan including:
 - Increased Aboriginal representation on boards to 22 out of 25 public post-secondary institutions.
 - Continued to provide funding for Aboriginal Service Plans at 11 public post-secondary institutions to increase access, retention and success of Aboriginal learners. The implementation of these plans has resulted in the expansion of Elders programs, academic counselling, bridging programs and community-based delivery of programs at public post-secondary institutions.
 - Provided funding for 27 additional partnerships between public post-secondary institutions and Aboriginal communities through the Aboriginal Community-Based Delivery Partnerships Program.
- Announced Kwantlen Polytechnic University as the host institution for establishing the School of Traditional Chinese Medicine.

Seeking Innovative Approaches to Maximize Return on Investment

Creating conditions for British Columbians to succeed is a key focus for the ministry. Through post-secondary education, we encourage innovation while making sure we provide services as efficiently as possible.

Through the core review process, the ministry is ensuring the best possible use of government resources and respect for the interests of taxpayers. By eliminating overlap and duplication, we are ensuring government and the broader public sector are operating as efficiently and effectively as possible. We are looking to restructure government program delivery models where costs can be reduced and outcomes improved for the public.

Key achievements in 2013/14:

- Achieved over \$5 million in savings through the Administrative Services Delivery Transformation Initiative. Savings were achieved primarily through the collective purchasing of hardware, software and information technology services, the implementation of the rural college's recruitment portal and streamlining payment practices.
- Post-secondary Boards undertook institution-wide core reviews of their programming, which included the requirement that all public post-secondary institutions develop reports and recommendations to the ministry on a plan for action.
- Evaluated all of our programs and services as part of core review. Key strategic shifts were announced:
 - To streamline quality assurance and audit processes, reduce duplication for institutions and address quality standards and student default rates in the sector, the Private Career Training Institutions



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Agency will be dissolved and its functions will be transferred to the ministry.

- To expand public access to libraries, the ministry will work closely with the Ministry of Education to find efficiencies through shared service opportunities in the province's libraries including expanding access to a provincial digital library of open resources.
- To enhance system-wide collaboration and allow the BC Council for International Education (BCCIE) to more effectively deliver on goals and targets for the international education sector, BCCIE will establish an inventory of all partnerships between B.C. and international institutions and will track the number of B.C. students and faculty working and studying abroad.

Purpose of Ministry

The goal of this government is to ensure British Columbians are prepared to take advantage of opportunities in our growing economy. It is the role of the Ministry of Advanced Education to ensure that B.C.'s post-secondary system delivers value, making the most efficient use of the substantial investment in education and skills training.

Skills and training needs are continuously evolving, requiring a responsive approach to ensure we have the skilled workers for the jobs of the future. Our people, our talent, and the ideas we generate, are the foundation to enhance our competitiveness in a globalized society and economy.

We have a world class post-secondary education system – with its combination of institutions: large and small, urban and rural, public, private and Aboriginal – delivering 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 and policy direction to an integrated and dynamic post-secondary system. This includes collaborating with post-secondary institutions to protect the public interest by strengthening quality assurance and promoting confidence in our system. By working together on key initiatives, the ministry and our system partners will build on our current strengths to ensure B.C. maintains a global competitive advantage.

Building a strong economy is central to our mission. We seek innovative approaches to education and training and ensure the post-secondary system is strong, accountable, transparent, flexible and delivers value. We are working collaboratively to improve services to students while reducing administrative costs through collaboration on best practices and shared services across the province. We are also working with institutions, as part of the core review process, to ensure each institution has reviewed its operations to ensure they are aligned with the labour market and the needs of their local communities.

POST-SECONDARY EDUCATION

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

25 public institutions

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

13 seminaries and theological colleges

39 Aboriginal controlled institutes

Over **310** registered private career training institutions

MINISTRY RESPONSIBILITIES

General Responsibilities

- Colleges, institutes and universities
- Post-secondary finance
- Post-secondary policy and accountability
- Student financial assistance

Crown Corporations

- B.C. Council for International Education
- Private Career Training Institutions Agency

Agencies and Boards

- BCcampus
- BC Net
- Boards of colleges, institutes and universities
- British Columbia Council on Admissions and Transfer
- Degree Quality Assessment Board

B.C. is focused on supporting students' education, training and career goals to ensure a seamless transition for students from high-school through to the labour market. In partnership with the Ministry of Education and the Ministry of Jobs, Tourism and Skills Training, we are working to ensure British Columbia has the skilled workers it needs, including in trades and technical fields. The ministry was a key partner in the development and launch of *B.C.'s Skills for Jobs Blueprint*, which recognizes that every person in British Columbia should be equipped so they can realize career opportunities most in demand by industry. To increase participation and successful completion of all students, the ministry also administers student financial assistance programs which help eligible students defray the costs of their education through loans, grants, bursaries, scholarships and targeted programs.

First Nations, Métis and Inuit peoples are the fastest growing segment of BC's population, and we want to position Aboriginal British Columbians to take advantage of the economic opportunities that exist in the province, and enhance their participation in the social, cultural and economic life of their communities, the province, and global society. To that end, we are advancing an *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, with a goal of increasing the number of credentials awarded to Aboriginal learners by 75 percent by 2020.

The ministry's focus on being responsive to student and industry needs helps ensure B.C. is well positioned for the future.

Strategic Context

The world is changing and education must continue to evolve to keep pace. As a province, we need to adapt, seek out opportunities and respond to key factors influencing change: the economy, a skills shortage, globalization and technology.

Economy

A challenging global economy in recent years has led to an increasing need for fiscal discipline. Across Canada, governments are working with post-secondary institutions to find ways to bring the rate of future cost growth in line with the rate of revenue growth. This will support the long-term financial sustainability of the system.

The Government of British Columbia is no exception with its continued commitment to balance the budget and control government spending. For post-secondary education, this involves looking at ways to maximize return on investment for all British Columbians. To accomplish this, we are working collaboratively with the sector to find opportunities for administrative efficiencies and shared services between institutions, which will generate savings, while protecting services to students. In addition, we have undertaken a core review of institution programming to ensure each institution's operations are aligned with the labour market and the needs of their communities. Through sound financial management and our continued efforts to align post-secondary education and training with labour market demand, we can ensure that the system delivers value.

Skills Shortage

The demographics of the province are changing. Over the next 25 years, B.C. is expected to face an aging population and a shrinking workforce, with a projected four per cent decrease in the number of people aged 20-24. As a result, the province will face a labour and skills shortage.

There is also a growing need for post-secondary education. By 2022, more than 78 per cent of job openings will require some form of post-secondary education and training. Today, only 50 per cent of our youth have that level of training. We need to ensure training is responsive to employer and labour market needs, and that our institutions support their local communities. Job openings will be created by major new opportunities, including expanding liquefied natural gas development in Northern B.C., increased trade with Asia, new mines and mining expansions, growing forestry exports as well as increased activity in the resource sectors, transportation, industry and business.

We must ensure seamless delivery of education and skills training from high school through to entry in the workforce. By supporting the transition, we work with partner ministries to ensure British Columbians find their best fit in the workplace while also making sure we are matching the skills we are graduating with the skills we need.

Globalization

To respond to demographic shifts we must also attract more students to attend B.C. post-secondary institutions from abroad. By expanding our international focus we can remain competitive in an increasingly globalized world. This will lead to greater understanding and tolerance and enrich personal connections between British Columbians and other people around the world.

Students are increasingly mobile and have access to educational opportunities from around the world, both in person and online. With the multitude of choices available, students expect higher quality outcomes in return for what they pay. For B.C., a commitment to maintaining high standards is key to attracting students from around the world and competing globally.

Technology

The growth of technology-enabled learning is shifting the educational landscape. Educators are embracing technology to diversify their approach to teaching, and leading to innovative approaches such as synchronous and asynchronous distance learning, collaborative systems, and open education resources. Through these teaching and learning methods, educators can collaborate across disciplines and distances to create quality learning environments, as well as increase access, choice and flexibility. It also has the potential to generate cost efficiencies for institutions and government.

Beyond the classroom, technology is also changing the way students access services, such as applying to post-secondary institutions or making information about student financial assistance available from any device at any time. By increasing the use of digital services, government is streamlining processes and providing students with greater access to the information they need to make informed decisions.



Report on Performance

Performance Results Summary Table

| | | |
|--|-------------------------------|----------------------------------|
| Goal 1: Students are empowered and supported to achieve their education, employment and training goals For greater detail see pages 18 to 22 | Target | Actual |
| 1.1: Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce. | | |
| Overall unemployment rate for post-secondary graduates | ≤12.4% | 8.6% EXCEEDED |
| 1.3: Increase participation and successful completion of all students. | | |
| Total student spaces at public post-secondary institutions | 200,913 | 207,050 ACHIEVED |
| Overall credentials awarded to Aboriginal students in the public post-secondary system | Progress toward goal of 4,609 | 3,070 ACHIEVED |
| Goal 2: A quality post-secondary education system that provides B.C. with a global competitive advantage For greater detail see pages 23 to 26 | Target | Actual |
| 2.2: Develop a highly internationalized education system. | | |
| International students studying in British Columbia | 103,120 | 112,800 ACHIEVED |
| 2.3: Build on current strengths to enhance the quality of our post-secondary education. | | |
| Students satisfied with their education | ≥90% | 93% ACHIEVED |
| Graduates reporting their knowledge and skills are useful in their employment | ≥90% | 86% SUBSTANTIALLY ACHIEVED |
| Goal 4: An innovative approach to education, research and development that values creativity and maximizes return on investment. For greater detail see pages 27 to 29 | Target | Actual |
| 4.4: Use and provide quality information for decision making and better societal outcomes. | | |
| Loan repayment as a percent of income | ≤8% | 5.3% EXCEEDED |

Note: The ministry has adjusted the reporting of performance measures. The reporting year shown in each table now matches the data year.

Performance measure results are assessed according to the following scale:

Exceeded = 110% or more of target;

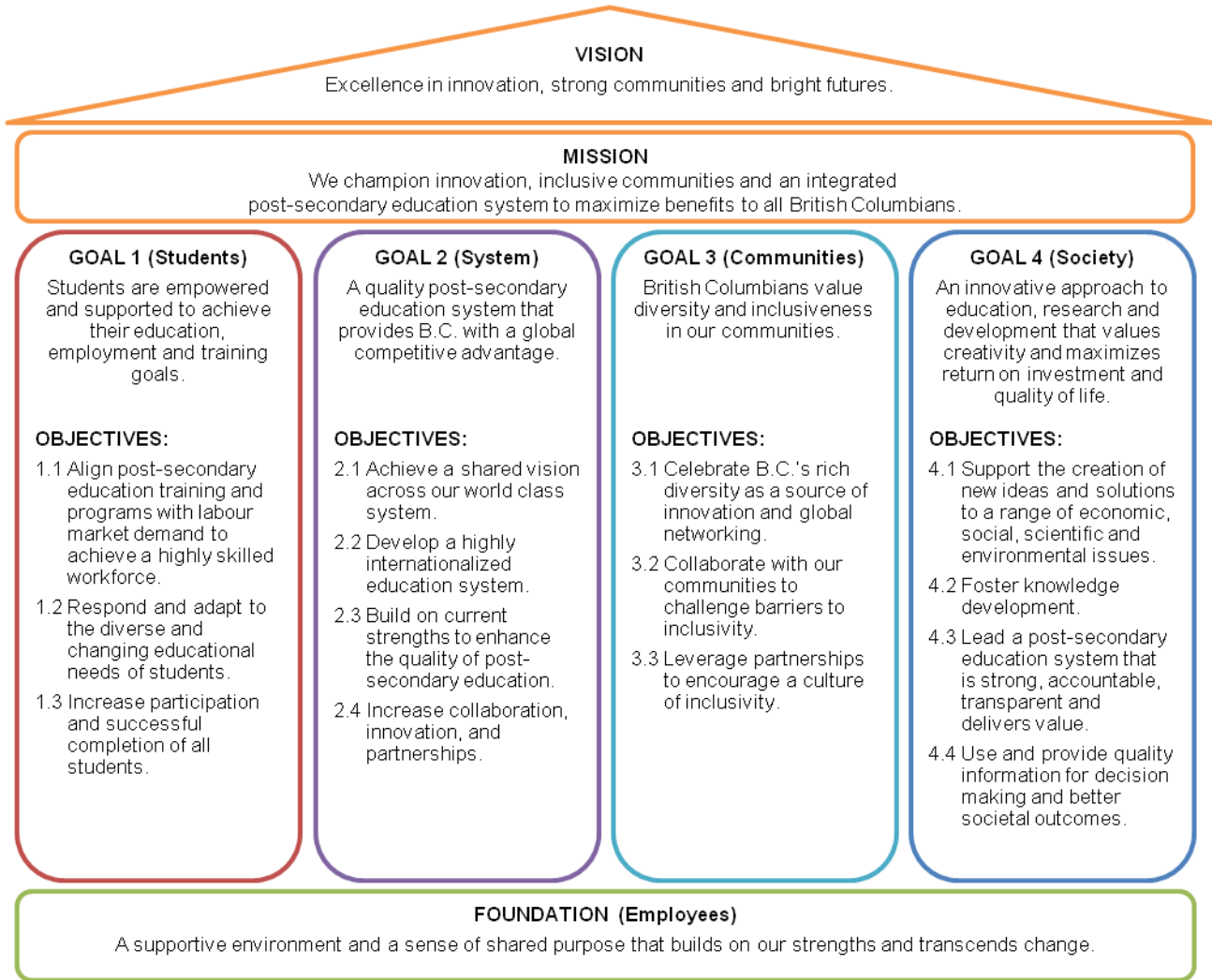
Achieved = 100 to 109% of the target;

Substantially achieved = 90 to 99% of the target; and

Not achieved = Less than 90% of the target.

Goals, Objectives, Strategies and Performance Measures

The ministry set out a vision of excellence in innovation, strong communities and bright futures. To realize this vision, the ministry developed a strategic framework to set our direction and guide our work. The framework has four key goals that are presented in the following sections.



Aligned with this framework, the ministry focused on the following initiatives over the past year:

Minister's Mandate Letter Priorities

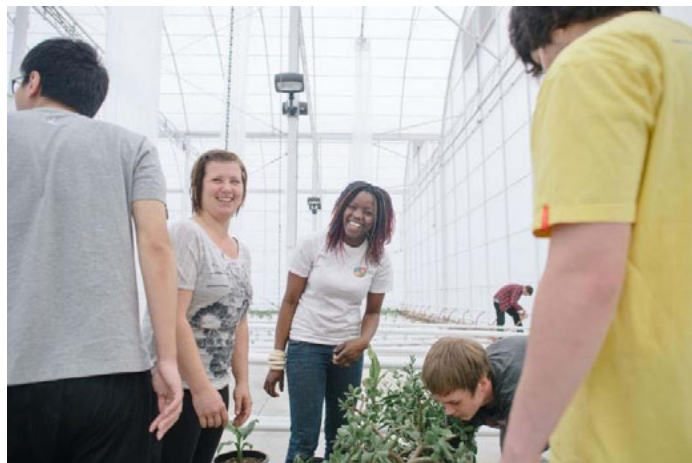
- 1. Balance the ministerial budget in order to control spending and ensure an overall balanced budget for the province of British Columbia.*
- 2. Ensure the institutions within our portfolio are meeting their budget targets and using their resources as efficiently as possible.*
- 3. In concert with the Boards of B.C.'s colleges and universities, set targets for post-secondary graduates that will enable our province to match the skills we need with the skills we are graduating.*
- 4. Continue to minimize overheads within our publicly funded universities and, where possible, consolidate functions across different post-secondary institutions.*
- 5. Review the student loan program and make recommendations for improvement to ensure the loan program is meeting the needs of today's students.*
- 6. Include the requirement for post-secondary Boards to undertake an institution-wide core review of their programming to ensure student seats are being filled.*
- 7. Cooperating with the Ministry of Agriculture, ensure that a Centre of Excellence in Agriculture is created at the University of the Fraser Valley.*
- 8. Implement our government's commitment to establish a School of Traditional Chinese Medicine at a publicly funded B.C. post-secondary institution.*
- 9. Deliver on the BC Jobs Plan targets contained in our International Education Strategy including a 50 per cent increase in the number of international students studying in British Columbia by 2016.*

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.
 - Collaborating with the Ministry of Agriculture, ensure that a Centre of Excellence in Agriculture is created at the University of the Fraser Valley.
 - 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.
- Ensure our institutions are equipped to prepare graduates for the jobs of the future, and ensure targets are set to match the skills B.C. needs with graduating students.



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

Strategies

- Work with post-secondary institutions to implement an open education policy, including development of open textbooks, which 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

- Work closely with partner ministries to ensure a seamless delivery of education and skills training from high school through to entry in the workforce, for example high school students to earn credits towards a trades and 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 graduates

| Performance Measure ¹ | 2011/12 Actual | 2012/13 Target ² | 2012/13 Actual ³ | 2013/14 Target | 2014/15 Target | 2015/16 Target |
|--|----------------|--|-----------------------------|--|--|--|
| Overall unemployment rate for post-secondary graduates | 8.0% | With less than or equal to high school credentials (≤ 12.4%) | 8.6% Exceeded | 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 |
| Diploma, associate degree and certificate graduates | 9.3% | | 10.1% | | | |
| Apprenticeship graduates | 8.4% | | 8.3% | | | |
| Bachelor degree graduates | 6.3% | | 6.6% | | | |

Data Source: Baccalaureate Graduate Survey, Diploma, Associate Degree, and Certificate Student Outcomes Survey, and Apprenticeship Student Outcomes Survey (2012 to 2013); and Labour Force Survey (2013).

¹ Actuals and targets align with survey year data.

² Target is the unemployment rate for people aged 18 to 29 years with high school credentials or less from the most recent annual Labour Force Survey.

³ The margin of error for the overall unemployment rate for public post-secondary graduates was plus or minus 0.3%, for diploma, associate degree and certificate graduates it was plus or minus 0.4%, for apprenticeship graduates it was plus or minus 0.7%, and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% was achieved.

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 post-secondary 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.

In the 2012/13 survey, the percentage of all post-secondary graduates who were unemployed was 8.6 per cent compared with 12.4 per cent for young adults with high school credentials or less.

Performance Measure 2: Total student spaces at public post-secondary institutions

| Performance Measure | 2012/13 Actual | 2013/14 Target | 2013/14 Actual | 2014/15 Target | 2015/16 Target | 2016/17 Target |
|---|-------------------|-------------------|---------------------|-------------------|-------------------|-------------------|
| Total student spaces in public post-secondary institutions ^{1,2,3} | 206,998 | 200,913 | 207,050 Achieved | ≥ 201,221 | ≥ 201,226 | ≥ 201,231 |

Data Source: Ministry of Advanced Education

¹ Total student spaces include Industry Training Authority full-time equivalents.

² Targets remain relatively stable. The target for 2012/13 was 200,275 and the target for 2013/14 is 200,913.

³ The ministry anticipates that the actual results for future years 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 2013, the ministry 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 is surpassed by many 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.

On average across the system, 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. Since 2009/10, enrollment targets have exceeded targets. In 2013/14, utilization was 103.1 per cent of the target.

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

| Performance Measure ¹ | Baseline ² | 2011/12 Actual | 2012/13 Target | 2012/13 Actual | 2013/14 Target | 2014/15 Target | 2015/16 Target |
|--|-----------------------|----------------|--|----------------|--|--|--|
| Overall credentials ³ awarded to Aboriginal ⁴ students in the public post-secondary system | 2,634 | 3,010 | Progress towards 2020/21 target of 4,609 | 3,070 Achieved | Progress towards 2020/21 target of 4,609 | Progress towards 2020/21 target of 4,609 | Progress towards 2020/21 target of 4,609 |
| Graduate or First Professional ⁵ | 118 | 155 | | 190 | | | |
| Bachelor | 547 | 655 | | 625 | | | |
| Diploma ⁶ | 410 | 435 | | 480 | | | |
| Certificate ⁷ | 1,421 | 1,515 | | 1,630 | | | |
| Developmental | 138 | 250 | | 145 | | | |

Data Source: Student Transition Project.

¹ Actuals and targets align with fiscal year data.

² 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 (i.e. 2009/10).

³ Includes only credentials with evaluative components. Apprenticeship credentials are awarded separately by the Industry Training Authority (<http://www.itabc.ca>).

⁴ Aboriginal learners are students with Aboriginal ancestry who self-identified in the B.C. K-12 education system or who self-identified as Aboriginal at a B.C. public post-secondary institution.

⁵ Includes doctorates, 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 education and credentials awarded.

The performance measure presented above examines one aspect of this objective, related to Aboriginal learners. In 2012, the ministry developed a strategy tailored to the needs of Aboriginal learners: the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*. This strategy 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.

In the 2012/13 fiscal year, 3,070 credentials were awarded to Aboriginal students. As the implementation of the actions under the Plan continues, there will be more Aboriginal students accessing and completing post-secondary programs.

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 ^{1,2} | Baseline | 2012/13 Target | 2012/13 Actual | 2013/14 Target | 2014/15 Target | 2015/16 Target |
|---|----------|----------------|---------------------|----------------|----------------|----------------|
| 50 per cent increase of the total number of international students studying in British Columbia | 94,000 | 103,120 | 112,800 Achieved | 113,430 | 125,900 | 141,000 |

Data Source: Citizenship and Immigration Canada; Ministry of Education; Public Post-secondary Institutions; and Languages Canada.

¹ Actuals and targets align with academic year data.

² Baseline and targets were established in the *International Education Strategy*, launched in May 2012, based on the most recent data available at that time (i.e. 2009/10).

Discussion of Results

International education offers valuable social and cultural opportunities. 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. Government developed an *International Education Strategy* in May 2012 and set a goal of growing our international student presence by 50 per cent by 2015/16. This strategy established a baseline of 94,000 students (based on the 2009/10 academic year), and therefore a target of 141,000 students. Interim targets were also established in the strategy.

In the 2012/13 academic year, approximately 112,800 international students chose B.C. to pursue their educational goals, including 35,600 in our public post-secondary system, 15,000 attending private post-secondary, 49,200 in public/private language schools and 13,000 in public/independent kindergarten to grade 12 education.

Performance Measure 5: Students satisfied with their education

| Performance Measure ¹ | 2011/12 Actual | 2012/13 Target | 2012/13 Actual ² | 2013/14 Target | 2014/15 Target | 2015/16 Target |
|---|----------------|----------------|-----------------------------|----------------|----------------|----------------|
| Overall | 93% | ≥90% | 93% Achieved | ≥90% | ≥90% | ≥90% |
| Former diploma, associate degree and certificate students | 93% | | 93% | | | |
| Apprenticeship graduates | 95% | | 96% | | | |
| Bachelor degree graduates | 93% | | 93% | | | |

Data Source: Baccalaureate Graduate Survey, Diploma, Associate Degree, and Certificate Student Outcomes Survey, and Apprenticeship Student Outcomes Survey (2012 to 2013).

¹ Actuals and targets align with survey year data.

² The margin of error for the overall percentage of graduates rating satisfaction with their education was plus or minus 0.2%, for diploma, associate degree and certificate it was plus or minus 0.3%, for apprenticeship it was 0.5%, and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% was achieved.

Discussion of Results

Ensuring that students enrolled in post-secondary education receive a high quality post-secondary education is of foremost importance. Students' assessment of their overall satisfaction with their program is one way to measure the quality of the system.

Data results are from a survey of public post-secondary students two years after they complete their programs. This allows students to reflect on their education in relation to their experience in the workforce.

Students consistently report very high satisfaction with their education. In the 2012/13 survey, 93 per cent of students reported being satisfied or very satisfied with their education.

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

| Performance Measure ¹ | 2011/12 Actual | 2012/13 Target | 2012/13 Actual ² | 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 | 85% | ≥90% | 86% Substantially Achieved | ≥90% | ≥90% | ≥90% |
| Diploma, associate degree and certificate graduates | 83% | | 84% | | | |
| Apprenticeship graduates | 94% | | 93% | | | |
| Bachelor degree graduates | 84% | | 85% | | | |

Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2012 to 2013).

¹ Actuals and targets align with survey year data.

² The margin of error for the overall percentage of graduates reporting their knowledge and skills are useful in their employment was plus or minus 0.4%, for diploma, associate degree and certificate it was plus or minus 0.6%, for apprenticeship it was 0.7%, and for bachelor degree graduates it was plus or minus 0.7% (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% was achieved.

Discussion of Results

Ensuring B.C. post-secondary institutions offer training and education programs that are relevant and applicable to the ever-changing labour market needs is critical to ensuring learners have the skills and knowledge to be successful in their chosen career.

This performance measure reflects students’ assessment of the usefulness of the knowledge and skills acquired during their post-secondary educational experience. It is an indication of how well public institutions’ programs are meeting the needs of both students and the labour market.

In the 2012/13 survey, 86 per cent of respondents reported that the knowledge and skills they gained through their education or training was either “very useful” or “somewhat useful” in performing their current work duties.

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

- Work with partner ministries to implement an international education marketing strategy and to support our dedicated overseas education marketing managers in showcasing British Columbia as a world class education destination.

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

Strategies

- Work with Aboriginal partners to ensure the diverse histories, languages, cultures, values, ways of knowing and knowledge systems of Aboriginal peoples are acknowledged, respected and recognized throughout the post-secondary system.

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

Strategies

- Establish a School of Traditional Chinese Medicine in partnership with a publicly funded post-secondary institution.

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.

Strategies

- Work to ensure B.C.'s post-secondary institutions stay on the cutting edge of research.

Objective 4.2: Foster knowledge development.

Strategies

- Invest in research and innovation infrastructure and the development of highly qualified personnel through the B.C. Knowledge Development Fund.
- Work with the Ministry of Technology, Innovation and Citizens' Services to advance the Commercialization Voucher Program, which provides 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.

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 7: Loan repayment as a percent of income

| Performance Measure ¹ | 2011/12 Actual | 2012/13 Target | 2012/13 Actual ² | 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. | 5.3% | ≤ 8% | 5.3% Exceeded | ≤ 8% | ≤ 8% | ≤ 8% |

Data Source: Baccalaureate Graduate Survey, and Diploma, Associate Degree, and Certificate Student Outcomes Survey (2012 to 2013).

¹ Actuals and targets align with survey year data.

Discussion

Post-secondary education is an investment for individuals, taxpayers and the province. While the initial investment can be substantial, students who choose to pursue post-secondary studies tend to have lower unemployment rates and higher lifetime earnings. The ministry uses information about loan repayment as one measure to ensure public-post-secondary education is affordable, relevant and delivering value for British Columbians.

With this measure, students self-report the total amount of debt from government-sponsored student loans 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.

In the 2012/13 survey, students reported using 5.3 per cent of income to pay educational debt or student loan payment. A limit of eight percent for non-mortgage credit commitments is often used by lending institutions, such as banks, as a recommended maximum debt load^[1]. The ministry strives to stay well under this threshold. In this context, the average percentage of income used for education debt repayment for most B.C. students can be described as manageable.

The ministry also monitors repayment rates based on Canada Student Loans Program repayment data. Students at B.C. institutions had a higher student financial assistance repayment rate for both public and private institutions at 87%^[2] compared to the national average of 85%. Repayment rate is an indicator of priority work underway to reduce student financial assistance default rates.

^[1] 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.

^[2] Repayment rate includes only full-time, direct lending borrowers attending B.C. designated institutions that have consolidated during the 2010-2011 loan year. The repayment rate is based on a cohort of borrowers who consolidated their federal loans and either paid in full or have made regular payments. The cohort's performance was measured on July 31, 2012.

Report on Resources: Summary Table

| | Estimated | Other Authorizations ¹ | Total Estimated | Actual | Variance |
|---|------------------|-----------------------------------|------------------|------------------|--------------|
| Operating Expenses (\$000) | | | | | |
| Educational Institutions and Organizations | 1,864,545 | 0,000 | 1,864,545 | 1,863,666 | 879 |
| Student Services Programs | 68,495 | 0,000 | 68,495 | 64,494 | 4,001 |
| Executive and Support Services | 20,215 | 0,000 | 20,215 | 21,969 | <1,754> |
| Sub-Total | 1,953,255 | 0,000 | 1,953,255 | 1,950,129 | 3,126 |
| Adjustment of Prior Year Accrual² | 0,000 | 0,000 | 0,000 | <185> | 185 |
| Total | 1,953,255 | 0,000 | 1,953,255 | 1,949,944 | 3,311 |
| Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000) | | | | | |
| Executive and Support Services | 504 | 0,000 | 504 | 469 | 35 |
| Total | 504 | 0,000 | 504 | 469 | 35 |
| Capital Plan (\$000) | | | | | |
| Educational Institutions and Organizations - Post Secondary Institutions | 79,617 | 0,000 | 79,617 | 78,514 | 1,103 |
| Total | 79,617 | 0,000 | 79,617 | 78,514 | 1,103 |

¹ "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the Balanced Budget and Ministerial Accountability Act for ministerial accountability for operating expenses under the Act.

² The Adjustment of Prior Year Accrual of \$185 thousand is a reversal of accruals established in the previous year.

Income Statement for Universities and Colleges

| | 2013/14 Budget | 2013/14 Actual | Variance |
|--|-------------------|-------------------|--------------|
| Combined Income Statement (\$000) | | | |
| Total Revenue | 5,275,543 | 5,296,877 | 21,334 |
| Total Expense | 5,223,194 | 5,240,842 | 17,648 |
| Operating Results | 52,349 | 56,035 | 3,686 |
| Gain (Loss) on sale of Capital Assets | 0 | 527 | 527 |
| Net Results | 52,349 | 56,562 | 4,213 |

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

Annual Service Plan Report Appendices

Appendix A: Ministry Contact Information

General Inquiries

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

Mailing address

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Minister

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Fax: 250-952-0260

Email: AVED.Minister@gov.bc.ca

Deputy Minister

Telephone: 250-356-5170

Fax: 250-356-5468

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

Government Communications and Public Engagement - media inquiries

Telephone: 250-952-6400

Fax: 250-356-6942

Appendix B: List of Crowns, Agencies, Boards and Commissions

Crown Corporations

- B.C. Council for International Education
- Private Career Training Institutions Agency

Agencies and Boards

- BCcampus
- BC Net
- Boards of colleges, institutes and universities
- British Columbia Council on Admissions and Transfer
- Degree Quality Assessment Board