

Ministry of
Advanced Education

2015/16
Annual Service Plan Report



For more information on the British Columbia Ministry of Advanced Education,
See Ministry Contact Information on page 23 or contact:

Ministry of Advanced Education:
PO BOX 9884
STN PROV GOVT
VICTORIA, BC
V8W 9T6
AVED.GeneralInquiries@gov.bc.ca

or visit our website at
www.gov.bc.ca/aved

Minister's Message and Accountability Statement



As Minister of Advanced Education and Minister Responsible for Government Communications and Public Engagement, it is my pleasure to present the 2015/16 Annual Service Plan Report, reporting on targets outlined in the Ministry of Advanced Education 2015/16 – 2017/18 Service Plan.

British Columbia is recognized globally as having a leading-edge post-secondary education sector that is accessible, affordable and innovative.

Government is marking the two-year anniversary of B.C.'s Skills for Jobs Blueprint, which was launched in April 2014 to help British Columbians get the skills they need to be first in line for the almost one million job openings that are projected by 2024. As part of the Blueprint, investments continue into trades training infrastructure projects at public post-secondary institutions. With access to grants targeted to in-demand careers, students can focus on getting the training they need for jobs that support a diverse, strong and growing economy. In addition, further funding has been provided for programs delivered in Aboriginal communities so that Aboriginal people have access to the post-secondary education and training they need to take advantage of the economic opportunities that exist in the province.

In January 2016, Government launched the #BCTECH Strategy. The Ministry is supporting the talent pillar of the Strategy by working with public post-secondary institutions to ensure B.C. technology companies can access a deep talent pool that will support growth of the economy.

The Ministry also continues to promote B.C. as a destination of choice for international students seeking a high quality post-secondary education, supporting our goal to increase the number of international students by 50 percent by 2016.

The open textbook project, launched in 2013, increases post-secondary affordability by providing access to over 130 free online open textbooks in a variety of subjects. In the past two years, students have saved over \$1 million.

Government Communications and Public Engagement continues to promote the work of government through channels such as the Strategic Initiatives Division, whose focus is on ensuring British Columbians have access to high-quality online information and services.

I would like to thank our partners in education throughout B.C. and staff in my Ministry and Government Communications and Public Engagement for their commitment to accessible high-quality education that is affordable for students and taxpayers.

The *Ministry of Advanced Education 2015/16 Annual Service Plan Report* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act* and compares the Ministry's actual results to the expected results identified in the *2015/16 - 2017/18 Service Plan*. I am accountable for those results as reported.

A stylized, handwritten signature in black ink, consisting of a large, flowing 'A' followed by a long, sweeping horizontal line.

Honourable Andrew Wilkinson
Minister of Advanced Education
June 20, 2016

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Purpose of the Ministry

The Ministry of Advanced Education provides leadership and direction for the world-class post-secondary education and training system in B.C. Through a range of public and private post-secondary institutions, the Ministry plays a key role in ensuring B.C. has the skilled workers needed to capitalize on economic opportunities and meet its labour market needs. The Ministry is responsible for the British Columbia Council for International Education (BCCIE): a provincial Crown corporation that promotes international education in and for the Province of B.C. and supports the International Education Strategy. The Ministry also administers a suite of student financial assistance programs that help eligible students meet the costs of their education. These programs further support the alignment between education and in-demand occupations.

The Ministry is also responsible for Government Communications and Public Engagement (GCPE) which ensures citizens have easier access to government services and information, while ensuring that their privacy is protected and that identity information is secured. In addition, GCPE leads the commitment to open government by informing citizens about government policies, programs and services, providing more data online to citizens and directly engaging with citizens on issues and decisions made by government.

Strategic Direction and Context

Strategic Direction

The Ministry continued to advance key deliverables outlined in the [BC Jobs Plan](#) to support a strong economy and secure tomorrow for British Columbians. The ability of citizens to take full advantage of our growing economy is determined in part by ensuring that the right training and education is available through post-secondary institutions in different regions of the province.

To maximize the potential of our existing and future workforce, government worked with post-secondary institutions and other partners to implement actions outlined in [B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training](#). This plan outlines actions to ensure a seamless transition from high school through post-secondary education and right into the workforce, matching the skills that B.C. students acquire during their education and training with labour market needs.

Through actions and commitments in the Blueprint, as well as the [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#), the Ministry is working to support Aboriginal learners to succeed in post-secondary education and training programs so that they can take advantage of economic opportunities and enhance their participation in the social, cultural and economic life of their communities, the province and global society.

The Ministry, working with partner ministries and BCCIE, continued to advance [B.C.'s International Education Strategy](#). Launched in 2012, this four-year strategy encourages a global two-way flow of students, educators and ideas between countries while providing valuable social, cultural and economic opportunities for educational institutions, students and communities in B.C.

At the same time, these efforts respect the value of every dollar provided by taxpayers to post-secondary institutions. The Ministry worked with public post-secondary institutions and BCCIE to implement the [Taxpayer Accountability Principles](#), taking further steps to ensure budget targets are met and that resources are used in the most efficient manner.

Priorities outlined in the *Minister's 2015/16 Mandate Letter* further support the direction of the Ministry. From working with public post-secondary institutions to complete a core review of programming to updating the student loan program, these priorities fit within the broader strategies and plans and contribute to strengthening the post-secondary system in British Columbia. For more information, Appendix C provides a complete listing of Minister's Mandate priorities and their status.

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 including the economy, skills shortages, globalization and technology.

By 2024, up to one million job openings are expected in B.C., driven by retirements and economic growth. Most of these openings will require some form of post-secondary education and training. Approximately 42 percent of job openings are expected to require college education or apprenticeship training, 36 percent university and/or significant work experience and 18 percent high school and/or occupation-specific training. The province will need to tap into the full potential of its workforce and ensure education and training are relevant to employer and labour market needs including in natural-resource and knowledge-based sectors.

A strong economy and fiscal discipline enable us to achieve a secure tomorrow. Government is working with post-secondary institutions to find ways to bring the rate of future cost growth in line with the rate of revenue growth and to support the long-term financial sustainability of the system. We are working collaboratively with the sector to find opportunities for administrative efficiencies and shared services between institutions that will generate savings while protecting services to students.

Government continues to transition the regulation of private career training in B.C. from a Crown agency, the Private Career Training Institutions Agency (PCTIA), to the Ministry. Implementation of this approach, which is expected to take place in 2016, will strengthen quality assurance, result in more integrated and effective regulation of private career training institutions, eliminate overlapping processes and reduce the regulatory burden on the sector.

Government Communications and Public Engagement has continued working to improve interactions between citizens and government. Citizens have told government they expect service information to be more accessible and easy to find. In response, GCPE has been aligning processes and infrastructure; providing governance and building partnerships with ministry programs to unify government's presence across service delivery channels; setting strategic direction and improving the quality of information on ministry programs and services. The value to citizens will be improved service levels and a higher level of satisfaction.

Report on Performance

In 2015/16, the Ministry of Advanced Education invested over \$1.8 billion in operating funding for the post-secondary education system, up from \$1.4 billion in 2001. This direct investment resulted in \$5.2 billion in annual expenses at B.C. public post-secondary institutions to provide high quality education to almost 430,000 learners, awarded over 62,443 credentials and provided continued financial support for almost 61,000 full-time and about 6,000 part-time borrowers.

The Ministry delivered on key items in the Minister's Mandate letter for 2015/16 including fulfilling commitments and actions contained in B.C.'s Skills for Jobs Blueprint (see below), updating the student loan program and meeting targets contained in the International Education Strategy. Further details can be found in Appendix D.

Key achievements of the past year delivered under [B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training](#) included:

- Aligned \$90 million for 7,860 newly targeted student full-time equivalent spaces for in-demand training and education.
- B.C. students studying programs that lead to in-demand occupations (including foundational trades training) and B.C. borrowers employed in an eligible occupation and located in an underserved community received more than \$8.4M in non-repayable financial aid.
- Opened the \$30-million Centre for Trades Education and Innovation at Camosun College (B.C. provided \$29.2 million). Building completed 2016.
- Opened the \$18-million British Columbia Institute of Technology / Vancouver Community College Motive Power Centre of Excellence. (B.C. provided \$13.5 million)
- Announced the \$18.9-million Silver King campus at Selkirk College in Nelson (B.C. is providing up to \$14.2 million). Completion expected in 2017.
- Announced the \$400,000 work camp-style student housing residence at Northwest Community College. (B.C. provided \$375,000)
- Provided \$727,500 in one-time funding to create 326 new training seats to support Trades Discovery programs at 12 public post-secondary institutions.
- Provided \$1.3 million in one-time funding to support outreach to more employers and increase employer and student awareness of the benefits of co-operative education.
- Funded \$250,000 to five public post-secondary institutions to pilot short-term computer coding courses that support in-demand tech sector jobs.
- Provided \$5.7 million for partnerships between Aboriginal communities and public post-secondary institutions to deliver programs in communities that meet community needs and position Aboriginal people to take advantage of economic opportunities.

Government has implemented the [Taxpayer Accountability Principles](#) across the broader public sector, including public post-secondary institutions and BCCIE. The Principles formalize many of the practices that were already in place for the oversight of the institutions and Ministry crown organizations. Key actions for 2015/16 included:

- Regular meetings between minister and board chairs, and deputy minister and presidents.
- 2015/16 Mandate Letters signed by board members of institutions and BCCIE.
- Implementation of Strategic Engagement Plans to clarify and enhance two-way communication.

- Completion of Institutional Accountability Plans and Reports, outlining institution results against performance measures and progress toward achieving strategic actions in the Mandate Letter.
- Consulted with institutions and BCCIE on Mandate Letters for 2016/17.

Government Communications and Public Engagement

Key GCPE achievements of the past year included:

- In 2015/16 we issued 3,275 communications products, responded to 12,340 media inquiries, and reached millions of British Columbians through social media (2.3 million through Twitter and a monthly average of 490,000 on Facebook).
- GCPE's service design practice successfully completed 12 cross ministry service design projects and implemented 8 capacity development initiatives; designing and facilitating service design training for the B.C. Public Service, launching the Service Design Playbook, and contributing to the Reducing Red Tape for B.C. program.
- Citizens participated in 18 engagements (two of which required multiple phases) with nine ministries covering a vast range of topics from the preservation of ancient forest lands, to distracted driving, transportation infrastructure, climate action and reducing red tape. Citizens have visited engagement websites over 100,000 times, and sent their feedback through a variety of mediums resulting in 99,983 citizen contributions.
- Informed through public testing, research and evidence gathering, gov.bc.ca's information architecture was successfully restructured, with a significant migration of disparate, ministry-based web content into gov.bc.ca. Since these changes were introduced, total page views on gov.bc.ca have increased 169 percent, with average time spent per visit up 38 percent, repeat visitors up 33 percent and bounce rate (single page visits) decreased by 10 percent, compared to the same period in 2013.

Goals, Objectives, Strategies and Performance Results

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

Government is re-engineering education and training – from kindergarten through to post-secondary training and beyond – to ensure B.C. youth and workers have the skills to be first in line for jobs in a growing economy. Aboriginal peoples are the fastest growing segment of population in B.C., and we want to enable Aboriginal British Columbians to take full advantage of the economic opportunities that exist in the province. Through implementation of the [B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training](#) and other key priorities, the Ministry is working to fulfill the following objectives and strategies.

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

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

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

Strategies

- Re-engineering public post-secondary operating grants to support in-demand occupations.
- Increasing investment in infrastructure and equipment for skills and trades training.
- Targeting Student Financial Assistance grants to support labour market needs and priorities.
- Improving access to digital tools and streamline service delivery for students applying for Student Financial Assistance.
- Continuing implementation of the [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#).
- Advancing the development of free digital open textbooks and open education resources.

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

Performance Measure ^{1,2}	2012/13 Actual ³	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
Overall unemployment rate for public post-secondary graduates	8.6%	7.7%	Unemployment rate for youth with high school credentials or less (≤ 12.4%)	8.3%	Unemployment rate for youth with high school credentials or less (≤ 10.5%)	Unemployment rate for youth with high school credentials or less (≤ 10.5%)

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

Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; Apprenticeship Student Outcomes Survey (2015); and Labour Force Survey (2014).

¹ Due to data availability, data for the 2014/15 reporting cycle is from the 2014 survey data. Data for the 2015/16 reporting cycle will be presented in the Ministry's service plan report to be published in June 2017.

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 0.9%, 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 and training is to enable students to pursue in-demand careers in a range of sectors. 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 to the labour market.

The measure compares unemployment rates for B.C. public post-secondary graduates 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 positively affects individuals, families and whole communities as well as overall economic prosperity.

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

Performance Measure	2013/14 Actual	2014/15 Actual	2015/16 Target ²	2015/16 Actual	2016/17 Target	2017/18 Target
Total student spaces in public post-secondary institutions ¹	207,050 Target: 200,913	202,885 Target: 201,013	200,323	201,143	200,153	200,153

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

Data source: Ministry of Advanced Education

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

² Total FTE target of 200,323 is 933 lower than the 2015/16 Service Plan target of 201,256 primarily due to a restatement of the Industry Training Authority's 2015/16 training plan.

Discussion

The number of student spaces at public post-secondary institutions is a measure of education access and capacity. Actual student enrolments reflect student demand, which is influenced by many social and economic factors. Post-secondary enrolment enables learners to gain the knowledge and skills that are required to participate and prosper in both the provincial and global knowledge-based economies. In some years, a combination of high enrollments and flexible delivery enables public post-secondary institutions to enrol more students than the system-wide target.

In 2015, the Ministry invested over \$1.8 billion in the post-secondary education system, up from \$1.4 billion in 2001. The majority of this investment is provided as operating grants to the 25 public post-secondary institutions in B.C. to deliver educational programs through ministry funded student spaces.

In delivering on commitments in the Blueprint, the Ministry is increasing the proportion of operating grants and student spaces focused on priority programs. The shift in funding and student spaces focuses on the top 100 in-demand occupations as listed in [British Columbia 2024 Labour Market Outlook](#), as well as priority health occupations, and programs targeted to meet the needs of regional labour markets, Aboriginal people and people with disabilities.

The Ministry has adjusted student space targets for institutions that requested target reductions to align programming with the top 100 in-demand occupations. Over time, education and training will better align with in-demand occupations needed to meet the labour market needs of B.C.'s economy.

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

Performance Measure ¹	Baseline ²	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
Overall credentials ³ awarded to Aboriginal ⁴ students in the public post-secondary system	2,634	3,241	Progress towards 2020/21 target of 4,609	3,340	Progress towards 2020/21 target of 4,609	Progress towards 2020/21 target of 4,609

Links to objective: 1.3 - Increase participation and successful completion of all students.

Data Source: Ministry of Advanced Education and Student Transition Project.

¹ Due to data availability, data for the 2014/15 reporting cycle is from the 2014 survey data. Data for the 2015/16 reporting cycle will be presented in the Ministry's service plan report to be published in June 2017.

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. kindergarten to grade 12 education system or who self-identified as Aboriginal at a B.C. public post-secondary institution.

Discussion

In June 2012, Government launched the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*. The Framework seeks to increase the number of credentials awarded to Aboriginal learners by 75 percent by 2020/21. First introduced in the 2012/13 Ministry Service Plan, this measure tracks progress towards this goal.

The number of credentials awarded is increasing, although the rate of growth appears to have slowed. The breakdown of credentials awarded by type was similar in 2013/14 and 2014/15 as outlined in the table below. The Ministry will continue to monitor progress towards meeting the 2020/21 target to determine whether any additional strategies need to be put in place.

Breakdown of Credentials Awarded to Aboriginal Learners in 2013/14 and 2014/15

Credential Type	2013/14		2014/15	
	Number of Credentials	Proportion of credentials	Number of Credentials	Proportion of credentials
Graduate or First Professional Degree	223	6.9%	253	7.6%
Bachelor's Degree	712	22.0%	699	20.9%
Diploma	512	15.8%	487	14.6%
Certificate	1,631	50.3%	1,748	52.3%
Developmental	163	5.0%	153	4.6%
Total	3,241	100.0%	3,340	100.0%

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

High quality post-secondary education for all students in B.C. is of foremost importance to ensure B.C. maintains a global competitive advantage. Students are increasingly mobile and have access to educational opportunities around the world, both in person and online. With the multitude of choices available, students expect high quality outcomes. For B.C., a commitment to maintaining high quality standards and educational outcomes is key to attracting students domestically and internationally.

The Ministry works in collaboration with BCCIE, post-secondary institutions and key ministry partners to implement the actions outlined in [B.C.'s International Education Strategy](#). This includes working with the Ministry of International Trade's Education Marketing Managers in B.C.'s overseas trade and investment offices to advance B.C.'s international education interests in priority markets. Moving forward, we will continue to build new relationships with partner countries and maintain existing connections critical to the continued growth of the international education sector in B.C.

Objective 2.1: Increase international participation throughout our education system.

Objective 2.2: Build on current strengths to enhance the quality of the post-secondary education system.

Objective 2.3: Increase collaboration, innovation and partnerships.

Strategies

- Continued implementation of [B.C.'s International Education Strategy](#).
- Implementing the core review decision to develop an inventory of international partnership agreements and track study and work abroad.
- Improving quality assurance for institutions eligible to host international students.
- Establish and opening a School of Traditional Chinese Medicine at Kwantlen Polytechnic University.

Performance Measure 4: International students studying in British Columbia

Performance Measure ^{1,2,3}	Baseline	2014 Actual	2015 Target	2015 Actual	2016 Target	2017 Target
International students studying in British Columbia ^{4,5}	90,037	126,497 Target: 108,648	120,592	130,053	135,056	135,056

Links to objective: 2.1 - Increase international participation throughout our education system.

Data Source: Immigration, Refugees and Citizenship Canada, RDM as of March 2016.

¹ Due to data availability, data for the 2015 reporting cycle is from the 2014 survey data. Data for the 2016 reporting cycle will be presented in the Ministry service plan report to be published in June 2017.

² Baseline and targets established in the International Education Strategy, launched in May 2012, were restated to reflect new reporting methodology.

³ Includes students enrolled in kindergarten to grade 12 schools, private language schools, public and private post-secondary institutions.

⁴ Reports the number of permit holders with valid study permit(s) in the calendar year. This is a unique count of all persons who held one or more valid permits on one or more dates between January 1st and December 31st. Data as of March 2016 are subject to change and may differ from those reported in the annual IRCC Facts and Figures report.

⁵ Defined by the intended destination as specified on the permit and, when the intended destination is not specified for permits signed on or after January 1st, 2012, the last known address of the permit holder as of December 31st of the given year is used.

Discussion

Significant economic, social and cultural benefits accompany the increased global orientation of our education system. International education drives economic growth, creates jobs, fosters research and innovation and helps meet provincial labour market needs. In addition, international students enrich our classrooms, campuses and communities. When British Columbians study or teach abroad, they develop lifelong international connections and global perspectives.

Government launched the [International Education Strategy](#) in May 2012 and set an aspirational target to increase the number of international students studying in B.C. by 50 percent by 2016. The annual B.C. international student headcount report outlines progress toward the international student headcount target. Historically, the headcount was compiled through four data sources, including Immigration, Refugees and Citizenship Canada (IRCC).

IRCC recently completed significant changes to reporting methodologies to improve data accuracy. As a result, the current IRCC data is no longer comparable to the IRCC data included in the B.C. international student headcount reports between 2010 and 2014. The change is an opportunity to adopt a new international student headcount reporting methodology utilizing IRCC as a single source of data beginning with the 2015 report. The new methodology ensures the B.C. international student

headcount reflects the total number of international students on study permits within a calendar year. The data is publically available and comparable across Canada, which improves the overall data integrity.

In order to ensure the international student data is comparable year over year and the measurement of progress toward the headcount target is accurate, the Strategy baseline, the previous years of data, previous international student headcount targets, and the final target were restated.

The four year International Education Strategy concludes in 2016. The release of 2016 data in Spring 2017 will complete reporting of the Strategy.

Performance Measure 5: Students satisfied with their education

Performance Measure ^{1,2}	2012/13 Actual	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
Students satisfied with their education	86%	93%	≥ 90%	93%	≥ 90%	≥ 90%

Links to objective: 2.2 - Build on current strengths to enhance the quality of the post-secondary education system.

Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2015).

¹ Due to data availability, data for the 2014/15 reporting cycle is from the 2014 survey data. Data for the 2015/16 reporting cycle will be presented in the Ministry’s service plan report to be published in June 2017.

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 0.7%, 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

A major objective of the post-secondary system is providing a quality education to students. Assessment by students of their overall satisfaction with their program is one measure of the quality of the system.

Data results are from a survey of public post-secondary students eight months to two years after they complete their programs. This allows students time to reflect on their experiences in education.

Performance Measure 6: Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment

Performance Measure ^{1,2}	2012/13 Actual	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
Overall percent of public post-secondary graduates reporting that their knowledge and skills are useful in their employment	86%	85%	≥ 90%	86%	≥ 90%	≥ 90%

Links to objective: 2.2 - Build on current strengths to enhance the quality of our post-secondary education.

Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2015).

¹ Due to data availability, data for the 2014/15 reporting cycle is from the 2014 survey data. Data for the 2015/16 reporting cycle will be presented in the Ministry’s service plan report to be published in June 2017.

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 0.9%, and for bachelor degree graduates it was plus or minus 0.6% (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

Training and education programs that are relevant and applicable to the ever-changing labour market needs are critical to ensuring learners have the skills and knowledge to be successful in their chosen career. This performance measure reflects assessment by students of the usefulness of the knowledge and skills acquired during their post-secondary educational experience. It is an indication of how well the programs at public institutions are meeting the needs of both students and the labour market.

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

Goal 3: An education and training system that maximizes return on investment and supports British Columbia’s diverse communities

Government is committed to further strengthening accountability, improving the management of public funds and revitalizing the relationship between government and public sector organizations. This strong focus on improved two-way communication is to support and ensure a complete understanding of government directions, expectations, accountabilities and alignment with strategic priorities.

- Objective 3.1:** Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value.
- Objective 3.2:** Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.
- Objective 3.3:** Use and provide quality information for decision making and better societal outcomes.

Strategies

- Strengthening accountability, promoting cost control and ensuring post-secondary organizations operate in the best interest of taxpayers through the [Taxpayer Accountability Principles](#).
- Maximizing the efficient use of public post-secondary administrative resources through the Administrative Services Delivery Transformation Initiative.
- Implementing core review decision to transfer regulation of private career training to the Ministry.
- Improving information for students to support their program choices and student financial assistance decisions.
- In partnership with the Ministry of Technology, Innovation and Citizens’ Services, investing in research and innovation infrastructure and the development of highly qualified personnel through the [B.C. Knowledge Development Fund](#).

Performance Measure 7: Loan repayment as a percent of income

Performance Measure ^{1,2}	2012/13 Actual	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
Percent of income used to pay educational debt or student loan payment	5.3%	5.7%	≤ 8%	5.9%	≤ 8%	≤ 8%

Links to objective: 3.3 - Use and provide quality information for decision making and better societal outcomes.

Data source: Baccalaureate Graduate Survey and Diploma, Associate Degree, and Certificate Student Outcomes Survey (2015).

¹ Due to data availability, data for the 2014/15 reporting cycle is from the 2014 survey data. Data for the 2015/16 reporting cycle will be presented in the Ministry’s service plan report to be published in June 2017.

² Approximately 70% of all eligible public post-secondary students do not make use of B.C. government student loans.

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, higher lifetime earnings and better health outcomes. This measure is an indicator of student success after post-secondary education through their level of earnings and capacity to repay their student loan.

Data results are from a survey of public post-secondary students eight months to two years after they complete their programs. Students self-report the total amount of debt from government-sponsored student loans and other sources, as well as their income. Monthly debt service payments 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 the monthly income of a student is being spent on educational debt repayment.

A limit of eight percent for non-mortgage credit commitments is often used by lending institutions 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 uses repayment rate as a key indicator of the financial risk of institutions that are designated for student financial assistance. The repayment rates^[2] for borrowers attending public institutions in B.C. is 94 percent compared to 84 percent for borrowers attending B.C. private institutions in the most recent data available.. Repayment rate is an indicator of priority work underway to reduce the cost of defaulted loans – both to the borrowers and taxpayers.

Goal 4: Citizens are informed and engaged with government in a way that is inclusive, and builds both trust and quality of life.

Technology is rapidly affecting all aspects of our daily lives. Research tells us that citizens and businesses want more access to government services and information, especially online. They also want better integration across all government services, whether it is in-person, online or on the telephone. In expanding choice and greater access to services online, government needs to ensure that their privacy and information is secure and protected.

Objective 4.1: Communication of government’s policies and programs to the public is timely, relevant and readily accessible.

Objective 4.2: Citizens are engaged to provide input and have access to services and information.

Objective 4.3: Expand and improve access to online services.

Strategies

- Providing timely and appropriate information to the media and directly to the public to enable informed debate on decisions taken by government.
- Making it easier to access services and information with on-demand and self-service options.

^[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 rates represent students that consolidated their loans in 2012/13; measured on July 31, 2014.

- Enabling a consistent user experience for online services.
- Coordinating public engagement initiatives and provide tools to support ministries.
- Expanding the range of government data available.
- Making government’s internet sites more useful to citizens.

Performance Measure 8: Timely response to media inquiries

Performance Measure ^{1,2}	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	2016/17 Target	2017/18 Target
Timely response to media inquiries	99.1%	99.5%	≥ 97%	98%	≥ 97%	≥ 97%

Data source: Government Communications and Public Engagement Communications Offices

Discussion

This performance measure is an average of two indicators from the office of Government Communications and Public Engagement (GCPE) and their ability to provide a timely response to media inquiries: the percent of media inquiries acknowledged within one hour and the percent of media inquiries responded to within the media deadline. By providing timely information to the media, GCPE ensures the public receives the information they need informed debate on decisions taken by government.

In 2015/16, GCPE responded to 12,340 media enquiries, and exceeded the target of 97 percent with a measurement of 98 percent. For the past nine years, results have exceeded the baseline of 97.76 percent set in 2006/07.

Financial Report

Discussion of Results

The Ministry budget is carefully managed to ensure the ability of programs to manage their operations smoothly, while still maintaining strict internal and expenditure management controls. Over the course of the fiscal year, financial management procedures and forecasting is followed to ensure we stay on track, and utilize existing funds efficiently and effectively. The Ministry finished the fiscal year with a small surplus of \$1.287 million and represents less than 1% of the Ministry budget allocation. This signals responsible and responsive fiscal management.

Operating grants to public post-secondary institutions continue to be aligned with education and training for in-demand occupations, with an additional \$90 million targeted in 2015-16 for 7,832 student spaces. The targeted funding will include more tech-related programming as outlined in the #BCTECH Strategy. This will ensure students can continue to access tech-related education and training required for tech-sector related occupations. Programming is being aligned with the top 100 in-demand occupations listed in the B.C. 2024 Labour Market Outlook as well as priority health occupations and programs to meet regional labour market needs for Aboriginal people and people with disabilities.

Financial Report Summary Table

	Estimated	Other Authorizations¹	Total Estimated	Actual	Variance
Operating Expenses (\$000)					
Educational Institutions and Organizations	1,832,061	0	1,832,061	1,832,109	(48)
Student Services Programs	70,395	0	70,395	66,306	4,089
Executive and Support Services	20,826	0	20,826	23,580	(2,754)
Government Communications and Public Engagement	26,160	32	26,192	27,044	(852)
Strategic Initiatives	11,164	0	11,164	10,312	852
Sub-Total	1,960,606	32	1,960,638	1,959,351	1,287
Adjustment of Prior Year Accrual²	0	0	0	(80)	80
Total	1,960,606	32	1,960,638	1,959,271	1,367
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)					
Executive and Support Services	504	0	504	413	91
Total	504	0	504	413	91
Capital Plan (\$000)²					
Educational Institutions and Organizations – Post-Secondary Institutions	205,507	0	205,507	187,809	17,698
Total	205,507	0	205,507	187,809	17,698

¹ “Other Authorizations” include access to Contingencies.

² The Adjustment of Prior Year Accrual of \$0.80 million is a reversal of accruals in the previous year.

Income Statement for Universities and Colleges¹

Name of Sector	2015/16 Budget	2015/16 Actual	Variance
Combined Income Statement (\$000)			
Total Revenue	5,457,107	5,589,807	132,700
Total Expense	5,381,528	5,405,776	24,248
Operating Results	75,579	184,031	108,452
Gain (Loss) on Sale of Capital Assets (if applicable)	0	3	3
Net Results	75,579	184,034	108,455

¹ This income statement includes estimates from all public post-secondary institutions. Reported amounts do not include current year elimination entries required to consolidate these agencies within the government reporting entity.

Major Capital Projects

Major Capital Projects	Targeted Completion Date (Year)	Approved Anticipated Total Cost of Project (\$ millions)	Project Cost to March 31, 2016
<p>Emily Carr University of Art & Design (ECUAD) Campus Redevelopment</p> <p>ECUAD entered into a fixed-price, performance-based partnership agreement with Applied Arts Partners on February 11, 2015 to design, build, finance and maintain the new university campus at Great Northern Way. The \$122.654 million project will replace the outdated Granville Island facilities with a new 26,621 square metre facility. Construction began in summer 2015 and is scheduled for completion in Spring 2017, creating approximately 1,000 jobs during construction.</p> <p>A Project Board provides oversight, and consists of the Deputy Minister and the Assistant Deputy Minister of the Ministry of Advanced Education, the Deputy Minister of Transportation and Infrastructure, the Chancellor and the President of ECUAD, and the President and Chief Executive Officer of Partnerships BC Ltd.</p> <p>The new facilities for ECUAD will further B.C.'s reputation as a destination for world-class post-secondary education by allowing the university to enhance the education and skills training in media, design and art programs in ways that have not been possible due to site constraints of the current Granville Island campus. The new campus will accommodate a minimum of 1,800 students, will be built to LEED Gold certification and will comply with the Wood First Act.</p> <p>Following is a link to Partnerships BC ECUAD Project Report on the AVED website: http://www.aved.gov.bc.ca/publications/</p>	<p>2017</p>	<p>\$122.654</p>	<p>\$44.516</p>

Appendix A: Contact Information

General Inquiries

Ministry of Advanced Education
PO BOX 9884
STN PROV GOVT
VICTORIA, BC V8W 9T6
E-mail: AVED.GeneralInquiries@gov.bc.ca

Minister

Telephone: 250-356-0179
Fax: 250-952-0260
E-mail: AVED.Minister@gov.bc.ca

Deputy Minister, Ministry of Advanced Education

Telephone: 250-356-5170
Fax: 250-356-5468
E-mail: AVED.DeputyMinister@gov.bc.ca

Media inquiries - Government Communications and Public Engagement

Telephone: 250-952-6400
Fax: 250-356-6942

British Columbia Council for International Education

Telephone: 604-637-6766
Fax: 604-637-6765
E-mail: bccie@bccie.bc.ca

Private Career Training Institutions Agency

Telephone: 604-569-0033
Fax: 778-945-0606
E-mail: info@pctia.bc.ca

Appendix B: Crowns, Agencies and Boards

Crown Corporations

- B.C. Council for International Education - <http://www.bccie.bc.ca>
- Private Career Training Institutions Agency - <http://www.pctia.bc.ca>

Agencies and Boards

- British Columbia Council on Admissions and Transfer - <http://www.bccat.ca>
- Degree Quality Assessment Board - <http://www.aved.gov.bc.ca/degree-authorization/board>
- Boards of colleges, institutes and universities
- BCcampus - <http://bccampus.ca>

UPDATE ON PCTIA TRANSITION ACTIVITIES IN 2015

The *Private Training Act* is expected to come into force in the late summer of 2016 when full regulatory responsibility will be assumed by the new Private Training Institutions Branch of the Ministry of Advanced Education. Implementation in September 2016 will allow time to orient the private training sector to the new model.

In February 2015, a Private Training Industry Advisory Committee was established to collect input into the regulations throughout. This Committee of 12 private sector representatives from both registered and accredited institutions represents the diversity of the sector. Once the regulations have been approved by the Minister and Cabinet, a public notification period will be held prior to the implementation of the Act in September 2016. Each institution will receive a letter explaining how the new regulatory regime will affect them specifically. Sector orientation on the new Act and regulations will include information sessions in Vancouver, Victoria and Kelowna. There will also be webinars for those institutions that will not be able to participate in the information sessions.

The Ministry is developing a Policy Manual for private institutions, Government staff, students and members of the public, which will provide a reference guide to the operational policies and procedures that flow from the *Private Training Act* and regulations.

Many of the administrative efficiencies requested by institutions through consultation, such as reducing paperwork, aligning Education Quality Assurance, Student Financial Assistance and *Private Training Act* processes, and streamlining forms and processes will be addressed when the new legislation comes into force; however, a more fulsome process of integration and alignment will occur over a longer period and will involve input from the sector.

Appendix C: Minister’s Mandate and Actions Summary

In the Premier’s annual Mandate Letter to the Minister dated June 10, 2014, the Minister of Advanced Education received direction on strategic priorities for the 2015/16 fiscal year. These priorities and the Ministry’s resulting actions are summarized below:

Mandate Letter Direction	Ministry’s Action
<p>1. Balance your ministerial budget in order to control spending and ensure an overall balanced budget for the province of British Columbia.</p>	<ul style="list-style-type: none"> • Ministry spending was controlled such that a small surplus was obtained. The surplus represents less than one percent of total budget. • Ministry spending indicates that funding was appropriately used to benefit students and to support post-secondary education. • The Ministry has successfully contributed to the government goal of controlling spending and ensuring an overall balanced budget for the province of British Columbia.
<p>2. Implement the commitments and actions contained in BC’s Skills for Jobs Blueprint including the commitments to re-engineer funding for post-secondary training spaces.</p>	<ul style="list-style-type: none"> • The Ministry collaborated with the public post-secondary sector on the 2015/16 <i>Skills Gap Plan</i> process where institutions work to align their programming with labour market needs. • Presented the outcomes of the 2014/15 Skills Gap Plans to align \$40M from the public post-secondary institutions to in-demand occupations to the Labour Market Priorities Board.
<p>3. Ensure the institutions within your portfolio are meeting their budget targets and using their resources as efficiently as possible.</p>	<ul style="list-style-type: none"> • Quarterly analysis of institutions’ year-to-date financial results and four year forecasts ensure that institutions are meeting budget targets. • Institutions projecting financial statement deficits submitted mitigation plans and monthly forecast updates to the Ministry. Actions were taken to minimize impacts to students and reposition the institution(s) for long-term sustainability.

<p>4. Continue to minimize overheads within our publicly funded universities and, where possible, consolidate functions or programs across different post-secondary institutions in geographically similar regions.</p>	<ul style="list-style-type: none"> • Post-secondary institutions have continued to increase participation in the joint procurement of goods and services that leverage the purchasing power and expertise of the sector to achieve savings, contain costs, and generate revenue. • There are 31 projects now being pursued under the ASDT Initiative, including a variety of information technology projects led by BCNET. • Additional actions in 2015/16 include: <ul style="list-style-type: none"> ○ Developing a 3-year ASDT Strategic Plan that outlines the vision, goals and priorities for the Initiative going forward, including establishing sector-based centres of expertise for procurement, finance, HR/benefits, facilities and ancillary services. ○ Developing a report with recommendations on a collaborative approach to supporting Enterprise Resource Planning systems in post-secondary institutions.
<p>5. Update the student loan program to reduce the number of loan defaults in the province and ensure loans are available to students in the trades as well as students in the academic educational stream.</p>	<ul style="list-style-type: none"> • B.C. students in programs (including foundational trades training) that lead to in-demand occupations and B.C. borrowers employed in an eligible occupation and located in an underserved community received more than \$8.4M in non-repayable financial aid. • In 2016/17, the Ministry will assume direct responsibility for private career training and the Private Career Training Institutions Agency. This will result in strengthened quality assurance, more integrated and effective regulation, reduced regulatory burden for the sector and reduced student financial assistance default rates.
<p>6. Continue working with post-secondary Boards in their programming core review to ensure student seats are being filled across the province.</p>	<ul style="list-style-type: none"> • Institutions completed a core review of programming to: ensure alignment of resources with priorities; confirm resources are being used as efficiently and effectively as possible; consider opportunities for realignment and collaboration; and minimize duplication, consolidate functions. • All institutions presented the Minister of Advanced Education with findings and recommendations for Government consideration.

<p>7. Work with Parliamentary Secretary Richard Lee and Kwantlen Polytechnic University to establish and open their School of Traditional Chinese Medicine.</p>	<ul style="list-style-type: none"> • Continued to work with Kwantlen Polytechnic University to complete the business case to develop a Diploma in Traditional Chinese Medicine (TCM) Acupuncture at Kwantlen's School of Traditional Chinese Medicine leading to the certification of the graduates by the College of Traditional Chinese Medicine Practitioners and Acupuncturists of British Columbia. • With the assistance of UBC Faculty of Medicine, began development of clinical faculty capacity and establishment of a function within the TCM program to ensure ongoing clinical coordination.
<p>8. 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.</p>	<ul style="list-style-type: none"> • Announced over \$300,000 in new scholarships for K-12 and post-secondary to bring more international students to B.C. and to give more B.C. students the chance to study abroad- increasing mobility with China, Japan and Korea. Since 2012, government has provided over \$11 million in scholarship funding to support the two-way flow of students – benefitting over 1,400 students. • Surveyed over 9,000 international students studying at the post-secondary level in B.C. to better understand and enhance their study experience. • Strengthened support for schools and institutions to attract international students and develop strategic partnerships through active outreach of B.C. Education Marketing Managers.