

**Ministry of  
Advanced Education**

**2014/15 – 2016/17  
SERVICE PLAN**

**February 2014**



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 9095  
STN PROV GOVT  
VICTORIA, BC  
V8W 9E2

or visit our website at  
***[www.gov.bc.ca/aved](http://www.gov.bc.ca/aved)***

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## Message from the Minister and Accountability Statement



It is my pleasure to present the *Ministry of Advanced Education 2014/15-2016/17 Service Plan*.

These are exciting times for our province, with one million job openings predicted by the year 2020. The goal of our government, and the challenge and opportunity for our post-secondary system, is to make sure British Columbians have the training and education they need to be first in line to fill those jobs.

To meet that challenge, and make the most of the opportunities, we will continue to work with our institutions and stakeholders to align training with the demands of the labour market. In concert with the boards of B.C.'s colleges, universities and institutes, we will set targets for post-secondary graduates to ensure the programs offered to students match the skills we need.

British Columbia's youth are our most valuable resource, and key to our future prosperity. We need to engage them to make sure they are fully informed of their career options, training requirements and available programs so they can capitalize on the opportunities we are creating in B.C.'s growing economy. To do that, my ministry will work with the Ministry of Jobs, Tourism and Skills Training and the Ministry of Education to develop a *10-Year Skills Training Plan for Youth* that will enable students to seamlessly transition from K-12 through post-secondary education and straight into the workforce.

We will also continue to implement the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* to improve transition rates from K-12 to post-secondary and ensure Aboriginal students can access the training and education they need to take full advantage of job opportunities.

We remain committed to keeping post-secondary education affordable and accessible for students, families and taxpayers with a range of programs and supports. We will review the student loan program and make recommendations for improvement to ensure the loan program is meeting the needs of today's students. We will continue to work with BCcampus, post-secondary institutions and faculty, and other interested jurisdictions to develop free, open, online textbooks – potentially saving students hundreds of dollars per semester, and increasing flexibility for instructors. Twenty open textbooks will focus on skills training and technical post-secondary subject areas aligned with the *BC Jobs Plan* and *Skills and Training Plan*.

Work continues on other priority initiatives outlined in my ministry's mandate to realize the full potential of our world-class public post-secondary system. We will build on the growth we have seen in international education to attract even more international students to our province, and expand opportunities for B.C. students to study abroad. Having successfully completed an Expression of Interest with all our public institutions, our government will establish a School of Traditional Chinese

Medicine - a first in British Columbia. And British Columbia's centre of excellence dedicated to agriculture is opening this year at the University of the Fraser Valley.

Every day B.C. taxpayers invest \$5 million in our public post-secondary system. We have a responsibility to invest that money wisely and responsibly for both citizens and students. We are working collaboratively with institutions to reduce administrative costs and improve service delivery while protecting public education. We are also calling on public post-secondary boards to undertake a core review of programming. The review is an opportunity to take a hard look at post-secondary programs and focus on those that best serve students' needs – and the demands of the labour market.

It has been my great pleasure as Minister of Advanced Education to visit every one of our 25 public-post-secondary institutions, and many private career-training institutions and universities. At every stop I have encountered students, faculty and staff, stakeholders and members of the community who are passionate about post-secondary education. Working together, with input and support from the dedicated staff in my ministry, there is no doubt that we can meet the ever-changing needs of students and our economy through innovative ideas and new approaches.

The *Ministry of Advanced Education 2014/15-2016/17 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.



Honourable Amrik Virk  
Minister of Advanced Education  
February 18, 2014

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## Purpose of the Ministry

The goal of this government is to ensure British Columbians are first in line to take advantage of the one million job openings that are predicted in the province by the year 2020. It is the role of the Ministry of Advanced Education to ensure that B.C.'s post-secondary system delivers value while providing educational and training opportunities for young people entering the workforce and existing workers who need to upgrade their skills.

B.C.'s resource-based economy is diversifying with an increase in knowledge-based sectors – a trend occurring globally. Technology is accelerating these shifts and we continue to adapt to diverse and changing educational and labour market needs. We are exploring flexible learning opportunities that support the development of freely available and adaptable education resources, such as open textbooks.

Skills and training needs are also continuously evolving, requiring a responsive approach to ensure we have the skilled workers for the jobs of the future. 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. In a global society we will not only attract international students from abroad, but prepare B.C. students for success in the future. 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.

### ***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

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 and is in alignment with the labour market and their local communities.

B.C. is focused on supporting students' education, training and career goals; ensuring 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 leads a number of strategies in the [Skills and Training Plan](#) and is targeting investments to align training programs with regional and industry needs. The ministry is also a key partner in developing a *10-Year Skills Training Plan for Youth*, which recognizes that youth are an integral part of the province's prosperity and B.C.'s skills training agenda. Recognizing the unique needs of Aboriginal British Columbians, the ministry has developed an [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#) to improve post-secondary outcomes for Aboriginal learners and position them to take advantage of economic opportunities in the province.

In order 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. Additional funding is in place to assist under-represented groups. The ministry's focus on being responsive to student and industry needs helps ensure B.C. is well positioned for the future.



Deep Bay Marine Field Station, Vancouver Island University

## 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 changing demographics and other 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 to find opportunities for administrative efficiencies and shared services between institutions, which will generate savings, while protecting services to students. In addition, we are undertaking 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.

#### ***B.C. ECONOMIC OUTLOOK***

The Economic Forecast Council expects British Columbia's real GDP to grow by 2.3 per cent in 2014 and 2.7 per cent in 2015. Risks to British Columbia's economic outlook include the potential for further slowing of domestic activity, renewed weakness in the US economy and slowing Asian demand. Additional risks include the ongoing sovereign debt situation in Europe and a fluctuating Canadian dollar.

## **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. It is estimated that 78 per cent of the over one million new job openings projected by 2020 will require some form of post-secondary training. These jobs require different skills and training depending on the type of work. B.C. has a diverse economy; as a result, training needs in Dawson Creek may differ from those in Kelowna, Abbotsford or Campbell River. We need to ensure training is responsive to employer and labour market needs, and that our institutions support their local communities. We aim to create long-term jobs and investment in B.C. by focusing on eight key sectors: forestry; mining; natural gas; agrifoods; technology; tourism; transportation; and international education.

We must also ensure seamless delivery of education and skills training from high school through to entry in the workforce. By supporting the transition, we are committed to ensuring that every youth in the province can capitalize on career opportunities most needed by B.C.'s growing economy. Through government's *10-Year Skills Training Plan for Youth*, we will harness the new skills, energy and innovation of our youth, who represent the foundation of our future. This includes increasing access to trades training in the K-12 system and ensuring we are matching the skills we need with the skills we are graduating. Through this commitment, we will make sure British Columbians are equipped with the knowledge and skills to prosper in the global economy.

## **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.

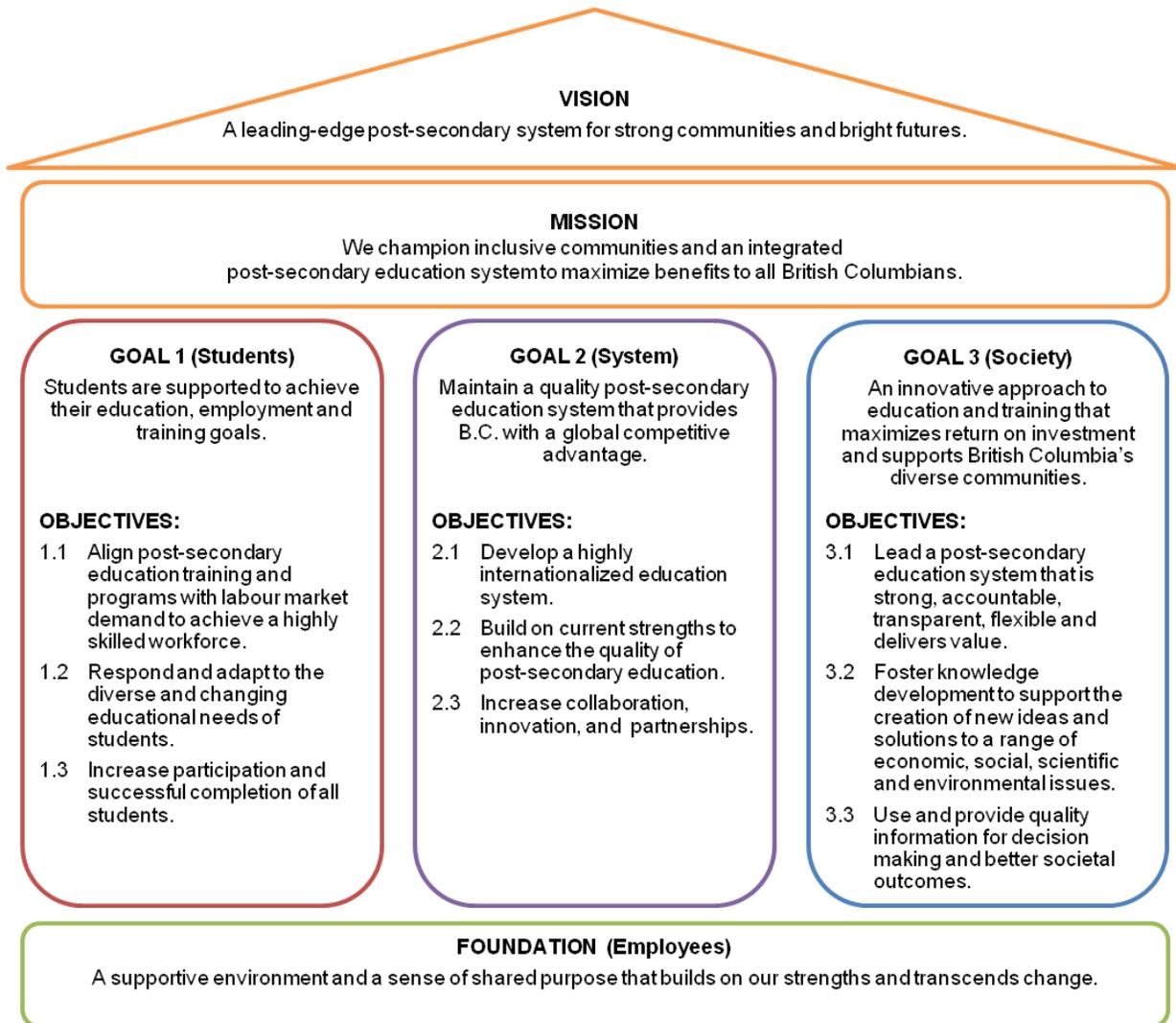
Beyond the classroom, technology is also changing the way students access services, such as applying to post-secondary institutions or finding information about student financial assistance. By increasing the use of digital services, government is streamlining processes and providing students with greater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

# Goals, Objectives, Strategies and Performance Measures

The ministry's 2014/15 – 2016/17 Service Plan supports achievement of government's strategic priorities of a:

- Strong Economy; and,
- Secure Tomorrow.

The ministry will continue to work towards our vision of a leading-edge post-secondary system for strong communities and bright futures. To realize this, the ministry has developed a strategic framework that sets our direction and guides our work. The ministry refined the framework based on our new mandate as of June 2013, resulting in three key goals and a realignment of objectives and strategies under those goals.



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. that are predicted by the year 2020. The ability of British Columbians to fully take 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, the ministry is focused on the following initiatives over the coming years:

***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.*

**Core Review**

Through the core review process, the ministry will ensure the best possible use of government resources and respect for the interests of British Columbians. By eliminating overlap and duplication among ministries and within the broader public sector, we will ensure government is operating as efficiently and effectively as possible. We will look to restructure government program delivery models where costs can be reduced and outcomes improved for the public. We will also reduce red-tape and unnecessary regulations that hinder economic development.

## **Goal 1: Students are 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**

- Collaborate with post-secondary institutions to set targets for post-secondary graduates that will enable our province to match the skills we need with the skills we are graduating.
- Work with the Ministry of Jobs, Tourism and Skills Training and the Ministry of Education to develop a 10-year skills training plan for youth from high school through entry into the workforce.
- Collaborate with the Ministry of Agriculture to ensure a Centre of Excellence in Agriculture is created at the University of the Fraser Valley.
- Continue to support the B.C.'s *Skills and Training Plan* by:
  - 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.
  - Working with partners to support flexible training options for apprentices, allowing them to participate in training that is responsive to employer 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.
  - Continuing to support new or improved skills training equipment, technology and facilities to provide skills training opportunities aligned with regional needs.

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

#### **Strategies**

- Review student financial assistance programs to ensure they meet the needs of today's students and are responsive to labour market priorities.
- Review processes that support student financial assistance to improve services to students and their families.
- Develop open textbooks for the 40 highest enrolled first and second year undergraduate subject areas and an additional 20 open textbooks that will focus on skills training 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 earning credits towards a trades or technical program.
- Implement the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* to:
  - increase participation rates, learning outcomes and economic and social opportunities for Aboriginal learners;
  - support initiatives that promote systemic change in B.C.'s public post-secondary system so that it is relevant, responsive, respectful and receptive to Aboriginal learners and communities; and,
  - provide funding for partnerships between public post-secondary institutions and Aboriginal communities for community-based delivery of programs that meet Aboriginal needs.
- Continue to provide support to students with disabilities through a range of programs that provide student financial assistance, adaptive equipment, and accommodation services to address barriers to education.

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

Performance Measure	2012/13 Actual <sup>1</sup>	2014/15 Target	2015/16 Target	2016/17 Target
Overall unemployment rate for public post-secondary graduates	8.0%	Unemployment rate for youth with high school credentials or less	Unemployment rate for youth with high school credentials or less	Unemployment rate for youth with high school credentials or less

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

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

<sup>1</sup> 2012 survey data are the latest available. The margin of error was plus or minus 0.3% (19 times out of 20). The overall result reflects a weighted average of the respective student outcome surveys. Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% is achieved. Data for the 2013/14 reporting cycle will be presented in the ministry's service plan report to be published in June 2014.

#### 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.

**Performance Measure 2: Overall credentials awarded to Aboriginal students in the public post-secondary system**

Performance Measure	2011/12 Baseline <sup>1</sup>	2012/13 Actual <sup>2</sup>	2014/15 Target	2015/16 Target	2016/17 Target
Overall credentials <sup>3</sup> awarded to Aboriginal <sup>4</sup> students in the public post-secondary system	2,634	3,010	Progress towards 2020/21 target of 4,609	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.

<sup>1</sup> Data for the 2011/12 baseline are from the 2009/10 fiscal year.

<sup>2</sup> Data have been revised to reflect the most recent available, from the 2011/12 fiscal year.

<sup>3</sup> Excluded are apprenticeship, short certificates and other credential types, and programs awarding credentials for participation without evaluative components. Apprenticeship credentials are excluded because Apprenticeship credentials are not awarded by post-secondary institutions, but awarded by the Industry Training Authority (ITA). For more information about the ITA, please refer to the following website: [www.itabc.ca](http://www.itabc.ca).

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

**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.

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

### **Objective 2.1: 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 2.2: Build on current strengths to enhance the quality of our post-secondary education.**

#### **Strategies**

- Strengthen the Quality Assurance Framework to advance B.C.'s competitive advantage as a study destination for post-secondary education.

### **Objective 2.3: Increase collaboration, innovation and partnerships.**

#### **Strategies**

- Establish a School of Traditional Chinese Medicine in partnership with a publicly funded post-secondary institution.
- Work with industry and post-secondary partners to align post-secondary programming with labour market demand identified through initiatives such as Regional Workforce Tables.

### Performance Measure 3: International students studying in British Columbia

Performance Measure	2011/12 Baseline <sup>1</sup>	2012/13 Actual <sup>2</sup>	2013/14 Target	2014/15 Target	2015/16 Target
50 per cent increase of the total number of international students studying in British Columbia <sup>3</sup>	94,000	100,700	113,430	125,900	141,000

**Links to objective:** 2.1 - Develop a highly internationalized education system.

**Data Source:** Ministry of Advanced Education; Ministry of Education; Citizenship and Immigration Canada; and Languages Canada.

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

<sup>2</sup> The 2012/13 data is from the 2010/11 academic year. The most recent data available is used for reporting. For example, 2013/14 data will be from the 2011/12 academic year.

<sup>3</sup> Includes students enrolled in the kindergarten to grade 12 system, private language schools, public and private post-secondary institutions.

### Discussion

International education offers valuable social and cultural opportunities for our educational institutions, domestic students and communities throughout British Columbia. International students enrich our campuses, classrooms and communities, and when British Columbians study or teach abroad, they develop lifelong international connections and global perspectives.

Significant economic benefits also accompany the increased internationalization of our education system. Students drive economic growth, create jobs, foster research and innovation and meet provincial labour market needs. The government has developed an *International Education Strategy* and set a goal of growing our international student presence by 50 per cent by 2015/16. The baseline of approximately 94,000 international students choosing B.C. to pursue their educational goals, includes 28,000 in our public post-secondary system, 11,000 attending private post-secondary, 43,000 in public/private language schools and 12,000 in public/independent kindergarten to grade 12 education.

This measure tracks our progress over a four-year period as we move towards the 50 per cent target. It is anticipated that growth will be higher in years three and four, as a result of actions implemented under the strategy.

### Performance Measure 4: Students satisfied with their education

Performance Measure	2012/13 Actual <sup>1,2</sup>	2014/15 Target	2015/16 Target	2017/18 Target
Overall percent of public post-secondary graduates reporting they are satisfied with their education	93%	≥90%	≥90%	≥90%

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

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

<sup>1</sup> 2012 survey data are the latest available. The margin of error was plus or minus 0.2% (19 times out of 20). The overall result reflects a weighted average of the respective student outcome surveys. Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% is achieved.

<sup>2</sup> Data from the 2013/14 reporting cycle will be presented in the ministry's service plan report to be published in June 2014.

## Discussion

One of the major objectives of the post-secondary system is to provide a quality education to students. Student satisfaction is very important to student learning and the reputation of B.C.'s post-secondary system. Students consistently report very high satisfaction with their education at B.C.'s public post-secondary institutions.

### **Performance Measure 5: Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment**

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

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

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

<sup>1</sup>2012 survey data are the latest available. The margin of error was plus or minus 0.4% (19 times out of 20). The overall result reflects a weighted average of the respective student outcome surveys. Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% is achieved.

<sup>2</sup>Data for the 2013/14 reporting cycle will be presented in the ministry's service plan report to be published in June 2014.

## Discussion

This measure is an indication of how successful public post-secondary institutions are in providing quality educational opportunities that are relevant to the needs of students and the labour market. It measures the percentage of employed graduates of B.C. public post-secondary institutions who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job. Providing economically useful knowledge and skills will help to ensure British Columbians are first in line to take advantage of the one million job openings predicted in the province by the year 2020.

### **Goal 3: An innovative approach to education and training that maximizes return on investment and supports British Columbia's diverse communities**

**Objective 3.1: Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value.**

#### **Strategies**

- Undertake an institution-wide core review of public post-secondary programming to ensure each institution has reviewed its operations and is in alignment with the labour market and their local communities.
- Collaborate with public post-secondary institutions regarding administrative service delivery transformation; working to minimize overheads and, where possible, consolidate functions.
- Strengthen institutional accountability with performance expectations that align to labour market needs.
- Maintain accountability of government's investment in public post-secondary education with annual institution reporting through the Accountability Framework.

#### **Performance Measure 6: Total student spaces at public post-secondary institutions**

<b>Performance Measure</b>	<b>2012/13 Actual</b>	<b>2013/14 Forecast</b>	<b>2014/15 Target</b>	<b>2015/16 Target</b>	<b>2016/17 Target</b>
Total student spaces in public post-secondary institutions <sup>2,3</sup>	206,998 Target: 200,275	206,504 Target: 200,936	201,221	201,226	201,231

**Links to objective:** 3.1 - Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value.

**Data Source:** Ministry of Advanced Education

<sup>2</sup> Total student spaces include Industry Training Authority full-time equivalents.

<sup>3</sup> The forecast reflects anticipated delivery. The ministry anticipates that public post-secondary institutions will continue to deliver more student spaces than the target 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 \$1.8 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 enrollments have exceeded targets. Based on the current forecast, 2013/14 utilization will be 102.6% of the target.

**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.**

### **Strategies**

- Work to ensure B.C.'s post-secondary institutions stay on the cutting edge of research.
- In partnership with the Ministry of Technology, Innovation and Citizens' Services, invest in research and innovation infrastructure and the development of highly qualified personnel through the B.C. Knowledge Development Fund.

**Objective 3.3: Use and provide quality information for decision making and better societal outcomes.**

### **Strategies**

- Enhance data analytics to ensure efficient use of student financial assistance funding that generates a return on investment for British Columbians.
- Improve alignment between post-secondary education and the skills that are relevant to the labour market through informed policy decisions.
- 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	2012/13 Actual <sup>1</sup>	2014/15 Target	2015/16 Target	2016/17 Target
Percent of income used to pay educational debt or student loan payment as a percent of income.	5.3%	≤ 8%	≤ 8%	≤ 8%

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

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

<sup>1</sup> 2012 survey data are the latest available. Data for the 2013/14 reporting cycle will be presented in the ministry's service plan report to be published in June 2014.

**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.

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<sup>[1]</sup>. The ministry strives to stay well under this threshold (generally near 5%). 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%<sup>[2]</sup> compared to the national average of 85%. Repayment rate is an indicator of priority work underway to reduce student financial assistance default rates.

<sup>[1]</sup> 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.

<sup>[2]</sup> 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.

# Resource Summary

Core Business Area	2013/14 Restated Estimates <sup>1</sup>	2014/15 Estimates	2015/16 Plan	2016/17 Plan
<b>Operating Expenses (\$000)</b>				
<b>Educational Institutions and Organizations</b>	1,864,545	1,846,961	1,821,961	1,821,961
<b>Student Services Programs</b>	68,495	68,495	68,495	68,495
<b>Executive and Support Services</b>	20,215	20,215	20,215	20,215
<b>Total .....</b>	<b>1,953,255</b>	<b>1,935,671</b>	<b>1,910,671</b>	<b>1,910,671</b>
<b>Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)</b>				
<b>Executive and Support Services</b>	504	504	504	504
<b>Total .....</b>	<b>504</b>	<b>504</b>	<b>504</b>	<b>504</b>
<b>Capital Plan (\$000)</b>				
<b>Post Secondary Institutions</b>	79,617	146,826	253,307	350,566
<b>Total .....</b>	<b>79,617</b>	<b>146,826</b>	<b>253,307</b>	<b>350,566</b>

<sup>1</sup> For comparative purposes, amounts shown for 2013/14 have been restated to be consistent with the presentation of the 2014/15 Estimates.

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

## Public Universities, Colleges and Institutes Income Statement Resource Summary

Post-Secondary Sector	2013/14 Forecast	2014/15 Budget	2015/16 Plan	2016/17 Plan
<b>Combined Income Statement (\$000)<sup>1</sup></b>				
<b>Total Revenue</b> .....	5,311,528	5,359,058	5,438,406	5,542,465
<b>Total Expense</b> .....	5,205,546	5,276,986	5,344,586	5,429,035
<b>Operating Results</b> .....	105,982	82,072	93,820	113,430
<b>Gain (Loss) on sale of capital assets (if applicable)</b> .....	0	0	0	0
<b>Net Results</b> .....	105,982	82,072	93,820	113,430

<sup>1</sup> This income statement includes estimates from all public post-secondary institutions. Numbers do not include the elimination entries required to consolidate these agencies within the government reporting entity.

## **Appendix A: Ministry Contact Information**

### **General Inquiries**

E-mail: [AVED.GeneralInquiries@gov.bc.ca](mailto:AVED.GeneralInquiries@gov.bc.ca)

### **Mailing address**

Ministry of Advanced Education  
PO BOX 9884  
STN PROV GOVT  
VICTORIA, B.C. V8W 9T6

### **Minister**

Telephone: 250-356-0179  
Fax: 250-952-0260  
Email: [AVED.Minister@gov.bc.ca](mailto:AVED.Minister@gov.bc.ca)

### **Deputy Minister**

Telephone: 250-356-5170  
Fax: 250-356-5468  
E-Mail: [AVED.DeputyMinister@gov.bc.ca](mailto:AVED.DeputyMinister@gov.bc.ca)

### **Government Communications and Public Engagement - media inquiries**

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

