

**Ministry of
Advanced Education**

**2016/17
Annual Service Plan Report**



For more information on the British Columbia Ministry of Advanced Education,
See Ministry Contact Information on page 25 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 newly appointed Minister of Advanced Education and Minister Responsible for Government Communications and Public Engagement, it gives me great pleasure to present the 2016/17 Annual Service Plan Report, reporting on targets outlined in the Ministry of Advanced Education 2016/17 – 2018/19 Service Plan.

The Ministry of Advanced Education plays an important role in ensuring that public post-secondary institutions throughout British Columbia provide British Columbians with access to affordable education and training that will help them enter a variety of occupations and help meet labour market demand. In my role as Minister, I am looking forward to listening and learning about the sector.

The Ministry continued to make strategic investments in student spaces, programs and infrastructure. The Ministry continues to support the success of Aboriginal learners through continued implementation of the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan. In the fall of 2016, leaders from public post-secondary institutions and Aboriginal institutes of higher learning met to discuss the implementation of the Truth and Reconciliation Commission of Canada Calls to Action in the public post-secondary sector, and the role that post-secondary institutions can play in reconciliation.

Government Communications and Public Engagement (GCPE) is also part of the Ministry. GCPE uses traditional communications practices and various digital communication platforms to inform citizens about the availability of government programs and services. GCPE supported the improvement and expansion of online services, including delivering on the Mental Health and Substance Use Digital Hub, the creation of the digital Medical Services Plan enrollment and premium assistance forms as well as the online Foodsafe certification look-up tool.

I would like to take the opportunity to thank our partners in post-secondary education throughout the province who support the endeavours of B.C. post-secondary students, and the Ministry staff for their work in helping to prepare this report.

The *Ministry of Advanced Education 2016/17 Annual Service Plan Report* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act* and compares the actual results of the Ministry to the expected results identified in the *2016/17 - 2018/19 Service Plan*. I am accountable for those results as reported.

A handwritten signature in black ink, appearing to read 'Linda Reid'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Honourable Linda Reid
Minister of Advanced Education
June 16, 2017

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Purpose of the Ministry

The Ministry of Advanced Education provides leadership and direction for a leading-edge post-secondary education and training system in B.C. The Ministry plays a key role in helping ensure students can access post-secondary education and that B.C. has the skilled workers needed to meet labour market demands. The Ministry administers a suite of student financial assistance programs that help eligible students offset the costs of their education. These financial assistance programs also support the commitment to align funding and programs to in-demand occupations. The Ministry maintains accountability relationships with public post-secondary institutions, and provides regulatory oversight for the private post-secondary sector. The Ministry also oversees the British Columbia Council for International Education (BCCIE), a provincial Crown corporation.

The Minister is also responsible for 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 and directly engaging with citizens on issues and decisions made by government.

Strategic Direction and Context

Strategic Direction

In 2016/17 the Ministry continued to advance key deliverables outlined in the [Mandate Letter for the Minister](#), to contribute to a strong and diversified economy for British Columbians. The Ministry has taken steps to ensure that British Columbians can take full advantage of our growing economy by ensuring that the right education and training is available at post-secondary institutions in different regions of the province.

Government continued to work with post-secondary institutions and other partners to support a seamless transition between education and the workforce and to help align training and education with in-demand jobs.

The Ministry continued to work with post-secondary partners to implement the [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#). Launched in 2012, the plan supports Aboriginal learners to succeed in post-secondary education and training programs so 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.

Government recognizes the social, cultural and economic benefits of international education, and the valuable opportunities it provides for education, institutions, students, and communities in B.C. In support of the [B.C.'s International Education Strategy](#) the Ministry worked with partner ministries, sector partners and the British Columbia Council for International Education to promote the two-way flow of students, educators and ideas between countries. The focus is to ensure B.C. remains a global leader in international education.

Priorities outlined in the [Mandate Letter for the Minister](#) contributed to strengthening the post-secondary system in British Columbia. For more information, Appendix D provides a complete listing of Minister's Mandate priorities and their status.

Strategic Context

The world is changing and education must continue to evolve and be innovative in order to keep pace. The province pursued opportunities to respond to key factors influencing change including economic conditions, skills shortages, globalization and technology.

By 2025, almost one million job openings are expected in B.C., driven by an ageing population and economic growth. Over a third of those will require a bachelor, graduate or professional degree. An even larger share – about 42 per cent – will require a diploma, certificate or trades training. To tap into the full potential of its workforce the Province works to ensure education and training are relevant to employer and labour market needs particularly in natural-resource and knowledge-based sectors.

Changes in our Kindergarten to Grade 12 system also shape the post-secondary education context. Together with its education partners, the Ministry works to ensure that students gain the knowledge, skills and abilities they need to be successful on their chosen path. The post-secondary education sector plays a key role in maintaining seamless pathways between high school, post-secondary education and the workforce.

The final report of the [*Truth and Reconciliation Commission of Canada*](#), released in December 2015, contained a number of Calls to Action related to post-secondary education and notes the important role that education can play in reconciliation. The role of post-secondary institutions in effecting reconciliation is part of the context in which the Ministry and the post-secondary sector operates.

Government worked with public post-secondary institutions to find ways to bring the rate of future cost growth in line with the rate of revenue growth to support the long-term financial sustainability of the system. This work included finding opportunities for administrative efficiencies, and shared services among institutions, that generate savings while protecting services to students.

The [*Private Training Act*](#) came into force in September 2016. This resulted in the Ministry assuming direct oversight of the regulation of the private training sector. This change will result in strengthened quality assurance and more integrated and effective regulation of the sector.

Report on Performance

In 2016/17, the Ministry of Advanced Education invested over \$1.9 billion in operating funding for the post-secondary education system. This direct investment resulted in spending \$5.2 billion annually at B.C. public post-secondary institutions to provide high quality education to almost 430,000 learners, award over 62,116 credentials and provide continued financial support for almost 57,500 full-time and about 6,000 part-time recipients.

Government has implemented the [Taxpayer Accountability Principles](#) across the broader public sector, including public post-secondary institutions and Crown Agencies such as BCCIE. The Principles formalize many of the practices that were already in place for the oversight of the public post-secondary institutions and Ministry Crown organizations. Key actions for 2016/17 included:

- 2016/17 Mandate Letters signed by Board members of public post-secondary institutions and BCCIE.
- Completion of annual Institutional Accountability Plans and Reports, outlining public post-secondary institution results against performance measures and progress toward achieving strategic actions in the 2016/17 Mandate Letter.
- Regular meetings between the Minister and Board Chairs and the Deputy Minister and Presidents, as part of the Strategic Engagement Plan to enhance two-way communication.
- Development and distribution of the *Orientation for B.C. Public Post-Secondary Institution Board Members* that provides information and guidance to post-secondary Boards in the conduct of their responsibilities.
- Supported BC colleges in delivering a board governance conference designed to bring board members and presidents together to deepen understanding and develop more effective, high-performing governing bodies.
- Provided a Board Governance Best Practices Workshop to public post-secondary institution Board members.

The Ministry delivered on key items in the [Mandate Letter for the Minister](#). Further details can be found in Appendix D.

Key achievements of the past year included:

- Aligned \$90 million for approximately 7,700 newly targeted student full-time equivalent spaces for in-demand training and education.
- More than \$8.0 million in non-repayable financial aid to B.C. students studying in programs that lead to in-demand occupations (including foundation trades programs) and B.C. borrowers employed in an eligible occupation and located in an underserved community.
- Provided \$2.4 million in funding toward community adult-literacy programs to support 9,000 adults wishing to improve their literacy and numeracy skills.
- Provided \$500,000 in funding to expand short-term computer coding courses to nine public post-secondary institutions.
- Committed \$9.6 million in funding through the Aboriginal Community-Based Training Partnerships program to support almost 800 Aboriginal students through a total of 28 partnerships between 29 Aboriginal communities and 14 public post-secondary institutions.
- Provided \$1.5 million in one-time funding to develop training and resources aligned with in-demand occupations in a range of sectors for students with disabilities at 20 public post-secondary institutions.

- Invested \$951 million in capital funding over three years at public post-secondary institutions in B.C.
- Secured \$256 million of the \$2-billion federal Strategic Investment Fund infrastructure program that is being invested in jobs, innovation and research at post-secondary institutions across Canada.

Government Communications and Public Engagement

Key GCPE achievements of the past year included:

- The BC Services Information Program resulted in more than 400,000 views of gov.bc.ca and every British Columbian on Facebook was reached 31 times with campaign content resulting in 4.5 million social engagements such as likes, shares, comments, reactions and clicks.
- More than 4,000 communications products were released from BC Gov News, and GCPE responded to 11,910 media enquiries, answering or returning initial calls immediately or within an hour 99.5 percent of the time.
- The Foodsafe certification look-up tool was released, allowing citizens who have completed their Foodsafe certification to check their certification status and exam scores online.
- The Mental Health and Substance Use Digital Hub navigation tool was launched, providing citizens with the ability to search over 450 websites for mental-health and substance-use information and services based on audience, topic and location, bringing together more than 6,000 services from over 450 providers throughout the province.
- Dialogue with British Columbians was supported through the design and delivery of 55 engagement projects across multiple ministries and business lines.

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 to provide supports for students to pursue in-demand careers for a strong and diverse economy. As the Aboriginal population in B.C. is growing at more than triple the rate of the non-Aboriginal population, ensuring this population has access to post-secondary education and training is crucial to meeting current and future labour market demands. Through these and other key priorities, the Ministry is working to ensure British Columbians have the skills to be first in line for jobs in a growing economy.

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

- Continue to implement *B.C.'s Skills for Jobs Blueprint*, including:
 - Alignment of public post-secondary operating grants to support training and programs for in-demand occupations,
 - Investment in infrastructure and equipment for skills and trades training, and
 - Alignment of Student Financial Assistance grants and loan forgiveness to in-demand occupations.
- Continue funding for programs and services that support learners with disabilities.
- Improve access to digital tools and streamline service delivery for students applying for Student Financial Assistance.
- Continue to implement the [*Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*](#), including:
 - Funding delivery of post-secondary education and training in Aboriginal communities; and
 - Supporting Aboriginal Service Plans at public post-secondary institutions.
- Advance the development of free digital open textbooks and open education resources.
- Work with the Ministry of Technology, Innovation and Citizens' Services and other provincial ministries and partners on the implementation of the government technology strategy, with a focus on deepening the talent pool.

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

Performance Measure ^{1,2,3}	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	2016/17 Target	2017/18 Target
Overall unemployment rate for public post-secondary graduates	7.7%	8.3%	Unemployment rate for youth with high school credentials or less (≤ 10.5%)	8.0%	Unemployment rate for youth with high school credentials or less (≤ 10.8%)	Unemployment rate for youth with high school credentials or less (≤ 10.6%)

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 (2015); and Labour Force Survey (2016).

¹ Due to data availability, data for the 2015/16 reporting cycle is from the 2015 survey data. Data for the 2016/17 reporting cycle will be presented in the Ministry’s service plan report to be published in June 2018.

² Target is the unemployment rate for people aged 18 to 29 years with high school credentials or less. The source of these data is the Labour Force Survey (LFS). The LFS is a monthly survey which measures the current state of the Canadian labour market and is used, among other things, to calculate the national, provincial, territorial and regional employment and unemployment rates. This target is based on an annual update from Statistics Canada.

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 (over 55,000 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 graduates 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.

Employment in B.C. grew by 3.2 per cent in 2016, its fastest annual pace since 1994. The Ministry collaborated with post-secondary institutions and partners to ensure graduates are receiving the right education and training province-wide, to enable them to take full advantage of a growing economy, including:

- Strengthening the New Degree Quality Assessment process. All new degree programs require approval by the Minister of Advanced Education. In addition to undergoing a quality review, new degree programs from public institutions undergo an assessment on whether there is an economic, social, geographic or labour market need for the new program.
- Working with the Ministry of Health to review all Health Program changes to ensure alignment with the labour market and healthcare needs of the province.

- Working closely with the Ministry of Jobs, Tourism and Skills Training, and the public post-secondary institutions to promote a shared understanding of the forecasting model and the relevancy of the 100 occupations listed in the [British Columbia 2025 Labour Market Outlook](#).

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

Performance Measure	2014/15 Actual	2015/16 Actual	2016/17 Target ²	2016/17 Actual	2017/18 Target	2018/19 Target
Total student spaces at public post-secondary institutions ¹	202,885 Target: 201,013	201,143 Target: 200,323	200,295	200,894	200,974	201,244

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 200,295 is 142 higher than the 2016/17 Service Plan target of 200,153 primarily due to a restatement of the Industry Training Authority’s 2016/17 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 enrolments and flexible delivery enables public post-secondary institutions to enrol more students than the system-wide target.

The government re-engineered public post-secondary institution operating grants to align education and training with labour market demand. By increasing the proportion of operating grants and student spaces focused on priority programs, post-secondary education and training was better aligned with in-demand occupations and labour market demands. Priority programs include programs relating to priority health occupations, Aboriginal people, people with disabilities, regional labour priorities, as well as those programs leading to the Top 100 occupations listed in the [British Columbia 2025 Labour Market Outlook](#).

In collaboration with public post-secondary institutions and other partners, the Ministry took steps to support capacity in the public post-secondary system, and to ensure public post-secondary education remains accessible, including:

- Providing \$1.9 billion in operating funding to support public post-secondary education delivery throughout the province.
- Consolidating access to existing government-funded student planning and application programs through a single portal – EducationPlannerBC, making it easier for students to access the information they require to successfully plan, apply and access post-secondary education in B.C.
- Targeting funding for healthcare and trades programs, including:
 - \$1.5 million to 15 public post-secondary institutions for an additional 754 seats targeting high demand occupations.
 - An additional 243 healthcare seats target funded in 2016/17

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

Performance Measure	Baseline ¹	2014/15 Actual	2015/16 Target	2015/16 Actual ⁴	2016/17 Target	2017/18 Target
Overall credentials ² awarded to Aboriginal ³ students in the public post-secondary system	2,634	3,340	Progress towards 2020/21 target of 4,609	3,264	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 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).

² Includes only credentials with evaluative components. Apprenticeship credentials are awarded separately by the Industry Training Authority (<http://www.itabc.ca>).

³ Aboriginal students self-identified as Aboriginal at a B.C. public post-secondary institution or self-identified with Aboriginal ancestry in the B.C. kindergarten to grade 12 education system.

⁴ Data is based on preliminary Student Transition Project results and is subject to change upon receipt of the final dataset from the Ministry of Education.

Discussion

In June 2012, Government launched the [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#). One of the goals of the Framework is 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.

Based on preliminary data for 2015/16, the decline in credentials awarded to Aboriginal learners reflects a corresponding decline in domestic enrolment. As indicated in the table below, the decline in credentials is largely attributable to a decline in certificates, which are awarded for shorter duration programs. The fact that a higher percentage of Aboriginal students earned Bachelor's degrees and diplomas in 2015/16 is a positive trend, as historically Aboriginal students have earned fewer diploma and degree level credentials. 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 2014/15 and 2015/16

Credential Type	2014/15		2015/16 ¹	
	Number of Credentials	Proportion of credentials	Number of Credentials	Proportion of credentials
Graduate or First Professional Degree	253	7.6%	286	8.8%
Bachelor's Degree	699	20.9%	831	25.5%
Diploma	487	14.6%	507	15.5%
Certificate	1,748	52.3%	1,525	46.7%
Developmental	153	4.6%	115	3.5%
Total	3,340	100.0%	3,264	100.0%

¹ Data is based on preliminary Student Transition Project results and is subject to change upon receipt of the final dataset from the Ministry of Education.

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.

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

- Continue implementation of [B.C.'s International Education Strategy](#).
- Strengthen quality assurance by establishing periodic external reviews of the internal program review processes at public post-secondary institutions
- Improve quality assurance for institutions eligible to host international students.
- Establish and open 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	2015 Actual	2016 Target	2016 Actual	2017 Target	2018 Target
International students studying in British Columbia ^{4,5}	90,037	130,053	135,056	136,905	TBD	TBD

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

Data Source: Immigration, Refugees and Citizenship Canada (IRCC), Research DataMart as of March 2016 (baseline – 2015), January 2017 (2016 actual).

¹ Baseline and targets were restated to reflect new IRCC reporting methodology.

² Includes students enrolled in kindergarten to grade 12 schools, public and private post-secondary institutions and private language schools.

³ 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 and January 2017 are subject to change and may differ from those reported in the annual IRCC Facts and Figures report.

⁴ 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.

⁵ The release of 2016 data completes reporting on the International Education Strategy. Future targets to be determined.

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 global perspectives and lifelong international connections.

Government launched [B.C.'s International Education Strategy](#) in May 2012 and set an aspirational target to increase the number of international students studying in BC by 50 percent by 2016. The Ministry worked in collaboration with the British Columbia Council for International Education post-secondary institutions, and ministry partners to implement the *Strategy*.

The four year *Strategy* concluded in fall 2016. The 2016 data shows that the number of international students in B.C. increased from 90,037 (Baseline) to 136,905 in 2016, an increase of 52 percent, surpassing the target for growth by 1,849.

Performance Measure 5: Students satisfied with their education

Performance Measure ^{1,2}	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	2016/17 Target	2017/18 Target
Students satisfied with their education	93%	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 Graduates Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2015).

¹ Due to data availability, data for the 2015/16 reporting cycle is from the 2015 survey data.

² The margin of error for the overall percentage of graduates rating satisfaction with their education was plus or minus 0.2%, for diploma, associate degree and certificate it was plus or minus 0.3%, for apprenticeship it was 0.8%, 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 (over 55,000 each year) and a response rate of approximately 50% was achieved across all surveys.

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 annual surveys 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.

The Ministry worked in collaboration with public post-secondary institutions and post-secondary education sector partners to take steps to enhance the quality of the post-secondary education system, including:

- Undertaking a collaborative two-year pilot with public post-secondary institutions to examine their internal program review processes and ensure programs remain current and relevant to students.
- Establishing and granting Education Quality Assurance designation to public and private institutions in B.C. that meet or exceed quality assurance standards set by the province.
- Investing \$951 million in capital funding over three years at public post-secondary institutions in B.C. to build/renew facilities to provide up to date facilities and equipment to students.

- Undertaking the annual Student Outcomes Surveys and publishing the results to provide important evaluation information that helps maintain a high-quality, relevant education system, as well as helps prospective students and parents explore public post-secondary institutions and future career options.
- Initiating the harmonization of red seal trades (Pan-Canadian Harmonization of Red Seal Trades Initiative) for consistency across the system.

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

Performance Measure ^{1,2}	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	2016/17 Target	2017/18 Target
Graduates reporting their knowledge and skills developed through postsecondary education are useful in their employment	85%	86%	≥ 90%	86%	≥ 90%	≥ 90%

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

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

¹ Due to data availability, data for the 2015/16 reporting cycle is from the 2015 survey data.

² The margin of error for the overall percentage of graduates reporting their knowledge and skills are useful in their employment was plus or minus 0.4%, for diploma, associate degree and certificate it was plus or minus 0.6%, for apprenticeship it was 0.9%, 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 (over 55,000 each year) and a response rate of approximately 50% was achieved for each survey.

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. The Ministry continued to work with post-secondary institutions and post-secondary education sector partners to support a seamless transition between education and the workforce, and to help align training and education with in-demand jobs, including:

- Increasing the proportion of operating grants and student spaces focused on priority programs, post-secondary education and training aligned with in-demand occupations and labour market needs.
- Collaborating with the public post-secondary sector on the 2015/16 Skills Gap Plan process where institutions work to align their programming with labour market needs.
- Collaborating with BC Stats and the Ministry of Jobs, Tourism and Skills Training to complete the BC Post-Secondary Supply Model to provide projections on the number of public post-secondary graduates by credential and field of study, and spotlighting the new supply of available skilled labour by occupation.
- Investing \$1.3 million in one-time funding to the 16 public post-secondary institutions offering co-operative education programs, providing students with opportunity to apply their learning and acquire employment-ready skills in a related field.

- Investing \$1.5 million in one-time funding to 15 public post-secondary institutions targeting high-demand trades occupations.

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

The Government is committed to strengthening accountability, improving the management of public funds and revitalizing the relationship between government and public sector organizations through application of the [Taxpayer Accountability Principles](#). This strong focus on two-way communication ensures public post-secondary institutions and Crown corporations understand government directions, strategic priorities, expectations and accountabilities. Through sound financial management and continued efforts to align post-secondary education and training with labour market demand, we are maximizing return on investment.

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

- Strengthen accountability, promote cost control and ensure post-secondary institutions and Crown corporations operate in the best interest of taxpayers through the Taxpayer Accountability Principles.
- Continue to maximize the efficient use of public post-secondary administrative resources through the Administrative Service Delivery Transformation Initiative.
- Complete the core review decision for the Ministry to assume regulation of private career training.
- Improve information for students to support their program choices and student financial assistance decisions.
- Develop a single, unified application system in partnership with public post-secondary institutions.
- 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](#).

- Successfully conclude all sector contract negotiations in partnership with the Public Sector Employers' Council.

Performance Measure 7: Loan repayment as a percent of income²

Performance Measure ¹	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	2016/17 Target	2017/18 Target
Percent of income used to pay educational debt or student loan payment	5.7%	5.9%	≤ 8%	5.8%	≤ 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 (2015).

¹ Due to data availability, data for the 2015/16 reporting cycle is from the 2015 survey data.

² The majority of (approximately 70 per cent) students do not report using BC government student loans to support their studies.

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. In collaboration with post-secondary institutions and other partners, the Ministry took steps to ensure post-secondary education remains accessible, affordable and relevant to the labour market, including:

- Advancing the development and use of free digital open textbooks and other supporting open education resources.
- Limiting tuition and mandatory fee increases to the rate of inflation. For 2016/17, the limit for tuition and mandatory fees was 2 per cent.
- Aligning Student Financial Assistance grants and loan forgiveness programs to in-demand occupations.
- Incorporating a minimum threshold for student loan repayment rates as part of the institution recertification process under the *Private Training Act*.
- Establishing a weekly loan limit and reducing weekly loan amounts to a threshold, representing a total investment in 2016/17 of \$30 million in non-repayable financial assistance to over 20,000 students through the B.C. Completion Grant.
- Supporting approximately 660 graduates through the provision of \$2.2 million in B.C. loan forgiveness through the B.C. Loan Forgiveness Program.
- Supporting lower-income borrowers through the B.C. Repayment Assistance Plan, which allows eligible borrowers to adjust for affordable repayment based on their debt to income ratio and extend their payment period if necessary up to a maximum of 14.5 years. The income thresholds for loan repayment were increased in 2016/17 to ensure no student will have to repay their student loan until they are earning at least \$25,000 per year (up from \$20,000 per year).

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 also monitors repayment rates of recipients who have accessed Canada Student Loans. High repayment rates reflect the priority work underway to reduce the cost of defaulted loans – both to the borrowers and taxpayers. The repayment rates for borrowers attending public institutions in B.C. is 94 percent (up from 90% since 2010/11) and 85 percent (up from 77% since 2010/11) for borrowers attending B.C. private institutions in the most recent data available^[2].

Goal 4: GCPE - 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

- Provide timely and appropriate information to the media and directly to the public to enable informed debate on decisions taken by government.
- Make it easier to access services and information with on-line 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 attending public institutions in B.C. and B.C. private institutions that consolidated their loans in 2014/15; measured on July 31, 2016.

- Enable a consistent user experience for digital services.
- Co-ordinate public engagement initiatives and provide tools to support ministries.
- Expand the range of government data available.
- Make government's internet sites more useful to citizens.

Performance Measure 8: Timely response to media inquiries

Performance Measure ^{1,2}	2014/15 Actual	2015/16 Actual	2016/17 Target	2016/17 Actual	2017/18 Target	2018/19 Target
Timely response to media inquiries	99.5%	98%	≥ 97%	99.5%	≥ 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 for informed debate on decisions taken by government.

In 2016/17, GCPE responded to 11,910 media enquiries, and exceeded the target of 97 percent with a measurement of 99.5 per cent. For the past 10 years, results have exceeded the baseline of 97.76 per cent set in 2006/07.

Financial Report

Discussion of Results

The Ministry budget is managed carefully 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 the Ministry stays on track, and utilizes existing funds efficiently and effectively. The Ministry finished the fiscal year with a small surplus of \$1.545 million which represents less than 1% of the Ministry budget allocation. This signals responsible and responsive fiscal management.

In 2016/17 operating grants to public post-secondary institutions continue to be aligned with education and training for in-demand occupations, with an additional \$90 million in 2016/17 for approximately 7,700 student spaces.

Financial Report Summary Table

	Estimated	Other Authorizations ¹	Total Estimated	Actual	Variance
Operating Expenses (\$000)					
Educational Institutions and Organizations	1,856,886	4,164	1,861,050	1,857,038	4,012
Student Services Programs	70,374	0,000	70,374	71,235	(861)
Private Training Institutions	1	0,000	1	1	0,000
Executive and Support Services	20,371	0,000	20,371	23,522	(3,151)
Government Communications	26,658	1,991	28,649	29,387	(738)
Strategic Initiatives	11,211	0,000	11,211	10,473	738
Sub-Total	1,985,501	6,155	1,991,656	1,991,656	0,000
Adjustment of Prior Year Accrual²	0,000	0,000	0,000	(10)	10
Total	1,985,501	6,155	1,991,656	1,991,646	10
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)					
Executive and Support Services	504	20	524	524	0,000
Total	504	20	524	524	0,000
Capital Plan (\$000)					
Educational Institutions and Organizations – Post-Secondary Institutions	307,666	0,000	307,666	175,294	132,372
Total	307,666	0,000	307,666	175,294	132,372

¹ “Other Authorizations” include access to Contingencies.

² The Adjustment of Prior Year Accrual of \$0.010 million is a reversal of accruals in the previous year.

Income Statement for Universities and Colleges¹

Name of Sector	2016/17 Budget	2016/17 Actual	Variance
Combined Income Statement (\$000)			
Total Revenue	5,658,693	5,821,936	163,243
Total Expense	5,586,179	5,582,359	(3,820)
Operating Results	72,514	239,577	167,063
Gain (Loss) on Sale of Capital Assets (if applicable)	2,805	3,063	258
Net Results	75,319	242,640	167,321

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, 2017 (\$ millions)
<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 summer 2017, creating approximately 1,000 jobs during construction.</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>Potential risks include permitting activities with the City of Vancouver and transition from the current Granville Island Campus to the new Great Northern Way Campus. A delay in permitting activities has the potential to impact project schedule and cost. Great Northern Way Campus Trust and ECUAD continue to work with the City to progress the legal requirements required for the issuance of the required permits. There has been no impact to the project schedule or cost as a result. To address the transition risk, ECUAD has engaged an experienced project manager to oversee the relocation activities from the current to new campus in time for the start of the fall semester.</p> <p>Following is a link to Partnerships BC ECUAD Project Report: http://www.partnershipsbc.ca/projects/projects-under-construction/ecuad/</p>	<p>2017</p>	<p>\$122.65</p>	<p>\$105.64</p>

Major Capital Projects	Targeted Completion Date (Year)	Approved Anticipated Total Cost of Project (\$ millions)	Project Cost to March 31, 2017 (\$ millions)
<p>University of British Columbia Undergraduate Life Science Teaching Laboratories¹</p> <p>Redevelopment, renovation and refurbishment of the Undergraduate Life Sciences Laboratories at the University of British Columbia Biosciences Complex located on the Point Grey campus. The project will complete the transformation of the Biosciences Complex by renewing 5,213 square metres and adding an additional 10,255 square metres, as well as bringing the complex to LEED Gold standard.</p> <p>Potential risks include design coordination and constrained site access. Risks due to design coordination between the design team, construction consultants and the project manager have been resolved through regular coordination meetings between the various groups to address any conflicts. The constrained site access risks are being mitigated through detailed coordination with the Construction Manager, Bookstore and impacted academic faculties.</p> <p>Construction began in summer 2016, with completion anticipated in spring 2018.</p>	2018	\$80.00	\$20.70
<p>Simon Fraser University Sustainable Energy and Environmental Engineering Building¹</p> <p>Construction of a new five-storey 15,000 square metre engineering building at the Simon Fraser University Surrey campus.</p> <p>The project will enable Simon Fraser University to deliver a new energy engineering program and relocate and expand the current mechatronic engineering program.</p> <p>Potential project risks include: delays due to adverse weather and the availability of trades. Delays due result of adverse weather are being address through accelerated drywall and glazing (window) installation. Risks associated trades availability is being mitigated through a pre-qualification process that includes schedule confirmation.</p> <p>Construction started in late 2016, with completion anticipated in late 2018.</p>	2019	\$126.00	\$27.27

¹ Project was included in the 2017/18 Service Plan Report.

Appendix A – Contact Information and Hyperlinks

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

Appendix B – List of Crowns, Agencies and Boards

Crown Corporations

- B.C. Council for International Education - <http://www.bccie.bc.ca>

Agencies and Boards

- British Columbia Council on Admissions and Transfer - <http://www.bccat.ca>
- Degree Quality Assessment Board - <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board>
- Boards of colleges, institutes and universities
- BCcampus - <http://bccampus.ca>

Appendix C – Significant Independent or Semi-Independent Offices or Operating Segments – N/A

Appendix D – Minister’s Mandate and Actions Summary

In the Premier’s July 2015 Mandate Letter to the Minister, the Minister of Advanced Education received direction on strategic priorities for the 2016/17 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 per cent of total budget, indicating 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 <i>BC’s Skills for Jobs Blueprint</i> 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 2015/16 Skills Gap Plans to align \$130 million from the public post-secondary institutions with in-demand occupations to the Labour Market Priorities Board. • Government invested \$951 million in capital funding over three year at public post-secondary institutions in B.C. to build/renew facilities to provide up to date facilities and equipment to students.
<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. Work with the Ministries of Jobs, Tourism and Skills Training, and Technology, Innovation and Citizen's Services on the development of a 10-year skills plan for BC's Technology Sector as part of the government's overall technology strategy</p>	<ul style="list-style-type: none"> • Worked with a range of provincial ministries and partners on the implementation of the <i>#BCTECH Strategy</i>, with a focus on deepening the talent pool. • A six-month progress update on the strategy was released in fall 2016, which reported that all of the Ministry commitments under the strategy were either complete or in progress.
<p>5. In order to continue to minimize taxpayer resources into classrooms, continue to minimize overheads within our publicly funded universities and colleges and, where possible, consolidate functions or programs across different post-secondary institutions in geographically similar regions.</p>	<ul style="list-style-type: none"> • Since its inception in 2013/14, the Administrative Service Delivery Transformation program has built on sector collaboration to achieve sector-wide administrative efficiencies and other benefits totalling \$77.9 million. • 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. • Additional actions in 2016/17 included: <ul style="list-style-type: none"> ○ Development of a sector-wide strategy on a collaborative approach to supporting Enterprise Resource Planning (ERP) renewal. ○ Development of a sector-based Finance Centre of Expertise to focus on financial collaborative opportunities.
<p>6. Ensure the student loan program is 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 approximately \$8.0 million in non-repayable financial aid. • To ensure continued alignment with in-demand occupations the Ministry, in consultation with the Ministries of Health, Education and Children and Family Development, reviewed the three Blueprint-related Student Financial Aid programs (BC Completion Grant for Graduates, the BC Access Grant for Labour Market Priorities and the BC Loan Forgiveness Program) and where necessary, made adjustments to the list of eligible programs/occupations in support of the <i>B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training</i>.
<p>7. Work with Parliamentary Secretary Richard T. Lee and Kwantlen Polytechnic University to establish and open its School of Traditional Chinese</p>	<ul style="list-style-type: none"> • Worked with Kwantlen Polytechnic University (KPU) to complete the business case to develop a Diploma in Traditional Chinese Medicine (TCM) Acupuncture at Kwantlen's School of Traditional

<p>Medicine.</p>	<p>Chinese Medicine leading to the certification of the graduates by the College of Traditional Chinese Medicine Practitioners and Acupuncturists of British Columbia.</p> <ul style="list-style-type: none"> • In September of 2016 the inaugural program was launched by the KPU School of Traditional Chinese Medicine. • With the assistance of the 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. Working with your colleagues in the Ministries of International Trade and Education to work with the federal government to ensure students wanting to study in British Columbia are not unduly limited by federal immigration processes, and continue to work on implementing our International Education Strategy</p>	<ul style="list-style-type: none"> • Increased the number of international students in B.C. by 52 per cent by 2016, surpassing the <i>BC Jobs Plan</i> target for growth. • Strengthened support for schools and institutions to attract international students and develop strategic partnerships through active outreach of B.C. Education Marketing Managers. • Strengthened global relationships by signing agreements with governments of other countries – including France, Italy, Spain, Colombia and China in 2016/17 – to further facilitate student and teacher mobility.
<p>9. Continue to expand the number of open textbooks available to British Columbia students in an effort to keep the cost of post-secondary education as affordable as possible.</p>	<ul style="list-style-type: none"> • April 1, 2016 – March 31, 2017 – 62 new open education resources including: <ul style="list-style-type: none"> ○ 37 open textbooks ○ 15 ancillary resources to support teaching and learning ○ 10 guides and toolkits to help institutions/departments/faculty in using and adapting open textbooks
<p>10. Work with BC publicly funded post-secondary institutions to develop a single, unified application system for all post-secondary institutions in the province.</p>	<ul style="list-style-type: none"> • Consolidated access to existing government funded student planning and application programs through a single portal – under the government approved title – EducationPlannerBC (EPBC) • Established an EPBC sector steering committee and Ministry team. • Developed a sector approved EPBC work plan with timelines.
<p>11. Working with the Public Service Employers Council, successfully conclude all contract negotiations within the sector, within the Economic Stability Mandate as approved by government</p>	<ul style="list-style-type: none"> • As of March 31, 2017, 68 of 70 public post-secondary collective agreements have concluded under the Economic Stability Mandate. There are two outstanding agreements at UBC (Faculty Association and International Union of Operating Engineers).