

**Ministry of
Advanced Education**

**REVISED 2011/12 – 2013/14
SERVICE PLAN**

May 2011



For more information on the British Columbia
Ministry of Advanced Education,
see Ministry Contact Information on page 18 or contact:

Ministry of Advanced Education
PO BOX 9059
STN PROV GOVT
VICTORIA, B.C.
V8W 9E2

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

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Message from the Minister and Accountability Statement



Advanced Education has always been, and will continue to be, a cornerstone of B.C.'s economic success. High quality and accessible post-secondary education continues to be a priority for this government. By investing in our students, we're investing in British Columbia's future and making British Columbia, its students, and its families stronger.

Since 2001, this province has continued to open doors to post-secondary education for more British Columbians, investing over \$21 billion in our post-secondary education system. We've created 33,000 additional spaces for students and have provided more than \$2 billion for capital projects at institutions across the province.

This has been significant work, but we can't – and won't – stop there. By 2019, B.C. will have over one million jobs available. We must prepare British Columbians to be the skilled workforce this province needs to continue to succeed in the future. That's why we will work with the Ministry of Education to ensure we have a system that prepares our students – from early learning to high school – for a successful transition into post-secondary education.

To that end, this government will continue to increase opportunities for students to train in high demand fields such as nursing, medicine, skilled trades and engineering. We believe these investments, along with the strengthening of our distance and online learning systems, will continue to make education more accessible for all British Columbians. We will use our world-class advanced education system to harness the potential of B.C.'s workforce and close the gap between the supply and demand for skilled talent. We will also work to increase participation of Aboriginal learners by helping to eliminate any barriers to achieving post-secondary success.

I am proud of the work that will continue in the Ministry of Advanced Education, and want to thank our staff and our many stakeholders and partners for their continuing support and dedication as we move through this process. I know that by working together, we will achieve our goals.

The *Ministry of Advanced Education Revised 2011/12 – 2013/14 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis upon which the plan has been prepared and for achieving the specific objectives in that plan.

A handwritten signature in black ink that reads "Naomi Yamamoto". The signature is written in a cursive, flowing style.

Honourable Naomi Yamamoto
Minister of Advanced Education
April 27, 2011

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Purpose of the Ministry

The Ministry of Advanced Education was created to help British Columbians develop the knowledge and skills needed to reach their full potential and to ensure B.C. successfully competes in the global knowledge economy. This means the Ministry must ensure accessible, affordable, high quality post-secondary education and training opportunities are available. The work of the Ministry is aimed at achieving economic development and economic diversity to create a prosperous British Columbia.

The Ministry provides programs and services that are designed to ensure post-secondary education in the province is accessible and meets the diverse needs of citizens. This includes removing financial and geographic challenges to increase participation of students including Aboriginal learners, persons with disabilities and those from lower income families. The Ministry administers student financial aid programs which help eligible students with the costs of their post-secondary education through loans, grants, bursaries, scholarships and special programs.



The Ministry is responsible for ensuring accountability for the expenditures made related to B.C.'s post-secondary system and ensuring the system meets the high standards of quality that citizens deserve. The Ministry is working to capitalize on B.C.'s educational advantages and to continue to be recognized worldwide for quality; making B.C. a destination of choice for students to study and stay to live, work and invest. Through partnerships with public universities, colleges and institutes, the Ministry enables these institutions to have the independence and flexibility needed to pursue unique areas of excellence in a way that provides better services for students. The Ministry strives to position the public post-secondary system as a leader in education and research that attracts the brightest minds and facilitates their development in the most advanced research and careers.

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

British Columbia also has a diverse private post-secondary sector that offers further education choices through a range of programs including degrees, career training and English as a Second Language. Private degree granting and career training institutions are subject to legislative and regulatory frameworks. The B.C. Education Quality Assurance designation identifies B.C. public and private post-secondary institutions that have met or exceeded provincial government recognized quality assurance standards and offer consumer protection.

The Ministry is responsible for the Private Career Training Institutions Agency, which regulates private career training institutions across the province.

Strategic Context

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

Key Strengths of British Columbia

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

High Quality Education – BC is already recognized for having a high quality post-secondary system. To increase B.C.'s ability to attract students, B.C. has become the first, and only, province in Canada with a provincial seal of quality for post-secondary education. The Education Quality Assurance (EQA) designation serves as a signal to domestic and foreign students that participating public and private post-secondary institutions have met or exceeded government recognized quality assurance standards.

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

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

B.C. Student Financial Aid

B.C. student financial aid programs have reduced financial barriers by providing over \$2 billion in student financial assistance since 2001.

Approximately 30 per cent of all students attending post-secondary school access student financial assistance.



National and Global Opportunities

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

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

Key Challenges

Continued Economic Growth for B.C. – B.C. is among the leaders in Canada's economic recovery. However there continues to be a volatile economic climate. Continued economic growth will depend on British Columbians obtaining the post-secondary education and training they need for the knowledge-based economy.

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

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

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

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

Goals, Objectives, Strategies and Performance Measures

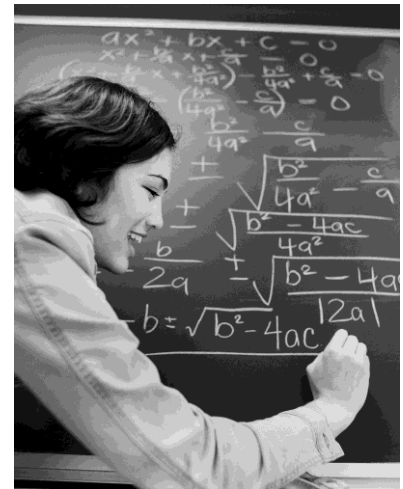
The Ministry of Advanced Education is responsible for the goals, objectives and strategies related to post-secondary institutions, financing, policy and accountability as well as student financial assistance that were previously included in the 2011/12 – 2013/14 Service Plans for the Ministry of Science and Universities, and the Ministry of Regional Economic and Skills Development.

The Ministry is also supporting the implementation of the provincial climate change Adaptation Strategy. This Strategy calls on government agencies to consider, where relevant, climate change and its impacts in planning, projects, policies, legislation, regulations and approvals by assessing business risks and opportunities related to climate change. Adaptation is a vital part of government's climate change plan. It means taking action now to prepare for a changing climate and its impacts on ecosystems, resources, businesses and communities.

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

B.C.'s ability to compete and succeed in the global knowledge economy is dependent upon the ability to create a highly skilled, flexible and adaptable workforce. B.C. faces a growing demand for skilled workers at a time when the province is grappling with the twin challenges of an aging population and skill shortages in high-skilled occupations and high-growth industries.

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



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

- Aboriginal learners who experience financial, geographic, and systemic barriers to participation and success in post-secondary education;
- British Columbians whose choices are limited by regional, economic, geographic and other barriers; and

- The one million British Columbians whose literacy or essential skills are below the level needed to enable them to fully participate in education and training, significantly limiting their options for participating in the labour force.¹

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

Strategies

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

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

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

Performance Measure	2010/11 Forecast Actual	2011/12 Target	2012/13 Target	2013/14 Target
Total student spaces in public post-secondary institutions ¹	205,015	201,792	201,983	202,114

Data Source: 2010/11 Post-Secondary Institutional Full-Time Equivalent Interim Report. The forecast actual reflects anticipated delivery against the 2010/11 restated target of 203,401.

¹ Total student spaces includes Industry Training Authority Full-Time Equivalents.

Discussion

Student spaces are an indicator of the ability of B.C.'s public post secondary institutions to meet the demand for high quality educational 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 for productive careers in an economy driven by knowledge and creativity. Achieving our 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.

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

Performance Measure	2009/10 ³ Baseline or Benchmark	2010/11 Forecast	2011/12 Target	2012/13 Target	2013/14 Target
Number of Aboriginal Students in public post secondary institutions ^{1,2}	21,852	≥21,852	Increase over previous year	Increase over previous year	Increase over previous year

Data Source: Ministry of Advanced Education, Student Transitions Project, 2009 submission

¹The count of Aboriginal students includes those who have self-declared at any public post-secondary institution or identified through Ministry of Education linkages to a declaration of Aboriginal identity at the K-12 level.

²Two recent improvements in the identification of Aboriginal students are the introduction of the Aboriginal Administrative Data Standard by all public post-secondary institutions and the creation of the Student Transitions Project that links data from K-12 through to post-secondary. The 2009/10 data is the first unduplicated system-wide headcount data available using these two significant enhancements.

³2009/10 actual is from 2008/09 academic year.

Discussion

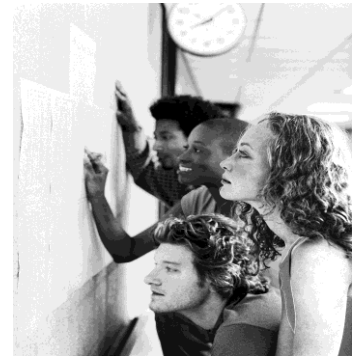
This performance measure reports on the number of Aboriginal students enrolled in public post-secondary institutions. It reflects the Ministry's goal to increase access for Aboriginal learners. Increasing Aboriginal student participation in education will not only help fill labour and skills shortages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

Performance targets are derived from the results of the previous academic year. The most recent data show 21,852 Aboriginal students enrolled at BC's public post-secondary institutions. The Ministry also tracks the percentage of B.C. students that are Aboriginal. In 2009/10, 5.4 per cent identified themselves as Aboriginal students, compared with 5.0 per cent in the previous year². According to the 2006 Census, 4.8 per cent of the B.C. population identified themselves as Aboriginal people.

The Ministry continues to work with Aboriginal post-secondary education and training partners to improve reporting on Aboriginal learners including the development of measures and specific targets for this goal.

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

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



² The 2008/09 result has been restated from 4.7% based on the recent data improvements.

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

Strategies

- Attract students by capitalizing on B.C.’s educational, economic and social advantages and develop strategies to encourage students to learn, live and work in B.C.
- Provide students with a recognizable symbol of quality education through the Education Quality Assurance designation program.
- Develop an International Post-Secondary Education Strategy that sets provincial government priorities for action to support the growth and international competitiveness of this sector.

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

Performance Measure	2009/10 Baseline or Benchmark ¹	2011/12 Target	2012/13 Target	2013/14 Target
Percentage of public post-secondary institution graduates reporting that their knowledge & skills are useful in their employment				
Overall	85.6%	≥90%	≥90%	≥90%
<i>Diploma, associate degree and certificate graduates</i>	85.1%			
<i>Baccalaureate degree graduates</i>	86.2%			

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

¹2009 survey data are the latest available. The margin of error for this measure was plus or minus 0.6% (19 times out of 20) for all graduates reporting economically useful knowledge and skills. Attempts are made to contact all eligible graduates (about 45,000 each year) and a response rate of at least 50% is achieved.

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 needs of the labour market. It measures the percentage of employed graduates of British Columbia public post-secondary institutions who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job. Providing economically useful knowledge and skills equips individuals to participate in the work force and contribute to a dynamic economy.

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

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

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

Strategies

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

Performance Measure 4: Student Outcomes - Unemployment Rate

Performance Measure	Baseline¹	2010/11 Forecast³	2011/12 Target	2012/13 Target	2013/14 Target
Student Outcomes: Unemployment rate	Unemployment rate for those aged 18 to 29 with high school credentials or less: 13.4% ¹				
Overall	7.9% ²	Less than or equal to the unemployment rate for those aged 18 to 29 with high school credentials or less	Less than or equal to the unemployment rate for those aged 18 to 29 with high school credentials or less	Less than or equal to the unemployment rate for those aged 18 to 29 with high school credentials or less	Less than or equal to the unemployment rate for those aged 18 to 29 with high school credentials or less
<i>Diploma, associate degree and certificate graduates</i>	9.5% ²				
<i>Baccalaureate degree graduates</i>	5.9% ²				

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

¹Baseline is from the 2009 annual Labour Force Survey (LFS).

²2009 survey data are the latest available. The margin of error for the overall system unemployment rate was plus or minus 0.3%, and for graduates from both surveys the margin of error was plus or minus 0.4% (19 times out of 20).

³It is not known what the unemployment rate for those aged 18 to 29 years with high school credentials will be over the next three years. For each annual report, the Ministry will use data from the most recent annual LFS unemployment rate to assess the measure.

Discussion

One of the major objectives of a 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 market place and provides an indication of how successful public post-secondary institution graduates are in making the transition from post-secondary education to employment.

The measure compares British Columbia public post-secondary institution 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 higher rates of employment. Therefore, the target for this measure is that former students and 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.

Resource Summary

Core Business Area	2010/11 Restated Estimates ¹	2011/12 Estimates	2012/13 Plan	2013/14 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	1,871,184	1,875,185	1,884,300	1,884,300
Student Support Programs	84,609	84,540	84,540	84,540
Executive and Support Services	22,202	20,761	20,761	20,761
Total	1,977,995	1,980,486	1,989,601	1,989,601
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	734	504	504	504
Total	734	504	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post Secondary Institutions	287,656	140,935	65,423	4,034
Total	287,656	140,935	65,423	4,034
Other Financing Transactions (\$000)				
Educational Institutions and Organizations - (Knowledge Infrastructure Program)				
Receipts	170,000	72,644	0,000	0,000
Disbursements	(170,000)	(72,644)	0,000	0,000

Core Business Area	2010/11 Restated Estimates ¹	2011/12 Estimates	2012/13 Plan	2013/14 Plan
Net Cash (Requirements)	0,000	0,000	0,000	0,000

¹ The amounts have been restated, for comparative purposes only, to be consistent with Schedule A of the 2011/12 *Revised Estimates*.

Universities and Colleges Income Statement Resource Summary

Post-Secondary Institutions	2010/11 Forecast	2011/12 Budget	2012/13 Plan	2013/14 Plan
Combined Income Statement (\$000)				
Total Revenue	4,978,107	5,016,626	5,086,068	5,138,276
Total Expense	4,853,029	4,942,559	5,022,078	5,079,445
Operating Results	125,078	74,067	63,990	58,831
Gain (Loss) on sale of capital assets (if applicable)	278	0	0	0
Net Results	125,356	74,067	63,990	58,831

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.

Major Capital Project¹

University of British Columbia (UBC) Faculty of Pharmaceutical Sciences and the Centre for Drug Research and Development

Project Objectives:

Construct a new building complex to house the Faculty of Pharmaceutical Sciences and the Centre for Drug Research and Development at UBC. Completion of the facility is scheduled for fall 2012. Pharmacy has been identified as a key profession facing shortages in both the public and private sector. The new building will enable UBC to increase its entering class by 72 spaces (from 152 to 224) and address health human resource needs for this important profession.

Costs: The total project cost is \$133.25 million, with the Ministry of Advanced Education contributing \$86.4 million.

Benefits:

The project will:

- benefit the province by meeting the public need for pharmacists; and
- lead to research developments by providing a shared space for the academic and research communities to collaborate.

Risks:

Project scope changes are a potential risk in a complex building where academic programming is a key driver.

Mitigation strategies include:

- use of conventional procurement methods to shorten construction schedule;
- deployment of an experienced project management team; and
- leveraging UBC's recent experience in constructing facilities of this size.

¹ Under the *Budget Transparency and Accountability Act* (Sections 8 and 14), ministries are required to disclose information concerning any commitment or anticipated commitment that exceeds \$50 million towards the capital cost of an individual project.

Appendix A: Ministry Contact Information

General Inquiries

E-mail: ALMD.Webmaster@gov.bc.ca

Mailing address

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

Minister

Email: AVED.Minister@gov.bc.ca

Deputy Minister

Telephone: 250 356-5173
Fax: 250 356-5468
Email: AVED.DeputyMinister@gov.bc.ca

Government Communications and Public Engagement - media inquiries

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

Appendix B: Hyperlinks to Additional Information

- BCcampus: www.bccampus.ca/
- B.C. Education Quality Assurance: bceqa.ca
- B.C. Online Credit Transfer Program: www.bctransferguide.ca/
- B.C. Public Post Secondary Accountability Framework: www.aved.gov.bc.ca/framework/
- B.C. Public Institutions – an Overview: www.aved.gov.bc.ca/institutions/welcome.htm
- Degree Quality Assessment Board Secretariat: www.aved.gov.bc.ca/degree-authorization/board/welcome.htm
- Industry Training Authority: www.itabc.ca
- International Students: www.aved.gov.bc.ca/internationaleducation/welcome.htm
- Private Career Training Institutions Agency: www.pctia.bc.ca/
- StudentAid BC (B.C. Student Financial Assistance): www.aved.gov.bc.ca/studentaidbc/

Appendix C: Legislation Administered by the Ministry

- *Accountants (Certified General) Act*
- *Accountants (Chartered) Act*
- *Accountants (Management) Act*
- *Applied Science Technologists and Technicians Act*
- *Architects Act*
- *Architects (Landscape) Act*
- *College and Institute Act*
- *Degree Authorization Act*
- *Engineers and Geoscientists Act*
- *Music Teachers (Registered) Act*
- *Private Career Training Institutions Act*
- *Public Education Flexibility and Choice Act*
- *Public Education Labour Relations Act*
- *Royal Roads University Act*
- *Thompson Rivers University Act*
- *University Act*
- *University Foundations Act*