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SPEAKING POINTS FOR  
**AMRIK VIRK**  
MINISTER OF ADVANCED EDUCATION

## **BUDGET ESTIMATES 2013**

LEGISLATIVE BUILDING

Please check against delivery

## **Estimates Motion:**

- Be it resolved that a sum not exceeding one billion, nine hundred-fifty-three million, two hundred-fifty-five thousand (\$1,953,255,000) be granted to her Majesty to defray the expenses of the Ministry of Advanced Education for Ministry Operations.

## **Introduction:**

- Mr. Chair, it is my honour to present the 2013-14 spending estimates for the Ministry of Advanced Education.
- Before I begin, I would like to introduce my Deputy Minister, James Gorman.
- *Introduce other staff as appropriate.*



- British Columbia is home to outstanding post-secondary institutions that support world-class research and excellence in many fields.
- I would like to acknowledge the contributions of the dedicated faculty and administrators who plan and deliver post-secondary programs throughout our province.
- They enable students to pursue their educational and career goals, and contribute to building healthy, prosperous families and communities, and B.C.'s and the world's economies.
- While I am new to the ministry, I have for a long time been aware of the vital role post-secondary education plays in helping British Columbians reach their full potential.

- I'm looking forward to meeting and working with the administrators at our post-secondary institutions over the coming weeks and months.

**(PAUSE)**

## **Affordability / Accessibility of Post-secondary Education:**

- We know that education is the key to British Columbia's success in a knowledge-based global economy ... and we believe that students deserve the opportunity to meet their education and career goals.
- Investing in post-secondary education has been a priority for our government since 2001 and it continues to be a priority for us today.

- We are still just as committed to making post-secondary education affordable and accessible for British Columbians.
- In 2013/14 we are investing \$1.9 billion for operating grants – a 47 per cent increase since 2001.
- This is along with more than \$460 million in capital investments over the next three years directed to facility rehabilitation, renewal and expansion to support B.C.'s skilled workforce of tomorrow.
- These funds support projects such as:
  - A lab at the University of British Columbia to study the effects of land use and climate changes on our ecosystems, —

- Emily Carr University of Art and Design's redevelopment project, —
- Camosun College's trades renewal project, and —
- The trades project at Okanagan College.
- These investments will continue to build on the work we've done over the last 12 years – with over \$2.3 billion invested for more than 1,200 capital projects at post-secondary institutions across the province.
- Ensuring that facilities are in optimal condition is critical.

- More than 440,000 students will enrol this year in at least one course at one of 25 public post-secondary institutions – taking classes at one of our many campuses, satellite offices or learning centres.
- We are providing students with choices about where and what they study, and making education affordable and accessible with financial aid packages to suit their needs.
- In doing so, we are backing our commitment to help British Columbia's students get their education.
- Tuition in B.C. has been Canada's fourth lowest for six years running, and since 2005 increases have remained capped at two per cent.
- We will continue to keep education affordable.

- The two per cent increase is less than half of the national average increase of five per cent.
- And that's not all – we continue to take extra steps so our students can afford a degree or diploma.
- Any student who applies for student financial assistance and qualifies will receive it.
- In 2012-13, qualified students accessed more than \$739 million in federal and provincial financial assistance.
- This included more than \$223 million in B.C. student loans.

**(PAUSE)**

## **Administrative Service Delivery Transformation:**

- Of course, capping tuition increases is not the only thing we're doing to keep costs affordable for taxpayers and students.
- Keeping administrative costs down and improving service delivery at our post-secondary institutions is also critically important in these times of fiscal restraint.
- We are collaborating with our public post-secondary institutions to generate cost savings across the system.

**(PAUSE)**

## **Jobs Plan / Meeting Labour Market Demands:**

- Ensuring that British Columbians are ready and able to fill highly-skilled, well-paying trades jobs around B.C. continues to be a high priority for our government.
- Under the BC Jobs Plan we are encouraging more young people to consider careers in the trades.
- We are doing this by providing modern, stimulating learning environments that are close to home, and close to employers and industries.
- With every investment in facilities, equipment and programs we're sending an important message: That choosing a trade is a very smart choice, offering a secure future in a rewarding, respected, skilled with a good pay cheque in your back pocket.



- To encourage more students to consider a career in the trades, our government is also providing \$10 million for short-term training.
- That means 1,700 students are getting trained in careers such as diesel engine mechanics, electricians and other in-demand skilled jobs.
- And we're improving the timeliness of apprenticeship completions to help more workers get jobs more quickly.
- We believe it's important to leverage the expertise of institutions and develop partnerships and enhance collaboration in sectors such as agriculture, and mining and oil and gas development.

- And we are working with our post-secondary institutions to provide modern, stimulating learning environments that are close to home, and a good fit with our employers and industries.
- For example, our Skills Plan is providing \$75 million to support trades facilities such as those I just mentioned at institutions here in Victoria and in the Okanagan.

**(PAUSE)**

### **Aboriginal Learners' Success:**

- Another area that is integral to the success of B.C.'s Jobs Plan is to ensure that Aboriginal learners have access to post-secondary education.

- We want to ensure training is relevant, responsive, respectful and receptive to Aboriginal learners and communities.
- Relationships between public post-secondary institutions and Aboriginal communities are based on mutual respect.
- To support this vision, we launched the Aboriginal Post-secondary Education Training Policy Framework and Action Plan in June 2012.
- We focused our efforts this year on the implementation of the Aboriginal Community-Based Delivery Partnerships Program aimed at increasing access to employment-related training and education in Aboriginal communities.
- To-date, more than 30 programs have been supported throughout the Province.

- We are carrying on work with our Aboriginal and post-secondary partners to build on the results of what we have already achieved – making good progress towards ensuring Aboriginal learners' success.

**(PAUSE)**

### **International Education:**

- Our International Education Strategy – which we introduced in May 2012 – will help to attract even more students – and investment – to British Columbia.

- International students contribute greatly to our economy – and just as significantly to the inter-cultural diversity of our campuses and communities.
- B.C. enjoys a stellar reputation around the world for the quality of education we offer, and we have been tremendously successful in attracting international students.
- British Columbia has a world class post-secondary education system, and the latest figures show there are more than 100,000 international students in B.C.
- We are committed to attracting and retaining more international students as part of our International Education Strategy.

**(PAUSE)**

## **Collaboration:**

- British Columbia has a world-class post-secondary education system.
- Our vision is for a system that is nimble and flexible.
- A system that meets the ever-changing needs of citizens, institutions, students, industry and government.
- It is crucial for government, universities, colleges and other institutions to work together – engaging in a dialogue and collaborating to maintain our world-class post-secondary education system.

- Whether it is looking for administrative savings, developing new programs to align skills with jobs or investing in new facilities, collaboration is critical.

**(PAUSE)**

### **Conclusion:**

- The global economy is a knowledge-based one.
- Technological evolution is moving at an ever-increasing pace, and jobs – along with the skills required to perform them – are changing along with it.

- Over the next 10 years, more than three-quarters of jobs in B.C. will require some level of post-secondary education or training.
- We know that if we are to compete on a global scale, we need to produce the best educated and the best trained people.
- We need to continue supporting students and the post-secondary institutions that develop them.
- We will continue to invest in our young people – and make it easier for them to invest in themselves.
- And we will continue to provide learning opportunities to help people reach for their dreams and enrich their lives, their families and their communities.



- I want to thank the Ministry of Advanced Education, and all our partners and our stakeholders for their hard work in supporting and sustaining B.C.'s post-secondary education system and job skills development.
- We are proud to support British Columbia's students and their families.
- I look forward to hearing your thoughts and answering your questions. Thank you.

- END -

## Estimates Motions

<b>Opening Motion</b>	<p><b>Minister:</b> Be it resolved that a sum not exceeding nine hundred-fifty-three million, two hundred-fifty-five thousand (\$1,953,255,000) be granted to Her Majesty to defray the expenses of the Ministry of Advanced Education for Ministry Operations.</p>
<b>Opening Introductions Commencement of Estimates</b>	<p><b>Minister:</b> Mr. Chair, it is my honour to present the 2013-14 spending estimates for the Ministry of Advanced Education.</p> <p>Before I begin, I would like to introduce my Deputy Minister, James Gorman.</p> <p>Introduce other staff as appropriate.</p>
<b>After Opening Remarks To Begin Debate</b>	<p><b>Minister:</b> Mr. Chair, I would be happy to receive comments, remarks and questions from the members of the Legislature.</p>
<b>Adjournment of Estimates Debate</b>	<p><b>Minister:</b> Mr. Chair, I move that the committee rise, report progress and ask leave to sit again.</p> <p><b>Chair:</b> Motion approved.</p>
<b>Completion of Estimates Debate</b>	<p><b>Minister:</b> Mr, Chair, I move that the committee rise and report resolution.</p> <p><b>Chair:</b> Approved</p>

## **Estimates Motion:**

- Mr. Chair, I would be happy to receive comments, remarks and questions from the members of the Legislature.

## **Adjournment of Estimates Debate:**

- Mr. Chair, I move that the committee rise, report progress and ask leave to sit again.

## **Completion of Estimates Debate:**

- Mr. Chair, I move that the committee rise and report resolution.

## Vancouver Island & Coast Region

### Liberal



**Hon. Don McRae**  
*Comox Valley*



**Michelle Stilwell**  
*Parksville-Qualicum*

### NDP



**Carole James**  
*Victoria-Beacon Hill*



**Rob Fleming**  
*Victoria-Swan Lake*



**Maurine Karagianis**  
*Esquimalt-Royal Roads*



**Claire Trevena**  
*North Island*



**Lana Popham**  
*Saanich South*



**Scott Fraser**  
*Alberni-Pacific Rim*



**John Horgan**  
*Juan de Fuca*



**Doug Routley**  
*Nanaimo-North Cowichan*



**Leonard Krog**  
*Nanaimo*



**Bill Routley**  
*Cowichan Valley*



**Gary Holman**  
*Saanich North and the Islands*



**Nicholas Simons**  
*Powell River-Sunshine Coast*

### Green Party of BC



**Andrew Weaver**  
*Oak Bay-Gordon Head*

**Institution Specific Issues**

<b>Institutions</b>	<b>Issues</b>	<b>Estimates Note #</b>
<b>Camosun College</b>		
<b>North Island College</b>		
<b>Royal Roads University</b>		
<b>University of Victoria</b>		
<b>Vancouver Island University</b>		

## Camosun College Fact Sheet

### June 2013

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#### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$51.0 million

2001/02: \$37.1 million

*Since 2001/02, grants have increased by  
**\$13.9 million, or 37.5%***

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#### Student spaces

2013/14: 7,005 funded spaces

2003/04: 6,478 funded spaces

*Since 2003/04, the number of funded  
student spaces has increased by 527, or  
**8.1%***

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#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
7,164	7,018	98.0%

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#### Capital projects

Over \$76.8 million in total, with \$48.9 million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$29.2 million for the Trades Building Renewal / Replacement project;
- \$3.0 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$1.6 million for Skills Training Equipment;
- \$176,971 for a diesel-engine-driven welder and related equipment for Camosun's welding program as part of AVED's \$8.75 million in one-time capital allocation provided in 2007/08 for new trades training equipment;
- \$600,000 for an Aboriginal Gathering place at the Lansdowne Campus;
- \$3.7million to renovate and provide functional and code upgrades to various buildings on both the Interurban and Lansdowne campuses:
  - \$1.85 million from AVED; and
  - \$1.85 million from the federal government's Knowledge Infrastructure Program;

- \$4.3 million to build learning commons on both campuses:
  - \$2.1 million from AVED;
  - \$1.89 million from the federal government's Knowledge Infrastructure Program; and
  - \$329,000 from other funding sources; and
  - \$3.7 million for energy retrofit upgrades at the Interurban Campus through the Public Sector Energy Conservation Agreement:
    - \$3.4 million from AVED; and
    - \$346,592 from other sources.
- 

### **Program Areas**

Camosun College offers a range of continuing education, developmental, career and vocational, trades and technologies, and academic [programs](#) leading to certificates, diplomas, associate degrees and applied bachelor degrees.

## North Island College Factsheet

### June 2013

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#### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$21.7 million  
2001/02: \$17.4 million

*Since 2001/02, grants have increased by **\$4.3 million**, or **24.6%***

---

#### Student spaces

2013/14: 2,188 funded spaces  
2003/04: 2,092 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **96**, or **4.6%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
2,208	1,972	89.3%

#### Capital projects

\$19 million in total, with over \$13.2 million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$2.4 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$1.35 million for a teaching kitchen facility at the Port Alberni campus;
- \$662,550 for Skills Training Equipment;
- \$254,199 in 2008 for renovations to create an electronics lab and equipment and acquisition and installation of new equipment for the welding, millwright and heavy duty equipment operator programs at the Campbell River campus. This was part of AEIT's \$8.75 million in one-time capital allocation provided in 2007/08 for new trades training equipment;
- \$606,000 for Aboriginal Gathering Places at the Campbell River and Port Alberni campuses;



- \$8.16 million for construction of a new skills development and trades training facility in Courtenay:
    - \$4.1 million from AVED; and
    - \$4 million from the federal government's Knowledge Infrastructure Program; and
  - \$924,335 for infrastructure renewal of 3 buildings:
    - \$519,801 from AVED; and
    - \$404,534 from the federal government's Knowledge Infrastructure Program.
- 

### **Program Areas**

North Island College offers a range of continuing education, developmental, career and vocational, trades and technologies, and academic [programs](#) leading to certificates, diplomas, associate degrees and applied bachelor degrees.

## Royal Roads University Factsheet

### June 2013

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#### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$17.1 million  
2001/02: \$ 8.9 million

*Since 2001/02, grants have increased by **\$8.3 million** or **93.0%***

---

#### Student spaces

2013/14: 1,980 funded spaces  
2003/04: 1,850 funded spaces

*Since 2003/04, the number of funded student spaces have increased by **130**, or **7%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
1,980	2,440	123.2%

---

#### Capital projects

\$27.2 million in total, with \$20.9 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

- \$4.2 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$867,000 for two research projects under the British Columbia Knowledge Development Fund:
  - \$297,000 from AVED; and
  - \$570,000 from federal and other sources;
- \$898,000 for renovations to create an Aboriginal Learning and Cultural Centre:
  - \$600,000 from AVED; and
  - \$298,000 from other sources;

- \$20 million for construction of the new Learning and Innovation Centre. The facility includes classrooms, seminar rooms, computer labs, faculty offices and support spaces for staff and students:
    - \$15 million from AVED; and
    - \$5 million from the federal government's Knowledge Infrastructure Program; and
  - \$1.1 million for campus energy upgrades through the Public Sector Energy Conservation Agreement:
    - \$813,000 from AVED; and
    - \$287,000 from other sources.
- 

### **Program Areas**

Royal Roads University offers programs primarily to professionals working in the global economy. The university has two faculties - management and social and applied sciences - and several centres including environmental education, applied leadership and management, health leadership and research, livelihoods and ecology, entrepreneurial studies, and values-based leadership. Most programs are at the master's degree level, although the university also offers a doctorate and several undergraduate completion degrees (equivalent to years three and four). Degree programs are usually offered through a combination of Internet-based learning and intensive residencies at RRU's campus in Greater Victoria.

# University of Victoria Factsheet

## June 2013

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### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$175.9 million  
2001/02: \$120.8 million

*Since 2001/02 grants have increased by  
**\$55.1 million** or **45.7%***

---

#### Student spaces:

2013/14: 16,528 funded spaces  
2003/04: 14,180 funded spaces

*Since 2003/04 the number of funded  
student spaces has increased by **2,348**  
or **16.6%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
16,528	16,524	100.0%

---

#### Capital projects

\$550.6 million in total, with \$250.4 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

- 64.8 million for the TRIUMF Advanced Rare Isotope Laboratory located in Vancouver:
  - \$30.7 million from AVED; and
  - \$34.1 million from federal and other sources;
- \$7.5 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$263 million for 147 research projects under the British Columbia Knowledge Development Fund:
  - \$84.9 million from AVED; and
  - \$178.1 million from federal and other sources;
- \$7 million towards the construction of the First Peoples House:

- \$600,000 from AVED; and
    - \$6.4 million from other sources;
  - \$42.5 million to renew and renovate the University Centre, Cornett, Clearihue, Elliott, MacLaurin and Cunningham buildings:
    - \$21.5 million from AVED; and
    - \$21 million from the federal government's Knowledge Infrastructure Program;
  - \$66.6 million for the Wright Science Centre:
    - \$35.6 million from AVED; and
    - \$31 million from other sources;
  - \$37.7 million for the Social Sciences and Mathematics Building:
    - \$24.8 million from AVED; and
    - \$12.9 million from other sources; and
  - \$11.8 million for the Medical Sciences Building to accommodate the Island Medical Program.
- 

### **Program Areas**

The University of Victoria offers undergraduate and graduate students educational, social, cultural and artistic opportunities. Programs are offered in ten faculties of study including education, engineering, fine arts, graduate studies, human and social development, humanities, law, Peter B. Gustavson School of Business, science and social sciences. In addition, UBC and UVic partner in the delivery of the Island Medical Program which educates doctors on Vancouver Island.

# Vancouver Island University Fact Sheet

## June 2013

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### Education Quality Assurance (EQA) designated

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### Annual operating grants

2013/14: \$50.4 million  
2001/02: \$36.4 million

*Since 2001/02 grants have increased by  
**\$14.0 million, or 38.6%***

---

### Student spaces

2013/14: 6,636 funded spaces  
2003/04: 6,080 funded spaces

*Since 2003/04 the number of funded  
student spaces has increased by **556** or  
**9.1%***

---

### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
6,659	6,009	90.2%

---

### Capital projects

\$88.4million in total, with over \$49.1 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

- \$5.7 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$12 million for ten research projects under the British Columbia Knowledge Development Fund (BCKDF):
  - \$4.5 million from AVED; and
  - \$7.5 million from federal and other sources;
- \$1.50 million for Trades Training Equipment;
- \$1 million for new and replacement equipment for trades programs as part of the ministry's \$8.75 million one-time capital allocation provided in 2007/08 for new trades training equipment;
- \$600,000 for Aboriginal Gathering Place at Nanaimo Campus;

- \$26.7million to build the new Cowichan Place campus in Duncan:
    - \$13.5 million from AVED;
    - \$11.9 million from the federal government’s Knowledge Infrastructure Program;
    - \$1.3 million from other funding sources;
  - \$9.4 million to help fund a new shellfish research station at Deep Bay:
    - \$2.1 million from AVED;
    - \$3.4 million from the federal government’s Knowledge Infrastructure Program; and
    - \$3.9 million from other funding sources (including BCKDF noted above); and
  - \$976,000 to construct a new trades facility in Powell River:
    - \$501,000 from AVED; and
    - \$475,000 from the federal government’s Knowledge Infrastructure Program; and
  - \$1.6 million for energy upgrades through the Public Sector Energy Conservation Agreement:
    - \$1.4 million from AVED; and
    - \$0.2 million from other sources.
- 

### **Program Areas**

Vancouver Island University offers a range of continuing education, developmental, career and vocational, trades and technologies, and academic [programs](#) leading to certificates, diplomas, bachelor and master’s degrees.

## Lower Mainland Region

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### Liberal



**Dr. Moira Stilwell**  
*Vancouver-Langara*



**Hon. Naomi Yamamoto**  
*North Vancouver-Lonsdale*



**Sam Sullivan**  
*Vancouver-False Creek*



**Jane Thornthwaite**  
*North Vancouver-Seymour*



**Richard T. Lee**  
*Burnaby North*



**Hon. Andrew Wilkinson**  
*Vancouver - Quilchena*



**Hon. Suzanne Anton**  
*Vancouver-Fraserview*



**Jordan Sturdy**  
*West Vancouver-Sea to Sky*



**Ralph Sultan**  
*West Vancouver-Capilano*



**Marc Dalton**  
*Maple Ridge-Mission*



**Douglas Horne**  
*Coquitlam-Burke Mountain*



**Dr. Doug Bing**  
*Maple Ridge – Pitt Meadows*



**Linda Reimer**  
*Port Moody-Coquitlam*



**NDP**



**Kathy Corrigan**  
*Burnaby-Deer Lake*



**Jenny Wai Ching Kwan**  
*Vancouver-Mount Pleasant*



**Selina M. Robinson**  
*Coquitlam-Maillardville*



**Judy Darcy**  
*New Westminster*



**Raj Chouhan**  
*Burnaby-Edmonds*



**Nicholas Simons**  
*Powell River-Sunshine Coast*



**Mable Elmore**  
*Vancouver – Kensington*



**Mike Farnworth**  
*Port Coquitlam*



**Adrian Dix**  
*Vancouver – Kingsway*



**Spencer Chandra Herbert**  
*Vancouver – West End*



**Shane Simpson**  
*Vancouver – Hastings*



**Jane Shin**  
*Burnaby-Lougheed*



**David Eby**  
*Vancouver-Point Grey*



**George Heyman**  
*Vancouver – Fairview*

**Institution Specific Issues**

<b>Institutions</b>	<b>Issues</b>	<b>Estimates Note #</b>
<b>BC Institute of Technology</b>		
<b>Capilano University</b>	Capilano University	38
<b>Douglas College</b>		
<b>Emily Carr University of Art and Design</b>	Great Northern Way Campus	40
<b>Justice Institute of BC</b>		
<b>Langara College</b>		
<b>Simon Fraser University</b>	Surrey Campus	45
<b>University of British Columbia</b>		
<b>Vancouver Community College</b>		

## B.C. Institute of Technology Factsheet

### June 2013

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#### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$114.7 million  
2001/02: \$ 79.4 million

*Since 2001/02, grants have increased by **\$35.3 million**, or **44.5%***

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#### Student spaces

2013/14: 11,791 funded spaces  
2001/02: 10,404 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **1,387** or **13.3%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
11,820	12,953	109.6%

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#### Capital projects

Over \$146.3 million in total, with \$66.4million investment by the Ministry of Advanced Education (AVED) since 2001, including:

- \$8.6 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$1.5 million for four research projects under the British Columbia Knowledge Development Fund:
  - \$570,765 from AVED; and
  - \$959,480 million from federal and other sources;
- \$1.5 million for Skills Training Equipment;
- \$1.1 million for new equipment for the aerospace, avionics, electrical, carpentry, welding, power engineering and machinist programs at BCIT's Burnaby and Richmond

campuses, part of AVED's \$8.75 million one-time capital allocation provided in 2007/08 for new trades training equipment;

- \$1.05 million for Burnaby Campus Aboriginal Gathering Place:
  - \$600,000 from AVED;
- \$450,000 from other funding sources; and
- \$39.6 million to expand and upgrade Building SW1 and surrounding areas:
  - \$22.8 million from AVED;
  - \$16.3 million from the federal government's Knowledge Infrastructure Program; and
  - \$473,000 from other funding sources.

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### **Program Areas**

The BC Institute of Technology delivers a range of continuing education, developmental, career and vocational, trades and technology, and academic [programs](#) leading to certificates, diplomas, bachelor and masters degrees.

## Capilano University Factsheet

### June 2013

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#### Education Quality Assurance (EQA) designated

---

#### Annual operating grants

2013/14: \$37.7 million  
2001/02: \$29.8 million

*Since 2001/02, grants have increased by **\$7.9 million**, or **26.6%***

---

#### Student spaces

2013/14: 5,450 funded spaces  
2003/04: 5,245 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **205**, or **3.9%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
5,450	5,620	103.1%

---

#### Capital projects

\$46.9 million in total, with over \$24 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

- \$1.2 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$600,000 for an Aboriginal Gathering Place in North Vancouver;
- \$38.5 million for construction of a new digital media and film centre:
  - \$18.68 million from AVED;
  - \$14.29 million from the federal government's Knowledge Infrastructure Program;
  - \$5.6 million from other funding sources; and

- \$487,822 for campus energy upgrades through the Public Sector Energy Conservation Agreement:
  - \$247,922, AVED contribution; and
  - \$239,900 other sources.

---

### **Special funding**

- \$540,000 for Phase 1 of its Aboriginal Service Plan.
- \$100,000 from the Aboriginal Special Projects Fund for delivery of home support/resident care program.
- \$99,934 for Recovering Voices in Aboriginal Health Care.
- \$34,711 from the Aboriginal Special Projects Fund for the Squamish/Capilano University First Nations language and culture diploma.

---

### **Program Areas**

Capilano University offers a range of continuing education, developmental, career and vocational, and academic [programs](#) leading to certificates, diplomas, associate degrees and bachelor degrees.

## Douglas College Factsheet

### June 2013

---

#### Education Quality Assurance (EQA) designated

---

#### Annual operating grants

2013/14: \$58.2 million  
2001/02: \$41.5 million

*Since 2001/02, grants have increased by **\$16.7 million**, or **40.1%***

---

#### Student spaces

2013/14: 8,354 funded spaces  
2003/04: 7,288 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **1,066**, or **14.6%***

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
8,354	8,792	105.2%

---

#### Capital projects

\$58.8 million in total, with over \$49.7 million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$5.3 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$1.1 million for Aboriginal Gathering Place - New Westminster Campus:
  - \$777,000 AVED; and
  - \$329,000 Douglas College; and
- \$7.4 million for renovation and renewal of New Westminster campus buildings:
  - \$3.9 million from AVED; and
  - \$3.4 million from the federal government's Knowledge Infrastructure Program.

---

### **Program Areas**

Douglas College offers a range of developmental, career, vocational, technology and academic [programs](#) leading to certificates, diplomas, associate degrees and applied bachelor degrees.



# Emily Carr University of Art and Design Factsheet

## June 2013

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### Education Quality Assurance (EQA) Designated

---

#### Annual operating grants

2013/14: \$13.3 million  
2001/02: \$ 9.7 million

*Since 2001/02, grants have increased by **\$3.6 million**, or **37.2%***

---

#### Student spaces

2013/14: 1,391 funded spaces  
2003/04: 1,184 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **207**, or **17.5%***

---

#### 2012/13

Funded Seats	Actual Enrolment	Utilization Rate
1,391	1,458	104.8%

---

#### Capital projects

Over \$141.7 million in total, with over \$117.2 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

- \$2 million towards the redevelopment of a new campus at Great Northern Way at a total capital cost of \$134 million including a notional approval of up to a maximum AVED contribution of \$113 million (\$71.6 million P3 debt; \$3.5 million restricted capital grant and \$37.9 million in construction progress payments). The remaining \$21 million to be funded from the University and other donors;
- \$388,250 for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$4.4 million for renovations to create the Interdisciplinary Digital Studio Of Art, Media And Design under the British Columbia Knowledge Development Fund:
  - \$1.4 million from AVED; and
  - \$3.0 million from federal and other sources;
- \$600,000 for an Aboriginal Gathering Place;
- \$1.026 million for renovations to the Mitchell Building and the Granville Island campus;

- \$526,000 from AVED; and
    - \$500,000 from the federal government's Knowledge Infrastructure Program; and
  - \$208,000 for boiler upgrades through the Public Sector Energy Conservation Agreement.
- 

### **Program Areas**

The Emily Carr University of Art and Design offers a range of applied and professional [programs](#) leading to bachelor and Master's degrees in visual arts, design and media arts.

# Justice Institute of British Columbia Factsheet

## June 2013

---

### Education Quality Assurance (EQA) designated

---

#### Annual operating grants

2013/14: \$11.5 million  
2001/02: \$ 6.4 million

*Since 2001/02, grants have increased by **\$5.1 million**, or **80.8%***

---

#### Student spaces

2013/14: 2,377 funded spaces  
2003/04: 2,275 funded spaces

*Since 2003/04, the number of funded spaces has increased by **102**, or **4.5%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
2,350	2,687	114.3%

---

#### Capital projects

\$14.7 million in total, with over \$13 million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$956,542 for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$1.63 million to build a new fire rescue training facility at the Maple Ridge campus, replace cooling and heating equipment at the New Westminster campus and renovate their building at Canada Education Park in Chilliwack:
  - \$825,000 from AVED; and
  - \$804,000 from the federal government's Knowledge Infrastructure Program; and
- \$70,550 for a solar energy system through the Public Sector Energy Conservation Agreement:
  - \$49,736 from AVED; and
  - \$20,814 from other sources.

---

## **Program Areas**

The Justice Institute of BC offers a range of public safety and justice, paramedical, conflict resolution and emergency management [programs](#) leading to certificates, diplomas and bachelor's degrees.

## Langara College Factsheet

### June 2013

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#### Education Quality Assurance (EQA) designated

---

#### Annual operating grants

2013/14: \$43.9 million  
2001/02: \$32.7 million

*Since 2001/02, grants have increased by **\$11.2 million**, or **34.2%***

---

#### Student spaces

2013/14: 7,056 funded spaces  
2003/04: 6,616 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **440**, or **6.7%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
7,056	7,370	104.5%

---

#### Capital projects

\$79.5million in total, with over \$49.5 million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$4.6 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$ 304,000 for an Aboriginal Gathering Place;
- \$1.5 million for the remediation of the South and B buildings:
  - \$925,000 from AVED; and
  - \$609,000 from the federal government's Knowledge Infrastructure Program; and
- \$2.4 million to renovate classroom and study space:
  - \$1.175 million from AVED; and
  - \$1.175 million from the federal government's Knowledge Infrastructure Program.

---

**Program Areas**

Langara College offers a range of continuing education, developmental, career and vocational, and academic [programs](#) leading to certificates, diplomas, associate degrees and applied bachelor degrees.

## Simon Fraser University Factsheet

### June 2013

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#### Education Quality Assurance (EQA) designated

---

#### Annual operating grants

2012/13: \$216.2 million  
2001/02: \$140.9 million

*Since 2001/02, grants have increased by **\$75.3 million**, or **53.4%***

---

#### Student spaces

2013/14: 20,203 funded spaces  
2003/04: 16,850 funded spaces

Since 2003/04, the number of funded student spaces has increased by **3,353**, or **19.9%**

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
20,203	22,661	112.2%

---

#### Capital projects

\$541.8 million in total, with \$280 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

- \$4.1 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$120.1 million for 112 research projects under the British Columbia Knowledge Development Fund:
  - \$41.1 million from AVED; and
  - \$79 million from federal and other sources;
- \$104.6 million for the Surrey campus including acquisition and fit-up of space within the Surrey Central City campus building and strategic land acquisitions:
  - \$89.2 million from AVED; and

- \$15.4 million from federal and other sources, including \$4.7 million from the federal government's Knowledge Infrastructure Program;
  - \$1.5 million for the construction of an Aboriginal Gathering Place at the Burnaby campus:
    - \$600,000 from AVED; and
    - \$900,000 from other sources; and
  - \$49.4 million for the renovation and renewal of the Shrum Science Building:
    - \$25 million from AVED; and
    - \$24.4 million from the federal government's Knowledge Infrastructure Program.
- 

### **Program Areas**

Simon Fraser University offers bachelor, master and doctoral degree programs to more than 30,000 full-time and part-time students each year. The university has three campuses: the main campus, located in Burnaby; the Harbour Centre campus, situated in the heart of downtown Vancouver; and the newest campus, in Surrey. SFU has eight faculties, including applied sciences; communication, art and technology; arts and social sciences; business administration; education; environment; health sciences; and, science.



# University of the Fraser Valley Factsheet

## June 2013

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### Education Quality Assurance (EQA) designated

---

#### Annual operating grants

2013/14: \$53.7 million  
2001/02: \$33.5 million

*Since 2001/02, grants have increased by **\$20.2 million**, or **60.4%***

---

#### Student spaces

2013/14: 6,678 funded spaces  
2003/2004: 4,952 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **1,726**, or **34.9%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
6,688	6,852	102.5%

---

#### Capital projects

\$103.9 million in total, with over \$72.5 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

- \$37 million for new science and multi-purpose building at the Canada Education Park:
  - \$10 million from AVED; and
  - \$27 million from UFV;
- \$5.3 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$621,701 for Skills Training Equipment;
- \$660,913 for the acquisition of equipment for the automotive, welding and heavy duty mechanics programs. This was part of AVED's \$8.75 million in one-time capital allocation provided in 2007/08 for new trades training equipment;

- \$1.8 million for the construction of an Aboriginal Gathering Place in Chilliwack:
    - \$600,000 from AVED;
    - \$1 million from UFV; and
    - \$250,000 from donations and fundraising; and
  - \$7.22 million for the renovations and infrastructure improvements at the Canada Education Park:
    - \$4.14 million from AVED; and
    - \$3.08 million from the federal government's Knowledge Infrastructure Program.
- 

## **Program Areas**

The University of the Fraser Valley offers a range of continuing education, developmental, career and vocational, trades and technologies, and academic [programs](#) leading to certificates, diplomas, bachelor and master's degrees.

## University of British Columbia (All) Factsheet June 2013

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### Education Quality Assurance (EQA) designated

---

#### Annual operating grants

2013/14: \$585.6 million  
2001/02: \$326.8 million

Since 2001, grants have increased by  
**\$258.8 million, or 79.2%**

---

#### Student spaces

##### Vancouver

2013/14: 35,290 funded spaces  
2003/04: 31,444 funded spaces

*Since 2003/04, the number of funded student spaces at UBC – Vancouver has increased by **3,846**, or **12.2%***

##### Okanagan

2013/14: 6,947 funded spaces  
2005/06: 3,637 funded spaces

*Since 2005/06, the number of funded student spaces at UBC – Okanagan has increased by **3,310**, or **91.0 %***

##### Total

2012/13: 42,237 funded spaces  
2012/13: 42,099 funded spaces

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
42,099	45,650	108.4%

---

#### Capital projects

\$1.6 billion in total, with \$840.6 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

UBC-Vancouver:

- \$133.3 million for the new Faculty of Pharmaceutical Sciences and Centre for Drug Research and Development building:
  - \$86.4 million from AVED; and
  - \$46.9 million from other sources;
- \$75 million for the new Earth Systems Science Building:
  - \$37.5 million from AVED; and
  - \$37.5 million from other sources;
- \$9.6 million for 2013/14 Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$820.4 million for 511 research projects under the British Columbia Knowledge Development Fund:
  - \$278.8 million from AVED; and
  - \$541.6 million from federal and other sources;
  - Projects include (\$ AVED):
    - \$10 million for the Ultra-High-Throughput DNA Sequencing Platform For Large Scale Genome Analysis;
    - \$6.8 million for the Brain Research Centre;
    - \$4.5 million for the Centre for Interactive Research on Sustainability (CIRS);
    - \$16.5 million for the Beaty Biodiversity Centre;
    - \$12.7 million for the International Collaboration on Repair Discoveries; and
    - \$17.3 million for the renovation and extension of the Museum of Anthropology;
- \$61.9 million to renew the Biological Sciences West and South buildings:
  - \$30.9 million from AVED; and
  - \$31 million from the federal government's Knowledge Infrastructure Program;
- \$1.2 million for campus energy upgrades through the Public Sector Energy Conservation Agreement:
  - \$847,000 from AVED; and
  - \$353,000 from other sources;
- \$120 million for UBC Renew – a cost-share initiative between UBC and AVED that renewed 10 buildings:
  - \$60 million from AVED; and
  - \$60 million from other sources; and
- \$110 million for the Life Sciences Centre in the Faculty of Medicine.

### UBC-Okanagan:

- \$30.8 million from AVED for the new Health Sciences Complex to accommodate the Southern Medical Program;
- \$73.6 million for the new Engineering/Management/Education Building and overpass:
  - \$40.1 million from AVED; and
  - \$33.5 million from other sources;
- \$41.3 million for the new Arts & Sciences Building Phase 2:
  - \$26.7 million from AVED; and
  - \$14.6 million from other sources;
- \$7.8 million for 13 research projects under the British Columbia Knowledge Development Fund:
  - \$2.9 million from AVED; and
  - \$4.9 million from federal and other sources;
- \$2.5 million for the conversion of existing buildings to a geothermal exchange system for heating and cooling:
  - \$1.5 million from AVED; and
  - \$1 million from the federal government's Knowledge Infrastructure Program;
- \$600,000 for the construction of an Aboriginal Gathering Place;
- \$31.6 million for the new Multipurpose Building:
  - \$26.5 million from AVED; and
  - \$5.1 million from other sources; and
- \$21 million for expansion of the existing Arts & Sciences Building:
  - \$19.3 million from AVED; and
  - \$1.7 million from other sources.

---

### **Program Areas**

The University of British Columbia is the third largest university in Canada. UBC is a global centre of research and learning with state-of-the-art facilities on campuses in Point Grey and downtown Vancouver, as well as UBC Okanagan in Kelowna. Students pursue learning and research opportunities in 12 faculties and two colleges. [Programs](#) include: applied science, arts, dentistry, education, forestry, graduate studies, health disciplines, interdisciplinary studies, land and food systems, law, medicine, pharmaceutical sciences, Sauder School of Business, and science.

# University of British Columbia – Vancouver Campus Factsheet

## June 2013

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### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$522.5 million  
2001/02: \$326.8 million

*Since 2001/02, grants have increased by **\$195.7 million**, or **59.9%***

---

#### Student spaces

2013/14: 35,290 funded spaces  
2003/04: 31,444 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **3,846**, or **12.2%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
35,176	38,740	110.1%

---

#### Capital projects

\$1.4 billion in total, with \$679 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

- \$133.3 million for the new Faculty of Pharmaceutical Sciences and Centre for Drug Research and Development building:
  - \$86.4 million from AVED; and
  - \$46.9 million from other sources;
- \$75 million for the new Earth Systems Science Building:
  - \$37.5 million from AVED; and
  - \$37.5 million from other sources;
- \$9.6 million for 2013/14 Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$820.4 million for 511 research projects under the British Columbia Knowledge Development Fund:
  - \$278.8 million from AVED; and

- \$541.6 million from federal and other sources;
- Projects include (\$ AVED):
  - \$10 million for the Ultra-High-Throughput DNA Sequencing Platform For Large Scale Genome Analysis;
  - \$6.8 million for the Brain Research Centre;
  - \$4.5 million for the Centre for Interactive Research on Sustainability (CIRS);
  - \$16.5 million for the Beaty Biodiversity Centre;
  - \$12.7 million for the International Collaboration on Repair Discoveries; and
  - \$17.3 million for the renovation and extension of the Museum of Anthropology;
- \$61.9 million to renew the Biological Sciences West and South buildings:
  - \$30.9 million from AVED; and
  - \$31 million from the federal government's Knowledge Infrastructure Program;
- \$1.2 million for campus energy upgrades through the Public Sector Energy Conservation Agreement:
  - \$847,000 from AVED; and
  - \$353,000 from other sources;
- \$120 million for UBC Renew – a cost-share initiative between UBC and AVED that renewed 10 buildings:
  - \$60 million from AVED; and
  - \$60 million from other sources; and
- \$110 million for the Life Sciences Centre in the Faculty of Medicine.

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## Program Areas

The University of British Columbia is the third largest university in Canada. UBC is a global centre of research and learning with state-of-the-art facilities on campuses in Point Grey and downtown Vancouver, as well as UBC Okanagan in Kelowna. Students pursue learning and research opportunities in 12 faculties and two colleges. [Programs](#) include: applied science, arts, dentistry, education, forestry, graduate studies, health disciplines, interdisciplinary studies, land and food systems, law, medicine, pharmaceutical sciences, Sauder School of Business, and science.

## Vancouver Community College Factsheet

### June 2013

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#### Education Quality Assurance (EQA) designated

---

#### Annual operating grants

2013/14: \$54.3 million  
2001/02: \$42.7 million

*Since 2001/02, grants have increased by **\$11.7 million** or **27.3%***

---

#### Student spaces

2013/14: 6,521 funded spaces  
2003/04: 6,100 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **421** or **6.9%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
6,550	6,352	97.0%

---

#### Capital projects

\$75 million in total, with over \$59.8 million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$5.5 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$1.4 million for Skills Training Equipment;
- \$1.4 million for culinary arts and automotive program equipment as part of AVED's \$8.75 million in one-time capital allocation provided in 2007/08 for new trades training equipment;
- \$611,000 for an Aboriginal Gathering Place at the Broadway Campus;
- \$9.2 million to upgrade and renew buildings on the Downtown and Broadway campuses:
  - \$5.4 million from AVED; and
  - \$3.8 million from the federal government's Knowledge Infrastructure Program; and



- \$320,350 for an energy efficiency retrofit project through Public Sector Energy Conservation Agreement.

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### **Program Areas**

Vancouver Community College offers a range of continuing education, developmental, career and vocational, trades and technology, and academic [programs](#) leading to certificates, diplomas, associate degrees and applied bachelor degrees.

## Fraser Valley/Interior Region

### Liberal



**Hon. Bill Bennett**  
*Kootenay East*



**Hon. Mary Polak**  
*Langley*



**Greg Kylo**  
*Shuswap*



**Hon. Steve Thomson**  
*Kelowna-Mission*



**Hon. Todd Stone**  
*Kamloops-South Thompson*



**Simon Gibson**  
*Abbotsford-Mission*



**Dan Ashton**  
*Penticton*



**Hon. Teresa Wat**  
*Richmond Centre*



**John Martin**  
*Chilliwack*



**Eric Foster**  
*Vernon-Monashee*



**Marc Dalton**  
*Maple Ridge-Mission*



**Donna Barnett**  
*Cariboo-Chilcotin*



**Hon. Linda Reid**  
*Richmond East*



**Hon. Michael de Jong, Q.C.**  
*Abbotsford West*



**Hon. Stephanie Cadieux**  
*Surrey-Cloverdale*



**John Yap**  
*Richmond-Steveston*



**Darryl Plecas**  
*Abbotsford South*



**Gordon Hogg**  
*Surrey-White Rock*



**Hon. Amrik Virk**  
*Surrey-Tynehead*



**Hon. Rich Coleman**  
*Fort Langley-Aldergrove*



**Jackie Tegart**  
*Fraser-Nicola*



**Norm Letnick**  
*Kelowna – Lake Country*



**Hon. Dr. Terry Lake**  
*Kamloops – North Thompson*



**Vacant**  
*Westside-Kelowna*



**Marvin Hunt**  
*Surrey-Panorama*



**Scott Hamilton**  
*Delta North*



**Linda Larson**  
*Boundary-Similkameen*



**Laurie Throness**  
*Chilliwack-Hope*



**Hon. Peter Fassbender**  
*Surrey-Fleetwood*

## NDP



**Harry Bains**  
*Surrey –Newton*



**Michelle Mungall**  
*Nelson-Creston*



**Katrine Conroy**  
*Kootenay West*



**Norm Macdonald**  
*Columbia River-Revelstoke*



**Bruce Ralston**  
*Surrey-Whalley*



**Sue Hammell**  
*Surrey-Green Timbers*

## Independent



**Vicki Huntington**  
*Delta South*

## Institution Specific Issues

Institutions	Issues	Estimates Note #
College of the Rockies	Regional Workforce Table	43
Kwantlen Polytechnic University	Simon Fraser University –Surrey Campus	45
Okanagan College		
Selkirk College	Regional Workforce Table	43
Thompson Rivers University		
University of British Columbia Okanagan		
University of the Fraser Valley	Centre of Excellence for Agriculture	39

## College of the Rockies Factsheet

### June 2013

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#### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$17.4 million  
2001/02: \$12.4 million

*Since 2001/02, grants have increased by **\$5.0 million**, or **40.4%***

---

#### Student spaces

2013/14: 1,722 funded spaces  
2003/04: 1,389 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **333**, or **24.0%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
1,770	1,700	96.0%

---

#### Capital projects

Over \$37.9 million in total, with almost \$28.3 million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$1.7 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$1 million for Skills Training Equipment;
- \$156,721 for new equipment for the heavy duty mechanic, carpentry, welding and automotive service technician programs as part of as part of AVED's \$8.75 million in one-time capital allocation provided in 2007/08 for new trades training equipment.
- \$600,000 for an Aboriginal Gathering Place in Cranbrook; and

- \$11.2 million for the expansion of the Cranbrook Campus Kootenay Centre and renovation of the campus front entrance:
  - \$5.8 million from AVED; and
  - 5.3 million from the federal government's Knowledge Infrastructure Program.

---

### **Program Areas**

The College of the Rockies offers a range of continuing education, developmental, career and vocational, trades and technologies, and academic [programs](#) leading to certificates, diplomas, associate degrees and applied bachelor degrees.

# Kwantlen Polytechnic University Factsheet

## June 2013

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### Education Quality Assurance (EQA) designated

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### Annual operating grants

2013/14: \$67.1 million  
2001/02: \$47.5 million

*Since 2001/02, grants have increased by **\$19.6 million**, or **41.2%***

---

### Student spaces

2013/14: 9,093 funded spaces  
2003/04: 8,032 funded spaces

*Since 2003/04, the number of funded spaces has increased by **1,061**, or **13.2%***

---

### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
9,125	9,273	101.6%

---

### Capital projects

Over \$141 million in total, with \$92.9 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

- \$12 million for the School of Design (\$36 million project with \$12 million from private donors and \$ 12 million from KPU contributions respectively);
- \$2.0 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$7.1 million for Green Technologies for Horticulture research under the British Columbia Knowledge Development Fund:
  - \$2.3 AVED; and
  - \$4.8 federal and other sources;
- \$733,006 for Skills Training Equipment;

- \$696,000 for new equipment and technology upgrades for its horticulture program at the Langley campus and for plumbing programs at the Cloverdale campus as part of AVED \$8.75 million in one-time capital allocation provided in 2007/08 for new trades training equipment; and
- \$740,000 for construction of an Aboriginal gathering place:
  - \$600,000 from AVED; and
  - \$140,000 from KPU;
- \$4.5 million for building envelope replacement at the Surrey campus:
  - \$2.25 million from AVED; and
  - \$2.25 million from the federal government's Knowledge Infrastructure Program;
- \$1.4million for expansion of the Richmond campus library:
  - \$656,000 from AVED;
  - \$559,000 from the federal government's Knowledge Infrastructure Program; and
  - \$187,000 from other funding sources;
- \$2.1 million for renovations to the Langley campus:
  - \$1.2 million from AVED; and
  - \$873,000 from the federal government's Knowledge Infrastructure Program; and
- \$606,062 for campus HVAC and lighting upgrades through the Public Sector Energy Conservation Agreement:
  - \$457,596 from AVED; and
  - \$148,446 from other sources.

---

## Program Areas

Kwantlen Polytechnic University offers a range of continuing education, developmental, career and vocational, trades and technologies, and academic [programs](#) leading to certificates, diplomas and bachelor degrees.



# Okanagan College Factsheet

## June 2013

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### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$44.1 million  
2005/06\*: \$25.1 million

*Since 2005/06, grants have increased by **19.0 million**, or **75.8%***

\* Note - As of June 30, 2005, Okanagan University College was split between UBC Okanagan and Okanagan College based on specific programs. Okanagan College was established as an institution during the 2005/06 fiscal year.

---

#### Student spaces

2013/14: 4,751 funded spaces  
2005/06: 3,970 funded spaces

*Since 2005/06, the number of funded student spaces has increased by **781**, or **19.7%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
4,833	5,379	111.3%

---

#### Capital projects

\$102.7 million in total, with over \$69.8 million Ministry of Advanced Education (AVED) investment since 2005, including:

- \$33 million for the replacement of the trades building in Okanagan College's Kelowna Campus:
  - \$28 million from AVED; and
  - \$5 million from Okanagan College;
- \$1.6 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$2.6 million for seven research projects under the British Columbia Knowledge Development Fund:
  - \$971,646 from AVED; and
  - \$971,646 from federal government and other sources;

- \$867,594 for Skills Training Equipment;
- \$565,966 for the acquisition of equipment for the heavy duty mechanics, electrical, welding and plumbing programs as part of AVED's \$8.75 million in one-time capital allocation provided in 2007/08 for new trades training equipment;
- \$253,000 for an Aboriginal Gathering Place at the college's Salmon Arm campus;
  - \$474,000 from AVED;
  - \$500,000 from the federal government's Knowledge Infrastructure Program; and
  - \$34,000 from other funding sources;
- \$28.15 million for the construction of the Centre of Excellence in Sustainable Technologies and Renewable Energy Conservation at the Penticton campus:
  - \$9.1 million from AVED;
  - \$13.5 million from the federal government's Knowledge Infrastructure Program; and
  - \$55 million from other funding sources;
- \$1 million for the Salmon Arm Campus trades expansion:
  - \$474,000 from AVED; and
  - \$534,050 from the federal government's Knowledge Infrastructure Program and other sources; and
- \$265,451 for solar energy systems through the Public Sector Energy Conservation Agreement:
  - \$205,258 from AVED; and
  - \$60,193 from other sources.

---

### **Program Areas**

Okanagan College offers a range of continuing education, developmental, career and vocational, trades and technologies, and academic [programs](#) leading to certificates, diplomas, associate degrees and applied bachelor degrees.

## Selkirk College Factsheet

### June 2013

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#### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$25.1 million  
2001/02: \$20.3 million

*Since 2001/02, grants have increased by **\$4.9 million**, or **23.9%***

---

#### Student spaces

2013/14: 2,312 funded spaces  
2003/04: 2,171 funded spaces

Since 2003/04, the number of funded student spaces has increased by **141**, or **6.5%**

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
2,333	1,725	73.9%

---

#### Capital projects

\$19.1 million in total, with over \$13.4 million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$7.0 million for the renewal of the 10<sup>th</sup> Street student residences at the Nelson campus, including the music hall on the ground floor;
  - \$3.45 million from AVED;
  - \$3.45 million from the federal government , through Western Economic Diversification, Community Adjustment Fund; and
  - \$100,000 from other funding sources;
- \$2.3 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$1.4 million for renovations to create the Geospatial Research Centre under the British Columbia Knowledge Development Fund:
  - \$534,756 from AVED; and
  - \$815,634 from federal and other sources;

- \$788K from AVED for Skills Training Equipment;
- \$318,594 from AVED for the acquisition and installation of an aviation simulator, part of AVED's \$8.75 million in one-time capital allocation provided in 2007/08 for new trades training equipment;
- \$600,000 for an Aboriginal Gathering Place at the Castlegar Campus;
- \$1.85 million to replace the heating, cooling and ventilation system's aging machinery and equipment:
  - \$926,452 from AVED; and
  - \$926,250 from the federal government's Knowledge Infrastructure Program; and
- \$491,419 for energy savings projects through the Public Sector Energy Conservation Agreement:
  - \$449,790 from AVED; and
  - \$41,629 from other sources.

---

### **Program Areas**

Selkirk College offers a range of developmental, career and vocational, trades and technology, and academic [programs](#) leading to certificates, diplomas, associate degrees and applied bachelor degrees.

# Thompson Rivers University Factsheet

## June 2013

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### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$64.4 million  
2005/06: \$53.6 million\*

*Since 2005, grants have increased by  
**\$10.9 million, or 20.3%***

\*NOTE – University College of the Cariboo became Thompson Rivers University as of April 1, 2005.

---

#### Student spaces

2013/14: 7,986 funded spaces  
2005/06: 7,907 funded spaces

*Since 2005/06, the number of funded  
student spaces has increased by **79, or  
1.0%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
7,986	7,967	99.8%

---

#### Capital projects

\$102.7 million in total, with \$65.1 million invested by the Ministry of Advanced Education (AVED) since 2001 (*this includes University College of the Cariboo totals*), including:

- \$19.8 million for the expansion of the existing Old Main Building to accommodate the School of Law:
  - \$7.4 million from AVED; and
  - \$12.4 million from other sources;
- \$1.7 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$2.6 million for nine research projects under the British Columbia Knowledge Development Fund:
  - \$1 million from AVED; and

- \$1.6 million from federal and other sources;
- \$1.4 million for Skills Training Equipment;
- \$460,000 for the regional mobile trades training unit, and technology upgrades for electrical foundation and apprenticeship programs;
- \$1.1 million for construction of Aboriginal Gathering Places at the Kamloops and Williams Lake campuses:
  - \$600,000 from AVED; and
  - \$500,000 from other sources;
- \$29.6 million for the Brown Family House of Learning. The new facility includes general library/information/learning commons and First Nations business, technology and leadership space:
  - \$18 million from AVED;
  - \$5.9 million from the federal government's Knowledge Infrastructure Program; and
  - \$5.7 million from other sources;
- \$5 million to renovate and refurbish campus buildings:
  - \$2.5 million from AVED; and
  - \$2.5 million from the federal government's Knowledge Infrastructure Program; and
- \$264,000 for campus energy upgrades through the Public Sector Energy Conservation Agreement:
  - \$194,000 from AVED; and
  - \$70,000 from other sources.

---

## Program Areas

Thompson Rivers University offers a range of continuing education, developmental, career and vocational, trades and technology, and academic [programs](#) leading to certificates, diplomas, bachelor and master's degrees. TRU's Open Learning Division also has a provincial mandate to provide distance education via online and correspondence [courses and programs](#).

The expansion of the existing Old Main Building will include lecture rooms, classrooms, multipurpose rooms, law library, seminar rooms, moot court, law clinic, boardrooms, faculty offices and support space.

## University of British Columbia – Okanagan Campus Factsheet June 2013

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### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$63.1 million  
2005/06: \$23.1 million

*Since 2005/06, grants have increased by **\$40.0 million**, or **173.5%***

---

#### Student spaces

2013/14: 6,947 funded spaces  
2005/06: 3,637 funded spaces

*Since 2005/06, the number of funded student spaces has increased by **3,310**, or **91%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
6,923	6,910	99.8%

---

#### Capital projects

\$222.6 million in total, with \$161.6 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

- \$30.8 million from AVED for the new Health Sciences Complex to accommodate the Southern Medical Program;
- \$73.6 million for the new Engineering/Management/Education Building and overpass:
  - \$40.1 million from AVED; and
  - \$33.5 million from other sources;
- \$41.3 million for the new Arts & Sciences Building Phase 2:
  - \$26.7 million from AVED; and
  - \$14.6 million from other sources;
- \$7.8 million for 13 research projects under the British Columbia Knowledge Development Fund:
  - \$2.9 million from AVED; and
  - \$4.9 million from federal and other sources;
- \$2.5 million for the conversion of existing buildings to a geothermal exchange system for heating and cooling;

- \$1.5 million from AVED; and
    - \$1 million from the federal government's Knowledge Infrastructure Program;
  - \$600,000 for the construction of an Aboriginal Gathering Place;
  - \$31.6 million for the new Multipurpose Building:
    - \$26.5 million from AVED; and
    - \$5.1 million from other sources; and
  - \$21 million for expansion of the existing Arts & Sciences Building:
    - \$19.3 million from AVED; and
    - \$1.7 million from other sources.
- 

### **Program Areas**

The University of British Columbia is the third largest university in Canada. UBC is a global centre of research and learning with state-of-the-art facilities on campuses in Point Grey and downtown Vancouver, as well as UBC Okanagan in Kelowna. UBC Okanagan offers undergraduate and graduate programs in a range of disciplines. Undergraduate programs include applied science, arts, education, fine arts, health studies, health and social development, management, and science. Graduate programs include biology, chemistry, education, engineering, English, environmental sciences, fine arts, interdisciplinary graduate studies, management, mathematics, nursing, psychology and social work.



## Northern Region

### Liberal



**Mike Morris**  
*Prince George-Mackenzie*



**Hon. Shirley Bond**  
*Prince George-Valemount*



**Mike Bernier**  
*Peace River South*



**Hon. John Rustad**  
*Nechako Lakes*



**Hon. Pat Pimm**  
*Peace River North*



**Hon. Coralee Oakes**  
*Cariboo North*

### NDP



**Robin Austin**  
*Skeena*



**Jennifer Rice**  
*North Coast*



**Doug Donaldson**  
*Stikine*

### Institution Specific Issues

Institutions	Issues	Estimates Note #
College of New Caledonia	Northern Trades Training Capacity	42
Nicola Valley Institute of Technology		
Northern Lights College	Regional Workforce Tables	43
	Northern Opportunities	41
Northwest Community College	Regional Workforce Tables	43
University of Northern British Columbia	Wood Innovation & Design Centre	46

## College of New Caledonia Factsheet

### June 2013

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#### Education Quality Assurance (EQA) designated

---

#### Annual operating grants

2013/14: \$29.1 million  
2001/02: \$22.3 million

*Since 2001/02, grants have increased by **\$6.8 million**, or **30.6%***

---

#### Student spaces

2013/14: 3,125 funded spaces  
2003/04: 2,891 funded spaces

*Since 2003/04, the number of funded spaces has increased by **234**, or **8.1%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
3,169	2,140	67.5%

---

#### Capital projects

\$61.4 million in total, with over \$43.3 million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$5.6 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity (all CNC campuses);
- \$1.2 million for Skills Training Equipment;
- \$905,375 for new equipment for the millwright, power engineering and welding programs as part of AVED's \$8.75 million in one-time capital allocation provided in 2007/08 for new trades training equipment;
- \$317,000 for the creation of an Aboriginal Gathering Place at the Prince George Campus;
- \$310,000 for the creation of an Aboriginal Gathering Place at the Fort St. James campus;

- \$20.7 million to construct a new trades training building at the Prince George Campus and renovations to the John A Brink Centre:
    - \$10 million from AVED;
    - \$9.75 million from the federal government's Knowledge Infrastructure Program; and
    - \$960,000 from other funding sources;
  - \$10.8 million to build the Trades Phase 2 of the Quesnel campus
    - \$5 million from AVED;
    - \$4.9 million from the federal government's Knowledge Infrastructure Program; and
    - \$940,000 from other funding sources; and
  - \$136,400 for a solar energy system through the Public Sector Energy Conservation Agreement.
- 

### **Program Areas**

The College of New Caledonia offers a range of continuing education, developmental, career and vocational, trades and technologies, and academic [programs](#) leading to certificates, diplomas and associate degrees.

## Northern Lights College Factsheet

### June 2013

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#### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$17.4 million  
2001/02: \$14.6 million

*Since 2001/02, grants have increased by **\$2.8 million**, or **19.1%***

---

#### Student spaces

2013/14: 1,481 funded spaces  
2003/04: 1,376 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **105**, or **7.6%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
1,497	874	58.4%

---

#### Capital projects

\$35 million in total, with over \$23.3million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$3.4 million for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$794,750 for Skills Training Equipment;
- \$890,000 was provided for equipment for the industrial instrumentation mechanic program in Fort St. John as part of AVED's \$8.75M in one-time capital allocation provided in 2007/08 for new trades training equipment;
- \$661,523 for renovations to create Aboriginal gathering places at the Chetwynd, Dawson Creek, Fort Nelson and Fort St. John campuses;

- \$8.1 million for the construction of Energy House education and research facility:
    - \$3.88 million from AVED;
    - \$4 million from the federal government's Knowledge Infrastructure Program; and
    - \$231,000 from other funding sources; and
  - \$2.5 million to renovate the Health Sciences Building:
    - \$1.1 million from AVED;
    - \$1.2 million from the federal government's Knowledge Infrastructure Program; and
    - \$200,000 from other funding sources.
- 

### **Program Areas**

Northern Lights College offers a range of continuing education, developmental, career and vocational, trades and technologies, and academic [programs](#) leading to certificates, diplomas, and associate degrees.

## Nicola Valley Institute of Technology Factsheet June 2013

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### Education Quality Assurance (EQA) designated

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#### Annual operating grants

2013/14: \$7.4 million  
2001/02: \$3.6 million

*Since 2001/02, grants have increased by **\$3.8 million**, or **105.2%***

---

#### Student spaces

2013/14: 523 funded spaces  
2003/04: 243 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **280**, or **115.2%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
553	549	99.3%

---

#### Capital projects

\$9.2 million in total, with over \$3.5 million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$81,857 for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$6.3 million for construction of student residences:
  - \$2.4 million from AVED; and
  - \$3.9 million from NVIT and other sources;
- \$2.76 million for construction of a lecture theatre, daycare and gathering place:
  - \$992,000 from AVED;
  - \$739,050 from the federal government's Knowledge Infrastructure Program; and
  - \$1.030 million from other funding sources.

**Program Areas**

The Nicola Valley Institute of Technology is an Aboriginal public post-secondary institution, offering a range of education and training [programs](#) leading to certificates, diplomas, associate degrees and a bachelor degree offered in partnership with Thompson Rivers University.

## Northwest Community College Factsheet June 2013

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### Education Quality Assurance (EQA) designated

---

#### Annual operating grants

2013/14: \$17.4 million  
2001/02: \$14.0 million

*Since 2001/02, grants have increased  
by **\$3.4 million, or 24.0%***

---

#### Student spaces

2012/13: 1,728 funded spaces  
2003/04: 1,586 funded spaces

*Since 2003/04, the number of funded  
student spaces has increased by **142, or  
9.0%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
1,664	1,009	60.6%

---

#### Capital projects

\$35.4 million in total, with over \$25.2 million Ministry of Advanced Education (AVED) investment since 2001, including:

- \$804,525 for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$3.0 million for Skills Training Equipment;
- \$124,000 for upgrading the welding program equipment, as part of AVED's \$8.75 million in one-time capital allocation provided in 2007/08 for new trades training equipment;
- \$600,000 for an Aboriginal Gathering Place in Terrace;



- \$16.7 million to renovate and expand the Smithers campus:
  - \$8.5 million from AVED; and
  - \$8.1 million from the federal government's Knowledge Infrastructure Program; and
- \$414,872 for energy savings projects through the Public Sector Energy Conservation Agreement.

---

### **Program Areas**

Northwest Community College offers a range of continuing education, developmental, career and vocational, trades and technologies, and academic [programs](#) leading to certificates, diplomas, and associate degrees.

## University of Northern B.C. Factsheet

### June 2013

---

#### Education Quality Assurance (EQA) designated

---

#### Annual operating grants

2013/14: \$47.3 million  
2001/02: \$29.8 million

*Since 2001/02, grants have increased by **\$17.5 million**, or **58.7%***

---

#### Student spaces

2013/14: 3,455 funded spaces  
2003/04: 2,811 funded spaces

*Since 2003/04, the number of funded student spaces has increased by **644**, or **22.9%***

---

#### 2012/13 Utilization

Funded Seats	Actual Enrolment	Utilization Rate
3,455	2,888	83.6%

---

#### Capital projects

\$95 million in total, with \$69.6 million invested by the Ministry of Advanced Education (AVED) since 2001, including:

- \$825,000 for Routine Capital projects that address life safety; health and environmental risks; maintain the asset; and are undertaken to avoid deterioration and systems failure. May also include upgrade and renovation projects that improve functionality, efficiency or support policy rationale but do not extend the asset's useful life and do not accommodate net new programming/capacity;
- \$15.1 million for 26 research projects under the British Columbia Knowledge Development Fund:
  - \$5.8 million from AVED; and
  - \$9.3 million from federal and other sources;
- \$600,000 for renovations to create an Aboriginal Gathering Place;

- \$15.7 million to build a waste wood gasification plant:
  - \$8.6 million from the Province including \$5 million from the Public Sector Energy Conservation Agreement, \$3.5 million from the Innovative Clean Energy Fund and \$125,000 from AVED; and
  - \$7.1 million from the federal government's Knowledge Infrastructure Program;
- \$5 million to upgrade heating, cooling distribution infrastructure:
  - \$2.5 million from AVED; and
  - \$2.5 million from the federal government's Knowledge Infrastructure Program;
- \$20.5 million from the Ministry of Community, Sport and Cultural Development toward the Northern Sport Centre, including a multi-court gymnasium seating 2,000, a field house with an indoor track and outdoor sports field and connections to cross-country trails;
- \$29 million for the Teaching and Learning Centre; and
- \$12 million for the Northern Health Sciences Centre to accommodate the Northern Medical Program.

---

### **Program Areas**

The University of Northern British Columbia offers undergraduate, graduate and professional programs in a variety of disciplines. Programs are offered at campuses in Prince George, Quesnel, Terrace, Prince Rupert and Fort St. John, as well as other centres throughout northern B.C. While it engages in research of national and international significance, it has a particular mandate to serve the needs of the North. Programs are organized into two Colleges: the College of Arts, Social and Health Sciences, and the College of Science and Management. UBC and UNBC partner in the delivery of the Northern Medical Program to educate doctors in the north.

Pages 88 through 115 redacted for the following reasons:

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s.13, s.17

# Estimates Opposition Questions

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## Budget changes

1. What changed in the ministry budget between 2012 and 2013
  - See TAB 3A in Estimates Notes
2. What planned changes are there in the ministry budget between 2013 and 2014
  - See TAB 3A in Estimates Notes

## First year student headcount by institution for 2001 - 2013<sup>123</sup>

3. BC resident
  - The transitions of B.C. students from high schools is publicly released on the Government Open Data Catalogue, titled British Columbia Post-Secondary Transition Rates by Demographic Characteristics. We would be pleased to send the member a link to these data if required.
  - **Appendix 1 - British Columbia Post-Secondary Transition Rates by Demographic Characteristics**
4. CDN non BC resident
  - Domestic students are not identified as “BC residents and non BC residents” in our data as all domestic students are treated the same for post-secondary.
  - We can report the number of domestic students (not previously enrolled in a BC public post-secondary institution). We would be pleased to send the member these data if required.
5. Int'l student
  - We can report the number of new international students (not previously enrolled in a BC public post-secondary institution). We would be pleased to send the member these data if required.
6. Average entry grade by institution for 2008 – 2013
  - For direct entry to the research universities, the average entry grade was tracked from 2007 through 2011.

---

<sup>1</sup> Some of the specific questions in the list are overlapping and identify variables that do not have discrete meanings in current public post-secondary education. Trying to report full-time vs. part-time, or BC resident vs. Non BC resident are examples where the data have revealed to us that these are points on a continuum, not discrete data reporting categories. As such, many of these questions are difficult to provide data on. For example, a 35 year old woman with a Bachelor's degree in English from an Ontario university in 1990 who has lived in BC since then and is now pursuing a certificate in Creative Writing could be considered both BC resident or Non BC resident, depending on how this variable is measured. In the same way, an apprentice student is considered full-time by our Ministry, even though only enrolled in technical training for 6 weeks each year.

<sup>2</sup> The concept of “first year student” is not a reporting variable, since student mobility and the transfer process ensures that students can start a program at one institution and transfer to another. A first year student at one institution may be in their 3rd year of post-secondary education and students in Year 1 of a program might already have some post-secondary education from another program.

<sup>3</sup> With flexible delivery methods, post-secondary programs at all levels with different objectives, and multiple definitions of what full-time means, it is no longer meaningful to talk about full-time and part-time enrolments. Instead we talk about headcount enrolments and full-time equivalents (FTEs). A student taking a short program full-time for 5 weeks might make 0.3 FTE, while a student taking 3 courses for one semester might make 0.3 FTE. FTEs use a common method to determine how many full-time students there would be by turning all part-time enrolments into a percentage of a full-time load.

- During this period, the entry GPA at UNBC remained at 65%, at UVIC it ranged from 71% to 83.5%, at UBC it ranged from 82 to 84.5%, and at Simon Fraser University from 76% to 83%.
- In all cases, there would be students admitted, especially to special programs such as the fine arts, with grade point averages below these.

## General budget statistical questions, request for statistics for last five year period

7. What are student graduation debt rates in BC (by institution, by program)
  - The median government student loan debt upon graduation, for baccalaureate students in B.C. is \$20,000
  - **Appendix 2 - Government student loan debt**
  - Graduate debt for baccalaureate graduates by program area can be found at: [http://www.aved.gov.bc.ca/tuition/welcome.htm#tuition\\_policy](http://www.aved.gov.bc.ca/tuition/welcome.htm#tuition_policy)
  - Additional bachelor degree graduate information by institution and program can be found at: <http://outcomes.bcstats.gov.bc.ca/BGS/BGSTupcReports.aspx>
8. What are student graduation debt repayment rates in BC (by institution, by program)
  - Average repayment rate reported in 2012, for students who finished studies at B.C. public institutions in 2011: 90.2%
  - Detailed debt repayment information by institution (for both public and private post-secondary) can be found at: <http://tools.canlearn.ca/cslgs-scpse/cln-cln/50/rtr-rri/af.rri-eng.do>
9. First year student completion rates for BC (by institution)
  - Four research universities have reported on first-time full-time Bachelor's degree seeking direct entry (from high school) students for the Accountability Framework. From entry cohorts with approximately 7,000 students a year, 72% completed their Bachelor's degree within 7 years.
10. First year student retention rates (% of students completing first year and starting 2nd year) for BC (by institution)
  - Of 78,000 students who entered a BC public post-secondary institution in 2010/11, 80% were either retained through to 2011/12, or left with a completed credential.
  - Retention is not reported by institution, since student mobility is a characteristic of our public post-secondary system. That is, a student who was enrolled at North Island College last year is considered retained if that student is at Vancouver Island University this year.
11. Total number of students at BC schools in part time studies (by institution, and broken down by origin: in province, out of province, out of country)
  - With flexible delivery methods and post-secondary programs at all levels, it is no longer meaningful to talk about full-time and part-time enrolments. Instead we talk about headcount enrolments and full-time equivalents (FTEs). In 2012/13, there were almost 207,000 FTEs delivered by the public post-secondary institutions.
12. Total number of students at BC schools in full time studies (by institution, and broken down by origin: in province, out of province, out of country)
  - In 2011/12 there were almost 412,000 domestic students and 33,000 international students enrolled in at least one course at a public post-secondary institution. This represents all students over a full academic year. On Nov 1, 2012, there were 270,555 students attending classes.

- **Appendix 3 - International and Domestic Student Headcount by Economic Development Region and Institution**
  - Data on the out of country (or international) and in country (domestic) students can be found on our internet site in the Government Open Data. The report is called Domestic and International Student Headcount by Economic Development Region and Institution. We would be pleased to send the member these data if required.
13. Total private investment in research in BC public post secondary schools (by institution, sources and amounts)
    - PSI question, not AVED
  14. Total provincial government investment in research in BC public post secondary schools (by institution, program/department sources and amounts)
    - \$425,083,390 since 2001 (Tab 7A in SSSRM Backup Material)
  15. Total federal government investment in research in BC public post secondary schools (by institution, program/department sources and amounts)
    - \$425,083,390 since 2001 (Tab 7A in SSSRM Backup Material)
  16. Total institutional internal spending on research in BC public post secondary schools (by institution, amounts)
    - PSI question, not AVED
  17. Total spending on research by BC public post secondary schools (by institution)
    - PSI question, not AVED
  18. Post secondary credentials (total) awarded by BC institutions, broken down by institution, and degrees/diplomas/certificates
    - By institution: these data are publicly available using our interactive reporting tool. Please follow our Ministry internet link to “Post-Secondary Data” and select “Interactive Reporting”. The link is: [http://www.aved.gov.bc.ca/interactive\\_reporting/welcome.htm](http://www.aved.gov.bc.ca/interactive_reporting/welcome.htm)
    - By credential type: see **Appendix 4 - Credentials at Public Post-Secondary Institutions by Level and Category**
      - Also available on the Government Open Data website called “Credentials at Public Post-Secondary Institutions by Level and Category”  
(<http://www.data.gov.bc.ca/dbc/catalogue/detail.page?config=dbc&P110=recorduid:174074&recorduid=174074&title=Credentials at Public Post-Secondary Institutions by Level and Category>)
  19. PSE participation - by region, by institution, f/t headcount, p/t headcount
    - About 40% of the B.C. young people aged 18 to 24 years are enrolled in some form of post-secondary education in a year
  20. PSE attainment - by region, by institution, f/t headcount, p/t headcount
    - Of the BC population aged 25 years and older, 25% have a high school credential, and 64.8% have a post-secondary certificate, diploma or degree. In all of Canada, 23% have a high school credential and 64.1% have a post-secondary certificate, diploma or degree (National Household Survey, 2011)

- British Columbians age 15 and older have the second highest university degree attainment rate in Canada at 27.3 percent (behind Ontario at 28.9 percent). The Canadian average for university degree attainment is 25.9 percent.
  - Educational attainment is not a quality that is expressed by institution or full-time part-time. It is a quality of the population as a whole. It can be expressed by region, but these data have not yet been received by our Ministry from the recently released National Household Survey
21. PSE participation - by income quartile, by institution, f/t headcount, p/t headcount
- The institutions do not report income of their students or their families. This information is only required if students apply for financial assistance (about one third of students).
  - In 2011/12 there were almost 412,000 domestic students and 33,000 international students enrolled in at least one course at a public post-secondary institution. This represents all students over a full academic year. On Nov 1, 2012, there were 270,555 students attending classes.
  - **Appendix 3 - International and Domestic Student Headcount by Economic Development Region and Institution.**
22. PSE attainment - by income quartile, by institution, f/t headcount, p/t headcount
- Research continues to show that people with a post-secondary education have higher incomes than those without. On average, a person with a bachelor's degree will earn between \$600,000 and \$1 million more over their working life than someone without post-secondary education.
  - Educational attainment is not a characteristic that is expressed by institution or full-time/part-time. It is a quality of the population as a whole. It can be expressed by region, but these data have not yet been received by our Ministry from the recently released National Household Survey
23. Aboriginal PSE participation - by institution, f/t, p/t
- Aboriginal students enrolled in public post-secondary institutions include those in dual credit programs with high schools, those involved in contract training through federally or band sponsored skills courses, those in trades programs sponsored by the Industry Training Authority, and those in credential bearing programs. In 2011/12, in all these different types of activities, there were about 25,000 Aboriginal students enrolled in at least one course at or through a public post-secondary institution. Taken together, these enrolments represent 11,000 FTEs.
  - Working with our Aboriginal stakeholders, we have changed our reporting to focus on the credentials earned by Aboriginal students: you will see this measure in our Ministry Service Plan, where we report a baseline of 2,634 credentials awarded.
24. Aboriginal PSE diploma attainment by institution; Aboriginal PSE certificate attainment by institution; Aboriginal PSE undergraduate degree attainment by institution; Aboriginal PSE graduate degree attainment by institution
- There were 2,634 credentials awarded to Aboriginal learners in the 2009/10 fiscal year
    - 1,421 certificates, 410 diplomas, 547 bachelor's degrees and 118 graduate or first professional degrees awarded.
  - The total credentials awarded in the most recent year (2011/12) have exceeded 3,000
  - Source: 2013/14 AVED Service Plan



25. BC province of origin PSE participation by institution

- Domestic students are not identified as “BC province of origin or non BC residents” in our data
- Data on diplomas awarded for all students (domestic and international) can be found on our internet site in the Government Open Data. The report is called Credentials at Public Post-Secondary Institutions by Level and Category. We would be pleased to send the member these data if required.
- By institution: these data are publicly available using our interactive reporting tool. Please follow our Ministry internet link to “Post-Secondary Data” and select “Interactive Reporting”. The link is: [http://www.aved.gov.bc.ca/interactive\\_reporting/welcome.htm](http://www.aved.gov.bc.ca/interactive_reporting/welcome.htm)
- We can report the number of diplomas awarded for domestic students only. We would be pleased to send the member these data if required.

26. BC province of origin PSE diploma attainment by institution

- Domestic students are not identified as “BC province of origin or non BC residents” in our data
- Data on certificates awarded for all students (domestic and international) can be found on our internet site in the Government Open Data. The report is called Credentials at Public Post-Secondary Institutions by Level and Category. We would be pleased to send the member these data if required.
- By institution: these data are publicly available using our interactive reporting tool. Please follow our Ministry internet link to “Post-Secondary Data” and select “Interactive Reporting”. The link is: [http://www.aved.gov.bc.ca/interactive\\_reporting/welcome.htm](http://www.aved.gov.bc.ca/interactive_reporting/welcome.htm)
- We can report the number of certificates awarded for domestic students only. We would be pleased to send the member these data if required.

27. BC province of origin PSE certificate attainment by institution

- Domestic students are not identified as “BC province of origin or non BC residents” in our data
- Data on undergraduate degrees awarded for all students (domestic and international) can be found on our internet site in the Government Open Data. The report is called Credentials at Public Post-Secondary Institutions by Level and Category. We would be pleased to send the member these data if required.
- By institution: these data are publicly available using our interactive reporting tool. Please follow our Ministry internet link to “Post-Secondary Data” and select “Interactive Reporting”. The link is: [http://www.aved.gov.bc.ca/interactive\\_reporting/welcome.htm](http://www.aved.gov.bc.ca/interactive_reporting/welcome.htm)
- We can report the number of undergraduate degrees awarded for domestic students only. We would be pleased to send the member these data if required.

28. BC province of origin PSE undergraduate attainment by institution

- Domestic students are not identified as “BC province of origin or non BC residents” in our data
- Data on graduate degrees awarded for all students (domestic and international) can be found on our internet site in the Government Open Data. The report is called Credentials at Public Post-Secondary Institutions by Level and Category. We would be pleased to send the member these data if required.

- By institution: these data are publicly available using our interactive reporting tool. Please follow our Ministry internet link to “Post-Secondary Data” and select “Interactive Reporting”. The link is: [http://www.aved.gov.bc.ca/interactive\\_reporting/welcome.htm](http://www.aved.gov.bc.ca/interactive_reporting/welcome.htm)
  - We can report the number of graduate degrees awarded for domestic students only. We would be pleased to send the member these data if required.
29. BC province of origin PSE graduate degree attainment by institution
- Domestic students are not identified as “BC province of origin or non BC residents” in our data
  - Data on graduate degrees awarded for all students (domestic and international) can be found on our internet site in the Government Open Data. The report is called Credentials at Public Post-Secondary Institutions by Level and Category. We would be pleased to send the member these data if required.
  - By institution: these data are publicly available using our interactive reporting tool. Please follow our Ministry internet link to “Post-Secondary Data” and select “Interactive Reporting”. The link is: [http://www.aved.gov.bc.ca/interactive\\_reporting/welcome.htm](http://www.aved.gov.bc.ca/interactive_reporting/welcome.htm)
  - We can report the number of graduate degrees awarded for domestic students only. We would be pleased to send the member these data if required.
30. Adult high school equivalency participation - by region, by institution, f/t, p/t
- Is the member asking about students enrolled in Adult Basic Education programming? If so, there were approximately 25,000 ABE students enrolled in 2010/11
  - **Appendix 5 - Adult Basic Education Headcount by Gender and Age Group**
  - The report is also available on the Open Government site at <http://www.data.gov.bc.ca/dbc/catalogue/detail.page?config=dbc&P110=recorduid:175356&recorduid=175356&title=Adult Basic Education Headcount by Gender and Age Group at Public Post-secondary Institutions>
31. BC HS equivalency attainment %of pop'n - by region, by institution, f/t, p/t
- The National Household Survey shows that 25% of the BC population aged 25 and older has a high school diploma as their highest level of educational attainment. This is higher than Alberta (23.8 percent) and Ontario (24.3 percent) and the Canadian average of 23.2 percent.
  - We do not have these data by region, and they are not appropriately reported by institution or full-time/part-time.
  - Under the Student Transition Project, we have reported on the student transitions of high school graduates by college region. These data are publicly available on the Ministry internet, under the link to “Post-Secondary Data” and select “Student Transitions Project”. The link is [http://www.aved.gov.bc.ca/student\\_transitions/documents/regional-transition-matrices\\_2013-03-13.pdf](http://www.aved.gov.bc.ca/student_transitions/documents/regional-transition-matrices_2013-03-13.pdf)
32. BC HS equivalency attainment %of pop'n - by region, by income quartile
- Recently released National Household Survey data on educational attainment by region have not yet been obtained by our Ministry.
  - Under the Student Transition Project, we have reported on the student transitions of high school graduates by college region. These data are publicly available on the Ministry internet, under the link to “Post-Secondary Data” and select “Student Transitions Project”. The link is

[http://www.aved.gov.bc.ca/student\\_transitions/documents/regional-transition-matrices\\_2013-03-13.pdf](http://www.aved.gov.bc.ca/student_transitions/documents/regional-transition-matrices_2013-03-13.pdf)

33. List of wait lists - by institution, by program

- These data are not maintained by our Ministry
- Data at the institutions during summer is very changeable from day to day. Some programs are full, and there is room for more students in other programs.

## BC PCTIA

34. Number of complaints received – by institution

s.17, s.21

36. Number of complaints dismissed/resolved, founded/successful, unsuccessful, ongoing, abandoned<sup>4</sup> – by institution

- See #34 above for summary
- **Note:** While this chart indicates the number of complaints at each institution by outcome, it should be kept in mind that all complaints are not equal. Even when outcomes are the same between two complaints, the seriousness of each may vary. In some circumstances a complaint may have been made without any grounds, while in another, a complaint may indicate a serious offense by the institution. As well, complaints may be dismissed through a peaceful resolution between the student and the institution, because of insufficient information provided, or because too much time has passed. See **Appendix 6** for more complete information on each complaint.
- As well, as noted previously, the size of the institution is a factor to be considered when analyzing the number of complaints it has received (see **Appendix 7** for a breakdown of complaints by enrollment at each institution).

s.17, s.21

<sup>4</sup> See **Complaints Abandoned** note in #34

s.17, s.21

<b>TOTAL</b>	<b>31</b>	<b>8</b>	<b>15</b>	<b>12</b>
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37. Number of complaints dismissed, founded and abandoned – by category

- As noted, as one student may have a complaint that covers several categories, the number of complaints by outcome (dismissed/resolved; founded/successful; unsuccessful; or ongoing) in total equal more than the number of student complaints. Below is an indication of the outcome of complaints by category:

<b>Complaint Category</b>	<b>Dismissed/ Resolved</b>	<b>Founded/ Successful</b>	<b>Unsuccessful</b>	<b>Ongoing</b>
Failed/dismissed				
Clinical/practicum/co-op				
Misled on requirements for certification				
Lack of consistence at school				
Student loan disbursement				
Unprofessional attitude at school				
Tuition issues				
Resources lacking at institution				
School not following own policy				
No support as promised				
Admissions issues				
Misled on accreditation				
Instructor/curriculum issue				
Promised job				
Misled on programs				
Privacy violations				
Exam answers given to students				
Misled on exam requirements				
Misled on contracts				
Unstated/just received				
<b>TOTAL</b>	<b>69</b>	<b>9</b>	<b>19</b>	<b>18</b>

s.17, s.21, s.22

38. Number of suspensions, fines and average fine – by institution, by reason

SUSPENSIONS		
Number of suspensions	16 institutions	See Appendix 8 for list of institutions
<u>Categories of Suspension</u> Main categories of suspensions are listed as: “Basic Education Standards not met” and “Other infractions of the Act, Regulations and Bylaws”. In the cases where PCTIA does note what the unmet Basic Education Standards are, failure to submit payments, improperly kept records, and lack of evidence of qualified instructors are among those noted. <b>See Appendix 8 for further details on reasons for suspension.</b>		
FINES		
Number of fines	20 institutions received \$500 fines (one institution received two separate fines)	<u>Reason</u> Fines are levied in the case of an institution not submitting information to the Agency on time – generally given two extensions – this is often for financial statements <b>See Appendix 9 for list of institutions</b>
Average fine	s.13, s.17	
CLOSURES		
Number of closures	31 institutions were closed/cancelled in the past 12 months	See Appendix 8 for list of institutions
<u>Reasons for Closure</u> <ul style="list-style-type: none"><li>Failed to meet or respond to suspension conditions (eleven closures)</li><li>Institute advised the Agency it was no longer operating (ten closures)</li><li>No longer running programs which require registration (ten closures)</li></ul>		

39. Spending from emergency tuition fund for students and Time between request and resolution from emergency fund – by case, average

STUDENT TRAINING COMPLETION FUND			
<b>NOTE</b> s.13 Claims can only be properly reviewed once the student has filed and given all appropriate information (PCTIA staff spends considerable time following up with students to ensure all proper information has been filed). It should be noted that PCTIA have a duty not only to the student, but to the diligent management of the fund. That means PCTIA can’t pay out until they can validate/verify information.			
Spending from emergency tuition fund (STCF) for students	By month	By Institution	How many claims?
s.21			

s.21

Time between request  
and resolution from  
emergency fund

**By case**

**Average**

The average is **8 weeks** from the date the student  
submits a completed claim form to the Agency.

A student may begin completing their program in  
another institution with **1 – 2 weeks. This can be done  
prior to the claim amount being processed.** This is  
impacted by the receiving institutions ability to assess  
the student and fit them in to an existing program.

**Factors which effect processing times:**

- The time it takes for a student to file a claim.  
They have one year after the closure
- The completeness of student files (are there  
contracts with dates? attendance Records?  
receipts for tuition payments?) to validate the  
claim.
- The amount of cooperation received from the  
closed institution in responding to Agency  
questions
- The timing of Finance and Board meetings for  
approvals to pay (these are expedited when  
claims need approval)

s.21

## Education Quality Assurance and StudentAid BC Designations

### 40. Number of Education Quality Assurance designation new and renewal applications

- received
  - 2012/2013 = 121
  - 2013/2014 = 112
- refused
  - 2012/2013 = 23
  - 2013/2014 = 0
- pending applications under Ministry review
  - 2013/2014 = 14
- granted
  - 2012/2013 = 106
  - 2013/2014 = 110

### 41. Number of StudentAid BC designation applications

	Calendar year 2013 (to date)	Calendar year 2012	Calendar year 2011
<b>Received</b>	247	422	335
<b>Refused</b>	83	147	137
<b>Granted</b>	56	205	191

### 42. StudentAid BC designations revoked

- Summary of Decisions to Date:

Year	Closed	Designated	Not Designated	Total Reviewed
2010	3	2	5	10
2011	4	10	0	14
2012	2	5	1	8
<b>Total</b>	<b>9</b>	<b>17</b>	<b>6</b>	<b>32</b>

*Note: Of 32 schools reviewed, 9 have closed and 6 continue to operate without designation.*

- **Appendix 10 – Institutions Reviewed by Year**

Year	Number of SABC Compliance Visits
2010/11	24
2011/12	18
2012/13	12

- **Details in Appendix 11 - SABC Compliance Visits reported by program year**



43. Public applications to the Degree Quality Assessment Board

- 2011/12
  - Received: 6
  - Refused: 0
  - Granted: 1 (includes applications received in 2010/11)
  - Withdrawn: 1
- 2012/13
  - Received: 7
  - Refused: 1
  - Granted: 7 (includes applications received in 2011/12)
  - Withdrawn: 5

44. Private applications to the Degree Quality Assessment Board

- 2011/12
  - Received: 14
  - Refused: 0
  - Granted: 27 (includes re-consents and applications received in 2010/11)
  - Withdrawn: 3
- 2012/13
  - Received: 19
  - Refused: 0
  - Granted: 20 (includes re-consents and applications received in 2011/12)
  - Withdrawn: 3

45. Applications from institutions with Exempt Status

- 2011/12
  - Received: 18
  - Refused: 0
  - Granted: 17 (includes applications received in 2010/11)
  - Withdrawn: 0
- 2012/13
  - Received: 13
  - Refused: 0
  - Granted: 11 (includes applications received in 2011/12)
  - Withdrawn: 0

46. Number of applications for exemption from DQAB

- 2011/12
  - Received: 1
  - Refused: 0
  - Granted: 0
  - Withdrawn: 1
- 2012/13
  - Received: 0
  - Refused: 0
  - Granted: 0
  - Withdrawn: 0

47. List of schools currently exempt from DQAB and expiry dates

Exempt status does not have an expiry date.

- Athabasca University (baccalaureate)
- Emily Carr University of Art & Design (baccalaureate)
- Kwantlen Polytechnic University (baccalaureate)
- Royal Roads University (master)
- Simon Fraser University (doctoral)
- Thompson Rivers University (baccalaureate)
- Trinity Western University (master)
- University of British Columbia/University of British Columbia-Okanagan (doctoral)
- University of Northern British Columbia (master)
- University of the Fraser Valley (baccalaureate)
- University of Victoria (doctoral)
- Vancouver Island University (baccalaureate)

48. List of schools whose DQAB exemption was revoked or not renewed

- none

49. Number of yearly quality review visits made by the ministry

- Institutions with consent under the *Degree Authorization Act* are required to submit Annual Reports to the Ministry outlining the progress of the institution to ensure that the quality of education is continually improving and meeting the needs of students. The Degree Quality Assessment Board (the Board) monitors the ongoing performance of institutions and makes recommendations to the Minister as necessary.
- Institutions are subject to a Performance Meeting in conjunction with the annual reporting cycle if: the institution has outstanding *Special Terms and Conditions of Consent*; concerns have been raised about the institution and/or its degree programs that directly relate to the quality standards or legislative obligations; or, the Board determines that substantive or material changes were made in the institution and/or degree program offerings.
  - Adler School of Professional Psychology – October 26, 2010; October 4, 2011
  - Alexander College – January 10, 2011; December 7, 2011
  - Art Institute of Vancouver – November 16, 2011; March 4, 2013

- Athabasca University – November 25, 2010
- City University of Seattle – January 13, 2011
- Columbia College – February 24, 2011
- Corpus Christi College – October 17, 2012
- Fairleigh Dickinson University – January 25, 2011; October 25, 2011
- Fraser International College – November 3, 2011
- Gonzaga University – October 12, 2010
- New York Institute of Technology – January 24, 2011; October 6, 2011; January 29, 2013
- Queen’s University – November 1, 2010
- Quest University Canada – November 18, 2010
- Sprott-Shaw Degree College – September 10, 2010; November 9, 2011
- Trinity Western University – February 3, 2011
- University Canada West – September 30, 2010; September 28, 2011; October 23, 2012
- University of Oregon – January 12, 2011
- University of Phoenix – August 30, 2010

## Other questions

50. Budget amount set aside for implementation of the green paper Quality Assurance Framework

s.17

51. Budget amount spent (2012) on the green paper preparation

s.17

52. Annual maintenance budget (capital allowance) costs requested from the province by institution

- See TAB 18 in Estimates Notes

53. What is the estimated annual cost of maintenance for existing buildings for post secondary institutions in BC by institution

- See TAB 18 in Estimates Notes

54. Portion of this budget intended to cover these costs by institution

- See TAB 18 in Estimates Notes

55. What is the net value of BC's graduate student fellowship program allotted under the budget

- Does the member mean The Pacific Leaders Graduate Student Fellowship? If so this program was established to attract top-quality researchers to the BC Public Service while producing research to address key issues facing the Province. Program was suspended in 2009. The fiscal and economic situation was making it more difficult to facilitate employment placements for graduating students and efforts were met with very limited success. There was a priority on placing employees impacted by workforce adjustment. One award was deferred from 2007 and paid out over the 2010/11 and 2011/12 fiscal years.

### Changes in the advanced education budget 2011/12 vs. 2013/14

- TAB 3 (a,b,c,d) in Estimates Notes

### Changes in the ministry budget 2012/13 vs. 2013/14

- TAB 2 in Estimates Notes

### From the service plan

56. Centre of Excellence in Agriculture at the University of the Fraser Valley, what is budget allotment for this item?
- In April 2013, the ministry approved capital funding in the amount of \$1 million toward the total cost of \$2 million for this project. This funding approval is subject to receipt of an acceptable business case and available budget appropriation.
  - For more detail, see Estimates Note #9
57. Traditional School of Chinese Medicine in partnership with a publicly funded post-secondary institution, what is budget allotment for this item?
- The school will be established without any additional cost to government.
58. Development of open educational resources and textbooks, what is budget allotment for this item?
- See Q&A or Estimate Note #34
59. Provide funding for additional partnerships with Aboriginal communities for community-based programs, what is budget allotment for this item?
- The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan includes a commitment to support community-based delivery of programs through partnerships between public post-secondary institutions and Aboriginal institutes and communities.
  - On June 21, 2012, the Ministry announced the implementation of the Aboriginal Community-Based Delivery Partnerships Program. It supports partnerships between public post-secondary institutions and Aboriginal institutes and communities to deliver programs in Aboriginal communities that meet community needs and position them to take advantage of economic opportunities.

- The Ministry has partnered with the Ministry of Jobs, Tourism and Skills Training and the Federal government to fund this program for two years.
- Funding for the program includes \$2 million in provincial – AVED funding and \$5 million in Canada – British Columbia Labour Market Agreement funding, along with \$2 million through Aboriginal Affairs and Northern Development Canada’s Active Measures Program.

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s.17

60. Develop an international education marketing strategy, what is budget allotment for this item?

- Our International Education Strategy includes a commitment to develop an international education marketing strategy to increase international awareness of B.C. as a high quality education destination, and to support and reinforce the marketing efforts of our institutions.
- Implementation of the first phase of the international education marketing strategy was completed in spring 2013. This strategy included initiatives such as a public relations campaign, digital campaigns, and print ads, which reached our key markets.
- The ministry’s total budget for 2012/13 for this marketing strategy was \$450,000.

s.17

s.17

61. Develop a Qualifications Framework that supports benchmarking of foreign education credentials

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s.17

The project is a

Ministry priority and will be supported accordingly.

## From the mandate letter

62. Shared services, coordinated purchasing and energy efficiency upgrades (p.2)

- Shared services
  - Funding for the Administrative Services Delivery Transformation Office is included in the Ministry’s STOB 60 budget of \$1,237,000.

▪

s.17

### • Coordinated purchasing

- Energy efficiency upgrades
  - In the past, energy efficient projects were done through the Public Sector Energy Conservation Agreement program. See TAB 4 (d and e) in Estimates
  - Presently, we continue to undertake energy efficient projects through routine capital envelop beside our major capital projects. Most of our projects result in energy efficiencies.

63. Set targets for post secondary graduates (p.2), what metrics will be used

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s.17

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64. Consolidate functions across different post-secondary institutions (p.2)

- The projects considered are based on the findings of the Deloitte Report and through consultation of the post-secondary institutions.

s.17

65. Require schools to do a core review to ensure student seats are being filled (p.3)

- The Ministry will work closely with public post-secondary institutions to identify gaps where student seats are not being filled.

s.17

s.17

66. Doubling the number of international students by 2016 (p.3), what is the budget allotment for this item?

- See Q&A

British Columbia Post-Secondary Transition Rates by Demographic Characteristics

British Columbia Secondary School Graduates of 2001-02 to 2008-09

Published November 2011

Category/Characteristic	Percent								# of Grads by High School Grad Year											
	Immediate Entry Transition Rate								5 Year Cumulative Delayed Entry Transition Ra											
	AY 2001-02 ' 2002-03 ' 2003-04 ' 2004-05 ' 2005-06 ' 2006-07 ' 2007-08 ' 2008-09	AY 2001-02	AY 2002-	AY 2003-	AY 2004-05	AY 2001-02 ' 2002-03 ' 2003-04 ' 2004-05 ' 2005-06 ' 2006-07 ' 2007-08 ' 2008-09	AY 2001-02	AY 2002-	AY 2003-	AY 2004-05	AY 2001-02 ' 2002-03 ' 2003-04 ' 2004-05 ' 2005-06 ' 2006-07 ' 2007-08 ' 2008-09	AY 2001-02	AY 2002-	AY 2003-	AY 2004-05	AY 2001-02 ' 2002-03 ' 2003-04 ' 2004-05 ' 2005-06 ' 2006-07 ' 2007-08 ' 2008-09				
Age at Graduation																				
18	50.3%	50.4%	49.0%	49.8%	50.5%	50.7%	51.8%	53.4%	71.8%	71.7%	70.5%	75.4%	21,496	21,399	20,550	21,845	22,221	21,991	22,892	22,501
Unknown	32.7%	32.1%	40.0%	13.3%	40.0%	9.1%	23.1%	42.1%	47.3%	48.2%	50.0%	25.0%	55	56	20	15	10	22	13	19
17 and younger	53.7%	54.1%	53.4%	53.3%	53.7%	54.8%	54.7%	55.6%	75.3%	74.8%	73.8%	75.0%	18,261	19,374	18,289	18,453	19,574	18,834	18,920	19,385
19 and older	40.1%	39.9%	36.8%	36.1%	36.7%	39.1%	41.1%	42.0%	59.2%	59.4%	55.5%	53.8%	3,591	3,568	3,504	3,363	3,127	2,640	2,748	2,858
All Graduates by Primary Language Spoken at Home																				
Chinese, Mandarin, Cantonese	78.4%	79.6%	75.9%	75.3%	75.1%	74.5%	75.5%	75.7%	87.9%	89.2%	85.1%	89.4%	3,291	3,427	3,346	3,501	3,840	3,714	3,672	3,736
English	47.0%	47.1%	45.9%	46.3%	46.9%	47.7%	48.2%	49.4%	70.4%	70.2%	69.1%	71.5%	36,051	36,715	34,492	35,290	35,861	34,835	35,604	35,627
French	46.2%	48.2%	49.2%	50.0%	51.6%	57.1%	53.6%	53.5%	62.2%	63.5%	67.8%	78.8%	119	137	118	140	159	133	138	159
Korean	53.3%	49.8%	42.9%	44.1%	41.2%	45.4%	46.8%	50.4%	65.4%	63.9%	54.0%	58.3%	508	648	904	1,006	1,168	1,049	1,129	1,236
Punjabi	78.7%	80.8%	77.9%	80.3%	79.6%	81.7%	81.8%	82.3%	88.3%	88.3%	88.9%	94.7%	903	895	900	957	1,074	1,046	1,200	1,118
Other Language (not listed above)	60.4%	61.3%	61.5%	60.5%	62.2%	63.0%	65.5%	66.5%	72.9%	71.7%	72.1%	76.3%	2,531	2,575	2,603	2,782	2,830	2,710	2,830	2,887
BC Resident Status at Time of Grade 12 Graduation																				
Unknown	32.7%	32.1%	40.0%	13.3%	40.0%	9.1%	23.1%	42.1%	47.3%	48.2%	50.0%	25.0%	55	56	20	15	10	22	13	19
Resident of BC	51.2%	51.6%	50.3%	50.7%	51.4%	52.2%	52.8%	54.1%	72.7%	72.8%	71.5%	74.2%	42,442	43,240	41,128	42,241	43,578	42,330	43,271	43,294
Non-Resident of BC	37.7%	36.1%	35.0%	34.8%	33.2%	35.1%	39.3%	39.0%	47.7%	44.9%	42.6%	49.0%	906	1,101	1,215	1,420	1,344	1,135	1,289	1,450
College Region of Secondary School																				
Camosun	42.9%	43.5%	44.4%	43.9%	44.6%	44.8%	46.2%	47.1%	70.4%	69.9%	69.4%	73.0%	3,087	3,307	2,942	3,117	3,182	3,050	3,007	3,127
Capilano	54.6%	54.0%	50.6%	51.6%	52.1%	51.1%	52.0%	53.5%	76.0%	75.1%	72.5%	73.3%	2,617	2,715	2,742	2,796	2,774	2,835	2,987	2,921
Douglas	59.0%	60.6%	57.5%	57.7%	58.2%	59.5%	59.7%	60.2%	77.7%	78.4%	75.7%	79.9%	5,870	5,938	5,761	6,008	6,215	6,085	6,367	6,349
Fraser Valley	44.2%	42.3%	41.4%	43.2%	41.6%	41.7%	42.1%	42.6%	64.6%	63.4%	61.8%	64.0%	2,826	2,932	2,840	2,943	3,052	2,888	3,035	3,186
Kwantlen	55.6%	55.2%	54.6%	54.4%	56.9%	57.3%	59.1%	60.1%	75.4%	74.3%	72.6%	76.3%	8,801	9,049	8,832	9,224	9,551	9,153	9,651	9,661
Malaspina	43.5%	45.1%	44.9%	45.1%	43.7%	44.0%	44.6%	46.9%	69.3%	68.8%	68.9%	75.0%	2,566	2,517	2,399	2,534	2,554	2,522	2,590	2,585
New Caledonia	47.2%	45.1%	46.6%	47.4%	46.9%	49.4%	49.5%	48.7%	69.1%	69.0%	69.6%	69.9%	1,742	1,654	1,495	1,517	1,434	1,562	1,603	1,556
North Island	45.5%	43.0%	43.4%	40.7%	42.1%	45.8%	43.7%	47.9%	70.7%	70.7%	70.1%	68.7%	1,690	1,647	1,570	1,573	1,537	1,489	1,502	1,444
Northern Lights	36.7%	43.1%	37.0%	36.3%	34.2%	32.9%	36.4%	34.3%	64.9%	66.6%	65.1%	65.4%	627	710	664	677	699	641	667	627
Northwest	46.6%	48.4%	46.8%	54.1%	50.2%	50.0%	47.0%	55.5%	71.8%	73.9%	71.7%	74.8%	922	994	901	889	903	816	819	825
Okanagan	35.4%	36.6%	35.5%	35.9%	38.8%	42.0%	41.6%	43.5%	57.5%	58.9%	59.5%	61.1%	3,823	3,992	3,690	3,631	4,058	3,903	4,010	4,004
Rockies	33.4%	30.9%	33.7%	35.9%	34.1%	34.4%	36.4%	37.3%	59.9%	57.3%	58.2%	56.3%	969	977	942	895	848	835	762	798
Selkirk	47.1%	47.0%	45.4%	45.8%	44.3%	49.7%	51.9%	51.9%	70.9%	73.9%	70.8%	69.1%	1,060	951	939	882	874	807	879	844
Thompson Rivers	48.0%	47.1%	46.4%	44.1%	42.7%	45.8%	44.6%	45.8%	69.9%	66.6%	66.9%	69.2%	1,911	1,861	1,745	1,814	1,793	1,743	1,717	1,763
Vancouver/Langara	66.8%	68.3%	64.1%	63.8%	64.9%	63.9%	64.9%	65.8%	82.6%	83.2%	80.1%	83.8%	4,892	5,153	4,901	5,176	5,458	5,158	4,977	5,073
Gender																				
Female	53.8%	53.7%	52.4%	52.4%	53.4%	53.9%	54.2%	55.5%	73.7%	73.2%	72.0%	75.4%	22,056	22,694	21,246	22,165	22,690	22,046	22,524	22,459
Male	47.9%	48.6%	47.3%	47.9%	48.4%	49.5%	50.5%	51.7%	70.7%	70.8%	69.3%	71.4%	21,347	21,703	21,117	21,511	22,242	21,441	22,049	22,304
Language Programs (in Grad Year)																				
ESL in Grad Year	65.6%	60.8%	60.4%	57.7%	54.3%	57.2%	62.0%	61.1%	80.2%	77.5%	74.4%	66.1%	1,033	897	809	751	805	685	726	687



French Immersion	63.4%	63.2%	62.3%	61.4%	60.7%	61.1%	59.2%	61.7%	81.8%	82.6%	80.5%	89.7%	1,431	1,353	1,178	1,300	1,408	1,425	1,496	1,704
Non-Resident of BC at Time of Grade 12 Graduation, by Primary Language Spoken at Home																				
Chinese, Mandarin, Cantonese	49.4%	47.9%	48.1%	51.0%	47.9%	49.0%	54.4%	53.3%	60.8%	58.1%	55.5%	69.3%	316	351	339	392	338	288	340	422
English	27.3%	25.8%	30.2%	26.3%	31.5%	32.0%	36.2%	34.6%	38.5%	35.1%	38.4%	43.9%	231	279	255	327	292	316	343	422
Japanese	30.8%	34.2%	31.1%	24.8%	23.1%	21.7%	18.5%	23.8%	36.9%	36.2%	33.6%	28.7%	130	149	122	133	130	106	108	80
Korean	32.8%	35.3%	27.6%	28.9%	26.8%	30.7%	35.5%	32.9%	42.5%	45.5%	35.7%	38.6%	134	224	381	425	470	362	428	432
Other Language (not listed above)	41.1%	28.6%	35.6%	36.4%	31.6%	34.9%	37.1%	35.1%	48.4%	36.7%	46.6%	55.9%	40,317	41,238	42,481	41,053	42,041	42,222	1,266	1,046
Overall Aboriginal Status																				
Aboriginal	40.4%	38.6%	40.5%	38.2%	37.2%	40.7%	40.1%	40.0%	67.4%	64.3%	65.5%	68.8%	2,272	2,468	2,388	2,553	2,704	2,678	2,792	2,873
Non-Aboriginal	51.5%	51.9%	50.4%	50.9%	51.8%	52.4%	53.2%	54.5%	72.5%	72.5%	70.9%	73.7%	41,131	41,929	39,975	41,123	42,228	40,809	41,781	41,890
Secondary School Academic Grade Point Average																				
50.0% - 64.9%	56.7%	56.9%	57.7%	56.7%	57.6%	53.4%	58.0%	57.2%	80.0%	79.9%	78.7%	74.2%	1,623	1,556	1,452	1,386	1,324	1,518	1,480	1,446
65.0% - 74.9%	61.9%	62.2%	63.9%	63.2%	63.9%	64.5%	67.2%	69.5%	82.5%	83.2%	83.5%	84.7%	5,415	5,275	4,789	4,866	4,960	5,077	5,158	4,814
75.0% - 79.9%	68.6%	68.0%	67.6%	68.9%	69.1%	70.9%	71.6%	73.1%	85.2%	84.3%	84.4%	90.5%	3,668	3,680	3,338	3,547	3,761	3,785	3,929	3,878
80.0% - 84.9%	72.7%	74.3%	71.5%	70.2%	69.9%	72.0%	71.9%	73.0%	85.4%	87.7%	84.1%	92.2%	3,916	4,098	3,750	4,127	4,311	4,124	4,252	4,506
85.0% - 89.9%	74.7%	75.7%	72.0%	71.9%	72.1%	70.4%	68.0%	71.7%	84.9%	85.7%	81.8%	85.6%	3,287	3,733	3,508	3,677	3,874	3,657	3,706	3,984
90.0% - 94.9%	75.0%	75.3%	73.5%	70.8%	70.9%	68.1%	64.4%	67.3%	83.0%	82.6%	81.5%	84.1%	1,672	2,062	2,022	2,160	2,212	2,162	2,253	2,152
95.0% - 100.0%	70.2%	72.1%	70.1%	68.3%	68.1%	64.2%	64.6%	66.4%	76.9%	78.6%	76.3%	77.7%	295	373	355	378	379	385	378	443
No Academic Grade Point Average	36.3%	35.4%	34.7%	35.2%	36.1%	37.1%	38.2%	38.6%	62.4%	61.2%	60.6%	62.7%	23,527	23,620	23,149	23,535	24,111	22,779	23,417	23,540
Secondary School Type																				
BC Independent School	46.7%	50.1%	49.0%	47.3%	48.9%	46.2%	48.6%	49.5%	66.4%	68.4%	66.8%	70.0%	3,299	3,604	3,491	3,805	3,949	4,013	4,163	4,202
BC Public School	51.2%	51.3%	50.0%	50.5%	51.1%	52.3%	52.8%	54.0%	72.7%	72.4%	71.0%	73.7%	40,104	40,793	38,872	39,871	40,983	39,474	40,410	40,561
Special Needs																				
Gifted	67.1%	71.7%	69.1%	69.0%	69.6%	71.6%	67.1%	69.5%	82.6%	85.4%	82.5%	88.4%	2,485	2,402	2,104	2,255	1,933	1,715	1,373	1,313
No Special Needs	50.6%	50.7%	49.6%	49.9%	50.9%	51.7%	52.7%	53.9%	72.2%	71.9%	70.6%	73.3%	39,323	40,430	38,524	39,615	41,002	39,754	41,235	41,286
Other Special Needs	33.0%	32.3%	33.1%	32.2%	33.4%	36.2%	36.6%	37.4%	56.4%	55.8%	57.6%	58.5%	1,595	1,565	1,735	1,806	1,997	2,018	1,965	2,164

[These data come from the Student Outcomes Surveys which try to reach every graduate after leaving their studies.](#)

These surveys attain a high response rate (over 50% each year), and are considered valid and reliable. The amount reported by the Ministry is a median (50% of the students reported more debt, and 50% reported less debt).

Government student loan debt  Program Area	Bachelor Degree Graduates			Diploma, Associate Degree & Certificate Graduates		
	2009	2010	2011	2009	2010	2011
Overall						
Incurring Gov't Student Loan Debt	39%	36%	36%	25%	23%	24%
Median Gov't Student Loan Debt Incurred	\$20,000	\$20,000	\$20,000	\$10,000	\$10,000	\$10,000
Arts and Science						
Incurring Gov't Student Loan Debt	37%	33%	34%	30%	27%	26%
Median Gov't Student Loan Debt Incurred	\$20,000	\$20,000	\$20,000	\$11,000	\$10,000	\$11,000
Business and Management						
Incurring Gov't Student Loan Debt	32%	30%	31%	24%	20%	23%
Median Gov't Student Loan Debt Incurred	\$18,000	\$15,175	\$18,000	\$11,000	\$12,000	\$10,000
Education						
Incurring Gov't Student Loan Debt	50%	46%	41%	17%	10%	10%
Median Gov't Student Loan Debt Incurred	\$15,000	\$15,000	\$14,000	\$8,000	\$12,500	\$9,000
Engineering and Applied Sciences						
Incurring Gov't Student Loan Debt	40%	37%	35%	32%	32%	31%
Median Gov't Student Loan Debt Incurred	\$20,000	\$20,000	\$20,000	\$12,000	\$12,000	\$11,000
Health						
Incurring Gov't Student Loan Debt	41%	43%	45%	29%	26%	27%
Median Gov't Student Loan Debt Incurred	\$28,000	\$25,000	\$26,000	\$12,000	\$11,000	\$11,100
Human and Social Services						
Incurring Gov't Student Loan Debt	45%	43%	43%	26%	23%	26%
Median Gov't Student Loan Debt Incurred	\$25,000	\$24,000	\$22,500	\$11,000	\$11,000	\$10,000
Trades						
Incurring Gov't Student Loan Debt	-	-	-	20%	18%	21%
Median Gov't Student Loan Debt Incurred	-	-	-	\$8,000	\$7,800	\$8,000
Visual and Performing Arts						
Incurring Gov't Student Loan Debt	38%	36%	33%	29%	32%	32%
Median Gov't Student Loan Debt Incurred	\$20,000	\$20,000	\$20,000	\$13,000	\$10,000	\$11,000

**Incurring Gov't Student Loan Debt** shows the percentage of valid responses that were greater than \$0.

**Median Gov't Student Loan Debt Incurred** is based on responses where amount of debt incurred was greater than \$0.

Source: *Baccalaureate Graduate Survey, and Diploma, Associate Degree and Certificate Student Outcomes Survey 2009-2011*



All surveys were conducted approximately two years after graduation; e.g. Survey Year 2010 indicated graduates from 2008.

International<sup>1</sup> and Domestic Student Headcount<sup>2</sup> by Economic Development Region and Institution

B.C. Public Post-Secondary Institutions  
Academic Year (AY) 2007/08 to 2010/11

Economic Development Region	Institution	International Students				Domestic Students			
		AY 2007/08	AY 2008/09	AY 2009/10	AY 2010/11	AY 2007/08	AY 2008/09	AY 2009/10	AY 2010/11
Mainland/ Southwest	British Columbia Institute of Technology	1,275	1,715	1,985	2,465	43,655	42,645	41,165	40,505
	Capilano University	725	690	790	780	12,345	12,910	13,345	13,675
	Douglas College	695	835	965	1,195	21,995	23,840	24,630	24,980
	Emily Carr University of Art + Design	220	255	275	305	3,780	3,940	4,245	4,450
	Justice Institute of British Columbia	125	155	205	210	31,260	30,405	29,995	29,755
	Kwantlen Polytechnic University	815	935	1,190	1,340	16,885	16,960	17,665	17,865
	Langara College	1,290	1,505	1,730	1,695	17,445	18,070	19,145	19,690
	Simon Fraser University	3,415	3,785	4,705	5,670	26,650	27,535	27,940	28,005
	University of British Columbia (Vancouver)	5,925	6,100	6,795	7,040	38,695	39,070	40,220	40,505
	University of the Fraser Valley	670	710	815	890	13,515	13,965	14,665	14,190
	Vancouver Community College	1,065	605	640	665	21,965	23,135	22,855	22,925
Mainland/ Southwest Total		16,220	17,290	20,095	22,255	248,190	252,475	255,870	256,545
Vancouver Island/ Coast	Camosun College	650	695	710	650	17,680	18,065	18,665	18,915
	North Island College	55	70	85	110	9,830	9,560	9,880	9,865
	Royal Roads University	65	45	50	75	2,995	3,095	3,325	3,295
	University of Victoria	2,545	2,515	2,585	2,730	18,225	18,520	19,275	19,710
	Vancouver Island University	1,120	1,245	1,570	1,610	17,910	18,140	17,375	16,545
Vancouver Island/ Coast Total		4,435	4,570	5,000	5,175	66,640	67,380	68,520	68,330
Thompson Okanagan	Nicola Valley Institute of Technology	15	5			945	1,215	1,245	1,330
	Okanagan College	550	940	990	990	18,390	19,090	20,390	19,655
	Thompson Rivers University	1,745	1,990	2,180	2,230	23,690	25,085	26,045	25,460
	University of British Columbia (Okanagan)	195	270	365	515	4,660	5,125	5,765	6,580
Thompson Okanagan Total		2,505	3,205	3,535	3,735	47,685	50,515	53,445	53,025
Cariboo	College of New Caledonia	230	250	255	285	9,940	9,640	9,700	9,940
	University of Northern British Columbia	265	310	345	395	3,910	4,025	3,840	3,865
Cariboo Total		495	560	600	680	13,850	13,665	13,540	13,805
Kootenay	College of the Rockies	165	155	170	195	12,100	12,015	12,445	12,235
	Selkirk College	300	290	310	295	11,985	12,015	11,180	10,530
Kootenay Total		465	445	480	490	24,085	24,030	23,625	22,765
North <sup>3</sup>	Northern Lights College	75	100	125	125	8,855	9,845	9,495	9,255
	Northwest Community College	10	5	5	5	6,455	6,955	7,585	7,030
North Total		85	105	130	130	15,310	16,800	17,080	16,285
Institutions Total <sup>4</sup>		24,205	26,175	29,840	32,465	415,760	424,865	432,080	430,755
Unique Total <sup>4</sup>		23,100	25,304	29,015	31,985	394,839	404,387	412,200	411,274

Sources: Student Transitions Project, Fall 2011 submission; BC HEADset.

Notes:

1. At Colleges, Institutes and Teaching-intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-intensive Universities, international students are defined as those who hold a visa (student visa, work permit, diplomatic visa, or minister's permit).
2. Data exclude offshore students.
3. 'North' includes the Northeast, North Coast, and Nechako economic development regions.
4. In any given year, some students attend more than one institution. Since these students are included in the headcount of each institution they attend, the sum of all institutions' headcounts will include some students more than once, producing an overstated institution headcount total. In the unique headcount, students who are identified as attending more than one institution are only counted once. This number represents the number of students served by the participating institutions as a whole.

Each number has been rounded to the nearest five. The effects of rounding may result in totals in different reports not matching exactly when they would be expected to match.

Academic Year (AY) is from September 1 to August 31.

## Credentials<sup>1</sup> at Public Post-Secondary Institutions by Level and Category

*B.C. Public Post-Secondary Institutions*

Calendar Year (CY) 2004 to 2010

Credential Level	Credential Category	CY 2004	CY 2005	CY 2006	CY 2007	CY 2008	CY 2009	CY 2010
Graduate and First Professional	Doctorate	480	460	515	560	655	670	760
	Masters Degree	3,490	3,555	3,715	3,680	3,830	4,230	4,630
	Graduate Diploma/Certificate	500	425	365	325	405	350	385
	Post-Degree Diploma/Certificate	685	685	705	810	850	805	975
	First Professional Degree	1,400	1,395	1,470	1,395	1,425	1,380	1,440
<b>Graduate and First Professional Total</b>		<b>6,555</b>	<b>6,520</b>	<b>6,770</b>	<b>6,770</b>	<b>7,165</b>	<b>7,435</b>	<b>8,190</b>
Undergraduate	Bachelors Degree	15,930	16,780	18,460	18,835	19,035	19,405	19,800
	Advanced Diploma/Certificate	450	475	515	535	540	665	700
	Associate Degree	1,845	1,460	1,180	1,095	865	930	935
	Diploma	8,035	7,865	7,650	7,630	7,455	7,315	7,480
	Certificate	14,745	14,895	15,485	15,435	15,885	16,255	17,335
<b>Undergraduate Total</b>		<b>41,005</b>	<b>41,475</b>	<b>43,290</b>	<b>43,530</b>	<b>43,780</b>	<b>44,570</b>	<b>46,250</b>
Developmental <sup>2</sup>	Developmental	1,785	1,655	1,655	1,760	1,685	1,955	2,185
<b>Developmental Total</b>		<b>1,785</b>	<b>1,655</b>	<b>1,655</b>	<b>1,760</b>	<b>1,685</b>	<b>1,955</b>	<b>2,185</b>
<b>Total</b>		<b>49,345</b>	<b>49,650</b>	<b>51,715</b>	<b>52,060</b>	<b>52,630</b>	<b>53,960</b>	<b>56,625</b>

**Source:** Student Transitions Project, Fall 2011 submission; BC HEADset.

### Notes:

1. Data include credentials awarded to domestic and international students and exclude those awarded to offshore students. Data exclude apprenticeship, short certificate, and other programs that do not offer a credential in any of the listed credential types.
2. The majority of developmental programs are not oriented towards credential completion. Students in these programs are typically focussed on skill development and course completion.

Each number has been rounded to the nearest five. The effects of rounding may result in totals in different reports not matching exactly when they would be expected to match.

Calendar year is from January 1 to December 31.

Adult Basic Education Headcount<sup>1</sup> by Gender and Age Group

Selected<sup>2</sup> B.C. Public Post-Secondary Institutions, Academic Year (AY) 2005-06 to 2010-11  
Published April 2012

Gender	Age Group	AY 2005-06	AY 2006-07	AY 2007-08	AY 2008-09	AY 2009-10	AY 2010-11
Female	17 years and under	325	295	235	235	210	210
	18 to 21	5,855	5,920	5,740	5,845	6,065	5,600
	22 to 24	2,440	2,255	2,200	2,350	2,405	2,235
	25 to 29	2,160	2,085	2,070	2,145	2,220	1,960
	30 to 39	2,585	2,435	2,245	2,290	2,215	1,975
	40 to 49	1,725	1,745	1,520	1,590	1,540	1,220
	50 years and over	885	975	985	1,095	1,025	880
Female Total		15,975	15,710	14,995	15,550	15,680	14,080
Male	17 years and under	290	235	270	265	210	155
	18 to 21	4,475	4,380	4,460	4,855	5,375	5,025
	22 to 24	1,765	1,740	1,625	1,790	1,930	1,875
	25 to 29	1,350	1,275	1,260	1,490	1,700	1,530
	30 to 39	1,210		1,085	1,260	1,480	1,255
	40 to 49	720	690	675	830	890	660
	50 years and over	415	495	540	575	630	465
Male Total		10,225	8,815	9,915	11,065	12,215	10,965
Unknown <sup>3</sup>		50	35	35	45	85	65
Total <sup>4</sup>		26,250	24,560	24,945	26,660	27,980	25,110
Unique Total <sup>4</sup>		26,073	25,499	24,813	26,414	27,842	25,053

Source: Central Data Warehouse, October 2011 Submission.

Notes:

- 1. Data include both international and domestic students, but exclude offshore students.
- 2. Data do not include the University of British Columbia, Simon Fraser University, the University of Northern British Columbia and the University of Victoria.
- 3. 'Unknown' category includes students whose gender or age group is not identified.
- 4. In any given year, some students attend institutions in more than one region. Since these students are included in the headcount of each region where they attend, the total headcount will include some students more than once, producing an overstated total headcount. In the unique headcount, students who are identified as attending more than one institution are only counted once. This number represents the number of students served by the participating institutions as a whole.

Each number has been rounded to the nearest 5. The effects of rounding may result in totals in different reports not matching exactly when they would be expected to match.

Academic Year is from September 1 to August 31.

INST ID	INST Name	Student Name	Date Filed	Program	Nature of Complaint	Comments	Dismissed / Resolved	Successful	Unsuccessful	Ongoing	Amount of Refund (where applicable)
		XXX	13-Jul-12	Licensed Practical Nurse (LPN)			1				
		XXX	15-Nov-13	LPN			1				
		XXX	03-Jan-13	LPN						1	
	s.21					s.21, s.22					
		XXX	03-Jul-12	Health Care Assistant (HCA)					1		
		XXX	19-Jul-12	HCA					1		

INST ID	INST Name	Student Name	Date Filed	Program	Nature of Complaint	Comments	Dismissed / Resolved	Successful	Unsuccessful	Ongoing	Amount of Refund (where applicable)
s.21		XXX	24-Oct-12	LPN			1				
		XXX	15-Mar-13	Customer Service Representative – Individual Courses						1	
		XXX	08-Feb-13	Home Inspection Diploma				1			\$3,200
		XXX	29-Aug-12	LPN/HCA	s.21, s.22				1		
		XXX	09-Oct-12	HCA			1				
		XXX	12-Oct-13	LPN			1				

INST ID	INST Name	Student Name	Date Filed	Program	Nature of Complaint	Comments	Dismissed / Resolved	Successful	Unsuccessful	Ongoing	Amount of Refund (where applicable)
s.21		XXX	22-Nov-13	Addictions Community Service Worker	s.21, s.22				1		
		XXX	20-Dec-12	Esthetics / Spa Therapy					1		
		XXX	08-Aug-12	Multi Engine / Instrument Flight Rules			1				
		XXX	28-Jun-13	Community Support & Youth Worker						1	
		XXX 13 students filed together	11-Sep-12	Dispatching & Transportation Operations			13				
		XXX	29-Oct-12	Dispatching & Transportation Operations			1				
		XXX	05-Nov-12					1			\$4,308



INST ID	INST Name	Student Name	Date Filed	Program	Nature of Complaint	Comments	Dismissed / Resolved	Successful	Unsuccessful	Ongoing	Amount of Refund (where applicable)
		XXX 2 students filed together	06-Dec-12	Waxing Technician			2				
		XXX	11-Jan-13	Certified Accounting Professional			1				
		XXX	21-Mar-13	Certified Accounting Professional			1				
		XXX	26-Mar-13	Professional Dog Trainer						1	
	s.21	XXX	25-Mar-13	Certified Holistic Health and Shiatsu Practitioner	s.21, s.22					1	
		XXX	12-Jul-12	Hairdressing					1		
		XXX	03-Dec-12	Vocational Co op Diploma Program in Business Management					1		
		XXX 3 students	02-Apr-13	Nursing Unit Clerk						3	

INST ID	INST Name	Student Name	Date Filed	Program	Nature of Complaint	Comments	Dismissed / Resolved	Successful	Unsuccessful	Ongoing	Amount of Refund (where applicable)
s.21		XXX	19-Oct-12	Regional Diploma of Psychiatric Nursing	s.21, s.22				1		
		XXX	08-Feb-13	LPN						1	
		XXX	25-Apr-13	Regional Diploma of Psychiatric Nursing			1				
		XXX	11-Oct-12	Network Systems Engineer					1		
		XXX	14-Feb-13	Accounting and Payroll Specialist			1				
		XXX 4 students	06-Jul-12	Medical Office Assistant					4		
		XXX	30-Aug-12	Dental Assistant Program					1		
		XXX	25-Feb-13	Post Diploma in Information Technology			1				
		XXX	27-Jun-13	Equine Studies						1	

INST ID	INST Name	Student Name	Date Filed	Program	Nature of Complaint	Comments	Dismissed / Resolved	Successful	Unsuccessful	Ongoing	Amount of Refund (where applicable)
s.21		XXX	06-Nov-12	Diploma of Acupuncture and Phytotherapy (dual diplomas)	s.21, s.22			1			\$9,822.75
		XXX	23-Nov-12	Management Studies with Specialization			1				
		XXX 5 students	22-Oct-12	Diploma in Hospitality Management				5			\$9,742.50
		XXX	14-Sep-12	Computerized Accounting			1				
		XXX	17-Oct-12	Esthetics			1				
		XXX	28-Sep-12	Cosmetology			1				
		XXX	08-Jul-13	Post Diploma in Health and Social Care Management						1	
		XXX	10-Jul-13	Post Diploma in Health and Social Care Management						1	

INST ID	INST Name	Student Name	Date Filed	Program	Nature of Complaint	Comments	Dismissed / Resolved	Successful	Unsuccessful	Ongoing	Amount of Refund (where applicable)	
	s.21	XXX	17-Oct-12	Acting for Film and Theatre	s.21, s.22							
TOTAL STUDENT COMPLAINTS							66	31	8	15	12	\$31,973.25
							Dismissed / Resolved	Successful	Unsuccessful	Ongoing	Amount of Refund	

Pages 148 through 153 redacted for the following reasons:

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s.21

Institution	Reason fine assessed
s.21	Failure to provide financial statements within the required timeline
	Failure to provide a response to an on-site evaluation report by a specific deadline
	Failure to provide financial statements within the required timeline
	Failure to provide a response to an on-site evaluation report by a specific deadline
	Failure to provide a response to a review of financial statements by a specific deadline
	Failure to complete an annual renewal of registration report by a specific deadline
	Failure to provide financial statements within the required timeline
	Failure to provide financial statements within the required timeline
	Failure to obtain Agency approval prior to implementing a new program
	Failure to obtain Agency approval prior to a change of location
	Failure to provide financial statements within the required timeline
	Failure to provide a compliant student enrolment contract by a specific deadline
	Failure to provide a compliant student enrolment contract by a specific deadline
	Failure to provide a response to a review of financial statements by a specific deadline
	Failure to provide financial statements within the required timeline, and failure to provide a monthly, pro-forma cash flow projection within the required timeline
	Failure to provide a monthly, pro-forma cash flow projection within the required timeline
	Failure to provide a response to a review of financial statements by a specific deadline
	Failure to provide financial statements within the required timeline
	Failure to provide a response to a review of financial statements by a specific deadline
	Failure to provide a response to a review of financial statements by a specific deadline
	Failure to provide a response to an on-site evaluation report by a specific deadline

Institutions Reviewed by Year:

Institution	Current Status	Default Rate When Reviewed
<b>2010</b>		
Academy of Learning - Prince George	Closed	63.00%
Academy of Learning - Squamish	Closed	61.00%
Vancouver Career College - Chilliwack	Closed	42.40%
Academy of Learning - Vancouver	Designated	52.50%
Loxx Academy of Hair Design Inc - Prince George	Designated	60.20%
Panda Computer Training - Kamloops	Not designated	62.20%
Headhunters School of Hair & Esthetics - Kamloops	Not designated	56.80%
RSH International College of Cosmetology - New Westminster	Not designated	46.50%
Discovery Community College - Campbell River	Not designated	47.10%
Interior Academy of Hair Design - Kamloops	Not designated	30.50%
<b>2011</b>		
Academy of Learning - Cranbrook	Closed	44.30%
Sprott-Shaw Community College - Prince George	Closed	61.40%
Sprott-Shaw Community College - Duncan	Closed	38.00%
Columbia Academy - Vancouver	Closed	35.00%
Valle School of Beauty (now Gente Bella) - Chilliwack	Designated	47.10%
Waterworks Technology School - Delta	Designated	37.10%
Excel Career College - Campbell River	Designated	42.00%
Hilltop Academy - Surrey	Designated	44.00%
Academy of Learning - Langley	Designated	41.30%
Focus Training Institute Ltd - Kelowna	Designated	50.00%
Penticton School of Hair - Penticton	Designated	37.30%
Automotive Training Centre - Surrey	Designated	37.90%
Ray Hair Arts Academy - Vancouver	Designated	30.60%
Maple Ridge School of Esthetics Ltd - Maple Ridge	Designated	53.80%
<b>2012</b>		
Universal Learning Institute - Surrey	Closed	43.50%
Career Gate Community College - Abbotsford	Closed	30.00%
Sprott-Shaw Community College - Nanaimo	Designated	32.10%
Ms Lorea's College of Esthetics & Nail Technology Inc - PG	Designated	38.90%
Sprott-Shaw Community College - Victoria	Designated	28.30%
Kosmetae Academy - Abbotsford	Designated	35.40%
Metropolitan Community College - Vancouver	Not designated	53.80%
CDI College of Business, Technology & Health Care - Abbotsford	Not designated	32.00%

*Note: threshold for all designation reviews was based on default rates in excess of 28% (5 year cohort of*

“*borrowers*”).



SABC Compliance Visits reported by program year:

*\*Program Year (August 1 – July 31)*

2010/11	
Institution	Date m/d/y
Academy of Learning - Kamloops	3/17/2011
Academy of Learning - Langford	2/15/2011
Academy of Learning - Langley	1/27/2011
Academy of Learning - Nanaimo	1/24/2011
Automotive Training Centre - Surrey	11/02/2010
Centre for Arts and Technology	2/23/2011
Discovery Community College – Head Office	1/25/2011
Excel Career College - Courtenay	11/17/2010
Genta Bella Beauty School	12/8/2010
Hilltop Academy	1/17/2011
Holly’s Salons	3/17/2011
London School of Hairdressing	10/28/2010
Maple Ridge School of Esthetics	12/13/2010
Marvel College - Vernon	2/22/2011
Metropolitan Community College	6/16/2011
Native Education College	7/8/2011
Ray Hair Arts	12/14/2010
Sprott Shaw -Kelowna	2/22/2011
Taylor Pro Training	2/23/2011
The Art Institute of Vancouver	3/10/2011
Vancouver Career College - Kelowna	2/21/2011
Vogue Esthetics College	7/8/2011
Waterworks School of Technology	3/31/2011
West Coast College of Health Care	7/7/2011

2010/11 total 24

2011/12	
Institution	Date m/d/y
Academy of Learning - Surrey	12/16/2011
Canadian School of Natural Nutrition	11/30/2011
Career Gate Community College	1/11/2012
Cascade Culinary Arts School	6/22/2012
CDI - Abbotsford	3/20/2012
CDI - Vancouver	1/28/2012
Kosmetae Academy	3/19/2012
Ms. Lorea’s College of Esthetics and Nail Technology	4/3/2012
MTI - Chilliwack	6/14/2012
New Image College of Fine Arts	6/28/2012
Pacific Audio Visual Institute	3/14/2012
Pacific Horticulture College	6/19/2012
Quest University	9/9/2011
Sprott Shaw – Maple Ridge	3/28/2012
Sprott Shaw - Nanaimo	3/6/2012
Sprott Shaw - Victoria	3/5/2012
Universal Learning Institute - Surrey	9/23/2011
West Coast College of Massage Therapy – New West	9/10/2011

2011/12 total 18

2012/13	
Institution	Date m/d/y
Academy of Learning - Abbotsford	1/11/2013
Blanche MacDonald – City Centre	9/19/2012
Blanche MacDonald - Robson	9/18/2012
CDI - Vancouver	11/28/2012
Discovery Community College – Nanaimo Bowen Road	9/13/2012
Discovery Community College – Nanaimo Selby Road	12/12/2012
Discovery Community College - Parksville	12/13/2012
Pacific Film and New Media Academy	2/4/2013
RSH – Maple Ridge	12/4/2012
Sprott Shaw - Surrey	12/11/2012
Sprott Shaw - Vancouver	11/27/2012
Vancouver Career College - Surrey	12/12/2012
2012/13 total 12	

## Service Plan: 2013/14 – 2015/16 (revised)

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### KEY MESSAGES

- This year's revised Service Plan aligns with and supports the achievement of government's priorities which are focused on creating jobs, building B.C.'s economy and creating a debt-free province for future generations.
- The ministry has chosen seven performance measures that monitor our progress towards meeting the goals outlined in our strategic framework.
- In accordance with recommendations of the Auditor General, we have ensured there is clear alignment between our Service Plan and the Accountability Framework which reports on the performance of the post-secondary system.

### KEY POINTS AND BACKGROUND

#### Goals

- There are four goals in the ministry's Service Plan based on the ministry's Strategic Framework:
  1. Students are empowered and supported to achieve their education, employment and training goals
  2. A quality post-secondary system that provides B.C. with a global competitive advantage
  3. British Columbians value diversity and inclusiveness in our communities
  4. An innovative approach to education, research and development that values creativity and maximizes return on investment

#### Performance measures selected

- The ministry has chosen seven performance measures that monitor our progress towards meeting the goals outlined.
- Of the eight performance measures published in February's Service Plan, one performance measure was deleted to reflect the changes that occurred to the ministry's responsibilities following the introduction of a new government structure in June 2013. See Table 1 below for more details.

**Table 1: Performance measures included in the service plan**

Performance Measure 1	2011/12 Actual	2013/14 Target	2014/15 Target	2015/16 Target
Unemployment rate by level of education completed	With high school credentials or less: 13.4%	With less than or equal to high school credentials	With less than or equal to high school credentials	With less than or equal to high school credentials

Performance Measure 2	2011/12 Actual	2012/13 Forecast	2013/14 Target	2014/15 Target	2015/16 Target
Total student spaces in public post-secondary institutions	206,494 Target: 201,046	206,745 Target: 201,307	≥ 200,936	≥ 201,068	≥ 201,078

Performance Measure 3	2011/12 Baseline	2013/14 Target	2014/15 Target	2015/16 Target
Overall credentials awarded to Aboriginal students in the public post-secondary system	2,634	2,936	TBD	TBD

Performance Measure 4	2011/12 Baseline	2013/14 Target	2014/15 Target	2015/16 Target
50 per cent increase of the total number of international students studying in British Columbia <sup>3</sup>	94,000	113,430	125,900	141,000

Performance Measure 5	2011/12 Actual	2013/14 Target	2014/15 Target	2015/16 Target
Students satisfied with their education	93.5%	≥90%	≥90%	≥90%

Performance Measure 6	2011/12 Actual	2013/14 Target	2014/15 Target	2015/16 Target
Overall percent of public post-secondary graduates reporting that their knowledge and skills are useful in their employment	84.6%	≥90%	≥90%	≥90%

Performance Measure 7	2011/12 Actual	2013/14 Target	2014/15 Target	2015/16 Target
Percent of income used to pay educational debt or student loan payment as a percent of income.	5%	≤ 8%	≤ 8%	≤ 8%

### Changes from 2013/14 Service Plan (February)

- The 2013/14 Service Plan (February) contained references to the ministry's previous organization including multiculturalism and innovation and technology and has been revised based on our new organization's commitments and accountabilities.
- Content related to changes in responsibilities has been transferred to the appropriate ministry.
  - Multiculturalism content has been transferred to the Ministry of International Trade and Minister Responsible for the Asia Pacific Strategy and Multiculturalism
  - Innovation and Technology content has been transferred to the Ministry of Technology, Innovation and Citizens' Services.

### Performance measure not carried forward from 2012/13 Service Plan (February)

- Number of participants engaged in the EmbraceBC Network to promote multiculturalism and challenge racism.
  - Rationale: As of June 2013, the ministry no longer has responsibility for Multiculturalism. This performance measure has been transferred to the responsible ministry.

**Ministry of  
Advanced Education**

**REVISED 2013/14 – 2015/16  
SERVICE PLAN**



For more information on the British Columbia  
Ministry of Advanced Education,  
see Ministry Contact Information on Page 28 or contact:

**Ministry of Advanced Education:**

PO BOX 9059  
STN PROV GOVT  
VICTORIA, BC  
V8W 9E2

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

Published by the Ministry of Advanced Education

## Message from the Minister and Accountability Statement



It is my pleasure to present the *Ministry of Advanced Education, 2013/14-2015/16 Service Plan*.

Post-secondary institutions across British Columbia are renowned for the excellence of their programs and the graduates they produce. Their reputation is well-founded and our government is pleased that this excellence continues to attract students, both domestically – and from countries around the world.

We recognize that we live in a global economy and our International Education Strategy is providing significant social, cultural and economic benefits to our institutions and to our communities, as students contribute new ideas and fresh perspectives that will foster new opportunities.

The *B.C. Jobs Plan* is a key tenet of our government's policy to meet British Columbia's economic needs now, and for future generations. We are in a time of transformation where the resource industries that drove the province's economic growth are still a key force, but the importance of the burgeoning knowledge-based economy can not be overstated. To meet these challenges we are investing in a *Skills and Training Plan* and a post-secondary education and training system that will ensure programs are responsive to current employer needs and are flexible enough to adapt to future labour market demands. For example, we are embracing new opportunities in quality assurance that build on the strengths of the existing system and maintain our province's leadership role in quality assurance.

We will continue to meet the challenges of the global economy by fostering budgetary discipline within my ministry and across British Columbia's post-secondary institutions. To underscore our commitment in this vital area, we will continue to work with institutions to ensure resources are being used as efficiently as possible. We will also review the student loan program and make recommendations for improvement to ensure the program meets the needs of current and future students.

We are seeking innovative approaches to education and training that support students and the labour market. My ministry will work in tandem with the Ministry of Agriculture to create a Centre of Excellence in Agriculture at the University of the Fraser Valley, and we will establish a School of Traditional Medicine in partnership with a publicly funded post-secondary institution. We will also lead the development of open educational resources and textbooks to provide students with easier and more affordable access to learning opportunities.

The richest resource British Columbia has is its people. Aboriginal youth are the fastest-growing demographic in B.C. and we have developed an education strategy to improve access and educational outcomes for Aboriginal learners.

I wish to thank the ministry staff and our many stakeholders for their hard work and continuing support and input over the last year. I look forward to working in partnership to achieve even greater success in the future.



*The Ministry of Advanced Education 2013/14 - 2015/16 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

*Minister's Signature*



Honourable Amrik Virk  
Minister of Advanced Education  
June 14, 2013

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## urpose of the Ministry

One of the main goals of this government is to ensure British Columbians are first in line to take advantage of the one million job openings that are predicted in the province by the year 2020. This will require educational opportunities for young people entering the workforce and older workers who need to upgrade their skills.

It is the role of the Ministry of Advanced Education to ensure that B.C.'s post-secondary system provides opportunities for British Columbians to obtain the education and training needed to take full advantage of these upcoming openings and contribute to B.C.'s growing economy. As a ministry, we aim to create excellence in innovation, strong communities and bright futures.

Globally, economies are becoming more knowledge-based. B.C.'s economy, while still strongly resourced-based, is diversifying with an increase in knowledge-based sectors. Technology is accelerating these shifts. Skills and training needs are also continuously evolving, requiring a responsive approach to ensure we have the skilled workers for the jobs of the future. The ministry makes strategic investments in human capital to strengthen B.C. socially and economically. Our people, our talent, and the ideas we generate, are the foundation to enhancing our competitiveness in a globalized society and economy. B.C.'s diverse regional strengths also provide the underpinnings for creating opportunities. We are building a culture of innovation and collaboration to transform how we prepare British Columbians for success. By leading a dynamic, integrated post-secondary system the ministry is taking a systemic, future-oriented approach to link education, research and development to enhance the social well-being and quality of life for all British Columbians.

Building a strong economy is central to our mission. We seek out innovative approaches to education and research that value creativity and maximize return on investment. A key focus is to ensure post-secondary institutions have the tools and supports they need to stay on the cutting edge of research. For example, through the BC Knowledge Development Fund we invest in research infrastructure for the province's public post-secondary institutions, teaching hospitals and affiliated

### **POST-SECONDARY EDUCATION**

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

**25** public institutions

**17** private and out-of-province public degree granting institutions

**13** seminaries and theological colleges

**39** Aboriginal controlled institutes

Over **320** registered private career training institutions

## MINISTRY RESPONSIBILITIES

### General Responsibilities

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

### Crown Corporations

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

### Agencies and Boards

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

non-profit agencies. By sharing knowledge and working closely with partners, we are developing solutions to a range of economic, social, scientific and environmental issues.

B.C.'s world class post-secondary education system – with its combination of institutions: large and small, urban and rural, public and private, Aboriginal and theological – delivers educational services to students, families and communities across the province. Ensuring that students attending these institutions receive a high quality post-secondary education is of foremost importance. To accomplish this goal, the ministry provides leadership to achieve a shared vision across the system, which recognizes regional needs. This involves initiatives, such as the Quality Assurance Framework, which will use internationally recognized standards and practices to strengthen safeguards for post-secondary education. Through an internationalized system, we will not only attract international students from abroad, but also prepare B.C. students for success in a more globalized world. By working together on key initiatives, ministry and system partners can build on the current strengths of our system to help ensure B.C. maintains a global competitive advantage.

B.C. is focused on ensuring a seamless transition for students from high-school through to the labour market to support them to achieve their education, training and employment goals. The

ministry plays a key role in delivering on government's *Skills and Training Plan* to ensure British Columbia has the skilled workers, including trades and technical workers, needed to capitalize on the province's economic and labour market needs. We lead a number of strategies in the plan and are targeting investments to align training programs with regional and industry needs. The ministry has also developed an education strategy for improving post-secondary outcomes for Aboriginal learners. In addition, we must adapt to diverse and changing educational and labour market needs. We are exploring flexible learning opportunities that incorporate open education resources, such as open textbooks. The ministry also administers student financial assistance programs, which help eligible students with the costs of their education through loans, grants, bursaries, scholarships and special programs. Additional funding is in place to assist under-represented groups in the student population. The ministry's focus on being responsive to student and industry needs helps ensure B.C. is well positioned for the future.

A diverse labour force in a global economy is a competitive advantage enabling increased productivity and greater success in recruiting and retaining top talent. B.C. will need to further embrace a global perspective and encourage a culture of inclusivity. Today, one quarter of B.C.'s population identifies as visible minorities, making B.C. the most ethnically diverse province in Canada. This diversity enriches our post-secondary experiences, communities and industries.



## Strategic Context

Our province and economy are changing. We must evolve to meet the demands of today and tomorrow. We need to be adaptable, seek out opportunities and embrace challenges. The following are key factors influencing our work.

### Jobs and the Economy

There is a growing need for post-secondary education. It is estimated that 78 per cent of new job openings in 2020 will require some form of post-secondary training. These jobs require different skills and training depending on the type of work. B.C. has a diverse economy; as a result, training needs in Dawson Creek may differ from those in Kelowna, Abbotsford or Campbell River. We need to ensure training is responsive to the needs of our communities and regions. We aim to create long-term jobs and investment in B.C. by focusing on eight key industry sectors: forestry; mining; natural gas; agrifoods; technology (including clean technology); tourism; transportation; and, international education.

### Innovation in Technology

Technology is accelerating change in education and our economy. British Columbians are among the country's highest internet users. Students are learning in an increasingly connected world and increasingly expect to receive instant responses to their educational needs, and new methods of delivery. Our post-secondary system is undertaking leading-edge research and development and is partnering with industry to create and support innovation in our economy and our society.

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

The Economic Forecast Council expects British Columbia's real GDP will grow by **x.x** per cent in 2013 and **x.x** per cent in 2014. Risks to British Columbia's economic outlook include a return to recession in the US; the ongoing European sovereign debt crisis threatening the stability of global financial markets; exchange rate volatility; and slower than anticipated economic growth in Asia dampening demand for BC's exports.

## **Changing Demands and Expectations**

British Columbians have a variety of paths to reach their post-secondary education goals. They can enter following high school, from the labour market, after an absence raising a family or as immigrants from other countries around the world. Post-secondary programming must anticipate the diverse backgrounds, goals and passions of learners, offering choices online and on-campus in communities across the province.

Our system must also be flexible. It must allow students to transfer between institutions and programs, as their educational needs evolve. We also need to ensure programs are responsive to industry and employer demand, ensuring the right mix of workers, in the right regions, at the right time.

## **Demographics and Diversity**

The demographics of the province are changing. Over the next 25 years, British Columbia is expected to face an aging population and a shrinking workforce, with B.C. Stats projecting a four per cent decrease in the number of people aged 20-24. As a result, the province will face a labour and skills shortage. These demographic shifts will also require the province's post-secondary education system to adapt to the requirements of an evolving student population.

Post-secondary education and skills training will play a key role in addressing labour market needs. By taking a comprehensive approach that links K-12, post-secondary education, industry and business, we can provide British Columbians with the skills they need to participate in the workforce and position businesses to respond to demographic shifts with new approaches and improved productivity. We must attract international students and encourage more high school students to engage in post-secondary education, including Aboriginal youth, which are the fastest growing demographic in B.C. By seeking innovative ways to more easily transition from K-12 to post-secondary education, we will create more possibilities for students to continue their education and training. We must also help new generations of students and under-represented groups see the personal and financial benefits of careers in the trades and take advantage of training that is available.

The province is also becoming more culturally diverse. We need to expand our international focus in B.C. to remain competitive in an increasingly globalized world. This will lead to greater understanding and tolerance, enriching personal connections between British Columbians and other people around the world. It will also help create and maintain key international pathways for commerce, research and innovation.

## **Fiscal Discipline**

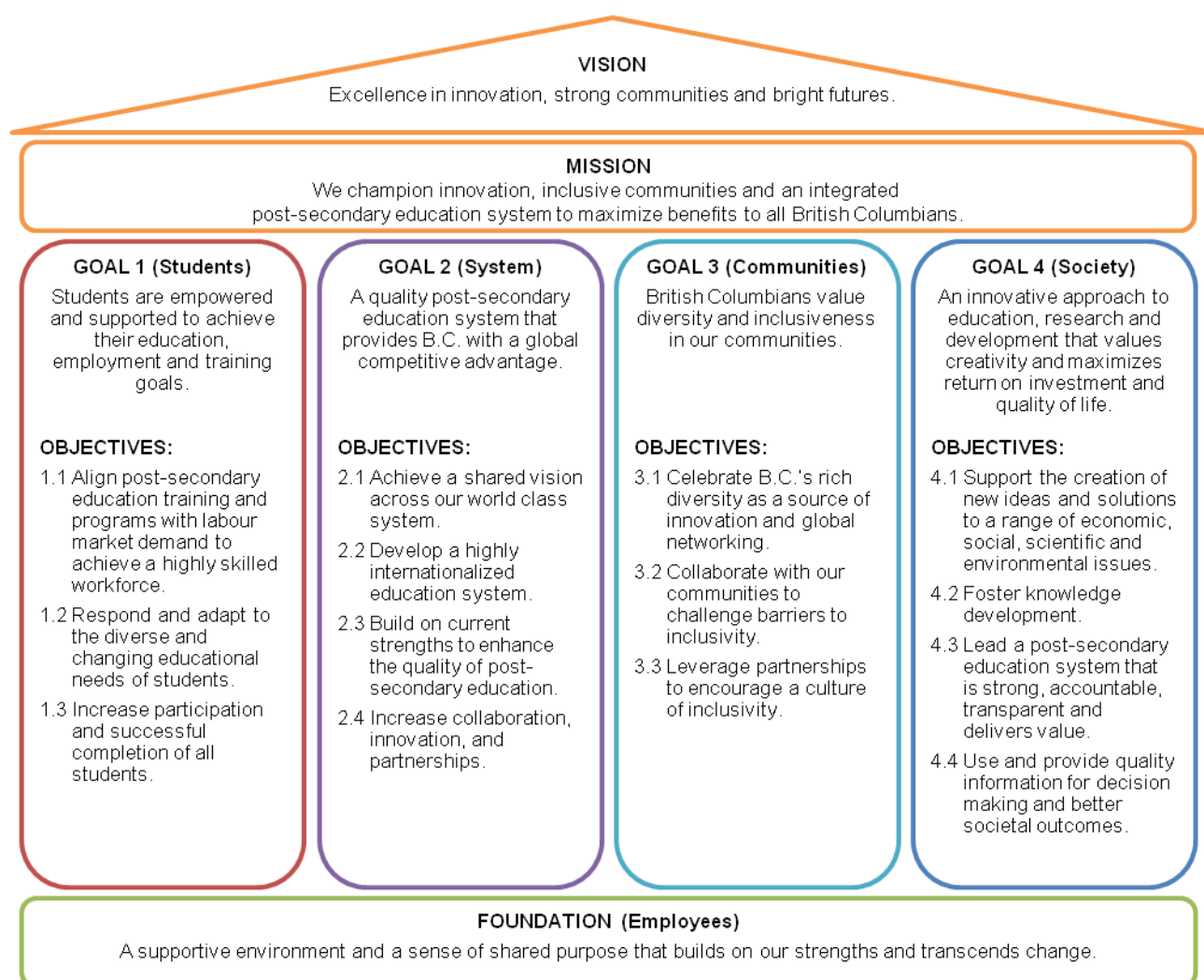
The Government of British Columbia is committed to balancing the budget and controlling government spending. In Budget 2012, government outlined plans to find efficiencies and opportunities for collaboration in non-academic post-secondary administrative services. The goal is to ensure taxpayers' investment in our students' education is being maximized. The ministry continues working directly with our post-secondary partners to seek administrative efficiencies that will generate savings, while protecting services to students. Through sound financial management and our continued efforts to align post-secondary education and training with labour market and regional demand, we can ensure that the post-secondary system delivers value for all British Columbians.

# Goals, Objectives, Strategies and Performance Measures

The ministry's 2013/14 – 2015/16 Service Plan supports achievement of government's strategic priorities of:

- Jobs and the Economy;
- Families First; and,
- Open Government and Citizen Engagement.

Over the next three years, the ministry will continue to work towards our vision of excellence in innovation, strong communities and bright futures. To realize this vision, the ministry has developed a strategic framework that sets our direction and guides our work. The framework has four key goals that are presented in the following sections.





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

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

### **Strategies**

- Support the implementation of B.C.'s *Skills and Training Plan* by:
  - Investing in new or improved skills training equipment, technology and facilities to support accessible skills training opportunities aligned with regional needs.
  - Leveraging B.C. Centres of Training Excellence to increase partnerships between industry and institutions, and identify creative solutions to workforce challenges through the sharing of expertise and coordinated training.
  - Collaborating with the Ministry of Agriculture, ensure that a Centre of Excellence in Agriculture is created at the University of the Fraser Valley.
  - Undertaking a trades awareness campaign that elevates the profile, passion and pride in a skilled trades career.
  - Working with partners to support flexible training options for apprentices, allowing them to participate in training that is responsive to employer needs.
  - Leveraging existing forums and initiatives, such as the Regional and Sectoral Workforce Tables, to better understand regional and sectoral education and training needs. Identify and target training and investments to expanding sectors of the economy.
- Ensure our institutions are equipped to prepare graduates for the jobs of the future, and ensure targets are set to match the skills B.C. needs with graduating students.





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

**Strategies**

- Work with post-secondary institutions to implement an open education policy, including development of open textbooks, that will provide students with more flexibility and affordable resources.
- Modernize student financial assistance to improve services to students and their families.
- Align student financial assistance programs to better meet government priorities and objectives, including labour market priorities, with an initial focus on high demand trades and technical programs.

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

**Strategies**

- Work closely with partner ministries to ensure a seamless delivery of education and skills training from high school through to entry in the workforce, for example high school students to earn credits towards a trades and technical program.
- Implement the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan to:
  - increase participation rates, learning outcomes and economic and social opportunities for Aboriginal learners;
  - support public institutions to be relevant, responsive, respectful and receptive to Aboriginal learners and communities; and,
  - provide funding for additional partnerships between public post-secondary institutions and Aboriginal communities for community-based delivery of programs that meet Aboriginal needs.
- Provide tuition-free adult basic education.
- Provide support to disabled learners.

## Performance Measure 1: Overall unemployment rate for post-secondary graduates<sup>1</sup>

Performance Measure	2011/12 Actual <sup>2,3</sup>	2013/14 Target	2014/15 Target	2015/16 Target
Unemployment rate by level of education completed	With high school credentials or less: 13.4%	With less than or equal to high school credentials	With less than or equal to high school credentials	With less than or equal to high school credentials
Overall unemployment rate for post-secondary graduates	9.2% <sup>2</sup>			
Diploma, associate degree and certificate graduates	10.5%			
Apprenticeship graduates	11.3%			
Bachelor degree graduates	6.9%			

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

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

<sup>1</sup> Further data on the unemployment rate for post-secondary graduates are available on DataBC at <http://data.gov.bc.ca> (see Unemployment Rate of Graduates from B.C. Public Post-Secondary Institutions by Credential Type).

<sup>2</sup> Data for the 2011/12 reporting cycle are from the 2011 survey data. Data for the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

<sup>3</sup> The margin of error was plus or minus 0.3% (19 times out of 20) for all graduates in the labour force.

## Discussion

One of the major objectives of post-secondary education is to develop citizens with the knowledge and skills to fully participate in today's competitive and evolving economy. This measure reflects the relevance of post-secondary credentials to the marketplace and provides an indication of how successful public post-secondary graduates are in making the transition from post-secondary education to the labour force.

The measure compares British Columbia public post-secondary graduates' unemployment rates with the unemployment rate for British Columbians aged 18 to 29 years with high school credentials or less. There is a well-observed association between higher education and lower rates of unemployment. The target for this measure is that 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.

## Performance Measure 2: Total student spaces at public post-secondary institutions<sup>1</sup>

Performance Measure	2011/12 Actual	2012/13 Forecast	2013/14 Target	2014/15 Target	2015/16 Target
Total student spaces in public post-secondary institutions <sup>2,3,4</sup>	206,494 Target: 201,046	206,745 Target: 201,307	≥ 200,936	≥ 201,068	≥ 201,078

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

**Data Source:** Ministry of Advanced Education

<sup>1</sup> Further data on student spaces are available on DataBC at <http://data.gov.bc.ca> (see Full-time Equivalent Enrolments at Public Post-secondary Institutions and Full-time Equivalent Enrolment Targets at Public Post-secondary Institutions).

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

<sup>3</sup> Targets remain relatively stable. The target for 2011/12 was 201,046 and the target for 2012/13 is 201,307

<sup>4</sup> The forecast reflects anticipated delivery. The ministry anticipates that public post-secondary institutions will continue to deliver more student spaces than the target due to current economic and enrolment trends.

### Discussion

Student spaces are an indicator of the ability of B.C.'s public post-secondary institutions to meet the demand for high quality education and training programs. Access to student spaces at public post-secondary institutions creates the conditions that enable learners to gain the knowledge and skills that are required to participate and prosper in both the provincial and global knowledge-based economy. Achieving the total student spaces targets in partnership with B.C.'s public post-secondary institutions is vital to ensuring that the post-secondary system optimizes its contribution to the future supply needed to meet forecast labour market demands.

In 2012, the ministry invested over \$1.9 billion in the post-secondary education system, up from \$1.4 billion in 2001. A significant portion of this investment is provided to the 25 public post-secondary institutions in British Columbia to deliver educational programs through funded student spaces. The ministry sets a target based on this investment, which can be surpassed by post-secondary institutions based on student enrollment.

Historically, student enrolment usually softens in periods of strong labour demand – students may chose to leave their studies for a job before completing their programs, or they may opt for employment instead of first pursuing post-secondary training. The opposite holds true in times when the economy slows.

Prior to 2009/10, there was underutilized capacity as actual enrolment was less than the student spaces target. However, this investment in capacity has paid off. Starting in 2009/10, enrollment began to exceed targets and has trended upwards gradually in each succeeding year. For 2009/10, enrollment was 100.5% of the student spaces target, increasing to 101.9 % in 2010/11 and 102.3% in 2011/12. Based on the current forecast, enrollment will increase to 102.7% of the target in 2012/13.

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

Performance Measure	2011/12 Baseline <sup>1</sup>	2013/14 Target	2014/15 Target	2015/16 Target
Overall credentials awarded to Aboriginal students in the public post-secondary system <sup>2,3</sup>	2,634	2,936	TBD <sup>4</sup>	TBD <sup>4</sup>
Graduate or First Professional <sup>5</sup>	118			
Bachelor	547			
Diploma <sup>6</sup>	410			
Certificate <sup>7</sup>	1,421			
Developmental	138			

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

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

<sup>1</sup> Data for the 2011/12 baseline are from the 2009/10 fiscal year. These data are restated from last year's service plan, where they were listed as data for the 2010/11 baseline. Data for the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

<sup>2</sup> Aboriginal learners are students with Aboriginal ancestry who self-identified in the B.C. K-12 education system or who self-identify as Aboriginal at a B.C. public post-secondary institution.

<sup>3</sup> Excluded are apprenticeship, short certificates and other credential types, and programs awarding credentials for participation without evaluative components.

<sup>4</sup> This is a new performance measure. These targets will be set once sufficient data have been collected to build a trend analysis and determine reasonable targets.

<sup>5</sup> Includes doctorate, master's degrees, first professional degrees, graduate diplomas, graduate certificates, post-degree diplomas, and post-degree certificates.

<sup>6</sup> Includes diplomas, associate degrees and advanced diplomas.

<sup>7</sup> Includes certificates and advanced certificates.

## Discussion

The ministry has an objective of increasing participation and successful completion of all students. This objective has two components: participation, focused on getting students into post-secondary education; and completion, focused on supporting students to finish their studies successfully. The ministry tracks progress towards this objective through a series of measures, including the three year transition rate from high-school to post-secondary education<sup>1</sup> and credentials awarded<sup>2</sup>.

The performance measure presented above examines one aspect of this objective, related to Aboriginal learners. The ministry has developed a strategy tailored to the needs of Aboriginal learners: the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan. This plan includes a goal to increase the number of Aboriginal students awarded a post-secondary credential by 75% by 2020. First introduced in the ministry's 2012/13-2014/15 Service Plan, this measure tracks progress towards this goal. Intermediate targets are being developed with our Aboriginal post-secondary education partners.

<sup>1</sup> The most recent data available, for the 2007/08 Grade 12 graduating cohort, the transition rate was 69%.

<sup>2</sup> Overall credentials are measured in the ministry's Accountability Framework. On average, 54,590 credentials were awarded annually in the most recent three years (2008/09 to 2010/11).

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

**Objective 2.1: Provide leadership to achieve a shared vision across our world class post-secondary education system.**

### **Strategies**

- Work collaboratively to create a common vision and purpose across the post-secondary education system.

**Objective 2.2: Develop a highly internationalized education system.**

### **Strategies**

- Implement British Columbia's *International Education Strategy* to:
  - expand opportunities for B.C. students to participate in study and work abroad experiences to gain knowledge and build relationships that will enable them to be successful in an increasingly global society;
  - promote B.C. in key target markets to encourage international students to pursue further learning in B.C.; and,
  - encourage all educational institutions in B.C. to develop a stronger international outlook within B.C.'s educational system.



### **Objective 2.3: Build on current strengths to enhance the quality of our post-secondary education.**

#### **Strategies**

- Revise existing Quality Assurance Framework to enhance the quality of the post-secondary system and make B.C. more attractive to domestic and international students.
- Develop a Qualifications Framework that supports benchmarking of foreign education credentials against B.C. education credentials.

### **Objective 2.4: Increase collaboration, innovation and partnerships.**

#### **Strategies**

- Maintain regular communication between ministry and system partners, through the Post-secondary Education Leadership Council, to foster dialogue and discussion on key priorities.
- Liaise with school districts, industry, local employers, local government, Aboriginal communities and community organizations in regions to understand local needs.
- Align post-secondary programming with labour market demand identified through regional initiatives, such as Regional Workforce Tables.

### **Performance Measure 4: International students studying in British Columbia**

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

**Links to objective:** 2.2 - Develop a highly internationalized education system.

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

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

<sup>2</sup> Data for the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

<sup>3</sup> This measure includes students studying in the kindergarten to grade 12 system, public and private language schools and at public and private post-secondary institutions.

#### **Discussion**

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

Significant economic benefits also accompany the increased internationalization of our education system. Students drive economic growth, create jobs, foster research and innovation and meet provincial labour market needs. The ministry has developed an *International Education Strategy* and

set a goal of growing our international student presence by 50 per cent by 2015/16. The baseline of approximately 94,000 international students choosing B.C. to pursue their educational goals, includes 28,000 in our public post-secondary system, 11,000 attending private post-secondary, 43,000 in public/private language schools and 12,000 in public/independent kindergarten to grade 12 education.

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

### Performance Measure 5: Students satisfied with their education

Performance Measure	2011/12 Actual <sup>1,2</sup>	2013/14 Target	2014/15 Target	2015/16 Target
Overall	93.5%	≥90%	≥90%	≥90%
Former diploma, associate degree and certificate students	93.2%			
Apprenticeship graduates	94.0%			
Bachelor degree graduates	93.8%			

**Links to objective:** 2.3 - Build on current strengths to enhance the quality of our post-secondary education.

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

<sup>1</sup> 2011 survey data are the latest available. The margin of error for Overall +/- 0.2%; for Former diploma, associate degree and certificate students +/- 0.3%; for Apprenticeship graduates +/- 0.6%, and for Baccalaureate degree graduates +/- 0.3% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% is achieved.

<sup>2</sup> Data from the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

### Discussion

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



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

<b>Performance Measure</b>	<b>2011/12 Actual<sup>1</sup></b>	<b>2013/14 Target</b>	<b>2014/15 Target</b>	<b>2015/16 Target</b>
Overall percent of public post-secondary graduates reporting that their knowledge and skills are useful in their employment	84.6%	≥90%	≥90%	≥90%
Diploma, associate degree and certificate graduates	82.2%			
Apprenticeship graduates	93.7%			
Bachelor degree graduates	84.4%			

**Links to objective:** 2.3 - Build on current strengths to enhance the quality of our post-secondary education.

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

<sup>1</sup> Data for the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

<sup>2</sup> The margin of error was plus or minus 0.4% (19 times out of 20) for all graduates reporting economically useful knowledge and skills.

### **Discussion**

This measure is an indication of how successful public post-secondary institutions are in providing quality educational opportunities that are relevant to the needs of students and the labour market. It measures the percentage of employed graduates of B.C. public post-secondary institutions who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job. Providing economically useful knowledge and skills equips individuals to participate in the work force, strengthens families, and contributes to a dynamic economy.

## **Goal 3: British Columbians value diversity and inclusiveness in our communities.**

### **Objective 3.1: Celebrate B.C.'s rich diversity as a source of innovation and global networking.**

### **Strategies**

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



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

**Strategies**

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

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

**Strategies**

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

**Goal 4: An innovative approach to education, research and development that values creativity and maximizes return on investment.**

**Objective 4.1: Support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.**

**Strategies**

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

**Objective 4.2: Foster knowledge development.**

**Strategies**

- Invest in research and innovation infrastructure and the development of highly qualified personnel through the B.C. Knowledge Development Fund.
- Work with the Ministry of Technology, Innovation and Citizens' Services to advance the Commercialization Voucher Program, which provides businesses with access to graduate students in B.C. post-secondary institutions to support commercialization as well as knowledge transfer between research universities and businesses throughout the province.



**Objective 4.3: Lead a post-secondary education system that is strong, accountable, transparent and delivers value.**

**Strategies**

- Strengthen institutional accountability with performance expectations that align to the labour market and community/regional needs.
- In response to Budget 2012, collaborate with institutions regarding administrative service delivery transformation and work together to establish best practices and implementation of opportunities to realize administrative savings.
- Maintain accountability of government's investment in public post-secondary education with annual institution reporting through the Accountability Framework.

**Objective 4.4: Use and provide quality information for decision making and better societal outcomes.**

**Strategies**

- Develop strategic analytics in the areas of student financial assistance and labour market alignment.
- Work with DataBC to expand the data the ministry shares publicly to encourage opportunities for engagement between government and the public.

**Performance Measure 7: Loan repayment as a percent of income**

Performance Measure	2011/12 Actual <sup>1</sup>	2013/14 Target	2014/15 Target	2015/16 Target
Percent of income used to pay educational debt or student loan payment as a percent of income.	5%	≤ 8%	≤ 8%	≤ 8%

**Links to objective:** 4.4 - Use and provide quality information for decision making and better societal outcomes.

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

<sup>1</sup> Data for the 2011/12 reporting cycle are from the 2010 survey. Data for the 2012/13 reporting cycle will be presented in the ministry's service plan report to be published in June 2013.

**Discussion**

Post-secondary education is an investment for both the individual and the province. Students who choose to pursue post-secondary studies tend to have lower unemployment rates and higher lifetime earnings. However, the initial investment can be substantial.

**AFFORDABLE**

**POST-SECONDARY EDUCATION**

Less than one-third – the proportion of their post-secondary education costs students pay through their tuition.

The ministry uses information about loan repayment as a per cent of income as one measure to ensure public post-secondary education is affordable and delivering value for British Columbians. With this measure, students self-report the total amount of debt from government and other sources, as well as their income. Monthly debt as a percent of monthly income approximates the proportion of income an average student might expect to pay towards loan repayment. A lower percentage means that a smaller portion of a student's monthly income is being spent on educational debt repayment.

A limit of eight percent for non-mortgage credit commitments is often used by lending institutions, such as banks, as a recommended maximum debt load<sup>3</sup>. While this level is designed to minimize default levels, it does provide a starting point for a discussion of student debt loads. In this context, the average percentage of income used for education debt repayment for most B.C. students can be described as manageable.

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<sup>3</sup> Baum, Sandy and Schwartz, Saul (2006). *How Much Debt is Too Much? Defining Benchmarks for Manageable Student Debt*. New York, New York: The College Board.

# Resource Summary

Core Business Area	2012/13 Restated Estimates <sup>1</sup>	2013/14 Estimates	2014/15 Plan	2015/16 Plan
<b>Operating Expenses (\$000)</b>				
<b>Educational Institutions and Organizations<sup>2</sup></b>	1,867,129	1,864,545	1,846,961	1,821,961
Student Services Programs	68,994	68,495	68,495	68,495
<b>Executive and Support Services</b>	20,215	20,215	20,215	20,215
<b>Total</b>	<b>1,956,338</b>	<b>1,953,255</b>	<b>1,935,671</b>	<b>1,910,671</b>
<b>Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)</b>				
<b>Executive and Support Services</b>	896	504	504	504
<b>Total .....</b>	<b>896</b>	<b>504</b>	<b>504</b>	<b>504</b>
<b>Capital Plan (\$000)</b>				
<b>Educational Institutions and Organizations - Post Secondary Institutions</b>	143,781	79,617	92,707	287,407
<b>Total .....</b>	<b>143,781</b>	<b>79,617</b>	<b>92,707</b>	<b>287,407</b>
<b>Other Financing Transactions (\$000)</b>				
<b>Educational Institutions and Organizations - Knowledge Infrastructure Program</b>	10,000	0,000	0,000	0,000
<b>Receipts .....</b>	<b>10,000</b>	<b>0,000</b>	<b>0,000</b>	<b>0,000</b>
<b>Disbursements .....</b>	<b>(10,000)</b>	<b>0,000</b>	<b>0,000</b>	<b>0,000</b>
<b>Net Cash (Requirements) .....</b>	<b>0,000</b>	<b>0,000</b>	<b>0,000</b>	<b>0,000</b>
<b>Total Receipts .....</b>	<b>10,000</b>	<b>0,000</b>	<b>0,000</b>	<b>0,000</b>

Core Business Area	2012/13 Restated Estimates <sup>1</sup>	2013/14 Estimates	2014/15 Plan	2015/16 Plan
<b>Total Disbursements</b> .....	(10,000)	0,000	0,000	0,000
<b>Total Net Cash Source (Requirements)</b> .....	0,000	0,000	0,000	0,000

<sup>1</sup> Amounts have been restated, for comparative purposes only, to be consistent with Schedule A of the 2012/13 *May Estimates*.

<sup>2</sup> Reductions in operating expenses will be achieved through the administrative service delivery transformation initiative (see page 23).

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

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

Post-secondary Sector	2012/13 Forecast	2013/14 Budget	2014/15 Plan	2015/16 Plan
<b>Combined Income Statement (\$000)<sup>1</sup></b>				
<b>Total Revenue</b> .....	5,207,510	5,275,543	5,321,434	5,363,522
<b>Total Expense</b> .....	5,145,607	5,223,194	5,273,564	5,343,563
<b>Operating Results</b> .....	61,903	52,349	47,870	19,959
<b>Gain (Loss) on sale of capital assets (if applicable)</b> .....	5	0	0	0
<b>Net Results</b> .....	61,908	52,349	47,870	19,959

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

## **Appendix 1: Ministry Contact Information**

### **General Inquiries**

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

### **Mailing address**

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### **Minister**

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### **Deputy Minister**

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

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

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

# BCCIE



BRITISH COLUMBIA COUNCIL FOR INTERNATIONAL EDUCATION

## SERVICE PLAN

2013/14 - 2015/16





BRITISH COLUMBIA COUNCIL FOR INTERNATIONAL EDUCATION

## CONTACT INFORMATION

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Contact: [bccie@bccie.bc.ca](mailto:bccie@bccie.bc.ca)

Office hours are Monday-Friday, 8:30 am to 4:30 pm.



# MESSAGE FROM THE BOARD CHAIR TO THE MINISTER RESPONSIBLE



**JIM HAMILTON**  
Chair

Honourable John Yap,  
Minister of Advanced Education, Innovation and Technology and Minister  
Responsible for Multiculturalism

On behalf of the Board of Directors and the management and staff of the British Columbia Council for International Education (BCCIE), I am pleased to present BCCIE's Service Plan for the fiscal years 2013/14 through to 2015/16.

BCCIE was first established in 1991, incorporated under the Societies Act, with a focus on the internationalization of post-secondary education and post-secondary membership, thus helping to imbue every facet of the educational experience with an international awareness. It has enjoyed its current mandate since 2009 as a membership-free not-for-profit society supporting public and private post-secondary institutions (universities, colleges, and professional training/vocational schools), language schools, and the public and independent K-12 sector.

2012 was a turning point for BCCIE as it officially came into the Government Reporting Entity (GRE), becoming a Crown Corporation under the responsibility of the Ministry of Advanced Education, Innovation and Technology and the Minister Responsible for Multiculturalism ("The Ministry").

BCCIE is committed to supporting the *Canada Starts Here: The BC Jobs Plan* and the Province's *International Education Strategy* through the advancement of the International Education interests of BC's public and private education institutions at both the K-12 and the post-secondary levels, as well as language schools. BCCIE promotes internationalization and best practices through all activities and services.

The International Education sector injects over \$2 billion of direct economic benefit into the economy of British Columbia each year, directly supporting 22,000 jobs, and benefitting host communities across the Province. As of 2010/11, there were estimated to be 100,700 international students studying in British Columbia. It is within this broad strategic context that BCCIE carries out its work in support of the Provincial goals for International Education.

BCCIE supports British Columbia's diverse International Education participants by actively promoting the Province as the premier education destination in Canada for international learners from around the globe, encouraging global opportunities for BC learners such as study and work abroad, and providing leadership and support in executing strategies, fostering internationalization, and sharing best practices, knowledge and professional development opportunities that help create learning environments and communities that are progressive, open, welcoming, and valuable to international learners and their families. This, in turn, enriches the lives of all participants in BC's International Education sector, by helping to prepare BC's domestic students to be better global citizens. The full spectrum of activities leads to tangible economic, political, and social benefits for the province.

This Service Plan is consistent with the provincial government's strategic priorities for the development of BC's International Education sector, including the vision outlined in British Columbia's *International Education Strategy* of a high quality International Education system in British Columbia that fosters social benefits and economic prosperity for all citizens. The Plan also responds to the 2013/14 Government's Letter of Expectations (GLE) by addressing priorities government has outlined for BCCIE. The performance measures included herein are consistent with BCCIE's mandate, and its vision, mission and strategic goals, as determined by the Board in consultation with the Ministry and BCCIE's stakeholders across British Columbia's rich and diverse International Education sector.

The 2013/14 BCCIE Service Plan was prepared under the Board's direction in accordance with the *Budget Transparency and Accountability Act* and the BC Reporting Principles. The Plan is consistent with government's strategic priorities and fiscal plan. The Board is accountable for the contents of the plan, including what has been included in the Plan and how it has been reported. This Service Plan outlines how BCCIE will continue to focus on supporting the Provincial *International Education Strategy* and participants in the sector in three key areas:

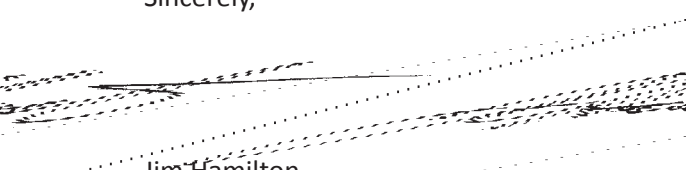
- 1) Coordinated Leadership – helping to enhance the International Education sector in BC by sharing best practices, helping facilitate relationships and mentorships, and promoting a culture of quality and excellence in internationalization.
- 2) Market Support – helping to position BC as the leading quality destination for international learners from around the globe, with specific activities including the coordination of missions, incoming delegations and familiarization tours.
- 3) Communication, Professional Development and Service – providing effective professional development offerings, service and communication to and for BC's International Education stakeholders.

BCCIE's greatest opportunity over the coming three fiscal years is also its greatest challenge: to further develop its working relationship with the Ministry under its new mandate and meet the operational and reporting requirements of a Crown Corporation. The Board and staff of BCCIE welcome this new structure which provides the opportunity to work more collaboratively with the Provincial Government to achieve shared goals on behalf of BC's International Education sector, and provides greater stability for the organization.

All significant assumptions, policy decisions, events and identifiable risks as of January 2013 have been considered in preparing the Plan. The performance measures presented are consistent with BCCIE's mandate and goals, and focus on aspects representative of BCCIE's performance. The targets in this plan have been determined based on an assessment of BCCIE's operating environment, forecast conditions, risk assessment and past performance.

On behalf of the Board and staff, BCCIE looks forward to working with government, the International Education sector, and the people of British Columbia to support the growth of the sector, which in turn, will provide benefits to international learners at all levels as well as to the people of British Columbia.

Sincerely,



Jim Hamilton  
Chair, BCCIE

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## ORGANIZATIONAL OVERVIEW

The British Columbia Council for International Education (BCCIE) is incorporated under the *Society Act*, and is a provincial Crown Corporation, reporting to the Ministry of Advanced Education, Innovation and Technology and the Minister Responsible for Multiculturalism (“the Ministry”).

### Mandate

The mandate direction provided by Government to BCCIE is to:

- Undertake activities and initiatives in support of Government priorities for International Education, including those outlined in the Province’s *International Education Strategy*;
- Provide planning, logistics and ground-level coordination and support for international events, missions, and delegations (incoming and outgoing), specifically in relation to international education;
- Maintain, support and enhance the critical network of international contacts as appropriate, and leverage these to support Government’s International Education priorities and objectives; and
- Maintain and update the StudyinBC.com website.



**DR. RANDALL MARTIN**  
Executive Director

In support of this mandate, BCCIE serves the needs of all International Education sectors of British Columbia - public and independent K-12, public and private post-secondary, and language schools through providing the following:

- Coordinated leadership for all of the participants in British Columbia’s International Education sector;
- Market support, such as the coordination of missions, delegations, familiarization and signature events, and;
- Communication activities, professional development offerings and services.

### Vision

To profile British Columbia as the education destination of choice for learners from around the globe and to promote global citizenry and internationalization at all levels in BC’s education system.

### Mission

BCCIE supports all participants in BC’s International Education sector and the provincial government to advance the International Education interests of the Province of British Columbia.



## Core Values

BCCIE's core values guide its operations and are embedded in its organizational culture, and are as follows:

- **Internationalization:** We embrace internationalization and the promotion of global understanding. BCCIE's team and stakeholders are passionate about furthering the interests of the International Education sector in BC and promoting the many benefits to international learners and British Columbians alike.
- **Global Citizenry:** Through programming, mobility and an ethos ingrained in all activities, BCCIE encourages the appreciation of diversity, the ability to live and let others live, the ability to adhere to one's convictions while accepting that others adhere to theirs, and the ability to enjoy one's rights and freedoms without infringing on those of others.
- **Collaboration:** We think the world is a better place if people work together. We actively seek to forge partnerships and foster collaboration. We believe that, through sharing complimentary activities and roles with the International Education sector and government, we can build a community of educators and citizens that value international learners from all corners of the world while recognizing the value that International Education brings to the province.
- **Best Practices:** We actively raise the bar by sharing best practices in International Education and internationalization with the sector. BCCIE collects and disseminates the latest research findings and innovative and best practice articles to share with the sector, and embeds best practices in all professional development offerings.
- **Integrity:** We are committed to meeting and maintaining the highest standard of integrity expected by our stakeholders, government, and all British Columbians. We promote and follow fair and transparent policies and processes in all that we do.



## CORE BUSINESS AND SERVICES

BCCIE is committed to advancing the International Education interests of the public and private education institutions at the K-12 and the post-secondary levels, the Province of British Columbia, and all regions and communities across the province, in support of government policy and strategic direction, including that outlined in the *BC International Education Strategy*.



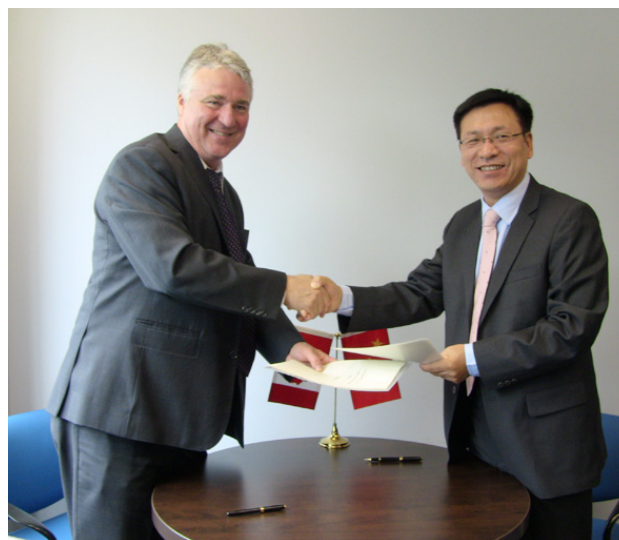
Summer Seminar 2012 Kelowna BC

BCCIE serves British Columbians through the coordination of activities that promote BC to international learners and their families from around the world, with a focus on the key markets identified in the *BC International Education Strategy*. BCCIE also researches, collects and disseminates best practices to all participants in BC's International Education sectors through electronic and print publications and professional development offerings, including the flagship event, Summer Seminar. All of these activities support BC's economic development through the growth of the International Education sector, and create learning environments and communities that are progressive, open, welcoming, and valuable to international learners and their families. This, in

turn, enriches the lives of all participants in International Education, including preparing BC's domestic students to be better global citizens, and leads to tangible economic, political, and social benefits for the province.

### The Work We Do

Each year, in serving the sector, BCCIE coordinates the following activities: an average of nine professional development events, three international missions, two signature conference events, six incoming delegations and two incoming familiarization tours for educators and students from abroad. In addition, BCCIE sends out an average of 28 bulletins and newsletters, processes over 100 new and renewal Education Quality Assurance (EQA) applications, and refreshes its three websites (BCCIE primary, EQA and StudyinBC). BCCIE's activities help raise the profile and promote the quality of education and life in the province to international learners and their families, and also help support BC's educators in improving the quality of their offerings and services. In addition, these activities help foster a greater awareness and openness in communities around the province.



Beijing International Education Exchange Visits BCCIE

## How We Deliver our Services

Through consultation and direction from the Ministry and the Board, and broad engagement with the diverse participants representing BC's International Education sector, BCCIE is able to achieve its strategic objectives through delivering services under the following categories:

- 1) **Coordinated Leadership** – working with the Province and BC's public and private post-secondary and K-12 sectors and BC's language schools to enhance the International Education sector in BC. This is done through sharing best practices and fostering positive relationship building for the benefit of BC's diverse International Education sectors, and by promoting a culture of quality and excellence in internationalization.
- 2) **Market Support** – supporting BC's International Education sector in positioning BC as the leading quality destination for international learners from around the globe.
- 3) **Communication and Service** – supporting the International Education sector by providing effective professional development offerings, service and communication to and for BC's international education stakeholders.

## Our Partners

BCCIE seeks to be as relevant as possible to the public it serves. In doing so, it strives to develop and nurture a strong network of supporters and collaborators. Partners include the following broad stakeholder groups:

- Federal and provincial governments
- Public and independent K-12
- Public and private post-secondary institutions (colleges and universities)
- Private career training schools
- Language schools
- International agents
- Students and their families
- British Columbia's communities and regions
- BC-based organizations such as:
  - British Columbia Association of Institutes and Universities (BCAIU)
  - British Columbia Council on Admissions and Transfer (BCCAT)
  - BC Colleges
  - Federation of Independent School Associations in British Columbia (FISA)
  - International Public School Education Association (IPSEA)
  - LinkBC
  - Private Career Training Institutions Agency (of BC) (PCTIA)
  - Research Universities Council of BC (RUCBC)



- Canadian organizations such as:
  - Association of Community Colleges of Canada (ACCC)
  - Association of Universities and Colleges of Canada (AUCC)
  - Canadian Association of Public Schools International (CAPS-I)
  - Canadian Bureau for International Education (CBIE)
  - Languages Canada
  - Canadian Association of Independent Schools (CAIS) / Standards in Excellence And Learning (SEAL)
  - Council of Ministers of Education, Canada (CMEC)
  - Department of Foreign Affairs and International Trade Canada (DFAIT)
  - National Association of Career Colleges (NACC)
- International organizations such as:
  - Association of International Educators (NAFSA)
  - European Association for International Education (EAIE)
  - Asia Pacific Association for International Educators (APAIE)
- Other participants in International Education
- Employees and Board members

## Locations of Operations

Suite 603 – 409 Granville Street  
Vancouver, BC V6C 1T2

For more information please visit us at [www.bccie.bc.ca](http://www.bccie.bc.ca)

BCCIE is governed by an eight-member Board of Directors that ensures BCCIE's operations reflect its mandate direction and the interests of its many stakeholders.

The composition of the Board is reflective of BCCIE's mandate and BC's diverse International Education sector, with representatives from public post-secondary universities and colleges, public and independent K-12, private career training institutions, and the Ministries of Education and Advanced Education, Innovation and Technology. At this time, the Board has one subcommittee, the Finance Committee, which provides oversight of financial reporting, corporate control systems, risk management and the audit process.

As BCCIE has recently become a Crown Corporation, the Board of Directors will be working in consultation with the Ministry and the Board Resourcing and Development Office to identify and clarify the disclosure of best practice requirements for BCCIE. In addition, the Board will be revising BCCIE's Governance principles and re-establishing a Board Governance subcommittee over the coming year.

### Role and Membership of the Board

BCCIE's Board is comprised of eight members, each serving two-year terms. Board members are as follows:

Name	Title and Organization	Board Positions and Committee	Terms
Mr. Jim Hamilton	President, Okanagan College ( <i>representing BC Colleges</i> )	Board Chair, Finance Committee	Second term start: January 2012
Ms. Dawn Minty	Assistant Deputy Minister, Ministry of Advanced Education, Innovation and Technology and Minister Responsible for Multiculturalism (AEIT)	Director	First term start: January 2012
Ms. Claire Avison	Assistant Deputy Minister, Ministry of Education (MoED)	Director	First term start: January 2012
Ms. Karin Kirkpatrick	Registrar and CEO, Private Career Training Institutions Agency (PCTIA)	Director, Chair of Finance Committee	Second term start: January 2013
Dr. Kris Bulcroft	President, Capilano University ( <i>representing BC Association of Institutes and Universities</i> )	Director	First term start: April 2012
Ms. Robin Ciceri	President, Research Universities Council of British Columbia (RUCBC)	Director, Finance Committee	First term start: January 2012
Dr. Peter Froese	Executive Director, Federation of Independent School Associations in British Columbia (FISA)	Director	Second term start: January 2013
Dr. Steve Cardwell	Superintendent of Schools and CEO, Vancouver School Board ( <i>representing BC School Superintendents</i> )	Director	First term start: December 2012

## Senior Management Team

Senior Management Team	
<p><b>Dr. Randall Martin</b> Executive Director</p>	
<p><b>Karmen Blackwood</b> Director, Stakeholder Relations, Finance and Operations</p> <p><b>Areas of Responsibility:</b></p> <ul style="list-style-type: none"> <li>Board and Government Relations</li> <li>Strategic and Operational Planning and Crown Reporting</li> <li>Finance and Accounting</li> <li>Human Resources</li> <li>Information Technology</li> <li>Contract Management and Facilities Management</li> <li>Education Quality Assurance (EQA)</li> <li>Signature Events Management and Liaison</li> <li>Special Projects</li> <li>Market Support</li> </ul>	<p><b>Colin Doerr</b> Director, Communications and Programs</p> <p><b>Areas of Responsibility:</b></p> <ul style="list-style-type: none"> <li>Communications</li> <li>Research and Analytics</li> <li>Professional Development and Event Management</li> <li>Institutional and District Relations</li> <li>Internationalization</li> <li>StudyinBC</li> <li>Market Support</li> </ul>

Management team biographies can be found at: <http://www.bccie.bc.ca/about/staff>

## STRATEGIC CONTEXT

There are currently over 4 million students worldwide who are studying outside of their home countries, a number expected to double by 2025. International Education is close to a \$3 trillion industry internationally, according to a study by KPMG. Historically, students would primarily pursue education abroad in English-speaking countries, with top destinations for international learners typically being the US, UK, Canada, Australia and New Zealand.

Canada currently has approximately 5% global market share (based on the 4 million students) in the International Education sector. However, competition is intensifying as universities in non-English speaking countries, such as France, Germany, China and Singapore are offering courses and programs in English, and are more aggressively pursuing the same markets.



Selkirk College

In Canada, education is a provincial responsibility while international trade is a federal responsibility. The final report from the Advisory Panel on International Education, released in August 2012, underlies the value of International Education as a key driver of Canada's future prosperity as there is a strong link between the growth of the International Education sector and workforce development. As waves of Canadians are reaching retirement age, the development of the International Education sector is expected to help address the skills gap. Federal trends include targets for success, policy coordination and ensuring sustainable quality, promotion of education in Canada, investments in infrastructure and support.

In May 2012, BC launched its new Provincial *International Education Strategy*, following the identification of International Education as a priority sector of the *Canada Starts Here: The BC Jobs Plan*. Under the Plan, BC has set a goal of increasing the number of international students that choose BC as their study destination by 50% over four years. British Columbia's *International Education Strategy*, does not only address BC's ability to attract more international students to the Province, but also encourages the two-way global flow of students, educators, and ideas between countries. The Strategy highlights the importance of the International Education sector in providing social, cultural and economic benefits to the province.

The International Education sector is a clean, knowledge-based sector that injects over \$2 billion of direct economic benefit into the economy of British Columbia each year, directly supporting 22,000 jobs. This dollar amount balloons to over \$6 billion when those direct dollars work their way through the BC economy. Each year private sector post-secondary providers in the province deliver short-term ESL and specialized training services to up to tens of thousands of overseas students. There are approximately 100,700 international students in BC, and the breakdown is as follows:

### BC International Student Headcount Estimate

Institution Type	2010/2011 Figures
Public Post-Secondary	32,000
Private Post-Secondary	11,400
Language Schools	45,300
K-12 (public and independent)	12,000
<b>Total</b>	<b>100,700</b>
Source: Ministry of Advanced Education, Innovation and Technology & Ministry Responsible for Multiculturalism	

continued...

The presence of these international students positively impacts the economies of their host communities: they stay at in-home suites and home-stays, they are visited by family members and friends from overseas, and they contribute to the economic well being of many regional and large communities across the Province. The business of their education alone maintains significant numbers of sustainable jobs for the citizens of British Columbia.

It is within this broad strategic context that BCCIE carries out its work and provides services in support of Provincial goals for International Education. All of the work in which BCCIE engages, from internationalization initiatives and professional development sessions, to support and coordination of delegations (incoming and outgoing), missions and events, is fundamentally in support of Provincial goals for the sector and specific elements of British Columbia's *International Education Strategy*.

## Risks and Risk Mitigation Strategies and Opportunities

The main risk for BCCIE at this time is also BCCIE's greatest opportunity, namely, fulfilling all responsibilities of its new status as a Crown Corporation. As a new Crown Corporation, BCCIE is establishing a new working relationship with the Ministry, and is required to manage all of its new responsibilities and accountabilities while continuing to offer the same level of outreach and service under current staffing levels. This is a significant transition for BCCIE, and to mitigate this risk, BCCIE is working closely with the Ministry to develop a collaborative working relationship and to meet the deadlines of associated reporting requirements.

In addition to the risk highlighted above, the greatest strategic issue and challenge that BCCIE will face in the coming years is summarized in the table below. Through ongoing collaboration and dialogue with the Ministry and the sector, BCCIE will continue to work to mitigate any risks and seek opportunities to further support the development of the International Education sector.

Risk(s)	Risk Mitigation Strategies and Opportunities
<p>Change in government priorities with respect to the direction for International Education that would impact BCCIE's mandate and priorities.</p>	<p>BCCIE will continue to work closely with government and the sector to identify additional ways to support the development of the sector and sharing of best practices as well as to identify any additional actions that can be taken in response to any modifications to the <i>BC International Education Strategy</i>.</p> <p>BCCIE is quick to adapt to change and operationalize opportunities to further support the marketing of BC and promotion of internationalization best practices for the benefit of the sector.</p>

## GOALS, STRATEGIES, PERFORMANCE MEASURES AND TARGETS

BCCIE plays an integral role in helping further the International Education interests of the Province of British Columbia, a role which is fundamental for the social, cultural and economic development of BC.

BCCIE is unique in Canada, as it is the only provincial organization of its kind. As such, we have not included historical targets, and for fiscal year 2013/14, the focus will be on establishing credible performance measures and benchmarks against which BCCIE can evaluate its progress and performance.

The performance measures outlined below are both quantitative and qualitative. In some cases, a qualitative measure, such as a case study where a mentorship and its outcomes are evaluated and shared, will be prepared, while in other cases, targets included numbers of certain activities. Performance measures, targets and benchmarks are subject to be revised for fiscal years 2014/15 and 2015/16.

### Goal 1: Coordinated Leadership

The objective of this goal is to support the International Education sector and the Provincial Government goal of creating a globally oriented education system in British Columbia, by providing coordinated leadership in promoting a culture of quality and excellence in internationalization, and by sharing best practices in International Education based on in-depth knowledge, experience and global relationships for the benefit of BC's diverse international education sector.

GOAL 1: COORDINATED LEADERSHIP				
STRATEGIES:	PERFORMANCE MEASURES:	TARGETS:		
		2013/14	2014/15	2015/16
Undertake sector-wide initiatives to develop and promote a culture of excellence in internationalization	Assessment of increased collaboration, partnerships and mentorships across the K-12 and post-secondary education sectors that have been encouraged by BCCIE in order to assist smaller institutions in developing and implementing internationalization strategies	one case study	one case study	one case study
Develop and launch a formal mentorship program to support succession planning, and the training of new professionals	Number of mentors and mentees active in the program	one key mentorship	two key mentorships	three key mentorships

#### Performance Measures for the Goal

A case study, a qualitative measure, was chosen in order to provide an in-depth assessment of outcomes from one partnership or collaboration within K-12 and post-secondary sectors. An example of such a partnership or collaboration might be between a small regional community college that would like to attract international students and a larger institution that is seasoned in this area and can share their experience and best practices and provide guidance to the smaller institution. BCCIE would play a role in facilitating this partnership or collaboration and would document the process and the outcomes.

*continued...*

The focus of the case study is less on volume and more on quality. We have determined that the best way we can measure and assess the effectiveness of this will be through evaluation and preparation of one case study per year, which will provide details around the nature of the partnership or collaboration, what it entailed, and the outcomes. In turn, these case studies can then be used to promote the benefits of such partnerships, collaborations or mentorships to other institutions, and be added to the repository of best practices articles and other artifacts that we will compile and share on a BCCIE-hosted website.

The key mentorship targets were set based on a focus on quality over quantity, and BCCIE will track and help establish and facilitate these mentorships, which will then be documented as appropriate to share as a best practice, with a focus on outcomes.

Given funding is not expected to increase and capacity is somewhat constrained, BCCIE will be tracking and assessing progress against these goals to establish realistic benchmarks for the future.

## Goal 2: Market Support

The objective of this goal is to support the International Education sector and the Provincial government goals of ensuring that all students receive quality learning and life experiences, and maximizing the benefits of International Education for all communities, families and businesses by assisting in positioning the Province as Canada's preferred destination for learners at all levels from around the world.

GOAL 2: MARKET SUPPORT				
STRATEGIES:	PERFORMANCE MEASURES:	TARGETS:		
		2013/14	2014/15	2015/16
Organize and implement government and sector missions, major events and the hosting of incoming delegations, familiarization tours and student mobility initiatives	Number of outgoing missions per year; this includes Senior Government and other market support missions	4	4	4
	Number of incoming delegations per year	6	6	6

### Performance Measures for the Goal

Coordinating and hosting missions and incoming delegations is a very meaningful and important part of BCCIE's mandate, as these activities help build bridges, raise awareness of different countries and cultures, and forge relationships for government, schools and institutions, and students both here in BC and abroad.

Please note that these targets were determined based on historical numbers of the average number of missions and incoming delegations per year. These averages have been tracked dating back to 2007.

As funding is expected to remain flat for the next three fiscal years, the targets will remain flat unless BCCIE is able to obtain funding from other sources (such as grants or subsidies from other Ministries or the sector.)



### Goal 3: Communication, Professional Development and Service

The objective of this goal is to support the International Education sector and the Provincial government goal of creating a globally oriented education system in British Columbia by providing effective professional development offerings, research, services and strategic communications to all International Education stakeholders in BC.

GOAL 3: COMMUNICATION, PROFESSIONAL DEVELOPMENT AND SERVICE				
STRATEGIES:	PERFORMANCE MEASURES:	TARGETS:		
		2013/14	2014/15	2015/16
Expand upon the work of the existing BC Study Abroad Consortium (BCSAC) to increase access to information on post-secondary study abroad opportunities and benefits	Number of schools engaging with and participating in the BCSAC program	Refresh content and maintain 18 participating schools/ institutions	Maintain 20 participating schools/ institutions	Maintain 22 participating schools/ institutions
Develop and coordinate a series of professional development offerings that are relevant to all participants in BC's IE sector (Summer Seminar, Roundtables, Webinars, Seminars and Workshops)	Number of offerings	9	10	10

#### Performance Measures for the Goal

BCSAC is a fundamental platform to support more students to study abroad, an important element of internationalization. As such, BCCIE will be re-establishing the BCSAC website with the 18 original participating schools/institutions in the next fiscal year, and this group of schools is expected to grow by about two per year.

Professional development is another important activity for BCCIE, as it promotes the sharing of knowledge and best practices for the betterment of all International Education participants in BC. The targets set are based on historical averages for annual number of offerings, and also reflect the fact that funding is expected to remain flat, so growth in number of offerings is expected to remain flat or modestly increase.



## BENCHMARKS AND PERFORMANCE MANAGEMENT SYSTEMS

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BCCIE is unique in Canada, as there are no organizations in other provinces with the same structure, funding level and mandate direction. Therefore, while BCCIE is not aware of any similar organizations, we will continue to search for organizations that may offer similar services so as to assist in the benchmarking process.

One of BCCIE's main priorities over the 2013/14 fiscal year will be to establish best practices, track performance against the goals outlined herein, and to establish realistic benchmarks and further define performance measures. BCCIE will track performance on a quarterly basis, comparing against the performance measures and targets outlined herein to establish reasonable benchmarks.



*Summer Seminar, BCCIE's annual professional development conference, brings together over 250 participants from our province, from across Canada and from beyond our borders.*

# GOVERNMENT'S LETTER OF EXPECTATIONS

The Government's Letter of Expectations (GLE) between the Minister of Advanced Education, Innovation and Technology and Minister Responsible for Multiculturalism ("the Ministry") and BCCIE is an agreement on the respective roles, responsibilities and mandate direction, including high level strategic priorities, public policy issues and performance expectations. For the 2013/14 fiscal year, Government has directed BCCIE to take the following specific actions:

Government's Letter of Expectations Directives	Action/Response
Work collaboratively with the Ministry to establish priorities with respect to activities and initiatives BCCIE will carry out	BCCIE is working collaboratively with the Ministry to establish and implement its Operational Plan. The specific goals, actions and timelines of the Operational Plan are consistent with the goals and deliverables of the <i>BC International Education Strategy</i> .
Submit for Ministry review and approval quarterly summaries of activities carried out during the previous three months as well as quarterly summaries of activities to be carried out, or initiated, during the coming three months	BCCIE submits reports on an ongoing basis and holds regular monthly team conference calls with the Ministry to provide updates and status reports.
Administer the Education Quality Assurance (EQA) designation according to the EQA Administrative Agreement in place between BCCIE and the Ministry, and account for funding designated to this activity from within general funding provided to BCCIE by the Ministry	BCCIE handles the administration of EQA on an ongoing basis and is in regular contact with the Ministry's EQA team
Inform the Ministry of any additional work which may be acquired or undertaken outside of that funded by the Ministry	BCCIE informs the Ministry as opportunities arise
In the event that BCCIE hires staff to be located internationally, ensure they are situated in British Columbia's existing international trade offices	BCCIE would undertake this, as appropriate, in consultation with the Ministry
Comply with Government's requirements to be carbon neutral under the Greenhouse Gas Reduction Targets Act, including: accurately defining, measuring, reporting on and verifying the greenhouse gas emissions from the Corporation's operations, implementing aggressive measures to reduce those emissions and reporting on these reduction measures and reduction plans, and offsetting any remaining emissions through investments in the Pacific Carbon Trust, which will invest in greenhouse gas reduction projects outside of the Corporation's scope of operations	BCCIE discusses strategies with the Board and staff in order to implement processes to support a greener workplace. Already, staff are encouraged to recycle, to reduce printing, and also individually, most staff take public transit or walk to work. BCCIE will work towards a paperless filing system as much as possible over the coming three fiscal years.

## Overview

BCCIE's core operations are funded by the Province through the Ministry of Advanced Education, Innovation and Technology and the Minister Responsible for Multiculturalism. Funding provided is augmented by revenue earned from Education Quality Assurance (EQA) new application and renewal fees, and from fees derived from certain professional development activities, such as Summer Seminar.

Two tables are provided:

- Table 1 shows fiscal year 2011/12 (actual) and fiscal year 2012/13 (forecast).  
BCCIE's fiscal year is April 1-March 31.
- Table 2 shows forecasts for the next three fiscal years.

These are presented in two different tables as we have revised and enhanced our financial management system and so it would be challenging to convert the current and past fiscal year in order to compare against the presentation of the financial information for the next three fiscal years in a meaningful way.

BCCIE's financial statements are prepared in accordance with Public Sector Accounting Standards (PSAS) for provincial reporting entities established by the Canadian Public Sector Accounting Board. Commencing with the 2011/12 fiscal year, BCCIE was mandated to adopt PSAS without non-for-profit provisions. The financial statements of fiscal year 2011/12 were the first financial statements for which BCCIE has applied PSAS. BCCIE's auditor is Steele and Company, based in Vancouver, BC.

## Financial Summary Table 1: FY 2011/12 (Actual) and FY 2012/13 (Forecast)

In fiscal years 2011/12 and 2012/13, BCCIE was able to earn additional revenue through contracts with other Ministries, such as the Ministry of Jobs, Tourism and Skills Training and the Ministry of Education. These contracts are for activities such as the coordination of senior government missions and other international education fairs not covered under current funding, such as the China Education Expo.

	2011/12 (Actual)	2012/13 (Forecast)
<b>REVENUE</b>		
Provincial Grant - General Operations	1,250,000	1,250,000
Provincial Grant – EQA	250,000	250,000
EQA (Renewal and New Application Fees)	121,100	157,500
Summer Seminar	-	160,000
Professional Development	21,000	8,000
Other Government Contracts	165,690	-
Bank Interest	1,764	-
<b>TOTAL REVENUE</b>	<b>1,809,554</b>	<b>1,825,500</b>
<b>EXPENSES</b>		
Core Services (Including Communications, Missions, Delegations, Familiarization Tours and Operations)	1,497,162	1,198,500
Professional Development	2,917	8,000
EQA	341,886	407,500
Summer Seminar	-	160,000
NAFSA (Signature Event)	81,163	48,000
Board Meetings	-	3,500
<b>TOTAL EXPENSES</b>	<b>1,923,128</b>	<b>1,825,500</b>
<b>NET INCOME (LOSS)</b>	<b>- 113,574</b>	<b>-</b>
<b>TOTAL DEBT</b>	<b>-</b>	<b>-</b>
<b>ACCUMULATED SURPLUS AT BEGINNING OF THE YEAR</b>	<b>566,747</b>	<b>453,173</b>
<b>ACCUMULATED SURPLUS AT END OF THE YEAR</b>	<b>453,173</b>	<b>453,173</b>

### Notes:

- The loss of \$113,574 in FY 2011/12 was due to severance packages paid to outgoing directors and staff due to the withdrawal of marketing from BCCIE's mandate, and the commensurate cut to funding (the marketing team was eliminated);
- Accumulated surplus represents the combined total of BCCIE's term deposit and any operational profit or loss. This accumulated surplus is held as contingency for staff severance packages, lease penalty payments, and other operations costs and liabilities that would have to be incurred in the event of significant cuts to funding or a wind-down;
- EQA revenue must be recognized when received as per PSAS, and;
- The expense for NAFSA was higher in FY 2011/12 due to the fact that NAFSA was held in Vancouver, and BCCIE hosted a Leadership Council meeting and a BCCIE awards dinner (in lieu of offering Summer Seminar) during NAFSA.

## Future Financial Outlook

The forecasts provided here do not reflect any additional contract revenue as this amount is unpredictable. The forecasts and the corresponding activity are given within the context of the current funding level plus the estimated revenue generated through new EQA application and renewal fees.

BCCIE's forecast is based on the following key assumptions:

- The continued existence of BCCIE in its present form and with its present mandate direction and funding level for the next three fiscal years;
- BCCIE will continue to develop strategies to manage its expenditures while, as per encouragement from the Ministry, seek opportunities to earn additional revenue from professional development offerings where appropriate, as well as from additional government contracts;
- The total number of EQA institutions is expected to remain flat over the next three fiscal years;
- BCCIE will maintain the equivalent of 10 full-time staff members and have co-op students and/or contract employees augment the team as needed for key projects;
- Expenses reflect 3% inflationary increases year over year, and;
- Capital Plan: BCCIE expects to spend approximately \$15,000 upgrading computer hardware in Fiscal Year 2014/15.

**Financial Summary Table 2: FY 2013/14 – FY 2015/16 (Forecast)**

	2013/14 (Budget)	2014/15 (Budget)	2015/16 (Budget)
<b>REVENUE</b>			
Provincial Grant - General Operations	1,300,000	1,300,000	1,300,000
Provincial Grant – EQA	200,000	200,000	200,000
EQA (Renewal and New Application Fees)	120,000	120,000	120,000
Summer Seminar	153,290	157,889	162,626
Professional Development	12,375	14,850	14,850
Familiarization Tours (Institutional Support)	-	-	-
Other Government Contracts	-	-	-
Bank Interest	8,000	8,000	8,000
<b>TOTAL REVENUE</b>	1,793,665	1,800,739	1,805,476
<b>EXPENSES</b>			
General Operations (Salaries, Lease, IT, Board Meetings, Supplies, etc.)	1,086,133	1,086,129	1,075,400
<i>Operations</i>	109,594	80,293	39,389
<i>Salaries</i>	876,540	902,836	929,921
<i>Lease</i>	100,000	103,000	106,090
EQA	204,918	203,525	207,050
Summer Seminar	134,488	138,522	142,678
Professional Development	13,186	13,972	11,429
Outgoing Missions (Including Senior Government Missions)	50,100	51,603	53,151
Incoming Delegations	13,700	14,111	14,534
Familiarization Tours	28,656	29,516	30,401
Market Support (Including Signature Events and Other Key Conferences)	62,700	66,239	68,226
Communications	39,884	41,081	42,313
StudyinBC	24,700	18,686	19,687
Internationalization (BCSAC, China, and Other Country Strategies)	135,200	137,356	140,607
<b>TOTAL EXPENSES</b>	1,793,665	1,800,739	1,805,476
<b>NET INCOME (LOSS)</b>	-	-	-
<b>TOTAL DEBT</b>	-	-	-
<b>ACCUMULATED SURPLUS AT BEGINNING OF THE YEAR</b>	453,173	453,173	453,173
<b>ACCUMULATED SURPLUS AT END OF THE YEAR</b>	453,173	453,173	453,173

Notes:

- No revenue from other government contracts is included in the forecasts;
- Bank interest is from term deposits, and;
- Accumulated surplus is BCCIE's contingency amount for liabilities such as severance packages, lease penalties, other professional fees and other costs.

## CONTACT INFORMATION

British Columbia Council for International Education  
Suite 603 – 409 Granville Street  
Vancouver, BC V6C 1T2

Phone: 604-637-6766  
Website: [www.bccie.bc.ca](http://www.bccie.bc.ca)  
Contact: [bccie@bccie.bc.ca](mailto:bccie@bccie.bc.ca)

Office hours are Monday-Friday, 8:30 am to 4:30 pm.



BRITISH COLUMBIA COUNCIL FOR INTERNATIONAL EDUCATION





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2015-2016



[pctia.bc.ca](http://pctia.bc.ca)



## MESSAGE FROM THE BOARD TO THE MINISTER RESPONSIBLE

The Honourable Minister John Yap  
 Minister of Advanced Education,  
 Innovation and Technology and  
 Minister Responsible for Multiculturalism  
 Government of British Columbia

Dear Minister Yap:

On behalf of the Board of Directors, management and staff of the Private Career Training Institutions Agency (PCTIA), I am pleased to submit PCTIA's Service Plan for fiscal years 2013/14 to 2015/2016.

This Service Plan responds to the 2013-2014 Government's Letter of Expectations and addresses gaps identified by the Board in the 2012 Strategic Planning Process.

Over 50,000 students attended one of the 334 private career training institutions in British Columbia in 2011/2012. The number of institutions has been declining year-over-year since 2009 while the size of remaining institutions has been increasing. The Agency is sector-funded. The number of institutions operating in the province impacts the Agency's financial capacity.

The Agency was successful over the past year in raising profile with the public and with students. This was a leading goal in the previous years' Service Plan. Enquiries to the Agency from students have increased by 300%.

The focus of the Agency over the next two years will be the introduction of an advanced technology platform to assist in streamlined reporting and data gathering; the work of a Board Task Force to review Revenue and Resource Allocation opportunities, and, the implementation of a Continuous Improvement Process developed through the 2011/2012 Bylaw Review specific to accredited institutions.

New requirements exist for accredited institutions to report on student attrition and graduation rates, third-party licensing examination results, and industry or employer feedback, current or graduate student satisfaction surveys and employment outcomes. These will provide benchmarks for the sector as a whole.

Four areas of risk identified are: capacity, revenue generation, legal services, and, advanced technology. Three gaps identified by the board are IT infrastructure, the ability to deal with non-complying institutions, and a

PCTIA Service Plan 2013-2016

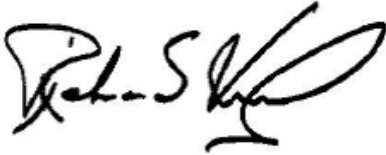
### Accountability Statement

*The Service Plan was prepared in accordance with the Budget Transparency and Accountability Act and the BC Reporting Principles. The plan is consistent with the government's strategic priorities. The Board is accountable for, and confident in, the contents of this plan, including what has been included in the plan and how it has been reported.*

need for a more defined risk assessment tool to be able to allocate resources. Activities moving forward over the next three years will address mitigating these risks and filling these gaps.

The Board of Directors and management of the Private Career Training Institutions Agency look forward to a successful year carrying out its consumer protection mandate.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Novek". The signature is stylized with a large, looped "R" and a long, sweeping "N".

Richard Novek  
Board Chair

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## ORGANIZATIONAL OVERVIEW

Career training is post-secondary education which provides students with specialized skills and knowledge to prepare them for employment in a specific field. Students receive a diploma or certificate upon successful completion of the program.

Many students attending accredited private career training institutions are beneficiaries of government student loan programs. In 2010/2011, student loan programs provided students with \$129,920,954 in funding.

*“Programs offered include hairdressing, film and music production, yoga teacher training, embalmer and funeral direction health care provision and more”.*

Most private career training institutions provide quality programs. However, in 2004, in response to several public closures of private career training institutions and the increase of government student loan funding, the need for public accountability within the sector became of increasing importance. It was at that time the provincial government announced the creation of the Private Career Training Institutions Agency.

Private career training institutions contribute to a diverse post-secondary system offering unique and flexible programming and giving students the skills and training that employer’s need. Over 50,000 students were enrolled in 2800 programs offered at one of 334 private career training institutions in British Columbia in 2011/2012.

### MANDATE

The Private Career Training Institutions Agency (PCTIA) is a Crown Corporation established under the *Private Career Training Institutions Act (PCTI Act)*, which came into force in November 2004. Its mandate, as set out in the Act is

- to establish basic education standards for registered institutions and to provide consumer protection to the students and prospective students of registered institutions;
- to establish standards of quality that must be met by accredited institutions; and
- to carry out, in the public interest, its powers, duties and functions under this Act, the Regulation and the bylaws.

Further direction and accountability is provided through the Government’s Letter of Expectations, executed jointly by the Chair of the PCTIA Board and the Minister of Advanced Education, Innovation and Technology.

### MISSION

*To support quality education in British Columbia’s private post-secondary career training sector through setting and regulating basic education and quality standards and providing consumer protection through the provision of the Student Training Completion Fund.*

PCTIA Service Plan 2013-2016

## PROMISE

PCTIA's promise to students and the public is to set basic quality standards and monitor private career training institutions for compliance to those standards; to protect student tuition through a Student Training Completion Fund; and to provide information to students and the public to assist in their ability to make good choices in post-secondary career training.

PCTIA's promise to the private career training institutions is to make the process of compliance straight-forward by leveraging technology; to improve the overall reputation of the sector by enforcing compliance to set standards; and to provide timely and relevant information to institutions.

PCTIA's promise to the provincial government is to effectively undertake the execution of its prescribed mandate to provide consumer protection.

*"Over 50,000 students attended one of the 334 private career training institutions in British Columbia in 2011/2012".*

In PCTIA's role as a consumer protection agency, students and prospective students of private career training institutions in British Columbia are its primary stakeholders. PCTIA cannot guarantee quality in the sector. It can set standards and monitor, as best as possible, against those standards. When considering a post-secondary program of any kind, the consumer must research the institution, and its programs, to make an informed choice.

## CORE BUSINESS AREAS AND SERVICES

### BASIC AND QUALITY STANDARDS

PCTIA provides consumer protection to students and prospective students of registered private career training institutions in British Columbia.



It sets basic education standards for registered institutions, and quality standards for accredited institutions. Quality standards for accreditation exceed those required for registration and are voluntary.

Institutions are monitored for compliance to these set standards. This includes financial reporting requirements, onsite visits, approval of program content and other reporting set out in the PCTIA's Bylaws:

<http://www.pctia.bc.ca/bylaws>

PCTIA has the authority to suspend or cancel an institution's registration and/or accreditation for non-compliance to basic education and quality standards. The suspension or cancellation of either registration or accreditation of an institution is posted on the PCTIA website for a period of five years.

A consumer of education ultimately must do their own homework prior to registering in a program. PCTIA provides information about registered and accredited institutions on its website.

## STUDENT PROTECTION - TUITION INSURANCE

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The Student Training Completion Fund (STCF) is established under the *PCTI Act* and further prescribed under the *Private Career Training Institutions Regulation (the Regulation)*.

Each month, institutions are required to contribute to the STCF.

### CLOSURES

Should an institution close or PCTIA cancel its registration prior to completion of the student's program, the student may have a claim on the STCF for repayment of all or a portion of their tuition.

PCTIA works with impacted students and other registered institutions to find opportunities to transfer these students for completion of their program. The student pays no additional monies even where the new institution has a higher tuition cost.

### COMPLAINTS

A formal complaints process exists for students who have been misled by a private career training institution in some aspect of its operations. The Board is responsible for consideration of complaints and potential tuition reimbursement to students.

Where the PCTIA Board finds a student has been misled in a material way by the institution, a payment from the STCF is made to the student or their delegate. This payment is recovered from the institution should it still be operating.

## KEY PARTNERS AND STAKEHOLDERS

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PCTIA is responsible directly to the Minister of Advanced Education, Innovation and Technology. Other stakeholders include the approximately 334 private career training institutions operating in the Province of British Columbia; the public post-secondary education sector; over twenty regulatory colleges and professional associations; the Degree Quality Assessment Board; the British Columbia Council on International Education; Human Resources and Skills Development Canada; and Citizenship and Immigration Canada.

PCTIA Service Plan 2013-2016



## OFFICE LOCATION

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PCTIA's location is:

203-1155 West Pender Street,  
Vancouver, BC V6E 2P4

Phone: 604-569-0033

Website: [www.pctia.bc.ca](http://www.pctia.bc.ca)

Contact: [info@pctia.bc.ca](mailto:info@pctia.bc.ca)

Office Hours are 8:30 am to 4:30 pm.

*“A consumer of education ultimately must do their own homework prior to registering in a program. PCTIA provides information about registered and accredited institutions on its website”.*



## HOW WE DO OUR WORK - STRUCTURE

PCTIA monitors private career training institutions for compliance to basic and quality standards; provides information to students; and adjudicates student complaints against institutions. The Agency has 21 full-time staff.

<b>Province of British Columbia</b> <i>The Private Career Training Institutions Act</i> <i>The Private Career Training Institutions Regulation</i> Government's Letter of Expectations	
<b>The Board of Directors</b> <i>The Private Career Training Institutions Bylaws</i> Strategic Direction Set Basic Education and Quality Standards	
<b>Registrar and Chief Executive Officer</b> Operational Oversight Activities to support GLE <sup>1</sup> and Strategic Direction Legislative authority to act	
<b>Regulatory and Compliance</b> <ul style="list-style-type: none"> <li>• Register and review new institutions</li> <li>• Monitor institutions against standards set in PCTIA Bylaws</li> <li>• Set conditions for compliance</li> <li>• Make recommendations for actions</li> </ul>	<b>Student Assistance</b> <ul style="list-style-type: none"> <li>• Student Complaint Process</li> <li>• On-site support for closures</li> <li>• Student Training Completion Fund</li> <li>• Train-outs to other institutions</li> </ul>
<b>Legal</b> <ul style="list-style-type: none"> <li>• Oversee compliance to Crown Corporation regulatory framework</li> <li>• Review and recommend on interpretation of PCTIA Bylaws and legislation</li> <li>• Review recommendations on actions against institutions</li> <li>• Review student complaints</li> <li>• Respond to Freedom of Information Requests</li> </ul>	
<b>Administration, Finance and IT,</b> <ul style="list-style-type: none"> <li>• Management of fees, payments to fund</li> <li>• Support for IT infrastructure</li> </ul>	

Regulatory and Compliance Officers each have a cohort of institutions, currently between 80 and 90, grouped by sector/type of programs and geographic location. They carry out site visits, monitor their cohort for compliance, and make recommendations for enforcement actions such as suspensions and closures. The Assistant Registrar monitors the quality of work of the Regulatory and Compliance Officers.

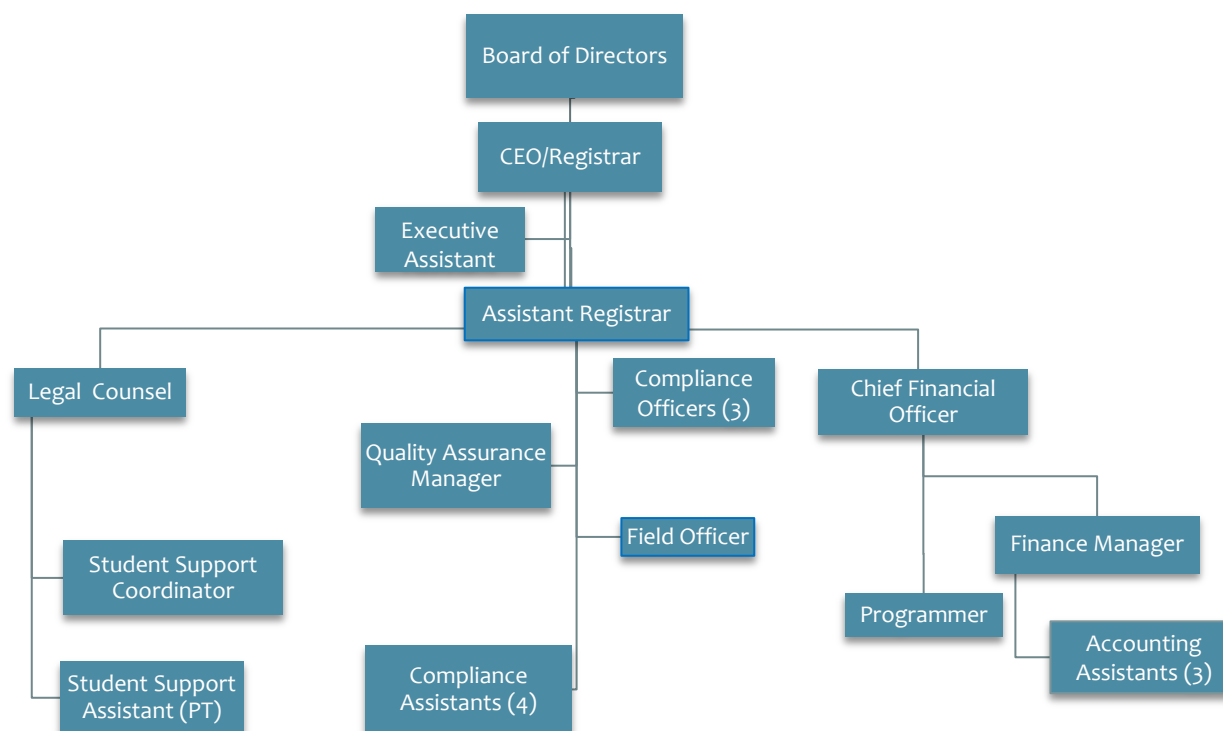
Subject Matter Experts and Auditors may be required on contract where audits of institutions or reviews of new programs may require specific expertise. Information about these experts and auditors is posted publicly on PCTIA's website (<http://www.pctia.bc.ca/governance/audit-team>).

Staff investigates and provides materials to the Board. It is the Board's responsibility to adjudicate all student complaints.

The Quality Assurance Manager monitors the quality of the processes and systems in place.

The Registrar has legislative authority granted under the Act to require certain information from institutions and to impose restrictions to their activities through suspension or cancellation. In addition, the Registrar acts as Chief Executive Officer of the PCTIA.

## ORGANIZATION CHART



The Agency currently has 21 full time and one half time employee(s). Staffing numbers are expected to stay constant for 2013-2014.

## CORPORATE GOVERNANCE

PCTIA is governed by a ten-member Board of Directors, three of which are appointed by the Minister of Advanced Education, Innovation and Technology, and seven elected by the member institutions. The PCTIA Board is accountable to the Ministry of Advanced Education, Innovation and Technology.

The Board's role consists of:

- Appointing the Registrar and establishing the functions and duties of the Registrar;
- Governing the affairs of the PCTIA in accordance with the Act, the Regulation and the Bylaws;
- Establishing and maintaining Bylaws in accordance with the Act;
- Setting strategic direction for PCTIA;
- Being accountable for defined performance results;
- Ensuring effective use of PCTIA's resources; and
- Reporting to government, shareholders and the public at large.

The Board has historically had four standing committees. They include the Student Complaints Committee, the Planning and Review Committee; the Bylaw, Policy and Quality Assurance Committee; and the Finance and Student Training Completion Fund Committee. In December of 2012, the Board established a standing Appeals Committee. The Nominating Committee is formed in Board election years only.



At the end of 2012, the PCTIA Board struck a Task Force for the purpose of reviewing the current PCTIA revenue model and making recommendations for changes to the Ministry. The Task Force will do its work throughout 2013.

The Board adheres to the standards of conduct, which are published on PCTIA's website

(<http://www.pctia.bc.ca/governance/members-of-the-board-of-directors>), when exercising its powers and performing the functions of the organization.

More information with respect to the Board's composition, terms of office, nominations process, election process, meetings, and Code of Conduct guidelines can be found in the PCTIA Bylaws, which are available at <http://pctia.bc.ca/bylaws> or questions can be directed to [info@pctia.bc.ca](mailto:info@pctia.bc.ca).

## BOARD MEMBERS AND COMMITTEE RESPONSIBILITIES FOR 2013-2014

NAME	BOARD POSITIONS AND COMMITTEE	TERMS
<b>Richard Novek</b> Director of Operations, Greystone College of Business & Technology, and International Language Institutions of Canada	<ul style="list-style-type: none"> <li>Chair Board of Directors</li> <li>Chair Planning and Review</li> </ul>	Elected Second Term April 2, 2012 – March 31, 2014
<b>Bev Reid</b> President MTI Community College	<ul style="list-style-type: none"> <li>Chair Nominating Committee</li> <li>Bylaw Committee</li> </ul>	Elected Second Term Oct 1, 2012 – October 2, 2015
<b>David Wells</b> Academic Dean NEC Native Education College	<ul style="list-style-type: none"> <li>Chair Student Complaint Committee</li> <li>Bylaw Committee</li> </ul>	Elected First Term April 2, 2012 – April 1, 2014
<b>Gwen Donaldson</b> President, Vancouver Campus Canadian Tourism College	<ul style="list-style-type: none"> <li>Bylaw Committee</li> <li>Nominating Committee</li> </ul>	Elected First Term April 2, 2012 – April 1, 2014
<b>Ian Rongve</b> Assistant Deputy Minister Sector Strategy and Quality Assurance Ministry of Advanced Education, Innovation and Technology	<ul style="list-style-type: none"> <li>Finance and STCF Committee</li> <li>Planning and Review Committee</li> </ul>	Appointed March 27th, 2012. No expiry.
<b>Jim Miller</b> Director Canadian Outdoor Leadership Training (COLT)	<ul style="list-style-type: none"> <li>Finance and STCF Committee</li> <li>Appeals Committee</li> </ul>	Elected First Term Oct 1, 2012 – October 2, 2015
<b>Mark Hilton</b> Partner Bernard & Partners	<ul style="list-style-type: none"> <li>Bylaw Review Committee</li> <li>Finance and STCF Committee</li> <li>Appeals Committee</li> </ul>	Ministerial Appointment: June 1, 2012 Expires May 30, 2015
<b>Patricia (Pat) Kennedy</b> Chief Operating Officer Pacific Flying Club	<ul style="list-style-type: none"> <li>Chair Finance and STCF Committee</li> <li>Appeals Committee</li> </ul>	Elected First Term April 2, 2012 – April 1, 2014
<b>Robert (Bob) Kitching</b> President and Managing Associate Western Maritime Institute	<ul style="list-style-type: none"> <li>Bylaw Review Committee</li> <li>Finance and STCF Committee</li> </ul>	Elected First Term Oct 1, 2012 – October 2, 2015
<b>Vacant</b> Ministerial Appointment	<ul style="list-style-type: none"> <li>Appointment Pending</li> </ul>	Appointment Pending

## MEMBERSHIP BY COMMITTEE – 2013-2014

## Standing Committees

BYLAW POLICY AND QUALITY ASSURANCE	FINANCE AND STCF	STUDENT COMPLAINTS	APPEAL PANEL	PLANNING AND REVIEW
<b>Purpose:</b> <i>To continue to review bylaws and policies and make recommendations to the board and Ministry on changes.</i>	<b>Purpose:</b> <i>To provide oversight of PCTIA's financial reporting and management of the Student Training Completion Fund. To approve payments out of the STCF.</i>	<b>Purpose:</b> <i>To review and adjudicate complaints filed by students and to make decisions based on the information presented. To discuss findings with the full Board.</i>	<b>Purpose:</b> <i>The appeal committee is created under s.8.2 of the bylaws.</i>  <i>The appeal committee is formed of 4 board members the chairperson of the board will draw upon when he/she establishes an appeal panel. The appeal panel will be made up of three members from the appeal committee. Members on the appeal committee receiving training on appeals.</i>	<b>Purpose:</b> <i>To provide interim feedback and discussion with CEO/Registrar between meetings. To review and recommend on CEO performance.</i>
Bev Reid, Co-Chair	Patricia Kennedy , Chair	David Wells, Chair	TBA	Richard Novek, Chair
Gwen Donaldson, Co-Chair	Ian Rongve	Bev Reid	David Wells	Patricia Kennedy
David Wells	Bob Kitching	Mark Hilton	Mark Hilton	Ian Rongve
Bob Kitching	Jim Miller		Jim Miller	David Wells
			Patricia Kennedy	Karin Kirkpatrick, CEO/Registrar

**2012-2013 Task Force**

REVENUE TASK FORCE	<b>Purpose:</b> <i>To conduct a review and analysis of the current PCTIA self-funded model</i>	Ian Rongve Pat Kennedy David Wells Karin Kirkpatrick Lyndon Scott
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**SENIOR MANAGEMENT TEAM**

Karin Kirkpatrick, Registrar & CEO  
 Monica Lust, Assistant Registrar  
 Luce Lafontaine, Legal Counsel  
 Lyndon Scott, Chief Financial Officer

Management team biographies can be found at <http://www.pctia.bc.ca/governance/executive>.

## GOVERNING PRINCIPLES

Principle	Description	Defining Statements
<b>Respect</b>	PCTIA respects all its stakeholders.	<ul style="list-style-type: none"> <li>• Support, guide and collaborate with key stakeholders</li> </ul>
<b>Accountability</b>	PCTIA is accountable to its stakeholders.	<ul style="list-style-type: none"> <li>• Provide timely and transparent reporting to government, the public and the sector</li> <li>• Provide responsible oversight and a commitment to student and consumer protection</li> </ul>
<b>Adaptability</b>	PCTIA is an adaptive organization that celebrates continuous learning and change.	<ul style="list-style-type: none"> <li>• Monitor and adapt to changes in the regulatory environment</li> <li>• Apply new technologies and methods of doing business</li> <li>• Respond to changing demographics within PCTIA, students, and institutions</li> </ul>
<b>Quality</b>	PCTIA has quality standards as it applies to its mandate at the strategic and operational levels.	<ul style="list-style-type: none"> <li>• Protect the public and promote consumer confidence by applying basic education standards to all BC private career training institutions</li> <li>• Work to encourage more institutions to attain higher quality standards than are required</li> <li>• Apply the principles of quality to its employees, board duties, and all operations</li> </ul>
<b>Integrity</b>	PCTIA implements its mandate with integrity.	<ul style="list-style-type: none"> <li>• Investigate student complaints thoroughly and make decisions consistent with the principles of administrative law</li> </ul>

## STRATEGIC CONTEXT

### OPERATING ENVIRONMENT

#### INTERNAL

##### Capacity and Structure

Capacity continues to be the number one challenge internally. The number, variety, and location of institutions with which PCTIA staff have responsibility for is broad. They range from smaller institutions in remote areas of British Columbia, to larger institutions in more urban centres. All institutions require site visits. The time required for Regulatory and Compliance Officers to perform in-depth compliance visits across the Province has resulted in a backlog of visits to institutions and delays in processing applications for registration, program approvals, and approval of accreditations.

PCTIA's staffing structure has been reviewed and changes are being made for 2013-2014. The full time equivalent staff count remains the same at 21. Through internal moves, a new position of Records Officer has been created. The Records Officer will focus on abbreviated compliance visits to institutions. The Regulatory and Compliance Officers will be involved in fewer site visits which will allow them more time to review the information related to their cohort of institutions. The Field Officer will request a more in-depth compliance visit from a Regulatory and Compliance Officer in instances where education standards are of concern. This will allow more visits and areas of concern to be identified more quickly.

##### New Bylaws

New PCTIA bylaws became effective on October 1<sup>st</sup>, 2012. This has resulted in an increase in questions related to compliance and additional work for staff. Overall, the new bylaws seem to well-received by the sector.

##### Increased Focus on Education Standards and Quality Reviews

During a risk review in 2012, the requirement for an institution to demonstrate financial capacity to meet its commitments was identified as an area requiring more review. The inability for an institution to demonstrate it has sufficient resources to meet its obligations means a higher probability of closure and claims on the STCF fund. Increased review of institutions financial capacity has resulted in increased time for existing PCTIA staff, an increase in processing times, and an increase in costs and time to institutions. However, it is expected to result in fewer unanticipated institution closures.





## Workflow through Technology

The introduction of technology to support work flow and lessen the amount of manual work required by both staff and institutions is underway. The benefits of this should be seen by the end of 2013. This will relieve some capacity issues. The commitment to this project continues and the implementation of the system is scheduled between April 2013 and October 2013. The time frame is dependent on staff capacity to complete the project.

## EXTERNAL

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### Institutions

The number of private career training institutions in the Province has been gradually declining. At March 31, 2011, 351 of these institutions were registered in the Province. At March 31<sup>st</sup>, 2012, there were 334. This number has declined each year since 2009 when there were 409 registered institutions. This is due in part to a trend of acquisition which is now slowing. However, increased regulatory requirements have also impacted the decision of some institutions to discontinue operations or others to enter the market.

Other regulatory bodies which provide oversight to some professional programs, such as the College of Licensed Practical Nurses of BC (CLPNBC), and the College of Traditional Chinese Medicine and Acupuncturists of BC (CTCMA), have implemented new program approval processes. Other bodies have begun to limit the number of programs approved as the labour market is unable to absorb the number of graduates and/or students are unable to receive appropriate and required practicum or co-op placements.

*The number of private career training institutions in the Province has been gradually declining. At March 31, 2011, 351 of these institutions were registered in the Province. At March 31<sup>st</sup>, 2012, there were 334.*

### Financial

Regulation of the sector is funded by the sector itself. Regulated institutions contribute between .8% and 3.5% of their annual tuition revenue in fees and contributions to the STCF. The rates are dependent upon length of time registered, compliance issues, and whether the institution is registered or accredited. A reduction in the number of institutions regulated directly impacts revenue to PCTIA. While there has been a decrease in number of institutions, there have been increases in the average size of institutions, the student per institution, and the average cost of tuition. March 31, 2012 did see a decline in overall sector tuition revenue reported.

The Agency tracks tuition paid during the enrolment year. The enrolment year is November 1 to October 31. Previous Service Plans have reported total sector tuition on the Agency's fiscal year. Numbers in this report have been matched to the institutions enrolment year. Total tuition revenue reported for all registered private career training institutions:

Year-end Oct 31, 2010	\$279,727,892
Year-end Oct 31, 2011	\$274,408,157
Year-end Oct 31, 2012	\$271,277,381
PCTIA Service Plan 2013-2016	

## Legislative Environment

Currently, B.C.'s post-secondary education quality assessment system differs by type of Institution and program. There are four bodies that evaluate and monitor the quality of all post-secondary education programs in the province under a quality assurance system that is a combination of legislation, regulation and policy:

- **Degree Quality Assessment Board**, Advisory Board to the Minister which oversees quality assessment process for all institutions wishing to offer degree programs.
- **Private Career Training Institutions Agency**, a Provincial Crown Agency which sets basic education standards and voluntary quality standards to regulate private career training institutions.
- **Industry Training Authority**, a Provincial Crown Agency. The Agency is responsible for leading and coordinating the skilled trades training and credentialing system for the province;
- **Ministry of Advanced Education, Innovation and Technology** evaluates public institutions under the Accountability Framework as well as determines suitability for Education Quality Assurance (EQA) designation and Student Aid BC designation for all institutions.

As presently constructed, this system can result in inconsistency in expected standards between PCTIA and the other bodies and difficulty in comparing institutions and programs. The Ministry of Advanced Education, Innovation and Technology, under the BC Jobs Plan, introduced a process in 2012 to review the post-secondary sector in BC and develop a new Quality Assurance Framework. This includes both the public and private institutions. The outcome of any new Quality Assurance Framework is expected to have some impact on the operations of PCTIA and its scope or mandate. More information can be found at:

[http://www.aved.gov.bc.ca/education\\_quality\\_assurance/docs/pse\\_framework.pdf](http://www.aved.gov.bc.ca/education_quality_assurance/docs/pse_framework.pdf).

The introduction of changes to the international student visa process being introduced by Citizenship and Immigration Canada (CIC) will have an, as yet unknown, impact on those institutions accepting international students. This may also impact the operations and scope of PCTIA over the next year. More information can be found at: <http://www.cic.gc.ca/english/departments/media/releases/2012/2012-12-28.asp>.

## RISKS, OPPORTUNITIES AND MITIGATION

In the previous 2012-2015 Service Plan, four risk areas were identified. They were Revenue Generation, Legal Resources, Advanced Technology, and Reputational Risk. Capacity concerns due to slowing revenue trends and increased monitoring for compliance has now become a primary risk concern. Capacity issues have a direct impact on Reputational Risk and have replaced it as a priority.

Source of Potential Risk or Opportunity	Risk	Opportunity	Risk Mitigation Strategies
Capacity	<ol style="list-style-type: none"> <li>1. Increased focus on compliance with standards has resulted in a higher volume of work.</li> <li>2. The closure of a larger institution would take more resources to manage than the Agency has available.</li> <li>3. Increase in Agency activities would result in increase in required legal services.</li> <li>4. Increase in time to process applications and requests result in frustration with the Agency and impacts reputation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Working with other regulating bodies to share resources.</li> <li>2. Upfront focus on compliance to recognize areas of concern before a closure.</li> </ol>	<ol style="list-style-type: none"> <li>1. Slowed the implementation of changes to compliance reviews.</li> <li>2. Reorganize the existing staff complement to focus on higher value activities.</li> <li>3. Developed a risk management framework to focus on review of institutions with a larger risk to students and the fund.</li> <li>4. Continued to develop and deliver a series of professional development opportunities for institutions to increase understanding of expectations and to introduce best practices.</li> </ol>
Revenue Generation <ul style="list-style-type: none"> <li>• All PCTIA revenue is generated through fees from institutions</li> <li>• Registered institutions currently contribute .8% to 3.03% of their tuition revenue annually.</li> </ul>	<ol style="list-style-type: none"> <li>1. The trend to consolidation in the sector may be slowing. A decrease in the number of registered institutions due to the requirements of Basic Education and Quality Standards impacts the Agency's revenue and the ability to offer consumer protection.</li> <li>2. Any one large institution closure will leave the STCF underfunded.</li> </ol>	<ol style="list-style-type: none"> <li>1. Seek new sources of revenue generation through provision of professional development programs; resource sharing with other education quality organizations; grants and other programs available through the provincial and federal governments.</li> <li>2. Review and make changes to how the current PCTIA fees to institutions are set</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased internal efficiencies to reduce PCTIA expenses.</li> <li>2. Moved to paperless reporting and filing.</li> <li>3. PCTIA will continue monitoring the growth of the Student Training Completion Fund in accordance with the contingency target recommended by the actuarial study of the fund completed in 2010. However, one or two large institution closures will leave the STCF under-funded.</li> <li>4. Undertaking a full review of the Revenue Model through a newly struck Board Task Force to make a recommendation to the Ministry for changes or refinements to the current model.</li> </ol>

Source of Potential Risk or Opportunity	Risk	Opportunity	Risk Mitigation Strategies
Legal Resources	<ol style="list-style-type: none"> <li>1. Increasing focus on compliance has resulted in increase in workload for in house legal counsel and increased legal costs.</li> <li>2. Adapting to evolving regulatory requirements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Legal action against non-complying institutions will result in reduction of institutions operating in contravention of the <i>Private Career Training Institutions Act</i>, and encourage institutions to pursue higher quality standards.</li> <li>2. Provide more education and support for institutions to assist them in understanding regulatory requirements and how to meet them will result in earlier resolution of compliance issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide more resources and support for internal legal counsel.</li> <li>2. Research best practices from other jurisdictions such as other provinces, the US, and New Zealand/Australia where the regulation of the industry has been developed over a longer period of time.</li> </ol>
Advanced Technology	<ol style="list-style-type: none"> <li>1. Increased expectations of electronic and web-based services from PCTIA's stakeholders.</li> <li>2. Reliance on internal staff to program and maintain legacy database and IT infrastructure.</li> <li>3. The ability for online training institutions to blur the line between jurisdictions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ability to provide webinars and online meetings for institutions.</li> <li>2. Reduce reporting burden on institutions through fully integrated reporting and payment options.</li> <li>3. Reduce staff time required to re-enter reporting information. The ability to convert staff time to higher impact activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased staff training on technology and quality standards.</li> <li>2. Implement Enterprise Resource Planning system to integrate accounting functions with compliance management.</li> <li>3. Continue on development of internal quality assurance standards which will result in consistent enforcement.</li> <li>4. Streamline, where possible, some reporting requirements with SABC, DQAB, EQA and other related bodies.</li> </ol>

## ORGANIZATIONAL CAPACITY

Through a campaign to increase public awareness, public and student enquiries have increased by 300%. Agency staff historically dealt with approximately 70 student and public enquiries per month. In September of 2012 the number moved to a high of 300.

A number of initiatives are being undertaken to address the capacity issue. These include the Board's new Task Force, a reorganization of current staff positions, and the future automation of more processes.

## GOALS, STRATEGIES, PERFORMANCE MEASURES, TARGETS & BENCHMARKS

PCTIA is committed to increasing its ability to provide consumer protection to students and the public.

## BENCHMARKS

Benchmarks have been set using historical data and estimates. Finding comparable organizations to compare measures with is challenging. In Canada, with the exception of British Columbia, oversight of private career

*In Canada, with the exception of British Columbia, oversight of private career institutions is done through the respective provincial or territorial Ministry.*

institutions is done through the respective provincial or territorial Ministry (<http://www.aes.gov.nl.ca/postsecondary/roccc.html>).

The governance structure is different and the PCTIA bylaws set out different compliance requirements than in other jurisdictions.

PCTIA belongs to an informal group of Canadian regulators of vocational institutions where information related to issues and compliance in each

jurisdiction is discussed and compared.

A reduction in complaints related to institutions seems, intuitively, to be a measure of success. However, if the Agency is successful in raising profile with students and the public, the result will be an increase in the number of complaints filed and the number of public enquiries. This will not be as a result of increased issues in the sector. A low number of complaints, relative to the number of institutions, are filed with the Agency currently as a result of students not being aware of the ability to do so. This has been demonstrated during closures where students impacted tell staff they were unaware of their ability to make a complaint with PCTIA.

As in previous years, the Agency has identified an issue with its profile; a lack of public awareness. Over the past year, the Agency has been successful at building that awareness. In the process, it has identified a significant capacity issue.



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## GOALS, STRATEGIES, AND PERFORMANCE MEASURES

### GOAL 1: ENFORCING BASIC AND QUALITY EDUCATION STANDARDS

Basic Education Standards are set by the Board through PCTIA's bylaws. All registered institutions must abide by those standards and are monitored against them for compliance. Quality Education Standards are those which are required, on top of the basic education standards, for accredited Institutions. In October 2012 an updated version of the PCTIA bylaws came into effect setting out more detailed performance measures for accredited Institutions. In the 2012-2015 Service Plan, this goal referred only to the basic education standards. We have revised this goal to include a commitment to raising the quality expectations of accredited institutions. A risk assessment tool has been developed to prioritize the Agency's activities.

### STRATEGIES

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1. Continue to provide the information workshops, launched in 2012, as opportunities for institutions to increase understanding of expectations and to introduce best practices.
2. Continue on development of internal quality assurance standards which will result in consistent enforcement.
3. Finalize a risk assessment tool to allow staff to prioritize visits and reviews of institutions where risks to the students and the STCF fund are greatest. Characteristics being used to identify risk include amount of unearned tuition, financial health, complaints history and previous compliance concerns.
4. Continue to pursue legal remedies against non-complying institutions.

### MEASURES

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#### **Rate of non-compliance**

A reduction in outstanding conditions per institution indicates a higher level of compliance with the Basic Education and Quality Standards within those institutions visited by PCTIA each year. Fewer conditions are an indicator an institution is operating in closer compliance with the standards.

Rate of non-compliance is calculated by taking the total number of conditions set during compliance visits in the year, divided by the number of institutions visited.

#### **Participation in workshops and professional development programs by institution representatives**

An increase in the number of institutional representatives attending learning programs offered by PCTIA is expected to result in higher compliance levels. Often non-compliance by an institution results from a misunderstanding of the expectation of the Agency related to certain bylaw requirements. The more institutions learn about 'how' to meet Agency expectations, the more likely they will have low non-compliance issues. This also reduces the work of Agency staff in dealing with non-compliance issues.

## Number of site visits by PCTIA

The Agency created a new position this year for the purpose of conducting an increased number of site visits to institutions. The Agency may only become aware of basic education or quality issues when they are onsite. The risk assessment tool will also assist in targeting visits to higher risk institutions.

Performance Measures	2011/2012 Actual	2012/2013 Current	2013/2014 <sup>i</sup> Projected	2014/2015 Projected	2015/2016 Projected
Rate of non- compliance	5	4.5	3	2	2
Participation in information workshops	45	106	115	115	115
Number of site visits by PCTIA staff	<b>214</b>	200	250	250	250

In 2012/2013, participation in workshops was limited by the capacity of the Agency. Each workshop offered filled and had a waiting list. Some additional workshops were added and the need to continue these programs was confirmed.

## GOAL 2: INCREASED QUALITY STANDARDS AND PERCEIVED VALUE OF ACCREDITED INSTITUTIONS

Accreditation is voluntary for institutions and requires an institution to operate to a higher standard of quality than the basic education standards.

The majority of institutions seeking accreditation are doing so in order to qualify to apply for Student Aid BC funding and/or Education Quality Assurance (EQA). Accreditation additionally puts an institution in the lowest fee category for contributions.

*Accreditation is voluntary for institutions and requires an institution to operate to a higher standard of quality than the basic education standards.*

PCTIA wishes to build additional value in the brand of accreditation encouraging more institutions to obtain this higher quality standard.

In the 2012-2013 Service Plan, a strategy to support this goal was the development of classes of institutions. It was determined through the bylaw review process, that this would require legislative changes. This may be addressed in the current review by the Ministry of the Quality Assurance Framework. The Agency instead has developed a risk assessment tool to focus on



institution's causing the highest risk. Risk factors include but are not limited to, amount of unearned tuition, financial health, and compliance history. Institutions with lower risk will have the benefit of abbreviated site visits.

Additionally, the 2012-2015 Service Plan set a strategy to increase external relations and communications planning. This was successful over the past year and the commitment to raising awareness of the Agency remains. However, budget and capacity constraints have made a formal program infeasible at this time. Instead, while site visits are occurring at institutions, the Officer speaks with students to ensure they understand the role of PCTIA.

## STRATEGIES

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1. Work with other provincial educational quality organizations to streamline the accreditation process and requirements. The result would be to identify areas where multiple organizations are asking for similar or the same information from an accredited institution and consolidate this into one.
2. Risk assessment tool rewards accredited high performing institutions, with a track record of quality, through abbreviated compliance visits and reviews.

## MEASURES

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### Institutions seeking accreditation

An increased number of registered institutions pursuing accreditation status is an indicator there is increased value in the brand of accreditation.

### Percentage of overall institutions accredited

An increased number in the percentage of institutions which are accredited is an indicator of higher quality across the sector.

Performance Measures	2011/2012 Actual	2012/2013 Current	2013/2014 Projected	2014/2015 Projected	2015/2016
Number of institutions applying for accreditation	12	15	15	15	15
Percentage of overall institutions which are accredited	50%	55%	60%	65%	65%



### GOAL 3: INCREASING AWARENESS, EFFECTIVENESS, AND TRANSPARENCY

A student or potential student who is unaware of the regulation of the private career training sector in BC will also be unaware of the protection afforded by PCTIA. They will also be unaware of the resources to assist in their post-secondary decision making, and the complaint remedy available to them.

An institution which is unaware of the requirement for registration may be operating a non-complying business.

PCTIA needs to work to ensure various stakeholders are aware of and understand PCTIA's role and mandate.

In the 2012-2013 Service Plan, two strategies to support this goal were to develop and implement a communications strategy; and, to undertake participation in events and communications to institutions. This has been tabled as a strategy only due to resource constraints. It is being undertaken in an informal manner and will be reviewed for subsequent years.

*A student or potential student who is unaware of the regulation of the private career training sector in BC will also be unaware of the protection afforded by PCTIA.*

The first strategy listed has also been amended to include research and analysis. This is a gap which has been identified over the past year. The Agency needs more ability to review best practices in other jurisdictions, understand economic trends and regulatory changes which impact regulated institutions, and analyze Agency data to improve decision making tools.

The measures have been revised from the 2012-2015 Service Plan. No awareness or satisfaction survey was undertaken. Instead, the Agency implemented a survey of students to be conducted during site visits. Additionally, the media monitoring was deferred in light of the reduced communications work.

#### STRATEGIES

1. Introduce a communications and research role with responsibility website and social media, media relations, and industry research/analysis.
2. Introduce an opportunity to speak to students during compliance visits to explain the role of PCTIA and provide all contact information.

#### MEASURES

##### **Increased number of enquiries from the public**

The Agency began tracking the number of enquiries from students or the public in 2012. This measure will indicate a level of awareness of the Agency to the general public and students. Continued work towards raising awareness should result in increased enquiries, via email or telephone, to the Agency. Information has been added to the website to address the most frequently asked questions. The kinds of enquiries range from questions about whether an institution is registered, what is the difference between accreditation and

registration, what do prior suspensions mean to an institution, to what is the difference between and public and private institution.

### **Increased number of student calls regarding institutions and/or the complaints process**

Often students are unaware that PCTIA exists until a closure occurs. A desired outcome of profile raising for the Agency is to make them aware of the role of the Agency in providing information and mechanisms for dealing with concerns at their institution.

\*The number of incoming calls spiked in August and September of 2012. This was a direct result of an awareness campaign run on Canada Line in Vancouver. A similar campaign is not planned for 2013/2014. The drastic increase in calls is expected to be anomalous. Although calls are anticipated to remain higher than previous years based on other awareness initiatives with students.

Performance Measures	2011/2012 Actual	2012/2013 Current	2013/2014 Projected	2014/2015 Projected	2015/2016 Projected
General enquiries from public (monthly)	1510	1900	1950	1950	2000
Incoming calls from students regarding institutions (monthly)	70	298*	200	200	220

## GOVERNMENT'S LETTER OF EXPECTATIONS

The Government's Letter of Expectations (GLE) forms the basis for the development of the Agency's Service Plans and Annual Service Plan Reports. In addition to a number of government performance expectations common to all Crown Corporation, and which are addressed in the Goals and Strategies section of this Report, the most current GLE directs the Agency to take the following specific actions:

<i>Government's Letter of Expectations</i>	<i>Action/Response</i>
<ol style="list-style-type: none"> <li>1. Report on enhanced outcomes based measures to further improve upon the quality standards of PCTIA accreditation. Such measures include, student attrition rates, student graduation rates, third-party professional/licensing examination results and industry or employer feedback (where available), current or graduate student satisfaction surveys, and graduate employment outcomes.</li> <li>2. An Action Plan will be submitted to the Ministry by June 28, 2013, and measurable benchmarks on these outcomes will be made available to the Ministry by January 31, 2014.</li> </ol>	<ol style="list-style-type: none"> <li>1. In the newest Agency bylaws which came into effect on October 1<sup>st</sup>, 2012, the Continuous Improvement section was added. It requires accredited institutions to report on student attrition rates, student graduation rates, third-party professional/licensing examination results and industry or employer feedback (where available), current or graduate student satisfaction surveys, and graduate employment outcomes. This information will be used to set performance benchmarks upon which institutions can be measured as to whether they are outside of the average.</li> <li>2. A plan will be submitted to the Ministry by June 28<sup>th</sup>, 2013, setting out how the Agency will use this information to set benchmarks. Measureable benchmarks will be reported to the Ministry by January 31, 2014 based on the information reported by Accredited Institutions under the new Continuous Improvement requirement.</li> </ol>
<ol style="list-style-type: none"> <li>3. Provide a progress report on the implementation of the new PCTIA bylaws, (to be enacted in fall 2012) with specific attention as to how the process has unfolded, and on feedback from institutions and students. This report will be made available to the Ministry by April 30, 2013.</li> </ol>	<ol style="list-style-type: none"> <li>3. At April 30, 2013, the new bylaws will only have been in effect for seven months. The Agency will be able to provide reporting on how the implementation was rolled out. More formal feedback can be sought from institutions and students once the new bylaws have been in place for 12 months.</li> </ol>
<ol style="list-style-type: none"> <li>4. Collaborate with Government/Ministry staff to develop a new Quality Assurance Framework, including exploring areas of administrative streamlining between PCTIA and Government.</li> <li>5. PCTIA will provide advice to Government/Ministry staff by June 28, 2013, on what specific measures have been adopted to address this.</li> </ol>	<ol style="list-style-type: none"> <li>4. The Agency will request a series of meetings for the next 12 months to meet and explore areas where efficiencies can be found.</li> <li>5. PCTIA will provide information to the Ministry related to the work being done on the Quality Assurance Framework as requested.</li> </ol>

Government's Letter of Expectations	Action/Response
<p>6. By June 28, 2013, PCTIA will report on its internal continuous improvement process – being designed to develop/enhance measures in respect to student inquiries, enhanced service provision, external communications (including raising awareness of PCTIA and its role), and other identified issues. The report will focus on the measurable results that the process has affected.</p>	<p>6. Continuous improvement processes are moving forward. Capacity issues have slowed the more formal process. Some challenges have been identified in the capacity section. PCTIA will provide this reporting by June 28<sup>th</sup>, 2013.</p>
<p>7. Meet quarterly with Government/Ministry staff to provide progress reports on the actions above and discuss specific goals and performance measures.</p>	<p>7. Dates for these meetings with the Ministry are in the process of being set for the upcoming year.</p>
<p>8. Comply with Government's requirements to be carbon neutral under the <i>Greenhouse Gas Reduction Targets Act</i>, including: accurately defining, measuring, reporting on and verifying the greenhouse gas emissions from the Corporation's operations; implementing aggressive measures to reduce those emissions and reporting on these reduction measures and reduction plans; and offsetting any remaining emissions through investments in the Pacific Carbon Trust, which will invest in greenhouse gas reduction projects outside of the Corporation's scope of operations;</p>	<p>8. PCTIA has made a commitment to paperless filing and reporting by 2013. Online reporting for schools is expected by mid-2013. The Agency implemented internal green programs such as a kitchen composting and monitor and printer shut offs. New video and webinar capability will continue to reduce travel requirements by board members and institutions required to take mandatory PCTIA training. PCTIA continues to source sustainable office supplies such as recycled paper.</p>

## PCTIA SUMMARY FINANCIAL OUTLOOK

For the year ended March 31, 2012, the number of registered institutions had decreased from 351 to 334. The number of accredited institutions moved from 175 to 171. During the same period there were 21 new registrations and 4 new accreditations.

Accredited institutions, in general, tend to be larger than non-accredited institutions. For the year ended March 31, 2012, 51% of registered institutions were also accredited. Those accredited institutions accounted for 75% of overall institutional fee revenue. Accredited institutions also contributed 91% to the total tuition in the sector.

As the quality expectations continue to be monitored for compliance, it is expected a small number of institutions will close each year and remaining institutions will see an increase in student population. The result in the past fiscal year was a decrease in overall sector tuition.

## THE COST OF REGULATION TO INSTITUTIONS

Funding to the Agency comes solely from the institutions which are regulated. Institutions contribute based on the size of their annual tuition fees. Additionally fees are impacted by several other factors such as whether the institution has been in operation for over two years, they are accredited or registered, and whether they have remained in good standing for two or more years. Accredited institutions have the lowest contribution rates while those institutions not in good standing, or in operations for less than two years, have the highest.

Fees consist of an annual fee and PCTIA contribution as well as a percentage of tuition paid into the Student Training Completion Fund.

### Examples of Cost to Registered (non-accredited) Institutions 5+ years in Good Standing

Annual Tuition Revenue	Annual Fixed Fee	PCTIA% .53%	STCF Contribution .5	Total and Percentage of Tuition
\$49,999	\$1,000	\$264.99	\$250.00	\$1,514 (3.03%)
\$999,999	\$5,050	\$5299.99	\$5,000	\$15,349 (1.54%)

### Examples of Cost to Accredited Institutions 5+ years in Good Standing

Annual Tuition Revenue	Annual Fixed Fee	PCTIA .28*%	STCF Contribution .40%	Total and Percentage of Tuition
\$49,999	\$1,000	\$140.00	\$200.00	\$1,339.00 (2.68%)
\$999,999	\$5,050	\$2,800	\$4,000	\$11,849.99 (1.19%)

More information on fees can be found at <http://www.pctia.bc.ca/institutions/fee-schedule>

## PCTIA SUMMARY FINANCIAL OUTLOOK

This forecast is based on the expectation that, due to new bylaw and quality requirements, a small number of institutions will not maintain their accreditation status and will be paying fees at the registered institution rate.

For the year ended March 31, 2012, the Agency adopted Public Sector Accounting Board (PSAB) reporting standards. This had no material impact on the financial statements as a whole.

In the 2011/2012 actuals, there were unexpected changes in revenue and expenses, including an increased number of institutional closures (affecting revenue) and expenses from a series of roundtables to engage institutions in a bylaw review process. However, the main cause of the deficit was that PCTIA was required to record a rent free period when it moved to a new location as a deferred lease inducement.

The 2012/2013 budget for Fees from Accredited Institutions was based on the cyclical activity of five year accreditation reviews. In years where higher numbers of accreditation reviews take place, the expected revenue from accreditation will be higher. 2015/2016 is again expected to have more accreditation reviews.

The Enterprise Resource Planning project was meant to decrease staffing requirements in 2012/2013 which accounts for a reduction in budgeted salaries. This project was deferred until 2013-2014 due to resource constraints.

Professional Fees include audit and legal. Legal fees are projected to increase due to increased activity enforcing bylaws.

Other Revenue includes investment income, costs charged back to the Fund for handling student claims, bank interest, late fees to institutions, and fees to institutions to various changes in status.

PCTIA	2011/12 Actual	2012/13 Budget	2013/14 Forecast	2014/15 Forecast	2015/16 Forecast
Revenue					
<b>Fees from Accredited Institutions</b>	1,684,275	1,816,000	1,730,000	1,773,000	1,808,000
<b>Fees from Registered Institutions</b>	562,703	524,000	556,000	570,000	582,000
<b>Total Revenue from Institutions</b>	<b>2,246,978</b>	<b>2,340,000</b>	<b>2,286,000</b>	<b>2,343,000</b>	<b>2,390,000</b>
<b>Management fees</b>	374,221	407,000	417,000	428,000	436,000
<b>Other</b>	57,905	39,000	40,000	49,000	50,000
Total revenue	<b>2,679,104</b>	<b>2,786,000</b>	<b>2,743,000</b>	<b>2,820,000</b>	2,876,000
Expenses					
<b>Salaries and Benefit</b>	1,745,736	1,659,000	1,706,000	1,749,000	<b>1,792,000</b>
<b>Accreditation and On-Site Audits</b>	212,087	342,000	262,000	269,000	<b>246,000</b>
<b>Facilities, Rent &amp; Maintenance</b>	259,294	277,000	265,000	265,000	<b>265,000</b>
<b>Professional Fees</b>	116,489	119,000	180,000	184,000	<b>189,000</b>
<b>Operations &amp; Administration</b>	352,109	316,000	250,000	263,000	<b>292,000</b>
<b>Amortization</b>	57,939	73,000	80,000	90,000	92,000
Total expenses	<b>2,743,654</b>	<b>2,786,000</b>	<b>2,743,000</b>	<b>2,820,000</b>	<b>2,876,000</b>
Net income (loss)	<b>(64,550)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Assets at year end	587,876	587,876	587,876	587,876	587,876

## STCF SUMMARY FINANCIAL OUTLOOK

Revenue to the STCF is dependent upon both the contributions paid by registered institutions and the performance of its invested funds.

Management Fees is the fees charged by PCTIA to STCF for managing and running the operations of the Fund for the year, including processing payments to students for claims and complaints, managing the investments, maintaining the financial records, managing the annual external audit, etc. The amount in the Management Fees revenue line for PCTIA is exactly equal to the expense line in STCF labeled “Administration”.

The downward movement in School Closure Claims in 2013 & an upward trend in the forecasts is that when the budget for 2013 was developed, it was believed that the actual experience in 2011/12 was abnormally high and 2013 would return to a more normal level. As the events of the 2012/13 year have unfolded, the budget for 2012/13 will be exceeded and we project the School Closure Claims will come in at an amount somewhere around \$450,000. There is now a growing belief that this represents the new ‘normal’ for the next few years, and the forecasts reflect this.

STCF	2011/12 Actual	2012/13 Budget	2013/14 Forecast	2014/15 Forecast	2015/16 Forecast
Revenue	1,876,466	1,398,000	1,725,000	1,768,000	1,803,000
Expenses					
<b>School Closure Claims</b>	459,088	350,000	424,000	435,000	<b>445,000</b>
<b>Administration</b>	374,221	407,000	417,000	428,000	<b>436,000</b>
<b>Professional Development &amp; Investment Fees</b>	58,802	63,000	66,000	67,000	<b>69,000</b>
<b>Other Operating Costs</b>	63,001	31,000	38,000	39,000	<b>42,000</b>
<b>Total Expenses</b>	955,112	851,000	945,000	969,000	992,000
Net income (loss)	<b>921,354</b>	<b>547,000</b>	<b>780,000</b>	<b>799,000</b>	<b>810,000</b>
Net assets, at year end	12,505,920	13,052,920	13,832,920	14,631,920	15,443,000



## FINANCIAL OUTLOOK ASSUMPTIONS

According to a Troy Media in a September 7<sup>th</sup>, 2012 BC Economic Forecast, slow economic growth in British Columbia in 2012 will improve slightly during 2013 before shifting to above-average growth in 2014 to 2016.

Education services are expected to slow to about 1 per cent annually mainly due to equally slow growth in the student population, particularly among the prime post-secondary age group. However, enrollment in post-secondary institutions is, traditionally, inversely related to the unemployment rate. The unemployment rate for British Columbia is expected to rise slightly over the year to 7.8%. Enrollment in community colleges seems to increase when unemployment increased. Enrolment is related to a number of factors with employment being only one.

## FUTURE FINANCIAL OUTLOOK

As illustrated in institutional fees above, the Agency derives all of its operating revenue from fees paid by regulated institutions. The STCF is dependent upon both the contributions paid by registered institutions and the performance of the invested funds.

The number of registered institutions has gradually declined and the current year as seen the first decrease in total sector revenue in four years. At the same time, claims to the STCF have been increasing. Claims in 2011/2012 were just over \$500,000. Claims in 2012/2013 are expected to reach \$800,000. As closures increase, claims to the fund also increase.

## CAPITAL AND MAJOR CAPITAL PROJECTS

	2011-2012 Actual	2012-2013 Budget	2013-2014 Forecast	2014-2015 Forecast	2015-2016 Forecast
<b>Capital Expenditures</b>	\$71,000	\$90,000	\$220,000	\$20,000	\$20,000
<p><b><i>Capital Expenditures</i></b></p> <p>In the 2012-2015 Service Plan, it was noted that the implementation of the new ERP system was projected for mid-2012. Preliminary work has been commenced on the new ERP system and the projected implementation date has been revised to mid-2013. The projected cost of the new ERP has been revised upwards. The revised cost projection has been reflected in the above capital budget.</p>					

## CONTACT INFORMATION

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Contact: [info@pctia.bc.ca](mailto:info@pctia.bc.ca)

Office Hours are 8:30 am to 4:30 pm.

Contact: Moira Moore [mmoore@pctia.bc.ca](mailto:mmoore@pctia.bc.ca)



# Resource Summary

Core Business Area	2012/13 Restated Estimates <sup>1</sup>	2013/14 Estimates	2014/15 Plan	2015/16 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations <sup>2</sup>	1,867,129	1,864,545	1,846,961	1,821,961
Student Services Programs	68,994	68,495	68,495	68,495
Executive and Support Services	20,215	20,215	20,215	20,215
Total	1,956,338	1,953,255	1,935,671	1,910,671
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	896	504	504	504
Total .....	896	504	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post Secondary Institutions	143,781	79,617	92,707	287,407
Total .....	143,781	79,617	92,707	287,407

Other Financing Transactions (\$000)				
Educational Institutions and Organizations - Knowledge Infrastructure Program	10,000	0,000	0,000	0,000
Receipts .....	10,000	0,000	0,000	0,000
Disbursements .....	(10,000)	0,000	0,000	0,000
Net Cash (Requirements) .....	0,000	0,000	0,000	0,000
Total Receipts .....	10,000	0,000	0,000	0,000
Total Disbursements .....	(10,000)	0,000	0,000	0,000
Total Net Cash Source (Requirements) .....	0,000	0,000	0,000	0,000

<sup>1</sup> The amounts have been restated, for comparative purposes only, to be consistent with Schedule A of the 2012/13 *May Estimates*.

<sup>2</sup> Reductions in operating expenses will be achieved through the administrative service delivery transformation initiative (see page 23).

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

# Public Universities, Colleges and Institutes

## Income Statement Resource Summary

Post-secondary Sector	2012/13 Forecast	2013/14 Budget	2014/15 Plan	2015/16 Plan
Combined Income Statement (\$000) <sup>1</sup>				
Total Revenue .....	5,207,510	5,275,543	5,321,434	5,363,522
Total Expense .....	5,145,607	5,223,194	5,273,564	5,343,563
Operating Results .....	61,903	52,349	47,870	19,959
Gain (Loss) on sale of capital assets (if applicable) .....	5	0	0	0
Net Results .....	61,908	52,349	47,870	19,959

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.

Pages 250 through 251 redacted for the following reasons:

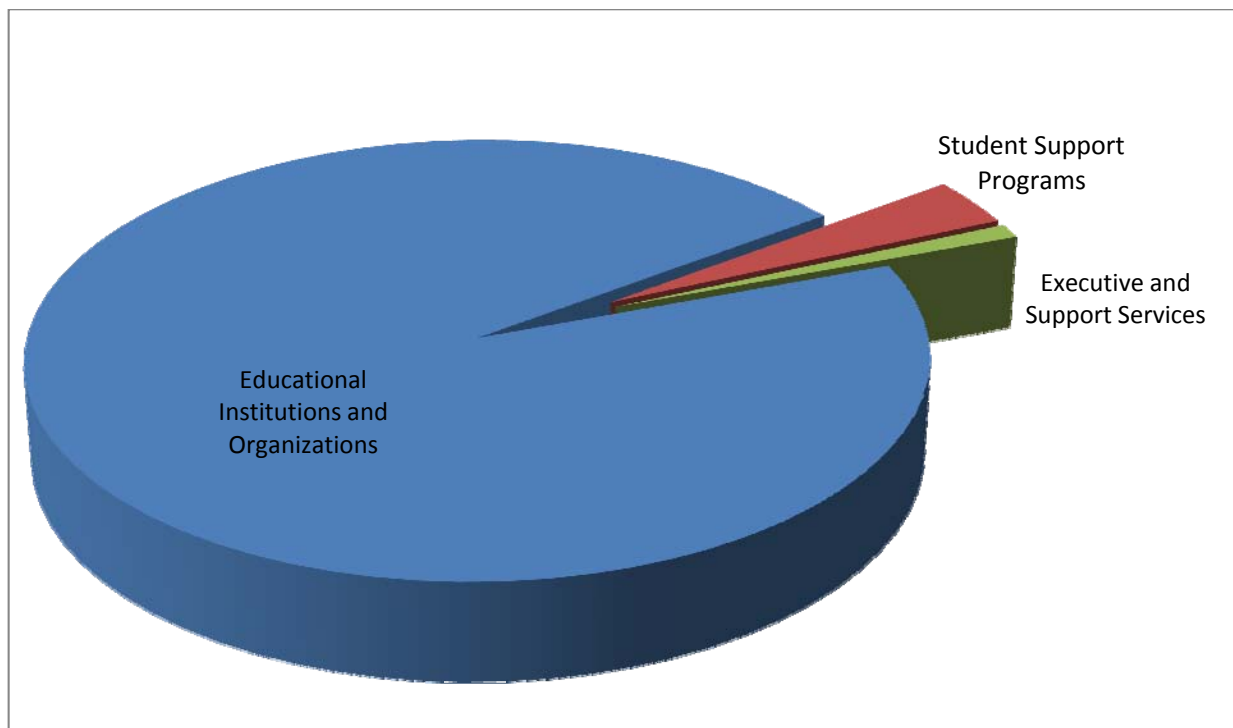
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## Ministry Summary by Sub-Vote

### Budget 2013 (000's)

	<i>Net</i>	<i>% of Total</i>
Educational Institutions and Organizations	1,864,545	95.46%
Student Support Programs	68,495	3.51%
Executive and Support Services	20,215	1.03%
	<u>\$ 1,953,255</u>	<u>100.00%</u>



## Ministry Summary and Year Over Year Change

	2012/13 Estimates (\$000)	2012/13 Estimates (restated) (\$000)	2013/14 Plan (\$000)
<b>Educational Institutions and Organizations</b>	<b>1,867,129</b>	<b>1,867,129</b>	<b>1,864,545</b>
<i>\$ change (annual)</i>			(2,584)
<i>\$ change (cumulative from 12/13 restated)</i>			(2,584)
<b>Student Services Programs</b>	<b>84,594</b>	<b>68,994</b>	<b>68,495</b>
<i>\$ change (annual)</i>		(15,600)	(499)
<i>\$ change (cumulative from 12/13 restated)</i>			(499)
<b>Executive and Support Services</b>	<b>20,215</b>	<b>20,215</b>	<b>20,215</b>
<i>\$ change (annual)</i>		-	-
<i>\$ change (cumulative from 12/13 restated)</i>			-
<b>Ministry Totals</b>	<b>\$1,971,938</b>	<b>\$1,956,338</b>	<b>\$1,953,255</b>
<i>Total \$ change (annual)</i>		(15,600)	(3,083)
<i>Total \$ change (cumulative from 12/13 restated)</i>			(3,083)

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# EDUCATIONAL INSTITUTIONS AND ORGANIZATIONS

## BUDGET SUMMARY:

	Estimates 2012/13 Restated	Estimates 2013/14	Increase/ (Decrease)	Increase/ (Decrease)
	\$000	\$000	\$000	%
Educational Institutions and Organizations	1,867,129	1,864,545	(2,584)	(0.13%)

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# STUDENT SERVICES PROGRAMS

## BUDGET SUMMARY:

	Estimates 2012/13 Restated	Estimates 2013/14	Increase/ (Decrease)	Increase/ (Decrease)
	\$000	\$000	\$000	%
Student Services Programs <sup>1</sup>	68,994	68,495	(499)	(0.72%)

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# Executive and Support Services

## BUDGET SUMMARY:

	Estimates 2012/13 Restated	Estimates 2013/14	Increase/ (Decrease)	Increase/ (Decrease)
	\$000	\$000	\$000	%
Executive and Support Services	20,215	20,215	0	0

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## Summary of Recoveries and Revenue

(\$000)

### 1. Skills Development Employment Benefits

- Federal/Provincial Agreement under which the Government of Canada (Canada Employment Insurance Commission) will reimburse the Province (AVED) for eligible costs of EI clients enrolled in apprenticeship and non-apprenticeship training, up to a maximum of \$32.00M per annum.
- Under an agreement with Treasury Board staff, a portion of these funds are recovered directly to the vote to offset the cost of the program(\$17.00M). The remaining funds are directed to the Province's General Revenue account (\$15.00M)
- **The Ministry anticipates requesting the full amount of \$32.00M from the Federal Government this year.**

### 2 Recovery of Prior Year Expenditures

- Recoveries of prior year expenditures have been decreasing as internal expenditure controls have improved.

### 3 Labour Market Agreement for Persons with Disabilities

- Federal/Provincial Agreement under which the Government of Canada will contribute 50 percent of the costs incurred by British Columbia for programs and services which are consistent with the goal, objectives and priorities listed below - up to \$30.74M
- The goal of this initiative is to improve the employment situation of persons with disabilities. To attain this goal, the following objectives will be pursued:
  - Enhance employability of persons with disabilities;
  - Increase the employment opportunities available to persons with disabilities; and
  - Build on the existing knowledge base
- The provincial allocation is prorated between four participating ministries.
- **This agreement has not been renewed beyond March 31, 2013**

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Revenues do not appear in the *Estimates* specific to AVED, however are listed by source type.  
(e.g. Natural Resources, Taxation, Crown Land Tenures, Miscellaneous)

## Minister's Office - Overview of Budget by STOB

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<b>TOTAL Operating Budget</b>	<b>596</b>	<b>-</b>	<b>596</b>	<b>596</b>
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Minister’s Office – Summary by STOB

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Standard Object of Expenditures  
(STOB)

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Totals

482,856	596,000	573,999	596,000
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## Minister's Office - Budget Breakdown by Ministry

Ministry	Salary & Benefits	Travel	Office & Business Expenses	TOTAL Minister's Budget
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Advanced Education	431,000	105,000	43,000	579,000

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2013/14 Positions Summary

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Ministry 2013/14 Total	262	73	189
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## Contracts / Direct Awards

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### KEY MESSAGES

- The Province is committed to obtaining best value for taxpayers when contracting for services.
- The Province's procurement is based on the principles of fair and open public sector procurement – competition, value for money, transparency, accountability and economies of scale.
- There are certain circumstances when it makes financial and business sense to award contracts directly.
- All Ministry procurement is subject to corporate policy as stated in Chapter 6 of the *Core Policy and Procedures Manual*.
- In 2012/13, eight direct award Professional Services contracts were entered into, with a total value of \$125,925.
  - Seven contracts had a value of less than \$25,000 each
  - One contract had a value of \$66,600. This contract was awarded based on the Contractor's unique qualifications and subject knowledge.
- For details, please see Attachment 1.

### KEY POINTS AND BACKGROUND

- For fiscal 2012/13, there have been no formal vendor complaints filed under the Vendor Complaint Review Program pertaining to the Ministry.
- The Ministry has a process in place to ensure contracts are awarded based on a fair and open tendering process as per government policy. Specifically:
  - All contracts are reviewed by a Ministry contract specialist;
  - The Ministry holds regular training sessions for contract managers; and
  - The Ministry has a hierarchical contract approval process based on the dollar value of the contract.

- Contracts may be negotiated and directly awarded in limited circumstances, including the following:
  - The contract is with another government organization;
  - The Ministry can prove that only one contractor is qualified to provide the goods/services;
  - An unforeseeable emergency exists and the goods/services could not be obtained in time by any other means; or
  - A competitive process, such as open bidding, would interfere with the Ministry's ability to maintain security or confidentiality.

## APPENDICES

- Appendix 1: 2012/13 Direct award contracts

**APPENDIX 1**

The following Professional Services contracts were direct awarded in 2012/13 in accordance with government and Ministry policy:

SUPPLIER NAME	DESCRIPTION	VALUE	RATIONALE
Deetken Enterprises Inc.	Detailed policy and program review with respect to student financial aid.	66,600	The Deetken Group developed a modelling tool as part of its work for the Administration Review of StudentAid BC in 2011. The tool needed to be modified to meet the requirements of this Policy and Program Review. In addition, staff shortages, and the need to accelerate the review project to meet revised deadlines, meant contractor support was required. Deetken was the only contractor with the necessary knowledge, skills and abilities to help with this critical project.
M.M.D. Holdings Ltd.	Student Services Branch review and transition plan.	24,750	Uniquely qualified with requisite background information to complete contract work efficiently and effectively.
William G. Parker	Development of a cohesive training and development strategy.	19,500	Uniquely qualified with requisite background information to complete contract work efficiently and effectively.
Camosun College	To provide module one of Camosun's Teltin Te Wilnew (Understanding Indigenous People)	1,200	Contract with another government organization.
Inside Out Policy Research	Facilitation and administration services.	2,000	Uniquely qualified with requisite background information to complete contract work efficiently and effectively.
Seachange Consulting	HR Recruitment Services	10,000	Uniquely qualified with requisite background information to complete contract work efficiently and effectively.
Bradd, Sam Joseph	Visually and graphically record Embrace BC	875	Below government threshold for direct awards.

	Reception.		
Big World Band Society	Musical performance for Provincial Nesika Awards	1,000	Uniquely qualified with requisite background experience with multicultural events.
		\$ 125,925	

## Ministry Advertising and Publications Budget

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### KEY MESSAGES

*Questions about the Advertising and Publications Budget should be referred to the Minister of Finance to ensure a consistent explanation of this cross-government matter.*

- The Ministry of Advanced Education's 2013/14 budget for Advertising and Publications is \$1,000,000.
- Spending against this budget is managed and coordinated with central approvals of Government Communications and Public Engagement.



## Impact of PST Transition Post-Secondary Institutions

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### KEY MESSAGES

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- **As of April 1, 2013, British Columbia returned to the PST/GST system, with a general Provincial Sales Tax rate of seven percent and a federal Goods and Services Tax rate of five percent.**
- **Federal rebates to universities and colleges will continue after April 1, 2013.**

### KEY POINTS AND BACKGROUND:

- The Harmonized Sales Tax (HST) came into effect on July 1, 2010. The HST has a combined rate of 12 percent – combining the 5 percent federal Goods and Services Tax (GST) with a 7 percent British Columbia Provincial Sales Tax (PST) component.
- The August 26, 2011, referendum decision was to extinguish the HST.
- An action plan was established to guide a transition process to reinstate the combined 12 percent PST and GST tax system as of April 1, 2013.
- The PST has been reinstated at seven percent with all permanent PST exemptions.
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- Once PST was reinstated all consumers, including students, saw reductions to the tax charged on goods and services such as restaurant meals, newspapers and magazines, and continuing education courses. The point of sale rebates on books is no longer be required.
- With the elimination of the HST, the British Columbia HST Credit of up to \$230 per family member has been eliminated. The final quarterly British Columbia HST payment was issued in January 2013.
- Effective for the 2013 and future tax years, the British Columbia Sales Tax Credit has been re-implemented and has the same eligibility criteria and benefit calculation as existed prior to its replacement by the British Columbia HST Credit.
- As part of HST implementation, the basic personal amount tax credit was increased. This enhancement was reversed with the re-implementation of the PST on April 1, 2013.

## Recommendations Arising from Budget Consultation

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### KEY MESSAGES

- I have reviewed the Select Standing Committee's report and the recommendations relating to post-secondary education.
- I want to acknowledge the broad participation in the Committee process, including the thoughtful submissions made by our post-secondary institutions.
- This Government is committed to affordable and accessible post-secondary education and we are always interested in hearing about ways to make improvements. Since 2001:
  - Taxpayers investment in operating grants has increased 47 percent – that's an investment of \$5 million every single day;
  - More than 32,000 student seats have been added to the public post-secondary education system; and
  - More than \$2.1 billion has been invested in capital and infrastructure projects at public post secondary institutions, including over 1,000 capital projects on campuses province wide.
- More recently, we have announced our Skills and Training Plan. Under this Plan, we are taking steps to ensure we have the skilled workforce we need to meet economic and labour market priorities.
- We have invested \$75 million to improve skills training facilities and equipment.
- We are adjusting our skills training to focus on regional and community needs, and need to work together to support changes that align training with job opportunities.

### KEY POINTS AND BACKGROUND

- The Select Standing Committee on Finance and Government Services submitted its report on the Budget 2013 Consultations on November 14, 2012. The Report contains five recommendations on Strengthening Post-Secondary Education (recommendations 8, 10, 14, 15, 23) relating to:

#### 8. Foreign Trained British Columbia Medical Students

10. Provincial Career Training Model
14. Accounting Standards
15. Post Secondary Access and Affordability
23. Communications Infrastructure

- Background and suggested responses on each specific issue are attached as **Appendix 1**.

### **Sector Submissions**

- As part of Budget 2013 consultations in the Fall of 2012, Research Universities Council of British Columbia (RUCBC) and B.C. Colleges (BCC) presented formal submissions to the Select Standing Committee.
- Recommendations from RUCBC include:
  1. A Space for Every Qualified Student – create 11,000 new funded spaces over the next four years with a cost estimated at approximately \$130M over four years.
  2. A Guarantee for Students in Need – an upfront undergraduate grant program, a guaranteed award for the current Loan Reduction Program, and an Opportunity and Innovation Graduate Student Scholarship. Total cost is \$90M with a net new cost of \$51M.
  3. A Commitment to Innovation and Jobs – create an *Innovate B.C.* Initiative bringing together government, business, and post-secondary institutions to advance new opportunities and help drive economic growth.
- Recommendations from BCC include:
  1. Ensure a skilled and educated workforce for British Columbia – provide the right skills and education in colleges to help address the skills gap in British Columbia's labour market. By 2020 the additional annual investment would be \$47M to produce 2,000 more graduates annually.
  2. Help build strong and vibrant communities in British Columbia – provide extensive regional access with campuses throughout British Columbia to benefit students, communities and the taxpayer. An investment of \$5.25 - \$19M (by 2020) in targeted annual funding to increase accessibility and affordability in the British Columbia college system.
  3. Enhance British Columbia's competitive advantage in knowledge and skills – including renew equipment, options for British Columbia students to study with key trading partners, develop/pilot a business programs initiative, and essential skills pilot. An investment building to \$10.5M (by 2020) in annual ongoing funding.

### **APPENDICES**

- Appendix 1: Summary of Recommendations and Suggested Ministry Response

## APPENDIX 1

## Summary of Recommendations and Suggested Ministry Response

## Recommendation 8

Work with the British Columbia Medical Association (BCMA) and medical colleges to improve residency and internship opportunities for British Columbian medical students trained abroad.

Background	Suggested Response
<p>Canadians Studying Abroad (CSAs) and their parents are concerned that residents of British Columbia, who have left the province to study medicine abroad, face significant barriers in accessing and competing for postgraduate residency training positions in Canada. Numbers are also increasing - there are approximately 3,500 CSAs, double the number from five years ago.</p> <p>British Columbia has the second highest number of CSAs with as many as 500, while Ontario has approximately 1,500. Potentially 700 CSAs, 100 from British Columbia, graduate per year from medical schools abroad.</p> <p>The UBC Faculty of Medicine delivers MD undergraduate medical education, postgraduate academic medical education and postgraduate residency medical training. All MD graduates must complete between two and five years or more of postgraduate residency training before they can become licensed to practice medicine.</p> <p>In 2002, government responded to concerns about access to physician services and limited access to a full range of health care in underserved communities in rural and remote British Columbia by funding an expansion and province-wide distribution of the UBC medical program. This expansion was bold, innovative and rapid, increasing the number of first year students admitted to the program from 128 to 288 between 2003/4 and 2011/12. Between 256 and 288 medical doctors will graduate each year and seek a postgraduate residency training position.</p> <p>As part of the expansion, the Ministry of Health, who have responsibility to fund postgraduate residency training in British Columbia, increased funding to ensure there will be sufficient residency positions to match the number of UBC MD graduates each year.</p> <p>Postgraduate residency training, as well as 3rd and 4th year MD clinical clerkship training, requires a significant</p>	<p>In response to shortages of physician services in rural and remote areas of the province, government funded an expansion and province wide distribution of the UBC medical program in 2002. This expansion increased the number of first year students admitted from 128 to 288 each year and increased the number of graduates up to 288 annually by 2015. At the same time, the Ministry of Health provided funding to increase the number of postgraduate residency positions available to match the number of UBC MD graduates each year. Funding for the UBC MD undergraduate program is the responsibility of the Ministry of Advanced Education, (AVED). Funding and direction for postgraduate medical residencies is the responsibility of the Ministry of Health, who work directly with UBC and other physician organizations such as the BCMA to ensure physician services in the province meet provincial population health care needs.</p> <p>In addition, the Ministry of Health funds and works with the Faculty of Medicine to provide entry level residency positions to graduates of international medical schools through the <i>International Medical Graduate (IMG)-BC Program</i>.</p> <p>In 2010, to meet increased demand for residency training by IMGs and CSAs, government increased funding to the IMG-BC program to create an additional 40 new entry level residency positions available each year for IMGs by 2015.</p>

investment in clinical faculty (practicing doctors) who assume supervisory and teaching roles with each resident/MD student.

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In response to a 2010 British Columbia Government Throne Speech commitment, the Ministry of Health, with the support of the UBC Faculty of Medicine, agreed to expand and distribute the number of entry level residency positions available to graduates of international medical schools, including British Columbia residents who obtain their MD degree abroad, by increasing funding to the IMG-BC Program to support 40 new positions, for a total of 58 positions, by 2015/16. Note, these residency positions are over and above those offered to graduates of Canadian medical schools each year.

The Ministry of Health is also working with the BCMA and the UBC Faculty of Medicine to examine other opportunities for IMGs (and CSAs) to more successfully compete to obtain access to the limited number of postgraduate residency positions each year.

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Government, through the Ministry of Health, is working with UBC and organizations such as the BCMA to increase opportunities for IMGs to gain residency positions in the province and to assist in meeting provincial health care needs.

## Recommendation 10

Develop a provincial career-training model to meet the educational needs of high school students, based on the Northern Opportunities partnership model, and fund it accordingly.

### Background

### Suggested Response

Northern Opportunities is a partnership-based initiative with the objective that students be “trained in the North to stay in the North”. Partners in the transitioned-focused initiative include regional education, industry, community and Aboriginal groups in northeastern British Columbia. Northern Lights College is actively engaged with Northern Opportunities.

The main mechanism by which Northern Opportunities achieves its objective is dual credit programs in academic, vocational, trades and apprenticeship programs. In these programs, Grade 11 and 12 students earn credits towards secondary school graduation and post-secondary courses simultaneously.

Northern Opportunities received multi-year funding from Northern Development Initiative Trust in 2006 and 2009.

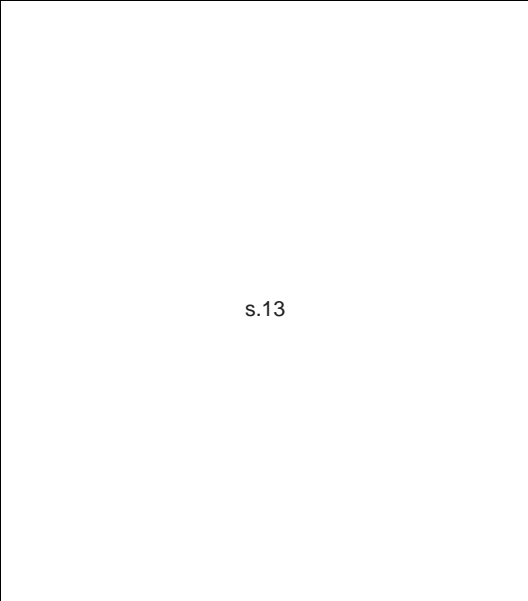
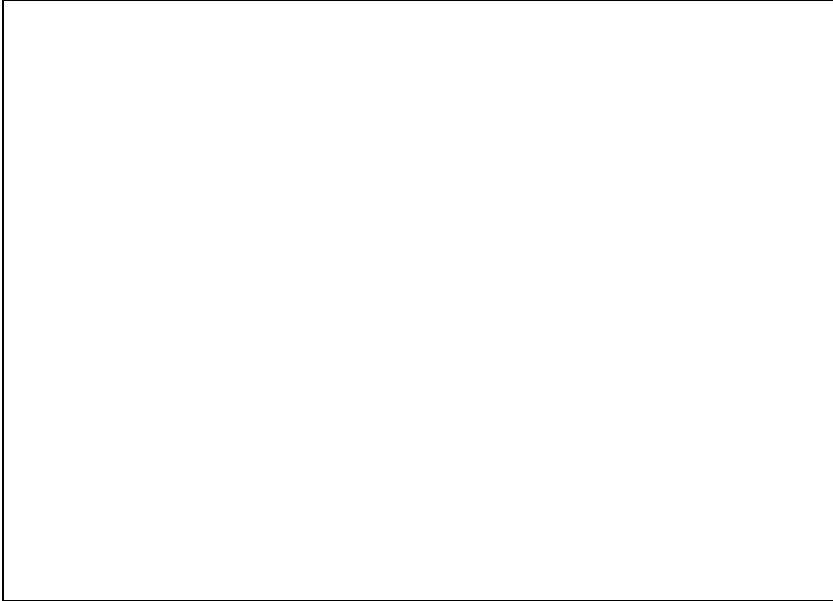
In late October 2012, Northern Development Initiative Trust provided Northern Opportunities with funding in support of 2012 operations and the development of an export strategy for the Northern Opportunities model throughout the north.

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With each instance of funding, Northern Development Initiative Trust has requested that Northern Opportunities pursue long-term financial support from government.

Support for Northern Opportunities is universal in the northeast, and the northwest has expressed strong interest in expanding the program to the region.

The South Island Partnership, which involves Camosun College, the five School Districts of Southern Vancouver Island and local industry, is a similar program funded entirely by its partner organizations.



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**Recommendation 14**

Resolve fiscal and accounting standard issues that continue to create challenges for post-secondary institutions ability to manage their budgets prudently and to access capital outside of government.

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**Background****Suggested Response**

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## Recommendation 15

Continue to provide access to post-secondary education opportunities and address affordability issues affecting students.

Background	Suggested Response
<p>Student financial assistance programs and the tuition limit policy are two initiatives of government designed to keep post-secondary education opportunities accessible and affordable to all British Columbians.</p> <p>The main policy objective of student financial assistance is to facilitate access to post secondary education by removing financial barriers students may encounter.</p> <p>In British Columbia, a comprehensive package of 35 federal and provincial financial assistance programs are available to students. Included are programs that help graduates pay off their loans and those that forgive loans for graduates who join certain industries or work in under-served regions.</p> <p>Since September 2005, tuition fee increases at public post-secondary institutions have been limited to the rate of inflation (as per the February 2005 Throne Speech). In practice, tuition fees have been limited to 2 percent each year - which was, at times, slightly below or slightly above the actual rate of inflation - to provide stability and predictability for students and their families. Mandatory fees have been included in the tuition limit policy as of 2007. Capping tuition and mandatory fee increases helps students with affordable access to post-secondary education.</p> <p>Undergraduate tuition in British Columbia is the fourth lowest in Canada and the undergraduate tuition increase of two percent is below the national average increase (4.5 percent).</p> <p>Other factors also influence an individual's decision to pursue post-secondary education. These may include social, cultural (e.g. if parents attended post-secondary) or geographic factors (e.g. proximity to/of an institution supports concept post-secondary is attainable, with the added benefit of ability to live at home, considerably improving affordability considerably); program availability; seat availability; and, the quality of education offered.</p>	<p>s.13</p>

Government has committed to a one-time investment of up to \$1 million for the development of 40 open textbooks for popular first and second-year post-secondary courses to be available free to students online. The first textbooks and resources (10-20) are due to be published by September 2013. The remaining textbooks are due to be published by September 2014.

In an effort to improve access and affordability, government also increased operating grants to institutions during the period 2001/02 to 2012/13. A breakdown of the operating grant increases by region are as follows:

- 89.1 percent for the Interior region;
- 39 percent for the Northern region;
- 44.2 percent for the Vancouver Island region;
- 51.7 percent for Vancouver; and
- 32.2 percent for the Boundary-Fraser Valley region.

As a result, institutions were able to expand the total number of seats in the system and keep tuition rates affordable for students.

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**Recommendation 23**

Develop internet connectivity and cell phone coverage to enhance economic development opportunities and emergency preparedness.

**Background**

In 1998 the government established the Provincial Learning Network (PLNet), a program to connect all British Columbia public schools, colleges, teaching universities, and institutes to each other and to the internet utilizing the provincial Shared Provincial Access Network (SPAN/BC) communications network. The project is a joint initiative of AVED and the Ministry of Education and was completed in August 2000. The research universities are connected to the each other and the internet through BCNET, a non-profit society funded by the same research universities connecting them to the Canada's Advanced Research and Innovation Network. Although all colleges, teaching universities and institutes had data connectivity at some level prior to PLNet, implementation of PLNet resulted in greater connectivity, lower unit costs as well as extended-hour access to technical assistance (e.g. helpdesk).

**Suggested Response**

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## **Recommendations Arising From Budget Consultation - Opportunities Agenda and BC Labour Market Profile**

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### **KEY MESSAGES**

- **I want to acknowledge the recommendations made by our research universities through the Opportunity Agenda and Labour Market Profile.**
- **We will need to work together to support changes that align training with job opportunities.**
- **B.C. needs workers of all kinds – from labourers to skilled trades people, to project managers and engineers. 78 percent of the million projected job openings to 2020 will require some post-secondary education and 43 percent will need trades or technical training.**
- **Our Skills and Training Plan is not just about trades – it is meant to support skills and technical training in high demand occupations across B.C. We need to make sure we get our training mix right – readying people for today’s jobs and tomorrow’s.**
- **We also acknowledge the important role the universities play in ensuring we have the educated and skilled individuals we need for B.C. to be successful in the global, knowledge-based economy.**
- **Government has invested heavily in post-secondary education – operational funding is up 47 percent since 2001. University operating funding is up 57 percent.**
- **Our plan is about ensuring the \$1.9 billion spent on post-secondary education (of which \$1.3 billion goes to universities) meets economic and regional needs.**
- **B.C.’s four research universities (SFU, UBC, UVic and UNBC) get over half of all taxpayer dollars going into post-secondary education – and nearly two-thirds of all capital investments we’ve made since 2001. (That’s \$8.8 billion in operating and \$2.4 billion in capital provided since 2001).**
- **Changes this government has made – like allowing colleges to offer degrees and the creation of teaching universities – have provided access and new opportunities across B.C.**

- In these tight fiscal times, we also need to look at doing things differently. For example, our plan to offer free open textbooks online, saving students hundreds of dollars or more. This means big savings for students, at minimal cost to taxpayers.

## KEY POINTS AND BACKGROUND

As part of Budget 2013 consultations in the Fall of 2012, Research Universities' Council of British Columbia (RUCBC) presented a formal submission to the Select Standing Committee on Finance. The *Opportunity Agenda for BC* presents three recommendations:

1. A Space for Every Qualified Student – create 11,000 new funded spaces over the next four years;
2. A Guarantee for Students in Need – expanded financial aid including grants, loan reductions and graduate scholarships; and
3. A Commitment to Innovation and Jobs – establish an *Innovate BC* Initiative bringing together government, business, and post-secondary institutions to build British Columbia's research and innovation potential, advance new opportunities and help drive economic growth.

On January 29, 2013, RUCBC also released a follow up report, the *BC Labour Market Profile*, to demonstrate some key challenges and opportunities for our province's labour market – a skills and talent deficit is imminent. The report draws on a number of government data sources, largely the Ministry of Jobs, Tourism and Skills Training's BC Labour Market Outlook.

Key points from the RUCBC *Labour Market Profile* include:

- A skills and talent deficit is expected in 2016, where the number of jobs will exceed the number of qualified people and the deficit will grow over the forecast period to 2020.
- In 2020, approximately 18,800 jobs requiring post-secondary education will go unfilled, including:
  - 8,400 requiring university credentials;
  - 8,100 requiring college credentials; and
  - 2,300 requiring trades training.
- British Columbia needs to continue to diversify its economy and develop workers in high-growth areas, such as the technology sector.
- Post-secondary credentials, particularly at the university-level, offer the greatest opportunity for employment – leading to relevant jobs with good incomes.

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## APPENDICES

- Appendix 1: Opportunity Agenda Proposals

**APPENDIX 1****Opportunity Agenda - Proposal 1**

A Space for Every Qualified Student – create 11,000 new funded spaces over the next four years.

- 3,600 undergraduate; 3,000 graduate; 4,400 colleges and trades.
- Cost estimated at approximately \$130M over four years.

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**Discussion****Ministry Position/Response**

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**Opportunity Agenda - Proposal 2**

A Guarantee for Students in Need - an upfront, undergraduate grant program; a Guaranteed Award for the current Loan Reduction Program; and an Opportunity and Innovation Graduate Student Scholarship.

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**Discussion****Ministry Position/Response**

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### Opportunity Agenda - Proposal 3

A Commitment to Innovation and Jobs – establish an *Innovate B.C.* initiative bringing together government, business, and post-secondary institutions to advance new opportunities and help drive economic growth.

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#### Discussion

#### Ministry Position/Response

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## Operating Grants

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### KEY MESSAGES

- In 2013/14, taxpayers will invest about \$1.9 billion in operating grants to support post-secondary education delivery across the province.
- Health and medical education remain a priority. The Province will invest over \$4.6 million in additional funding for health and medical programs at the University of British Columbia, Camosun College and the British Columbia Institute of Technology.
- Across the sector, \$5 million in administrative efficiencies will be achieved without reducing services to students.

### KEY POINTS AND BACKGROUND

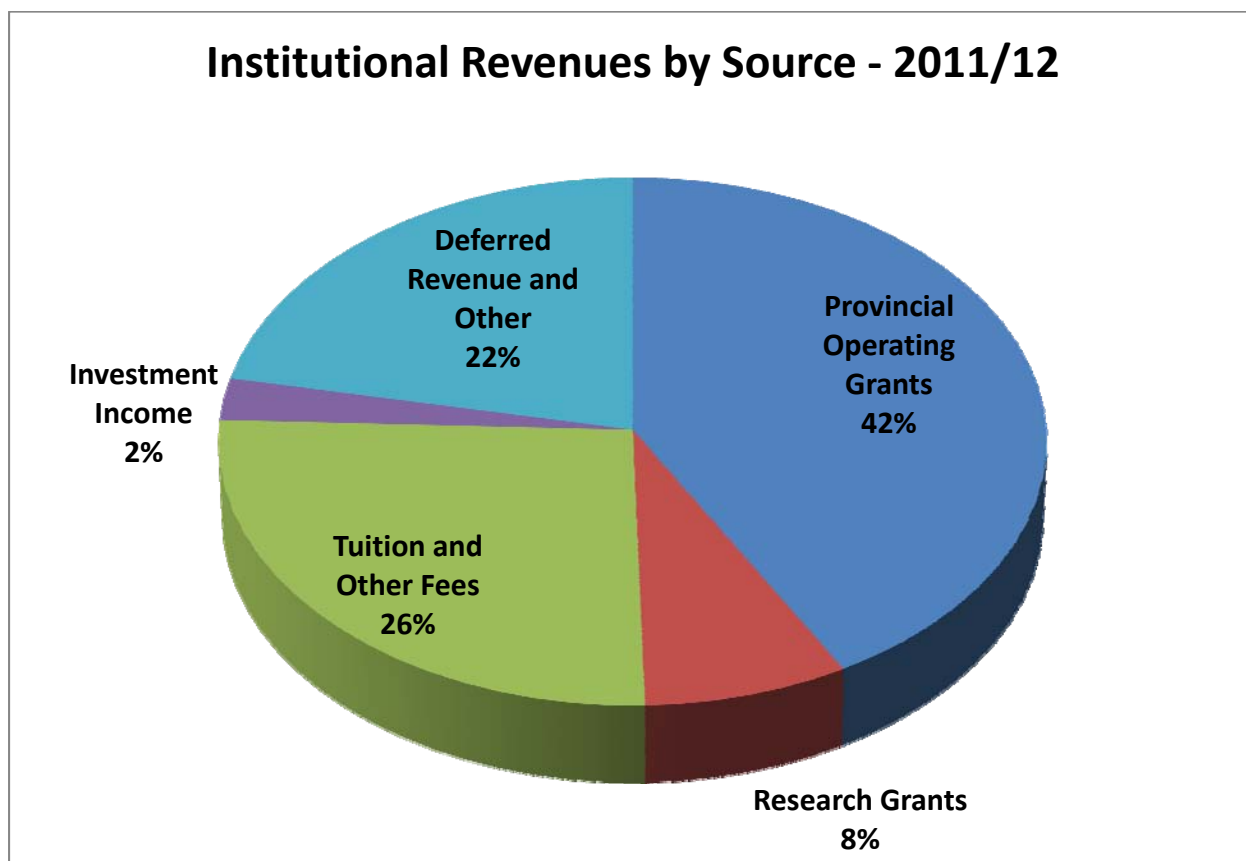
- Since 2001, operating grants have increased by over \$585 million to \$1.84 billion, an increase of approximately 47 percent.
- Public post-secondary institutions receive a portion of their annual total revenue from the provincial government in the form of operating grants from the ministry.
- Other sources of revenue include student tuition, ancillary services, federal grants, donations, endowments, investments and research revenue.
- The funding approach for operating grants is a "modified" block under which government may earmark a portion of the funding in any year for specific targeted programs.

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**APPENDIX 2**



## Student Spaces

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### KEY MESSAGES

- In 2013/14, there are more than 200,000 student spaces across the province.
- The ministry will support delivery of an additional 160 new student spaces in nursing, medical technician, pharmacy, midwifery and physician programs in 2013/14.
- In addition, the ministry estimates that 440 student spaces may be funded, on a one-time basis, in 2013/14 to meet emerging student and labour market demand.
- This will include support to short-term programs which support the BC Jobs Plan.

### KEY POINTS AND BACKGROUND

- From 2001/02 through 2013/14, over 32,000 new spaces will have been added to post-secondary institutions; over 30,000 by the ministry and over 1,800 by the Industry Training Authority (ITA). See Appendix 1, Table A.
- Student Full Time Equivalents (FTEs) are used to measure student enrolment in public post-secondary institutions.
- Total student spaces are a performance measure in the ministry's Service Plan. See Appendix 1, Table B.
- For 2013/14, the student space **target** is 200,936 FTEs.
 

➤ AVED Base	182,472
➤ AVED– Estimated one time short term health and skills	440
➤ <u>ITA Foundation and Apprenticeship at public institutions</u>	<u>18,024</u>
TOTAL 2012/13	200,936
- The 2013/14 Service Plan **target** decreased by 371 spaces from the 2012/13 baseline **target** of 201,307. The change reflects a revision to the planned ITA delivery in 2012/13, and a shift in the planned base seat allocations for 2012/13 and 2013/14. See Appendix, Table C.
  - The original 2012/13 target for ITA-funded seats of 18,568 was reduced by 544 seats to 18,024 seats.
  - The 2012/13 base seat reprofiling resulted in a net base increase of 13 seats consisting of:
    - 24 Rural Nursing at the University of Northern British Columbia;
    - - 5 Med Rad Tech at the British Columbia Institute of Technology (BCIT); and
    - -6 Aboriginal Child and Youth Care at Douglas College.

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- Student enrollment has been steadily increasing since 2008.
- The student FTE utilization rate has increased over the past five years and is projected to be over 100 percent for the third year in a row. The forecasted utilization rate of 102.9 percent in 2012/13 is marginally higher than the prior year's rate of 102.7 percent.<sup>1</sup> The forecast for 2012/13 indicated that this trend was continuing.

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B.C. Public Post-Secondary Institutions

Academic Year (AY) 2007/08 to 2010/11

Economic Development Region	Institution	International Students				Domestic Students (exclude ITA)				Domestic ITA Students			
		AY 2007/08	AY 2008/09	AY 2009/10	AY 2010/11	AY 2007/08	AY 2008/09	AY 2009/10	AY 2010/11	AY 2007/08	AY 2008/09	AY 2009/10	AY 2010/11
Mainland/ Southwest	British Columbia Institute of Technology	1,275	1,715	1,985	2,465	36,725	35,780	34,600	34,525	6,930	6,865	6,565	5,980
	Capilano University	725	690	790	780	12,330	12,900	13,330	13,665	15	10	15	10
	Douglas College	695	835	965	1,195	21,995	23,840	24,630	24,980				
	Emily Carr University of Art + Design	220	255	275	305	3,780	3,940	4,245	4,450				
	Justice Institute of British Columbia	125	155	205	210	31,260	30,405	29,995	29,755				
	Kwantlen Polytechnic University	815	935	1,190	1,340	15,685	15,670	16,335	16,715	1200	1290	1330	1150
	Langara College	1,290	1,505	1,730	1,695	17,445	18,070	19,145	19,690				
	Simon Fraser University	3,415	3,785	4,705	5,670	26,650	27,535	27,940	28,005				
	University of British Columbia (Vancouver)	5,925	6,100	6,795	7,040	38,695	39,070	40,220	40,505				
	University of the Fraser Valley	670	710	815	890	12,905	13,300	14,030	13,595	610	665	635	595
	Vancouver Community College	1,065	605	640	665	19,845	21,030	20,840	20,990	2,120	2,105	2,015	1,935
Mainland/ Southwest Total		16,220	17,290	20,095	22,255	237,315	241,540	245,310	246,875	10,875	10,935	10,560	9,670
Vancouver Island/ Coast	Camosun College	650	695	710	650	15,425	15,695	16,585	16,925	2,255	2,370	2,080	1,990
	North Island College	55	70	85	110	9,250	8,945	9,290	9,285	580	615	590	580
	Royal Roads University	65	45	50	75	2,995	3,095	3,325	3,295				
	University of Victoria	2,545	2,515	2,585	2,730	18,225	18,520	19,275	19,710				
	Vancouver Island University	1,120	1,245	1,570	1,610	16,580	16,760	16,045	15,285	1,330	1,380	1,330	1,260
Vancouver Island/ Coast Total		4,435	4,570	5,000	5,175	62,475	63,015	64,520	64,500	4,165	4,365	4,000	3,830
Thompson Okanagan	Nicola Valley Institute of Technology	15	5			945	1,165	1,170	1,260	0	50	75	70
	Okanagan College	550	940	990	990	16,015	16,370	17,920	17,420	2,375	2,720	2,470	2,235
	Thompson Rivers University	1,745	1,990	2,180	2,230	22,285	23,540	24,705	24,140	1,405	1,545	1,340	1,320
	University of British Columbia (Okanagan)	195	270	365	515	4,660	5,125	5,765	6,580				
Thompson Okanagan Total		2,505	3,205	3,535	3,735	43,905	46,200	49,560	49,400	3,780	4,315	3,885	3,625
Cariboo	College of New Caledonia	230	250	255	285	8,630	8,270	8,345	8,785	1,310	1,370	1,355	1,155
	University of Northern British Columbia	265	310	345	395	3,910	4,025	3,840	3,865				
Cariboo Total		495	560	600	680	12,540	12,295	12,185	12,650	1,310	1,370	1,355	1,155
Kootenay	College of the Rockies	165	155	170	195	11,500	11,365	11,815	11,630	600	650	630	605
	Selkirk College	300	290	310	295	11,430	11,415	10,590	10,055	555	600	590	475
Kootenay Total		465	445	480	490	22,930	22,780	22,405	21,685	1,155	1,250	1,220	1,080
North <sup>3</sup>	Northern Lights College	75	100	125	125	8,205	9,205	8,845	8,650	650	640	650	605
	Northwest Community College	10	5	5	5	6,000	6,490	7,075	6,595	455	465	510	435
North Total		85	105	130	130	14,205	15,695	15,920	15,245	1,105	1,105	1,160	1,040
Institutions Total <sup>4</sup>		24,205	26,175	29,840	32,465	393,370	401,525	409,900	410,355	22,390	23,340	22,180	20,400
Unique Total <sup>4</sup>		23,100	25,304	29,015	31,985	394,839	404,387	412,200	411,274				

Sources: Student Transitions Project, Fall 2011 submission; BC HEADset.

Notes:

- 1. At Colleges, Institutes and Teaching-intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-intensive Universities, international students are defined as those who hold a visa (student visa, work permit, diplomatic visa, or minister's permit).
- 2. Data exclude offshore students.
- 3. 'North' includes the Northeast, North Coast, and Nechako economic development regions.
- 4. In any given year, some students attend more than one institution. Since these students are included in the headcount of each institution they attend, the sum of all institutions' headcounts will include some students more than once, producing an overstated institution headcount total. In the unique headcount, students who are identified as attending more than one institution are only counted once. This number represents the number of students served by the participating institutions as a whole. The students enrolled in ITA funded programs are included in the unique total reported for all domestic students.

Each number has been rounded to the nearest five. The effects of rounding may result in totals in different reports not matching exactly when they would be expected to match.

Academic Year (AY) is from September 1 to August 31.

## Fiscal 2011/12 and 2012/13 FTE Utilization

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### KEY MESSAGES

- Across the post-secondary system, student enrollments have consistently increased during the past five years.
- In 2011/12, the increase was 1.5 percent, and a further 0.4 percent was achieved for 2012/13.
- This means that some institutions are delivering above their enrollment targets. They do this through the efficient use of institutional resources and innovative partnerships.

### KEY POINTS AND BACKGROUND

- Student Full Time Equivalents (FTEs) are used to measure student enrolment in public post-secondary institutions:
  - A student taking a full-time course load counts as one FTE.
  - A student taking a part-time course load counts as less than one FTE.
- Student FTE targets represent an expected volume of service delivery and FTE targets are set for each post-secondary institution. The attachments to institutions' annual budget letters give details about FTE targets.
- FTE reports from each public post-secondary institution are used to measure the actual delivery of student FTEs.
- For 2011/12, the delivery of the ministry FTEs increased by 1.5 percent over 2010/11 actuals; or 2,775 FTEs.
- The delivery of 2012/13 ministry FTEs increased by 0.4 percent or 665 FTEs.
- The utilization rate (i.e. ratio of actual FTEs to FTE targets) is a measure of an institution's ability to meet regional and community program needs, as well as government targeted priorities.

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## Deloitte Report on Administrative Service Delivery Transformation

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### KEY MESSAGES

- In *Budget 2012*, government committed to working with public post-secondary institutions to reduce overhead costs, look for efficiencies and find savings in non-academic administrative functions.
- Over the course of this past year the ministry and post-secondary institutions have been working collaboratively to identify opportunities for administrative savings and improved services.
- In support of these collaborative efforts the ministry engaged Deloitte, one of Canada's leading professional service firms, to provide a quantitative and qualitative assessment for the opportunities identified.
- More than 20 opportunities were organized into three tiers based on their relative complexity, the estimated benefits and length of time required for implementation.
- The ministry in collaboration with the sector have agreed on the opportunities that can provide significant improvement of service delivery over the near term, specifically Tiers 1 and 2.
- According to Deloitte, the potential savings for the Tier 1 opportunities are estimated at \$26 million to \$57 million per year once fully implemented.

### KEY POINTS AND BACKGROUND

- Through a competitive bidding process, the ministry contracted Deloitte Inc., one of Canada's leading consulting firms, to research and identify potential opportunities and deliver an assessment of likely costs, benefits and implications;

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- All 25 public post-secondary institutions are working collaboratively together on this Administrative Service Delivery Transformation initiative;

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## APPENDICES

- Appendix 1: Opportunities to be explored

**Opportunities to be explored further in the next project phase****Tier 1, cost savings opportunities:**

- 1 Shared procurement to pool spending and strategically source key common items.
- 2 Optimize overall use of purchasing cards (P-cards) and leverage the most beneficial program by exploring existing P-cards programs at institutions.
- 3 Increase collaboration for facilities-related purchases, procurements and contract consolidation.
- 4 Shared post-secondary data centre facilities.
- 5 Transition to a single Managed Print Services contract for the post-secondary sector.
- 6 Shared procurement of desktop and laptop hardware (workstations).
- 7 Standardize network hardware and software and share procurement.
- 8 Shared contract to reduce credit card merchant fees for tuition and non-tuition revenue.
- 9 Shared print shop services provided by one institution or an external service provider for institutions with contracted out print shop services.
- 10 Collaboration to obtain higher commissions on vending machine contracts.
- 11 Collaborate on shipping/freight to obtain higher discounts

**Tier 1, service improvement opportunities:**

- 12 Provide interested institutions with shared access to IT expertise.
- 13 Extend shared procurement and hosting of IT hardware and software into specialized areas (i.e. Emergency Notification Systems, audio/visual).
- 14 Shared access to human resources expertise for interested institutions.
- 15 Shared access to finance expertise for interested institutions.
- 16 Libraries management – Copyright:
  - Establish a Copyright Centre of Expertise (COE);
  - Create a shared legal service for copyright issues (as part of the COE);
  - Joint procurement of rights management software.
- 17 Libraries management – Digital Resources:
  - Transition to a shared digital repository for the entire sector;
  - Establish a shared conversion program to digitize physical collections;
  - Transition to a shared, centrally hosted streaming video service.
18. Expanding BC Campus services:
  - Transcript Exchange
  - Apply BC
  - Collaborative Education Services



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## Post-secondary Institutions' Ability to Borrow

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### KEY MESSAGES

- Some post-secondary institutions have excellent credit ratings which allow them to borrow at interest rates similar to the Province. That is a tribute to the strong financial management at these institutions.
- But any taxpayer supported debt on the books of an institution will also roll up onto the books of the Province. The Province is working hard to keep debt levels low for future generations.
- The Ministry of Advanced Education is working with the institutions to utilize a self-supporting model to finance student residences. This model has worked for other business organizations within the institutions, and is being explored as an option for student residences.

### KEY POINTS AND BACKGROUND

- When institutions borrow money, this borrowing is included on the financial statements of the institution, which then roll up onto the financial statements of the Province. This includes debt borrowed for student residences.
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- Given the current fiscal climate, government is trying to manage overall debt levels and ensure the Debt-to-Gross Domestic Product ratio doesn't increase. This helps keep the Province's borrowing costs down.

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## Pension Solvency Standards at Research Universities

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### KEY MESSAGES

- The ministry understands the significant financial impact of the Pension Benefits Standards Act solvency rules on universities, and their desire to be exempt from the solvency rules – similar to universities in other jurisdictions.
- However, the decision concerning the research universities' request for exemption from the Pension Benefits Standards Act solvency rules rests with the Ministry of Finance. The Ministry of Finance did not grant an exemption, and requested that the universities use other options that are available to meet the pension solvency requirements.
- The solvency funding rules that apply to the university plans are there to ensure that there are sufficient assets in the plan to meet the obligation of members, even in the unlikely circumstance that one of these universities ceases operations.

### KEY POINTS AND BACKGROUND

- The University of British Columbia (UBC), Simon Fraser University (SFU), and the University of Victoria (UVIC) each sponsor pension plans which are subject to regulations under the Pension Benefits Standards Act (PBSA).
- Contributions must be set at a level such that, in the event the institution or plan ceases operation, there would be sufficient assets available to meet its obligations to members. If a valuation finds that assets are insufficient to match liabilities, the plans are required to retire the deficiency within five years by increasing contributions. Other public sector pension plans (e.g. the College Pension Plan) determine contributions based on a going concern basis, resulting in lower contribution levels.

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## Transition to Public Sector Accounting Board Handbook

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### KEY MESSAGES

- Effective April 1, 2012, British Columbia's public post-secondary institutions prepared financial statements based on the Public Sector Accounting Board Handbook, *without* not-for-profit provisions.
- This change in accounting standard aligns the sector's accounting practices with those currently used by the Province and provides consistency in financial reporting to British Columbia, bond rating agencies, and others who use this information for decision making.
- The sector's participation in a transition Task Force, regular conference calls, and Community of Practice SharePoint site greatly influenced resolutions for many transitional issues.
- Public Sector Accounting Board transition resulted in an estimated \$21 million reduction to net income and a total \$58 million reduction to the sector's accumulated surplus in 2011/12.

### KEY POINTS AND BACKGROUND

- Fiscal 2012/13 was the first reporting period for institutions to prepare financial statements under the Public Sector Accounting Board (PSAB) standards, and included restated financial results for 2011/12.

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## **Adult Basic Education Student Assistance Program**

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### **KEY MESSAGES**

- Since 2001, the Adult Basic Education Student Assistance Program has provided grants to nearly 100,000 adults in BC that enrolled in adult education programs.
- Whether it is to improve English skills, complete courses towards high school graduation, or upgrade skills for employment, learners in developmental programs are supported through ABESAP grants to cover costs such as tuition, books, or childcare.
- Through this program alone, we have provided over \$56 million dollars to directly support learners in adult education programs. To these individuals, this has opened the door to further education and training, high school completion and labour market opportunities.

### **KEY POINTS AND BACKGROUND**

- The Adult Basic Education Student Assistance Program (ABESAP) provides needs-based grants to learners enrolled in adult basic education (ABE), adult special education (ASE), and English as a Second language (ESL) courses at 18 public post-secondary institutions and one private Aboriginal post-secondary institution (Native Education College).
- Institutions receive a block allocation for ABESAP and allocate the funding in accordance with Ministry of Advanced Education policies and procedures.

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## Adult Education and Developmental Programs

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### KEY MESSAGES

- Our province is committed to ensuring adults in British Columbia have the adult education opportunities needed to fulfill their educational, employment and life goals.
- The Ministry has continued to provide funding to post-secondary institutions to support adult education and developmental programs, including Adult Basic Education, Adult Special Education (ASE) and English as a Second Language (ESL).
- The Ministry recognizes that the first point of access for many British Columbians is through developmental programs.
- These priority programs also support the BC Jobs Plan's commitment to enhance access to advanced education, skills and apprenticeship training throughout the province, and the government's commitment under the Families First Agenda to support vulnerable families and help all British Columbians share in the benefits as our economy continues to grow.

### KEY POINTS AND BACKGROUND

#### Tuition Free Adult Basic Education (ABE)

- Since January 2008, tuition-free ABE courses have been available in both the post-secondary and K-12 education systems for adult learners, regardless of their graduation status.
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- AVED works closely with EDUC to ensure that learners in every community and region in the province have access to courses required to complete high school and/or access further post-secondary education and/or employment.
- ABE programs are fully articulated, allowing for course transferability. Learners can take courses as prerequisites for other post-secondary programs or work towards their British Columbia Adult Graduation Diploma, a common credential for both the post-secondary and K-12 education systems.

#### Adult Special Education (ASE)

- AEI T is committed to supporting Adult Special Education programs that are offered by post-secondary institutions to individuals with permanent disabilities or combinations of learning

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<sup>1</sup> Funding of approximately **\$136 million** in 2012.13 includes:

- EDUC: **\$39.5 million** for ABE upgrading (\$15.1M); high school completion (\$22.0M); and literacy outreach coordinators (\$2.4M).
- AVED: **\$96.4 million** for ABE & DEV Other (\$56 M); ABE tuition-free (\$6.9M); ASE (\$6.4M); ESL (\$19 M); CALP (\$2.4M); and ABESAP (\$5.7M).

difficulties that hinder scholastic success.

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## Block Funding and Developmental Targets

- Since 2002/03, AVED has provided block funding to institutions, and a Full-time Equivalent (FTE) target is provided for each public post-secondary institution that delivers developmental programs, including ABE, ASE and ESL, as outlined in each institution's budget letter. FTE targets exist to maintain access and delivery levels of these priority programs.
- Each institution determines the array and level of developmental programs offerings to meet their overall institutional target, and allocates funding from their block for program delivery.
- The Ministry provides institutions with funding to compensate for lost revenue resulting from ABE programs being tuition-free (\$6.9 million in total for the system).
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- ABE FTEs account for the largest component of delivery under the Developmental Programs targets. Annually between 22,000 and 25,000 adult learners participate in ABE across BC's public post-secondary system.

## Community Adult Literacy Program (CALP)

- British Columbians who cannot access formal ABE programs, for a variety of reasons, may participate in one-to-one and small group literacy programs available through CALP.
- Since 2001, government has invested \$20.7 million in CALP, helping more than 75,000 adults improve their literacy skills.
- CALP provides \$2.4 million to support adult, family and Aboriginal literacy programs that are delivered by community-based organizations in partnership with public post-secondary institutions. CALPs may receive a grant of up to \$40,000 each to provide instruction and support to adult learners in everything from basic literacy and numeracy to high school completion.
- In 2012/13, the Ministry funded 68 CALPs for a total of approximately \$2.27 million, which is expected to benefit approximately 6,400 adult learners. Additional funding of \$130,000 was allocated to a service contract with the successful proponent, Decoda Literacy Solutions, to support community adult literacy programming across the Province. See Appendix 2 for a listing of programs.
- English as a Second Language (ESL) programming and the Adult Basic Education Student Assistance Program (ABESAP) are additionally core adult educational and grant funding programs, respectively, in support of BC's suite of programs for adult learners. For additional information on each of these programs, please see their respective Estimates note.

## APPENDICES

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- **Appendix 2 – 2012/13 CALP Funding Recipients**

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**APPENDIX 2****List of 2012-13 CALP Funding Recipients****Camosun College**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Learner's Network	Literacy Victoria	Victoria	\$40,000.00
Learning Together	Salt Spring Literacy Society	Salt Spring	\$39,600.00
<b>Subtotal</b>			<b>\$79,600.00</b>

**Capilano University**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Carnegie Literacy Inreach/Outreach Program	Carnegie Community Centre	Vancouver	\$40,000.00
Making the Grade: Volunteer Literacy Tutor Program	Squamish Volunteer Centre Society	Squamish	\$40,000.00
Community Access to Literacy and Learning (CALL)	Sechelt Public Library	Sechelt	\$34,000.00
Remote Aboriginal Community Access to Literacy	Samahquam Band	Samahquam	\$20,250.00
Hastings Park Learning Centre	Horsemen's Benevolent and Protective Association of BC	Vancouver	\$32,975.00
Squamish Faces Family Literacy Program	Communities That Care	Squamish	\$35,542.00
Lower Lonsdale Literacy Outreach Program	North Shore Neighbourhood House	North Vancouver	\$40,000.00
Linking Communities Through Literacy - Strathcona Family Literacy Project	Strathcona Community Centre	Vancouver	\$23,883.00
REAL (Relevant Education for Adult Learners) Parents Group	Vancouver School Board	Vancouver	\$40,000.00
<b>Subtotal</b>			<b>\$306,650.00</b>

**College of New Caledonia**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Learning Circle Literacy Program	Prince George Native Friendship Centre	Prince George	\$30,000.00
Valemount Family Literacy Program	Columbia Basin Alliance for Literacy	Valemount	\$14,448.00
Valemount Adult Literacy	Valemount Learning Society	Valemount	\$16,500.00
Read With Me, Play With Me, Quesnel	North Cariboo Aboriginal Family Program Society	North Cariboo, Quesnel	\$39,024.00
McBride Adult Literacy Program	Robson Valley Support Society	McBride	\$25,384.97
Community Voices in Vanderhoof	Vanderhoof Public Library	Vanderhoof	\$40,000.00

Heart of Learning	Learning Disabilities Association--Fraser Lake North West Chapter	Fraser Lake	\$40,000.00
<b>Subtotal</b>			<b>\$205,356.97</b>

**College of the Rockies**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Family Literacy Programs in the East Kootenay	Columbia Basin Alliance for Literacy	Golden, Invermere, Cranbrook, Kimberley, Creston, Fernie	\$30,000.00
Adult Literacy Programs in the East Kootenay	Columbia Basin Alliance for Literacy	Golden, Invermere, Cranbrook, Kimberley, Creston, Fernie	\$40,000.00
<b>Subtotal</b>			<b>\$70,000.00</b>

**Douglas College**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Burnaby Community Adult Literacy Program	South Burnaby Neighbourhood House	Burnaby	\$30,000.00
<b>Subtotal</b>			<b>\$30,000.00</b>

**Kwantlen Polytechnic University**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Community One on One Learning Tutoring Program	Aldergrove Neighbourhood Services Society	Aldergrove	\$29,865.00
Learn with a Friend	Progressive Intercultural Community Services Society	Surrey	\$32,340.00
Literacy Richmond CALP	School District 38	Richmond	\$28,791.00
<b>Subtotal</b>			<b>\$90,996.00</b>

**North Island College**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Community Adult Literacy Program	Community Adult Literacy and Learning Society	Courtenay	\$39,999.00
Alberni Valley Adult Literacy Program	Literacy Alberni Society	Port Alberni	\$40,000.00
Bella Coola Valley Community Adult and Family Literacy Program	Bella Coola Learning Society	Bella Coola	\$40,000.00
Campbell River CALP	Campbell River Community Literacy Association	Campbell River	\$40,000.00
Comox Valley Family Literacy Outreach Program	Community Adult Literacy and Learning Society: Adult Learning Centre	Courtenay, Glacier View and Black Creek	\$16,420.00
<b>Subtotal</b>			<b>\$176,419.00</b>

**Northern Lights College**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Fort St. John Literacy Society Community Adult Literacy Program	Fort St. John Literacy Society	Fort St. John	\$40,000.00
Dawson Creek Community Literacy Program	Dawson Creek Literacy Society	Dawson Creek	\$30,000.00
Fort Nelson Family Drop-In Program	Fort Nelson Community Literacy Society	Fort Nelson	\$27,672.35
Sikani Adult Learning Centre	Fort Nelson Community Literacy Society	Fort Nelson	\$27,502.35
<b>Subtotal</b>			<b>\$125,174.70</b>

**Nicola Valley Institute of Technology**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Sto:Lo Community Literacy and Numeracy Initiative	Seabird Island Education	Agassiz	\$30,000
<b>Subtotal</b>			<b>\$30,000</b>

**Northwest Community College**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Kitimat Adult Literacy Program	Kitimat Community Services Society	Kitimat	\$35,524.09
The Learning Shop: K'yuuksw - Waking up to Change	Storytellers' Foundation	Hazelton	\$36,118.80
Community Readers and Writers Program	The Terrace Volunteer Bureau	Terrace	\$39,987.00
Community Literacy Program	Houston Link to Learning (HLL)	Houston	\$38,496.00
Community Family Literacy Program	Houston Link to Learning (HLL)	Houston	\$25,459.00
Community Learning Services	Smithers Community Services Association	Smithers	\$39,800.00
Getting On Board	Kyah Wiget Education Society	Morisetown	\$26,250.00
Fraser Street Tutoring Program	Prince Rupert Community Enrichment Society	Prince Rupert	\$29,700.00
Literacy Haida Gwaii	Literacy Haida Gwaii	Queen Charlotte Sandspit Skidegate Tlell Port Clements Masset Old Massett	\$40,000.00
Literacy-on-Wheels Learners Opportunity Group Society (LOGS) Program	Learning Opportunity Group Society	14 communities in the Upper Skeena region	\$20,230.50
<b>Subtotal</b>			<b>\$331,565.39</b>

**Okanagan College**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Volunteer Literacy Tutoring Program	Revelstoke Literacy Action Committee	Revelstoke	\$27,673.36
South Okanagan Community Literacy Program	The Okanagan Regional Library	Oliver, Osoyoos, Okanagan Falls	\$39,600.00
Revelstoke Family Literacy Program	Columbia Basin Alliance for Literacy	Revelstoke	\$11,788.57
<b>Subtotal</b>			<b>\$79,061.93</b>

**Selkirk College**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
West Kootenay—Boundary Adult Tutoring and Community Outreach Program	Columbia Basin Alliance for Literacy	Castlegar, Grand Forks, Nakusp, Kaslo, Nelson, Salmo, Slocan Valley, Trail	\$40,000
West Kootenay—Boundary Community and Family Literacy Programs	Columbia Basin Alliance for Literacy	Castlegar, Grand Forks, Nakusp, Kaslo, Nelson, Salmo, Slocan Valley, Trail	\$40,000
<b>Subtotal</b>			<b>\$80,000</b>

**Thompson Rivers University**

<b>Project Title</b>	<b>Community Partner</b>	<b>Location</b>	<b>Amount</b>
Adult Literacy Outreach Program	Lillooet Area Library Association	Lillooet	\$29,591.25
Partner Assisted Learning (PAL), Williams Lake	Cariboo Chilcotin Partners for Literacy Society	Williams Lake	\$39,850.00
Urban Aboriginal Engagement Program (UAEP)	Cariboo Chilcotin Partners for Literacy Society	Williams Lake	\$39,950.00
Partner Assisted Learning (PAL), 100 Mile House	Cariboo Chilcotin Partners for Literacy Society	100 Mile House	\$39,985.00
Reaching Learners (RL)—100 Mile House	Cariboo Chilcotin Partners for Literacy Society	South Cariboo Region	\$39,985.00
Partner Assisted Program	Yellowhead Community Services Society	Little Fort, Blackpool, Clearwater, Birch Island, Vavenby, Avola, Blue River, Barrie	\$9,859.76
<b>Subtotal</b>			<b>\$199,221.01</b>

Project Title	Community Partner	Location	Amount
Community Access to Literacy & Learning (C.A.L.L. Hope)	New Page Human Services Society	Hope and area	\$26,823.00
CALL (Community Access to Literacy & Learning) Agassiz	Agassiz-Harrison Community Services Society	Agassiz	\$39,710.00
Family Literacy Programs (Central Gateway Family Literacy and Families in Motion)	Chilliwack Community Services	Chilliwack	\$30,000.00
Call (Community Access to Literacy & Learning) Chilliwack	Chilliwack Learning Community Society	Chilliwack	\$40,000.00
CALL (Community Access to Literacy and Learning) Program	Abbotsford Community Services	Abbotsford	\$40,000.00
Parents & Children Together (P.A.C.T.)	Abbotsford Community Services	Abbotsford	\$24,000.00
Community Access to Literacy and Learning Mission	Mission Literacy in Motion	Mission	\$40,000.00
Lifelong Adult Learning @ the Learning Room	Maple Ridge Pitt Meadows Community Literacy Committee	Maple Ridge	\$26,997.00
<b>Subtotal</b>			<b>\$267,530.00</b>

**Vancouver Island University**

Project Title	Community Partner	Location	Amount
The Tutoring Program	Central Vancouver Island Job Opportunities Building Society—The Career Centre	Parksville	\$40,000.00
Community Adult Literacy and Learning (CALL)	Powell River Employment Program Society	Powell River	\$38,485.00
Adult Aboriginal Literacy Tutoring Program	Literacy Central Vancouver Island	Central Vancouver Island (Nanaimo)	\$40,000.00
Pathways to Learning	Literacy Now Cowichan Society	Duncan and the Cowichan Region	\$39,940.00
Adult Literacy CALP	Literacy Central Vancouver Island	Central Vancouver Island (Nanaimo)	\$40,000.00
<b>Subtotal</b>			<b>\$198,425.00</b>
<b>Total number of funded projects</b>			<b>68</b>
<b>Total value of the funded CALPs</b>			<b>\$2,270,000</b>



## Audits – Office of the Auditor General

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### KEY MESSAGES

#### Crown Agency Board Governance audit - May 2012

- The Ministry and institutions are taking joint steps to support effective board governance at public post-secondary institutions.
- All British Columbia public post-secondary institutions were provided the Office of the Auditor General's (OAG) recommendations and encouraged to implement these best practices.
- Progress reports were released by the OAG in April 2013 showing the majority of recommendations have already been implemented.

#### Post-Secondary Accountability Framework audit - December 2011

- As a result of the recommendations, the Ministry has worked with the public post-secondary institutions to improve performance management, communication and reporting.
- A follow-up report was released by the OAG in April 2013. All of the recommendations have been fully or partially implemented.

#### Management of Student Loans audit - December 2011

- We are committed to ensuring students have access to loans and that controls are in place to manage the British Columbia student loan portfolio.
- Integration of Canada and British Columbia student loans will improve oversight and provide effective management of student financial assistance programs.
- As part of the Pan-Canadian Designation Policy Framework, British Columbia is focused on continued improvements to the designation process and default rates.

## Crown Agency Board Governance

- The OAG audit of board governance focused on four Crown Agencies, including Camosun College and University of Northern British Columbia. The summary report was published May 2012.
- The OAG recommended that Board appointments be timely and address key competencies, and that the Ministry confirm the Boards' role regarding government expectations and accountability requirements. The Ministry sent letters to the other 23 institutions recommending they adopt the best practices in the OAG's report.
- As of spring 2013, eight of the combined thirteen recommendations from the audits have been implemented and 5 have been partially implemented.

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## Post-Secondary Accountability Framework

- The summary report from the OAG's audit of the Accountability Framework was published December 2011. It concluded that the Framework "is not being used effectively by the Ministry to influence performance and successfully achieve results".
- The OAG recommended that the Ministry clearly communicate expectations, strengthen performance management, review targets and develop a comprehensive reporting process.
- In 2012, each institution signed a Government Letter of Expectations outlining roles, responsibilities and strategic priorities. The Ministry and institutions have also improved performance measures, data collection and reporting processes.
- As of spring 2013, four out of five recommendations have been implemented and one is partially implemented.

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## Management of Student Loans

- The OAG audit examined student access to funding and controls to manage the loan portfolio. A summary report was published December 2011 and no formal request for follow-up from the OAG is expected. The OAG decided not to publish a full report given the planned integration of the BC and Canada student loans programs (this occurred in 2012).
- Annual default letters were provided to institutions in December 2012. The Ministry is working to improve student loan audit and verification procedures and have established a governance committee with the Ministry of Finance.

## Labour Relations and Cooperative Gains

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### KEY MESSAGES

- **Public post-secondary institutions have found savings within existing budgets to pay for wage increases in collective bargaining under the Cooperative Gains mandate.**
- **About three quarters of post-secondary employees now have settled new collective agreements.**
- **I am confident that the remaining negotiations will also be successful.**

### KEY POINTS AND BACKGROUND

- The Post-Secondary Employers' Association is the accredited bargaining agent for the 19 colleges, institutes and teaching-intensive universities (excluding Thompson Rivers University and Royal Roads University). There are 24 faculty bargaining units and 17 support staff bargaining units in the Post-Secondary Employers' Association sector.
- The membership of the University Public Sector Employers' Association includes the four research-intensive universities, Thompson Rivers University and Royal Roads University. The universities bargain independently as the University Public Sector Employers' Association is not the authorized bargaining agent but rather plays a coordinating and communications role. There are 7 faculty bargaining units and 22 non-faculty bargaining units in the University Public Sector Employers' Association sector.
- Under the Cooperative Gains mandate negotiated wage increases are funded by savings resulting from productivity increases within existing budgets. s.17

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- Collective bargaining began at many institutions following approval of savings plans. By June 21, 2013, 59 of 70 collective agreements had settled covering approximately 77 percent of all bargaining unit employees at post-secondary institutions. The trend for settlements is for two percent per year for 2012/13 and 2013/14.
- As at June 21, 2013, 11 of 70 collective agreements have not yet settled. See table below.

Collective Agreements Not Yet Settled	
Faculty	Support Staff
Post-Secondary Employers' Association:	
Capilano University University of the Fraser Valley Northwest Community College	s.17
Faculty	Non-Faculty
University Public Sector Employers' Association:	
Thompson Rivers University University of British Columbia University of Northern British Columbia University of Victoria	University of British Columbia - Engineers Simon Fraser University - Trades Poly Party Simon Fraser University -Administrative APSA
7 of 31 – Not yet settled	4 of 39 – Not yet settled.

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## Executive Compensation

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### KEY MESSAGES

- In 2007 Government established a Framework of maximum compensation levels for Chief Executive Officers in the public sector (including Presidents in the public post-secondary institutions) and new standards for disclosure of executive pay.
- Together with the freeze on salaries for public sector management introduced this fall, these measures ensure that government is exercising fiscal prudence for Chief Executive Officer and executive compensation in the face of continued global economic uncertainty.

### KEY POINTS AND BACKGROUND

- In 2007 a Chief Executive Officer Compensation Framework was put in place to introduce maximum total compensation for Chief Executive Officers of public sector employers. This includes presidents of post-secondary institutions as well as the Chief Executive Officer of the British Columbia Innovation Council. Maximum total compensation for presidents is: \$200,000 for colleges and institutes; \$225,000 for teaching-intensive universities; \$300,000 for the British Columbia Institute of Technology and the University of Northern British Columbia; and \$500,000 for research-intensive universities. Maximum total compensation for the Chief Executive Officer of the British Columbia Innovation Council is \$200,000.
- In 2008 disclosure rules were introduced that require public sector employers to disclose total compensation paid to Chief Executive Officers and the next four highest paid executives earning over \$125,000 in base salary.
- In July 2012, the government established new policy on executive compensation in Crown corporations including a salary freeze on executive salaries, phase-out of bonuses and incentive pay, and new requirements on travel expenses and vehicle allowances. This did not include public post-secondary institutions, but institutions were asked to consider the policy when establishing compensation plans. In September 2012 the salary freeze was extended to all public sector management including management in post-secondary institutions.

- Post-secondary institutions have been criticized in the media recently for high compensation levels of some employees. The presidents of three of the research universities were among the highest paid executives in 2011/12 (Stephen Toope, University of British Columbia: \$580,978; David Turpin, University of Victoria \$504,114; and Andrew Petter, Simon Fraser University \$490,162). Note: Professor Toope and Dr. Turpin's compensation were red-circled as these contracts were established before the Framework came into effect. In 2012/13, total compensation for the three university presidents did not change significantly, with Stephen Toope earning \$582,860; David Turpin earning \$505,104; and Andrew Petter earning \$480,520.
- Altogether throughout the broader public sector there were a total of 70,275 employees earning over \$75,000. The fastest growth in employees earning over \$75,000 from 2007/08 to 2011/12 was in the municipal police sector (134 to 2,368); local government (4,156 to 9,856); health authorities (9,365 to 19,053); and Crown corporations (5,565 to 9,991). The slowest growth is in: school districts (7,387 to 10,146); universities and colleges (9,162 to 11,891); and the British Columbia Government (5,452 to 6,970).
- There were 11,891 employees earning over \$75,000 at the universities and colleges in 2011/12.

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## English as a Second Language

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### KEY MESSAGES

- English as a Second Language (ESL) courses at 17 of our public post-secondary institutions serve nearly 9,000 BC residents whose first language is not English.
- The Government of Canada has for many years shared the cost – with our Province – of delivering these courses to immigrants who need English language training to successfully integrate into the workforce and their communities.
- Citizenship and Immigration Canada's (CIC) decision to cancel the Canada-BC Immigration Agreement and resume administration of federally-funded language programs in BC on April 1, 2014 will change the ESL landscape in the Province.
- We have been and will continue to work closely with CIC and post-secondary institutions to minimize the impact on students.

### KEY POINTS AND BACKGROUND

- In 2011/12 the 17 institutions that offer ESL courses for domestic students delivered approximately 2,600 FTEs (representing nearly 9,000 learners) in ESL, with over 85 per cent of that delivery occurring in the lower mainland and on southern Vancouver Island.

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- ESL is considered part of the suite of Developmental Programs, which also includes Adult Basic Education and Adult Special Education. The Ministry sets annual targets for the delivery of Developmental Programs in order to ensure the public post-secondary system meets the needs of all adult learners.
- ESL courses in the public post-secondary system range from basic to advanced levels, with content focussed largely on English for Academic Purposes and English for Work. These courses provide pathways for immigrants to access further education and training and gain rewarding employment that is commensurate with the education and skills they gained before coming to Canada.
- The Ministry's student outcomes surveys show that more than 70 per cent of ESL students in the public post-secondary system already had some post-secondary education before coming to Canada; nearly half had achieved a degree at the Bachelors level or higher. Federal Funding and ESL

- The first *Canada-BC Immigration Agreement* came into effect in 1998. s.17

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- To further comply with the terms of the Agreement, the Ministry implemented a tuition-free policy for ESL courses in the public post-secondary system. s.17

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- CIC announced cancellation of the Agreement on April 12, 2012 s.17
- After March 31, 2014 approximately \$22 million in federal funding will no longer be available to the Ministry. CIC issued an open Call for Proposals on June 3, 2013 for settlement and language services in BC, to begin April 1, 2014. The Call has now closed. Post-secondary institutions were eligible to apply for federal funding contracts s.13

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## APPENDICES

- Appendix 1: 2012/13 ESL FTEs



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## Health and Medical Education Funding and Expansion

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### KEY MESSAGES

- The Ministry of Advanced Education works with post-secondary institutions and the Ministry of Health to ensure health education program delivery aligns with current and future health human resource needs across the province.
- Between 2001/02 and 2012/13, my Ministry has added over 7,800 spaces in health and medical programs across the province with a total investment of almost \$1.3 billion in operating and capital funding.

### KEY POINTS AND BACKGROUND

- Since 2001, the Ministry has:
  - more than doubled the number of first year spaces for medical students, increasing the annual student intake from 128 in 2003/04 to 288 in 2011/12.
  - more than doubled the number of nursing spaces with almost 4,600 new spaces being added to train Registered Nurses, Psychiatric Nurses, specialty nurses, nurses re-entering the workforce, Licensed Practical Nurses, and nurses with graduate degrees.
  - funded over 1,100 new Health Care Assistant spaces throughout British Columbia.
  - funded over 1,450 new allied health spaces throughout British Columbia for training professions such as Medical Radiography Technology, Sonography, Physical Therapy and Cardiovascular Perfusion.
  - funded 105 new spaces across the province to train Primary Care Paramedics.
  - invested in a new state-of-the-art building at University of British Columbia for the Faculty of Pharmaceutical Sciences. The new building allowed the undergraduate pharmacy degree program to expand by 72 first year spaces for a total student intake of 224 in September 2011.
- In 2012/13, the Ministry committed to provide University of Northern British Columbia with over \$330,000 annually to support delivery of 24 student spaces in the Rural Nursing Program with Remote Certification.
- The Ministry has provided almost \$3.4 million to Camosun College for start-up costs and will continue to provide approximately \$591,000 annually for a new two-year Medical Radiography Technology diploma program that started in September 2012, with an annual intake of 16 students.

- In 2012/13 the Ministry provided additional funding to support a one-time expansion of the British Columbia Institute of Technology Sonography program to help address health human resource shortages, increasing the September 2012 intake from 24 to 30 students.
- Starting in 2012/13, the Ministry is providing additional ongoing base funding to University of British Columbia to expand its midwifery education program over the next five years from 10 to 20 first-year spaces.
- Traditional Chinese Medicine is a designated health profession under the Health Professions Act and is regulated by the College of Traditional Chinese Medicine Practitioners and Acupuncturists of British Columbia. The Ministry of Advanced Education will continue to work with the Ministry of Health and post-secondary institutions to ensure that health education, including Traditional Chinese Medicine programs, are aligned with current and future health human resource needs across the province.
- In 2011, the Ministry funded the establishment of a Northern and Rural clinical cohort of 20 first year students within the University of British Columbia Masters of Physical Therapy program. The first formal intake of the Northern and Rural Cohort occurred in September 2012. Students will undertake academic training at University of British Columbia and two thirds or more of their clinical training across northern and rural BC with University of Northern British Columbia serving as a clinical education hub for student training and continuing education for professional Physical Therapists.
- The Ministry continues to provide post-secondary institutions with one-time funding on an annual basis for health education programming that will help meet the health human resource and student education needs in all regions of the province. In 2012/13, a total of 249 additional student spaces and over two million dollars were provided to institutions across the province on a one-time basis.
- British Columbia enters into interprovincial health program cost sharing agreements with other provinces to increase access to health programs where there is labour market demand but the costs to provide these programs in more than one province are prohibitive. Currently the Ministry funds access to the following programs for BC residents:
  - 20 first year spaces (80 total spaces) in the four year Doctor of Veterinary Medicine program at the Western College of Veterinary Medicine at the University of Saskatchewan (an increase of five first year spaces since 2005/06);
  - five first year spaces (20 total spaces) in the four year Doctor of Optometry program at the University of Waterloo; and,
  - up to four first year spaces in the Cytotechnology program at the Northern Alberta Institute of Technology.

## APPENDICES

- Appendix 1: New Student FTE Spaces in Nursing and Allied Health Programs

Attachment 1 - 2001/02 to 2012/13 New Student FTE Spaces in Nursing and Allied Health Programs (as of January 22nd, 2013)

Vancouver Coastal & Fraser Health Authority										Vancouver Island Health Authority				Interior Health Authority						Northern Health Authority					Total
BCIT	CAP	DOUG	JIBC	KWAN	LANG	UFV	VCC	UBC		CAM	UVIC	VIU	NIC	COTR	NVIT	OKAN	SELK	UBCO	TRU	CNC	NLC	NWCC	UNBC	OTHER	
<b>Nursing Programs</b>																									
BSN (4-year)	-147	0	263	0	294	420	114	0	100	218	213	243	36	46	0	48	12	263	152	114	0	54	237	0	2,680
BSN (3-year accelerated)	509	0	0	0	0	0	88	129	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	726
Nurse Refresher	0	0	0	0	58	0	0	0	0	0	0	-28	0	0	0	0	0	0	20	0	0	0	0	0	50
Psychiatric Nurse	0	0	68	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	68
MSN	0	0	0	0	0	0	0	0	82	0	28	0	0	0	0	0	0	45	0	0	0	0	10	0	165
Nurse Practitioner	0	0	0	0	0	0	0	0	30	0	30	0	0	0	0	0	0	0	0	0	0	0	30	0	90
Graduate Nursing	0	0	0	0	0	0	0	0	0	0	39	0	0	0	0	0	0	0	0	0	0	0	0	0	39
LPN	0	12	0	0	0	0	24	63	0	55	0	30	32	29	0	44	0	0	16	32	0	24	0	0	361
LPN Refresher	0	0	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
LPN (Aboriginal)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Nursing Base</b>	<b>362</b>	<b>12</b>	<b>331</b>	<b>0</b>	<b>352</b>	<b>420</b>	<b>226</b>	<b>202</b>	<b>212</b>	<b>273</b>	<b>310</b>	<b>245</b>	<b>68</b>	<b>75</b>	<b>0</b>	<b>92</b>	<b>12</b>	<b>308</b>	<b>188</b>	<b>146</b>	<b>0</b>	<b>78</b>	<b>277</b>	<b>0</b>	<b>4,189</b>
<b>Total One-Time Nursing</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>	<b>0</b>	<b>8</b>	<b>64</b>	<b>0</b>	<b>66</b>	<b>0</b>	<b>2</b>	<b>34</b>	<b>58</b>	<b>18</b>	<b>44</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>2</b>	<b>8</b>	<b>24</b>	<b>0</b>	<b>399</b>
HCA	0	10	0	0	11	0	18	70	0	-20	0	36	20	2	20	132	20	0	36	36	4	29	0	0	424
HCA (Aboriginal)	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	6
<b>Total HCA Base</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>18</b>	<b>70</b>	<b>0</b>	<b>-20</b>	<b>0</b>	<b>42</b>	<b>20</b>	<b>2</b>	<b>20</b>	<b>132</b>	<b>20</b>	<b>0</b>	<b>36</b>	<b>36</b>	<b>4</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>430</b>
<b>Total One-Time HCA</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>54</b>	<b>0</b>	<b>288</b>	<b>0</b>	<b>40</b>	<b>60</b>	<b>40</b>	<b>65</b>	<b>0</b>	<b>56</b>	<b>0</b>	<b>0</b>	<b>48</b>	<b>11</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>675</b>
<b>Allied Health Programs</b>																									
Pharmacy	0	0	0	0	0	0	0	0	192	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	192
Med Lab Technology/Foreign	145	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60	0	0	0	0	205
Med Lab Science	0	0	0	0	0	0	0	0	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34
Med Lab Assistant	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	0	36	0	0	0	0	0	0	48
Medical Radiology	130	0	0	0	0	0	0	0	0	19	0	0	0	0	0	0	0	0	0	38	0	0	0	0	187
Medical Radiology Foreign	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25
Radiation Therapy	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50
Sonography	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50
Resp. Therapy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	70	0	0	0	0	0	0	70
Cardiology Tech.	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Rehab Assist.	0	20	0	0	0	0	0	0	0	0	0	21	0	0	0	62	0	0	0	0	0	0	0	0	103
Pharmacy Assistant	0	15	0	0	0	0	0	24	0	0	0	0	0	0	0	0	20	0	0	0	0	0	0	0	59
Mental Health	0	0	30	0	0	0	0	0	0	32	0	0	0	0	0	0	0	0	0	0	0	6	0	0	68
PT	0	0	0	0	0	0	0	0	88	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	88
OT	0	0	0	0	0	0	0	0	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24
Speech Language Path/Audiology	0	0	0	0	0	0	0	0	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18
Dental Hygiene	0	0	0	0	0	0	0	24	0	0	0	36	0	0	0	0	0	0	0	0	0	0	0	0	60
Dental Reception Coordinator	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post Mental Health	0	0	0	0	0	0	0	0	0	32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32
Perfusionist	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
Health Information Tech	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24	0	0	0	0	0	0	0	24
Hospital/Nursing Unit Clerk	0	0	0	0	-20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-20
Gerontology	0	0	0	0	-5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-5
Electroneurophysiology	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Graduate Health	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Midwifery	0	0	0	0	0	0	0	0	45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	45
First Nations Wellness (Aboriginal)	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	6
Unannounced	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Allied Health Base</b>	<b>419</b>	<b>35</b>	<b>30</b>	<b>0</b>	<b>-25</b>	<b>0</b>	<b>0</b>	<b>60</b>	<b>401</b>	<b>83</b>	<b>0</b>	<b>63</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>62</b>	<b>44</b>	<b>0</b>	<b>106</b>	<b>98</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>1,382</b>
<b>Total One-Time Allied</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>83</b>
<b>Paramedicine</b>																									
Primary Care Paramedic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced Care Paramedic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Paramedicine Base</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total One-Time Paramedicine</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>105</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>105</b>
<b>TOTAL BASE FTEs</b>	<b>781</b>	<b>57</b>	<b>361</b>	<b>0</b>	<b>338</b>	<b>420</b>	<b>244</b>	<b>332</b>	<b>613</b>	<b>336</b>	<b>310</b>	<b>350</b>	<b>88</b>	<b>77</b>	<b>20</b>	<b>286</b>	<b>76</b>	<b>308</b>	<b>330</b>	<b>280</b>	<b>4</b>	<b>113</b>	<b>277</b>	<b>0</b>	<b>6,001</b>
<b>TOTAL ONE-TIME FTEs</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>105</b>	<b>35</b>	<b>0</b>	<b>8</b>	<b>157</b>	<b>0</b>	<b>354</b>	<b>0</b>	<b>51</b>	<b>94</b>	<b>98</b>	<b>83</b>	<b>44</b>	<b>79</b>	<b>0</b>	<b>0</b>	<b>64</b>	<b>13</b>	<b>33</b>	<b>24</b>	<b>0</b>	<b>1,262</b>
<b>GRAND TOTAL</b>	<b>801</b>	<b>57</b>	<b>361</b>	<b>105</b>	<b>373</b>	<b>420</b>	<b>252</b>	<b>489</b>	<b>613</b>	<b>690</b>	<b>310</b>	<b>401</b>	<b>182</b>	<b>175</b>	<b>103</b>	<b>330</b>	<b>155</b>	<b>308</b>	<b>330</b>	<b>344</b>	<b>17</b>	<b>146</b>	<b>301</b>	<b>0</b>	<b>7,263</b>

## International Education Strategy

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### KEY MESSAGES

- International Education is a key priority for the Government of British Columbia.
- As part of the Canada Starts Here: The BC Jobs Plan, the Government announced plans to develop an International Education Strategy and set a goal of growing our international student presence by 50 percent over four years.
- In May 2012, we released an International Education Strategy, which promotes the two-way global flow of students, educators and ideas between countries.
- Our Strategy positions the province and its residents to benefit even more from the social, cultural and economic opportunities that flow from international education activities.
- International students should have a positive impact on British Columbia's institutions and not take seats away from domestic students. In fact, capacity for domestic students at Thompson Rivers University has increased by 25 percent from the presence of international students.
- The International Education Strategy builds on British Columbia's reputation for excellence in education to ensure both international and domestic students have the best quality education possible.

### KEY POINTS AND BACKGROUND

**Our Vision:** A high quality international education system in British Columbia that fosters social benefits and economic prosperity for all citizens.

**Our Goals:**

1. Create a globally oriented education system in British Columbia.
2. Ensure that all students receive quality learning and life experiences.
3. Maximize the benefits of international education — social, cultural and economic — for all British Columbia communities, families and businesses.

**Status Update:**

- Government provided \$5 million in new funding to the Mitacs Globalink and Accelerate programs, and the Irving K. Barber British Columbia Scholarship Society for the One World International Scholarship program to give more British Columbian students the chance to study abroad and to bring more international students to British Columbia.
- Seven dedicated education marketing managers have been hired for British Columbia's overseas trade and investment offices in Tokyo, Seoul, Shanghai, Guangzhou, Beijing, Mumbai and Bangalore. These Officers support the efforts of institutions and they will help British Columbia advance its international education interests in priority markets.
- The Government developed an international education marketing strategy in collaboration with partner ministries to increase international awareness of British Columbia as a high-quality education destination. Implementation of the first phase of an international education marketing strategy was completed in spring 2013 and included the production of marketing materials in Chinese, Korean, Japanese and Portuguese.
- In December 2012 government launched a refreshed LearnLiveBC website offering students around the world a portal to British Columbia's quality post-secondary institutions, helping them pick the right program in the right school for their education and career goals. The site is available in multiple languages, including Chinese, Korean, Japanese and Portuguese.
- Since the release of the Strategy, the Ministry has welcomed delegations from the Henan and Liaoning provinces in China. The former Minister Yamamoto also met with over 5 senior representatives of foreign governments from target markets under the Strategy to discuss international education and opportunities for collaboration.

**International Students in British Columbia:**

- In 2010/11, it is estimated there were 100,700 international students in British Columbia, an increase of seven per cent from 2009/10. Of this, 12,000 were in the kindergarten to grade 12 (K to 12) level, 32,000 in public post-secondary institutions, 11,400 in private post-secondary institutions and 45,300 in private Languages Canada member schools.

**Guidelines for International Students:**

- The Ministry has guidelines for international students at public post-secondary institutions that indicate that international students should not displace a Canadian citizen or permanent resident from British Columbia or other parts of Canada from a space funded through institutional block grants at the undergraduate level.

## Prescription Drug Use by Post-Secondary Students

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### KEY MESSAGES

Provincial government approaches to addressing mental health and substance use in British Columbia, include:

- *Healthy Minds, Healthy People: A Ten-Year Plan to Address Mental Health and Substance Use in British Columbia*, aims to align government and civil society activity to promote mental health, to reduce problematic substance use and associated harms, and to better identify and treat mental illness and substance dependence across the lifespan (released November 1, 2010);
- Healthy Minds, Healthy Campuses coordinates a provincial community-of-practice to mobilize evidence-based efforts by post-secondary institutions to promote mental wellness and reduce substance use-related harms on campuses. (Funded by BC Mental Health and Addiction Services, an agency of the Provincial Health Services Authority, with additional funding provided by the Vancouver Foundation and the Ministry of Health - \$500,000 announced September 2012); and,
- April 2013, \$17 million in funding for the Community Action Initiative (\$15 million), the Michael Smith Foundation for Health Research (\$1 million), and the Centre for Addictions Research of BC (\$1 million) to support community-based projects and strengthen research and surveillance that relate to mental health and substance use issues.

## KEY POINTS AND BACKGROUND

- A recent article in the Province newspaper, “Academic Doping,” reported growing use among British Columbia post-secondary students of the prescription drugs Adderall, Dexedrine and Ritalin, which have been prescribed for people with attention-deficit hyperactivity disorder, but are being resold to students as study stimulants. Students claim that the drugs increase their focus and stamina while studying, and therefore help them to perform well on exams.

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The Canadian Campus

Survey in 2004 (national, but included British Columbia post-secondary students) found that lifetime non-medical use of pharmaceutical stimulant drugs (e.g., methylphenidate, amphetamines) was only 3.5 percent and past-year use was 1.2 percent (survey was for 2004).

- A report from the University of the Fraser Valley in 2008, based on a survey of 934 students at two British Columbia Lower Mainland campuses found that the percentage of students who reported ever having "misused" stimulant medications (i.e., used for reasons other than prescribed, used in a greater amount than prescribed, or used without a valid prescription) was 3.4 percent, and more specifically the percentage who used a stimulant without a valid prescription was 2.6 percent.

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## Private Career Training Institutions Agency and the Registration of Guardian Aerospace

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### KEY MESSAGES

- Flight schools are an important component of the career training sector in British Columbia.
- By current legislation and regulations, flight schools such as Guardian Aerospace are under the oversight of the Private Career Training Institutions Agency (PCTIA). Analysis by my Ministry has concluded that flight schools should remain provincially regulated.
- There is no mechanism by which either the Ministry or PCTIA can chose to exempt an individual institution that meets the requirements for PCTIA regulation.
- The continued regulation of flight schools at a provincial level is in keeping with the quality assurance and consumer protection goals of government's proposed Quality Assurance Framework.
- Over the last two years PCTIA has worked to remove any undue regulatory burden for the flight training sector, and to create a more equitable administrative structure for smaller institutions such as Guardian Aerospace.

### KEY POINTS AND BACKGROUND

- Private career training institutions in the Province are regulated by PCTIA under the authority of the *Private Career Training Institutions Act*. The Act's Regulations state that: "A program of training or instruction is "career training" if: (a) the tuition charged for the program is greater than or equal to \$1,000; and (b) the time devoted to training or instruction by the program is greater than or equal to 40 hours." This requirement applies to flight training.

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## The Skills and Training Plan

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### KEY MESSAGES

- A skilled workforce is the foundation of a strong economy and a key driver of our economic growth.
- With over a million job openings expected to 2020 and only 650,000 people in our K-12 system – we are facing both a labour and a skills shortage.
- The Skills and Training Plan, which is a key component of Canada Starts Here: BC Jobs Plan, includes four key areas for action to improve the effectiveness and efficiency of the skills and training system for trades and technical occupations in British Columbia.
- My ministry is a key partner in advancing the Skills and Training Plan. We are taking a more intentional approach to investments, we're looking at ways to better meet regional and labour market training needs, and we're helping change perceptions of trades and technical occupations to get more young people to consider them as a "first" choice career option.
- We need to ensure we have the right skills in the right place at the right time.

### KEY POINTS AND BACKGROUND

- The Ministry of Advanced Education plays a critical role in advancing the strategies under the Skills and Training Plan (a component of Canada Starts Here: BC Jobs Plan) and is working collaboratively with post-secondary institutions, government (Advanced Education, Jobs Tourism and Skills Training, and Education), the Industry Training Authority, and industry itself.
- The Skills and Training Plan includes four key areas for action: 1) promote dynamic opportunities in trades and technical fields 2) invest in and improve our training facilities and equipment, and ensure the availability of technical education teachers, 3) get the right mix of quality trades and technical programs and accelerate completion times, and 4) align economic immigration selection to B.C.'s labour market needs.

- The Ministry of Advanced Education is *leading* the following Skills and Training Plan initiatives (specific notes on each of these initiatives follows under this tab):
  - BC Centres of Training Excellence
  - Targeted Student Financial Assistance
  - Trades Training Infrastructure and Equipment
  - Trades Campaign
- In addition to the initiatives above, the ministry is also supporting the Skills and Training Plan by:
  - Aligning spaces in trades and technical programs.

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institutions are supporting the Regional and Sector workforce tables and aligning their programming with the Tables' recommendations.

- Accelerating transitions from K-12 to the trades/technical workforce. The aim is to create multiple pathways to graduation, more dual credit opportunities, and more partnership opportunities between K-12 and post-secondary institutions.
- Enhancing flexible training options. This includes the potential to front-end load classroom training, more flexible scheduling of classroom training, and provision of technical training on the job site. A front-loaded Heavy Duty Commercial Transport Mechanic pilot program will begin in August 2013 at Thompson Rivers University. Recruitment is underway by industry organizations and the pilot program will have an intake of up to 16 students. The pilot has also been chosen to be one of the training programs eligible for the ministry's new Labour Market StudentAid BC Grant (announced February 2013)

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- Attracting international students to trades and technical programs. The strategy aims to attract 500 new international students by 2015. Targeted marketing opportunities have occurred as part of the overall International Education Marketing Strategy, e.g., technical and trades programs at British Columbia post-secondary institutions were promoted through online search engine marketing campaigns in key markets. Information on technical/trades programs is available on the refreshed LearnLiveBC.ca website, which is available in English, Chinese, Korea, Japanese and Portuguese.

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- Other related initiatives
  - Aboriginal Training for Employment Program - in November 2012, \$1.8M was provided for 12 new service providers who are delivering job-related training in essential skills and introductory trades training through partnerships with public, private and Aboriginal-controlled training organizations around British Columbia.
  - Skills Development Employment Benefit - in April 2012, \$10M was provided in one-time funding for 16 public post-secondary institutions to go toward short-term training determined on an institution-to-institution basis to ensure it meets local training needs. In Spring 2013, an additional \$7 million was provided to 19 post-secondary institutions. As part of the overall funding, \$1 million was provided to support short-term training that aligns with the outcomes from the Regional Workforce Tables. Additionally, \$900,000 was allocated to support short-term training related to the activities of B.C.'s Centres of Training Excellence.
  - Foundation Seats – in December 2012, \$1.7M was provided to 10 public post-secondary institutions for foundation programs/training, which provides trainees with basic knowledge and skills to enter into a specific occupation.

## The Skills and Training Plan – BC Centres of Training Excellence

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### KEY MESSAGES

- As part of the Skills and Training Plan, we are making more extensive use of our sector-based Centres of Training Excellence to focus on increasing partnerships between industry and our post-secondary institutions.
- In November 2012, we announced the establishment of two BC Centres of Training Excellence, one in Oil and Gas headquartered at Northern Lights College, and one in Mining, headquartered at Northwest Community College, building on their leadership in programming for these sectors.
- Each college will serve as regionally-based hub of a network of post-secondary institutions, building upon existing activities, expertise and industry connections in order to coordinate training opportunities and curriculum development, and to further leverage industry partnerships.

### KEY POINTS AND BACKGROUND

- The concept of BC Centres of Training Excellence was first announced in the Skills and Training Plan in September 2012. Although not referenced explicitly in the document, the Ministry of Advanced Education committed to the establishment of two Centres in 2012/13.
- The establishment of the Centres was announced in government news releases on November 20, 2012, coinciding with equipment funding announcements at Northern Lights College and Northwest Community College.
- As noted in the Skills and Training Plan, a sector-based approach is being taken. Two key economic sectors for the province are mining and oil and gas, and there are already existing centres in these areas upon which to build, drawing on existing activities and expertise, namely Northwest Community College's School of Exploration and Mining and Northern Lights College's Oil and Gas Centre of Excellence/Jim Kassen Industry Training Centre.
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- Creating BC Centres of Training Excellence is not about concentrating training at one or two institutions. It is about leveraging the strengths of our institutional networks. It is not about relocating or centralizing training, but rather better coordination and collaboration in the delivery of programs.
- The new BC Centres of Training Excellence will be largely virtual in nature, regionally based, and headquartered at one institution but involving a network of others. The focus is on shared expertise and coordinated activity and training opportunities. Examples include: coordinated training and equipment plans, shared curriculum development/updating, and shared outreach/promotion activity.
- The following institutions are initial members of the BC Centre of Training Excellence in Oil and Gas: Northern Lights College, British Columbia Institute of Technology, Nicola Valley Institute of Technology and the University of Northern British Columbia.
- The following institutions are initial members of the BC Centre of Training Excellence in Mining: Northwest Community College, British Columbia Institute of Technology, College of the Rockies and the University of Northern British Columbia.

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## The Skills and Training Plan – Infrastructure and Equipment

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### KEY MESSAGES

- Under the BC Jobs Plan and our Skills and Training Plan, we're taking action to provide education and training opportunities aligned with the needs of our economy.
- We're investing \$75 million to improve skills training facilities and equipment.
- This provincial investment, coupled with contributions from private industry partners, will ensure students have access to the latest technologies and are training on the same calibre of equipment their employers will be asking them to work on after graduation.
- We've conducted an extensive inventory and analysis of the skilled training equipment at each of our post-secondary institutions, and will continue to work with our partners in education and industry to ensure money is provided for equipment that is needed most.

### KEY POINTS AND BACKGROUND

- In response to Government direction, the Ministry of Advanced Education undertook an extensive inventory and analysis of skills training equipment at all public post-secondary institutions that deliver trades training.
- As a result, an immediate priority was placed on the trades equipment needs in the north, but the inventory is inclusive of all regions of the province.
- Institutions will also pursue partnerships with local industries and other stakeholders to purchase or donate equipment.
- Further, the Ministry has developed a comprehensive facility condition database that targets the investment in routine maintenance across the province to ensure a consistent and healthy standard.
- In September 2012, with the launch of the BC Jobs Plan's Skills and Training Plan, Government announced an investment of \$75 million to upgrade/replace skills training equipment and infrastructure in BC's public post-secondary institutions. The \$75 million includes:



- \$17 million in funding to upgrade skills training equipment (announced by Premier Christy Clark on September 18, 2012).
- \$29.2 million to renew and expand trades facilities at Camosun College's Interurban campus (announced on September 20, 2012). The existing facilities will be retrofitted and refurbished. A new 4,180 square-metre building will be added to accommodate the marine and metal trades, while a new 3,252 square metre building will be added for the mechanical trades such as heavy duty and automotive. This renewal will accommodate an additional 370 new full-time equivalent students in trades training programs.
- \$28 million to expand and renovate trades training facilities at Okanagan College, Kelowna campus (announced on September 21, 2012). The existing shops and classrooms will be fully renovated and retrofitted. A two-storey addition will more than double the size of the complex, providing needed student space and innovative classrooms for trades and technology programs. The renewal project will bring more than 750 students back to the main campus.

## The Skills and Training Plan – Trades Awareness Promotional Campaign

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### KEY MESSAGES

- The trades promotion campaign is one of our strategies to ensure British Columbia has enough skilled trades people to fill job openings in the years ahead.
- By 2020 British Columbia will see over one million job openings, and nearly half of them will be in trades and technical fields. To meet tomorrow's demand we need more people today pursuing trades training and more employers supporting apprentices.
- A life-long career in the trades is a smart choice, offering a secure future in a rewarding, respected, skilled and well-paying career.

### KEY POINTS AND BACKGROUND

- The campaign spans fiscal 2012/13 and 2013/14.
  - The 2012/13 budget is \$3.0M; the 2013/14 budget is \$500K.
  - 2012/13 expenditures were \$2.83M allocated as follows (further details in Appendix 1):
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- \$400K supported an employers' stream managed by the Industry Training Authority to engage and recognize employers who sponsor apprentices and encourage others to do the same.
  - \$1.42 M supported awareness building and information sharing about training pathways and careers in the trades through a targeted television and web-based messaging campaign featuring actual parents, apprentices/students and employers engaged in B.C.'s trades training system.
  - The 2013/14 budget of \$500K will support campaign legacy items and further activities to engage youth, parents and educators.
 

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- According to the BC Labour Market Outlook, between 2010-2020 British Columbia will see 1.03 million job openings, of which almost 43 percent will be in technical, paraprofessional and skilled occupations.

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## Open Textbooks Initiative

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### KEY MESSAGES

- In October, as part of our Families First Agenda, this Government announced that British Columbia would become the first province in Canada to introduce open textbooks.
- Through the Open Textbook Initiative, we have invested \$1 million to develop and disseminate open textbooks for 40 high enrolment first and second-year post-secondary subject areas.
- The first textbooks and resources (10-20) are due to be published by September 2013, and the response to the call for proposals for this first set of open textbooks has been overwhelmingly positive. The remaining textbooks are due to be published through 2014.
- In our Spring 2013 platform we committed to create an additional 20 open textbooks.
- We estimate up to 200,000 British Columbia students each year could benefit from the 40 textbooks being developed, and thousands more through the additional 20 textbooks.
- Commercial textbooks often cost students hundreds of dollars. With open textbooks, by contrast, students can download electronically – free of charge – or if they can print on-demand for between \$30 to \$50.

### KEY POINTS AND BACKGROUND

- BCcampus, a publicly funded agency that aims to make higher education available to everyone through the smart use of collaborative information technology services, is managing the Open Textbook initiative on Government's behalf.
- An advisory committee has been established with representatives from the post-secondary system, including students, to provide advice on implementation (including ensuring quality of the textbooks, raising awareness and promoting adoption, and establishing the supporting technology infrastructure).
- The list of 40 highest enrolled first and second year subject areas was announced by government on April 8, 2013.

- The 40 open textbooks are being created in a three phase approach with input from faculty, institutions and publishers through an open Call for Proposal process co-ordinated by BCcampus.
- The call for proposals for the first phase went out on April 15, 2013. These open textbooks will be available in September 2013.
- BCcampus received about 60 responses to the first call for proposals, where a minimum of ten were needed. This response was well beyond the expectations of the Ministry and BCcampus.
- The second call for proposals will go out in fall 2013 once phase one is complete, and the third in January 2014. The open textbooks resulting from the second and third phases will be available by September 2014.
- The 40 open textbooks are being funded within existing Ministry resources.
- The Ministry is working collaboratively with California, Washington State, and Alberta to look at ways to leverage resources and expertise.
- Work is currently underway to develop options for implementation of a further 20 open textbooks to meet government's spring 2013 platform commitment.

## Quality Assurance

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### KEY MESSAGES

- British Columbia is in the unique situation of having a collaborative post-secondary sector where it is possible to embrace new opportunities in quality assurance that build on the strengths of the existing system and maintain our province's leadership role in quality assurance.
- Government is committed, as outlined in the *BC Jobs Plan* and British Columbia's International Education Strategy, to ensuring that students in British Columbia receive a high quality post-secondary education and, as such, we are expanding and strengthening British Columbia's quality assurance system.
- Since spring of 2012, government has been holding conversations with British Columbians on how to ensure quality in our post-secondary education and the feedback we received is now being used to inform and improve the existing system.
- On March 4, 2013 we released the new Quality Assurance Framework for post-secondary education in British Columbia Green Paper for public review and comment. We also undertook broad consultation to inform policy direction and any required changes to legislation
- We are continuing to meet with the post-secondary institutions, students, partners and other stakeholders for input into the implementation process.

### KEY POINTS AND BACKGROUND

- British Columbians voiced the desire to build on our existing system, for clear standards and transparent processes, recognition of system diversity, and increased efficiency and effectiveness in quality assurance processes.
  - Through the consultation process, the Ministry reviewed more than 100 submissions from institutions, students, associations and private individuals and met with over 100 practitioners from the higher education system (see **Appendix 1** for a table of consultations undertaken).
  - In building the current approach, the Ministry considered previous government reports and research relevant to quality assurance such as the Degree Process

Review (Stubbs) Report; Canadian Degree Qualifications Framework, and the  
*Private Career Training Institutions Act Review* (Watson Report).

- The ADM Expert Advisory Committee was established to provide expert advice on the proposed framework as well as drafting the Green Paper. The Committee is comprised of experts from the post-secondary education system.
- Proposed enhancements of quality assurance in the post-secondary education sector include streamlined regulatory and business processes; enhanced equivalency in treatment of the public and private institutions; strong and clear student protections; and improved student learning outcomes.
  - On March 4, 2013, the new Quality Assurance Framework for post-secondary education in British Columbia Green Paper was released for public review and comment (see **Appendix 2** for a copy of the Green Paper).
- The Green Paper outlines a quality assurance model to strengthen quality across the British Columbia system. It is informed by citizen feedback and experts in the British Columbia post-secondary education system.
  - This round of consultation will gather stakeholder input on the implementation process. The results will inform policy direction and any required changes to legislation.
- Other quality assurance improvements include new policies that strengthen the Education Quality Assurance Brand to ensure confidence in British Columbia's seal of quality.
- The creation of a web presence to specifically include a Student Resource component to give students access to information about all institutions operating in the province.
- To help clarify credential entry and exit points and program progression pathways and to enhance understanding of British Columbia education credentials outside our jurisdiction, the Ministry is working with institutions and other stakeholders to develop a Qualifications Framework of general credential outcomes to provide a comprehensive overview of British Columbia post-secondary credentials. This will assist with the international education strategy and foreign credential recognition by having a basis of British Columbia education credentials being able to be compared with credentials from other provinces and countries.

## APPENDICES

- Appendix 1: Stakeholder Consultation list
- Appendix 2: Quality Assurance Framework for post-secondary education in British Columbia Green Paper

## Stakeholder Consultation

### WAVE 4 – Beginning July 8, 2013

#### Sector Consultations

Public institutions	July 8, 2013 & July 9, 2013	
Private degree-granting institutions		
Language schools	July 15, 2013	
Private Career Training institutions	July 16, 2013	
Prince George	July 23, 2013	
Kelowna	July 25, 2013	

### WAVE 3 - Complete

#### Sector Consultations

Public institutions	January 15, 2013	Sector specific meetings to provided update on development of the proposed QAF as part of the BC/CIC Joint Consultation on changes to the International Student Program.
Private degree-granting institutions		
Private career-training institutions		
Language schools		
Theological institutions		



**Estimates Note - 2013/14****Confidential – Ministerial Advice**

First Nations Education Steering Committee and Indigenous Adult and Higher Learning Association	January 23, 2013	Meeting to provide an update on the proposed QAF.
Public institution presidents	February 7, 2013	Provided update at Presidents' Leadership Council.
VPs of Academic for Colleges & Universities	February 21, 2013	ADM presentation at sector meeting.
Private degree-granting institutions meeting	March 8, 2013	Provide update on proposed QAF.
Theological institutions	March 19, 2013	Sector consultation on Green Paper.
Private language schools	March 19, 2013	Sector consultation on Green Paper.
Public institutions	March 20 & 21, 2013	Sector consultation on Green Paper.
Private degree-granting institutions	March 20 & 21, 2013	Sector consultation on Green Paper.

**Institutional Consultation**

British Columbia Institute of Technology	January 18, 2013	Institutional visit to discuss proposed QAF.  Seek feedback from institutions - either verbal, in writing, or electronic.
Kwantlen Polytechnic University	January 18, 2013	
Douglas College	January 25, 2013	
Research Universities' Council of BC	January 25, 2013	
Capilano University	January 28, 2013	
Emily Carr University of Art + Design	January 28, 2013	
Justice Institute of BC	January 29, 2013	
University of the Fraser Valley	January 29, 2013	
University of British Columbia - Okanagan	March 1, 2013	
Vancouver Community College	March 18, 2013	

Theological Institutions	May 24, 2013	Green Paper discussion table
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**Government Agencies**

Industry Training Authority Board	February 25, 2013	Discussed proposed QAF with Kevin Evans
BC Council on Admissions and Transfer	March 1, 2013	Presentation at Council meeting.
Degree Quality Assessment Board	February 12, 2013	Provide update at the board meeting.
BC Council on Admissions and Transfer	March 20 & 21, 2013	Green Paper consultation.
Industry Training Authority Board	March 22, 2013	Provide update on proposed QAF at ITA Board meeting.
Private Career Training Institutions Agency Board	March 22, 2013	Green Paper consultations.

**Sector Associations**

BC Colleges	March 20 & 21, 2013	Green Paper consultation.
BC Association of Institutes and Universities	March 20 & 21, 2013	Green Paper consultation.
Research Universities' Council of BC	March 20 & 21, 2013	Green Paper consultation.
BC Association of Institutes and Universities	March 21, 2013	Provide update on proposed QAF to VP Academics.
Languages Canada	April 3, 2013	Green Paper consultation

**Aboriginal Partners**

Indigenous Adult and Higher Learning Association	May 16 & 23, 2013	Green Paper discussion table
First Nations Education Steering Committee	May 17 & 23, 2013	Green Paper discussion table

## WAVE 2 - Completed

## System-wide Consultation

Public institutions	June 28, 2012 to August 17, 2012	The Quality Assurance Framework Workbook was emailed to the senior academic officer for feedback and input.
Private degree-granting institutions		
Theological institutions		
Sector associations		
Aboriginal sector groups		
Student associations		

## Sector Consultations

CUFA BC	July 10, 2012	Meeting to discuss proposed QAF and workbook.
Public institution presidents	July 11, 2012	Leadership Council Meeting.
Degree Quality Assessment Board	July 16, 2012	Discussed proposed QAF at board meeting.
Private Career Training Institutions Agency Board	July 19, 2012	Update provided at board meeting.
20 Public and private degree-granting institutions	July 25, 2012	Post-secondary education discussion forum.
35 private career-training institutions	July 31, 2012	
8 public institutions and sector associations	August 1, 2012	
8 theological institutions	August 8, 2012	
Languages Canada	August 21, 2012	Meeting to discuss proposed QAF.
Aboriginal post-secondary education groups	September 19, 2012	Presented proposed QAF at BC Aboriginal PSE and Training Partners Table
Sector Experts in Quality Assurance	October 2012 to January 2013	ADM Expert Advisory Committee Meeting.

## Institutional Consultation

Royal Roads University	August/September 2012	Institutional visit to discuss proposed QAF.
Simon Fraser University		
University of British Columbia		
University of Northern British Columbia		
University of Victoria		
Vancouver Island University	October 2012	
North Island College		
Thompson Rivers University		
Okanagan College		
Nicola Valley Institute of Technology		
Camosun College		

Ministry of Education	June 29, 2013	Meeting to discuss proposed QAF.
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## WAVE 1 - Completed

### System-wide Consultation

Public institutions	April 2, 2012 to April 30, 2012	Email inviting stakeholder feedback on the Quality Assurance Framework Discussion Paper.
Private degree-granting institutions		
Theological institutions		
Sector associations		
Aboriginal sector groups		
Student associations		

### Sector Consultations

Public institution presidents	April 3, 2012	Leadership Council
Degree Quality Assessment Board	April 10, 2012	Discussed proposed QAF at board meeting.
CUFA BC	April 12, 2012	Meeting to discuss proposed QAF.
Senior Academic Administrators Forum	May 10, 2012	Presented proposed QAF at sector meeting.
10 Private-degree granting institutions	May 11, 2012	Presented proposed QAF at sector meeting.
BC Council on Admissions and Transfer	June 7, 2012	Meeting to discuss proposed QAF.
3 Theological institutions	June 26, 2012	Meeting to discuss proposed QAF.

## Public Consultations

Citizens	April 9, 2012 to May 4, 2013	BC Jobs Plan Engagement website
9 students	May 8, 2012	Half-day focus group

## Research – BC Knowledge Development Fund

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### KEY MESSAGES

- Since June 2001, a total of 843 projects worth over \$436.5 million have been approved through the British Columbia Knowledge Development Fund (BCKDF), the provincial government's primary investment in support of research infrastructure.
- The funding has leveraged over \$471 million from the federal Canada Foundation for Innovation and an additional \$335 million from other non-provincial government sources for a total investment of over \$1.2 billion in research infrastructure (i.e. scientific equipment, computer hardware, renovations, construction, etc.) for the province's public post-secondary institutions, teaching hospitals and affiliated non-profit agencies.
- BCKDF has helped fund some of British Columbia's premier research facilities such as ICORD at the Blusson Spinal Cord Centre; the Centre for Research in Electronic Materials; the NEPTUNE seafloor observatory; and the Northern Soil & Groundwater Remediation Research Laboratory.

### KEY POINTS AND BACKGROUND

- BCKDF funds up to 40 percent of a project's total cost s.17  
Funding for BCKDF projects is budgeted for by the ministry. Funds are part of the overall ministry capital budget.
- The federal government, through the Canada Foundation for Innovation, also provides 40 percent, with other partners, such as business and industry providing the remaining 20 percent. (BCKDF – 40 percent, CFI – 40 percent, others – 20 percent)
- The objectives of BCKDF are:
  - to maximize the economic and social benefits of investing in research infrastructure within the province;
  - to promote excellence in research and the enhancement of research infrastructure within the province;
  - to encouraged increased collaboration among the province's post-secondary institutions, as well as between post-secondary institutions and industry;
  - to improve British Columbia's ability to attract and retain high quality researchers and skilled technicians; and,

- to ensure British Columbia's post secondary public institutions and teaching hospitals are able to compete successfully for private sector and federal funding.



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## Tuition Policy

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### KEY MESSAGES

- **Government is committed to accessible, high quality post-secondary education that is affordable to students.**
- **British Columbia students pay less than one-third of the actual cost of their post-secondary education.**
- **In September 2005, Government introduced the tuition limit policy to help keep the cost of post-secondary education affordable for students and their families, and to ensure stability and certainty so that students can plan for the future. Under this policy, tuition fee increases have been limited to two percent per year since 2005.**
- **Our Spring 2013 Platform reinforced our commitment to limiting tuition fee increases to a maximum of two percent per year for the next four years.**
- **British Columbia's undergraduate tuition is the fourth lowest in Canada. The two percent increase is less than half of the national average increase of five percent.**

### KEY POINTS AND BACKGROUND

- In the February 2005 Throne Speech, government indicated that tuition fees would be limited to the rate of inflation. As a result, the Ministry introduced the tuition limit policy effective September 2005. The tuition policy helps provide students and their families with affordable access to post-secondary education.
- Mandatory fees have been included in the tuition limit policy since 2007. Mandatory fees include building fees; consumable fees such as material fees for labs; and ancillary fees such as application, registration, student card, transcript and learning resources fees.
- As part of the 2013 Spring Platform, government committed to limiting tuition fee increases to a maximum of 2 percent through the next term in office.
- The tuition limit policy applies to:
  - Professional programs.
  - Cost recovery/continuing education credentialed programs.
  - All other credentialed and open enrolment programs.
  - Mandatory fees (see above).

- The tuition limit policy does not apply to:
  - International student tuition and mandatory fees.
  - Third-party contracts.
  - New programming (first year). Institutions may set the initial tuition and mandatory fee rate for new instructional programs (not amendments to existing programs). After the first year, tuition and mandatory fees are subject to the tuition limit policy.
  - Community/continuing education non-credentialed courses. Most of these are short-term courses offered in the evening or on the weekend (e.g., first aid, photography).
  - Mandatory fees for student association or society fees (collected on behalf of student associations).
- The September 2012 Statistics Canada survey, which compares tuition fees across provinces, shows the following:
  - Undergraduate tuition in British Columbia is the fourth lowest at an average of \$5,015 (national average is \$5,581). This is lower than Alberta, Ontario, Saskatchewan, Nova Scotia, Prince Edward Island and New Brunswick.
  - The undergraduate tuition increase in British Columbia (2.0 percent) is below the national average increase (5.0 percent).
  - The graduate tuition fees in British Columbia, at an average of \$7,593, are higher than the national average at \$5,695.
- **Appendices 1 and 2** provide more detailed interprovincial tuition comparisons, and **Appendix 3** shows academic arts tuition across British Columbia post-secondary institutions.
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- A post-secondary education is both a public and a personal investment. British Columbians with an undergraduate post-secondary degree can expect to earn an additional \$650,000 over the course of their working life.

## APPENDICES

- Appendix 1: 2011/12 to 2012/13 Interprovincial Tuition Comparisons
- Appendix 2: 2001/02 to 2012/13 Interprovincial Tuition Comparisons
- Appendix 3: Comparison of Academic Arts Tuition for Full-Time Students by British Columbia Public Post-Secondary Institution

**APPENDIX 1****Interprovincial Comparisons**

**One-Year Interprovincial Comparisons**  
**Average Undergraduate Tuition Ranking (low=1 to high=10)**

Province	2011/12		2012/13		2012/13 over 2011/12 % Changes
	Statistics Canada		Statistics Canada		
	Tuition	Rank	Tuition	Rank	
BC	\$4,919	4	\$5,015	4	2.0%
AB	\$5,663	6	\$5,883	6	3.9%
SK	\$5,734	9	\$6,017	9	4.9%
MB	\$3,638	3	\$3,729	3	2.5%
ON	\$6,815	10	\$7,180	10	5.4%
QC	\$2,520	1	\$2,774	2	10.1%
NB	\$5,728	8	\$5,917	7	3.3%
PEI	\$5,258	5	\$5,470	5	4.0%
NS	\$5,722	7	\$5,934	8	3.7%
NL	\$2,649	2	\$2,649	1	0.0%
Average	\$5,313		\$5,581		5.0%

Source: Statistics Canada

**One-Year Interprovincial Comparisons**  
**Average Graduate Tuition Ranking (low=1 to high=10)**

Province	2011/12		2012/13		2012/13 over 2011/12 % Changes
	Statistics Canada		Statistics Canada		
	Tuition	Rank	Tuition	Rank	
BC	\$7,442	9	\$7,593	8	2.0%
AB	\$4,676	6	\$4,746	6	1.5%
SK	\$3,444	3	\$3,656	3	6.2%
MB	\$4,173	5	\$4,292	5	2.9%
ON	\$7,682	10	\$8,041	10	4.7%
QC	\$2,718	2	\$2,969	2	9.2%
NB	\$5,258	7	\$5,449	7	3.6%
PEI	\$3,992	4	\$4,100	4	2.7%
NS	\$7,427	8	\$7,613	9	2.5%
NL	\$2,456	1	\$2,456	1	0.0%
Average	\$5,450		\$5,695		4.5%

Source: Statistics Canada

**APPENDIX 2**

Average Undergraduate Interprovincial Tuition Comparisons													% Increase
Province	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2001/02 to 2012/13
BC	2,527	3,176	4,084	4,735	4,867	4,740	4,922	4,746	4,706	4,758	4,919	5,015	98.5%
AB	4,030	4,165	4,512	4,953	4,838	4,763	5,122	5,308	5,240	5,505	5,663	5,883	46.0%
SK	3,879	4,287	4,645	5,063	5,063	4,774	5,015	5,064	5,173	5,431	5,734	6,017	55.1%
MB	3,243	3,144	3,155	3,235	3,333	3,319	3,271	3,238	3,408	3,593	3,638	3,729	15.0%
ON	4,492	4,572	4,808	4,831	4,933	5,155	5,388	5,667	5,985	6,316	6,815	7,180	59.8%
QC	1,843	1,852	1,865	1,888	1,900	1,932	2,056	2,180	2,309	2,411	2,520	2,774	50.5%
NB	3,863	4,186	4,457	4,719	5,037	5,470	5,590	5,479	5,516	5,647	5,728	5,917	53.2%
PEI	3,710	3,891	4,132	4,374	4,645	4,920	4,440	4,530	4,969	5,131	5,258	5,470	47.4%
NS	4,855	5,214	5,556	6,003	6,323	6,422	6,110	5,877	5,752	5,497	5,722	5,934	22.2%
NL	3,036	2,729	2,606	2,606	2,606	2,633	2,632	2,619	2,624	2,649	2,649	2,649	-12.7%
Average	3,577	3,711	3,975	4,141	4,211	4,400	4,558	4,747	4,942	5,146	5,313	5,581	56.0%

Average Graduate Interprovincial Tuition Comparisons													% Increase
Province	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2001/02 to 2012/13
BC	3,660	4,607	5,201	6,481	10,279	5,605	6,431	7,241	6,230	7,178	7,442	7,593	107.5%
AB	3,940	4,081	4,616	5,736	6,978	5,490	6,150	4,948	4,597	4,672	4,676	4,746	20.5%
SK	4,888	4,948	4,988	3,668	2,451	2,837	3,533	2,762	3,127	3,434	3,444	3,656	-25.2%
MB	3,763	3,766	3,764	3,766	3,780	4,626	4,602	3,805	3,936	4,132	4,173	4,292	14.1%
ON	7,003	7,882	8,292	8,379	8,686	8,490	8,486	8,256	6,256	7,181	7,682	8,041	14.8%
QC	1,935	1,848	1,903	1,927	1,929	2,059	2,370	2,219	2,443	2,601	2,718	2,966	53.3%
NB	3,850	4,043	4,434	4,689	5,055	4,970	5,119	5,070	5,074	5,034	5,258	5,449	41.5%
PEI	2,700	2,385	2,528	2,693	4,645	2,693	2,875	2,665	4,091	3,913	3,992	4,100	51.9%
NS	8,381	6,387	6,876	7,345	7,666	8,054	7,357	7,734	7,701	7,157	7,427	7,613	-9.2%
NL	2,451	2,207	2,096	2,096	2,096	2,096	3,686	2,443	2,458	2,456	2,456	2,456	0.2%
Average	4,497	4,867	5,164	5,448	6,134	5,387	5,592	5,737	4,860	5,401	5,450	5,695	26.6%

Data Source: Statistics Canada

Notes: The Statistics Canada survey has changed over time and tuition fees may not be comparable on a year to year basis.

### Comparison of Academic Arts Tuition for Full-Time Students by British Columbia Public Post-Secondary Institutions

	2011/12	2012/13	Increase
<b>Colleges</b>			
Camosun College	\$2,973	\$3,033	2.0%
College of New Caledonia	\$2,376	\$2,421	1.9%
College of the Rockies	\$2,394	\$2,442	2.0%
Douglas College	\$2,712	\$2,766	2.0%
Langara College	\$2,547	\$2,598	2.0%
North Island College	\$2,581	\$2,633	2.0%
Northern Lights College	\$2,831	\$2,887	2.0%
Northwest Community College	\$2,432	\$2,481	2.0%
Okanagan College	\$3,078	\$3,140	2.0%
Selkirk College	\$2,363	\$2,410	2.0%
Vancouver Community College	\$2,333	\$2,381	2.0%
<b>Simple Average</b>	<b>\$2,602</b>	<b>\$2,654</b>	<b>2.0%</b>
<b>Institutes</b>			
British Columbia Institute of Technology	\$4,945	\$5,043	2.0%
Justice Institute of British Columbia	N/A	\$4,376	N/A
Nicola Valley Institute of Technology	\$2,239	\$2,284	2.0%
<b>Simple Average</b>	<b>\$3,592</b>	<b>\$3,663</b>	<b>2.0%</b>
<b>Universities</b>			
Capilano University	\$3,402	\$3,470	2.0%
Emily Carr University of Art and Design	\$3,572	\$3,642	2.0%
Kwantlen Polytechnic University	\$3,707	\$3,780	2.0%
Royal Roads University	\$6,280	\$6,405	2.0%
Thompson Rivers University	\$3,682	\$3,755	2.0%
University of the Fraser Valley	\$3,788	\$3,864	2.0%
Vancouver Island University	\$3,859	\$3,936	2.0%
<b>Simple Average</b>	<b>\$4,041</b>	<b>\$4,122</b>	<b>2.0%</b>
<b>Research Universities</b>			
Simon Fraser University	\$4,914	\$5,013	2.0%
University of British Columbia	\$4,608	\$4,700	2.0%
University of Northern British Columbia	\$4,629	\$4,722	2.0%
University of Victoria	\$4,862	\$4,959	2.0%
<b>Simple Average</b>	<b>\$4,753</b>	<b>\$4,849</b>	<b>2.0%</b>

## Capilano University

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### KEY MESSAGES

- B.C. post-secondary institutions regularly undertake strategic planning processes to ensure they are effectively meeting the needs of their students and their local community.
- Capilano University has the authority to make decisions regarding programming, staffing and administration, but it also needs to consult with its academic community.
- Prior to and following the Board of Governor's June 11<sup>th</sup> decision approving Capilano's revised budget, staff from my Ministry have and will continue to have an ongoing dialogue with Capilano University staff regarding the university's financial pressures, financial sustainability and program impacts.
- I expect Capilano University to make responsible budget decisions while ensuring a continued high standard of education for students.

### KEY POINTS AND BACKGROUND

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- However, on April 25, 2013, Capilano posted information on its website regarding implications of eliminating a projected \$1.3 million shortfall.

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- At its June 11th board meeting, Capilano University's Board of Governors approved the revised annual operating budget and advised in a Media Release that:

*During the annual budget cycle for 2013-2014, a shortfall of \$3.5 million was originally indicated and was subsequently reduced to \$1.2 million through cuts to maintenance, no increase to services, staffing and equipment and the suspension of some capital projects. This was after a number of cost-saving measures were implemented in previous years, including not filling or eliminating a number of administrative positions."*

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## University of the Fraser Valley – Centre of Excellence in Agriculture

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### KEY MESSAGES

- The ministry, in collaboration with the Ministry of Agriculture, is working with the University of the Fraser Valley to determine the elements of a Centre of Excellence in Agriculture.
- The creation of a Centre of Excellence in Agriculture would leverage the expertise of the University of the Fraser Valley, while supporting the BC Jobs Plan and B.C.'s Agrifoods Strategy.
- The ministry recognizes there is strong expertise in agriculture at a number of institutions across the province, and envisions the centre as an opportunity to further develop partnerships and enhance collaboration in this important sector.

### KEY POINTS AND BACKGROUND

- The University of the Fraser Valley requested s.17 in capital funding from the Ministry of Advanced Education toward agricultural facility development to be constructed at their new Canada Education Park (CEP) Campus in Chilliwack.
- The project would replace the facilities currently housed at the university's Chilliwack North Campus that are outdated and in serious decline. s.17
- The project consists of a greenhouse cluster, barn and associated site services. The facilities will accommodate the university's existing agriculture programs, providing a controlled and educationally focused environment to conduct field and lab exercises. s.17
- In April 2013, the ministry approved capital funding in the amount of \$1 million s.17
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## Emily Carr University of Art and Design – Great Northern Way Campus

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### KEY MESSAGES

- In December 2012, Treasury Board approved a total project cost of \$134 million, including a maximum provincial contribution of \$113 million, towards the development of a new Emily Carr University of Art and Design Campus at Great Northern Way.
- The university and other donors will contribute additional funds towards the ultimate cost. The university will provide details on its additional funding, including a capital campaign, in the future.
- The project will be procured as a Design-Build-Finance-Maintain Public-Private-Partnership (P3)

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### KEY POINTS AND BACKGROUND

- The new facility was a Throne Speech commitment from 2010
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- The University is a 25 percent shareholder in the Great Northern Way Campus in Vancouver, along with the University of British Columbia, Simon Fraser University and the British Columbia Institute of Technology.
- A Project Board was established to oversee the development and submission of the University's Great Northern Way project Business Case. Membership of the project board consists of senior executives from the Ministry of Advanced Education; the Ministry of Transportation and Infrastructure; Emily Carr University of Art and Design; and Partnerships BC Ltd. The Project Board governance structure will remain in place over the life of the project to ensure project success.

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- In addition to the Granville Island Campus location, the university leases two offsite buildings. Consolidating its operations into one campus will create greater efficiencies in space and program delivery.
- The redevelopment will allow the already internationally recognized university to enhance the education and skills training in media, design and art programs to meet the demands of emerging areas of the economy, especially the technology sector.

## APPENDICES

- Appendix 1: s.17

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## Estimates Issues Note – Northern Opportunities

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### KEY MESSAGES

- **Government is committed to enhancing partnerships and coordination between the K-12 sector, post-secondary institutions and industry to support student success and accelerate transition to the workforce.**
- **One of my current areas of focus is to “work closely with the Minister of Jobs, Tourism and Skills Training and the Minister of Education to ensure a seamless delivery of education and skills training from high school through to entry in the workforce.”**
- **Dual credit programs have been successful across the province and government’s expectation is that K-12 and post-secondary will work together to continue to expand these types of programs.**
- **My colleague, Minister of Education Peter Fassbender, can also speak to government’s role in supporting these types of partnerships between K-12 and post-secondary institutions.**

### KEY POINTS AND BACKGROUND

- The Select Standing Committee on Finance and Government Services recommended that government: “Develop a provincial career-training model to meet the educational needs of high school students, based on the Northern Opportunities partnership model, and fund it accordingly.”
- Northern Opportunities is a partnership-based initiative with the objective that students be “trained in the North to stay in the North”. Partners in the high school-focused initiative include regional education, industry, community and Aboriginal groups in northeastern British Columbia. Northern Lights College is actively engaged with Northern Opportunities.
- The main mechanism by which Northern Opportunities achieves its objective is dual credit programs in academic, vocational, trades and apprenticeship programs. In these programs, grade 11 and 12 students earn credits towards secondary school graduation and post-secondary courses simultaneously.

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- Support for Northern Opportunities is close to universal in the northeast, and the northwest has expressed strong interest in expanding the program to the region.
- In the four-year period from 2006 to 2010, students in Northern Opportunities' programs had an 18.3 percent higher high school graduation rate (86.3 percent compared to 68 percent of students in traditional programs), and Aboriginal students are 22.4 percent more likely to graduate high school than Aboriginal students in traditional programs.
- Northern Opportunities is one of a number of successful student transitions models in BC. Other examples include the TRU-Start program at Thompson Rivers University, and the South Island Partnership, which involves Camosun College, the five School Districts of Southern Vancouver Island and local industry program funded entirely by its partner organizations.

## Northern Trades Training Capacity

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### KEY MESSAGES

- A first priority is to utilize existing training capacity and infrastructure in the region.
- Working collaboratively with our institutions, industry and the community will ensure we are doing that in the most effective manner possible while continuing to look ahead to what labour demands will be and how we can best respond.
- For example, our government recently announced \$5 million for trades training equipment for the three northern colleges to ensure students can train on the latest equipment and a new \$2 million Labour Market StudentAid BC Grant program for eligible students enrolled in selected training programs for high-demand occupations.
- Under the BC Jobs Plan, we are taking a number of steps to make sure we're training workers for the right jobs, in the right place, at the right time.

### KEY POINTS AND BACKGROUND

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  - Of the 7,904 students who graduated from high school in Prince George between 2001/02 and 2008/09, 5,690 (72%) entered a B.C. public post-secondary institution by 2010/11. Of these, 706 went into trades programs: 79 percent (555) in the Cariboo economic development region (College of New Caledonia), 9 percent (64 students) in the lower mainland, and 12 percent (87 students) in the rest of the province, including 24 in the north and 28 at Thompson Rivers University.
  - Since 2001, \$77.1 million in provincial capital funding has been provided towards \$115 million in renovations and expansion projects at the three northern colleges. In Prince George alone, the Province has contributed \$16.5 million for projects worth a total of \$28 million to expand trades and technology facilities since 2005. Another \$5 million was recently provided by the Province to the three colleges for new and replacement trades equipment.
  - The ministry continues to work closely with Northern post-secondary institutions and key regional leaders in a number of forums, including the Regional Workforce Tables and Northern Post-Secondary Council, to help ensure regional training is best aligned to meet local employment opportunities.

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## Regional Workforce Tables

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### KEY MESSAGES

- Developed by the regions, for the regions, the Northeast and Northwest Regional Workforce Tables have now completed their Training Plans and regionally led work is underway to coordinate implementation of the Plans.
- Staff from my ministry, the Ministry of Jobs, Tourism and Skills Training, other partner ministries and the Industry Training Authority are working together to identify opportunities where Government can support the regions with implementation of the Training Plans' recommendations.
- The Kootenay Regional Workforce Table, which was established in the fall of 2012, is in the process of finalizing its Regional Skills Training Plan set to be released in June 2013. Once released, the Plan will be implemented collectively by key partners in the region, who will continue to work closely with government throughout implementation.

### KEY POINTS AND BACKGROUND

- The BC Jobs Plan commits to the creation of Regional Workforce Tables to bring together regional leaders<sup>1</sup> to collaborate, identify opportunities and make recommendations to align existing skills training and labour market programs to meet regional employment opportunities.
  - The Northeast and the Northwest regions of the province were chosen as the two pilot locations for the Regional Workforce Tables as significant economic development opportunities exist in these regions and labour market needs are acute. The Kootenay Region was chosen as the third target region for a Regional Workforce Table. Funding to support the Regional Workforce Tables was provided through the Canada – British Columbia Labour Market Development Agreement, coordinated by the Ministry of Jobs, Tourism and Skills Training
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- In developing the Regional Skills Training Plans, both the Northwest and Northeast Regional Workforce Table Task Forces conducted a review and analysis of regional labour market information (demand and supply), local training information, demographic and socio-economic information and consulted with a broad cross-section of regional sector groups.

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<sup>1</sup> Regional leaders will be representing industry, labour, employers, First Nations, educators, training service providers, economic development organizations and others.

- The goals and actions identified in the Northeast and Northwest Training Plans seek to address a variety of regional challenges, including:
  - predicted labour shortages in both regions, even under the most conservative of growth scenarios;
  - many residents of those regions do not have the necessary educational qualifications to meet the labour demand; and
  - low high school completion rates, low literacy and numeracy skills and other barriers that make it difficult for many individuals to fully participate in the labour market.
- Research shows that our post-secondary institutions are providing much of the relevant training, but there is potential for training gaps to arise in the future without careful planning. Both the Northwest and Northeast Regional Workforce Task Forces reiterated the importance of closely monitoring workforce supply and demand and for all involved to continue to work collaboratively to ensure training is aligned with changing labour market demands.
- The Kootenay Regional Workforce Table has followed a similar process drawing on the experience of the Northeast and Northwest Regional Workforce Tables. The Regional Skills Training Plan for this region has been drafted and is under final review by the Table. It is anticipated that the Plan will be released in June 2013. Government will continue to work closely with the region during its implementation.

## Traditional Chinese Medicine

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### KEY MESSAGES

- A School of Traditional Chinese Medicine with international partnerships has the potential to benefit British Columbians by expanding access to preventative, holistic health services and by providing global learning opportunities.
  - We have begun work to create the environment for a School of Traditional Chinese Medicine at a British Columbian post-secondary institution.
  - The Ministry of Advanced Education will be working with its post-secondary and health partners over the coming months to move forward on this initiative.
  - As with all new schools and post-secondary programs, there are a number of steps that need to occur before any new school can open and offer training.
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- s.13, s.17

### KEY POINTS AND BACKGROUND

- The February 2013 Speech from the Throne commits that “government will begin work to create the environment for a School of Traditional Chinese Medicine (TCM) at a British Columbian post-secondary institution.”
- Traditional Chinese Medicine is a designated health profession under the *Health Professions Act* (since 1999) and is regulated by the *College of Traditional Chinese Medicine Practitioners and Acupuncturists of British Columbia*. In order to practice Traditional Chinese Medicine and acupuncture in British Columbia, individuals must have a valid registration (professional licence) issued by the regulatory College.
- *The Health Professions Act* defines traditional Chinese medicine as the promotion, maintenance and restoration of health and prevention of a disorder, imbalance or disease based on traditional Chinese medicine theory by utilization of the primary therapies of Chinese acupuncture (Zhen), moxibustion (Jiu) and suction cup (Ba Guan); Chinese manipulative

therapy (Tui Na); Chinese energy control therapy (Qi Gong); Chinese rehabilitation exercises such as Chinese shadow boxing (Tai Ji Quan); and prescribing, compounding or dispensing Chinese herbal formulae (Zhong Yao Chu Fang) and Chinese food cure recipes (Shi Liao).

- The Ministry of Health is responsible for identifying priorities for health education program delivery and expansion as part of health human resource planning.
- Several private institutions in British Columbia offer diploma programs leading to a Doctor of Traditional Chinese Medicine and/or Practitioner of Traditional Chinese Medicine, as well as related programs such as acupuncture, herbal therapy and massage therapy. All are accredited by the Private Career Training Institutions Agency.

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## Simon Fraser University – Surrey Campus

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### KEY MESSAGES

- I look forward to continuing to work with Simon Fraser University and other partners in the context of available budgets and funding priorities.
- The university's Surrey campus has expanded through upgrades and renovation to space adjacent to the existing campus, which has created new labs, classrooms and offices.
- Overall the ministry has invested more than \$277 million towards 128 capital projects, totalling \$538 million in cost, across the SFU campuses since 2001.

### KEY POINTS AND BACKGROUND

- Simon Fraser University's (SFU) main campus is located in Burnaby, with additional campuses in Surrey and downtown Vancouver. SFU Surrey officially opened its doors in 2002.
- s.17
- s.17 there are  
approximately 2,500 student spaces currently at SFU Surrey.
- At its Surrey campus, a priority for SFU is further capital expansion and increased operating funding for enrolment growth, including a science building featuring an energy engineering degree.

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- In February 2013, the Surrey Board of Trade released an education position paper which urges the provincial government to increase post-secondary access by tripling the number of student spaces per resident in the South Fraser region by 2025. The growth is proposed to occur at both Kwantlen Polytechnic University and SFU Surrey.

## Wood Innovation and Design Centre

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### KEY MESSAGES

*The Ministry of Jobs, Tourism and Skills Training (JTST) has the lead on the Wood Innovation and Design Centre (WIDC) initiative. Questions on all WIDC issues, with the exception of academic programming, should therefore be directed to the Minister of Jobs, Tourism and Skills Training in estimates debate of his budget. However, if the Minister of Advanced Education wishes to address WIDC, the following information is provided for use.*

- Government is developing the Wood Innovation and Design Centre as a centre to showcase British Columbia's expertise and global reputation as a leader in wood construction and design and engineered wood products.
- Once complete, the building will house academic and research programming with the University of Northern British Columbia, as well as office space for industry and potentially provincial use.
- The Ministry of Advanced Education is actively working with the University of Northern British Columbia to finalize details for the development of a Masters of Engineering program to be housed in the Wood Innovation and Design Centre.

### KEY POINTS AND BACKGROUND

- In three Throne Speeches (February and August 2009, and February 2010), government has committed to establish a Wood Innovation and Design Centre in Prince George.
- In September 2011, government announced that the Wood Innovation and Design Centre would be located at the site of the former Prince George Hotel. In April 2012, a Request for Qualifications (RFQ) to design and construct the building was issued, and in September 2012 three qualified teams were shortlisted to participate in the Request for Proposals (RFP) phase of the competition.
- The successful proponent (PCL Constructors Westcoast Inc) was announced on March 22, 2013.

- Construction of the WIDC is expected to start in summer 2013, with completion of the facility anticipated by fall 2014. It is anticipated that academic programming would not commence until September 2015.
- The Masters of Engineering degree will assist graduate students advance their careers by gaining further specialized wood-related skills, such as knowledge on the use of wood products in large scale construction and the application of new wood products.
- Government has also committed to establishing an endowment of \$2.25 million to support a Tall Wood Building Construction chair at the WIDC to conduct research in development, marketing and commercialization of innovative wood products.



## BC Graduates Debt Load

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### KEY MESSAGES

- **Government is committed to making post-secondary education accessible, affordable and close to home for British Columbia students.**
- **This is why British Columbia has developed programs that provide the most benefits to students who finish their studies by either reducing or forgiving their loans, making it easier and faster for them to repay their loan.**
- **Over 23,000 students had their British Columbia student loan reduced through the British Columbia Loan Reduction Program in program year 2011/12.**

### KEY POINTS AND BACKGROUND

- Tuition fees at public post-secondary institutions cover less than one-third of the cost of a post-secondary education.
- British Columbia public post-secondary tuition is the fourth lowest in Canada and annual increases in tuition are capped at two percent.
- Two thirds (67 percent) of all students in British Columbia's public post-secondary system do not use financial assistance.
- After completing a year's post-secondary education, loan reduction serves as an incentive for students to persist and complete their studies.
- In 2004 the British Columbia Grant Program was replaced with the British Columbia Loan Reduction Program that reduces the overall British Columbia student loan debt annually if studies were successfully completed.
- Taxpayers pay 100 percent of the interest on student loans while students are attending classes. Taxpayers also fund the Repayment Assistance Plan to support low-income students once they are in repayment.
- The British Columbia Loan Forgiveness Program forgives 100 percent of the British Columbia student loans over a three year period when professionals – such as nurses, nurse practitioners, midwives, doctors, occupational therapists and specialty teachers – agree to work in under-served communities in the province.
- Average Debt: different numbers are available in the public domain as a result of studies involving different students, different debt calculations and different time periods

- The 2012 British Columbia Baccalaureate Graduate Survey shows that the median debt load for a student with a four year degree from a British Columbia public post-secondary institution was \$20,000.
- A Canada Millennium Scholarship Foundation 2009 survey of students who graduated with an undergraduate degree reports that British Columbia graduates have the fourth highest loan debt across provincial jurisdictions with \$26,738.
- The difference between the two amounts concerns the cohort of graduates and the calculation of the amount. The Foundation survey includes out-of-province and private school graduates. The British Columbia Baccalaureate Graduate Survey includes only graduates of British Columbia's public post-secondary institutions. Additionally, the Foundation reports mean debt, while the Ministry reports median debt.
- British Columbia, New Brunswick and Canada are the only Canadian jurisdictions that charge prime plus 2.5 percent interest on loans in repayment. s.17  
s.17 In 2012, Manitoba dropped its interest rate on student loans from prime plus 1.5 percent to strictly prime, and Prince Edward Island dropped its interest rate on student loans to zero percent.
- Ministry's Service Plan sets a target for the percent of income used to pay educational debt or student loan payments at less than or equal to eight percent. The Ministry uses information about loan repayment as a per cent of income as one measure to ensure public post-secondary education is affordable and delivering value for British Columbians.
- British Columbia baccalaureate degree graduates report using six percent of their income for education debt repayment. TD Economics concludes that this debt service ratio is manageable.
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## Designation Policy Framework for Student Aid

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### KEY MESSAGES

- This government is committed to ensuring British Columbia students get the best possible post-secondary education so they can succeed in the job market and support their families.
- Institutions have a responsibility to deliver quality programs that meet labour market needs so their graduates can find jobs and repay their student loans.
- As part of the Designation Policy Framework, British Columbia is focused on continued improvements to the designation process and reducing institutional default rates.

### KEY POINTS AND BACKGROUND

- Designation is the process by which institutions become eligible for government financial assistance programs for students. The authority to designate institutions is delegated to the provinces under the *Canada Student Financial Assistance Act*.
- The Designation Policy Framework is a pan-Canadian approach introduced in 2003 to guide provinces in developing and maintaining their designation policies. Under the Framework, designated institutions are expected to focus on student success, retention and employability so students can repay their loans.
- Since 2006 the Ministry has issued annual default letters to all designated post-secondary institutions. Institutional default rates are posted on the Ministry website.
- The default letters lay the ground work for the annual designation review, which the Ministry implemented in 2010 for all private post-secondary institutions considered high risk to students and taxpayers. Institutions with a default rate greater than 28 percent have four years to reduce their default rates or be subject to a designation review. For institutions that do not improve their default rates and have poor performance in compliance with policy, the Ministry may decide to revoke the institution's designation, which means future students are not eligible for student loans at that institution for two years.
- In May 2012, two institutions, Academy of Learning, Vancouver and Automotive Training Centre, Surrey filed a petition for a judicial review in the BC Supreme Court, seeking to quash decisions by the Ministry in 2010 and 2011 that led to the loss of their designation.
- In July 2012 legal counsel for the provincial government conceded a "breach of judicial fairness" in the case. In particular, it was conceded that the use of a committee in the

decision-making process, the materials considered, and the committee's recommendations had not been disclosed to either of the institutions.

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- Of the 2010 institutions eligible to re-apply for designation after two years without BC student loan funding, only two institutions have been designated.
- Summary of Decisions to Date:

Year	Closed	Designated	Not Designated	Total Reviewed
2010	3	2	5	10
2011	4	10	0	14
2012	2	5	1	8
<b>Total</b>	<b>9</b>	<b>17</b>	<b>6</b>	<b>32</b>

Of 32 schools reviewed, 9 have closed and 6 continue to operate without designation.

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## Disability Supports Overview

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### KEY MESSAGES

- **The Province is committed to providing an effective system of supports for students with permanent disabilities and removing the barriers they encounter to post-secondary education and training.**

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- **The Ministry continues to work with its service delivery partners to deliver cutting edge technology and services to support students with disabilities.**
- **The Ministry continues to look for opportunities to improve and realign the disability programs and supports it provides to students to ensure the programs are meeting their intended goals and objectives.**

### KEY POINTS AND BACKGROUND

- The Ministry has a broad range of programs to ensure students with permanent disabilities (see Appendix 1) are supported to access and complete their post-secondary education and training. Each program is designed to meet specific needs and different segments of British Columbians with broad and varied disability conditions.
- Students must have a documented permanent disability and show financial need on their student financial assistance application to be eligible for these programs. In addition, there are program specific eligibility criteria (i.e. pre-screen to have a learning disability to access the Learning Disability Assessment Bursary program).
  - Student financial aid programs include: Supplemental Bursary for Students with Disabilities – up to \$800 per year to assist students with exceptional educational costs as a result of their disability.
  - BC Access Grant for Students with Permanent Disabilities (sub-category listed below)
    1. BC Access Grant - up to \$1,000 of grant to reduce BC student loan debt.
    2. BC Access Grant for Deaf Students – up to \$30,000 for deaf students to attend post-secondary institutions outside Canada where the curriculum is primarily delivered in American Sign Language.
    3. Provision for Students with Severe Disabilities – forgive all outstanding British Columbia debt.

- Services and adaptive equipment support include:
  - Learning Disability Assessment Bursary – a one-time bursary of up to \$1,800 to assist students with the costs of a learning disability assessment.
  - Assistance Program for Students with Permanent Disabilities – up to \$12,000 annually to provide funding for specialized equipment and/or services to students at both British Columbia public and private post-secondary institutions.
- Partner delivered support services include:
  - Post-secondary Communication Access Services – a province wide service to support students with hearing loss.
  - College and Institute Library Services – provides information services in alternate formats for British Columbia post-secondary students with visual and learning disabilities.
  - Program for Institutional Loans of Adaptive Technology – provides adaptive equipment for students with disabilities to use on-site within an institution.

## APPENDICES

- Appendix 1: Post Secondary Disability Programs

## Post-Secondary Disability Programs

	Program	Funding Source	# of Students 2012/13 Actuals	2012/13 Actuals	2013/14 Budget
Financial	Supplemental Bursary for Students with Disabilities	Provincial			
	BC Access Grant for Students w/ Permanent Disabilities (sub-category listed below in bracket):  1. (BC Access Grant) 2. (BC Access Grant for Deaf Students) 3. (Provision for Students with Severe Disabilities)	Provincial			
Services & Equipment	Learning Disability Assessment Bursary	Provincial			
	Disabled Student Grants (publicly known as Assistance Program for Students with Permanent Disabilities)	Provincial			
Partner Delivered	Post-secondary Communication Access Services	Provincial			
	College and Institute Library Services	Provincial			
	Program for Institutional Loans of Adaptive Technology	Provincial			
	<b>Provincial Total (As of March 31, 2013)</b>				
	Canada Student Grant for Services and Equipment for persons with disabilities	Federal			
	Canada Student Grant for Persons with Disabilities	Federal			
	Federal Severe Permanent Disability Benefit Program (Loan Forgiveness for Severe Disabilities)	Federal			
	<b>Federal Total (As of March 31, 2013)</b>				
	<b>Total (Combined Federal &amp; Provincial)</b>				

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\* Forecasted number of students. Actuals have not yet been reported by the Institutions.

\*\* Federal program (demand driven)

## Modernizing StudentAid BC

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### KEY MESSAGES

- The Modernizing SABC initiative will improve the delivery of student financial assistance through self service and collaborative tools disbursing funds quicker while streamlining internal business processes and enabling better data analytics for decision makers. As a result, we will transform the service we provide students s.17

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### KEY POINTS AND BACKGROUND

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- Achievable benefits of the first phase of the project:
  - Elimination of over 300,000 paper applications and forms annually;
  - Reduction in backlogs, manual data entry and paper handling; and,
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- The Modernizing SABC initiative focuses on these key areas:
  - Utilize existing e-service to reduce paper and provide the infrastructure for interactive services designed to assist students, families and institutions to make success-oriented educational choices;
  - Enable Self-Service with a new Student Portal and new Institution Portal with self-service tools and enhanced e-Services;
  - Streamline Service Delivery through full online services with an interactive website and web-forms to improve the Student and Institution Experience; and,
  - Improve data analytics.



## Student Financial Assistance Budget

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### KEY MESSAGES

- Student financial assistance (SFA) helps students with demonstrated financial need to pursue post-secondary education and career training leading to certificates, diplomas or degrees.
- SFA funding is intended to supplement a student's own resources from employment, academic awards and family contributions.
- Budget 2013/14 invests \$68.4 million in student financial assistance programs and associated costs to assist British Columbia post-secondary students. It is estimated that over \$725 million in combined federal and provincial student financial aid funding will be disbursed this fiscal year.

### KEY POINTS AND BACKGROUND

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### APPENDICES

- Appendix 1: Budget Breakdown
- Appendix 2: Summary of British Columbia Investments in Student Financial Assistance

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## Student Financial Assistance Policy Review

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### KEY MESSAGES

- **Government is committed to affordable, accessible post-secondary education.**
- **Student financial assistance plays a key role in supporting students to pursue post-secondary education.**
- **Our student financial assistance policy and programs have been in place for decades, and we are always interested in ways to improve.**
- **My Ministry has undertaken a review of student financial aid in British Columbia in order to assess current policy and programs to ensure they continue to meet the needs of students, government financial management, and provincial labour market objectives.**

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### KEY POINTS AND BACKGROUND

- The Ministry contracted with Deetken Group to undertake a review and analysis of current policy and programs, and to conduct scenario and financial modeling.

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## Student Loan Interest Rates

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### KEY MESSAGES

- **British Columbia public post-secondary tuition remains one of the most affordable in the country (fourth lowest) and annual increases are capped at two percent.**
- **Government is committed to making public post-secondary education accessible, affordable and available closer to home for British Columbia students.**
- **In British Columbia, students pay less than one-third of the actual cost of a post-secondary education, and the government is committed to keeping the costs affordable for students, their families and taxpayers.**

### KEY POINTS AND BACKGROUND

- The Province offers an excellent student aid package, including programs to help graduates pay off their loans, and even forgives loans for graduates who join certain professions or work in under-served remote communities.
- The Province covers the interest on student loans for up to 10 years while students are in studies. In 2012/13, the Province spent \$9.1 million to cover interest on student loans for about 61,000 students. That represents an average benefit of about \$149.00 per B.C. student.
- There is approximately \$1.1 billion in student loans outstanding as of January 31, 2013 — \$696 million in repayment status and \$434 million not yet in repayment as students are either in school or are in the six-month grace period after studies.
- British Columbia charges prime plus 2.5 percent (floating rate), or prime plus 5 percent (fixed rate) to students in repayments. This aligns with the Canada Student Loan Program.
- The government's cost of borrowing fluctuates based on financial markets and demand for student loans.
- The average monthly loan payment is \$83.00 once a student is in repayment.
- Taxpayers also fund the Repayment Assistance Plan to support low-income students once they are in repayment.

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- New Brunswick, British Columbia and the Canada student loan program charge the highest lending rate – prime plus 2.5 percent

Province/Territory	Provincial loans - floating interest rates
British Columbia	prime + 2.5%
Alberta	prime
Saskatchewan	prime
Manitoba	prime
Ontario	prime + 1%
Quebec	prime + 0.5%
New Brunswick	prime + 2.5%
Prince Edward Island	no interest on loans
Nova Scotia	prime + 0.5%
Newfoundland & Labrador	no interest on loans
Yukon	provides only non-repayable assistance
Nunavut	prime – 1%
Northwest Territories	prime – 1%

**British Columbia Council for International Education (BCCIE)**

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**KEY MESSAGES**

- **International Education is a key priority for the Government of British Columbia.**
- **International students provide economic, social and cultural benefits, contribute knowledge and skills to help us meet our labour market needs, and help strengthen our regional economies.**
- **In May 2012, as part of the Canada Starts Here: The BC Jobs Plan, government launched an International Education Strategy. The strategy promotes the two-way global flow of students, educators and ideas between countries.**
- **A key partner in advancing the international education priorities of government is the British Columbia Council for International Education.**
- **The ministry provides \$1.5 million annually to the council to support the implementation of initiatives and activities outlined in the International Education Strategy.**
- **In this capacity, the council supports the education sector through professional development and market support, including the coordination of British Columbia's presence in key international events and in the hosting of incoming delegations, with a particular focus on the priority countries identified in the strategy.**
- **The ministry works in close collaboration with the council in support of the goals and action in the strategy.**
- **In 2012, the council officially came into the Government Reporting Entity, becoming a crown corporation. We continue to support the organization to ensure a smooth and successful transition.**

## KEY POINTS AND BACKGROUND

- The British Columbia Council for International Education (BCCIE) was established in 1991, incorporated under the Society Act, with a focus on the internationalization of post-secondary education and post-secondary membership. Since 2009 it has operated as a membership-free not-for-profit society supporting public and private post-secondary institutions, language schools, and the public and independent K-12 sector.
- The council is governed by a Board whose membership includes Assistant Deputy Ministers from the ministries of Advanced Education, and Education, and representatives from the public post-secondary, private career training, and public and independent K-12 systems. Operational leadership is provided by an Executive Director.
- The council receives \$1.5 million in funding from the ministry for fiscal year 2013/14, which is consistent with the previous year's funding.
- Since its inclusion in the Government Reporting Entity in March 2012, the council and the ministry have been working closely to clarify roles and responsibilities with respect to the council's new mandate and status as a crown corporation, as well as regarding implementation of the Province's International Education Strategy. This work is intended to harness the strengths of each organization and help coordinate international education development in British Columbia.
- The mandate direction provided by government to the council through its 2012/13 Government's Letter of Expectations is to:
  - Undertake activities and initiatives in support of government priorities for international education, including those outlined in the strategy;
  - Provide planning, logistics and ground-level coordination and support for international events, missions, and delegations (incoming and outgoing), specifically in relation to international education;
  - Maintain, support and enhance the critical network of international contacts as appropriate, and leverage these to support government's international education priorities and objectives; and,
  - Maintain and update the StudyinBC.com website.



## Private Career Training Institutions Agency

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### KEY MESSAGES

- The Private Career Training Institutions Agency (PCTIA) regulates approximately 320 private career training institutions in British Columbia, with more than 51,000 enrolments<sup>1</sup> in programs at these institutions. Approximately 160 of these regulated institutions are also accredited, which requires the institutions to maintain additional quality standards in excess of registration requirements<sup>2</sup>.
- PCTIA also administers the Student Training Completion Fund, which is used to provide tuition refunds to students, in instances of institutional closures or students being misled.
- PCTIA has the authority to suspend and/or close an institution if the institution is non-compliant with PCTIA Regulations, Bylaws or the Private Career Training Institutions Act. The majority of suspension and/or closures in this sector are dealt with in an orderly fashion, with the institution working with PCTIA to ensure minimal impact for students, through such methods as tuition refunds and arranging for students to complete their training at other PCTIA registered schools. In 2012 there were 38 total school closures.

### KEY POINTS AND BACKGROUND

- Private career training institutions that offer career training programs with 40 hours or longer of instructional time, and \$1,000 or more in tuition fees, must register with PCTIA.
- PCTIA was created by the Province under the authority of *the Private Career Training Institutions Act (the Act)* in 2004.
- Enrolments in private career training institutions for 2012 were 51,721 (see Appendix 1).
- In 2012, the number of registered institutions decreased from 339 to 321 (see Appendix 2). The reasons for the decrease vary and may include: amalgamations of private career training institutions; economic circumstances; and an unwillingness of some institutions to conform to PCTIA's regulatory requirements.

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<sup>1</sup> An enrolment does not equate to an individual person. Enrolment refers to registration into a program – one individual person may enrol into several programs.

<sup>2</sup> Accreditation is a voluntary procedure. However, it is also a base requirement for institutions to apply for a StudentAid BC designation or the Educational Quality Assurance (EQA) designation.

- In 2012 there were:
  - 38 total closures based on the reasons noted above (see Appendix 3).
  - 11 new suspensions of an institution's registration and/or accreditation (see Appendix 4). These suspensions were based on issues such as failure to submit required documents and fees to PCTIA by set due dates, failure to meet basic education standards, and other infractions of *the Act*, Regulation, or Bylaws.
- In 2012 there were 45 student complaints, with the following results:
  - 12 Closed (resolved externally or with agency staff);
  - 12 Board approved (all of which involved tuition refunds);
  - 5 Board – not approved;
  - 6 Dismissed (no refund to student); and
  - 10 Pending Review.
- PCTIA raised their profile in 2012 through an advertising campaign, resulting in 298 students contacting them regarding institutional concerns.
- PCTIA can suspend or cancel an institution's registration and/or accreditation for various reasons ranging from: failure to submit documents, fees or Student Training Completion Fund contributions; publication of misleading advertising; failure to comply with the *Private Career Training Institutions Act*, Regulations or PCTIA Bylaws; etc. When an institution closes, students are given the option to seek placement at another institution to complete their training program, or to receive a tuition refund for any portion of tuition they had paid, but had not received training for due to the closure.
- Any suspensions or cancellations of an institutions registration or accreditation are published on PCTIA's website for a period of five years. Suspensions or cancellations resulting from actions that could negatively impact students (such as false or misleading advertising) are identified, to inform the public and students and to provide greater consumer protection.
- PCTIA maintains the Student Training Completion Fund (the Fund) for consumer protection. The Fund was at \$13,080,000 at March 31, 2013.

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## APPENDICES:

Appendix 1: Enrolment

Appendix 2: Registration

Appendix 3: Closures

Appendix 4: Suspensions

## Enrolment

Enrolment Report data is collected from all registered institutions (as specified in PCTIA Bylaws) on November 1 of each year for the previous 12 month period. The following highlights are from the 2012 data, collected for the period of November 1, 2011, to October 31, 2012.

- There were 51,721 total enrolments reported for 2012.
- Almost 74 percent of all enrolments in the sector were at accredited institutions.
- The majority (59 percent) of enrolments occur in the Vancouver Region, followed by the Fraser Region at 17 percent, the Vancouver Island Region at 12 percent, the Interior Region at 11 percent and the Northern Region accounting for 1 percent.

Data for the 2012 Enrolment Report has been collected and compiled, but not yet published. PCTIA is required to present the Enrolment Report to the Ministry in June of each year for review (publication to follow).

The number of overall enrolments had been decreasing over the last few years; however, that trend had slowed from 2010 to 2011 and appears to be reversing in 2012 (next year's 2013 numbers will indicate whether the slight spike in 2012 was an anomaly or a sign of progressive upward movement).

### Enrolments at institutions –2009, 2010, 2011 and 2012

Enrolments				
	2009	2010	2011	2012
<b>Registered</b>	56,657	52,048	51,170	51,721
<b>Accredited</b>	37,387	38,485	38,379	38,071

#### Difference

<b>Registered</b>	4,755 (8%) less	4,609 (8.15%) less	859 (1.7%) less	551 (1.07%) more
<b>Accredited</b>	261 (0.7%) more	1,098 (2.9%) more	1060 (.28%) less	308 (0.8%) less

Enrolment does not necessarily equate to an individual person. Enrolment refers to registration into a program and one person may enrol into more than one program over the duration of the reporting period.

## Registration

### Registration of institutions – 2009, 2010, 2011 and 2012

- Over the last four years (from the beginning of 2009 to the end of 2012) the total number of registered institutions has decreased from 401 to 321.
- Despite the decrease in the number of total registered institutions, overall sector-wide tuition revenue has remained relatively constant for the private career training sector – with a jump from \$241 M in 2009 to \$279 M in 2010, followed by a gradual decline to \$271M by 2012. The ability of the sector to maintain relatively consistent tuition revenue over a period in which the number of institutions has lowered considerably, could be due to institutions charging higher tuition fees, or may relate to students having lower attrition rates, higher graduation rates, and attending programs of longer duration or better quality.

		Start	End	Difference
2009	Registered-only*	217	195	22 (10%) less
	Accredited	184	177	7 (4%) less
	Total	401	372	29 (7%) less

2010	Registered-only	195	183	12 (6%) less
	Accredited	177	173	4 (2%) less
	Total	372	356	16 (4%) less

2011	Registered-only	183	170	13 (7%) less
	Accredited	173	169	4 (3.5%) less
	Total	356	339	26 (7%) less

2012	Registered-only	170	162	11 (6%) less
	Accredited	169	159	7 (4%) less
	Total	339	321	18 (5%) less

Note: As all accredited institutions are required to be registered, the total number of registered institutions usually includes accredited institutions. For the purposes of this table accredited institutions have not been included in the registered institutions number (which is noted as "Registered-only").

Closures<sup>3</sup>

## Closures of institutions – 2009, 2010, 2011 and 2012

		Institutions (at beginning of year)	Total Closures
2009	Registered-only	217	51
	Accredited	184	19
	Total	401	70

2010	Registered-only	195	38
	Accredited	177	9
	Total	372	47

2011	Registered-only	183	20
	Accredited	173	18
	Total	356	38

2012	Registered-only	170	25
	Accredited	169	13
	Total	339	38

<sup>3</sup> It will be noted that the number of institutions at the beginning of a year minus the total number of closures in that year does NOT equal the number of institutions at the beginning of the next year, as there are also a number of institutions that open in any given year.

## Suspensions

### Suspensions of institutions – 2009, 2010, 2011 and 2012

- Institutions can have their registration/accreditation suspended for a variety of reasons ranging from: failure to submit documents, fees or Student Training Completion funds by due date; publication of misleading advertising; failure to maintain requirements for registration or to meet requirements of accreditation quality standards; failing to comply with *the Act*, Regulations, or Bylaws; or failure to respond to a directive issued by PCTIA.
- Over the most recent four years in which data is available, registered-only institutions have had a higher rate of suspension than registered institutions that have also chosen to go through the accreditation process.

	2009	2010	2011	2012
<b>Total New Suspensions</b> (Accredited and Registered)	24	21	31	11
<b>Registered-only</b>	15 (63%)	17 (81%)	29 (94%)	7 (64%)
<b>Accredited</b>	9 (37%)	4 (19%)	2 (6%)	4 (36%)

For the purposes of above table, the number of suspensions for registered-only institutions (under the title of “Registered-only”) does not include accredited institutions, which are also registered institutions.

## Post-secondary System Agencies

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### KEY MESSAGES

- Collaboration, cooperation and partnerships are hallmarks of British Columbia's post-secondary education system – enhancing the quality and competitiveness of our system, and ensuring it is efficient and maximizes return on investment.
- There are three post-secondary system agencies that help make this happen – the British Columbia Council on Admissions and Transfers (BCCAT), BCcampus and the British Columbia Electronic Library Network (BC ELN).
- BCCAT is recognized across Canada and internationally as a leader in transfer and articulation. Through the work of BCCAT, with our post-secondary institutions, over 20,000 students each year are able to move between institutions and have previous coursework recognized for credit. This saves students both time and money.
- BCcampus is also a recognized leader nationally and globally in collaborative education services, online program development and delivery, and open education resources. BCcampus is also managing the Open Textbook initiative on Government's behalf.
- The BC Electronic Library Network – a partnership of both public and private post-secondary institutions – delivers significant value for our post-secondary system. By acting as a single purchaser for the system, BC ELN is able to obtain volume discounts for licenses on behalf of its member libraries. In cooperation with BCcampus, it also operates AskAway, an online 24-hour free reference service for students.

### KEY POINTS AND BACKGROUND

- British Columbia Council on Admissions and Transfer (BCCAT) was established in 1989 by the then Minister of Advanced Education. The mandate of the Council is to facilitate admission, articulation and transfer arrangements among colleges, institutes, and universities. In co-operation with post-secondary institutions, the Council develops policies and practices that facilitate transferability of post-secondary credit courses so that credit can be applied toward baccalaureate degrees in degree granting institutions.

The Council fulfills its mandate through leadership and co-ordination of activities bringing together institutional representatives.

- There are 38 institutions participating in formal credit transfer: All 25 public post-secondary institutions, eleven private institutions and two out-of-province institutions (Yukon College and Athabasca University).
- There are currently about 900 block transfer agreements and about 75,000 active course credit articulations.
- In 2008/09 (most recent data), there were 4,126 university transfer students who were able to transfer from their initial institution to the four main research universities to continue their degree programs, and 18,447 other students who transferred between different institutions.

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- In 2012, BCCAT was requested to undertake a provincial review of the Associate Degree program. It is expected to release a report and recommendations in early 2013.
- BCcampus - is a collaborative online learning agency funded by the Ministry to help British Columbia's public post-secondary institutions meet their students' learning needs. It does so by identifying, developing, implementing and promoting information and communication technologies that benefit the entire post-secondary system. It is also responsible for managing the Open Textbook initiative on Government's behalf.

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- British Columbia Electronic Library Network (BC ELN) is a partnership between the ministry and post-secondary libraries (public and some private). Its purpose is to develop, promote and maintain system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of the province's learners, researchers, and educators at the lowest possible cost. Among its activities is negotiating consortium licenses for research databases on behalf of partner libraries.
  - Working with BCcampus, BC ELN operates AskAway, an online reference service that allows students to communicate with librarians on how and where to access reference materials.
  - It is also working with BCcampus to develop WriteAway, an online e-tutorial service, that will students access to help in writing their essays and research papers.

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## Degee Quality Assessment Board

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### KEY MESSAGES

- **British Columbia degree programs are of the highest quality and we ensure that the province remains at the forefront of quality assurance practices in degree level education.**
- **All institutions must undergo the same rigorous quality assessment process and meet established criteria prior to offering degree programs in British Columbia.**
- **The process is carried out by the Degree Quality Assessment Board.**

### KEY POINTS AND BACKGROUND

- The Degree Quality Assessment Board (DQAB), established by the Minister in May 2003, oversees the quality assessment process to ensure applications meet the criteria established by the Minister. The DQAB reviews and makes recommendations to the Minister on:
  - new degree program proposals and applications for exempt status from British Columbia public post-secondary institutions and from private and out-of-province public post-secondary institutions; and
  - applications for consent that are received from private and out-of-province public post-secondary institutions to use the word “university” under the *Degree Authorization Act* (DAA).
- The DQAB also recommends to the Minister, policies, criteria and guidelines that will apply for the purposes of giving or refusing consent/approval or attaching terms and conditions to consent.
- Beginning in 2007, the DQAB, in partnership with the Ministry, oversees the performance reporting and monitoring process of consent holders under the DAA to ensure that these institutions continue to maintain high quality educational operations.
- Since the establishment of the DQAB to the end of the 2012/13 fiscal year, the DQAB conducted the following quality assessment reviews:
  - 224 degree program reviews
  - 25 use of the word “university” reviews
  - 41 organizational reviews
  - 13 reviews for applications for exempt status
  - 54 reviews for determination of new degrees

- The DQAB is composed of up to 11 voting members appointed by the Minister with representatives from British Columbia's post-secondary systems, the business sector, a student member and a member of the general public. There are an additional three non-voting ex-officio members from the Ministry, the Private Career Training Institutions Agency and the British Columbia Council on Admissions and Transfer which provide advice to the Board.
- The Board oversees the appointment of educational experts to conduct reviews of new organizations and degree program proposals.

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- The application fee to conduct reviews of new organizations and degree program proposals are \$3,500. In addition, institutions pay the cost of the experts conducting the reviews. The expert committee Chair receives \$1,500 and committee members receive \$1,000 plus expenses. The fees are set in the DAA regulations.

## APPENDICES

- Appendix 1: DQAB Members

**APPENDIX 1****Degree Quality Assessment Board Membership list – December 2012**

	<b>First Appointed</b>	<b>Re-Appointed (latest)</b>	<b>Term Ends</b>	<b>Sector Representation</b>
<b>Voting members:</b>				
Nicholas Rubidge, <b>Chair</b>	May 16, 2008	May 30, 2013	Nov 30, 2014	Public Post-Secondary Degree Granting
John Stubbs	May 16, 2008	Nov 30, 2012	Nov 30, 2014	Public Post-Secondary Degree Granting
Richard Tees, <b>Vice Chair</b>	March 9, 2006	June, 2012	Dec 31, 2013	Public Post-Secondary Degree Granting
Robert Rogerson	May 16, 2008	Nov 30, 2012	Nov 30, 2014	Private Post-Secondary Degree Granting
Donald M. Page	Nov 30, 2009	Nov 30, 2012	Nov 30, 2015	Private Post-Secondary Degree Granting
Laurel Douglas	Nov 30, 2012		Nov 30, 2013	Business/Employers/Industry
Don McKendrick	April 12, 2013		Nov 30, 2015	Business/Employers/Industry
Frank Pasacreta	Oct 20, 2009	Nov 30, 2011	Nov 30, 2014	Business/Employers/Industry
Carolyn Smart	Nov 30, 2009	Nov 30, 2012	Nov 30, 2015	Other (University faculty/administration)
Garth M. Evans	Nov 30, 2009	Nov 30, 2011	Nov 30, 2014	Other (member of general public)
<i>Vacant</i>				Other (student)
<b>Ex-officio</b>				
Rob Fleming	Aug 1, 2010		Not specified	Executive Director, BCCAT
Karin Kirkpatrick	Jan 4, 2011		Not specified	Registrar, PCTIA
Ian Rongve	May 7, 2012		Not specified	Ministry Representative