Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
2017/18 Table of Contents

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SPEAKING NOTES FOR
MINISTER MELANIE MARK
MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING

BUDGET ESTIMATES (VOTE 11)

Little House/ Committee A

Douglas Fir Room

Legislative Assembly of British Columbia

501 Belleville St.

Victoria, B.C.

Nov. 1, 2017

Speaking Length: 6 min.

CHECK AGAINST DELIVERY

Speaking Notes Outline

Territory Acknowledgement

Estimates Motion of $2,153,707,000

AEST Vote 11 – $2,153,707,000

Introductions of staff

PSI Tour

Pillars

Trades training

Technology

Affordability

Accomplishments

Capital investments

Closing remarks

I'd like to recognize that the Legislative Assembly is in the traditional territory of the Lekwungen people **[La-kwung-en]** – including the Songhees and Esquimalt First Nations.

Mr. (or Madam) Chair, it is my honour to present the 2017-18 spending estimates for the Ministry of Advanced Education, Skills and Training.

Be it resolved that a sum not exceeding two-billion, 153-million, 707-thousand (2,153,707,000) be granted to her Majesty to defray the expenses of the Ministry of Advanced Education, Skills and Training for ministry operations.

I'd like to introduce the ministry staff supporting me today. I have Deputy Minister, Shannon Baskerville; and Assistant Deputy Ministers Jeff Vasey, Bindi Sawchuk, Kevin Brewster and Tony Loughran.

Other ministry staff may join us as their areas come up.

I'd like to thank the members opposite for being here and provide a slight intro to today's estimates.

My first few months as Minister have been exciting and inspiring.

It was important to me to get out as soon as possible and visit our 25 public post-secondary institutions.

It was a privilege to engage, listen and learn from students, educators and staff.

It was also an opportunity to see how our post-secondary education system in B.C. provides students with the learning, classroom and hands-on experience they need to build a bright future.

Our government is working to ensure not some, but all British Columbians have access to the education and training they need to be part of the bright future that we are building together.

We are striving to make it more affordable for our citizens to get an education so they can unlock their full potential.

A strong, sustainable and innovative economy that works for everyone will help tackle poverty and inequality, creating good-paying jobs in every corner of the province.

During my 4,800-kilometre tour of the public post-secondary institutions, I had the opportunity to meet some of B.C's bright, talented and motivated students in various programs, including the skilled trades.

Our government invests $72.8 million annually into trades training seats for over 27,000 students around our beautiful province.

B.C.’s trades training system will continue to support our:

- 35,000 adult apprentices,
- Over 4,000 youth,
- 4,000 foundation students

They are the builders, innovators and designers in important industries such as forestry, automotive services and technology.

The tech sector in B.C. is one of the fast growing sectors of our economy.

It generates more than $26 billion in revenue, supports over 100,000 good-paying jobs and it is home to more than 10,000 companies.

We will add hundreds more tech seats, expand co-op programs, and partner with public post-secondary institutions throughout B.C. to create technology and innovation centres in key areas of our economy.

Affordable public post-secondary education and skills training will help transform students’ lives giving them the tools to thrive and succeed.

However, students have told me that student debt is a major obstacle that is holding them back.

Our government has moved quickly to help students get a great start.

We opened the door to opportunity for thousands of people by making Adult Basic Education and English Language Learning programs tuition-free starting September 1st, 2017.

We reduced the interest rate by 2.5% to Prime, effective August 1st, 2017, benefitting about 200,000 current borrowers as part of our commitment to scrap interest on provincial student loans.

Eliminating interest on B.C. student loans will help make life more affordable for young people and families transitioning to the workforce.

Our government has also launched a provincial tuition waiver program at all 25 public post-secondary institutions so former young people in care thrive, not just survive.

The quality of B.C.'s post-secondary system is world renowned and government is investing to ensure our facilities support the needs of our ground-breaking research and excellent curriculum.

We will be directly investing over $1 billion in planned capital projects in the post-secondary sector over the next three years.

A few examples of those investments include:

- University of Northern British Columbia, which will receive $2.6 million in provincial funding towards a $5.1-million Wood Innovation Research Lab in Prince George.
- Simon Fraser University will receive $45 million in provincial funding towards an $126-million Energy Systems Engineering Building in Surrey.
- North Island College will receive $5.76 million in provincial funding towards the $13.5-million trades facility in Campbell River.

The reputation of our universities, colleges and institutes attract students from all over our province, across the country and around the world.

An affordable and accessible post-secondary education will ensure that no British Columbian is left behind, so everyone can share the wealth of our strong economy.

Going into the next few months and years as Minister, I am really looking forward to making a difference in students', educators and citizens' lives.

Thank you to the member opposite for being here today to challenge me and honour the democratic process.

I look forward to answering your questions.

Estimates – Motions

Opening Introductions and remarks Commencement of Estimates	**Minister:** "Mr./Mdme. Chair, it is with great pleasure that I rise to present the 2017/18 spending estimates for the Ministry of Advanced Education, Skills and Training." "Before I begin, I would like to introduce my Deputy Minister, Shannon Baskerville." [Introduce other staff as appropriate]. [Deliver a short speech on Ministry priorities and spending plans]
After Opening Remarks to Begin Debate	**Minister:** "Chair, I would be happy to receive comments, remarks and questions from the members of the Legislature."
Adjournment of Estimates Debate	**Minister:** "I move that the committee rise, report progress and ask leave to sit again." **Chair:** Motion approved.
Completion of Estimates Debate	**Minister:** "I move that the committee rise and report resolution." **Chair:** Motion approved.

List of people who support the Minister:

- Shannon Baskerville, Deputy Minister
- Kevin Brewster Assistant Deputy Minister of Financial and Management Services Division
- Jeff Vasey, Assistant Deputy Minister of Institutions and Programs Division
- Bindi Sawchuk, Assistant Deputy Minister of Labour Market and Information Division
- Tony Loughran, Acting Assistant Deputy Minister of Governance and Strategic Policy, Division
- Executive Directors will be available

Estimates Process

In the weeks after the provincial budget (i.e. Supply Bill) is tabled by the Minister of Finance on September 11, ministries' estimates (i.e. budget allocations) will be reviewed and debated in the Committee of Supply, a committee of the whole comprising all Members except the Speaker. This process provides Members the opportunity to ask questions about ministry plans and proposed spending. The minister responsible is present to answer questions, with the assistance of senior ministry advisers. When there are no further questions, a vote is held to determine whether the ministry's budget should be approved. Once all the ministry estimates have been debated and voted on a Final Supply Bill is introduced to the Legislature.

The Committee will likely be divided into two sections to permit simultaneous debate: Section A (meets in a committee room aka the Little House) and Section B (meets in the main chamber aka the Big House).

As the Speaker is not present, a Member will be appointed to act as Chair of the estimate debates. The process for asking and answering questions is similar to the process used when the Speaker is present. Thus, the Member asking questions will direct the questions through the Chair to the Minister, and the Minister will respond by replying through the Chair to the Member.

The questioning of the Minister is shared among the Opposition critic(s) and opposition members. Stephanie Cadieux and Simon Gibson are the Liberal Party caucus members who have been assigned to advanced education. The Green Party has not identified a specific member responsible for education and skills training.

Questions may range from broad policy issues to specific program and services spending matters to strictly local constituency concerns. Answering the questions often requires some deliberation. It is usual for the Minister to take time after the question is asked to consult with her officials before answering. There are instances when an answer cannot be provided at the time (e.g. the data is not readily available). In these cases, the Minister can indicate that she will provide a written answer to the Member (usually within a few days).

The Minister is supported by Ministry staff, including the Deputy Minister, Assistant Deputy Ministers, Executive Directors and Directors as required. These staff may come and go depending on the topics for debate.

The Minister will introduce a series of motions to open and close the estimates debates for the Ministry. These are provided in detail below.

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Title: **Provide greater access to adult basic education and English-language learning programs by eliminating fees**

Issue: **Mandate letter commitment - Provide greater access to adult basic education and English-language learning programs by eliminating fees**

Key Messages:

- **The tuition-free policy for ABE and ELL programs in public post-secondary institutions – implemented on September 1 – is the first step towards helping students gain the literacy, numeracy and other essential skills required for further education, training and greater participation in our society.**
- **The Ministry will compensate institutions for forgone ABE and ELL tuition revenue.**
- **Ministry staff are engaging with institutions, students and other key stakeholders this fall to develop policies and a future sustainable funding model that ensure learner access, and learner success in ABE and ELL over the long term.**

Background/Status:

- The Minister's July 2017 mandate letter included the commitment to "Provide greater access to adult basic education and English-language learning programs by eliminating fees."
- The tuition-free policy, implemented for the academic year beginning September 1st 2017, applies to Adult Basic Education(ABE) and English Language Learning (ELL) programs.
- Eighteen of the 25 public post-secondary institutions in BC deliver ABE and / or ELL programs. School districts also deliver ABE programs.
- In 2014/15, the federal government changed its funding model for ELL, resulting in a $23.8 million reduction to post-secondary budgets.
- Effective Jan 1, 2015, provincial tuition policy changed, allowing public post-secondary institutions to charge tuition for ABE and ELL programs up to $1,600 per full-time semester.
- Both ABE and ELL had seen significant reductions in delivery since 2013-14: 35 per cent over both programs (3,550 FTEs).
- The Ministry estimates tuition compensation for both ABE and ELL at current delivery levels for the remainder of 2017-18 at approximately $19 million.
- The Ministry anticipates an increase in student demand of up to 30% (2,000 FTEs) with a return to tuition-free programs, and will have access to contingencies to fund the additional demand.
- Funding levels for 2018-19 and onwards will be determined as part of the budgeting process for 2018-19. The Ministry recognizes these programs need to remain accessible and sustainable in the long term.

Contact: Nicola Lemmer Executive Director Colleges and Skills Development Branch 250-387-1950

- The Ministry is currently engaging with key stakeholders – institutions, faculty, students and Aboriginal partners – to develop policies for 2018-19 and forward.

- Eligible students with financial need can continue to submit an application to the Adult Upgrading Grant for other costs related to their ABE and ELL studies, including mandatory fees, books and materials, transportation and unsubsidized childcare.

Federally-funded ELL

- The federal government funds a robust program that provides free ELL to immigrants – Language Instruction for Newcomers to Canada (LINC).
- LINC programming is designed to help newcomers settle in their new communities – for example, make doctor's appointments and understand the education system.
- The ELL programs in BC's colleges and universities are at higher levels than LINC – and provide instruction in academic and/or employment-related English.
- LINC programs accept only permanent residents and refugees, not Canadian citizens.
- LINC programs in BC have seen waitlists to as many as 5,000 newcomers.

- The following table provides ELL and ABE full time equivalient (FTE) and headcount data from the past four years.

	2013/14	2014/15	2015/16	2016/17
ABE FTE	7,634	7,165	6,333	5,555
ELL FTE	2,610	1,611	959	1,137
ABE and ELL FTE Total	10,244	8,776	7,292	6,692
ABE Headcount	20,775	18,380	17,150	TBD
ELL Headcount	8,755	6,025	4,790	TBD
ABE and ELL Headcount Total	29,530	24,405	21,940	TBD

Title: **Reduce the financial burden on students by eliminating interest on B.C. government student loans and establish a $1,000 completion grant program to provide debt relief to B.C. graduates**

Issue: **Mandate letter commitment – Student Financial Assistance, to eliminate student loan interest and establish a completion grant**

Key Messages:

- **One of the issues facing post-secondary education graduates that I heard from students on my recent tour of our post-secondary institutions is the impact of student debt.**
- **Since taking office, our government has already taken steps to improve affordability by:**
  - **Making adult basic education and English language training programs tuition free;**
  - **Expanding the tuition waiver program for former youth in care to all 25 public post-secondary institutions; and**
  - **Decreasing the interest rate on B.C. student loans from Prime +2.5% to Prime for more than 200,000 British Columbians.We are continuing the necessary work in order to completely eliminate interest on provincial student loans.**
- **In 2016/17, StudentAid BC provided more than $30M in completion grant funding, supporting over 22,000 students. The ministry is exploring options for establishing a $1,000 completion grant so students can thrive as they pursue their dreams.**

Background/Status:

- The July 2017 AEST Minister Mandate letter lists as priorities the elimination of student loan interest as well as the establishment of a $1,000 completion grant program, to provide debt relief to BC graduates.
- The reduced provincial interest rate for B.C. student loans will benefit approximately 200,000 people as well as future borrowers.
- The Ministry is currently developing policy/program options for this new completion grant, including assessing key considerations such as program delivery model, program eligibility, and program timing.
- Depending on how it is developed and implemented, the new AEST Completion Grant could be situated within the landscape of current StudentAid BC loan forgiveness programs.
- In 2016/17, B.C. provided more than $30M to students successfully completing their studies through two unique completion grants:
  - BC Completion Grant – reduces student loan debt based on successful completion of year of studies.
  - BC Completion Grant for Graduates – reduces student debt based on successful completion of programs supporting in demand occupations.

Title: **Encourage excellence in B.C.'s graduateschool programs by introducing a new graduate student scholarship fund**

Issue: **Establishing a graduate student scholarship fund to encourage excellence in BC's graduate school programs**

Key Messages:

- **Graduate students generate new ideas and innovations that contribute to the growth of a strong, innovative and sustainable economy, as well as the overall social well-being of British Columbia.**
- **Government will encourage excellence in B.C.'s graduateschool programs by introducing a new graduate student scholarship fund.**
- **The fund will help to attract and retain the best and brightest graduate students to BC's post-secondary institutions.**
- **Further details will be announced in the coming months.**

Background/Status:

- BC public post-secondary institutions award over 6,500 graduate degrees annually, with headcount enrolment in graduate degree programs totaling over 23,000 (source: Student Transitions Project, 2016 Fall Submission).
- Demand for graduate level education is a reflection of the growing knowledge-based economy and changing demographics, including the need to replace retiring senior-level employees.
- BC does not currently have a government-funded graduate student scholarship program.
- In 2007, the former Ministry of Advanced Education provided one-time funding of $10 million for the Pacific Century Graduate Scholarship program, to be drawn down over four years (through 2010/11). The funding was divided between the four research-intensive universities, creating a total of 1,000 awards of $10,000 each.
- Most other provinces (all but BC and Saskatchewan) have provincially-funded graduate scholarship programs.
- Post-secondary stakeholders, including graduate student associations and the Research Universities' Council of British Columbia, have advocated for the creation of a graduate scholarship program for many years.
- In several recent years, the Select Standing Committee on Finance has included a recommendation that BC launch a graduate fellowship/scholarship program.
- The Ministry of Advanced Education, Skills and Training will be working with stakeholders in the coming months to develop and establish the graduate student scholarship fund.
- The budget allocation and funding source has not yet been determined.

Contact: Susan Burns Director Research Universities and Health Programs Branch 250-356-6114

Title: **Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students**

Issue: **Implementation of commitment to support co-op, apprenticeship and work experience programs for high-school and undergraduate students**

Key Messages:

- **The Confidence and Supply Agreement with the BC Green Party commits to "invest over four years to support co-op, apprenticeship and work experience programs for high-school and undergraduate students."**
- **The Ministry will work with the Ministry of Education, public post-secondary institutions and other key stakeholders to implement this commitment, which includes expansion of tech-sector co-op programs offered through BC's colleges and universities.**
- **Co-op education benefits both students and employers.**
- **Students benefit from gaining relevant and paid work experience.**
- **Employers benefit from the energy, fresh ideas, knowledge and skills of co-op students. Co-op also provides employers an opportunity to assess new talent for future recruitment after graduation.**
- **The BC apprenticeship and trades training system currently supports:**
  - **34,304 apprentices, plus an additional 2,114 youth apprentices and 2,534 youth trades program participants.**
- **The Industry Training Authority (ITA), a Crown corporation, has overall provincial responsibility to oversee and manage apprenticeship programs in BC, including high school and youth programs.**

Background/Status:

- The Minister's July 2017 mandate letter included the commitment to "Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students."
- Co-op education formally integrates academic studies with paid experience in career-related fields. It provides students with opportunities to apply their learning and to acquire employment-related skills in a related field, and to make connections with employers, better preparing them for entry into the workforce.
- Demand for co-op work placements is strong and increasing. About 15,250 students at public post-secondary institutions completed co-op work terms in 2016-17, an increase of more than 53 per cent since 2010-11.

- The majority of students completing co-op work placements are at the University of British Columbia, Simon Fraser University and the University of Victoria (86% in 2016-17). About two-thirds of all placements were with private sector employers. About half of all co-op students completing placements are in Engineering or Administration/Business programs.

- The Ministry provides support to institutions offering co-op education through block operating grants. In March 2016 and again in March 2017, government provided $1.3 million in one-time funding to support outreach to more employers and increase employer and student awareness of the benefits of co-operative education. This included $75,000 to each of the 16 public post-secondary institutions offering co-op in B.C. An additional $100,000 was provided to the Association for Co-operative Education BC to support an outreach strategy to build awareness of co-operative education opportunities and the benefits of co-op for employers and students.

- The ITA currently administers four streams of youth trades programs for high school students:
  1. **DISCOVER** programs provide events to connect students, parents and teachers with local trades people and employers.
  2. **EXPLORE** programs are full credit courses delivered in high school or in partnership with post-secondary institutions that cover multiple trades, core content and essential skills.
  3. **WORK IN TRADES** is a program whereby high school students work with an employer as a formal apprentice. Students earn credit towards high school graduation and hours worked contribute to a full apprenticeship program.
  4. **TRAIN IN TRADES** allows high school students to attend a foundation trades program and earn credit towards high school graduation and their first year of technical trades training.

- The ITA's investments in youth trades programs have increased to $7.6M beginning in 2017/18 and are targeted towards 5,000 youth participants per year. Additional supports are provided to school districts through the Youth Trades Capital Equipment Program, through which the ITA provided $15.0M over three years to support trades capital equipment purchases in schools across BC.

- Additional supports are available for adult apprentices (and employer sponsors) in the form of provincial and federal tax credits for each level of technical training. In 2016, over $9M in tax credits were provided to apprentices and another $7.5M provided to employer sponsors.

Title: **Work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce**

Issue: **Minister's mandate letter requires the implementation of effective apprenticeship ratios on government funded infrastructure projects, and to increase participation of equity seeking groups in the skilled workforce.**

Key Messages:

- **We are committed to implementing effective apprenticeship ratios for all government-funded infrastructure projects to train the workforce of tomorrow.**
- **We want to increase apprenticeship opportunities to ensure that the skilled trades are fully accessible for women and other under-represented groups.**
- **Providing apprentice opportunities on publicly funded projects gives students the work experience they need to be part of a strong, sustainable and innovative economy that creates good-paying jobs.**

Background/Status:

- The Minister's July 2017 mandate letter included the commitment to "Work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce."
- Most apprenticeship training programs in BC consist of 80% on the job training with 20% in classroom training. Employer sponsors are needed for apprentices to complete on the job training requirements to become a certified journeyperson. Finding an available employer sponsor is often a roadblock to certification.
- Provincial investments in capital projects such as building roads, bridges, and facilities can provide a valuable source of apprenticeship work placements.
- In July 2015 BC implemented a policy that requires all public infrastructure projects over $15M involving Red Seal trade to use apprentices and report quarterly on the number of apprentice hours worked. This policy applies to all infrastructure projects funded or managed by:
    - BC government ministries
    - Boards of education
    - Health authorities
    - Public post-secondary institutions
    - BC Hydro and Power Authority

Contact: David Muter Executive Director Trades Training, Strategic Planning & Engagement 250 217-5385

- s.13

- Ministry staff are in the process of developing options for Minister on how to implement effective apprentice ratios on public infrastructure projects.
- BC has an opportunity to lead the country by building on the current policy and mandating effective apprentice ratios on publicly funded projects and providing more apprentices with greater opportunities to gain on-the-job work experience.

Title: **Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program**

Issue: **Provincial Tuition Waiver Program for Former Youth in Care**

Key Messages:

- **The Provincial Tuition Waiver Program for former youth in care was launched September 1, 2017 to give young people the skills to thrive, not just survive.**
- **Waiving tuition fees for eligible former youth in care will increase access to post-secondary education and lead to better employment options and increased self-sufficiency.**
- **Up to $2M has been allocated to implementing the program in 2017/18.**
- **Program refinement and alignment with existing programs will be considered through a consultative process beginning this Fall.**

Background/Status:

- The Minister's July 2017 mandate letter included the commitment to "Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program."
- Approximately 7,500 children and youth are currently in government care or under out-of-care agreements.
- Indigenous youth make up over half of youth in care — an over-representation given that less than 10% of the child population in B.C. is Indigenous.
- Each year, roughly 1,000 leave government care on their 19th birthday and are no longer eligible for certain services.
- Only about 40% of youth in care graduate from high school, and even fewer go on to post-secondary education or training.
- Former youth in care have access to several programs and services provided by the Ministry of Children and Family Development designed to help with educational or training costs, living expenses, food, medical and mental health supports.
- Prior to the Provincial Tuition Waiver Program, there was no standard approach to waiving tuition fees for former youth in care across B.C. public post-secondary institutions.
- 11 public post-secondary institutions provided financial support to varying degrees to former youth in care in the form of tuition waivers or bursaries.
- Almost 200 former youth in care received a tuition waiver or bursary from a participating public post-secondary institution in 2016/17 and 2017/18.

Contact: Kate Cotie Director Governance Legislation and Strategic Policy Branch 250-387-6197

- For 2017/18, the Provincial Tuition Waiver Program will cover tuition fees for public post-secondary students between the ages of 19 and 26, who spent at least two years (non-consecutive) in care. See Appendix A for full eligibility criteria.
- A cross government project board co-chaired by teh Ministries of Advanced Education, Skills and Training; Education and Children and Family Development will guide policy and program development for the enhanced program and wrap-around supports.

Appendix A: Eligibility Criteria

Tuition for former youth in care will be waived for B.C. students who are between 19 - 26 years of age, attending a BC public post-secondary institution(s) and who meet the following criteria:

- Have received care[1] from the ministry or a Delegated Aboriginal Agency (DAA) through the *Child, Family and Community Service Act* for a minimum of twenty-four months (consecutive or accumulated) in any, or a combination, of the following categories:
    - **Continuing Custody Order** pursuant to sections 41 (1) (d), 42.2 (4) (d) or (7) or 49 (4), (5) or 10 (a) of the Act
        - *A protective order in which the court has assigned permanent custody of the child to the Director of Child Welfare (the Director).*
    - **Temporary Custody Order**
        - *A protective order in which the court has assigned custody of the child to the Director on a temporary basis.*
    - **Special Needs Agreement** pursuant to section 7 of the Act
        - *A parent of a child with special needs may voluntarily and temporarily agree to place the child in the care of the Director.*
    - **Voluntary Care Agreement** pursuant to section 6 of the Act
        - *A parent voluntarily and temporarily places the child in the care of the Director*
    - **Youth Agreement** pursuant to section 12.2 of the Act
        - *The Director enters into an agreement with a youth (ages 16 – 19) who needs assistance to live independently and cannot be re-established with family.*
    - **Extended Family Plan** pursuant to section 8 of the Act
        - *A parent voluntarily and temporarily places the child in the care of an adult who has an established familial, relational, or cultural connection to the child.*
    - **Permanent Transfer of Custody Order** pursuant to section 54.01 or 54.1 of the Act
        - *An order in which the court permanently transfers custody to another (non-parent) family member or another adult with an established relational or cultural connection to the child.*
    - **Temporary Transfer of Custody** pursuant to section 41(1)(b) of the Act
        - *A protective order in which the court temporarily places the child in the custody of an adult who has an established familial, relational, or cultural connection to the child.*

The intent is to take an inclusive approach. If an individual falls outside of the above eligibility criteria, government will consider exceptions on an individual basis.

Further program enhancements and alignment will be considered in phase 2, including scope and eligibility.

[1] Includes both in care and out of care arrangements.

Title: **Expand B.C.'s technology-related post-secondary programs, co-op programs, and work to establish technology and innovation centres in key areas of the economy**

Issue: **Mandate letter commitment to expand technology-related programming**

Key Messages:

- **British Columbia's rapidly growing tech sector is part of an innovative and sustainable economy.**
- **Our government will expand tech-related post-secondary programs and co-op programs.**
- **We will also partner with public post-secondary institutions throughout the province to build technology and innovation centres in key areas of our economy.**
- **Further details will be announced.**

[If asked about specific programs (e.g., Engineering at Thompson Rivers University, etc.)]

- **There are almost 60,000 students enrolled in science, technology, engineering and mathematics programming at public post-secondary institutions throughout BC.**
- **We look forward to working with institutions to respond to student and industry demand for increased opportunities for education and training.**
- **Specific details will be available in the coming months.**

Background/Status:

- The Ministry of Advanced Education, Skills and Training's budget includes the following for the expansion of technology-related programming:

	2017/18	2018/19	2019/20
Total Annual Funding	$4.4M	$7.0M	$24.9M

- Funding is for the development/start-up and on-going operating costs of a range of new and expanded technology-related programming (e.g., information technology, computer science, engineering, engineering technology, etc.) at several public post-secondary institutions.
- This new and expanded programming responds to labour market and student demand for increased opportunities for British Columbians to pursue careers in the technology sector.
- Increased full-time equivalent student spaces associated with this funding will be reflected in annual budget letters to institutions, once programming is finalized.
- As of 2015/16, there are 57,585 students (headcount) enrolled in science, technology, engineering and mathematics programs at 23 public post-secondary institutions, with total credentials of 10,190 annually (source: Student Transitions Project, 2016 Fall Submission).
- About 15,250 students at public post-secondary institutions completed co-op work terms in 2016/17. Close to half of placements are in computer science and engineering.

Contact: Susan Burns Director Research Universities and Health Programs Branch 250-356-6114

Title: **Develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector, focusing on growing innovation and the manufactured wood products sector**

Issue: **Increasing the number of skilled workers in B.C.'s forestry sector**

Key Messages:

- **B.C.'s forestry sector has undergone a number of changes in the past decade, and continues to be an important employer in the province.**
- **We are committed to ensuring that British Columbians have the training and education they need to work in and lead this sector over the coming years.**
- **We will be looking at options to ensure training is aligned with the latest in industry innovations and sustainability standards and that it is accessible for students who want to work in this sector.**

Background/Status:

- The Minister's July 2017 mandate letter included the commitment to "Develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector, focusing on growing innovation and the manufactured wood products sector."
- The forest sector in BC supports more than 50,000 jobs with over half of the employment concentrated in wood product manufacturing.
- Eight public post-secondary institutions in BC regularly offer forestry-related programming, from certificate to doctorate levels (UBC, TRU, UNBC, VIU, CNC, BCIT, SEL, NIC).
- In addition, provincial labour market programs support sector workforce studies, industry-sepcific training, and a number of employment-ready short courses.
- Ministry staff are currently working with colleagues from the Ministry of Forests, Lands, Natural Resource Operations and Rural Development on a stakeholder engagement plan that will help identify areas of labour market need.
- Options for enhanced programming will be developed over the coming months.

Contact: Nicola Lemmer Executive Director Colleges and Skills Development Branch 250-387-1950

Title: **United Nations Declaration on the Rights of Indigenous Peoples and Truth and Reconciliation Commission Calls to Action**

Issue: **Fostering access and success in post-secondary education through United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission**

Key Messages:

- **The *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* has been guiding the Ministry's work to improve access and success for Indigenous learners.**
- **Government will be moving forward on the Truth and Reconciliation Commission Calls to Action and reviewing policies, programs and legislation to determine how to bring the principles of the United Nations Declaration on the Rights of Indigenous Peoples into action.**
- **The *Aboriginal Policy Framework*, UNDRIP and the TRC all emphasize the need to work with Indigenous peoples when developing programs, policies and services for Indigenous peoples. The Ministry will engage with Indigenous and post-secondary partners to discuss moving forward with UNDRIP and the TRC Calls to Action.**

Background/Status:

- As part of a commitment to true, lasting reconciliation with First Nations in British Columbia the Minister's July 2017 mandate letter included the responsibility for "moving forward on the Calls to Action of the Truth and Reconciliation Commission and reviewing policies, programs, and legislation to determine how to bring the principles of the United Nations Declaration on the Rights of Indigenous Peoples into action in British Columbia."
- To date, the Ministry's approach to supporting Indigenous learners has been guided by the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* (the *Aboriginal Policy Framework*).
- The Minister's mandate letter directs the Minister to:
    - move forward on the Calls to Action of the Truth and Reconciliation Commission (TRC), and
    - review policies, programs and legislation to determine how to bring the principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) into action.

TRC

- Most of the TRC Calls to Action are directed to the federal government, but some are directed to provinces, post-secondary institutions, and the public service, respectively.
- Two Calls to Action are specific to provincial ministries responsible for post-secondary education:

- 62: We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to ... provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- 63: We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues.

- B.C. universities have not requested additional funding to implement Call to Action 62, nor have the Aboriginal Post-Secondary Education and Training Partners advocated for additional funding. Since September 2012, all teachers graduating from B.C. teacher education programs must have completed three credits in First Nations pedagogy and issues related to the historical context of First Nations, Inuit and Métis learners.
- The Council of Ministers of Education, Canada endorsed Call to Action 63 in July 2015.

UNDRIP

- The prevailing theme in UNDRIP is the right to self-determination for Indigenous peoples, particularly in their cultural practices and development, and government obligations to support this pursuit of self-determination. (See Attachment for articles most relevant to the Ministry.)
- s.13,s.14

- The *Aboriginal Policy Framework*, if fully implemented and with additional support for language and culture programming, would bring the principles of UNDRIP into action in B.C.
- Key to effective implementation of the *Aboriginal Policy Framework* and UNDRIP will be support for Aboriginal institutes. Core funding for Aboriginal institutes is a long-standing issue, with lack of clarity as to whether it is a federal or provincial responsibility.
- The *Aboriginal Policy Framework* commits to working with the Government of Canada to explore mechanisms to mutually support Aboriginal institutes. This work will be even more important as the Ministry moves to implement UNDRIP. UNDRIP implies that this support would need to enable Aboriginal Institutes to develop programming in Indigenous languages and cultural heritage, which would likely require significant funding.

Attachment – UNDRIP articles relevant to AEST

13.1 Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures ….

14.1 Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages ….

14.2 Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

14.3 States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

15.1 Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

21.1 Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining ….

31.1 Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

States are expected to take effective measures, in collaboration with Indigenous peoples, to enable the exercise of these rights, including providing financial and technical assistance.

Budget 2017/18-2019/2020
Questions & Answers
September 2017

Contents:

1. Breakdown of Budget changes since Feb.2016
2. Industry Training Authority Budget
3. Capital Budget
4. Audits
5. Staff and Budget in Minister's Office
6. FTEs
7. 2016/17 Year-End Results

1. **Can you provide a breakdown of specific changes since Budget 2016?**

The ministry's 17/18 Estimates amount has increased by $103.430M from the 16/17 Restated Estimates. Changes from the February 2016 estimates are shown below.

($000's)	Restated Estimates 2016/17	Estimates 2017/18	Target 2018/19	Target 2019/20
Advanced Education, Skills and Training (Resource Summary Feb 2016)	**1,985,501**	**2,013,838**	**2,041,998**	**2,041,998**
Add:				
Economic Stability increases – PS Sector		31,080	46,740	72,940
Economic Stability Increases – Ministry		46	46	46
Emily Carr – Transition and P3 Costs		5,199	4,328	4,402
PLNet Transition to BCNet		2,500	2,500	2,500
Tech Strategy and Research (Mitacs)		14,400	7,000	24,900
Mental Health Initiatives for Students		1,500	1,500	1,500
Adult Basic Education/English Language Learn.		18,500	0	0
Disability Programs Budget Lift (SSB)		1,700	0	0
Budget Lift for Amortization		97	194	194
Transfer in to AEST from JTT – ITA	96,434	96,974	97,679	97,679
Transfer in to AEST from JTT – LMI Division	6,720	6,787	6,822	6,822
Less:				
Transfer to JTT for DataBC	-3,990	-4,039	-4,077	-4,077
Transfer to FIN for BRDO	-449	-453	-453	-453
Transfer to FIN for GCPE (net)	-33,939	-34,349	-34,403	-34,403
Benefits Adjustment (from 24.8% to 24.34%)		-73	0	0
Advanced Education, Skills and Training (September 2017)	**2,050,277**	**2,153,707**	**2,169,874**	**2,214,048**

	The Ministry's net budget increase in 2017/18 of $103.430M from 2016/17 restated is due to the following: • $49.9 million for negotiated salary increases under the Economic Stability Mandate (ESM) funding that was announced in 2014/15, and additional $8.8 million is added for the second Economic Stability Dividend. • Approximately $5.2 million to support state-of-the-art learning facilities at the new Great Northern Way campus of Emily Carr University of Art and Design. • $2.5 million to increase network/internet capacity, security and reliability of BCNet service • $14.4 million for a Tech Strategy to increase educational opportunities in areas related to science, technology and engineering as well as for research bursaries in the technology fields. • $1.5 million for mental health initiatives for students. • $18.5 million for Adult Basic Education and English Language Learning programs. • $1.7 million increase to cover the cost pressures in disability funding to students • As part of a government re-organization, the transfer-in of Crown Corporations and Agencies included an incremental increase of $0.540M to the Industry Training Authority to increase youth trades training spaces in programs such as Accelerated Credit Enrolment in Industry Training (ACE-IT). • Increased funding of $0.046 million for negotiated salary increases as per the Economic Stability Mandate and Economic Stability Dividend programs announced in 2014/15. In addition, as part of a government re-organization, the transfer-in of the Labour Market and Information Division included an incremental increase of $0.067 million for the ESM and ESD negotiated salary increases. • As part of a government re-organization, three specific programs were transferred-out. Decreases to the budget are directly related to these transfers.
2.	**Why has the government transfer to the Industry Training Authority increased in 2017/18?** • As part of the Skills and Jobs Blueprint agenda, funding of approx. $8M over three years has been added to the Industry Training Authority to increase youth trades training spaces in programs such as Accelerated Credit Enrolment in Industry Training (ACE-IT). o $1.990M increase in 2016/17 o $2.530M increase in 2017/18 ($0.540M increase over 2016/17) o $3.235M increase in 2018/19

3. What is the Ministry's capital budget allocation for 2017/18?

- 2017/18 Capital budget is $2.397M ($1.893M increase over 2016/17 restated)

CRF Capital Budget	Budget (in 000's)			
	Restated 2016/17	Estimates 2017/18	Target 2018/19	Target 2019/20
Furniture and Equipment	4	4	4	4
Information System upgrades - Base funding supports SABC's Annual Program Year changes	500	500	500	500
Information System upgrades - PTIB system involves secure login access to a portal for private training institutions	0	969	0	0
Information System upgrades - LMI system that supports delivery of the Canada Job Grant	0	924	0	0
Total Capital Allocation	**504**	**2,397**	**504**	**504**

4. Have there been any audits done of the ministry?

- As part of the year-end process, the Ministry is audited by the Office of the Auditor General. The Ministry is also subject to regular payment audits by the Ministry of Finance, Corporate Controls and Compliance Monitoring Branch (3CMB).

- In 2016/17 the Office of the Auditor General performed audits on the Ministry's compliance with two Federal/Provincial agreements:
  - The Canada Job Fund Agreement, and
  - The Targeted Older Workers Agreement.

- The Ministry cooperates with the Auditor General in providing documentation and payment evidence for program allocations under Federal/Provincial agreements from both the Ministry of Finance and the Ministry of Social Development and Poverty Reduction. The agreements are as follows:
  - The Labour Market Development Agreement (SDPR)
  - The Canada Student Loan Program (FIN)

All audits are routine, and performed on an annual basis. They confirm a high level of compliance with Core Policy and with applicable Federal/Provincial agreements.

5. Number of Staff and budget changes in Minister's Office?

- The Minister's Office currently has an average FTE burn of 4 staff
- 2017/18 budget is $0.735 and includes an increase of $0.140 (net 0 to the Ministry) for consistency across ministries and to allow an increase to 5 support staff as needed.
- The Minister's Office staff consists of:

1	Cindy Flesh	Administrative Coordinator
2	James Papadopoulos	Ministerial Assistant
3	Christian Avendano	Ministerial Assistant
4	Michael Cox	Administrative Assistant
5		

6. How many employees are there in the ministry?

- As at August 31, 2017 AEST has a total of 359 FTE's.
- FTEs reside across 4 Divisions and include the DM and Minister's offices.
  - 279 employees are in the Government Employee's Union and 81 are excluded.

Note: Government does not budget by FTE at the ministry level however; actual FTE utilization will be reflected in Public Accounts (~338 FTE's as of August 31, 2017)

7. Did the ministry come in on budget for 2016/17?

Yes. As per the Balanced Budget and Ministerial Accountability Act reporting, the Ministry generated a surplus of $0.132 million (approximately ½ of 1% of budget).
Public Acounts (Operating budget vs. expenditures) shows a net variance of $0.00 due to access to contingencies.

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
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Advanced Education, Skills and Training - Estimates 2017-18
QUICK REFERENCE GUIDE

Table 1 - Resource Summary 2016/17 to 2019/20

For budget documents Reference: **see Table 6**	**Sub-Vote Description**	**Restated Estimates 2016/17** ($000's)	**2017/18 Estimates** ($000)	**2018/19 Plan** ($000)	**2019/20 Plan** ($000)
Vote 11	Educational Institutions and Organizations (EIO)	1,856,886	1,957,700	1,974,589	2,018,763
	Student Support Programs	70,374	72,076	70,395	70,395
	Private Training Institutions	1	1	1	1
	Labour Market and Information	6,533	6,600	6,635	6,635
	Transfers to Crown Corporations and Agencies	96,434	96,974	97,679	97,679
	Executive and Support Services	20,049	20,356	20,575	20,575
Vote 11	**MINISTRY TOTAL**	**2,050,277**	**2,153,707**	**2,169,874**	**2,214,048**

Table 2 - Summary Changes by Sub-Vote – 2016/17 to 2017/18

For budget documents Reference: **see Table 6**	**Sub-Vote Description**	**Estimates 2016/17** ($000's)	**Change Feb./17** ($000's)	**Change Sept./17** ($000's)	**Restated Estimates 2016/17** ($000's)	**Change (See Table 3)** ($000's)	**Estimates 2017/18** ($000's)
Vote 11	Educational Institutions and Organizations (EIO)	1,856,886	0	0	1,856,886	100,814	1,957,700
	Student Support Programs	70,374	0	0	70,374	1,702	72,076
	Private Training Institutions	1	0	0	1	0	1
	Labour Market and Information	6,533	0	0	6,533	67	6,600
	Transfers to Crown Corporations and Agencies	96,434	0	0	96,434	540	96,974
	Executive and Support Services	20,371	(449)	127	20,049	307	20,356
Vote 11	**MINISTRY TOTAL**	**2,050,599**	**(449)**	**127**	**2,050,277**	**103,430**	**2,153,707**

Table 3 - Restated Estimates 2016/17 to Estimates 2017/18: Increase of $103.430M

Sub-Vote ($000)	Prior Year Adj. to 17/18 Vote	Economic Stability Mandate	Economic Stability Dividend	Emily Carr	BCNet	Tech Strategy	Mental Health for Students	ABE / ESL (Sept)	Benefit Rate Adj.	Program Transfer Out	Program / Admin Budget Lift	**Total** ($000)
EIO	27,635	22,300	8,780	5,199	2,500	14,400	1,500	18,500	0	0	0	100,814
(SSB) Student Support Programs	21	0	0	0	0	0	0	0	(19)	0	1,700	1,702
Private Training Institutions	0	0	0	0	0	0	0	0	0	0	0	0
Labour Market Information	0	0	67	0	0	0	0	0	0	0	0	67
Transfers to Crown Corp	0	0	0	0	0	0	0	0	0	0	540	540
Executive & Support Services	671	0	46	0	0	0	0	0	(54)	(453)	97	307
Total Change	**28,327**	**22,300**	**8,893**	**5,199**	**2,500**	**14,400**	**1,500**	**18,500**	**(73)**	**(453)**	**2,337**	**103,430**

Table 4 – Three Year Ministry budget – Background to $03 million increase

The Ministry's three-year allocations in *Budget 2017* have **increased by $246 million** over the amounts in *Budget 2016*.

Description (Vote 11)	**Estimates 2017/18** ($000)	**Plan 2018/19** ($000)	**Plan 2019/20** ($000)	**3-Year Increase** ($000)
Economic Stability Dividend – PS Sector	8,780	9,340	9,340	**27,460**
Economic Stability Dividend – AEST	46	46	46	**138**
Economic Stability Dividend – LMI	67	102	102	**271**
Economic Stability Mandate – PS Sector	22,300	37,400	63,600	**123,300**
Emily Carr Transition and P3 costs	5,199	4,328	4,402	**13,929**
PLNet Transition to BCNet	2,500	2,500	2,500	**7,500**
Tech Strategy / Research	14,400	7,000	24,900	**46,300**
Mental Health Initiatives for Students	1,500	1,500	1,500	**4,500**
Adult Upgrade / English Second Language	18,500	0	0	**18,500**
Program Budget Lift (SSB & Admin)	1,797	194	194	**2,185**
Benefits Adj. (from 24.8% to 24.34%	(73)	0	0	**(73)**
Program Transfer: to Min. Fin (BRDO)	(453)	(453)	(453)	**(1,359)**
Transfers to Crown Corporations – Increased youth trades training spaces	540	1,245	1,245	**3,030**
Current Year Total	**75,103**	**63,202**	**107,376**	**245,681**
Prior Year Adjustments	**28,327**			
Total Change	**103,430**			

Table 5 - Post-Secondary Capital (Vote 45):

Description	**Reference**	**Plan 2017/18** ($000)	**Plan 2018/19** ($000)	**Plan 2019/20** ($000)	**TOTAL**
Sector-Wide Capital (all funding sources)	Budget & Fiscal Plan (Page 32-33)	897,055	831,163	857,107	**$2.585M ($2.6B)**
Ministry Capital Funding (Provincial contribution)	Ministry Service Plan (Page 7) Blue Book (Page 189)	417,849	327,093	282,572	**$1,028M ($1.03B)**

Table 6 - Budget Documents Reference

Vote No.	**Vote Name**	**Blue Book Page**	**Blue Book Supplement Page**
11	Ministry Operations – AEST	29	22-23
45	Other Appropriations – Capital Funding (Post-Secondary Institutions)	189	

Table 7 - Service Plan - Performance Measure 2: Total student spaces at public post-secondary institutions

Performance Measure 2	**2015/16 Actual**	**2016/17 Actual**	**2017/18 Target**	**2018/19 Target**	**2019/20 Target**
Total student spaces in public PSI's (includes Industry Training Authority FTE's)	201,143	200,894	≥ 200,974	≥ 201,244	≥ 202,509
	Target: 200,323	Target: ≥ 200,295			
Difference - Actual vs. Target	+ 820	+ 599			

Budget Rules

As per AVED's Budget Letter dated March 23, 2017, basic STOB allocation rules are as follows:
For Standard Objects of Expense (STOB) descriptions – please see page 1 of the **Blue Book Supplement.**

- **STOBs 50/52 (Salaries and Benefits):** The ministry must have an approval framework in place, ensuring that "ministries remain within their overall budget targets".

- **STOBs 55 to 75 (Operating):** The ministry must manage, and is not to exceed the budget 2017 allocation, however, has the flexibility to manage operating expenses to the sum of the total operating budget for this fiscal year. Over-spending in one operating STOB must be offset by under-spending in other operating STOBs.

- **STOB 67 (Informational Advertising):** The ministry STOB 67 budget is frozen. The ministry is not to use STOB 67 funding for other purposes without prior approval of Treasury Board or the Chair of Treasury Board. Ministries must receive approval from the Deputy Minister of GCPE prior to making a STOB 67 request.

- **STOBs 77, 79 and 80 (Grants & Transfers)**
  - STOB 77 (Grants): Expenditures are maximum amounts. Expenditures are to be made only for grants previously approved, in writing, by Treasury Board or Chair of TB.
  - STOB 79 (Entitlements): Expenditures are to be no more than *Budget 2017* amounts.
  - STOB 80 (Shared Cost Arrangements): Expenditures are to be no more than *Budget 2017* amounts.

Vote – to – Vote: STOB rules apply to each Vote independently. Funding allocations in each Vote are limited to STOB rules as well as to the Vote Descriptions applicable by Vote **AND** by Sub-Vote.

Resource Summary

Core Business Area	2016/17 Restated Estimates[1]	2017/18 Estimates	2018/19 Plan	2019/20 Plan
Operating Expenses ($000)				
Educational Institutions and Organizations	1,856,886	1,957,700	1,974,589	2,018,763
Student Services Programs	70,374	72,076	70,395	70,395
Private Training Institutions	1	1	1	1
Labour Market and Information	6,533	6,600	6,635	6,635
Transfers to Crown Corporations	96,434	96,974	97,679	97,679
Executive and Support Services	20,049	20,356	20,575	20,575
Total	**2,050,277**	**2,153,707**	**2,169,874**	**2,214,048**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Executive and Support Services	504	2,397	504	504
Total	**504**	**2,397**	**504**	**504**
Capital Plan ($000)				
Educational Institutions and Organizations - Post-secondary Institutions	307,666	417,849	327,093	282,572
Total	307,666	417,849	327,093	282,572
Other Financing Transactions ($000)				
Business(es) Purpose(s)	0,000	0,000	0,000	0,000
Receipts	0,000	128,031	32,008	0,000
Disbursements	0,000	(128,031)	(32,008)	0,000
Net Cash (Requirements)	0,000	0,000	0,000	0,000
Total Receipts	**0,000**	**0,000**	**0,000**	**0,000**
Total Disbursements	**0,000**	**0,000**	**0,000**	**0,000**
Total Net Cash Source	**0,000**	**0,000**	**0,000**	**0,000**

[1]For comparative purposes, amounts shown for 2016/17 have been restated to be consistent with the presentation of the 2017/18 Estimates.
*Further information on program funding and recoveries is available in the Estimates and Supplement to the Estimates."

Public Universities, Colleges and Institutes
Income Statement Resource Summary

Public Post-Secondary Sector	2016/17 Forecast	2017/18 Budget	2018/19 Plan	2019/20 Plan
Combined Income Statement ($000)[1]				
Total Revenue	5,821,936	6,068,510	6,206,947	6,334,677
Total Expense	5,582,359	5,926,225	6,078,355	6,204,118
Operating Results	239,577	142,285	128,592	130,559
Gain (Loss) on sale of capital assets	3,063	7,053	0	0
Net Results	**242,640**	**149,338**	**128,592**	**130,559**

[1] 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.

MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING

Summary of Recoveries and Revenue

($000)

Recoveries (Internal and External)	2016/17 Restated Estimates	2017/18 Estimates	Change
Educational Institutions and Organizations	(17,002)	(17,002)	-
Internal recovery from Ministry of Social Development under the Employment Program of BC (formerly known as Skills Development Employment Benefit). [1]			
External recovery from Government of Canada.			
Student Services Programs	(2)	(2)	-
Costs may be recovered from organizations and the federal government for national program participation.			
(e.g. Reimbursement for travel or conference costs)			
Private Training Institutions	(3,492)	(3,492)	-
The Private Training Institutions program is fully funded by various fees received from private training institutions.			
Labour Market and Information	(83,043)	(80,160)	(2,883) [1]
Costs may be recovered from ministries, Crown agencies, boards and commissions, the federal government and parties external to government, for activities described within this sub-vote.			
Executive and Support Services	(731)	(731)	-
Internal recoveries from other ministries.			
External recoveries from application fees paid by both public and private institutions for Degree quality assessments.			
TOTAL RECOVERIES - Ministry Operations	**(104,270)**	**(101,387)**	**(2,883)**

Revenue	2016/17 Restated Estimates	2017/18 Estimates	Change
Educational Institutions and Organizations	(15,000)	(15,000)	-
- Employment Program of BC (formerly known as Skills Development Employment Benefit - SDEB) [2.]	*(15,000)*	*(15,000)*	-
Student Support Programs	(1,400)	(1,400)	-
- Student Loan Administration Fee [3.]	*(1,400)*	*(1,400)*	-
Private Training Institutions	(1)	(1)	-
- Miscellaneous Licences and Permits [4.]	*(1)*	*(1)*	-
Executive and Support Services	(5,638)	(5,638)	-
- Recovery of Prior Year Expenditures	*(40)*	*(40)*	-
- Labour Market Agreement for Persons with Disabilities [5.]	*(5,600)*	*(5,600)*	-
- Less: Commissions Paid/Withheld	*1*	*1*	-
- Less Doubtful Account - Misc. Revenue	*1*	*1*	-
TOTAL REVENUES	**(22,039)**	**(22,039)**	**-**

Please refer to notes on page 2

MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING

Summary of Recoveries and Revenue

($000)

Notes:

1. Labour Market and Information

- Reduction in recoveries are due to expiration of the Federal Agreement "Targeted Initiatives for Older Workers". This agreement is currently being re-negotiated as part of an all inclusive Labour Market Trade Agreement.

Revenue

2. Employment Program of BC (formerly known as Skills Development Employment Benefit)

- Federal/Provincial Agreement under which the Government of Canada (Canada Employment Insurance Commission) will reimburse the Province (AEST) via SDPR 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) - see Recoveries.

3. Student Loan Administration Fee

- These funds are paid to the Province under the Canada Student Loan program for the administration of Canada Student Loans.

4. Miscellaneous Licences and Permits

- The Private Training Institutions may receive minor revenue i.e. Fines and penalties.

5. 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 goals, 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.

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 Budget Breakdown

Overview of Budget by STOB

($000's)

	16/17 Restated Estimates	Increase/ (Decrease)	17/18 Estimates	Actual Spend to Date Sept. 5/17
50 - Base Salaries	226	106	332	63.2
52 - Benefits	75	35	110	20.5
54 - Legislative Salaries	54		54	13.2
Salaries and Benefits	**355**	**141**	**496**	**96.9**
57 - Employee Travel	105		105	5.0
63 – Systems – Operating	15		15	2.3
65 – Office & Business Expenses	43		43	0.5
85 – Other Expenditures	77	(1)	76	3.8
Operating Costs	**240**	**-**	**239**	**11.6**
TOTAL Operating Budget	**595**	**140**	**735**	**108.5**

STOBs 50-54 Salary for five support staff including one Clerk and one Administrative Coordinator.

An increase of $1K in 2017/18 is a prior salary adjustment offset by an equal reduction in other expenses.

An increase of $140k is to allow the Minister's office to add staff.

STOB 57 Budget will enable travel to the numerous post-secondary institution campuses in the many communities across our province.

STOB 63 Provides for all costs related to data, voice, image and text processing operations and services.

STOBs 65-85 Provides for all other costs relating to office operations, including office and business expenses, and other expenditures.

Executive and Support Services

BUDGET SUMMARY:

	Estimates 2016/17 Restated $000	Estimates 2017/18 $000	Increase/ (Decrease) $000	Increase/ (Decrease) %
Executive and Support Services	**19,922**	**20,229**	**307**	**1.5%**

HIGHLIGHTS FOR 2016/17:

- This sub-vote provides for ministry leadership and direction, establishment of policy and accountability, and provides program support for the post-secondary system and student services program. This sub-vote provides for quality assessment for public and private post-secondary degree granting institutions. This sub-vote also provides for the office of the Minister of Advanced Education and includes salaries, benefits, allowances, and operating expenses for the minister and the minister's staff; and for corporate services to the ministry. Costs may be recovered from ministries, government organizations, the federal government and parties external to government for services described within this sub-vote.
- Increased funding of $0.210 million for negotiated salary increases as per the Economic Stability Mandate and Economic Stability Dividend programs announced in 2014/15.
- Increased funding of $0.097 million to support increased information systems amortization costs.

Minister's Office

Standard Object of Expenditures

In Thousands	2017/18 Budget
Salaries and Benefits	496
Operating Costs	163
Government Transfers	-
Other Expenses	76
Recoveries	-
Total	**735**

Corporate Services

In Thousands	2017/18 Budget
Salaries and Benefits	14,300
Operating Costs	5,818
Government Transfers	-
Other Expenses	107
Recoveries	(731)
Total	**19,494**

Recoveries are from application fees paid by both public and private institutions for Degree Quality Assessments.

EDUCATIONAL INSTITUTIONS AND ORGANIZATIONS

BUDGET SUMMARY:

	Estimates 2016/17 Restated $000	Estimates 2017/18 $000	Increase/ (Decrease) $000	Increase/ (Decrease) %
Educational Institutions and Organizations(EIO)	1,856,886	1,957,700	100,814	5.4%

HIGHLIGHTS FOR 2017/18:

This sub-vote provides funding to universities, colleges, institutes, educational agencies, and other organizations to support the post-secondary education system and for initiatives that enhance student performance and access. Costs may be recovered from ministries, educational organizations, and the federal government for activities described within this sub-vote.

The most significant component of this sub-vote is $1.9 billion in operating grants to public post-secondary institutions.

- This funding is used by institutions to ensure approximately 200,974[1] full-time equivalent (FTE) students have access to a broad range of programs. It funds the costs associated with serving these students, including faculty, laboratories, student services (e.g. registrar's office), etc.

YEAR OVER YEAR CHANGE:

In 2017/18 funding to institutions will increase $100.814 million consisting of:

- $49.9 million for negotiated salary increases under the Economic Stability Mandate (ESM) funding that was announced in 2014/15.
- $8.8 million for the second Economic Stability Dividend.
- Approximately $5.2 million to support state-of-the-art learning facilities at the new Great Northern Way campus of Emily Carr University of Art and Design.
- $2.5 million to increase network/internet capacity, security and reliability of BCNet service
- $14.4 million for a Tech Strategy to increase educational opportunities in areas related to science, technology and engineering as well as for research bursaries in the technology fields.
- $1.5 million for mental health initiatives for students.
- $18.5 million for Adult Basic Education and English Language Learning programs.

[1] For 2017/18, the student space target is comprised of 182,570 AEST FTEs plus 18,404 ITA FTEs for a total of 200,974 FTEs.

2017/18 EIO BUDGET BREAKDOWN

By Standard Object of Expenditure (STOB):

STOBs	Description	2017/18 Budget *($000)*
50	Salaries and Benefits	-
85	Operating Costs	1
77, 79, 80	**Government Transfers**	**1,974,701**
88, 89, 90	Recoveries	(17,002)
	Total	**1,957,700**

EIO Incremental Increase	2017/18 *($000)*
ESM/ESD*	58,715
ESL/ABE Tuition	18,500
BCNET Increase	2,500
ECUAD - campus transition	840
ECUAD - P3 Annual Service Payment	4,359
TECH Strategy**	4,400
TECH Strategy – Mitacs**	10,000
Mental Health Strategy**	1,500
Total year over year Change	**100,814**

* ESM/ESD increase includes funding from Statutory Access in 2016/17
**unannounced

Government Transfers Detail:

2017/18 Budget

s.13,s.17

[2] Tab 16 provides details of allocated grants by sector and region.

STUDENT SERVICES PROGRAMS

BUDGET SUMMARY:

	Estimates 2016/17 Restated	Estimates 2017/18	Increase/ (Decrease)	Increase/ (Decrease)
	$000	$000	$000	%
Student Services Programs	**70,374**	**72,076**	**1,702**	**2.4%**

HIGHLIGHTS FOR 2017/18:

- This sub-vote provides for the administration, operations, and delivery of student services programs. This sub-vote also provides financial, income, and other assistance to and for students, including scholarships, bursaries, loan forgiveness programs, transfers to students, and transfers for initiatives that enhance student performance and access. Costs may be recovered from educational organizations, the federal government and parties external to government for activities described within this sub-vote.

- Student Services programs help eligible students with the cost of their post-secondary education through loans, grants, bursaries, scholarships and targeted programs. There are also programs to reward students who successfully complete their post-secondary studies, and help to reduce their overall debt.

- Many Student Services programs are needs based. They provide financial assistance where students and their immediate families do not have the resources to meet the costs of post-secondary education, adult basic education and basic living expenses.

- Policy determining eligibility for student financial assistance is the responsibility of Student Services Programs. Decisions to change policy are made in consultation with the Ministry of Finance – Revenue Solutions Branch who manage student loans.

- As part of the Minister's Mandate Letter, on August 1, 2017, the interest rate was reduced from Prime plus 2.5%, to Prime plus zero. The responsibility for setting the interest rate is with the Ministry of Finance.

- The February 2017 Budget also announced a change to the model for assessing student eligibility. The former model looks at pre and in-study income, as well as certain assets (e.g. Motor Vehicles and RESPs). The new model will have students contribute a fixed amount based on line 150 (gross income) of the Canada Revenue Agency tax return. With the exception of students with disabilities, students with dependents, students who identify as aboriginal learners, or students identifying as being current or former youth in care, the fixed contribution will start at $1,500 for low-income students, rising at a rate of 15% of income above the low-income threshold. (Note: BC's model is different than the model announced by the Federal government, which caps student contributions at $3,000, in that BC's does not cap contributions).

- For most students, the change will not affect the amount of funding they receive. Approximately 25% of students will receive on average $1,400 more, while 9% will receive an average of $1,100 less. Of those who receive less, the majority are dependent students from middle- to high-income families.

- The change to fix student contributions will streamline the application process for students. The result is a substantial reduction of the current 96 application questions. The reduction in application questions is approximately one-third, down to approximately 65 questions.

- The $1.702 million increase in 2017/18 is due to: a one-time $1.7 million increase to cover the cost pressures in disability funding to students, and, a net increase of $0.002 million to account for the new benefit rate of 24.34% for 2017/18.

- The Student Services Programs 2017/18 budget is $72.076 million. Government transfers for student financial aid consists of approximately 91% of the budget.

Estimates 2017/18

Standard Object of Expenditures

(In Thousands)	2017/18 Estimates
Salaries and Benefits	5,185
Operating Costs	1,284
Government Transfers	65,600
Other Expenses	9
Recoveries	-2
Total	**72,076**

Government Transfers by STOB

STOB 77 Grants

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STOB 79 Entitlements

s.13,s.17

STOB 80 Shared Cost Arrangements

s.13,s.17

2017/18 Estimates
Student Services Programs

Government Transfers by Program Type
(in $000's)

s.13,s.17

Private Training Institutions

BUDGET SUMMARY:

	Estimates 2016/17 Restated	Estimates 2017/18	Increase/ (Decrease)
	$000	$000	$000
Private Training Institutions	**1**	**1**	**0**

HIGHLIGHTS FOR 2017/18:

- This sub-vote provides for the policy, administration, operations, and compliance related to providing for quality education standards for private post-secondary institutions. This sub-vote also provides for the administration of the Student Tuition Protection Fund. Costs may be recovered from ministries, government organizations and from private post-secondary institutions for services described within this sub-vote.
- As part of Core Review, Government announced in April 2014 that the Ministry of Advanced Education would assume direct responsibility for the regulation of private career training institutions.
- The PTA (Private Training Act) was brought into force through regulation on September 1, 2016.
- The current industry fee funding model has been retained to ensure **full cost recovery of the operations**.

Standard Object of Expenditures

In Thousands	2017/18 Budget
Salaries and Benefits	2,746
Operating Costs	747
Recoveries	-3,492
Total	**1**

Labour Market and Information

BUDGET SUMMARY:

	Estimates 2016/17 Restated	Estimates 2017/18	Increase/ (Decrease)
	$000	$000	$000
Labour Market and Information	**6,533**	**6,600**	**67**

HIGHLIGHTS FOR 2017/18:

- This sub-vote provides for the development and implementation of policy and programs to support the development of British Columbia's workforce. It includes oversight of the Industry Training Authority, and the negotiation and implementation of federal/provincial agreements related to workforce development. . This sub-vote also provides for the development of labour market information that is disseminated through the WorkBC and WelcomeBC websites and the development of industry led workforce development strategies and strategic initiatives. Costs may be recovered from ministries, Crown agencies, boards and commissions, the federal government and parties external to government, for activities described within this sub-vote.

- Increase is due to funding of $0.067 million for negotiated salary increases as per the Economic Stability Mandate and Economic Stability Dividend programs announced in 2014/15.

Standard Object of Expenditures

In Thousands	2017/18 Budget
Salaries and Benefits	7,059
Operating Costs	10,759
Government Transfers	68,942
Recoveries	-80,160
Total	**6,600**

Government Transfers

(In Thousands)	2017/18 Estimates
Employment Services and Support	47,684
Employer Sponsored Training	10,000
Canada Job Grants	11,258
Total - Grants	**68,492**

Government Transfers include an administrative component paid to service providers.

Transfers to Crown Corporations and Agencies

BUDGET SUMMARY:

	Estimates 2016/17 Restated	Estimates 2017/18	Increase/ (Decrease)
	$000	$000	$000
Industry Training Authority	**96,434**	**96,974**	**540**

HIGHLIGHTS FOR 2017/18:

- This sub-vote provides for transfers to Crown corporations and agencies including Industry Training Authority.
- Increase in funding is to support youth trades training spaces in programs such as Accelerated Credit Enrolment in industry training.

Standard Object of Expenditures

In Thousands	2017/18 Budget
Government Transfers	96,974
Total	**96,974**

Ministry of Advanced Education, Skills and Training

Consolidated Revenue Fund (CRF) Capital Budget

CRF Capital Budget	2016/17 Restated Estimates ($'000)	2017/18 Estimates ($'000)	2018/19 Plan ($'000)	2019/20 Plan ($'000)
Information Systems[1]	500	2,393	500	500
Office Furniture and Equipment	4	4	4	4
Total CRF Capital Funding	**504**	**2,397**	**504**	**504**

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[1] Base funding supports SABC's Annual Program Year changes resulting from annual Federal Student Financial Assistance Policy changes. Funding supports the implementation of IT services and enhancements to these interconnected systems which allow the continuation of funding and service for about 61,000 full-time students annually.

StudentAid BC accepts and assesses applications, and disburses loans and grants to BC residents.

These annual changes require the replacement of system functions that assess and manage applications for post-secondary financial assistance defined by federal and provincial authorities.

Base funding for 2017/18 is increased for one year only to allow for the completion of 2 IT projects.

- $969K is related to the transition of the Private Career Training Institutions Agency (Crown Corporation) to Government effective September 1, 2016. The IT project involves secure login access to a portal that allows the private institutions to manage applications, data, compliance and payments in one convenient spot.
- $924K is related to development of an IT system that supports delivery of the Canada Job Grant by allowing employers to apply for grants, submit claims and participant information through a secure online portal.

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Withheld pursuant to/removed as

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MINISTRY OF ADVANCED EDUCATION, SKILLS & TRAINING
Post-Secondary Capital Plan (Vote 45)

The Ministry of Advanced Education, Skills and Training's Capital plan prioritizes and manages capital funding to safeguard the Province's investment in capital assets, deliver core services and support government priorities.

2017/18 – 2019/20 Approved Three-Year Capital Plan
(all values in 000's)

Category	2017/18	2018/19	2019/20	Total 3 years
Capital Projects	284,735	192,437	134,629	616,253
Routine Capital	133,096	134,656	147,943	415,695
Total Budget 2017 Update	**417,849**	**327,093**	**282,572**	**1,031,948**
Government Debt[1]	4,434	-	-	4,452
Total AEST Capital Plan	**422,283**	**327,093**	**282,572**	**1,031,948**

[1]Emily Carr University of Art and Design Campus Redevelopment Project - P3 Debt

2017/18 – 2019/20 AEST Sector Capital Spending
(all values in 000's)

Category	2017/18	2018/19	2019/20	3 Year Total
Institution Projects	265,646	407,038	425,237	1,097,921
Routine Capital	167,058	173,246	211,100	551,404
Capital (AEST) Projects	464,351	250,879	220,770	936,000
Total AEST Sector Capital	**897,055**	**831,163**	**857,107**	**2,585,325**

Contact: James Postans Director, Capital Asset Management Post-Secondary Finance 250 356-7896

Budget 2017 Update - Infrastructure and Capital Spending
Ministry of Advanced Education, Skills and Training

Note: These projects may be publicly mentioned by the Premier and/or Minister James in their post-budget speeches.

Please indicate funding sources for all projects

Blue = Information submitted for B2017 speaking engagements – please review/update

Black = Information submitted recently for September update 2017

SPECIFIC LOCATIONS:

Capital projects underway or announced in Capital Region:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Camosun College (Victoria)	SIF	Centre for Health Sciences	$31.0M	$12.5M	$5M	$48.5M
Royal Roads University (RRU	SIF	Centre for Environmental Science & International Partnership (CESIP – the former Mews)	$5.7M	$9.3M	$6.5M	$21.5M
University of Victoria (UVIC)	BCKDF	Subsea Laboratories: Enhancing The Capabilities Of Canada's Cabled Ocean Networks	$4.4M	$4.4M	$2.2M	$10.9M
University of Victoria (UVIC)	BCKDF	ARIEL II: Driving Scientific Discovery and Health Science with TRIUMF's Advanced Rare Isotope Laboratory	$8.7M	$13.6M	$15.3M	$37.6M

Capital projects underway or announced in Vancouver Island – Sunshine Coast:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
North Island College (NIC – Campbell River)	SIF	Campbell River Trades Facility Replacement and Campus	$5.8M	$5.8M	$2.0M (other)	$13.5M
Vancouver Island University (VIU – Nanaimo)	SIF	Health and Science Centre Replacement (4 buildings)	$16.5M	$19.4M	$4.0M (VIU)	$39.9M
Vancouver Island University (VIU – Nanaimo)	SIF	Marine, Automotive and Trades Complex Expansion	$9.5M	$9.5M	$1.0M (VIU)	$20.0M

Budget 2017 Update - Infrastructure and Capital Spending
Ministry of Advanced Education, Skills and Training

Capital projects underway or announced in Vancouver:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Emily Carr University of Art and Design	———	New campus at Great Northern Way in Vancouver will include a state-of-the-art visual, media and design art facility, with capacity for approximately 1,800 students	$102M	0.0	$21M (donors)	$123M
University of British Columbia	SIF	Life Sciences Teaching Laboratories Redevelopment (Vancouver) – redevelopment of the undergraduate life sciences laboratories to provide an upgraded learning environment for approximately 2,157 existing and 445 new students	$11.8M	$32.5M	$35.6M	$80M
University of British Columbia	BCKDF	Genomic Approaches to Personalizing Cancer Diagnosis and Treatment	$5.7M	$5.7M	$2.8M	$14.2M
University of British Columbia	BCKDF	emSyscan - Embedded Systems Canada	$2.1M	$2.1M	$1.4M (other)	$5.5M
University of British Columbia	BCKDF	Immune System polymorphism and host/pathogen interactions	$2.1M	$2.1M	$1.4M	$5.6M
University of British Columbia	BCKDF	Centre for Research on Ultra-Cold Systems	$2.6M	$2.6M	$1.4M	$6.6M
University of British Columbia	BCKDF	Centre For Biointerface Characterization: From Molecular To Cellular And Macroscopic Properties	$2.6M	$2.6M	$1.5M	$6.7M
University of British Columbia	BCKDF	Co-APTing Precision Oncology Adaptive Pathways targeting with Precision Oncology	$2.8M	$2.8M	$1.7M	$7.4M
University of British Columbia	BCKDF	Structural analysis of dynamic macromolecular complexes at the post-pathogen interface	$2.3M	$2.3M	$3.1M	$7.6M
University of British Columbia	BCKDF	Molecules to Human: Enhanced Phenotyping for discovery, prevention and treatment of heart, lung and blood vessel disease	$2.5M	$2.5M	$2.9M (other)	$7.9M
University of British Columbia	BCKDF	Systems Analysis for Single Stem Cells	$3.0M	$3.0M	$2.4M	$8.3M
University of British Columbia	BCKDF	Childhood Diabetes Laboratories	$3.2M	$3.2M	$1.9M	$8.4M
University of British Columbia	BCKDF	Three Tesla MRI Scanner and Electrophysiology and Neuromodulation laboratory for the UBC Multimodal Neuroimaging Centre	$2.5M	$2.5M	$4.1M	$9.0M

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
University of British Columbia	BCKDF	Centre For Understanding And Preventing Infection In Children	$3.2M	$3.2M	$3.1M	$9.6M
University of British Columbia	BCKDF	Centre For High Through-Put Phenogenomics	$3.8M	$3.8M	$4.4M	$11.9M
University of British Columbia	BCKDF	Expansion Of ICICS Facilities In Biomedical Technologies, Emergency Design-Support And Global Communications Systems	$5.2M	$5.2M	$4.2M	$14.5M
University of British Columbia	BCKDF	The Quantum Materials Spectroscopy Centre At The Canadian Light Source	$6.5M	$6.5M	$3.2M	$16.2M
University of British Columbia	BCKDF	Brain Research Centre: A Platform For Basic And Translational Neuroscience	$6.8M	$6.8M	$6.9M	$20.5M
University of British Columbia	BCKDF	Canada's Genomics Enterprise (CGEn): A National Genomic Tools Network for Transforming Life Science Research	$8.4M	$8.4M	$4.2M (other)	$20.9M

Capital projects underway or announced in the Lower Mainland:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
British Columbia Institute of Technology	———	Health Sciences Centre for Advanced Simulation	$66.6M	0.0	$11.7M (BCIT)	$78.3M

Capital projects underway or announced in North Coast – Skeena – Stikine:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Northwest Community College (NWCC)	SIF	Trades Building Renewal	$11.9M	$6.3M	$220K	$18.4M

Capital projects underway or announced in Richmond:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Kwantlen Polytechnic University (KPU)	———	New Chip and Shannon Wilson School of Design	$12M	0.0	$12M (donor) $12M (KPU)	$36M

Capital projects underway or announced in Surrey:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Kwantlen Polytechnic University (KPU)	SIF	Spruce Building	$14.7M	0.0	$7.3M (other)	$22M
Simon Fraser University	SIF	Sustainable Energy and Environmental Engineering (SE3P) Building	$45M	$45M	$36M	$126M

Capital projects underway or announced in New Westminster:

Capital projects underway or announced in Tri-Cities (Coquitlam, Port Coquitlam, and Port Moody):

Capital projects underway or announced in Maple Ridge – Pitt Meadows – Mission:

Capital projects underway or announced in the Kootenays:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Selkirk College	SIF	Trades Facility Renovation (Nelson) - Renovate 3 existing trades buildings and replace an outdated building to create a training facility that will accommodate 67 new and 405 existing students	$10.34M	$5.84M	$2.72M	$18.9M
College of the Rockies	SIF	Trades Building Renovations and Expansion	$3.8M	$4.2M	$2.0M	$10.0M

Capital projects underway or announced in Okanagan Thompson:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Thompson Rivers University (TRU)	SIF	Industrial Training and Technology Centre	$7.0M	$13.25M	$9.7M	$30.0M
UBC Okanagan	SIF	Teaching and Learning Centre	$10.6M	$14.6M	$9.8M	$35M
Nicola Valley Institute of Technology (NVIT – Merritt)	SIF	Centre of Excellence in Sustainability	$2.0M	$6.9M		$8.9M
Okanagan College (Vernon)	SIF	Trades Training Facility	$2.9M	$2.7M	$673K (other)	$6.2M
Okanagan College (Kelowna)	———	Health Sciences Centre	$15.4M	0.0	$3.5M	$18.9M

Capital projects underway or announced in Cariboo Chilcotin:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
College of New Caledonia	SIF	Heavy Duty Mechanics	$6.9M	$6.9M	$1.2M	$15.0M
University of Northern BC (UNBC)	SIF	Centre for Multidisciplinary Research on Large-Scale Wood Construction (Structures Laboratory)	$2.6M	$1.9M	$601K	$5.1M

DEVELOPMENT REGIONS (BC STATS):

Capital projects underway or announced in Cariboo:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
College of New Caledonia	SIF	Heavy Duty Mechanics	$6.9M	$6.9M	$1.2M	$15.0M
University of Northern BC (UNBC)	SIF	Centre for Multidisciplinary Research on Large-Scale Wood Construction (Structures Laboratory)	$2.6M	$1.9M	$601K	$5.1M

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Capital projects underway or announced in Kootenay:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Selkirk College	SIF	Trades Facility Renovation (Nelson) - Renovate 3 existing trades buildings and replace an outdated building to create a training facility that will accommodate 67 new and 405 existing students	$10.34M	$5.84M	$2.72M	$18.9M
College of the Rockies	SIF	Trades Building Renovations and Expansion	$3.8M	$4.2M	$2.0M	$10.0M

Capital projects underway or announced in Lower Mainland/Southwest:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
British Columbia Institute of Technology	——	Specialty Nursing Expansion	$7.5M	0.0	0.0	$7.5M
British Columbia Institute of Technology	——	Health Sciences Centre for Advanced Simulation	$66.6M	0.0	$11.7M	$78.3M
Emily Carr University of Art and Design	——	New campus at Great Northern Way in Vancouver will include a state-of-the-art visual, media and design art facility, with capacity for approximately 1,800 students	$102M	0.0	$21M	$123M
Kwantlen Polytechnic University (KPU)	——	New Chip and Shannon Wilson School of Design	$12M	0.0	$12M (donors) $12M (KPU)	$36M
Kwantlen Polytechnic University (KPU)	SIF	Spruce Building Replacement Labs	$14.7M	0.0	$7.3M (other)	$22M
University of British Columbia	SIF	Life Sciences Teaching Laboratories Redevelopment (Vancouver) – redevelopment of the undergraduate life sciences laboratories to provide an upgraded learning environment for approximately 2,157 existing and 445 new students	$11.8M	$32.5M	$35.6M	$80M
University of British Columbia	BCKDF	Genomic Approaches to Personalizing Cancer Diagnosis and Treatment	$5.7M	$5.7M	$2.8M	$14.2M
University of British Columbia	BCKDF	Expansion Of ICICS Facilities In Biomedical Technologies, Emergency Design-Support And	$5.2M	$5.2M	$4.2M	$14.5M

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
		Global Communications Systems				
University of British Columbia	BCKDF	Brain Research Centre: A Platform For Basic And Translational Neuroscience	$6.8M	$6.8M	$6.9M	$20.5M
University of British Columbia	BCKDF	Canada's Genomics Enterprise (CGEn): A National Genomic Tools Network for Transforming Life Science Research	$8.4M	$8.4M	$4.2M (other)	$20.9M
Simon Fraser University	SIF	Sustainable Energy and Environmental Engineering (SE3P) Building	$45M	$45M	$36M	$126M
Simon Fraser University	BCKDF	The Prometheus Project, a province-wide research and commercialization hub for materials science and engineering innovation	$7.7M	$7.7M	$4.6M	$20.1M
Simon Fraser University	BCKDF	Cyberinfrastructure – Compute Canada	$11.9M	$11.9M	$10.9M	$34.6M

Capital projects underway or announced in North Coast and Nechako:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Northwest Community College (NWCC)	SIF	Trades Building Renewal	$11.9M	$6.3M	$220K	$18.4M

Capital projects underway or announced in Northeast:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Northern Lights College (NLC)	SIF	Trades Centre Replacement in Dawson Creek	$15.1M	$14.5M	$3.4M	$33M

Capital projects underway or announced in Thompson-Okanagan:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Thompson Rivers University (TRU)	SIF	Industrial Training and Technology Centre	$7.0M	$13.25M	$9.7M	$30.0M
Thompson Rivers University (TRU)	——	Nursing and Population Health Building	$8.0M	0.0	$22.6M	$30.6M
UBC Okanagan	SIF	Teaching and Learning Centre	$10.6M	$14.6M	$9.8M	$35M

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Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Nicola Valley Institute of Technology (NVIT – Merritt)	SIF	Centre of Excellence in Sustainability	$2.0M	$6.9M	0.0	$8.9M
Okanagan College (Vernon)	SIF	Trades Training Facility	$2.9M	$2.7M	$673K (other)	$6.2M
Okanagan College (Kelowna)	——	Health Sciences Centre	$15.4M	0.0	$3.5M	$18.9M

Capital projects underway or announced in Vancouver Island/Coast:

Institution	Program	Project	Prov $	Fed $	PSI and Other $	Total $
Camosun College (Victoria)	SIF	Centre for Health Sciences	$31.0M	$12.5M	$5M	$48.5M
North Island College (NIC – Campbell River)	SIF	Campbell River Trades Facility Replacement and Campus	$5.8M	$5.8M	$2.0M (other)	$13.5M
Royal Roads University (RRU	SIF	Centre for Environmental Science & International Partnership (CESIP – the former Mews)	$5.7M	$9.3M	$6.5M	$21.5M
University of Victoria (UVIC)	BCKDF	Subsea Laboratories: Enhancing The Capabilities Of Canada's Cabled Ocean Networks	$4.4M	$4.4M	$2.2M	$10.9M
University of Victoria (UVIC)	BCKDF	ARIEL II: Driving Scientific Discovery and Health Science with TRIUMF's Advanced Rare Isotope Laboratory	$8.7M	$13.6M	$15.3M	$37.6M
Vancouver Island University (VIU – Nanaimo)	SIF	Health and Science Centre Replacement (4 buildings)	$16.5M	$19.4M	$4.0M (VIU)	$39.9M
Vancouver Island University (VIU – Nanaimo)	SIF	Marine, Automotive and Trades Complex Expansion	$9.5M	$9.5M	$1.0M (VIU)	$20M

Title: **Central Deposit Program**

Issue: **Post-secondary Sector Participation in the Central Deposit Program**

Key Messages:

- **The Central Deposit Program, administered by the Provincial Treasury, lowers Provincial borrowing requirements and reduces taxpayer-supported debt.**
- **Public post-secondary institutions (PSIs) benefit from a competitive interest rate with short-term deposit security and the flexibility to withdraw funds quickly.**

Background/Status:

- The Central Deposit Program (CDP) was launched in 2012 by the Provincial Treasury in response to a recommendation from the Auditor General of British Columbia to improve the management of cash for Schools, Universities, Colleges, and Hospitals.
- Deposits into the CDP offset Provincial borrowing requirements and reduce taxpayer-supported debt.
- Public post-secondary institutions (PSIs) benefit from improved interest income and short-term deposit security, with the flexibility to withdraw funds quickly.
- PSIs have a fiduciary duty to obtain the best return possible on their funds. The CDP is effective for short-term investments, but is not a competitive alternative for longer-term investments due to lower returns.
- PSI deposits fluctuate, depending upon each institution's cash position and investment policies, as approved by their respective Board of Governors.
- s.13,s.17

Appendix A: Overview of the CDP program
Appendix B: Combined PSI CDP Deposits on Balance by Month
Appendix C: Individual PSI Year-Over-Year Central Deposit Program Deposits

Appendix A – Overview of the CDP Program

Post-secondary Institutions (PSIs) typically segregate their funds into three pools, depending on when they are planning to use them:

1. Immediate need: funds held in demand deposits, such as chequing accounts, earning little or no interest;
2. Short-term savings: funds held in notice deposits, such as investment savings accounts, the CDP, and cashable GICs that are held for the current operating cycle (i.e. < one year); and
3. Long-term savings: funds held in illiquid investments such as multi-year GICs or other products, depending on long-term cash planning requirements (i.e. > one year).

PSIs generate surplus cash because they experience wide swings in their net cash position due to large fluctuations in receipts (e.g. the majority of tuition paid at the start of each semester) versus regular expense disbursements throughout the year (e.g. staff salaries). This has implications for their investments in short-term savings deposits, which increase at the start of each semester with cash receipts, and are then drawn down during the semester. Due to the timing of these large swings, it is important for PSIs to conserve cash-flow in times of low receipts, such as the summer semester.

The CDP is an alternative to other investments for funds to be used within the short-term or current operating cycle. As of August 21, 2017, the Prime rate is 2.95% and the CDP rate for PSIs is calculated using Prime minus 1.5% = 1.45%. This provides a return that is ten basis points greater than what typical financial institutions are offering in investment bank accounts. It has a maximum three-day notice requirement and is therefore considered to be highly liquid. Also, the CDP compounds monthly, which provides a slightly higher effective rate – in this case, 1.4597%.

However, at times, cashable GICs may provide a better return than the CDP with a minimum lock-in period (typically 30 days), and so PSIs can be expected to move funds out of the CDP and into these GICs, in order to maximize their yield with little loss of liquidity. Currently, at least one financial institution is offering a 1-year cashable GIC that is 40 basis points higher than the CDP rate offered to PSIs. However, this must be weighed against risk as some of these financial institutions will likely not have the same credit profile as Canadian chartered banks or credit unions. If government is seeking more stability in funds held by PSIs in the CDP, then the rate offered must be competitive with rates being offered elsewhere. For example, the CDP rate for PSIs could, at a minimum, be improved to equal that being offered to the Boards of Education, who receive an estimated 50 basis points higher (with a ceiling of no higher than within 10 basis points of the province's 10-year cost-of-funds).

The CDP is not a competitive alternative for longer-term investments due to lower returns. Liquidity is not of concern as these funds will not be required for one or more years.

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Appendix C – Individual PSI Year-Over-Year Central Deposit Program Deposits

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Estimates Debate Binder
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INDEPENDENT

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Hon. Darryl Plecas	Abbotsford South (Independent) Speaker of the House	University of the Fraser Valley • Main Campus

DRAFT

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Dr. Andrew Weaver	Oak Bay-Gordon Head (Independent)	Camosun College • Main Campus (Lansdowne) University of Victoria • Main Campus

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Vacant	Kelowna West (Liberal)	Justice Institute of British Columbia • Kelowna Campus
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Dan Davies	Peace River North (Liberal)	Northern Lights College • Fort Nelson Campus • Fort St. John Campus University of Northern British Columbia Peace River-Liard Campus
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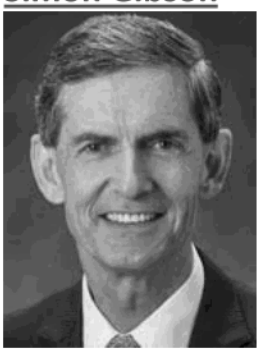
Simon Gibson 	Abbotsford-Mission (Liberal) *Critic for Ministry of Advanced Education, Skills and Training*	University of the Fraser Valley Mission Campus

DRAFT

MLA	Riding	Institution(s)
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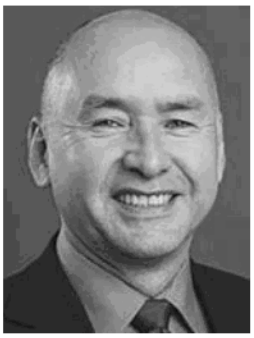
Ellis Ross 	Skeena (Liberal)	Northwest Community College • Main Campus (Terrace) • Kitimat Campus University of Northern British Columbia Northwest Campus
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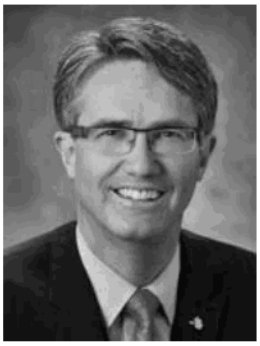
Laurie Throness 	Chilliwack-Kent (Liberal)	Justice Institute of British Columbia • Chilliwack Campus University of the Fraser Valley • Agassiz Campus • Campus at Canada Education Park (Chilliwack) • Hope Campus
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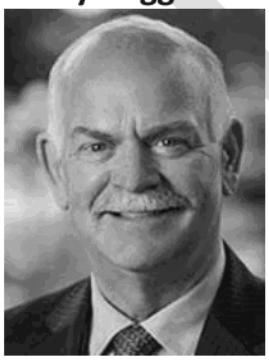
Garry Begg 	Surrey-Guildford (NDP)	

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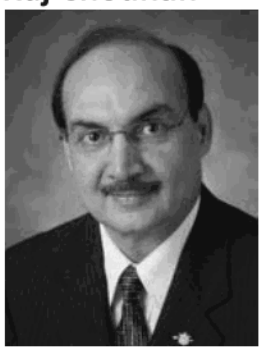
Raj Chouhan 	Burnaby-Edmonds (NDP)	
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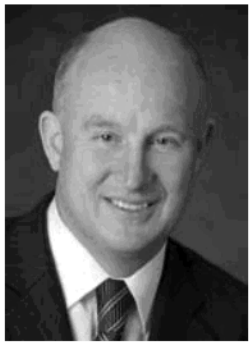
Hon. Mike Farnworth 	Port Coquitlam (NDP)	
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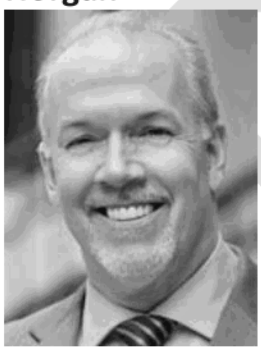
Hon. John Horgan 	Langford-Juan de Fuca (NDP)	

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DRAFT

Title: **Data on BC Public Post-Secondary Students**

Issue: **Overview of public post-secondary key data sources**

Key Messages:

- **The Ministry manages a broad range of data in collaboration with the public post-secondary system.**
- **Data is used to develop research and provide evidence-based policy that ensures citizens can access effective and affordable post-secondary education and training.**
- **Our post-secondary data sources also help make certain B.C. has the skilled workers needed to capitalize on economic opportunities and maintain a sustainable and innovative economy.**

Background/Status:

- B.C. public post-secondary institutions are required by legislation to provide the Ministry with reports and other information that the minister considers necessary.
- Currently public post-secondary institutions provide student data through three main sources: the Central Data Warehouse (CDW), Student Transitions Project (STP), and Student Outcomes.
- **CDW** : Contains data on student demographics, programs, credentials, courses, session registration and campuses; 21 institutions contribute (colleges, institutes and teaching-intensive universities).
- **STP**: Contains data about students from K-12 through B.C. public post-secondary education; all 25 institutions contribute. The data is governed by a steering committee representing research universities (UVIC), CDW institutions (VCC), EDUC, and AEST.
- **Student Outcomes**: Contains survey data on the post-secondary education experience and employment outcomes of former students. All 25 public institutions contribute.
- Collaboration:
  - The Ministry works closely with the public post-secondary institutions to ensure accuracy in reporting and continued collaboration.
  - A Reporting Protocol is in place whereby the Ministry gives institutions two weeks notice and the opportunity to review their data before publishing or sharing the results outside of AEST.
- Business Intelligence and Data Analytics:
  - AEST is undertaking a Business Intelligence and Data Analytics project, which will result in more advanced analytics, modeling, forecasting and performance management using post-secondary data.
  - The public post-secondary institutions have been generally supportive of the project.

Contact: Cathy Stock | A/Executive Director | Post-Secondary Audit and Accountability Branch | 250-387-1105

Title: **Post-Secondary System Overview**

Issue: **Key facts related to the post-secondary system**

Key Messages:

- **To ensure British Columbians are prepared to work in a strong and innovative economy, the post-secondary system supports citizens through a variety of educational programs and institutional options.**
- **Access to education is a priority for our government, and while we are proud of our current learners, providing more opportunities for more British Columbians to attend post-secondary will only further strengthen a sustainable economy.**

Background/Status:

Institutions

- **25** public post-secondary institutions:
  - 4 research intensive universities
  - 7 teaching intensive universities
  - 3 provincial institutes
  - 11 community colleges
- **19** private and out-of-province public degree granting institutions*
- Over **350** private training institutions
  - 214 eligible for Student Financial Assistance
- **14** seminaries and theological colleges*
- Approximately **40** aboriginal-controlled institutes, primarily on reserves

* Trinity Western University is a private degree granting institution that also has a seminary school. It is counted in both categories.

Legislation

- There are 38 acts and supporting regulations.
- Public post-secondary education is governed by four primary pieces of legislation:
  - *College and Institute Act*
  - *University Act*
  - *Royal Roads University Act*
  - *Thompson Rivers University Act*
- Private training institutions are governed by the:
  - *Private Training Act*
- Private and out of province public degree granting institutions are governed by the:
  - *Degree Authorization Act*
- Theological institutions are governed by a Private Act to offer specific programs.

Public Post-Secondary

Full-Time Equivalents

	2014/15 Actual	2015/16 Actual	2016/17 Actual
Student FTEs	202,885	201,379	200,894

Enrolment

- 428,345 enrolled in BC public post-secondary institutions (2015-16 Academic Year)
- Domestic students 377,351 (88%)
- International students 50,994 (12%)
- 52% female
- Age breakdown: Under 25 – 50%; 25-39 – 32%, over 40 – 18%
- Over 60,500 average credentials awarded (2011-12 to 2015-16 FY)

Aboriginal Students

- Aboriginal students make up 6.5% of all FTEs in the 2015-16 fiscal year.
  - 13, 098 Aboriginal FTEs were delivered system-wide
  - 2,277 of those were funded by the Industry Training Authority (ITA)
- 3,244 credentials awarded to students who self-identified as Aboriginal, an increase of 610 credentials (23%) higher from the baseline set in the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.

Apprentices

- Over 44,000 individuals registered in apprenticeship training and foundation programs (2015-16 FY, ITA Performance Measurement Report)
- Over 20,300 ITA funded training spaces
- Over 2,000 registered youth apprenticeships in the Youth Train in Trades and Youth Work in Trades programs

Private Post-Secondary

Private Training

- The Private Training Act came into force September 1, 2016 and introduced a new student enrolment reporting cycle for private training institutions. As a result, all institutions will not have reported on enrolment until January 31, 2018.
- On average there are approximately 51,000 students enrolled annually at more than 320 certified BC private training institutions.
- As of the last available enrolment report, there were 57,000 enrolments (period ending Oct 31, 2015, PCTIA Annual Report).
  - 10,000 students at registered institutions, 47,000 students at designated institutions

Private & Out-of-Province Degree Granting

- Over 15,000 enrolments in 55 degree programs at institutions with authority under the Degree Authorization Act.

Title: **Public Post-Secondary Aboriginal Facts**

Issue: **Aboriginal Learners Data**

Key Messages:

- **The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan commits to increase the number of credentials awarded to Aboriginal learners by 75% (from 2,634 baseline in 2009/10 to 4,609 in 2020/21).**
- **3,244 credentials were awarded in fiscal year 2015/16, an increase of 610 or a 23% increase from the baseline.**
- **The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan commits to increase the post-secondary 5 year cumulative transition rate of Aboriginal grade 12 graduates to 90%.**
- **In 2015/16, the transition rate was 63% (67% in 2014/15). Non-Aboriginal students transitioned at a rate of 72%.**
- **Aboriginal students face disproportionately high rates of unemployment.**
- **Students are considered Aboriginal if they self-identified at any time during their K-12 or post-secondary education. Post-secondary application forms use two standardized questions to allow students to self-identify as Aboriginal. The Ministry of Education data uses self-identification of Aboriginal Ancestry.**

Background/Status:

Demographics: 2015/16 Academic Year

Student Demographics (Headcount)	Total Aboriginal Students	Percent of Aboriginal Students	Percent of Non-Aboriginal Students
	25,960		
Female Students	14,800	57%	53%
Students under 25	11,640	45%	47%
Students 25-39	9,170	35%	32%
Students 40 and over	5,100	20%	21%

Economic Development Region	Proportion of Aboriginal Students in Region
North	29%
Cariboo	23%
Thompson Okanagan	11%
Vancouver Island/Coast	9%
Kootenay	6%
Mainland/Southwest	4%

Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

Credentials: 2015/16 Fiscal Year

Credential Level	Aboriginal Students	Percent of Aboriginal	Non-Aboriginal Students	Percent of Non-Aboriginal
Graduate or First Professional	272	8%	6,755	14%
Bachelor	825	25%	20,458	41%
Diploma	507	16%	13,895	28%
Certificate	1,452	45%	8,092	16%
Developmental	188	6%	800	2%
Total	**3,244**	**100%**	**50,000**	**100%***

Program Area	Aboriginal Students	Non-Aboriginal Students
Trades	22%	11%
Arts and Sciences	17%	26%
Health	13%	14%
Human and Social Services	13%	9%
Business and Management	13%	16%
Engineering and Applied Sciences	5%	11%
Developmental	6%	2%
Education	7%	8%
Visual/Performing Arts	3%	4%
Total	**100%***	**100%***

Full Time Equivalents (FTEs): 2015/16 Fiscal Year

- Aboriginal students make up 6.5% of FTEs
- 13,098 Aboriginal FTEs delivered system-wide (2,277 of those are funded by the Industry Training Authority)

Sector	Percent of Aboriginal Students	Percent of Non-Aboriginal Students
Colleges	43%	25%
Institutes	12%	11%
Teaching Intensive	31%	21%
Research Intensive	25%	44%
Total	**100%***	**100%***

Labour Market Outcomes: 2014, 2015, 2016 Student Outcome Survey Years (aggregated)

Credential	Aboriginal Students	Non-Aboriginal Students
Diploma Associate Degree and Certificate Programs	14%	8%
Apprenticeship Programs	21%	7%
Baccalaureate Degree Programs	9%	5%

Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

Title: **Adult Basic Education Data**

Issue: **Domestic and International Headcount[1] by age group and academic year[2]**

Key Messages:

- **The Ministry of Advanced Education, Skills and Training is working to provide greater access to post-secondary education and training by eliminating tuition fees for Adult Basic Education programs.**
- **Adult Basic Education provides the essential skills students need to participate in further post-secondary education, engage in their communities and secure good paying jobs.**
- **Since 2011/12, the overall number of Adult Basic Education students has been in decline. The rate of decline increased in 2014/15, when some institutions started to charge tuition fees.**

Background/Status:

- Adult Basic Education represents a wide range of preparatory and upgrading programs.

Domestic / International Headcount	Age Group	2011/12	2012/13	2013/14	2014/15	2015/16
Domestic Student	17 years and under	310	290	290	260	230
	18 to 21	9,060	8,520	8,160	7,120	6,940
	22 to 24	3,715	3,365	3,360	2,905	2,745
	25 to 29	3,205	2,960	2,810	2,610	2,435
	30 to 39	3,140	2,995	2,895	2,585	2,355
	40 to 49	1,880	1,825	1,710	1,505	1,330
	50 years and over	1,510	1,615	1,550	1,380	1,110
	Unknown[3]	10	5	*	5	10
Domestic Student Total		**22,830**	**21,580**	**20,775**	**18,380**	**17,150**
International Student	17 years and under	50	20	55	65	55
	18 to 21	940	885	1,255	1,430	1,610
	22 to 24	455	450	515	545	445
	25 to 29	240	225	265	295	280
	30 to 39	100	95	140	125	145
	40 to 49	35	20	30	30	50
	50 years and over	10	5	15	15	10
	Unknown[3]		*			
International Student Total		**1,830**	**1,695**	**2,275**	**2,505**	**2,595**
Total[4,5,6]		**24,660**	**23,275**	**23,050**	**20,885**	**19,745**
Unique Total[7]		24,465	23,125	22,900	20,755	19,655

Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

Source: Central Data Warehouse, May 2017 submission.

1. Data include both international and domestic students, and exclude offshore 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. Data is restated annually to maintain accuracy and reflect institutional updates.

2. Academic Year is from September 1 to August 31.

3. 'Unknown' includes students whose age group is not identified.

4. Data do not include the University of British Columbia, Simon Fraser University, the University of Northern British Columbia and the University of Victoria.

5. The following institutions did not have any students enrolled in Adult Basic Education courses for the included years: Emily Carr University of Art and Design, Justice Institute of British Columbia, and Royal Roads University.

6. In any given year, some students attend institutions in more than one region. Since these students are included in the headcount of each region 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.

7. ABE headcount is derived from students having at least one course or program with either ABE or DEV funding code and course level 0 or P.

Title: **English Language Learners Data**

Issue: **International and Domestic Headcount[1] by age group for 2011/12[2] to 2015/16**

Key Messages:

- **The Ministry of Advanced Education, Skills and Training is working to provide greater access to post-secondary education and training by eliminating tuition fees for English Language Learning (ELL) courses and programs.**
- **English Language Learning offers students from all backgrounds the opportunity to find success in our strong, sustainable and innovation economy and gain the skills to thrive in their community or workplace.**
- **Domestic student enrollment in English Language Learner programs dropped by 45% since institutions began to charge tuition in 2014/15. Enrollment had been relatively stable prior to this change.**

Background/Status:

- On average domestic students are older than international ELL students.
- International ELL enrollment has remained stable. The tuition-free policy does not apply to international students.

Domestic / International	Age Group	2011/12[2]	2012/13	2013/14	2014/15	2015/16
Domestic Student	17 years and under	20	15	5	10	10
	18 to 21	850	860	720	420	435
	22 to 24	840	775	640	425	370
	25 to 29	1,195	1,195	1,085	835	665
	30 to 39	2,300	2,500	2,405	1,710	1,385
	40 to 49	2,135	2,650	2,565	1,735	1,265
	50 Years and Over	890	1,170	1,335	890	655
Domestic Student Total		**8,230**	**9,165**	**8,755**	**6,025**	**4,785**
International Student	17 years and under	95	55	120	185	155
	18 to 21	3,010	3,015	3,225	3,370	3,245
	22 to 24	1,160	1,145	955	915	730
	25 TO 29	395	410	480	480	370
	30 TO 39	170	160	210	210	205
	40 TO 49	50	50	50	60	70
	50 Years and Over	15	10	10	15	15
International Student Total		**4,895**	**4,845**	**5,050**	**5,235**	**4,790**
Unknown[3]		10	*	5	*	*
Total[4,5]		**13,140**	**14,010**	**13,800**	**11,255**	**9,580**
Unique Total[7]		12,965	13,825	13,585	10,970	9,380

Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

Source: Central Data Warehouse, May 2017 Submission.

1. Data include both international and domestic students, and exclude offshore 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. Data are restated annually to maintain accuracy and reflect institutional updates. Headcounts include students who took the Language Instruction for Newcomers to Canada (LINC) courses, which provides free English language classes for permanent residents. For more information about LINC, please see the following website: http://www.welcomebc.ca/Live/learn-english.aspx
2. Academic Year is from September 1 to August 31.
3. 'Unknown' includes students whose age group or domestic/international status is not identified.
4. Data do not include the University of British Columbia, Simon Fraser University, the University of Northern British Columbia and the University of Victoria.
5. In any given year, some students attend institutions in more than one region. Since these students are included in the headcount of each region 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.
6. ESL headcount is derived from students having at least one course or program with ESL funding code and course level 0 or P.

Title: **Post-Secondary Enrolments**

Issue: **Key facts related to enrolment in the post-secondary system**

Key Messages:

- **The public post-secondary system supports students from all backgrounds to pursue opportunities.**
- **Post-secondary education and training is about lifelong learning and supports students through a variety of educational programs and institutional options.**
- **The post-secondary system is working to ensure students have the relevant skills for B.C.'s labour market and is focused on in-demand sectors such as forestry, health and technology.**

Background/Status:

- Approximately 428,000 students are expected to enrol in at least one course at British Columbia's public post-secondary institutions in September 2017.
- Approximately 58,000 students are expected to enrol in a private career training college in the 2017-18 academic year.
- There are more than 350 private career training institutions in B.C.
- There are almost 39,000 apprentices in the trades training system enrolled in both public and private post-secondary institutions.

Public Post-Secondary Sector

- In 2015-16
  - 12% of students are international.
  - 6% of students are Aboriginal.
  - 9% of students are in Health programs.
  - 12% of students are in STEM programs, 8% are in Tech programs.
- Overall, more females enrol in public post-secondary institutions; however, the gender distribution is reversed for international students.
- This trend holds true for all regions except in the North where more domestic males enrol.

	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
Gender	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l
Female	54%	48%	54%	48%	54%	48%	53%	48%	53%	49%
Male	46%	52%	46%	52%	46%	52%	47%	52%	47%	51%

Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

Title: **Health Student Data**

Issue: **Public Post-Secondary Health Facts**

Key Messages:

- **Health care professionals deliver quality care that thousands of British Columbians and their families depend on**
- **Health care is one of the largest and fastest growing sectors in B.C. and the post-secondary system is positioned to support this growth.**
- **A range of education and training programs are available at 22 public post-secondary institutions from paramedic training at JIBC through to the UBC faculty of medicine through to nursing degrees and health care worker diplomas.**
- **Approximately eight per cent of the FTEs in the public post-secondary system are in health programs, with 40,500 students enrolled.**
- **About 8% of operating funds - or about $144 million – is targeted at health care and medical programs.**

Background/Status:

- The majority of B.C. public institutions educate and train nurses and diagnostic professionals, but **only UBC educates doctors**.
- High priority Health Professions (based on the Ministry of Health list):
    - Diagnostic Medical Sonography,
    - Medical Laboratory Technologist,
    - Health Care Assistant,
    - Cardiovascular Perfusionist

Labour Market Outcomes:

- Health is one of the largest and fastest growing sectors in BC
    - Employed over 290,000 people in 2016.
    - Annual average growth rate of 2.5% per year over the past decade, almost twice the rate of population growth.

Credentials (2015/16 Fiscal Year):*

- **7,510** credentials were awarded to students in health programs:
    - 6,910 undergraduate students
    - 600 graduate students
- **2,605** credentials awarded to nurses. This includes credit for continuous education and new graduates.

Enrolment (2015/16 Academic Year):*

- **40,500** students enrolled in Health programs
- 78% were female
- 38% were under 25 years of age (15,510); 45% were between 25-40 (18,330) and 16% were over 40 (6,750)
- **5%** (2,220) of students self-identify as Aboriginal
- **3%** (1,320) are international

Full Time Equivalents (2016/17 Fiscal Years):

- Health program FTEs are an Accountability Framework performance measure.
- 16,270 FTEs were delivered; 110% of the targeted 14,777 FTEs.

Sector	Total FTEs	% of Total
Colleges	5,999	37%
Institutes	2,899	18%
Teaching Universities	3,111	19%
Research Universities	4,261	26%

*Source: Student Transition Project, Fall 2016 submission

Title: **International Student Data**

Issue: **An overview of key data for the BC international education sector.**

Key Messages:

- **International education requires a balanced, sustainable province-wide approach that meets the needs of domestic students while encouraging the presence of international students, and provides opportunities and benefits for all regions of British Columbia.**
- **Our government will continue to encourage a strategic and managed two-way flow of students, educators and ideas between British Columbia and other countries to increase diversity, innovation and intercultural awareness.**
- **Providing a safe, inclusive and enriched learning environment for all students is a priority for government.**
- **British Columbia is one of the most popular student destinations for international students in Canada, hosting almost 30% of all international students in the country.**

Background/Status:

- In 2016 there were 136,905 international students studying at all levels in British Columbia - an increase of 52% (46,868) since 2010.
- Student growth over six years was highest in the public post-secondary sector at 79% (22,505), followed by K-12 at 60% (6,998); and private post-secondary at 35% (17,365).
- Of the estimated 136,905 international students in British Columbia there were:
  - 49% (67,199) in private post-secondary.
  - 37% (50,995) in public post-secondary.
  - 14% (18,711) in elementary and secondary.

See Appendix 1 - International Students in British Columbia by Sector and Top Ten Source Markets.

- Regional breakdown of the 136,905 international students includes[1]:
  - 75% (102,000) studied in the Mainland/Southwest region.
  - 15% (20,000) studied in the Vancouver Island/Coast region.
  - 9% (12,000) studied in the Southern Interior region.
  - 2% (2,700) studied in the Northern British Columbia region.

[1] For ease of presentation, percentages have been rounded and may not always add to 100. The total of the regional breakdown figures does not match the total number of international students in British Columbia in 2016 (136,905) because these data were extracted at different points in time. International Students who did not give a location of study have been assigned to an economic region based on the weighted average for each region.

Key Markets:

- China remains the top source market – up 110% (26,000) over six years.
- Other markets with significant six year growth are India at 466% (14,955), Brazil at 154% (2,970) and Vietnam at 174% (1,450).

See Appendix 1 –International Students in British Columbia by Sector and Top Ten Source Markets.

Economic Impact (2015[2]):

- $3.5 billion – spent by international students province wide.
- $2.0 billion - contributed to British Columbia's economy.
- 29,300 - jobs generated as a result of international education.
- $200 million - revenue to government from international education.
- 3rd - British Columbia's international education services ranks third when compared with export in goods[3].

International Student Tuition Fees:

- Institutions are responsible for setting tuition rates for international students.
- International students pay tuition fees that cover the direct and overhead costs of their studies.
- Tuition fees for international students are typically three to four times that paid by domestic students.

See Appendix 2 - International Student Arts Tuition Fees at British Columbia Public Post-Secondary Institutions 2017/18.

[2] An Update on the Economic Impact of International Education in British Columbia, Dr. Roslyn Kunin, 2017.
[3] Wood and articles of wood (#1), mineral fuels, mineral oils, bituminous substances and mineral waxes (#2).

Appendix 1 – International Students in British Columbia by Sector and Top Ten Source Markets

International Students by Sector[4] (2010-16)

Sector	2010	2011	2012	2013	2014	2015	2016	% Growth Since 2010
Public Post-Secondary	28,490	31,185	33,330	35,845	39,595	45,130	50,995	**79%**
Private Post-Secondary	49,834	54,697	60,740	67,406	72,767	67,965	67,199	**35%**
K-12	11,713	11,918	12,588	13,040	14,135	16,958	18,711	**60%**
Total	**90,037**	**97,800**	**106,658**	**116,291**	**126,497**	**130,053**	**136,905**	**52%**

International Students by Top Ten Source Markets[5] (2016), Per Cent of Total International Students & 6 Year Growth

Source Market	# of International Students in 2016 & Per Cent of Total	6 Year Growth by # of International Students and Per Cent
China	49,660 (36%)	26,000 (110%)
India	18,165 (13%)	14,955 (466%)
South Korea	12,445 (9%)	-7,715 (-38%)
Japan	6,710 (5%)	1,040 (18%)
USA	4,930 (4%)	335 (7%)
Brazil	4,900 (4%)	2,970 (154%)
Mexico	3,820 (3%)	1,295 (51%)
Saudi Arabia	3,455 (3%)	-1,920 (-36%)
Taiwan	2,405 (2%)	-935 (-28%)
Vietnam	2,285 (2%)	1,450 (174%)
Total Top 10	**108,775 (79%)**	**37,475 (53%)**
Total All Countries	**136,905**	**46,868 (52%)**

[4] Sources: Student Transitions Project, Immigration, Refugees and Citizenship Canada (IRCC), Ministry of Education.
[5] Source: IRCC.

Appendix 2 – International Student Arts Tuition Fees at British Columbia Public Post-Secondary Institutions 2017/18[6]

British Columbia Public Post-Secondary Institutions International Student Arts Tuition Fees 2017/18			
Colleges		**Tuition Fees 2017/18**	**5-Year Increase by Fees and Per Cent**
	Camosun College	$14,000	$1,000 (8%)
	College of New Caledonia	$11,950	$460 (4%)
	College of the Rockies	$9,640	$1,446 (18%)
	Douglas College	$17,400	$3,000 (21%)
	Langara College	$17,700	$1,200 (7%)
	North Island College	$12,730	$2,020 (19%)
	Northern Lights College	$8,852	$602 (7%)
	Northwest Community College	$11,642	$4,198 (56%)
	Okanagan College	$12,980	$1,980 (18%)
	Selkirk College	$9,800	$1,300 (15%)
	Vancouver Community College	$15,406	$1,838 (14%)
Institutes			
	British Columbia Institute of Technology	$19,441	$1,830 (10%)
	Justice Institute of British Columbia[7]	$18,146	$1,053 (6%)
	Nicola Valley Institute of Technology	$10,474	$605 (6%)
Teaching-Intensive Universities			
	Capilano University	$17,160	$2,160 (14%)
	Emily Carr University of Art + Design	$18,600	$3,600 (24%)
	Kwantlen Polytechnic University	$17,166	$2,166 (14%)
	Royal Roads University	$19,995	$3,995 (25%)
	Thompson Rivers University	$16,800	$3,000 (22%)
	University of the Fraser Valley	$16,620	$3,900 (31%)
	Vancouver Island University	$15,240	$2,740 (22%)
Research-Intensive Universities			
	Simon Fraser University	$22,928	$6,692 (41%)
	University of British Columbia	$34,847	$12,226 (54%)
	University of Northern British Columbia	$18,247	$1,720 (10%)
	University of Victoria	$18,062	$2,018 (13%)

[6] Source: British Columbia Public Post-Secondary Institutions.
[7] Represents increase from 2014/15 – 2017/18.

STP FAST FACTS

1. **B.C. Secondary School Six-Year Completion Rate:** Proportion of secondary school students who graduated with a "Dogwood" or "Adult Dogwood" within six years from the first time they enrolled in grade 8.

2. **Preparation for Post-Secondary Education:** Percentage of B.C. public grade 12 students vs parents who are satisfied that school is preparing them for post-secondary education.

3. **Immediate Transition Rate to Post-Secondary Education:** Percentage of B.C. secondary school graduates (among those eligible) who first registered at a B.C. public post-secondary institution within one year of graduation.

4. **Cumulative Transition Rate to Post-Secondary Education:** Percentage of B.C. secondary school graduates (among those eligible) who registered at a B.C. public post-secondary institution over time, by year of graduation.

5. **Student Transition Matrix:** Number and percentage of B.C. secondary school graduates (among those eligible) who registered at a B.C. public post-secondary institution over time - immediate and delayed transitions.

6. **Number and Flow of Students** from grade 12 registration, to graduation eligibility, to successful graduation, to B.C. public post-secondary education entry.

7. **Regional Transition Rates** from grade 12 graduation to B.C. public post-secondary education.

8. **Highest Education Attainment** of the population aged 15 and over, B.C. versus other Canadian provinces.

9. **Aboriginal versus Non-Aboriginal Student Transitions:** out of 100 students entering grade 8, how many will … (a) graduate from grade 12 within six years of entering grade 8? (b) enrol in post-secondary education within five years of grade 12 graduation?

10. **High Achievers:** number and percentage of grade 12 graduates (among those eligible) who achieve high Academic GPA's (of 75% or higher).

11. **B.C. Public Post-Secondary Destinations of High Achieving Grade 12 Graduates** (among those eligible) within one year of high school graduation.

12. **B.C. Public Post-Secondary Immediate vs. Delayed Entry Destinations** of all grade 12 graduates (among those eligible).

13. **First-Year Immediate-Entry Attrition Rates,** by type of institution first attended, for a cohort of grade 12 high school graduates (among those eligible) who enrolled immediately in B.C. public post-secondary education.

14. **Student Mobility Rates,** by year. What proportion of students move from one institution to another in a school year?

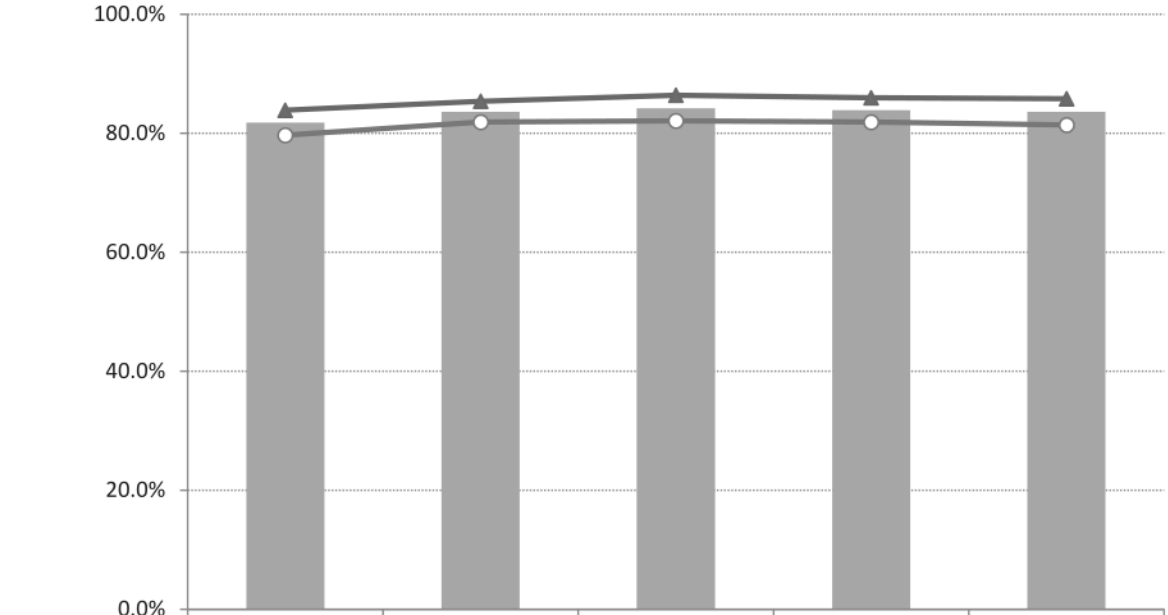
15. **Regional Student Mobility.** To what extent do students move between regions of the province, from one year to the next?

16. **Sector Student Mobility.** To what extent do students move between institution types or sectors in the B.C. public post-secondary system, from one year to the next?

17. **Credential Completion Rate Trends.** Five, Six and Seven Year Credential Completion rates, by year of Grade 12 Graduation and by Type of Credential Entered and Credential Completed.

STP Fast Fact #1: B.C. Secondary School Six-Year Completion Rate

Proportion of secondary school students who graduated with a "Dogwood" or "Adult Dogwood" within six years from the first time they enrolled in grade 8.



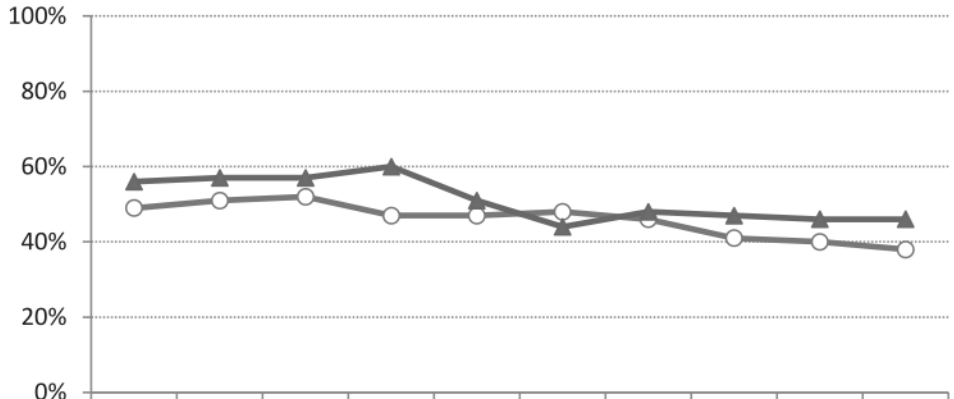
	2011/12	2012/13	2013/14	2014/15	2015/16
All Students	81.8%	83.6%	84.2%	83.9%	83.6%
Male	79.7%	81.9%	82.1%	81.9%	81.4%
Female	83.9%	85.4%	86.4%	86.0%	85.8%

The proportion of students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.

Source: http://www.bced.gov.bc.ca/reports/pdfs/graduation/prov.pdf

STP Fast Fact #2: Preparation for Post-Secondary Education:
Percentage of B.C. public grade 12 students vs parents who are satisfied that school is preparing them for post-secondary education.

% of Grade 12 Students vs. All Secondary School Parents responding "All of the Time" or "Many Times" to:
Are you satisfied that school is preparing you (or your child) for post-secondary education?



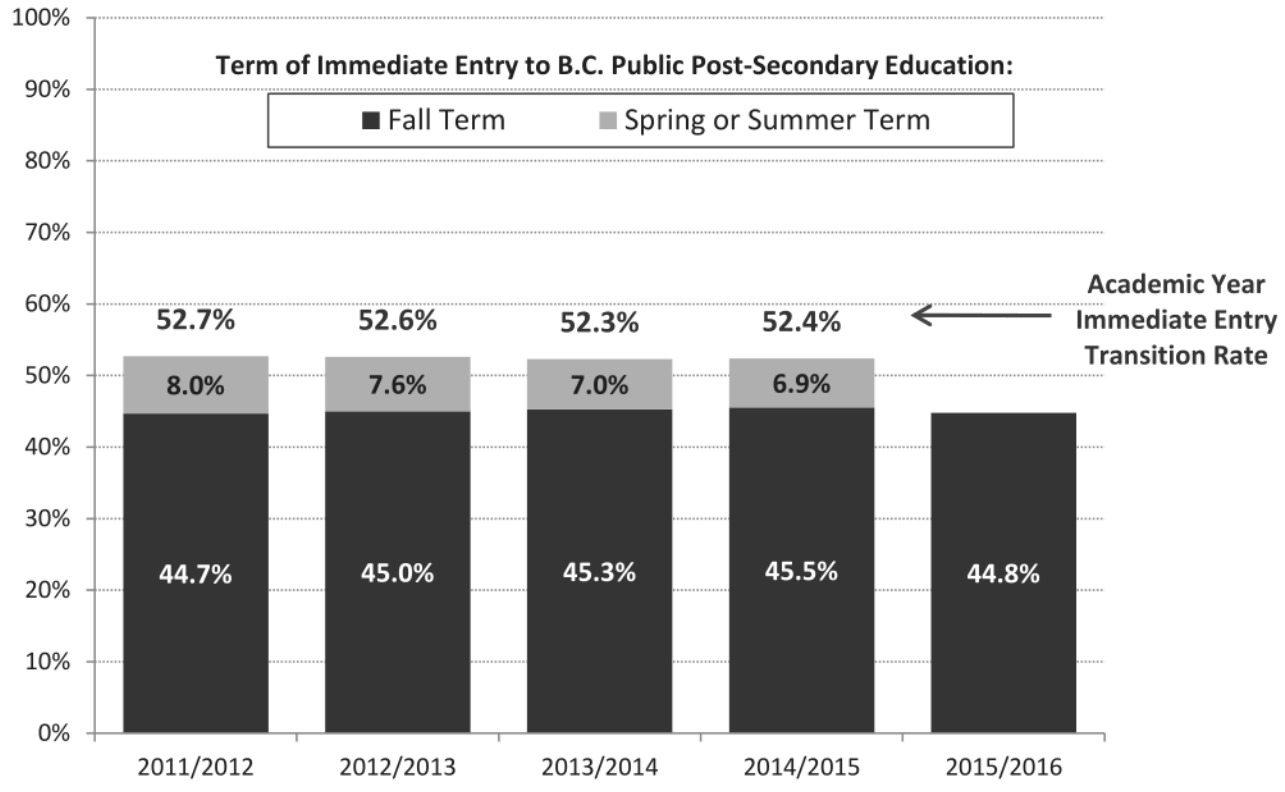
	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Student Responses	49%	51%	52%	47%	47%	48%	46%	41%	40%	38%
Parent Responses	56%	57%	57%	60%	51%	44%	48%	47%	46%	46%

From B.C. provincial public school satisfaction surveys, in response to the question: "Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?" This chart shows the percentage responding "All of the Time" or "Many Times" for each of the last 10 grade 12 graduation cohorts and compares grade 12 student responses to all secondary school parent responses.

Source: http://www.bced.gov.bc.ca/reports/pdfs/sat_survey/public.pdf

STP Fast Fact #3: Immediate Transition Rate to Post-Secondary Education

Percentage of B.C. secondary school graduates (among those eligible*) who first registered at a B.C. public post-secondary institution within one year of graduation.



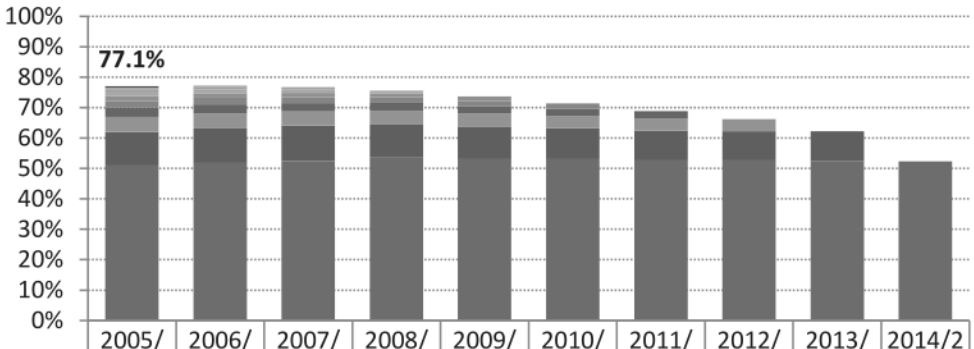
Based on STP2016 (June 14, 2017) data from the Student Transitions Project, November 2016 data submission. The full academic year student transition rate for the 2015/16 grade 12 graduation cohort is not available until the next STP submission. Therefore, the Fall 2016 transition rate of this recent grade 12 graduation cohort is provided at this time.

*The cohort of *eligible to graduate grade 12 students* includes those students deemed eligible to graduate because they have enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six year completion cohort. Please refer to the Ministry of Education's K-12 glossary for definitions.

Source: http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project

STP Fast Fact #4: Cumulative Transition Rate to Post-Secondary Education

Percentage of B.C. secondary school graduates (among those eligible*) who registered at a B.C. public post-secondary institution over time, by year of graduation.



	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
10-Yr Cum (Immed + 9-Yr Delay)	77.1%									
9 Year Delay	0.5%									
8 Year Delay	0.7%	0.6%								
7 Year Delay	0.8%	0.7%	0.8%							
6 Year Delay	1.2%	1.1%	1.0%	0.9%						
5 Year Delay	1.7%	1.5%	1.4%	1.3%	1.4%					
4 Year Delay	2.2%	2.2%	2.0%	1.8%	1.8%	1.8%				
3 Year Delay	3.0%	3.0%	2.7%	2.6%	2.5%	2.3%	2.4%			
2 Year Delay	5.0%	4.9%	4.7%	4.5%	4.4%	3.9%	4.0%	4.0%		
1 Year Delay	11.0%	11.3%	11.7%	10.6%	10.6%	10.2%	9.8%	9.6%	9.9%	
Immediate Entry	51.0%	51.8%	52.4%	53.8%	53.0%	53.1%	52.7%	52.6%	52.3%	52.4%

Based on STP2016 (June 14, 2017) data from Student Transitions Project (November 2016 data submission). Insufficient time has passed to report on ten years of post-secondary registrations for the more recent graduation cohorts. Over time, more data will become available.

*The cohort of *eligible to graduate grade 12 students* includes those students deemed eligible to graduate because they have enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six year completion cohort. Please refer to the Ministry of Education's K-12 glossary for definitions.

Source: http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project

STP Fast Fact #5: Student Transition Matrix

Number and percentage of B.C. secondary school graduates (among those eligible*) who registered at a B.C. public post-secondary institution over time - immediate and delayed transitions.

Student Transition Matrix - Number of students transitioning from grade 12 graduation to post-secondary education per year.

		Post-Secondary School Year												
Grade 12 Grad Year		2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	No Transition Yet	Grand Total Gr12 Grads	Cumulative Transition Rate
2005/2006	# of HS Grads	**22,894**	4,935	2,254	1,361	967	753	517	374	333	226	10,298	**44,912**	(10 years)
	% of HS Grad Class	**51.0%**	11.0%	5.0%	3.0%	2.2%	1.7%	1.2%	0.8%	0.7%	0.5%	22.9%	100.0%	**77.1%**
2006/2007	Count of HS Grads		**22,489**	4,906	2,116	1,306	960	660	484	320	267	9,878	**43,386**	(9 years)
	% of HS Grad Class		**51.8%**	11.3%	4.9%	3.0%	2.2%	1.5%	1.1%	0.7%	0.6%	22.8%	100.0%	**77.2%**
2007/2008	Count of HS Grads			**23,361**	5,207	2,073	1,189	887	640	460	357	10,367	**44,541**	(8 years)
	% of HS Grad Class			**52.4%**	11.7%	4.7%	2.7%	2.0%	1.4%	1.0%	0.8%	23.3%	100.0%	**76.7%**
2008/2009	Count of HS Grads				**24,075**	4,719	2,031	1,174	814	574	391	10,943	**44,721**	(7 years)
	% of HS Grad Class				**53.8%**	10.6%	4.5%	2.6%	1.8%	1.3%	0.9%	24.5%	100.0%	**75.5%**
2009/2010	Count of HS Grads					**24,371**	4,856	2,006	1,152	811	652	12,098	**45,946**	(6 years)
	% of HS Grad Class					**53.0%**	10.6%	4.4%	2.5%	1.8%	1.4%	26.3%	100.0%	**73.7%**
2010/2011	Count of HS Grads						**24,196**	4,641	1,797	1,051	817	13,050	**45,552**	(5 years)
	% of HS Grad Class						**53.1%**	10.2%	3.9%	2.3%	1.8%	28.6%	100.0%	**71.4%**
2011/2012	Count of HS Grads							**24,388**	4,523	1,863	1,128	14,414	**46,316**	(4 years)
	% of HS Grad Class							**52.7%**	9.8%	4.0%	2.4%	31.1%	100.0%	**68.9%**
2012/2013	Count of HS Grads								**24,099**	4,401	1,828	15,486	**45,814**	(3 years)
	% of HS Grad Class								**52.6%**	9.6%	4.0%	33.8%	100.0%	**66.2%**
2013/2014	Count of HS Grads									**23,372**	4,446	16,877	**44,695**	(2 years)
	% of HS Grad Class									**52.3%**	9.9%	37.8%	100.0%	**62.2%**
2014/2015	Count of HS Grads										**22,980**	20,910	**43,890**	(1 year)
	% of HS Grad Class										**52.4%**	47.6%	100.0%	**52.4%**

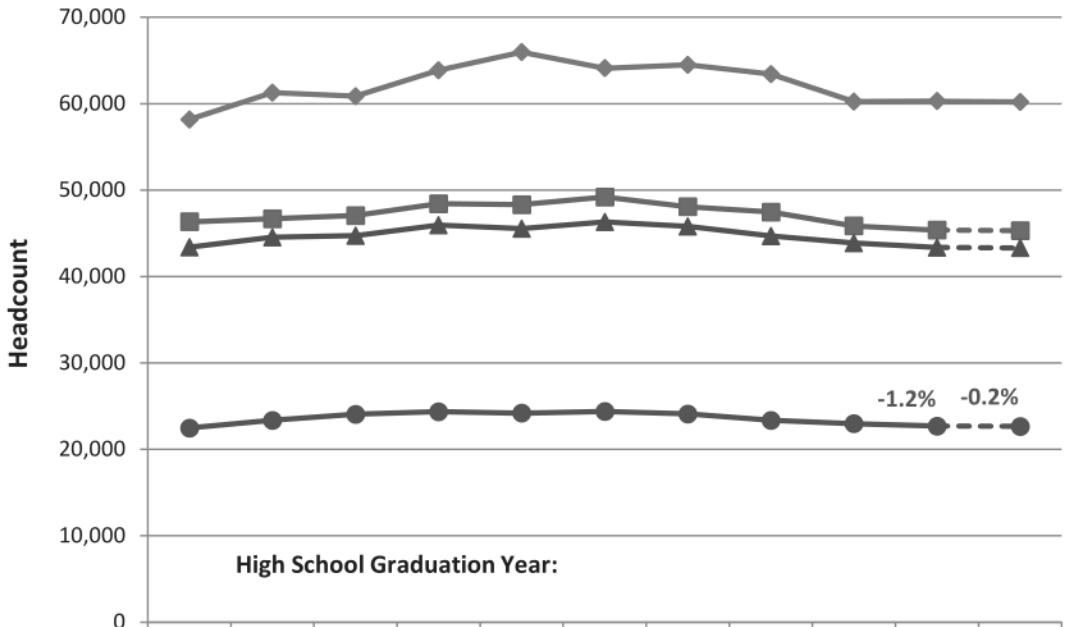
Based on STP2016 (June 14, 2017) data from Student Transitions Project, November 2016 data submission. Apart from the 2005/06 grade 12 graduation cohort, insufficient time has passed to report on ten years of post-secondary registrations for the more recent graduation cohorts, but over time, more data will become available and will be reported.

*The cohort of *eligible to graduate grade 12 students* includes those students deemed eligible to graduate because they have enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six year completion cohort. Please refer to the Ministry of Education's K-12 glossary for definitions.

Source: http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-

STP Fast Fact #6: Number and Flow of Students

From grade 12 registration, to graduation eligibility,
to successful high school graduation, to B.C. public post-secondary education entry.



	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017
B.C. Grade 12 Enrollment	58,176	61,290	60,874	63,865	65,957	64,105	64,492	63,434	60,243	60,294	60,203
# Eligible to Graduate	46,342	46,676	47,046	48,429	48,305	49,199	48,077	47,470	45,858	45,377	45,309
# B.C. Grade 12 Graduates	43,386	44,541	44,721	45,946	45,552	46,316	45,814	44,695	43,890	43,369	43,304
Immed. Entry to B.C. Public PSI	22,489	23,361	24,075	24,371	24,196	24,388	24,099	23,372	22,980	22,707	22,673

Dashed lines indicate projected counts, based on historical patterns. Since immediate-entry transition rates are relatively stable, any changes in the number of immediate entry students to B.C. public post-secondary education simply mirror the changes in the size of the grade 12 cohort and does not imply a change in the immediate entry transition rate (see Fast Fact #5 for transition rates).

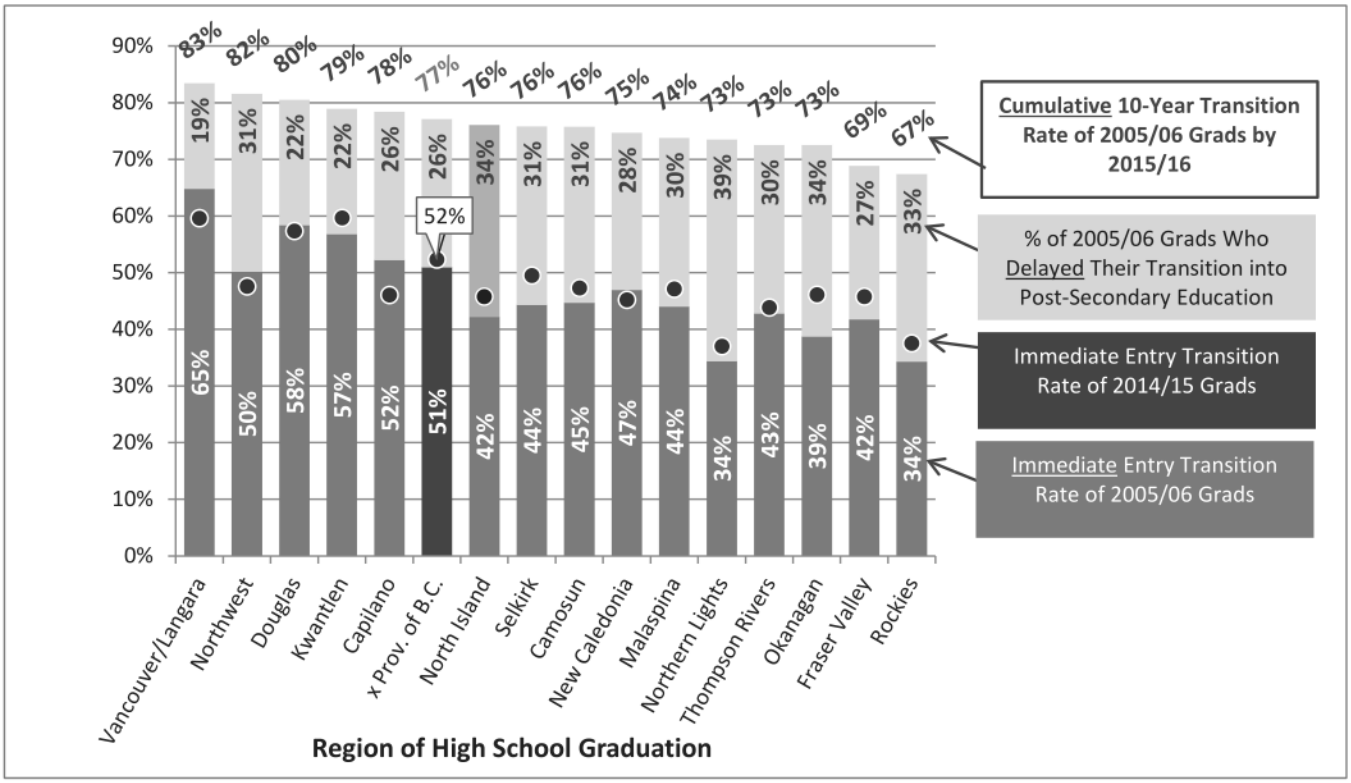
Source: B.C. grade 12 enrollment data - Ministry of Education Student Statistics, 2016/17, dated January, 2017, accessed May 3, 2017.
http://www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf

Number of students eligible to graduate - Ministry of Education Student Six-Year Completion and Grade 12 Graduation Rates - 2015/16, dated November 2016, accessed May 3, 2017.
http://www.bced.gov.bc.ca/reports/pdfs/graduation/prov.pdf

Student Transitions Project, Immediate-Entry Student Transition Rates.
http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project

STP Fast Fact #7: Regional Transition Rates

From grade 12 graduation (among those eligible*, in 2005/2006) to B.C. public post-secondary education (by 2015/2016)



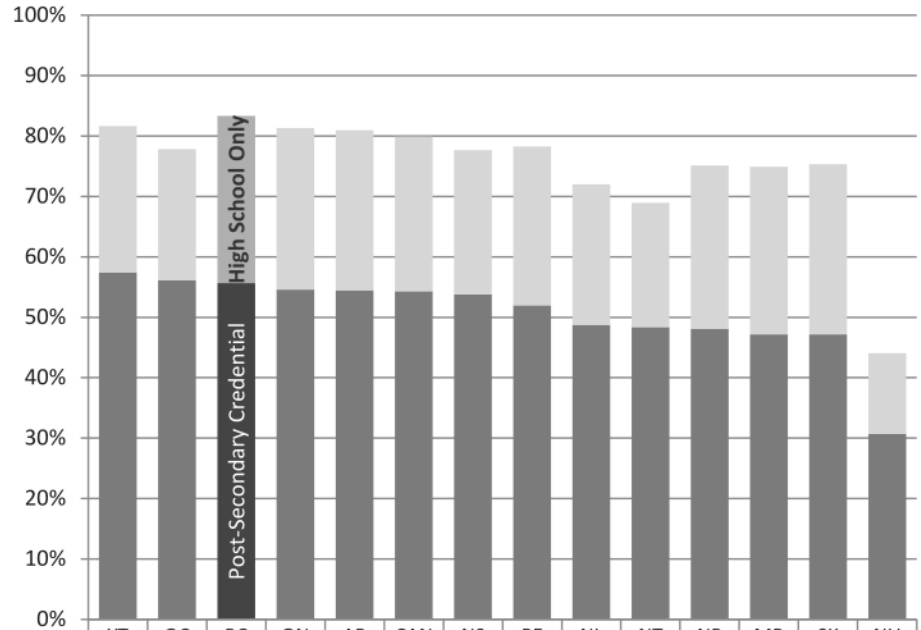
Provided here are immediate and delayed transition rates of the 2005/06 grade 12 graduation cohort, among those eligible*, along with their cumulative 10-year transition rate into B.C. public post-secondary education by 2015/2016. These transition rates are provided by region of high school graduation.

*The cohort of *eligible to graduate grade 12 students* includes those students deemed eligible to graduate because they have enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six year completion cohort. Please refer to the Ministry of Education's K-12 glossary for definitions.

Students who did not transition to post-secondary education after grade 12 graduation, or who enrolled in a B.C. private or non-B.C. institution are not accounted for in this chart. For comparison, the immediate entry transition rate of the 2014/15 graduation cohort is also provided to show that immediate-entry transition rates have increased in most regions, compared to the 2005/06 graduation cohort; and transition rates across regions tend to fluctuate around the average immediate-entry transition rate for the province overall (currently 52% per year). This information is based on STP2016 (April 26, 2017) data from the Student Transitions Project, November 2016 data submission.

Source: http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project

STP Fast Fact #8: Highest Education Attainment
of the population aged 15 and over,
B.C. versus other Canadian provinces.



	YT	QC	BC	ON	AB	CAN	NS	PE	NL	NT	NB	MB	SK	NU
High school diploma or equivalent	24%	22%	28%	27%	26%	26%	24%	26%	23%	21%	27%	28%	28%	13%
Post secondary certificate, diploma or degree, including apprenticeship or trade.	57%	56%	56%	55%	54%	54%	54%	52%	49%	48%	48%	47%	47%	31%
No high school certificate or post-secondary certificate, diploma or degree	18%	22%	17%	19%	19%	20%	22%	22%	28%	31%	25%	25%	25%	56%

Highest education attainment of the population age 15 and over, by province. This is based on Statistics Canada's National Household Survey (2011 Census). Highest education attainment is reported for residents of each province. These residents may have received their education anywhere in the world.

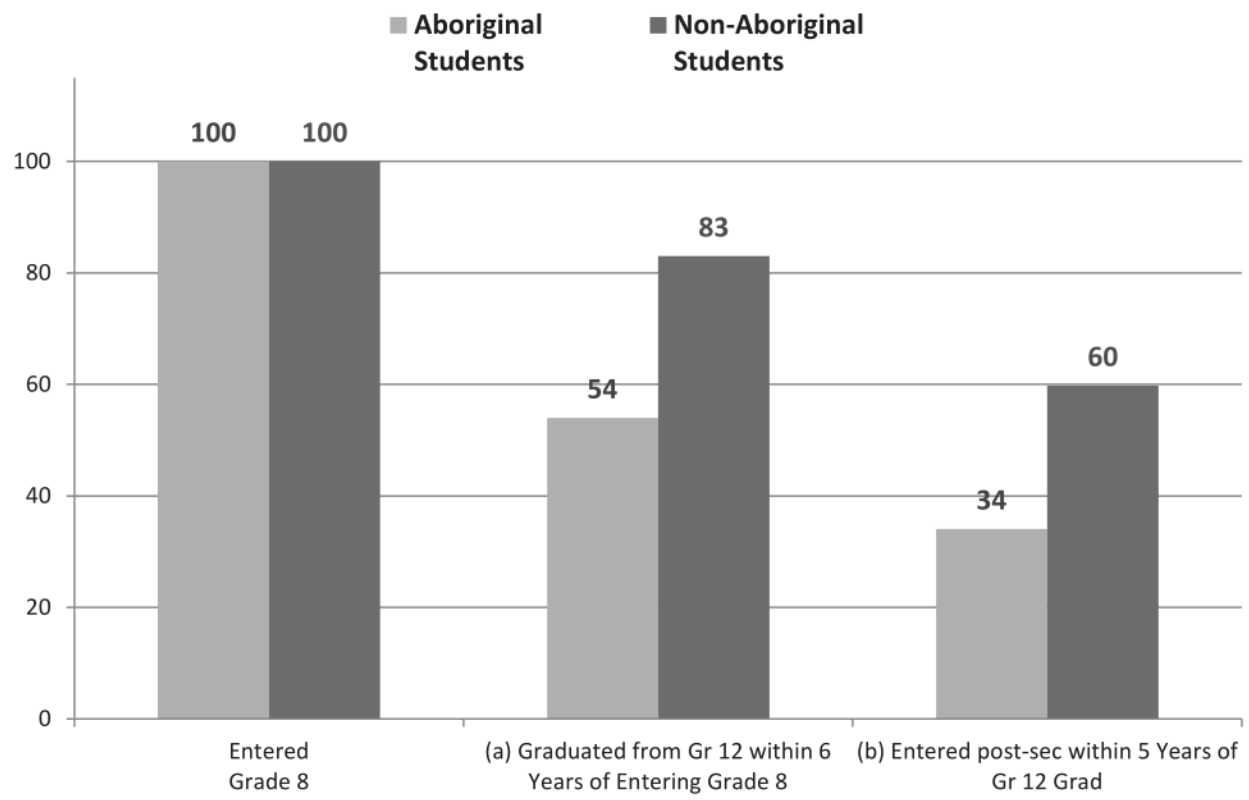
Source: Source: Statistics Canada. National Household Survey (NHS) Profile. 2011 National Household Survey. Statistics Canada Catalogue no. 99-004-XWE. Ottawa. Released September 11, 2013. http://www5.statcan.gc.ca/olc-cel/olc.action?ObjId=99-004-X&ObjType=2&lang=en&limit=0 (accessed March 24, 2014)

STP Fast Fact #9: Aboriginal versus Non-Aboriginal Student Transitions

Out of 100 students entering grade 8, how many will ...

(a) graduate from grade 12 within six years of entering grade 8?

(b) enrol in post-secondary education within five years of grade 12 graduation?



Assuming we start with 100 Aboriginal students and 100 non-Aboriginal students, subsequent student counts are *inferred** from the portion of students who graduated in 2010/2011 within six years of entering grade 8 (54 percent of Aboriginal and 83 percent of non-Aboriginal students); and from the five-year transition rate of 2010/2011 high school graduates to post-secondary education (63 percent of Aboriginal and 72 percent of non-Aboriginal students).

For example, 54 x 63% = 34 Aboriginal students; and 83 x 72% = 60 non-Aboriginal students from the original cohort of 100 grade 8 students enrolled in B.C. public post-secondary education within five years of grade 12 graduation (by academic year 2015/2016).

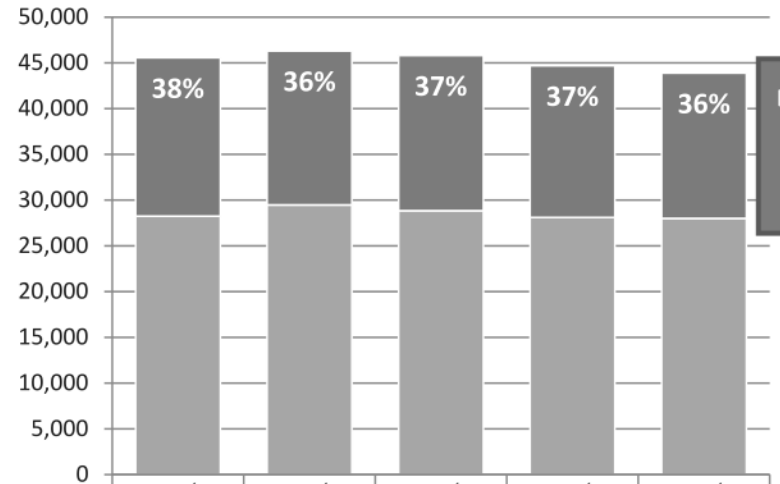
Although the five-year post-secondary transition rates of the grade 12 graduation cohorts are similar (63 percent Aboriginal and 72 percent non-Aboriginal students), the higher attrition rate of Aboriginal students between grade 8 and grade 12 subsequently results in roughly half as many Aboriginal students from the grade 8 cohort enrolling in B.C. public post-secondary education (34 versus 60).

** This inference is approximate because data is drawn from two different populations -- grade 8 entrants who graduated by 2010/11; and eligible grade 12 graduates who graduated in 2010/2011).*

Source: https://www.bced.gov.bc.ca/abed/performance.htm
http://www.bced.gov.bc.ca/abed/perf2014.pdf
http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project

STP Fast Fact #10: High Achievers

Number and percentage of grade 12 graduates
(among those eligible*) who achieve high Academic GPA's (of 75% or higher).



	2010/11	2011/12	2012/13	2013/14	2014/15
High Achievers	17,285	16,824	16,959	16,579	15,896
Moderate Achievers or No Academic GPA	28,267	29,492	28,855	28,116	27,994
# Grads	45,552	46,316	45,814	44,695	43,890

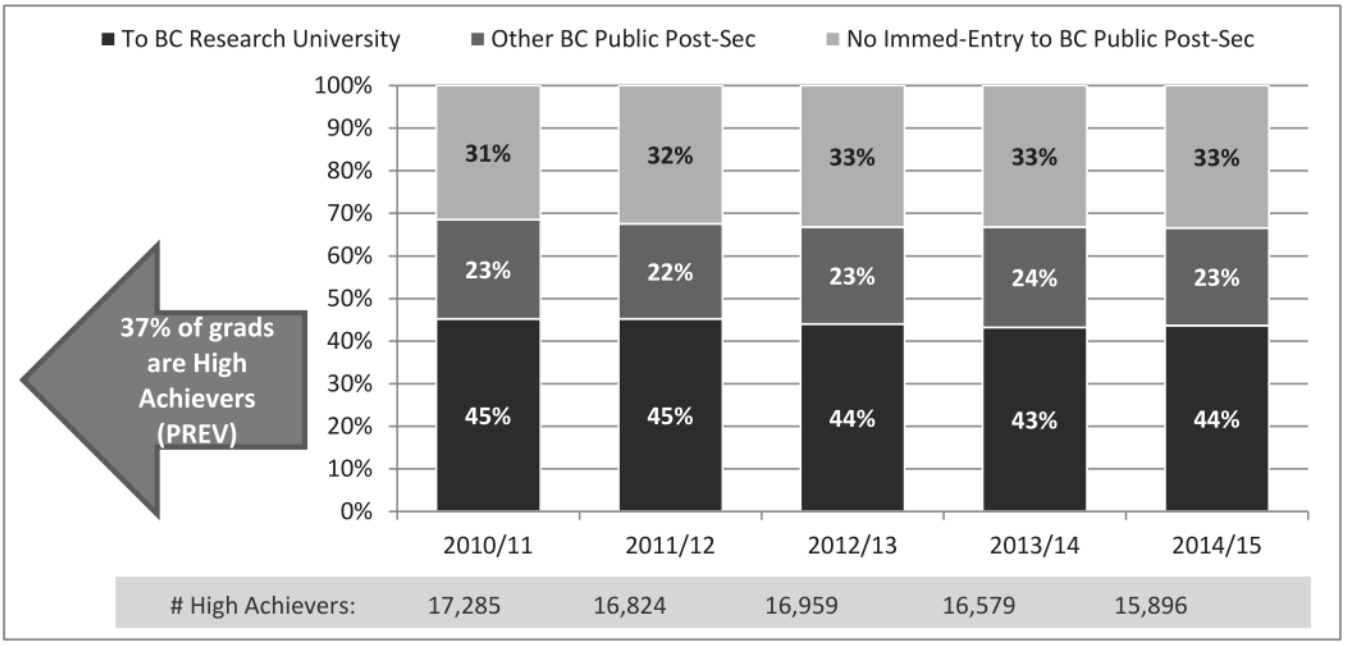
Do these high achieving grads enrol in B.C. research-intensive universities? (NEXT)

High Achievers are determined from the student's academic GPA at the time of graduation. Students are classified by the STP as "high achievers" if their academic GPA is 75 percent or higher. ***Academic GPA*** is the average of four academic grade 12 course grades: blended grades in English 12 and the student's best school grades in three other academic subjects. Blended English 12 grades are a 40-60 percent blend of provincial exam scores and school-assigned grades in that subject. The other three grades included in the Academic GPA calculation are school grades only. The academic GPA is not calculated for students lacking courses or passing grades in the set of academic subjects used for the calculation.

*The cohort of *eligible to graduate grade 12 students* includes those students deemed eligible to graduate because they have enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six year completion cohort. Please refer to the Ministry of Education's K-12 glossary for definitions.

Source: http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project

STP Fast Fact #11: B.C. Public Post-Secondary Destinations of High Achieving Grade 12 Graduates (among those eligible*)
within one year of high school graduation.



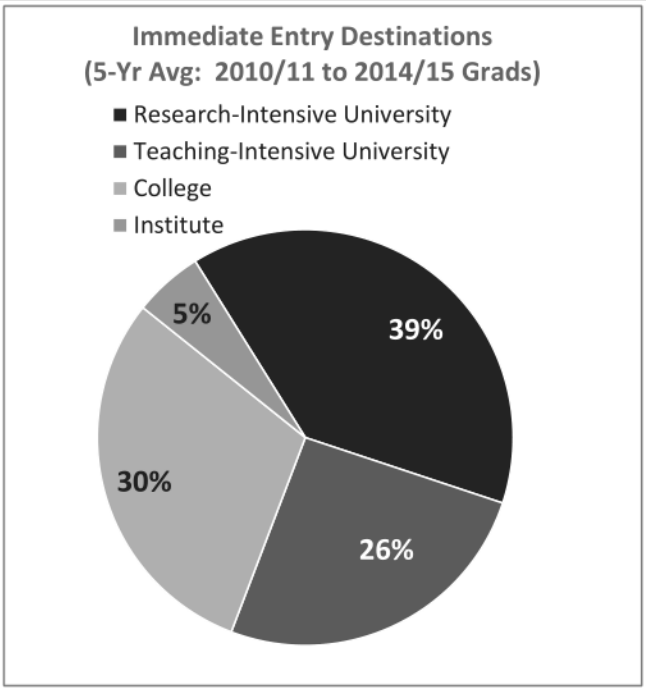
Roughly 37 percent of B.C. grade 12 graduates (among those eligible*) over the last five years were high achievers, attaining grade 12 academic GPA's of 75 percent or higher. Nearly half (45%) of these high achievers enrolled in a B.C. research university (SFU, UBC, UBCO, UNBC, UVIC). With the non-transitioners excluded, approximately 66% of high achieving immediate-entry students enrolled in a B.C. research university (versus 41 percent of all immediate-entry students from all GPA levels enrolling in a B.C. research university shown in Fast Fact #12).

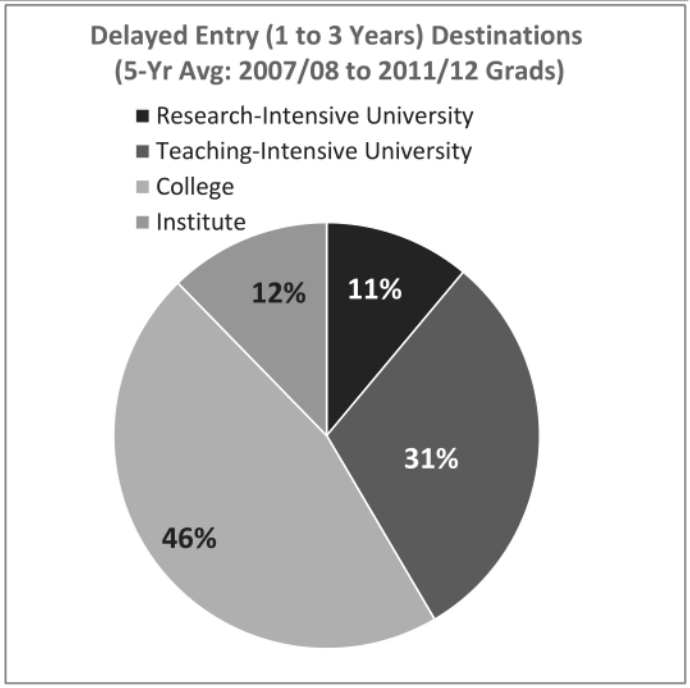
*The cohort of eligible to graduate grade 12 students includes those students deemed eligible to graduate because they have enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six year completion cohort. Please refer to the Ministry of Education's K-12 glossary for definitions.

Source: http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project

STP Fast Fact #12: B.C. Public Post-Secondary Immediate vs. Delayed Entry Destinations

of all grade 12 graduates (among those eligible*).





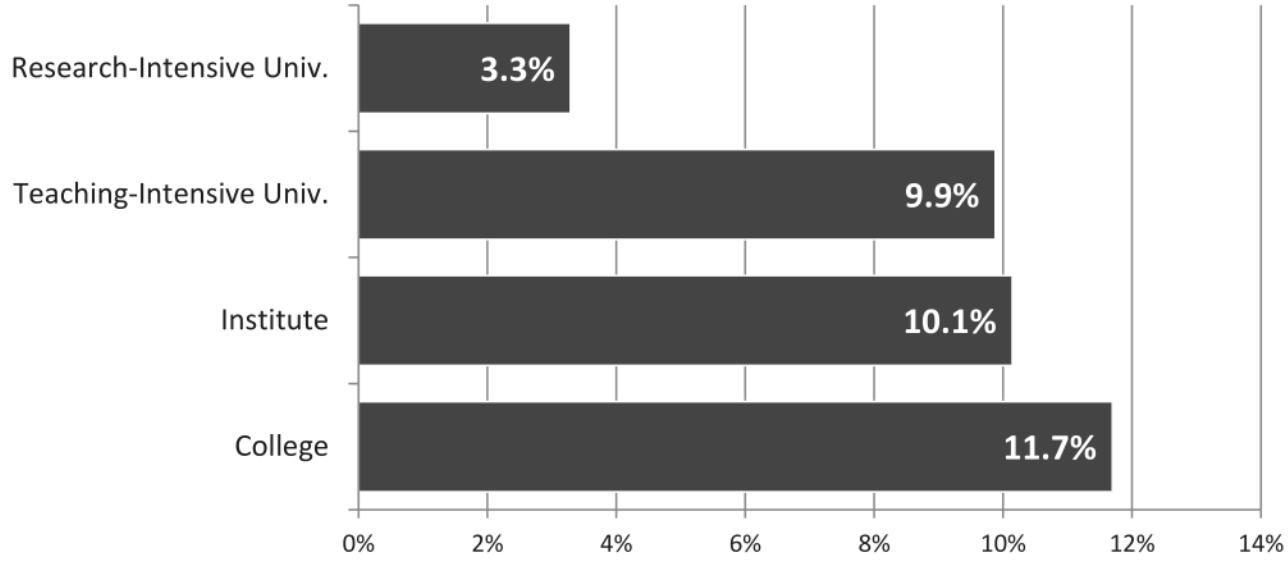
These are the immediate entry and delayed entry post-secondary destinations of all B.C. grade 12 graduates (among those eligible*) who enrolled in the B.C. public post-secondary system over a recent five-year period. Numerous post-secondary sector designation changes have taken place in B.C. in recent years. Because of these changes and for consistency over time, each institution is reported under its current (Fall 2016) sector designation.

*The cohort of *eligible to graduate grade 12 students* includes those students deemed eligible to graduate because they have enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six year completion cohort. Please refer to the Ministry of Education's K-12 glossary for definitions.

Destinations of **immediate entry** students are shown on the left. These students enrolled in post-secondary education within one year of high school graduation. Destinations of **delayed entry** students are shown on the right. These students enrolled in post-secondary education after waiting a period of one, two or three years. Also see Fast Fact #11 for immediate-entry destinations of high achievers.

Source: http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project

STP Fast Fact #13: First-Year Immediate-Entry Attrition Rates
by Type of Institution First Attended, for a cohort of grade 12 high school graduates
(among those eligible*) who enrolled immediately in B.C. public post-secondary education.



A total of 1,776 (or 7.5%) of 23,589^ undergraduate immediate-entry students from the 2009/10 high-school graduation cohort, among those eligible*, left the B.C. public post-secondary system without a credential. These students first enrolled in a B.C. public post-secondary institution in 2010/11, but they did not complete a credential or enrol again over the next four years (through academic year 2014/15). The first-year immediate-entry attrition rates from the B.C. public post-secondary system are provided by type of institution first entered .

*The cohort of eligible to graduate grade 12 students includes those students deemed eligible to graduate because they have enrolled in sufficient courses to meet the requirements to graduate during that school year. This construct is distinct from the six year completion cohort. Please refer to the Ministry of Education's K-12 glossary for definitions.

^Note that graduate students and students enrolled exclusively in continuing education are excluded.

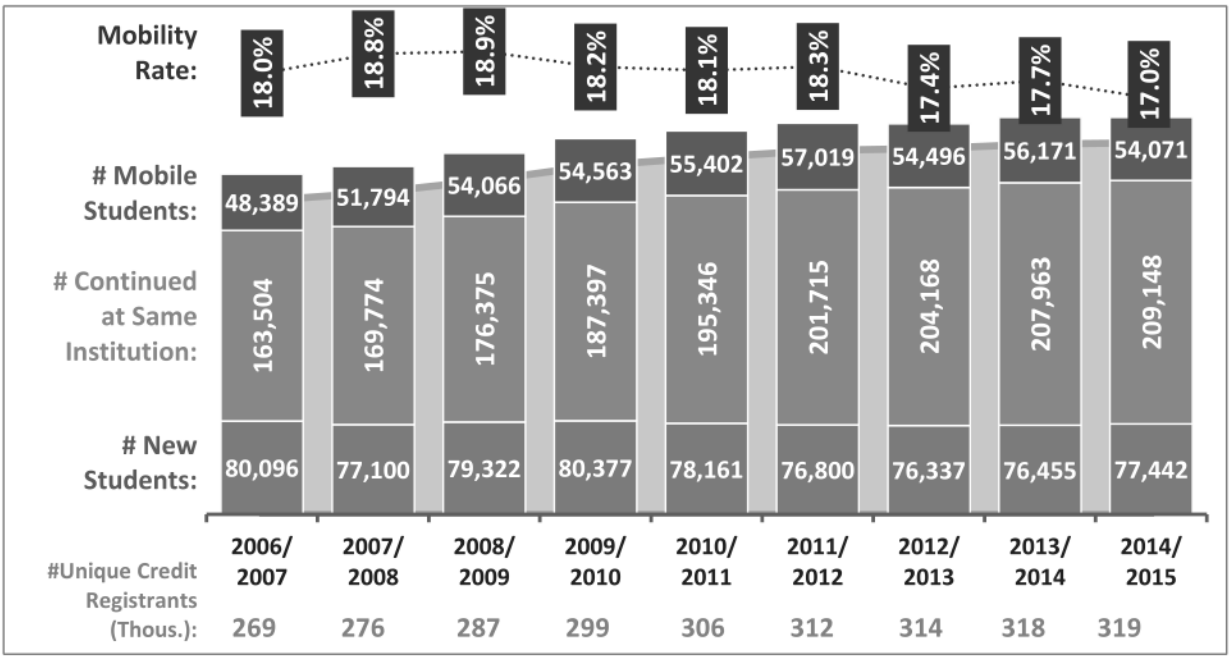
Consistent with different levels of academic qualifications needed for post-secondary admission, the attrition rates vary across sectors, with research universities showing the lowest attrition rates. A number of sector designation changes have occurred recently in B.C. This chart reports all institutions under their current (2015/2016) institution type.

Given that B.C.'s research universities are located in urban centers (Lower Mainland, Victoria, Kelowna, and Prince George), differences in attrition rates between research universities and other sectors may be attributed to regional differences, including GPA levels of high school graduates enrolled in rural colleges, differences in employment opportunities in the local economy, and differences in parental education levels (which are often positively correlated with higher education participation).

Source: http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project

STP Fast Fact #14: Student Mobility Rates

The Student Mobility Rate is the proportion of all students enrolled in credit courses in the B.C. public post-secondary education system in the academic year who were last enrolled at some other institution.



The STP's calculation of student mobility rates have undergone several definitional changes over the last few years. The significant change to the mobility rate calculation when last reported was the exclusion of students registered in non-credit courses. The non-credit exclusion also resulted in the exclusion of some developmental and vocational programs (where instruction is measured in hours rather than credits). The mobility rates reported here include undergraduate, graduate and developmental program registrants in credit courses only.

Recently, another significant change occurred -- all student pathways between all institutions attended by each student are now quantified (rather than limiting mobility tracking between a single 'primary' enrollment per student per year). In addition, the mobility of students who re-enter B.C.'s public post-secondary education system after stopout period(s) are also captured (rather than limiting the population to continuing students from the immediately preceding year only). *Note that student mobility rates are restated each year so that mobility rates for the current and past years are based on the current methodology and are comparable over time.*

Definitions:

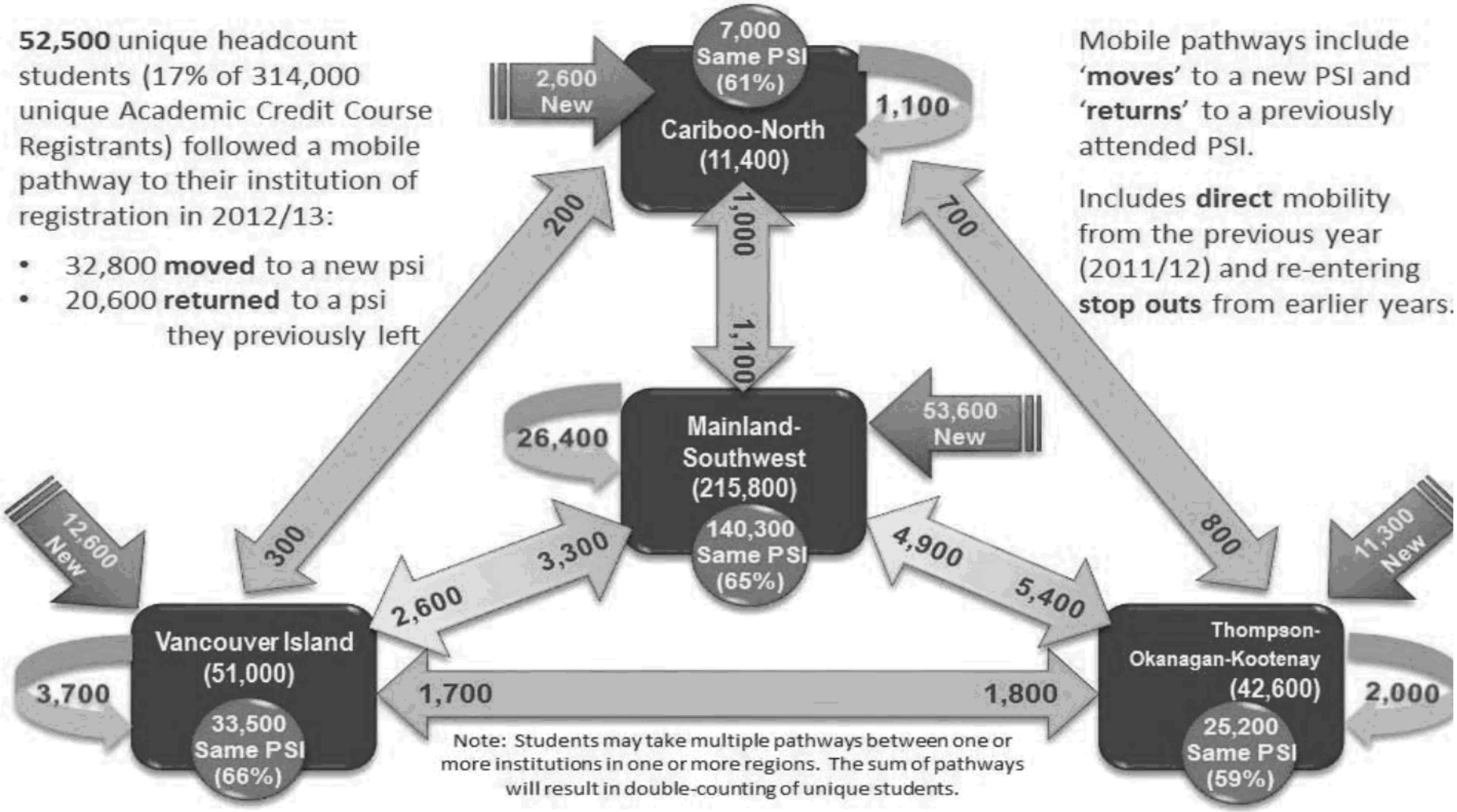
Student Mobility is the movement of students from one B.C. public post-secondary institution to another. Mobile students are those who moved to a new institution for the first time or returned to an institution previously attended (after attending some other institution in the intervening period). Student movement may occur directly from the immediately preceding period of registration or after a stopout period of non-registration. Since students can take multiple pathways between multiple institutions, the unique headcount of all mobile students (rather than a duplicated count of all student pathways) is used in the calculation of the mobility rate.

Numerous institution name changes took place in B.C. in the period 2007/08 to 2008/09. Students who remained at institutions that were renamed are not counted as student movers.

Source: STP Post-Secondary Student Mobility (PSM) PivotTables, from November 2015 STP Submissions.

STP Fast Fact #15: Regional Student Mobility

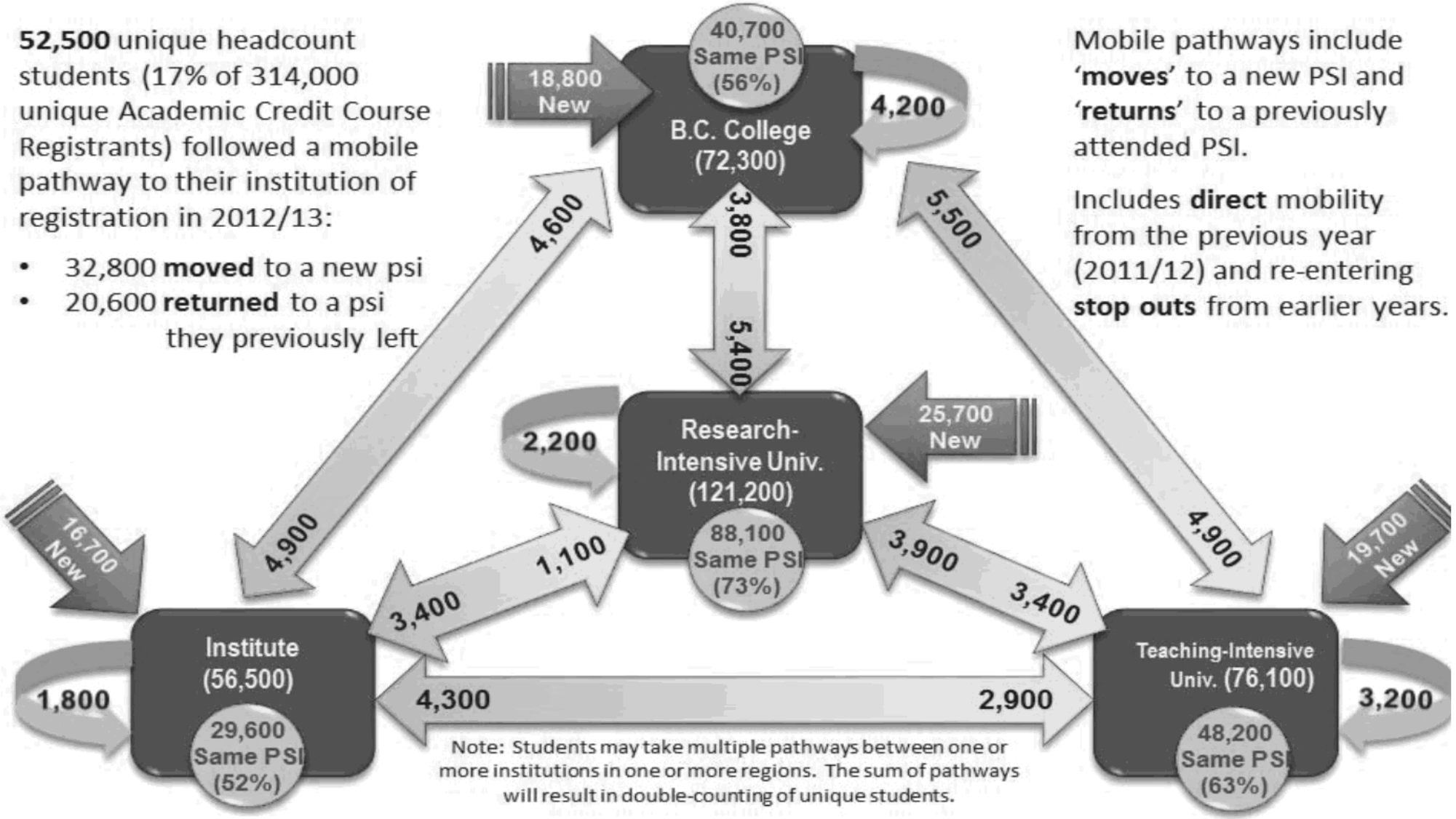
This diagram illustrates student movement between and within regions of B.C.
Mobility between institutions is determined from the current institution (2012/13), compared to the institution last enrolled in (prior to 2012/2013).
When students switch institutions, they may switch regions (see straight arrows between regions), or they may remain in the region (see loop-back arrows).
See Update on Student Mobility in the BC Public Post-Secondary System for more information, analysis and definitions.



Source: November 2015 STP Submissions.

STP Fast Fact #16: Student Mobility Between Sectors

This diagram illustrates student movement between and within public post-secondary sectors of B.C.
Mobility between institutions is determined from the current institution (2012/13), compared to the institution last enrolled in (prior to 2012/2013).
When students switch institutions, they may switch sectors (see straight arrows between regions), or they may remain in the sector (see loop-back arrows).
See Update on Student Mobility in the BC Public Post-Secondary System for more information, analysis and definitions.



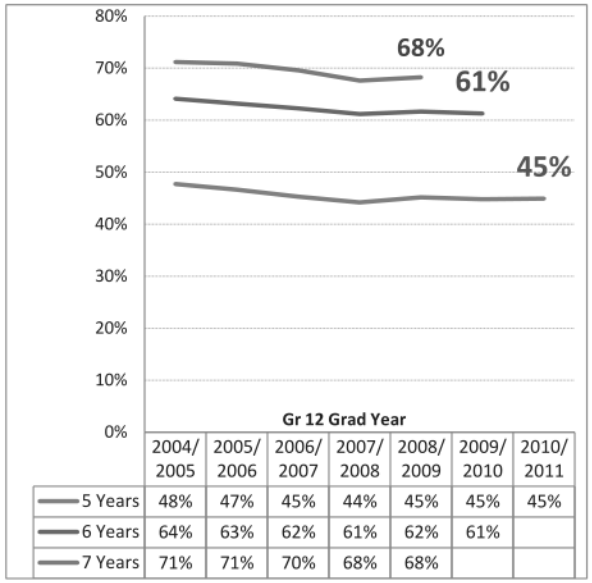
Source: November 2015 STP Submissions.

STP Fast Fact #17: Credential Completion Rate Trends

Five, Six and Seven Year Credential Completion rates, by year of Grade 12 Graduation and by Type of Post-Secondary Credential Entered and Credential Completed.

1. Bachelor's Degree Completion Rates of Bachelor's Entrants

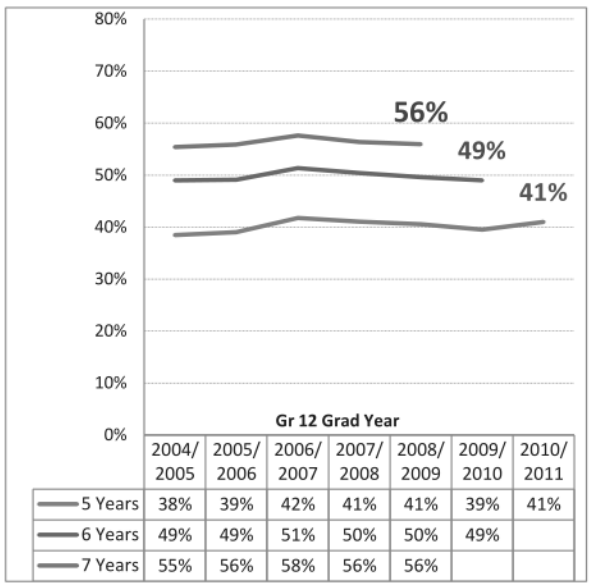
Entered: Bachelor's Degree
Awarded: Bachelor's Degree



	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
5 Years	48%	47%	45%	44%	45%	45%	45%
6 Years	64%	63%	62%	61%	62%	61%	
7 Years	71%	71%	70%	68%	68%		

2. Credential Completion Rates of Non-Bachelor's Entrants

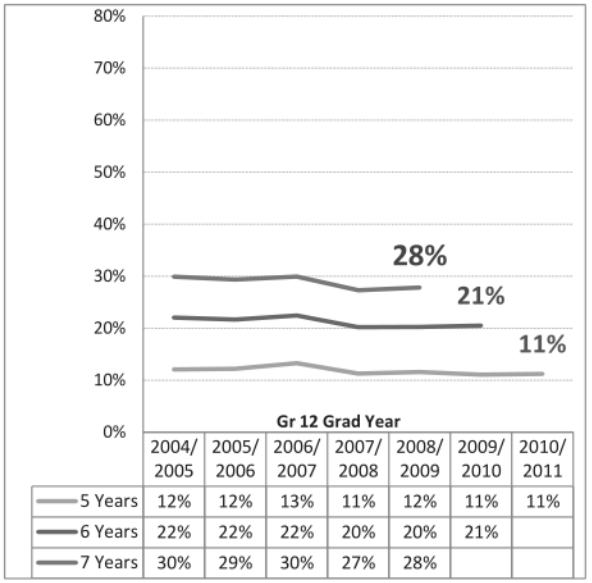
Entered: Any Credential (*Except* Bachelor's Degree)
Awarded: Any Credential (*Including* Bachelor's Degree)



	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
5 Years	38%	39%	42%	41%	41%	39%	41%
6 Years	49%	49%	51%	50%	50%	49%	
7 Years	55%	56%	58%	56%	56%		

3. Bachelor's Degree Completion Rates of Non-Bachelor's Entrants

Entered: Any Credential (*Except* Bachelor's Degree)
Awarded: Bachelor's Degree



	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
5 Years	12%	12%	13%	11%	12%	11%	11%
6 Years	22%	22%	22%	20%	20%	21%	
7 Years	30%	29%	30%	27%	28%		

Notes:

a) These are cumulative credential completion rates within five, six and seven elapsed years of immediate entry to an undergraduate program in the B.C. public post-secondary system.

b) Students entering programs that do not normally lead to a credential are excluded. Therefore, entrants to the following programs (based on CIP clusters) are excluded: blank, Developmental, None, Other, Trades.

c) Completion may occur anywhere in the B.C. public post-secondary system and is not restricted to completion in the same institution of initial entry.

d) Three different completion rate measures are provided, each with a different set of entrants and completers:

e) Credential completers are counted only once, regardless of the number of credentials completed.

f) Within seven years of grade 12 graduation, bachelor's degree completers typically earn a bachelor's degree exclusively, whereas non-Bachelor's completers often earn multiple credentials, earning an average of 1.3 credentials per student over seven years.

Title: **Student Transitions from High School to Public Post-Secondary**

Issue: **Key facts on time to entry by College Region and Aboriginal student's five-year cumulative transition.**

Key Messages:

- **A seamless transition from K-12 through to post-secondary education and skills training and beyond is critical for citizens to thrive and succeed.**
- **Post-secondary education can help students in the pursuit of their ambitions, education hopes, career aspirations and life-long learning.**
- **The majority of B.C. students enter public post-secondary institutions in the same region where they graduated from high school.**
- **Aboriginal students five year cumulative transition rate is 63%, below the non-Aboriginal students rate at 72%.**

Background/Status:

Regional Transition Rates
From grade 12 graduation (in 2005/2006) to
B.C. public post-secondary education (by 2015/2016)

	Immediate Entry (<12 months post-graduation)			Delayed Entry (>12 months post-graduation)	
College Region	2005/06 Grads	2009/10 Grads	2014/15 Grads	Delayed Trans. Rate (2005/06 Grads)	10-Yr Cum. Trans. Rate (2005/06 Grads)
Vancouver/Langara	64.8%	63.9%	59.6%	18.6%	83.4%
Northwest	50.2%	51.2%	47.6%	31.4%	81.6%
Douglas	58.4%	59.1%	57.3%	22.1%	80.5%
Kwantlen	56.9%	60.5%	59.7%	22.1%	78.9%
Capilano	52.2%	51.9%	46.1%	26.1%	78.4%
Province of B.C.	51.0%	53.0%	52.4%	26.1%	77.1%
North Island	42.2%	49.5%	45.8%	33.8%	76.1%
Selkirk	44.3%	47.5%	49.5%	31.4%	75.8%
Camosun	44.7%	45.8%	47.3%	31.1%	75.8%
New Caledonia	47.0%	49.6%	45.3%	27.7%	74.7%

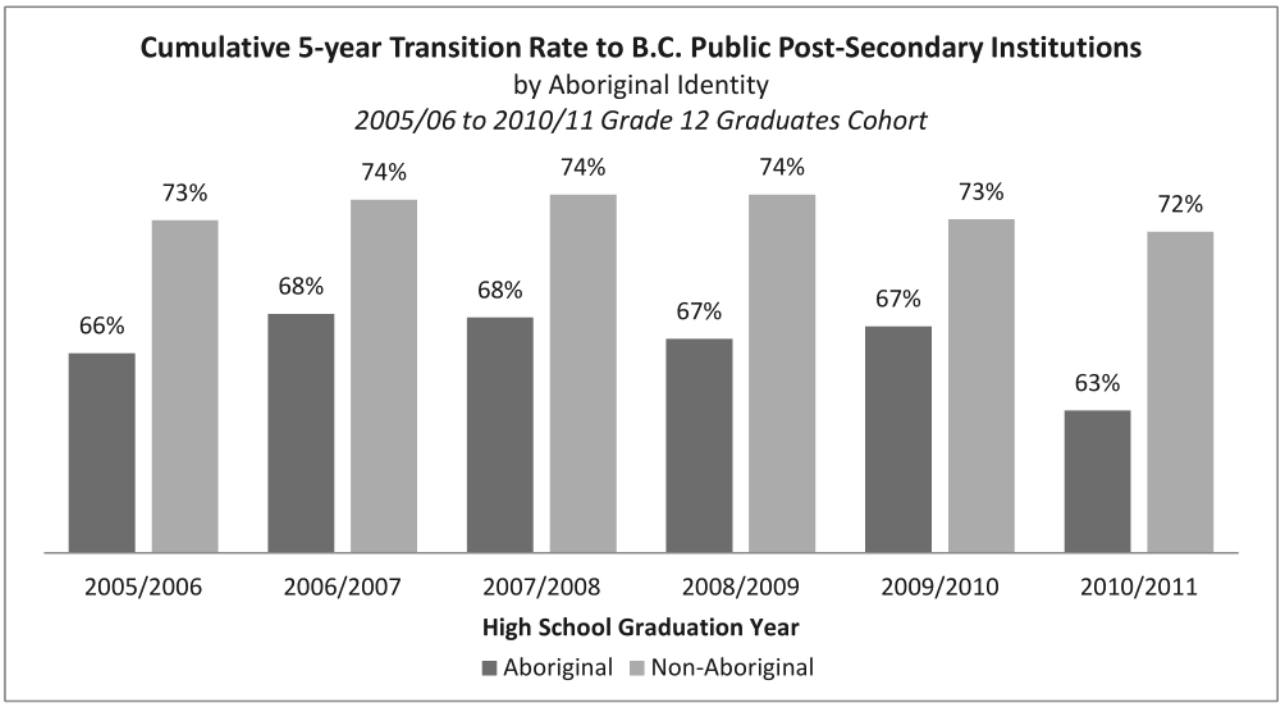
Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

Vancouver Island (Malaspina)	44.0%	44.9%	47.1%	29.8%	73.8%
Northern Lights	34.4%	36.0%	37.1%	39.0%	73.5%
Thompson Rivers	42.8%	46.8%	43.9%	29.7%	72.5%
Okanagan	38.8%	43.3%	46.1%	33.7%	72.5%
Fraser Valley	41.8%	43.5%	45.8%	27.1%	68.9%
Rockies	34.3%	35.5%	37.5%	33.1%	67.4%

Source: Student Transitions Project (Fall 2016 Submission)

Note: Data is based on preliminary Student Transition Project results and is subject to change

Aboriginal Student Transition from K-12 to Post-Secondary*



Source: Student Transitions Project (Fall 2016 Submission)

*A long term outcome of the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*

Title: **Student Outcomes Surveys Overview**

Issue: **Key facts related to the B.C. Student Outcomes Program**

Key Messages:

- **Surveys of former students are one way to ensure our public post-secondary institutions are response to the needs and demands of students as well as employers.**
- **For more than 30 years, the BC Students Outcomes survey program has provided critical information on educational experiences, subsequent labour market outcomes, employment and further studies.**
- **There are currently three annual surveys of more than 25,000 former students:**
  - **Baccalaureate Graduate Survey;**
  - **Diploma, Associate Degree and Certificate Student Outcomes Survey; and**
  - **Apprenticeship Student Outcomes Survey**

Background/Status:

- BC Student Outcomes is long standing partnership among the Ministry of Advanced Education, Skills and Training, participating post-secondary institutions, Industry Training Authority, BC Registrars' Association and the BC Council on Admissions and Transfer.
- Former students are surveyed nine months to two years after completion of studies.
- The Developmental Student Outcomes Survey was discontinued in 2014 due to lack of funding and availability of alternate data. It surveyed students in Adult Basic Education and English Language Learners.

Baccalaureate Graduates (2016)

- Approximately 10,700 graduates responded, for a **45%** response rate.
- Twenty institutions were represented in this survey.
- Highlights include:
  - **43%** graduated from arts or science program
  - **59%** are women
  - **93%** were satisfied with their education
  - **47%** had enrolled in further studies
  - **89%** were in the labour force
  - **7.0%** unemployment rate
  - **$50,000** median annual (full time work)
  - **86%** said knowledge and skills gained was useful at work

Diploma, Associate Degree, and Certificate students (2016)

- Approximately 14,800 students responded, for a 53% response rate.
- 19 institutions were represented in this survey.
- Highlights include:
  - **40%** had enrolled in further studies
  - **92%** were satisfied with their education
  - Results for Diploma and Certificate graduate only
    - **92%** were in the labour force
    - **8.6%** unemployment rate
    - **78%** of those employed said job related to education
    - **$20** average hourly wage (median wage for full-time employees)
    - **85%** said knowledge and skills gained was useful at work

Apprenticeships (2016)

- Approximately 2,600 students responded, for a **54%** response rate.
- 40 institutions (14 public, 26 private) were represented in this survey.
- Highlights include:
  - **92%** were satisfied with their workplace training experience
  - **88%** had earned their "trades ticket"
  - **98%** were in the labour force
  - **91%** were in a training related job
  - **8.5%** unemployment rate
  - **$32** average hourly wage
  - **93%** said the knowledge and skills gained during in-school training was useful at work

Developmental Students (2014)

Approximately 1,400 ABE students responded, **41%** response rate, 18 institutions.

- Median age **24**
- **51%** female
- **68%** went on to further studies
- **95%** satisfied with ABE course

Approximately 900 ELL students responded, **55%** response rate, 15 institutions.

- Median age **35**
- **61**% female
- **98%** of ESL students are born outside Canada
- **55%** went on to further studies
- **94%** satisfied with ESL course

BC Student Outcomes
Shaping Post-Secondary Education

BC STUDENT OUTCOMES

the 2016 highlights

STUDENT FEEDBACK is essential to maintaining quality and ensuring relevance in the education system. BC Student Outcomes provides that feedback by surveying former post-secondary students who took apprenticeship technical training, baccalaureate programs, and associate degree, diploma, or certificate programs.

OUTCOMES SURVEYS are conducted with funding from the Ministry of Advanced Education, the Industry Training Authority, and from B.C.'s public post-secondary institutions. In 2016, over 28,000 former students were surveyed; key results from those surveys are presented here.

APPRENTICES (*TRADITIONAL*)

- 98% were in the labour force
- 8.5% was the unemployment rate
- 98% of those employed were working full time
- 93% said the knowledge and skills they learned were useful for employment

BACCALAUREATE GRADUATES

- 47% took further studies
- 89% were in the labour force
- 7.0% was their unemployment rate
- 82% of those employed were working full time
- 72% said their job was related to their education

DIPLOMA & CERTIFICATE GRADUATES

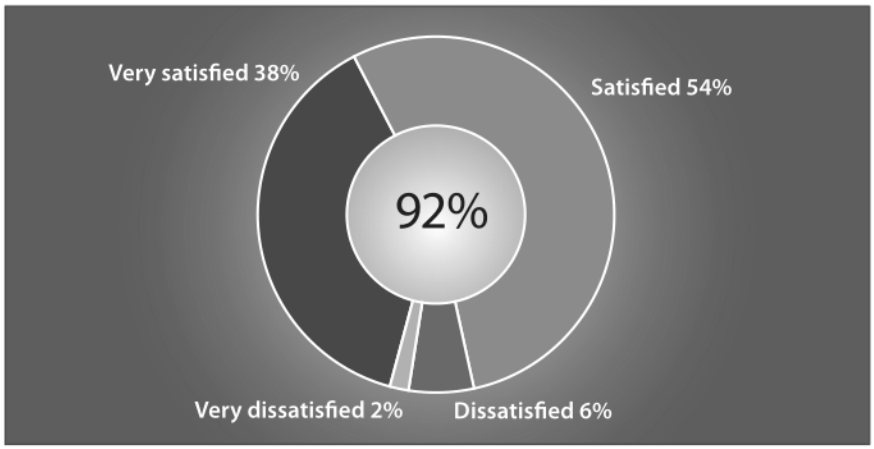
- 92% were in the labour force
- 8.6% was their unemployment rate
- 85% of those employed were working full-time
- 85% said the knowledge and skills they learned were useful for employment

ASSOCIATE DEGREE & UNIVERSITY TRANSFER STUDENTS

- 80% took further studies
- 81% of those who took further studies received transfer credits
- 74% were studying at the time of the survey

BRITISH COLUMBIA

STUDENTS' SATISFACTION with their education is associated with favourable education evaluations and successful labour market outcomes. Most of the former students surveyed in 2016 were satisfied with the education or training they received.



Overall, satisfaction with education was high.

Apprenticeship

Apprenticeship Students

The 2016 Apprenticeship Student Outcomes Survey had 2,565 respondents out of 4,787 former apprenticeship students who were eligible for the survey, making the response rate 54 percent. The median age of respondents was 29, and 94 percent were men. They were surveyed within two years of completing their in-school training.

A traditional apprenticeship consists of workplace and in-school training and usually takes a minimum of four years to complete. While workplace training accounts for the majority of that time, approximately 20 percent of an apprentice's time is spent on technical training, which is delivered through a public post-secondary institution or private training organization.

An apprentice in a traditional apprenticeship program who completes the required four or five levels of in-school training, passes exams, and is recommended by a sponsoring employer will receive a Certificate of Qualification (C of Q) from the Industry Training Authority (ITA).

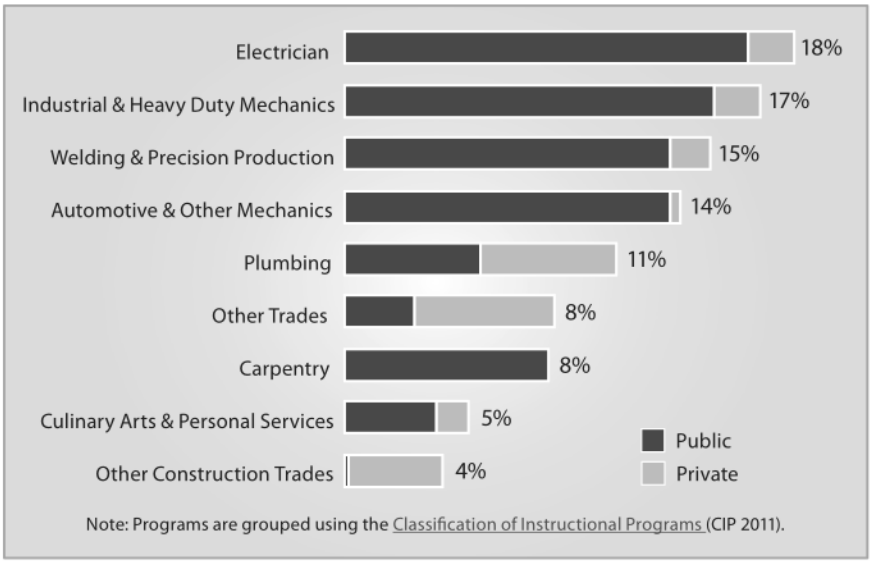
For certain programs, the ITA also offers apprenticeship certification for completion of each level of training in a traditional apprenticeship. These progressive credential programs provide both on-the-job training and in-school technical training.

Before the 2016 apprenticeship survey, many of the welding and cook programs that were previously eligible for a progressive credential were re-categorized as foundation programs (entry-level or pre-apprenticeship training). As a result, only 10 percent of the 2016 survey respondents had taken a progressive credential program, down from 23 percent the previous year.

At the time of the survey, 88 percent of respondents, from traditional and progressive credential programs, had received their Certificate of Qualification or "ticket" to practice their trade.

Trades programs

The majority (78 percent) of former apprentices surveyed took their technical training in a public post-secondary institution. Half of the respondents had apprenticed in one of the following trades: Electrician, Industrial & Heavy Duty Mechanics, or Welding & Precision Production.

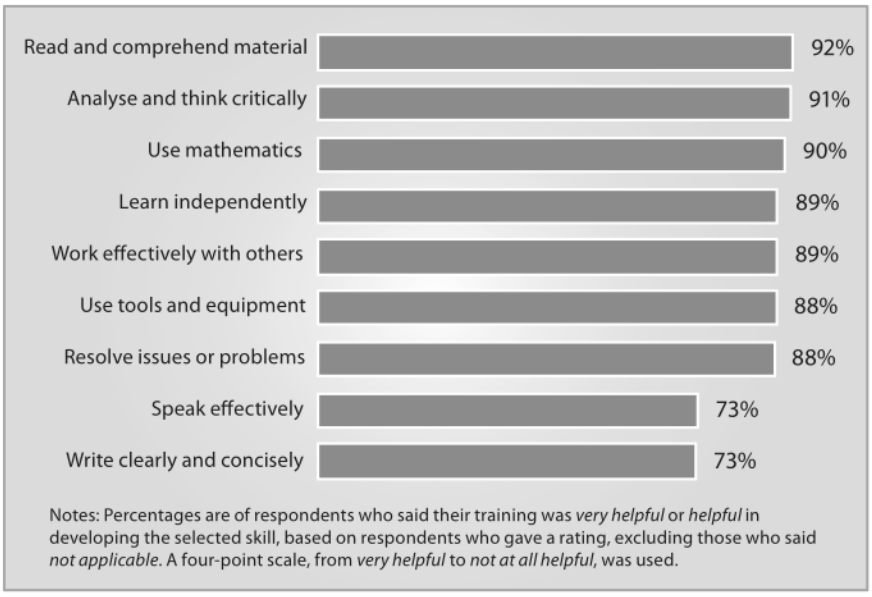


Apprenticeship in-school training programs were delivered through public post-secondary institutions and private training organizations.

In-school training

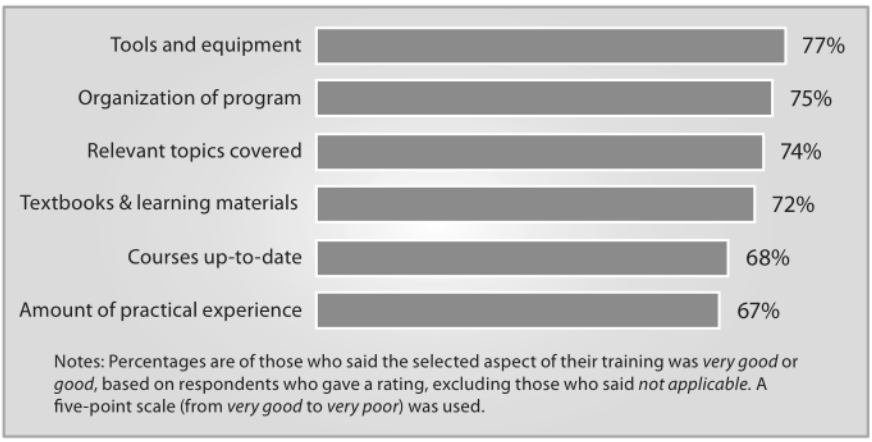
Almost all respondents (96 percent) said that the instruction they received for their in-school training was *very good*, *good*, or *adequate*. (The ratings were on a five-point scale from *very good* to *very poor*; the mid-point *adequate* is not a neutral value.)

Former apprentices were likely to say that their in-school training helped them develop a number of important skills. A very large majority said the training was *very helpful* or *helpful* in developing their ability to read and comprehend material. The help given in developing abilities to analyse and think critically and use mathematics was also rated highly.



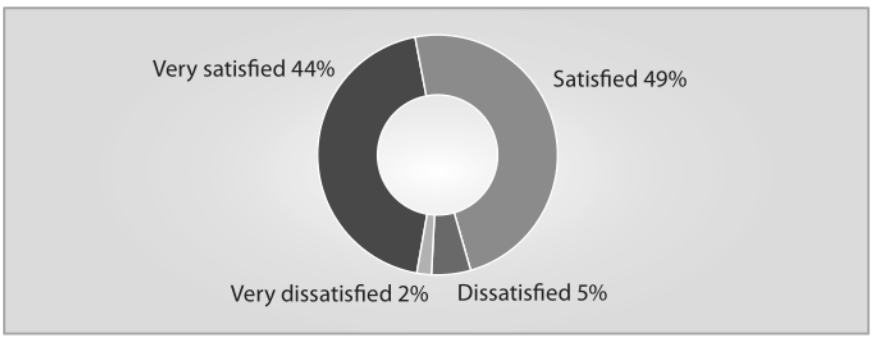
In-school training helped apprentices develop important skills for trades.

Former apprentices were also asked to rate certain aspects of their program and the content of their courses. A majority said that the tools and equipment they used in their training were *very good* or *good*. Many also gave similar ratings to the organization of the program and to the relevance of the topics covered in their courses.



Selected aspects of the programs and course content were rated very good *or* good.

Most (93 percent) of the survey respondents were *very satisfied* or *satisfied* with the in-school training they received.

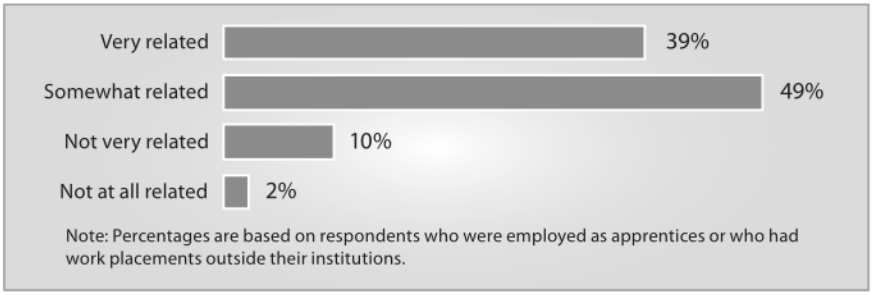


Satisfaction with in-school training was high.

Workplace training

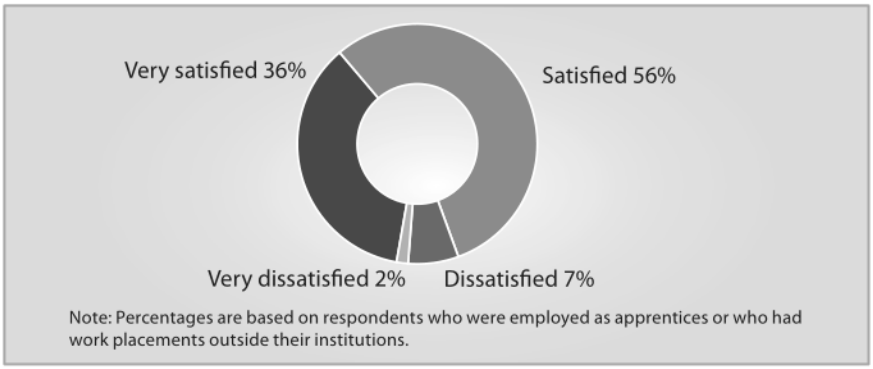
Of the former apprenticeship students surveyed, 93 percent were employed as an apprentice or had a work placement outside of their training institution.

A substantial majority (88 percent) of these apprentices said their in-school training was related—*very* or *somewhat related*—to their workplace experience.



In-school training was related to the workplace experience.

Most (92 percent) of the respondents who were employed as apprentices or had work placements were satisfied with the workplace training they received.

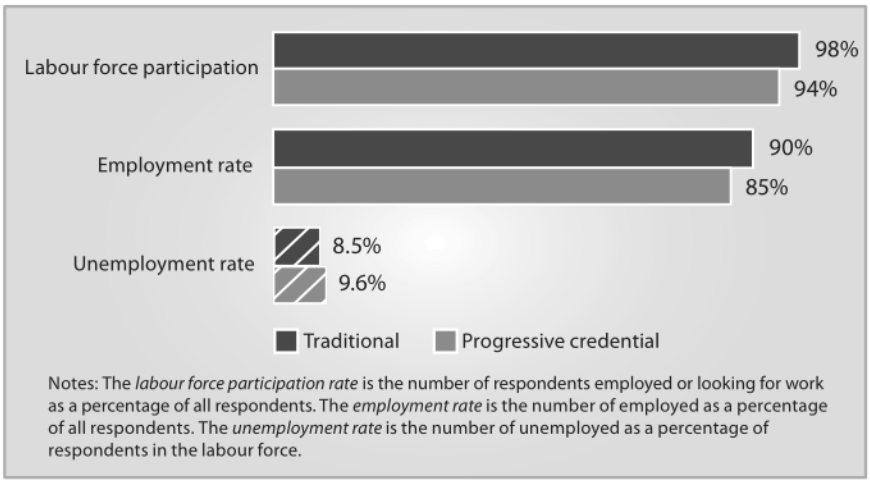


Satisfaction with the workplace experience was high.

Employment

The former students who completed training in a traditional apprenticeship have somewhat different employment outcomes than those who completed the training for a progressive credential.

Whether respondents completed a traditional or progressive credential program, they were very likely to be in the labour force. However, those who had completed the longer, traditional training were more likely to be in the labour force and more likely to be employed.

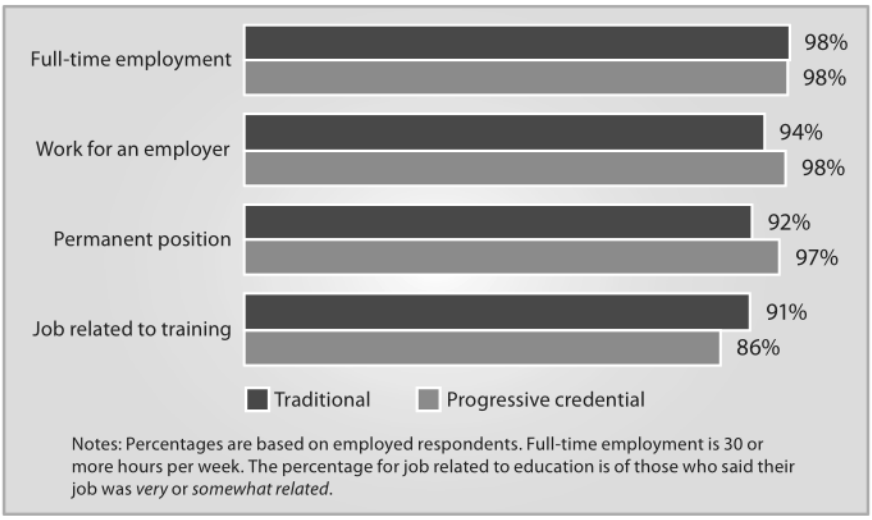


Notes: The *labour force participation rate* is the number of respondents employed or looking for work as a percentage of all respondents. The *employment rate* is the number of employed as a percentage of all respondents. The *unemployment rate* is the number of unemployed as a percentage of respondents in the labour force.

Labour force participation and employment rates were excellent.

The employment outcomes of both traditional and progressive credential respondents were good. Almost all employed respondents were working full time, typically in a permanent position that was related to their training.

Compared with former traditional apprentices, the progressive credential apprentices were more likely to have a permanent position, but one that was less likely to be related to their training. Most former apprentices worked for an employer: only 6 percent of traditional and 2 percent of progressive credential respondents were self-employed.

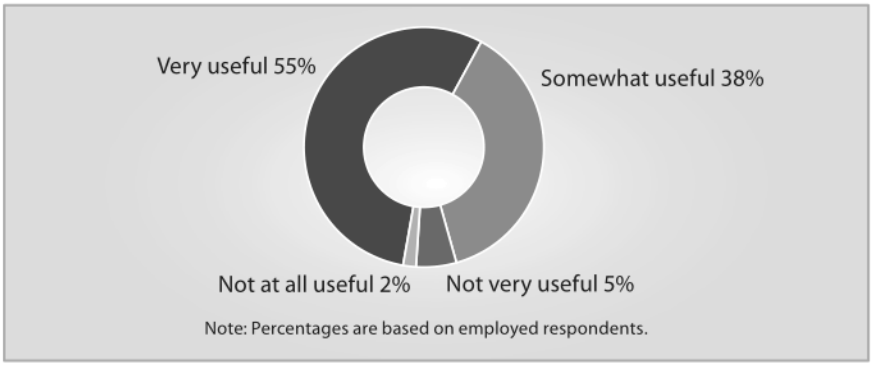


Notes: Percentages are based on employed respondents. Full-time employment is 30 or more hours per week. The percentage for job related to education is of those who said their job was *very* or *somewhat related*.

Characteristics of employment were very favourable.

Former traditional apprentices earned more per hour than their progressive credential counterparts. The median hourly wage for those employed full time was $32 for traditional program respondents and $20 for those from progressive credential programs.

The majority (93 percent) of employed respondents from both traditional and progressive credential programs said that the knowledge and skills they gained from their training were *very useful* or *somewhat useful* in the performance of their jobs.



The knowledge and skills learned were useful for employment.

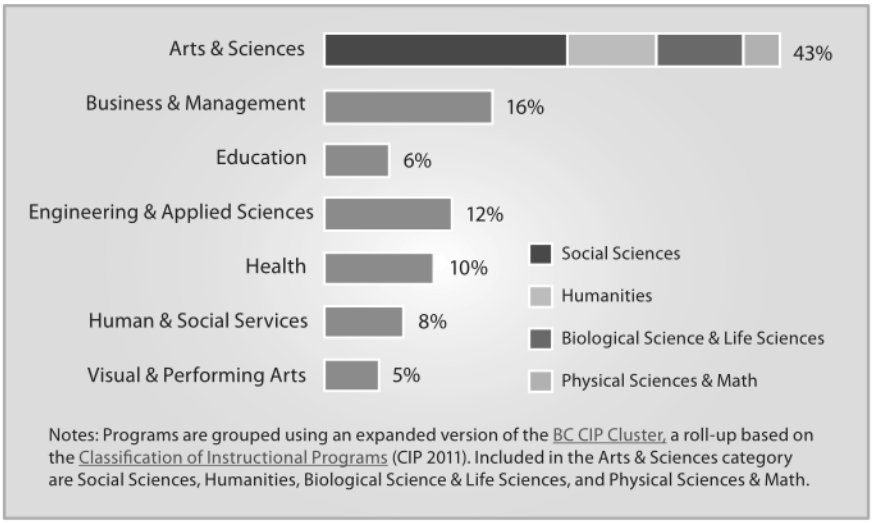
Baccalaureates

Baccalaureate Graduates

The 2016 Baccalaureate Graduates Survey of 2014 graduates had an overall response rate of 45 percent, with 10,669 respondents out of 23,642 former students who were eligible to be surveyed. The median age of respondents was 27, and 59 percent were women.

Baccalaureate programs

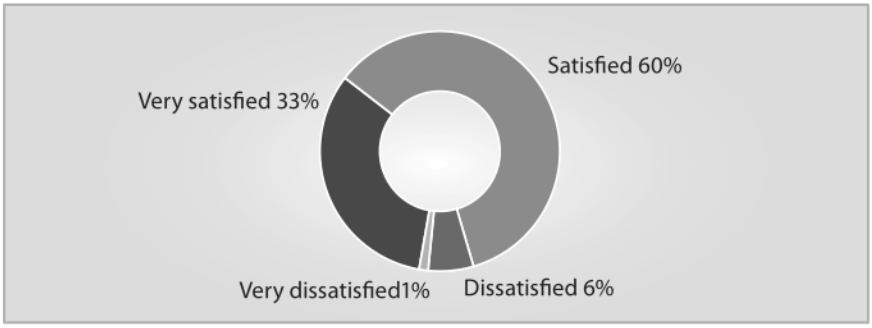
Baccalaureate graduates had taken a variety of programs, although the largest percentage took an Arts & Sciences program, which includes Social Sciences, Humanities, Biological Science & Life Sciences, and Physical Sciences & Math programs.



Arts & Sciences programs were a popular choice for baccalaureate students.

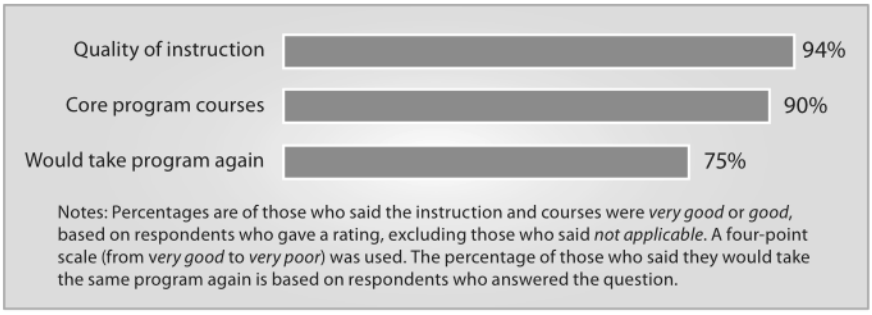
Evaluations

Most (93 percent) of the graduates surveyed said they were *very satisfied* or *satisfied* with the overall education they received from their program.



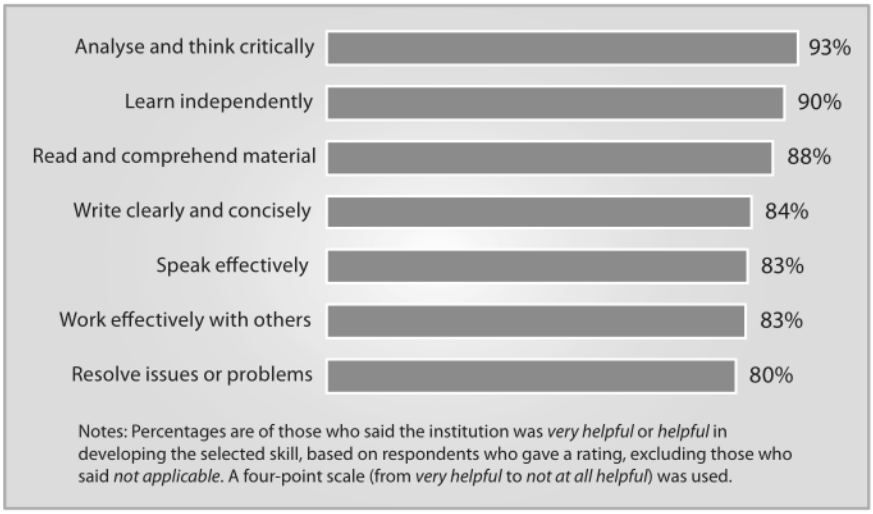
Satisfaction with baccalaureate education was high.

Respondents were very likely to say the quality of instruction they received was *very good* or *good*. A substantial majority said the core program of required courses did a *very good* or *good* job providing a comprehensive understanding of their field of study. Three-quarters said they would take the same program again.



The quality of instruction and core program courses got very high ratings.

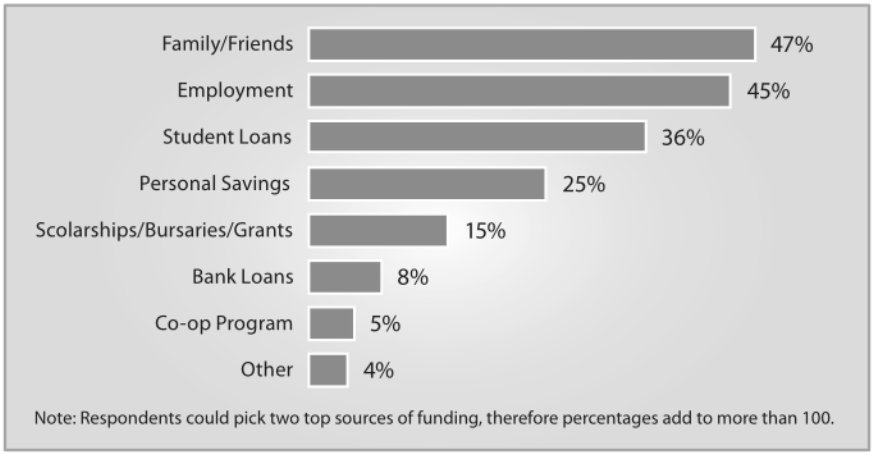
Most graduates said their programs helped them develop skills, especially the ability to analyse and think critically: 93 percent of respondents said they found their program was *very helpful* or *helpful* to their development of that skill.



Baccalaureate programs helped students develop valuable skills.

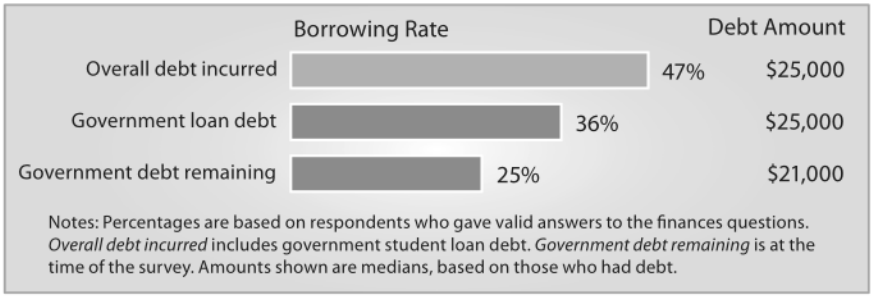
Funding

Baccalaureate graduates were asked questions about how they financed the studies they completed in 2014. The two most important sources of funding identified were family or friends and employment.



Top sources of funding for studies included family or friends and employment.

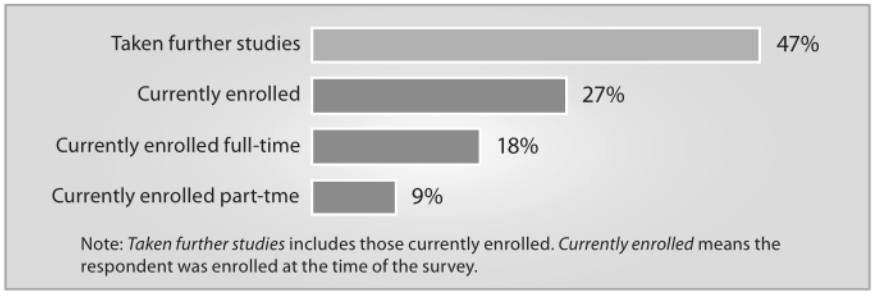
Fewer than half of baccalaureate respondents incurred debt for their studies. For those who had debt, the total median amount borrowed was $25,000. Over one-third (36 percent) of respondents had government-sponsored student loan debt—their median debt was $25,000. By the time of the survey, only one-quarter of respondents had government student loan debt remaining.



Debt was incurred by fewer than half of respondents.

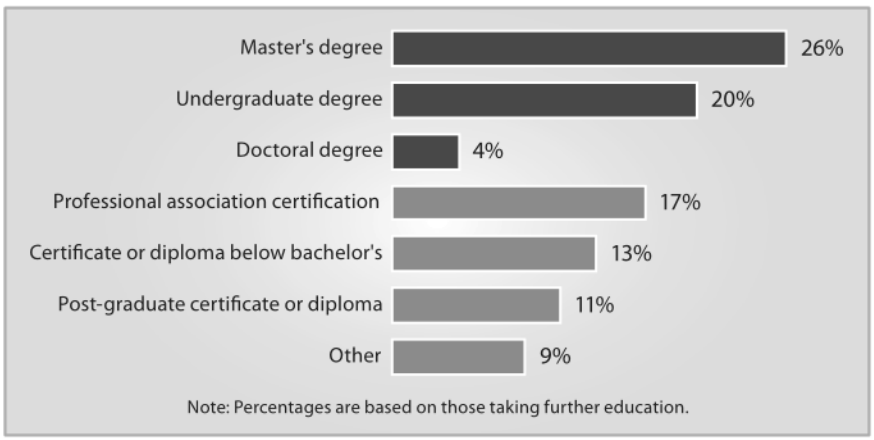
Further studies

Since graduating, many went on to further education: almost half of those surveyed had either taken further studies or were enrolled at the time of the survey. Over one-quarter (27 percent) were studying when surveyed.



Further studies were taken by almost half of graduates.

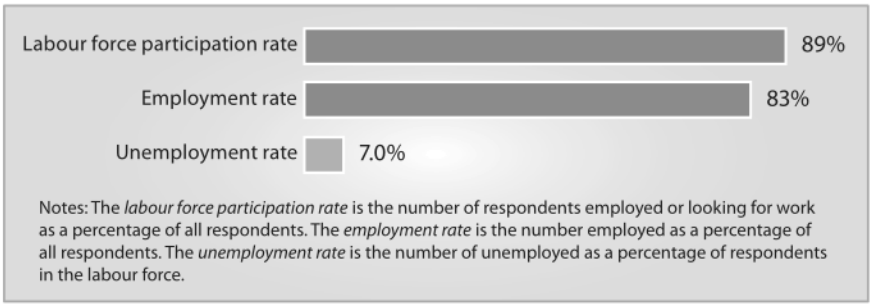
Half of the graduates who continued their education chose an advanced degree program or another undergraduate program. Many others studied for professional certification or took courses for certificates or diplomas.



Degree programs were the most popular choices of those continuing their education.

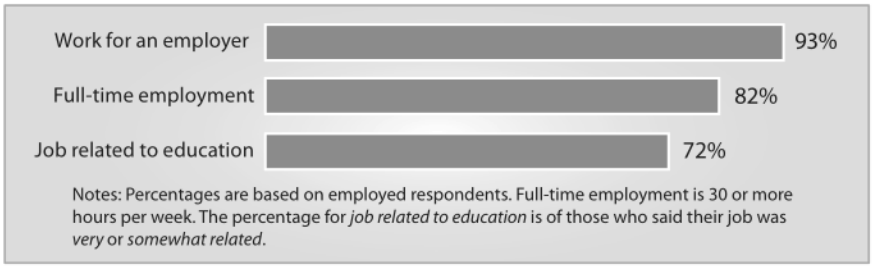
Employment

The labour force participation rate for baccalaureate graduates was high, with 89 percent of respondents in the labour force, working or looking for work. Three-quarters (76 percent) of the 11 percent of respondents not in the labour force were studying at the time of the survey. The employment and unemployment rates were also good.



Labour force participation and employment rates were quite good.

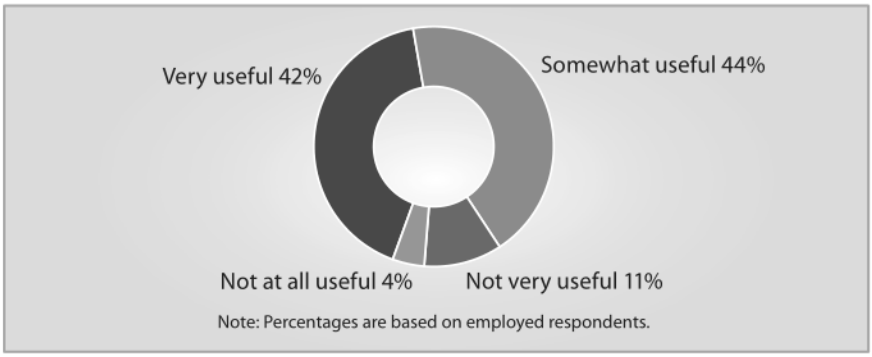
Graduates were likely working full-time in a job related to their baccalaureate education. Typically they worked for an employer—only 7 percent were self-employed.



Characteristics of employment were favourable.

Respondents who were full-time employees reported a median salary of $50,000 per year; the median salary for part-time employees was $24,000.

A large majority of employed graduates said that the knowledge and skills they gained through their baccalaureate programs were *very* or *somewhat useful* in the performance of their jobs.



The knowledge and skills learned were useful for employment.

Associate Degrees, Diplomas, Certificates

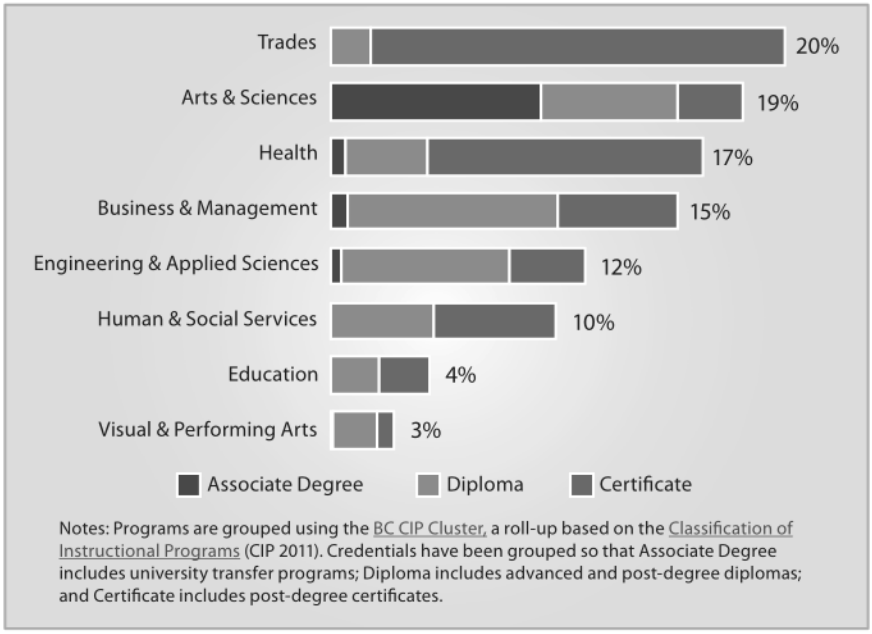
Associate Degree, Diploma, and Certificate Students

In 2016, there were 28,134 students eligible for the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey; 14,784 participated, for a response rate of 53 percent. Respondents had a median age of 25, and 53 percent were women. Unless otherwise specified, the following results include non-graduates who have almost completed their programs.

Programs

One-fifth of the former students surveyed had taken trades programs, which usually offered a certificate as a credential. The majority of those who took trades programs were taking foundation training, which is designed to help students prepare for entry to a particular trade and can often link to apprenticeship.

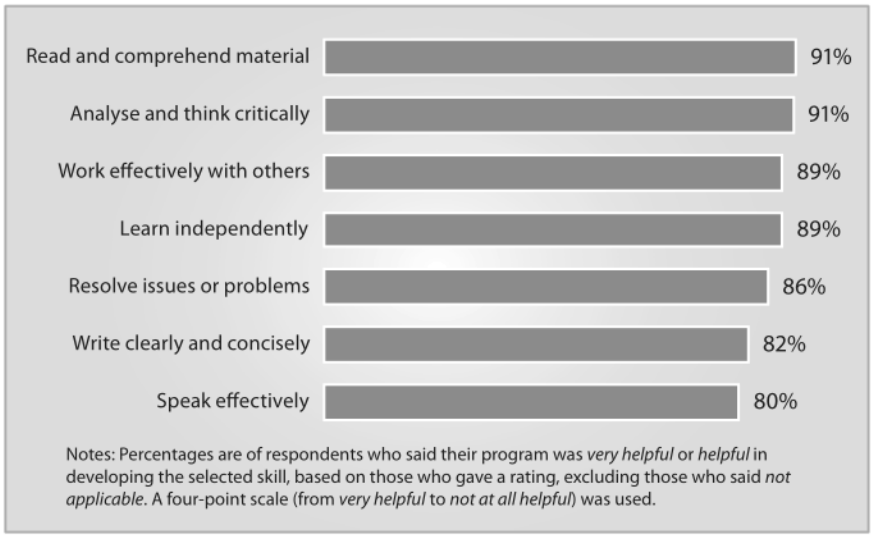
Arts & Sciences programs were taken by almost as many former students as were trades programs. Over half of the former Arts & Sciences students took programs that offered an associate degree or were university transfer programs. Overall, 51 percent of respondents took programs that offered a certificate as the credential, while 37 percent were in diploma programs.



Trades programs were a popular choice, followed by Arts & Sciences programs.

Evaluations

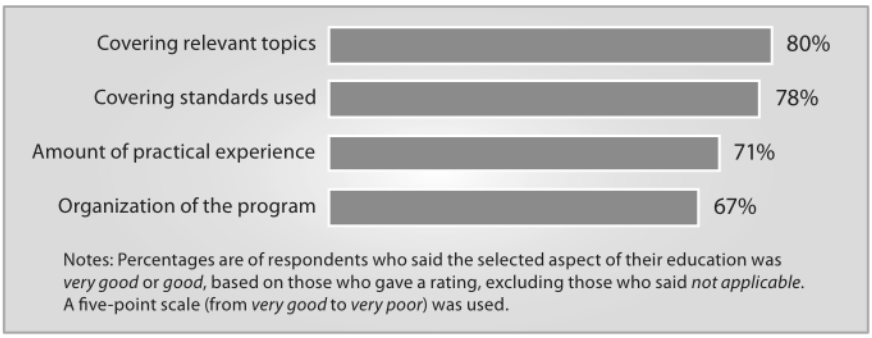
The respondents from associate degree, diploma, and certificate programs were asked to rate how helpful their education was in their skill development. Large majorities said their program was *very helpful* or *helpful* in developing certain skills, especially the abilities to read and comprehend material and to analyse and think critically.



Post-secondary programs helped respondents develop valuable skills.

The quality of instruction got high ratings from most former students: 94 percent of those surveyed said it was *very good*, *good*, or *adequate*. (The ratings were on a five-point scale from *very good* to *very poor*; the mid-point *adequate* is not a neutral value.)

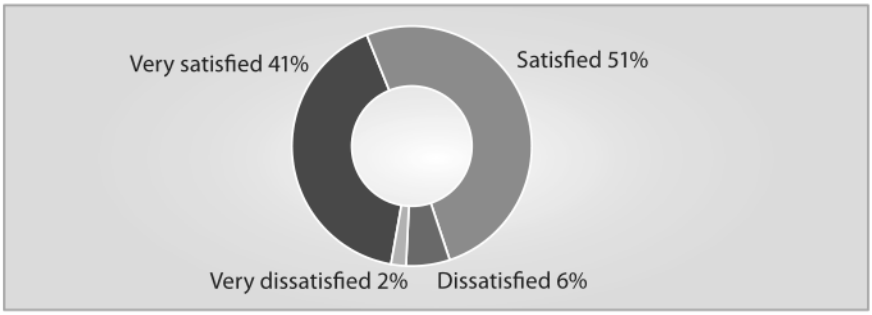
Many former associate degree, diploma, and certificate students gave favourable ratings to aspects of their programs and to course content, especially the relevance of the topics covered to their field of study.



Notes: Percentages are of respondents who said the selected aspect of their education was *very good* or *good*, based on those who gave a rating, excluding those who said *not applicable*. A five-point scale (from *very good* to *very poor*) was used.

Favourable ratings were given to course content and certain aspects of the programs.

Overall satisfaction with their program was high; most (92 percent) of the former students surveyed were *very satisfied* or *satisfied* with the education they received.



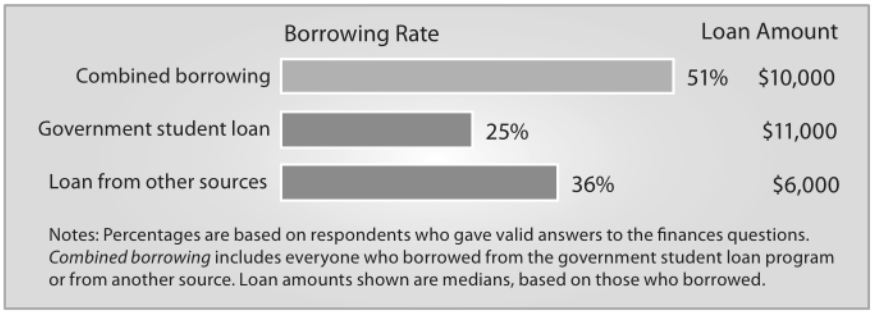
Overall satisfaction with education was high.

Funding

Financial questions were asked of a 50-percent random sample of former associate degree, diploma, and certificate students.

Over half of the respondents who answered the questions about finances had borrowed to fund their education. For those who borrowed, the median amount was $10,000.

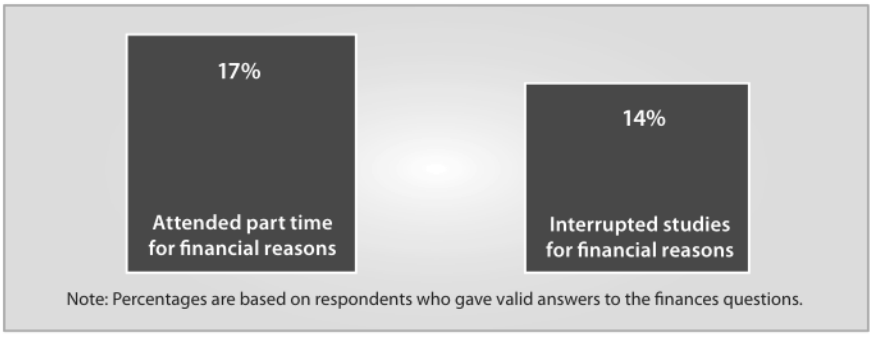
One-quarter of former students received government student loans, while over one-third borrowed from other sources—10 percent had both government loans and loans from other sources. Although fewer respondents borrowed from the student loan program, their median loan amount was higher than the median amount borrowed from other sources.



Notes: Percentages are based on respondents who gave valid answers to the finances questions. *Combined borrowing* includes everyone who borrowed from the government student loan program or from another source. Loan amounts shown are medians, based on those who borrowed.

Government student loan borrowing rates were lower than borrowing rates for other sources.

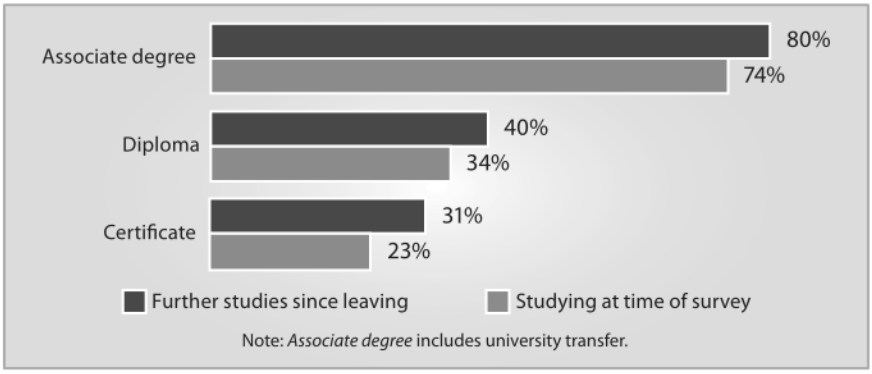
Relatively few respondents reported that they had studied part time or interrupted their studies for financial reasons.



Adjustments to studying were sometimes made for financial reasons.

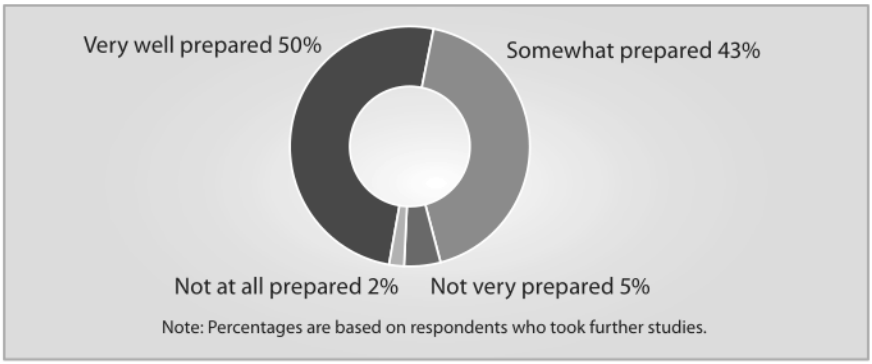
Further studies

Since leaving their programs, 40 percent of former students took some form of further education. At the time of the survey, 34 percent were enrolled in further studies. There were differences in the rates of further study by credential type, with former associate degree students being the most likely to continue their education.



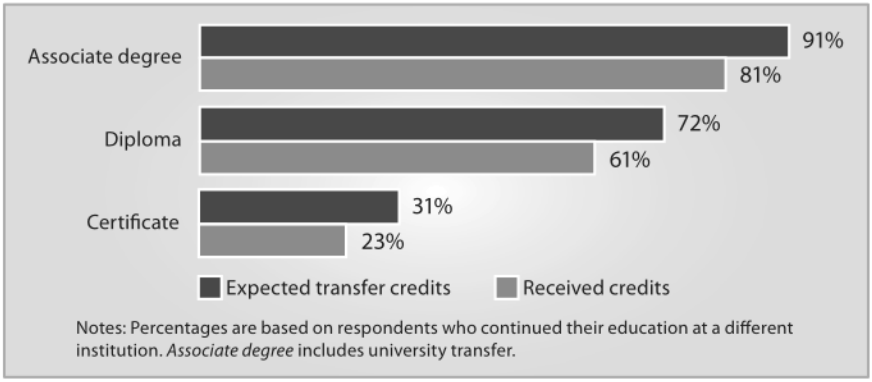
Rates of further education were highest for former associate degree students.

Half (50 percent) of those who took further studies said they were *very well prepared* by the program they took.



Preparation for further education was given high marks.

The respondents who went on to further studies at a different institution were asked if they had expected to transfer course credits; two-thirds said yes. A substantial majority of those who expected credits, received them.



Notes: Percentages are based on respondents who continued their education at a different institution. *Associate degree* includes university transfer.

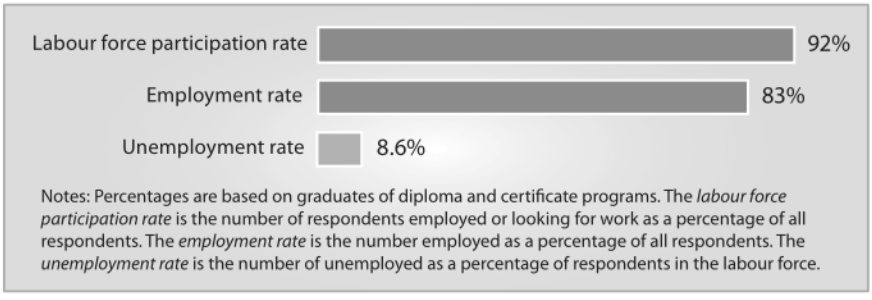
Transfer credits were usually expected and received by former associate degree students.

Of those who expected transfer credits, a large majority (83 percent) said they were *very satisfied* or *satisfied* with the transfer experience; in fact, for each credential group, approximately 36 percent said they were *very satisfied*.

Employment

Results are reported for Diploma and Certificate graduates only.

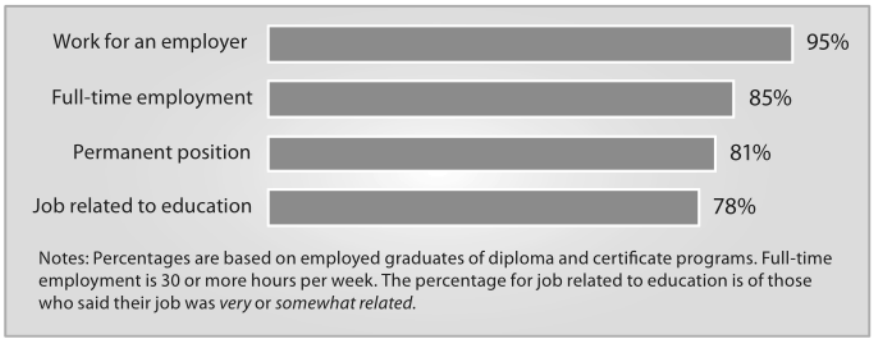
Most of the graduates from diploma and certificate programs were participating in the labour force at the time of the survey; that is, they were working or looking for work. Many of the diploma and certificate programs are intended to lead to employment in a specific field, and the high labour force participation rate reflects this.



Notes: Percentages are based on graduates of diploma and certificate programs. The *labour force participation rate* is the number of respondents employed or looking for work as a percentage of all respondents. The *employment rate* is the number employed as a percentage of all respondents. The *unemployment rate* is the number of unemployed as a percentage of respondents in the labour force.

Labour force participation and employment rates were very good.

The characteristics of employment were favourable for these graduates: typically they worked in full-time, permanent jobs that were related to their education. Most graduates were working for an employer; only 5 percent were self-employed.

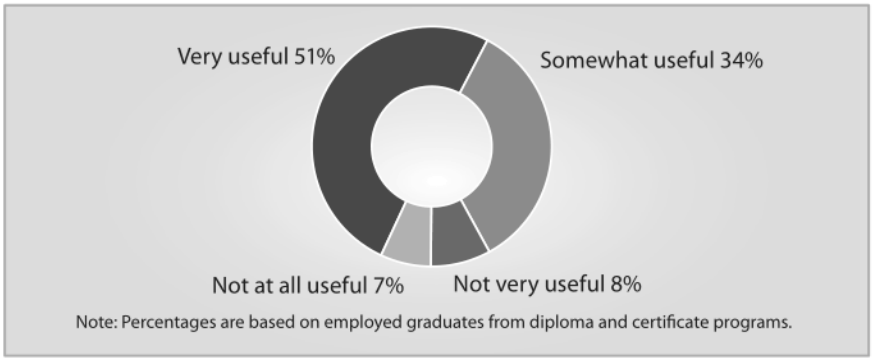


Notes: Percentages are based on employed graduates of diploma and certificate programs. Full-time employment is 30 or more hours per week. The percentage for job related to education is of those who said their job was *very* or *somewhat related*.

Characteristics of employment were favourable for most diploma and certificate graduates.

Full-time employees earned a median wage of $20 an hour. The median amount for part-time employees was $19 an hour.

A large majority (85 percent) of employed graduates said that the knowledge and skills they acquired in their programs were useful in the performance of their jobs.



Note: Percentages are based on employed graduates from diploma and certificate programs.

The knowledge and skills learned were useful for employment.

BC Student Outcomes
Shaping Post-Secondary Education

About BC Student Outcomes

Findings from the Student Outcomes surveys are used by the Province of British Columbia for labour market analysis, policy development, and accountability. Post-secondary institutions use the data to improve programs and services and their academic and career counsellors draw on the results to advise prospective and continuing students. Students, parents, and the general public can view outcomes information on the BC Student Outcomes website, through the BC Student Outcomes Dashboard.

Title: **International and Domestic Student Headcount at Public Post-Secondary Institutions**

Issue: **Headcount by economic development region and institution for the 2011/12 to 2015/16 academic years.**

Key Messages:

- **Our government is making sure that post-secondary education and training supports people from every background and helps to ensure citizens reach their full potential.**
- **Over 428,000 domestic and international students are expected to enrol in at least one course at one of the 25 public post-secondary institutions throughout B.C. in September 2017.**
- **International students are a recognized segment of the B.C. student population, bringing diversity to our campuses, benefits to classrooms by adding a global perspective and economic growth to our communities.**

Background/Status:

- The international student population in the public post-secondary system increased by 53% over the last five years.
- During the same period, domestic student enrolment decreased by 8% except in the Thompson Okanagan region, which grew by 2%.
- UBC, SFU and Langara have the highest percentage of international students of the total student population, with 23%, 20% and 18% respectively.

International Student Headcount[1,2]
By Economic Development Region[3] and Institution
Academic Year[4] *2011/12 to 2015/16*

Economic Development Region	Inst	International Student Headcount				
		2011/12	2012/13	2013/14	2014/15	2015/16
Mainland/ Southwest	UBCV	8,215	8,850	10,005	11,265	12,720
	SFU	6,415	6,380	6,395	6,600	6,800
	LANG	1,635	1,760	2,065	2,945	4,065
	BCIT	1,975	2,060	2,255	2,585	3,420
	KPU	1,435	1,715	1,965	2,240	2,275
	DOUG	1,425	1,690	1,950	2,175	2,515
	CAPU	765	805	850	995	1,140
	UFV	895	1,060	905	1,055	1,120
	VCC	525	535	535	595	755
	ECU	340	375	405	470	485
	JIBC	220	175	130	190	460

Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

Mainland/ Southwest Total		**23,850**	**25,400**	**27,460**	**31,115**	**35,745**
Vancouver Island/ Coast	UVIC	2,280	2,665	3,150	3,765	4,000
	VIU	1,625	1,840	1,885	2,130	2,070
	CAM	615	775	1,145	1,495	1,625
	RRU	165	295	385	495	580
	NIC	110	155	230	295	355
Vancouver Island/Coast Total		**4,800**	**5,725**	**6,795**	**8,180**	**8,630**
Economic Development Region	**Inst**	**International Student Headcount**				
		2011/12	**2012/13**	**2013/14**	**2014/15**	**2015/16**
Thompson Okanagan	TRU	2,640	2,710	2,740	2,835	3,195
	UBCO	635	770	910	985	1,135
	OKAN	925	715	855	985	1,130
	NVIT	*	-	20	95	*
Thompson Okanagan Total		**4,200**	**4,200**	**4,520**	**4,895**	**5,460**
Cariboo	CNC	340	385	390	460	515
	UNBC	460	465	465	425	350
Cariboo Total		**800**	**850**	**855**	**885**	**870**
Kootenay	SEL	250	255	360	575	825
	COTR	200	215	385	390	395
Kootenay Total		**445**	**475**	**745**	**965**	**1,220**
North[5]	NLC	105	180	240	375	500
	NWCC	5	10	*	*	15
North Total		**110**	**190**	**245**	**380**	**520**
Total		34,210	36,840	40,615	46,420	52,440
Unique Total[6]		**33,330**	**35,835**	**39,560**	**45,205**	**50,995**

Source: Student Transition Project, Fall 2016 submission

Domestic Student Headcount[1,2]

By Economic Development Region[3] and Institution

Academic Year[4] *2011/12 to 2015/16*

Economic Development Region	Institution	Domestic Student Headcount				
		2011/12	2012/13	2013/14	2014/15	2015/16
Mainland/ Southwest	UBCV	43,795	43,730	43,400	43,240	43,700
	SFU	27,635	27,350	27,545	26,945	26,605
	LANG	19,715	18,740	18,325	17,450	18,045
	BCIT	40,850	41,075	41,155	41,680	41,860
	KPU	17,805	17,525	17,440	17,210	17,045
	DOUG	23,220	21,895	22,060	21,645	21,280
	CAPU	13,815	13,665	12,780	11,200	10,045
	UFV	14,065	14,645	13,720	13,295	13,100
	VCC	22,570	21,500	19,410	16,120	14,855
	ECU	4,015	3,770	3,520	3,355	3,530
	JIBC	32,525	27,740	28,065	30,935	25,605
Mainland/ Southwest Total		**260,015**	**251,625**	**247,425**	**243,080**	**235,665**
Vancouver Island/ Coast	UVIC	20,340	20,180	20,350	20,065	20,100
	VIU	15,570	15,730	14,960	13,935	12,735
	CAM	18,720	17,600	17,250	17,060	17,700
	RRU	3,655	3,425	3,290	3,370	3,415
	NIC	9,190	8,920	8,605	8,190	8,155
Vancouver Island/Coast Total		**67,475**	**65,855**	**64,450**	**62,625**	**62,100**
Thompson Okanagan	TRU	24,770	26,005	27,085	26,770	26,995
	UBCO	7,585	7,835	7,810	7,505	7,565
	OKAN	19,475	18,695	18,355	18,225	18,525
	NVIT	1,475	1,415	1,505	1,355	1,285
Thompson Okanagan Total		**53,305**	**53,950**	**54,755**	**53,850**	**54,370**
Cariboo	CNC	9,610	8,560	9,130	8,110	7,965
	UNBC	3,765	3,685	3,555	3,365	3,240
Cariboo Total		**13,370**	**12,245**	**12,685**	**11,475**	**11,205**
Kootenay	SEL	10,765	9,925	11,230	11,545	11,785
	COTR	12,615	10,580	10,325	9,805	9,375
Kootenay Total		**23,380**	**20,505**	**21,555**	**21,355**	**21,160**
North[5]	NLC	9,240	8,195	7,500	7,110	5,595
	NWCC	5,675	5,340	5,290	5,090	4,625
North Total		**14,915**	**13,535**	**12,790**	**12,200**	**10,220**
Total		432,460	417,720	413,660	404,585	394,715
Unique Total[6]		**409,920**	**396,660**	**393,195**	**381,705**	**377,350**

Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

Source: Student Transition Project, Fall 2016 submission

*** Data are masked due to low cell counts**

Notes:

1. Data exclude offshore students. 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 have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

2. Data are restated annually to maintain accuracy and reflect institutional revisions. Each number has been rounded to the nearest five. Asterisk cells have been masked due to low cell count. The effects of rounding may result in totals in different reports not matching exactly when they would be expected to match.

3. Institutions have been grouped into economic development regions based on the location of the **main** campuses.

4. Academic Year is from September 1 to August 31.

5. 'North' includes the Northeast, North Coast, and Nechako economic development regions.

6. 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.

Title: **Credentials Awarded by Age Group and Institution**

Issue: **The age distribution of public Post-Secondary graduates in B.C. institutions.**

Key Messages:

- **Post-secondary education and training can give students of all ages the skills to succeed and thrive in our strong and innovative economy.**
- **In 2015-16 alone, B.C. public post-secondary institutions awarded more than 62,100 credentials in graduate, first professional and post-degree, bachelor, certificate and diploma and developmental programming.**
- **Throughout the system, our research universities tend to graduate younger students, while Institutes and Northern colleges tend to award credentials to older students.**

Background/Status:

- Overall, 24% of credentials awarded go to public post-secondary students age 30 and over.
- Royal Roads University has the highest fraction of students receiving credentials at age 30 and over, with 74% reflecting their specialized program offerings.

Institution	Age Group	2011/12	2012/13	2013/14	2014/15	2015/16
British Columbia Institute of Technology	Under 25	2,806	2,966	3,028	3,149	3,115
	25-29	1,686	1,817	1,871	1,862	1,838
	30-39	1,055	1,177	1,174	1,189	1,093
	Over 40	657	637	597	552	541
	Unknown			2	2	
British Columbia Institute of Technology Total		6,204	6,597	6,672	6,754	6,587
Camosun College	Under 25	1,467	1,413	1,590	1,700	1,539
	25-29	600	546	533	616	536
	30-39	470	396	462	479	367
	Over 40	323	296	345	274	248
	Unknown	3	2	3	1	3
Camosun College Total		2,863	2,653	2,933	3,070	2,693

Institution		Age Group	2011/12	2012/13	2013/14	2014/15
Capilano University	Under 25	802	919	978	998	1,024
	25-29	358	455	445	509	493
	30-39	177	187	247	222	280
	Over 40	155	164	165	186	170
	Unknown	17	36			2
Capilano University Total		1,509	1,761	1,835	1,915	1,969
College of New Caledonia	Under 25	572	637	569	557	479
	25-29	141	123	127	122	136
	30-39	162	171	140	118	121
	Over 40	147	159	136	111	80
	Unknown	1	1			8
College of New Caledonia Total		1,023	1,091	972	908	824
College of the Rockies	Under 25	327	332	281	355	338
	25-29	92	80	86	68	96
	30-39	104	99	82	86	114
	Over 40	81	70	81	84	66
	Unknown	1		1		1
College of the Rockies Total		605	581	531	593	615
Douglas College	Under 25	969	1,060	1,175	1,281	1,268
	25-29	415	463	512	592	590
	30-39	259	330	317	315	317
	Over 40	209	224	226	237	221
	Unknown	4	2	4	1	1
Douglas College Total		1,856	2,079	2,234	2,426	2,397
Emily Carr University of Art and Design	Under 25	196	244	231	232	226
	25-29	90	77	100	99	91
	30-39	41	38	52	43	52
	Over 40	24	32	16	25	25
	Unknown	5	3	3	2	1
Emily Carr University of Art and Design Total		356	394	402	401	395

Institution	Age Group	2011/12	2012/13	2013/14	2014/15	2015/16
Justice Institute of British Columbia	Under 25	243	333	283	322	280
	25-29	212	278	201	184	209
	30-39	202	259	171	234	223
	Over 40	151	174	186	174	200
	Unknown	35	10	3	1	21
Justice Institute of British Columbia Total		843	1,054	844	915	933
Kwantlen Polytechnic University	Under 25	1,258	1,354	1,344	1,552	1,768
	25-29	530	537	621	722	781
	30-39	246	275	248	265	302
	Over 40	165	139	144	145	150
	Unknown	5		4	4	1
Kwantlen Polytechnic University Total		2,204	2,305	2,361	2,688	3,002
Langara College	Under 25	612	660	634	606	630
	25-29	328	331	287	311	285
	30-39	144	181	145	149	161
	Over 40	112	124	89	93	73
	Unknown	1				
Langara College Total		1,197	1,296	1,155	1,159	1,149
North Island College	Under 25	251	246	276	272	279
	25-29	86	81	88	86	89
	30-39	126	92	100	108	84
	Over 40	158	114	105	124	89
North Island College Total		621	533	569	590	541
Northern Lights College	Under 25	303	267	256	295	287
	25-29	83	56	68	52	80
	30-39	128	74	64	47	61
	Over 40	95	53	58	55	45
	Unknown	1		2	1	
Northern Lights College Total		610	450	448	450	473

Institution	Age Group	2011/12	2012/13	2013/14	2014/15	2015/16
Nicola Valley Institute of Technology	Under 25	62	52	66	83	66
	25-29	34	40	29	47	47
	30-39	45	61	63	65	68
	Over 40	93	101	51	66	77
Nicola Valley Institute of Technology Total		234	254	209	261	258
Northwest Community College	Under 25	214	169	178	180	144
	25-29	50	41	38	48	21
	30-39	102	62	55	53	28
	Over 40	113	66	70	70	50
	Unknown			3		
Northwest Community College Total		479	338	344	351	243
Okanagan College	Under 25	1,095	1,155	1,170	1,110	1,111
	25-29	343	369	366	370	345
	30-39	272	271	265	302	242
	Over 40	264	257	244	222	190
	Unknown			1	2	3
Okanagan College Total		1,974	2,052	2,046	2,006	1,891
Royal Roads University	Under 25	103	92	88	126	119
	25-29	211	225	208	198	212
	30-39	317	386	374	405	400
	Over 40	517	536	569	539	530
	Unknown		1			
Royal Roads University Total		1,148	1,240	1,239	1,268	1,261
Selkirk College	Under 25	368	351	331	286	231
	25-29	113	100	89	84	79
	30-39	116	107	101	87	71
	Over 40	101	132	93	68	66
	Unknown	2	2			
Selkirk College Total		700	692	614	525	447

Institution	Age Group	2011/12	2012/13	2013/14	2014/15	2015/16
Simon Fraser University	Under 25	3,088	3,574	3,736	3,946	3,894
	25-29	1,756	1,793	1,880	2,007	2,065
	30-39	784	806	782	816	827
	Over 40	445	415	435	397	484
	Unknown	11	3	4	7	5
Simon Fraser University Total		6,084	6,591	6,837	7,173	7,275
Thompson Rivers University	Under 25	1,260	1,308	1,252	1,359	1,257
	25-29	617	542	564	694	686
	30-39	344	346	354	459	425
	Over 40	345	290	262	308	310
	Unknown	6	2	4	5	1
Thompson Rivers University Total		2,572	2,488	2,436	2,825	2,679
University of British Columbia	Under 25	6,105	6,221	6,490	6,893	7,037
	25-29	2,983	3,097	3,090	3,309	3,336
	30-39	1,721	1,783	1,765	1,983	1,845
	Over 40	632	654	647	653	575
	Unknown	36	50	40	56	52
University of British Columbia Total		11,477	11,805	12,032	12,894	12,845
University of the Fraser Valley	Under 25	1,224	1,238	1,249	1,371	1,373
	25-29	399	394	417	402	403
	30-39	174	200	195	216	218
	Over 40	166	172	165	194	154
	Unknown					2
University of the Fraser Valley Total		1,963	2,004	2,026	2,183	2,150
University of Northern British Columbia	Under 25	373	321	342	385	311
	25-29	202	165	197	197	183
	30-39	139	136	149	146	152
	Over 40	107	128	96	92	80
	Unknown		1	1	1	
University of Northern British Columbia Total		821	751	785	821	726

Institution	Age Group	2011/12	2012/13	2013/14	2014/15	2015/16
University of Victoria	Under 25	2,143	2,078	2,190	2,250	2,268
	25-29	1,146	1,264	1,192	1,219	1,258
	30-39	613	672	681	655	727
	Over 40	390	364	373	407	444
	Unknown	7	9	6	7	9
University of Victoria Total		4,299	4,387	4,442	4,538	4,706
Vancouver Community College	Under 25	1,109	1,077	1,071	1,034	964
	25-29	508	528	517	475	493
	30-39	598	600	572	530	523
	Over 40	852	792	694	656	611
	Unknown					1
Vancouver Community College Total		3,067	2,997	2,854	2,695	2,592
Vancouver Island University	Under 25	1,707	1,952	1,970	1,902	1,956
	25-29	610	659	684	756	725
	30-39	352	389	378	468	417
	Over 40	307	347	267	331	341
	Unknown	27	5	29	18	26
Vancouver Island University Total		3,003	3,352	3,328	3,475	3,465
BC Public Post-Secondary System	Under 25	28,657	30,019	30,778	32,244	31,964
	25-29	13,593	14,061	14,210	15,029	15,077
	30-39	8,691	9,098	8,936	9,440	9,118
	Over 40	6,609	6,440	6,114	6,063	5,820
	Unknown	162	127	110	108	137
BC Public Post-Secondary System Total		57,712	59,745	60,148	62,884	62,116

Source: Student Transitions Project, Fall 2016 submission.

Title: **Full-Time Equivalents for Public Post-Secondary Institutions**

Issue: **Full-time equivalent[1] targets, actuals and utilization rates**

Key Messages:

- **Making post-secondary education more accessible will provide more opportunities and improve the lives of more British Columbians.**
- **B.C's public post-secondary system is an important service that people count on to thrive and succeed.**
- **In 2016/17, B.C.'s public post-secondary system was fully utilized – the overall Student Full Time Equivalents utilization was 100.3 percent.**

Background/Status:

- Student Full Time Equivalents (FTEs) are used to measure student enrolment in public post-secondary institutions as a measure of an institution's ability to meet regional and community program needs, as well as government targeted priorities.
- With the recent announcement to provide tuition-free Adult Basic Education and English Language Learning programs, it is anticipated that student enrolment will increase in future years, particularly in the college sector.

Institution	Fiscal Year[2] 2014/15			Fiscal Year 2015/16			Fiscal Year 2016/17		
	Target	Actual	Util.	Target	Actual	Util.	Target	Actual	Util.
BCIT	11,785	13,279	113%	11,785	13,181	112%	12,100	13,524	112%
Camosun	7,049	6,469	92%	7,049	6,447	91%	7,073	6,341	90%
Capilano	5,449	4,789	88%	5,449	4,372	80%	5,449	4,161	76%
CNC	3,159	1,871	59%	3,161	1,752	55%	3,125	1,630	52%
COTR	1,722	1,526	89%	1,722	1,645	96%	1,738	1,578	91%
Douglas	8,354	8,501	102%	8,354	8,185	98%	8,354	8,092	97%
ECUAD	1,391	1,475	106%	1,391	1,466	105%	1,351	1,456	108%
JIBC	2,393	2,963	124%	2,395	2,765	115%	2,393	2,697	113%
Kwantlen	9,109	8,935	98%	9,077	8,931	98%	9,077	8,932	98%
Langara	7,056	7,054	100%	7,056	6,853	97%	7,056	6,669	95%
NVIT	538	514	96%	538	556	103%	538	478	89%

Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

NIC	2,208	1,732	78%	2,208	1,617	73%	2,258	1,606	71%
NLC	1,481	697	47%	1,481	704	48%	1,491	625	42%
NWCC	1,664	970	58%	1,676	900	54%	1,676	959	57%
Okanagan	4,751	5,004	105%	4,751	4,978	105%	4,734	5,138	109%
RRU	1,980	2,089	106%	1,980	2,101	106%	1,980	2,168	109%
Selkirk	2,312	1,813	78%	2,322	1,987	86%	2,324	1,962	84%
SFU	20,102	22,329	111%	19,990	22,181	111%	19,903	22,096	111%
TRU	8,029	8,283	101%	8,013	8,463	106%	7,996	8,367	105%
UBC	42,375	45,351	107%	42,400	45,869	108%	42,418	46,036	109%
UNBC	3,455	2,653	77%	3,455	2,538	73%	3,443	2,632	76%
UFV	6,678	6,675	100%	6,678	6,656	100%	6,676	6,514	98%
UVic	16,463	16,594	101%	16,240	16,691	103%	16,023	16,922	106%
VCC	6,521	5,196	80%	6,521	4,387	67%	6,521	4,154	64%
VIU	6,555	5,874	90%	6,549	5,885	90%	6,496	5,825	90%
AEST Total	**182,579**	**182,636**	**100%**	**182,241**	**181,110**	**99%**	**182,193**	**180,291**	**99%**
ITA Total	**18,434**	**20,249**	**110%**	**18,082**	**20,269**	**112%**	**18,102**	**20,603**	**114%**
Total per Service Plan or Report[3]	**201,013**	**202,885**	**101%**	**200,323**	**201,379**	**101%**	**200,295**	**200,894**	**100%**

Notes:

1. Data includes Full-time Equivalent enrolments funded by the Ministry of Advanced Education, Skills and Training (AEST) followed by the total Industry Training Authority (ITA) funded enrolments.
2. Fiscal year is from April 1 to March 31.
3. Total 2015/16 FTE actuals were revised due to a data reporting error at NWCC, therefore these figures do not match what was reported in the 2015/16 *Annual Service Plan Report.* Total 2016/17 FTE target of 200,295 is 142 higher than the 2016/17 Service Plan target of 200,153 primarily due to a restatement of the Industry Training Authority's 2016/17 training plan.

Title: **Student Loan Repayment Rates**

Issue: **Student Financial Assistance - Student loan repayment rates**

Key Messages:

- **Making post-secondary education more accessible and affordable is a key priority for the Ministry of Advanced Education, Skills and Training.**
- **Breaking down the financial barriers to post-secondary education and skills training is one way that our government will help more British Columbians thrive and succeed, and ultimately improve their quality of life.**
- **B.C. student loan borrowers are benefiting from their post-secondary education and proving their success by having the best repayment rates in the country - 91.9% (2014/2015).**

Background/Status:

- Results are measured on July 31 every year for borrowers that consolidated their loan in the previous program year.
- Approximately 60% of the total government student loan represents the Canada Student Loan portion. .
- To support institutions seeking to improve their repayment rates, a Repayment Resource Guide is available online. The Post-Secondary Audit and Accountability Division with the Ministry is currently working with the sector to update this Resource Guide with effective best practices used across the sector.

Sector	Loan Status	Details by Cohort			
		2011/2012	2012/2013	2013/2014	2014/2015
Total	Principal Paid	$106,926,297	$91,780,543	$129,186,765	$119,657,243
	Principal in Good Standing	$209,800,548	$222,851,842	$222,925,853	$223,084,760
	Principal in Delinquency	$41,218,685	$44,016,574	$32,450,491	$30,345,088
	Principal at Consolidation	$357,945,494	$358,648,953	$384,562,967	$373,087,033
	Borrowers	32,411	33,240	31,533	31,499
	Repayment Rate	88.5%	87.7%	91.6%	91.9%

Sector	Loan Status	Details by Cohort			
		2011/2012	**2012/2013**	**2013/2014**	**2014/2015**
Public	Principal Paid	$86,697,482	$75,168,394	$110,692,535	$101,780,624
	Principal in Good Standing	$158,653,516	$168,846,813	$172,748,985	$173,560,592
	Principal in Delinquency	$23,927,337	$26,182,346	$19,015,262	$18,452,507
	Principal at Consolidation	$269,278,282	$270,197,478	$302,456,587	$293,793,693
	Borrowers	23,355	24,297	23,596	23,696
	Repayment Rate	91.1 %	90.3 %	93.7 %	93.7 %
Private	Principal Paid	$20,228,815	$16,612,149	$18,494,230	$17,876,619
	Principal in Good Standing	$51,147,032	$54,005,029	$50,176,868	$49,524,168
	Principal in Delinquency	$17,291,348	$17,834,228	$13,435,229	$11,892,581
	Principal at Consolidation	$88,667,212	$88,451,475	$82,106,380	$79,293,340
	Borrowers	9,056	8,943	7,937	7,803
	Repayment Rate	80.5 %	79.8 %	83.6 %	85.0 %

Public Post-Secondary Repayments Rates

Program Year of Consolidation	Repayment Rate		
	BCIT	BC Public	National Threshold
2010/2011	93.1%	90.2%	85.2%
2011/2012	94.6%	91.1%	85.2%
2012/2013	93.0%	90.3%	85.2%
2013/2014	95.2%	93.7%	85.2%
2014/2015	95.5%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	CAM	BC Public	National Threshold
2010/2011	89.9%	90.2%	85.2%
2011/2012	87.8%	91.1%	85.2%
2012/2013	86.5%	90.3%	85.2%
2013/2014	92.3%	93.7%	85.2%
2014/2015	91.6%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	CAPU	BC Public	National Threshold
2010/2011	84.4%	90.2%	85.2%
2011/2012	86.0%	91.1%	85.2%
2012/2013	88.0%	90.3%	85.2%
2013/2014	92.6%	93.7%	85.2%
2014/2015	93.9%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	CNC	BC Public	National Threshold
2010/2011	77.2%	90.2%	85.2%
2011/2012	85.2%	91.1%	85.2%
2012/2013	81.6%	90.3%	85.2%
2013/2014	90.7%	93.7%	85.2%
2014/2015	89.7%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	COTR	BC Public	National Threshold
2010/2011	81.3%	90.2%	85.2%
2011/2012	87.0%	91.1%	85.2%
2012/2013	82.3%	90.3%	85.2%
2013/2014	87.6%	93.7%	85.2%
2014/2015	90.3%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	DOUG	BC Public	National Threshold
2010/2011	85.1%	90.2%	85.2%
2011/2012	87.4%	91.1%	85.2%
2012/2013	84.1%	90.3%	85.2%
2013/2014	92.2%	93.7%	85.2%
2014/2015	90.8%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	ECU	BC Public	National Threshold
2010/2011	81.5%	90.2%	85.2%
2011/2012	85.3%	91.1%	85.2%
2012/2013	87.3%	90.3%	85.2%
2013/2014	91.3%	93.7%	85.2%
2014/2015	92.4%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	JIBC	BC Public	National Threshold
2010/2011	88.8%	90.2%	85.2%
2011/2012	91.7%	91.1%	85.2%
2012/2013	80.9%	90.3%	85.2%
2013/2014	88.3%	93.7%	85.2%
2014/2015	91.1%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	KPU	BC Public	National Threshold
2010/2011	83.8%	90.2%	85.2%
2011/2012	87.5%	91.1%	85.2%
2012/2013	87.7%	90.3%	85.2%
2013/2014	91.5%	93.7%	85.2%
2014/2015	92.7%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	LANG	BC Public	National Threshold
2010/2011	86.8%	90.2%	85.2%
2011/2012	87.3%	91.1%	85.2%
2012/2013	87.3%	90.3%	85.2%
2013/2014	90.8%	93.7%	85.2%
2014/2015	90.8%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	NIC	BC Public	National Threshold
2010/2011	80.7%	90.2%	85.2%
2011/2012	81.9%	91.1%	85.2%
2012/2013	87.1%	90.3%	85.2%
2013/2014	92.2%	93.7%	85.2%
2014/2015	88.8%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	NLC	BC Public	National Threshold
2010/2011	73.4%	90.2%	85.2%
2011/2012	77.1%	91.1%	85.2%
2012/2013	72.7%	90.3%	85.2%
2013/2014	80.0%	93.7%	85.2%
2014/2015	75.4%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	NVIT	BC Public	National Threshold
2010/2011	76.3%	90.2%	85.2%
2011/2012	71.3%	91.1%	85.2%
2012/2013	53.8%	90.3%	85.2%
2013/2014	75.7%	93.7%	85.2%
2014/2015	81.9%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	NWCC	BC Public	National Threshold
2010/2011	62.9%	90.2%	85.2%
2011/2012	85.6%	91.1%	85.2%
2012/2013	67.4%	90.3%	85.2%
2013/2014	82.1%	93.7%	85.2%
2014/2015	89.1%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	OKAN	BC Public	National Threshold
2010/2011	82.8%	90.2%	85.2%
2011/2012	85.8%	91.1%	85.2%
2012/2013	86.0%	90.3%	85.2%
2013/2014	87.7%	93.7%	85.2%
2014/2015	88.1%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	RRU	BC Public	National Threshold
2010/2011	90.5%	90.2%	85.2%
2011/2012	93.4%	91.1%	85.2%
2012/2013	91.5%	90.3%	85.2%
2013/2014	91.9%	93.7%	85.2%
2014/2015	94.6%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	SEL	BC Public	National Threshold
2010/2011	88.2%	90.2%	85.2%
2011/2012	87.0%	91.1%	85.2%
2012/2013	84.9%	90.3%	85.2%
2013/2014	89.8%	93.7%	85.2%
2014/2015	89.9%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	SFU	BC Public	National Threshold
2010/2011	93.3%	90.2%	85.2%
2011/2012	94.1%	91.1%	85.2%
2012/2013	93.1%	90.3%	85.2%
2013/2014	95.9%	93.7%	85.2%
2014/2015	94.8%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	TRU	BC Public	National Threshold
2010/2011	87.8%	90.2%	85.2%
2011/2012	90.3%	91.1%	85.2%
2012/2013	88.0%	90.3%	85.2%
2013/2014	90.3%	93.7%	85.2%
2014/2015	91.1%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	UBC	BC Public	National Threshold
2010/2011	94.3%	90.2%	85.2%
2011/2012	94.8%	91.1%	85.2%
2012/2013	94.8%	90.3%	85.2%
2013/2014	96.3%	93.7%	85.2%
2014/2015	96.2%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	UFV	BC Public	National Threshold
2010/2011	82.2%	90.2%	85.2%
2011/2012	86.5%	91.1%	85.2%
2012/2013	83.0%	90.3%	85.2%
2013/2014	92.1%	93.7%	85.2%
2014/2015	91.9%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	UNBC	BC Public	National Threshold
2010/2011	86.3%	90.2%	85.2%
2011/2012	91.7%	91.1%	85.2%
2012/2013	88.4%	90.3%	85.2%
2013/2014	92.9%	93.7%	85.2%
2014/2015	95.0%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	UVIC	BC Public	National Threshold
2010/2011	92.0%	90.2%	85.2%
2011/2012	92.1%	91.1%	85.2%
2012/2013	92.2%	90.3%	85.2%
2013/2014	95.0%	93.7%	85.2%
2014/2015	95.2%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	VCC	BC Public	National Threshold
2010/2011	88.4%	90.2%	85.2%
2011/2012	89.5%	91.1%	85.2%
2012/2013	86.6%	90.3%	85.2%
2013/2014	92.0%	93.7%	85.2%
2014/2015	93.1%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	VIU	BC Public	National Threshold
2010/2011	83.8%	90.2%	85.2%
2011/2012	87.1%	91.1%	85.2%
2012/2013	86.2%	90.3%	85.2%
2013/2014	90.9%	93.7%	85.2%
2014/2015	90.3%	93.7%	85.2%

Source: Canada Student Loan Repayment Data, March 2017

Title: **Private Training Regulation and Implications**

Issue: **Implications of Repayment Rates for Private Institutions**

Key Messages:

- **In January 2018, s.7(3)(d) of the Private Training Regulation will come into effect for institutions that are applying for re-certification for the second time. This section ties a combination of minimum Repayment Rates and total amounts in delinquency to the ability to maintain Private Training Instituitons Branch (PTIB) designation.**
- **The aim of the new requirement is to help reduce student loan defaults.**
- **The Student AidBC Policy Manual states that private institutions in BC seeking designation for student financial assistance must first receive a designation certificate through PTIB.**
- **Any private institutions that lose their PTIB designation certificates could also see their StudentAid BC designations revoked.**

Background/Status:

- The Ministry sends letters to all designated BC institutions to report their annual Canada Student Loan Program Repayment Rates.
- Providing this information is required under the Pan-Canadian Designation Policy Framework.
- Reporting Repayment Rates helps to hold institutions accountable and ensure that they are offering programs that meet student and labour market needs.
- Repayment Rates are measured annually. The data represent repayment of federal loans- about 60% of funding available to students.
- Repayment Rates are the key indicator of the financial risk of continuing an institution's designation for student financial assistance.
- The latest annual repayment letters were sent out May 31, 2017.
- PTIB and the Compliance and Designation Unit of the Post-Secondary Audit and Accountability Branch were copied on repayment letters to private institutions.
- Private Training Regulation and Implications:
  - s.13,s.17
  -
  - s.13,s.15
    - s.13,s.15

- s.13,s.15
-

- PTIB and the Compliance and Designation Unit are following up with specific institutions on actions, next steps and implications of their repayment data.

Table of Contents: Tab 34 Regional Data

TOPIC – REGIONAL DATA	SECTION
Cariboo Region	A
Kootenay Region	B
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Northeast Region	E
Thompson-Okanagan Region	F
Vancouver Island/Coast Region	G

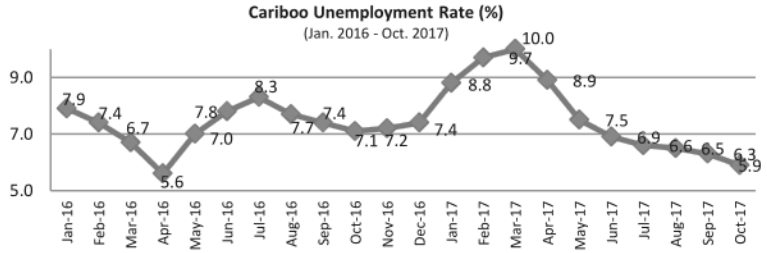
BC LABOUR MARKET INFORMATION OFFICE

REGIONAL DATA - OCTOBER 2017

CARIBOO

Monthly

	2017										Change since last month	YTD 2017 % Change
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.		
Population (thousands)	127.9	127.9	127.9	127.9	127.9	128.0	128.0	128.1	128.1	128.1	*unchanged*	+0.2%
Labour force (thousands)	88.2	88	88.2	87.7	87.6	87.3	88.2	88.6	88.8	88.3	-0.5	+4.6%
Employment (thousands)	80.3	79.5	79.4	79.9	81.0	81.3	82.4	82.8	83.3	83.1	-0.2	+4.1%
Unemployment (thousands)	7.8	8.5	8.8	7.8	6.6	6.0	5.8	5.8	5.6	5.2	-0.4	+10.4%
Not in labour force (thousands)	39.7	39.8	39.7	40.2	40.3	40.6	39.9	39.5	39.3	39.7	+0.4	-8.3%
Unemployment rate (%)	8.8	9.7	10.0	8.9	7.5	6.9	6.6	6.5	6.3	5.9	-0.4 ppt	
Participation rate (%)	69.0	68.8	69.0	68.6	68.5	68.2	68.9	69.2	69.3	68.9	-0.4 ppt	



2015-2025 LABOUR MARKET OUTLOOK

- 26,400 job openings to 2025 -- 13% economic growth, 87% replacement
- Employment demand: +0.5% average annually
- Five industries forecast to expand the fastest (annual avg employment demand growth):
  - Professional, Scientific and Technical Services (+1.9%)
  - Health care and Social Assistance (+1.8%)
  - Accommodation and Food Services (+1.0%)
  - Construction (+0.9%)
  - Other Services (+0.8%)

Annual

	2011	2012	2013	2014	2015	2016	Change 2011-2016	CAGR 2011-2016	Change 2015-2016	% Change 2015-2016
Population (thousands)	126.7	126.4	126.6	126.9	127.3	127.8	1.1	0.2%	0.5	0.4%
Labour force (thousands)	87.7	91.1	86.7	90.7	85.5	85.0	-2.7	-0.6%	-0.5	-0.6%
Employment (thousands)	81.1	84.7	81.6	85.3	79.4	78.8	-2.3	-0.6%	-0.6	-0.8%
Unemployment (thousands)	6.6	6.4	5.1	5.4	6.0	6.3	-0.3	-0.9%	0.3	5.0%
Not in labour force (thousands)	39.0	35.3	39.9	36.2	41.8	42.7	3.7	1.8%	0.9	2.2%
Unemployment rate (%)	7.5	7.0	5.9	6.0	7.0	7.4	-0.1 ppt		0.4 ppt	
Participation rate (%)	69.2	72.1	68.5	71.5	67.2	66.5	-2.7 ppt		-0.7 ppt	

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

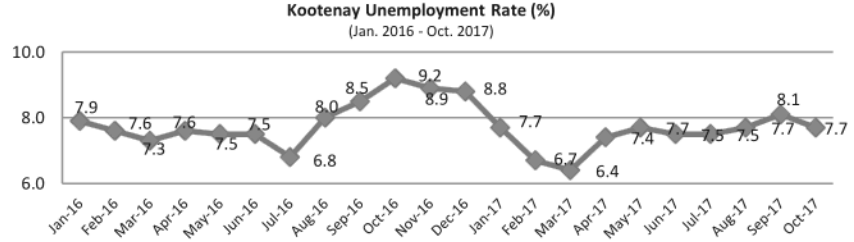
Note: CAGR = Compound annual average growth rate
ppt = percentage point

Source: LFS November 3, 2017

KOOTENAY

Monthly

	2017										Change since last month	YTD 2017 % Change
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.		
Population (thousands)	122.6	122.6	122.6	122.6	122.7	122.8	122.9	123.0	123.0	123.1	+0.1	+0.4%
Labour force (thousands)	79.5	80.5	80.0	79.4	78.3	78.4	77.7	77.9	76.3	75.5	-0.8	+9.0%
Employment (thousands)	73.4	75.1	74.9	73.5	72.3	72.4	71.9	71.9	70.1	69.7	-0.4	+9.4%
Unemployment (thousands)	6.1	5.4	5.1	5.9	6.0	5.9	5.8	6.0	6.2	5.8	-0.4	+4.1%
Not in labour force (thousands)	43.1	42.1	42.6	43.2	44.4	44.4	45.2	45.1	46.8	47.6	+0.8	-11.8%
Unemployment rate (%)	7.7	6.7	6.4	7.4	7.7	7.5	7.5	7.7	8.1	7.7	-0.4 ppt	
Participation rate (%)	64.8	65.7	65.3	64.8	63.8	63.8	63.2	63.3	62.0	61.3	-0.7 ppt	



2015-2025 LABOUR MARKET OUTLOOK

- 26,900 job openings to 2025 -- 25% economic growth, 75% replacement
- Employment demand: +1.0% average annually
- Five industries forecast to expand the fastest (annual avg employment demand growth):
  - Forestry and Logging with Support Activities (+2.7%)
  - Business, building and other support services (+1.8%)
  - Health care and Social Assistance (+1.8%)
  - Information, Culture and Recreation (+1.4%)
  - Other Services (+1.4%)

Annual

	2011	2012	2013	2014	2015	2016	Change 2011-2016	CAGR 2011-2016	Change 2015-2016	% Change 2015-2016
Population (thousands)	124.4	124.1	123.2	122.3	121.9	122.4	-2.0	-0.3%	0.5	0.4%
Labour force (thousands)	76.7	78.3	81.2	72.5	74.6	73.3	-3.4	-0.9%	-1.3	-1.7%
Employment (thousands)	70.6	72.8	76.5	67.5	69.0	67.4	-3.2	-0.9%	-1.6	-2.3%
Unemployment (thousands)	6.1	5.5	4.8	5.0	5.5	5.9	-0.2	-0.7%	0.4	7.3%
Not in labour force (thousands)	47.7	45.8	42.0	49.8	47.3	49.1	1.4	-0.6%	1.8	3.8%
Unemployment rate (%)	8.0	7.0	5.9	6.9	7.4	8.0	0.0 ppt		0.6 ppt	
Participation rate (%)	61.7	63.1	65.9	59.3	61.2	59.9	-1.8 ppt		-1.3 ppt	

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

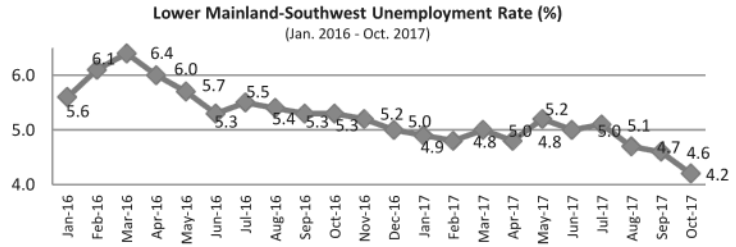
Note: CAGR = Compound annual average growth rate
ppt = percentage point

Source: LFS November 3, 2017

MAINLAND-SOUTHWEST

Monthly

	2017										Change since last month	YTD 2017 % Change
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.		
Population (thousands)	2,475.0	2,477.5	2,480.2	2,483.2	2,486.6	2,490.1	2,493.7	2,497.1	2,500.2	2,502.9	+2.7	+1.4%
Labour force (thousands)	1,608.2	1,610.8	1,618.5	1,633.8	1,661.9	1,685.0	1,702.6	1,697.1	1,681.7	1,666.9	-14.8	+1.9%
Employment (thousands)	1,528.5	1,534.0	1,537.9	1,554.6	1,575.6	1,601.5	1,616.2	1,617.3	1,603.7	1,596.9	-6.8	+2.8%
Unemployment (thousands)	79.6	76.8	80.6	79.1	86.3	83.5	86.3	79.8	78.0	70.1	-7.9	-13.2%
Not in labour force (thousands)	866.8	866.6	861.7	849.5	824.7	805.2	791.2	800.0	818.4	835.9	+17.5	+0.6%
Unemployment rate (%)	4.9	4.8	5.0	4.8	5.2	5.0	5.1	4.7	4.6	4.2	-0.4 ppt	
Participation rate (%)	65.0	65.0	65.3	65.8	66.8	67.7	68.3	68.0	67.3	66.6	-0.7 ppt	



2015-2025 LABOUR MARKET OUTLOOK

- 596,400 job openings to 2025 -- 34% economic growth, 66% replacement
- Employment demand: +1.2% average annually
- Five industries forecast to expand the fastest (annual avg employment demand growth):
  - Motion Picture and Video Industries (+4.1%)
  - Warehousing and storage (+3.9%)
  - Computer systems design & related services (+3.8%)
  - Telecommunications (+3.1%)
  - Primary metal manufacturing (3.0%)

Annual

	2011	2012	2013	2014	2015	2016	Change 2011-2016	CAGR 2011-2016	Change 2015-2016	% Change 2015-2016
Population (thousands)	2,264.9	2,303.4	2,341.3	2,379.3	2,419.3	2,459.1	194.2	1.7%	39.8	1.6%
Labour force (thousands)	1,498.6	1,518.1	1,520.2	1,538.5	1,561.3	1,626.8	128.2	1.7%	65.5	4.2%
Employment (thousands)	1,387.5	1,413.7	1,418.2	1,446.9	1,468.2	1,537.3	149.8	2.1%	69.1	4.7%
Unemployment (thousands)	111.1	104.5	102.0	91.6	93.1	89.5	-21.6	-4.2%	-3.6	-3.9%
Not in labour force (thousands)	766.3	785.3	821.2	840.8	858.0	832.3	66.0	1.7%	-25.7	-3.0%
Unemployment rate (%)	7.4	6.9	6.7	6.0	6.0	5.5	-1.9 ppt		-0.5 ppt	
Participation rate (%)	66.2	65.9	64.9	64.7	64.5	66.2	-0.0 ppt		1.7 ppt	

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

Note: CAGR = Compound annual average growth rate
ppt = percentage point

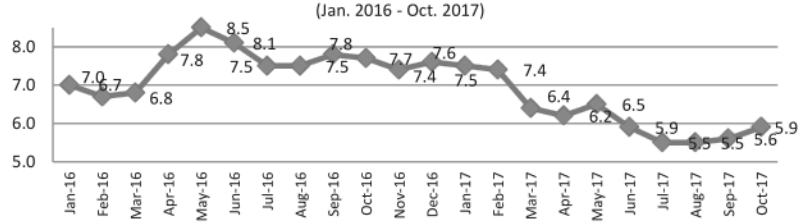
Source: LFS November 3, 2017

NORTH COAST & NECHAKO

Monthly

	2017										Change since last month	YTD 2017 % Change
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.		
Population (thousands)	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.1	67.0	-0.1	+0.4%
Labour force (thousands)	44.1	43.4	43.5	43.4	44.3	44.4	45.3	45.7	46.3	47.1	+0.8	-1.7%
Employment (thousands)	40.7	40.2	40.7	40.7	41.5	41.8	42.9	43.2	43.7	44.3	+0.6	-0.3%
Unemployment (thousands)	3.3	3.2	2.8	2.7	2.9	2.6	2.5	2.5	2.6	2.8	+0.2	-18.9%
Not in labour force (thousands)	23.1	23.8	23.6	23.7	22.8	22.7	21.8	21.4	20.7	20.0	-0.7	+5.1%
Unemployment rate (%)	7.5	7.4	6.4	6.2	6.5	5.9	5.5	5.5	5.6	5.9	+0.3	
Participation rate (%)	65.7	64.7	64.8	64.7	66.0	66.2	67.5	68.1	69.0	70.3	+1.3 ppt	

North Coast and Nechako Unemployment Rate (%)
(Jan. 2016 - Oct. 2017)



2015-2025 LABOUR MARKET OUTLOOK

- 10,200 job openings to 2025 -- 0% economic growth, 100% replacement
- Employment demand: 0% average annually
- Five industries forecast to expand the fastest (annual avg employment demand growth):
  - Health care and Social Assistance (+1.6%)
  - Accommodation and Food Services (+1.0%)
  - Transportation and Warehousing (+0.8%)
  - Business, Building and other support services (+0.3%)
  - Professional, Scientific and Technical Services (+0.3%)

Annual

	2011	2012	2013	2014	2015	2016	Change 2011-2016	CAGR 2011-2016	Change 2015-2016	% Change 2015-2016
Population (thousands)	67.8	67.4	66.9	66.6	66.5	66.9	-0.9	-0.3%	0.4	0.6%
Labour force (thousands)	47.6	44.7	43.7	42.5	45.4	45.5	-2.1	-0.9%	0.1	0.2%
Employment (thousands)	43.5	39.8	40.7	39.1	42.2	42.1	-1.4	-0.7%	-0.1	-0.2%
Unemployment (thousands)	4.1	4.9	3.0	3.4	3.2	3.5	-0.6	-3.1%	0.3	9.4%
Not in labour force (thousands)	20.2	22.7	23.3	24.1	21.0	21.4	1.2	1.2%	0.4	1.9%
Unemployment rate (%)	8.6	11.0	6.9	8.0	7.0	7.7	-0.9 ppt		0.7 ppt	
Participation rate (%)	70.2	66.3	65.3	63.8	68.3	68.0	-2.2 ppt		-0.3 ppt	

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

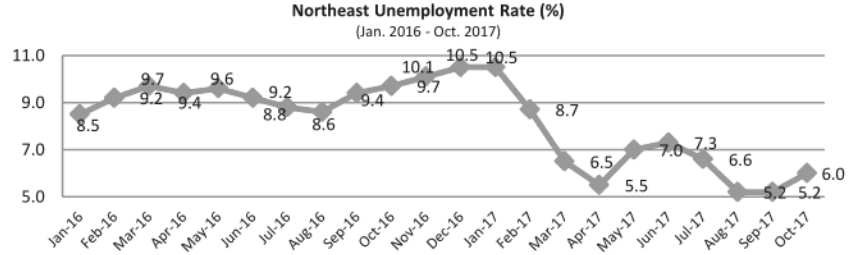
Note: CAGR = Compound annual average growth rate
ppt = percentage point

Source: LFS November 3, 2017

NORTH EAST

Monthly

	2017										Change since last month	YTD 2017 % Change
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.		
Population (thousands)	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	56.5	*unchanged*	+0.5%
Labour force (thousands)	44.6	44.6	43.4	41.9	41.5	40.9	40.8	40.3	40.3	40.1	-0.2	-3.1%
Employment (thousands)	39.9	40.7	40.6	39.6	38.6	37.9	38.0	38.1	38.2	37.8	-0.4	-0.7%
Unemployment (thousands)	4.7	3.9	2.8	2.3	2.9	3.0	2.7	2.1	2.1	2.4	+0.3	-27.4%
Not in labour force (thousands)	11.8	11.8	13.1	14.6	15.0	15.6	15.7	16.3	16.2	16.4	+0.2	+12.3%
Unemployment rate (%)	10.5	8.7	6.5	5.5	7.0	7.3	6.6	5.2	5.2	6.0	+0.8	
Participation rate (%)	78.9	78.9	76.8	74.2	73.5	72.4	72.2	71.3	71.3	71.0	-0.3	



2015-2025 LABOUR MARKET OUTLOOK

- 17,900 job openings to 2025 -- 31% economic growth, 69% replacement
- Employment demand: 1.4% average annually
- Five industries forecast to expand the fastest (annual avg employment demand growth):
  - Forestry and Logging with Support Activities (+4.8%)
  - Health care and Social Assistance (+2.2%)
  - Educational Services (+2.0%)
  - Manufacturing (+2.0%)
  - Construction (+1.8%)

Annual

	2011	2012	2013	2014	2015	2016	Change 2011-2016	CAGR 2011-2016	Change 2015-2016	% Change 2015-2016
Population (thousands)	52.1	52.8	53.8	54.9	55.8	56.3	4.2	1.6%	0.5	0.9%
Labour force (thousands)	39.4	41.8	41.8	40.6	42.6	43.3	3.9	1.9%	0.7	1.6%
Employment (thousands)	37.4	40.1	39.8	38.5	40.1	39.1	1.7	0.9%	-1.0	-2.5%
Unemployment (thousands)	2.0	1.7	2.0	2.0	2.5	4.2	2.2	16.0%	1.7	68.0%
Not in labour force (thousands)	12.7	10.9	12.0	14.3	13.2	13.0	0.3	0.5%	-0.2	-1.5%
Unemployment rate (%)	5.1	4.1	4.8	4.9	5.9	9.7	4.6 ppt		3.8 ppt	
Participation rate (%)	75.6	79.2	77.7	74.0	76.3	76.9	1.3 ppt		0.6 ppt	

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

Note: CAGR = Compound annual average growth rate
ppt = percentage point

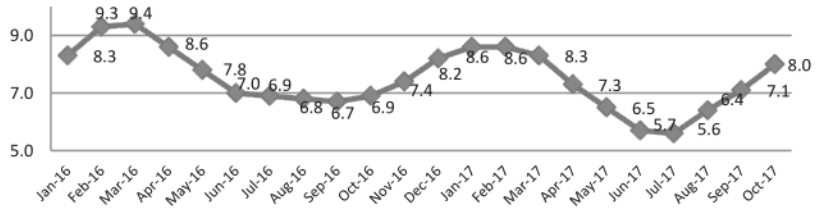
Source: LFS November 3, 2017

THOMPSON-OKANAGAN

Monthly

	2017										Change since last month	YTD 2017 % Change
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.		
Population (thousands)	438.9	439.2	439.5	440.0	440.5	441.1	441.7	442.2	442.7	443.1	+0.4	+1.3%
Labour force (thousands)	274.1	274.1	275.4	275.6	276.1	277.6	280.9	286.1	286.8	287.5	+0.7	+4.6%
Employment (thousands)	250.5	250.6	252.5	255.4	258.1	261.7	265.1	267.9	266.3	264.6	-1.7	+5.2%
Unemployment (thousands)	23.6	23.5	22.9	20.2	18.0	15.9	15.8	18.2	20.4	22.9	+2.5	-2.9%
Not in labour force (thousands)	164.7	165.1	164.2	164.4	164.5	163.5	160.8	156.2	155.9	155.6	-0.3	-4.0%
Unemployment rate (%)	8.6	8.6	8.3	7.3	6.5	5.7	5.6	6.4	7.1	8.0	+0.9 ppt	
Participation rate (%)	62.5	62.4	62.7	62.6	62.7	62.9	63.6	64.7	64.8	64.9	+0.1 ppt	

Thompson-Okanagan Coast Unemployment Rate (%)
(Jan. 2016 - Oct. 2017)



2015-2025 LABOUR MARKET OUTLOOK

- 107,800 job openings to 2025 -- 31% economic growth, 69% replacement
- Employment demand: +1.3% average annually
- Five industries forecast to expand the fastest (annual avg employment demand growth):
  - Construction (+2.4%)
  - Forestry and Logging with Support Activities (+2.2%)
  - Health care and Social Assistance (+2.0%)
  - Educational Services (+1.7%)
  - Accommodation and Food Services (1.6%)

Annual

	2011	2012	2013	2014	2015	2016	Change 2011-2016	CAGR 2011-2016	Change 2015-2016	% Change 2015-2016
Population (thousands)	428.0	428.8	429.0	429.5	431.3	436.3	8.3	0.4%	5.0	1.2%
Labour force (thousands)	271.1	271.9	265.1	265.8	267.0	269.3	-1.8	-0.1%	2.3	0.9%
Employment (thousands)	250.0	252.7	246.6	249.0	250.0	248.3	-1.7	-0.1%	-1.7	-0.7%
Unemployment (thousands)	21.1	19.2	18.5	16.8	17.0	21.0	-0.1	-0.1%	4.0	23.5%
Not in labour force (thousands)	156.9	156.9	163.9	163.6	164.3	167.0	10.1	1.3%	2.7	1.6%
Unemployment rate (%)	7.8	7.1	7.0	6.3	6.4	7.8	0.0 ppt		1.4 ppt	
Participation rate (%)	63.3	63.4	61.8	61.9	61.9	61.7	-1.6 ppt		-0.2 ppt	

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

Note: CAGR = Compound annual average growth rate
ppt = percentage point

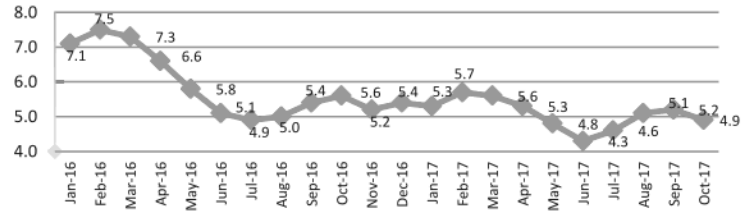
Source: LFS November 3, 2017

VANCOUVER ISLAND & COAST

Monthly

	2017										Change since last month	YTD 2017 % Change
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.		
Population (thousands)	665.0	665.3	665.8	666.4	667.2	668.1	668.9	669.6	670.3	670.9	+0.6	+1.1%
Labour force (thousands)	401.4	402.1	402.9	403.0	403.5	406.4	409.6	414.8	414.4	410.0	-4.4	+5.4%
Employment (thousands)	380.0	379.0	380.1	381.6	384.1	388.9	390.6	393.6	392.8	389.8	-3.0	+6.4%
Unemployment (thousands)	21.4	23.1	22.7	21.4	19.4	17.5	18.9	21.1	21.6	20.2	-1.4	-10.9%
Not in labour force (thousands)	263.6	263.2	262.9	263.5	263.8	261.7	259.3	254.9	255.9	260.9	+5.0	-4.9%
Unemployment rate (%)	5.3	5.7	5.6	5.3	4.8	4.3	4.6	5.1	5.2	4.9	-0.3 ppt	
Participation rate (%)	60.4	60.4	60.5	60.5	60.5	60.8	61.2	61.9	61.8	61.1	-0.7 ppt	

Vancouver Island and Coast Unemployment Rate (%)
(Jan. 2016 - Oct. 2017)



2015-2025 LABOUR MARKET OUTLOOK

- 147,900 job openings to 2025 -- 29% economic growth, 71% replacement
- Employment demand: +1.1% average annually
- Five industries forecast to expand the fastest (annual avg employment demand growth):
  - Water transportation (+3.7%)
  - Mining (+3.6%)
  - Computer systems design & related services (+3.1%)
  - Truck transportation (+2.3%)
  - Performing arts, spectator sports and related industries (2.3%)

Annual

	2011	2012	2013	2014	2015	2016	Change 2011-2016	CAGR 2011-2016	Change 2015-2016	% Change 2015-2016
Population (thousands)	638.7	642.2	645.9	650.0	654.9	661.8	23.1	0.7%	6.9	1.1%
Labour force (thousands)	387.8	382.6	386.6	374.8	381.2	389.0	1.2	0.1%	7.8	2.0%
Employment (thousands)	357.8	358.6	362.2	352.0	357.3	366.5	8.7	0.5%	9.2	2.6%
Unemployment (thousands)	30.1	23.9	24.3	22.8	24.0	22.5	-7.6	-5.7%	-1.5	-6.3%
Not in labour force (thousands)	250.9	259.6	259.4	275.3	273.7	272.8	21.9	1.7%	-0.9	-0.3%
Unemployment rate (%)	7.8	6.2	6.3	6.1	6.3	5.8	-2.0 ppt		-0.5 ppt	
Participation rate (%)	60.7	59.6	59.9	57.7	58.2	58.8	-1.9 ppt		0.6 ppt	

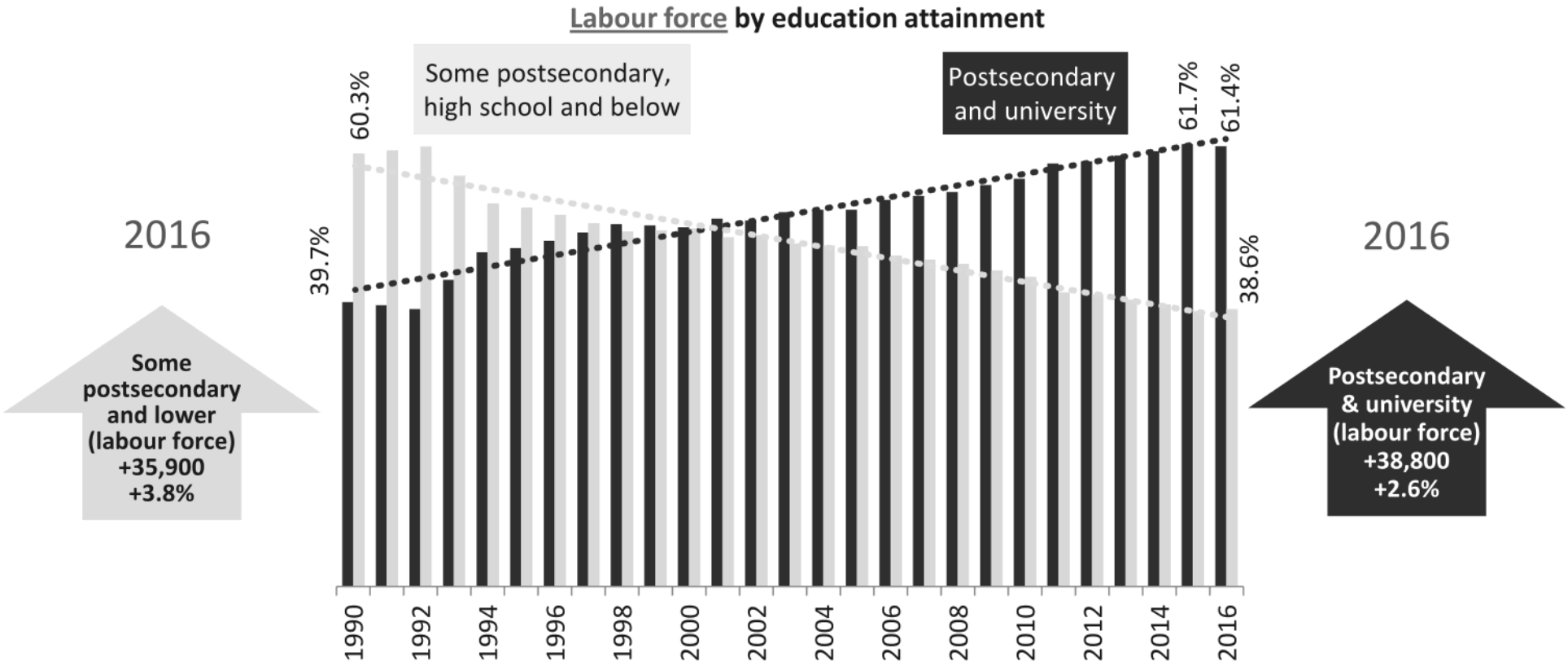
Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

Note: CAGR = Compound annual average growth rate
ppt = percentage point

Source: LFS November 3, 2017

LABOUR MARKET INFORMATION OFFICE

Labour force, by educational attainment

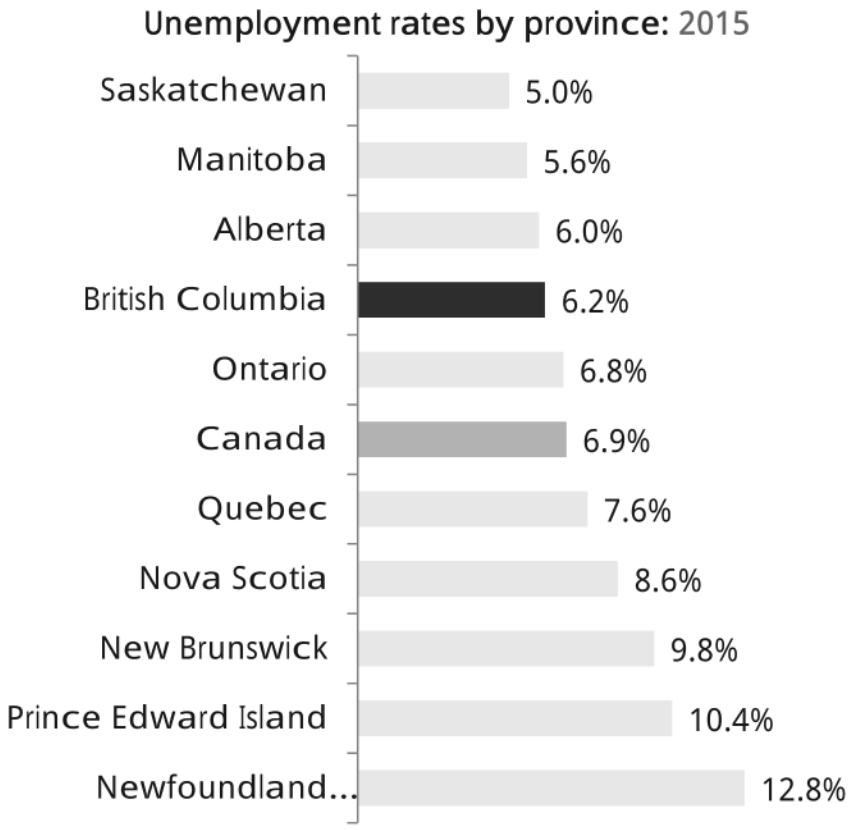


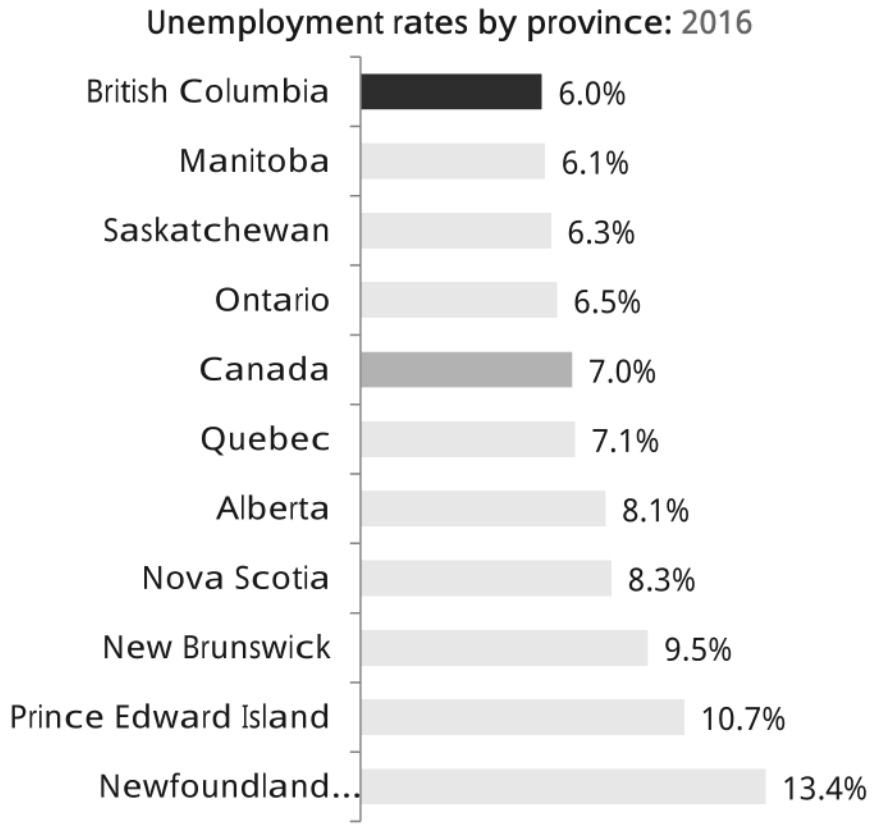
- *The share of **labour force** with postsecondary certificate or diploma and university degree continues to trend upward.*
- *Despite the increase in the number of educated labour force in 2016 (+38,800), the share dropped slightly from 61.7% to 61.4%.*

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

LABOUR MARKET INFORMATION OFFICE

Unemployment rate, by province



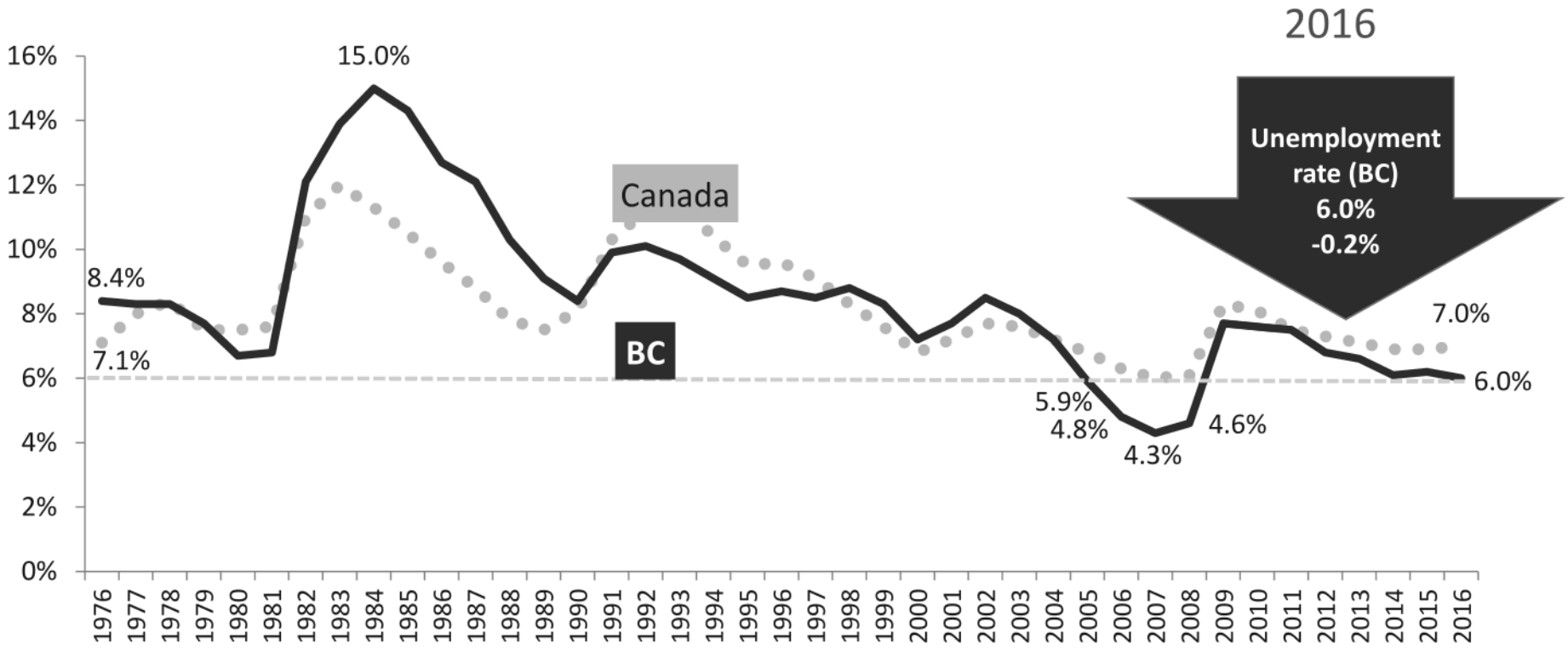


- *In 2016, BC had the lowest unemployment rate in Canada – up from the 4th lowest in 2015.*

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

LABOUR MARKET INFORMATION OFFICE

Unemployment rate, BC and Canada, 1976-2016



	1976	1986	1996	2001	2006	2009	2011	2016
Canada	7.1%	9.6%	9.6%	7.2%	6.3%	8.3%	7.5%	7.0%
BC	8.4%	12.7%	8.7%	7.7%	4.8%	7.7%	7.5%	6.0%

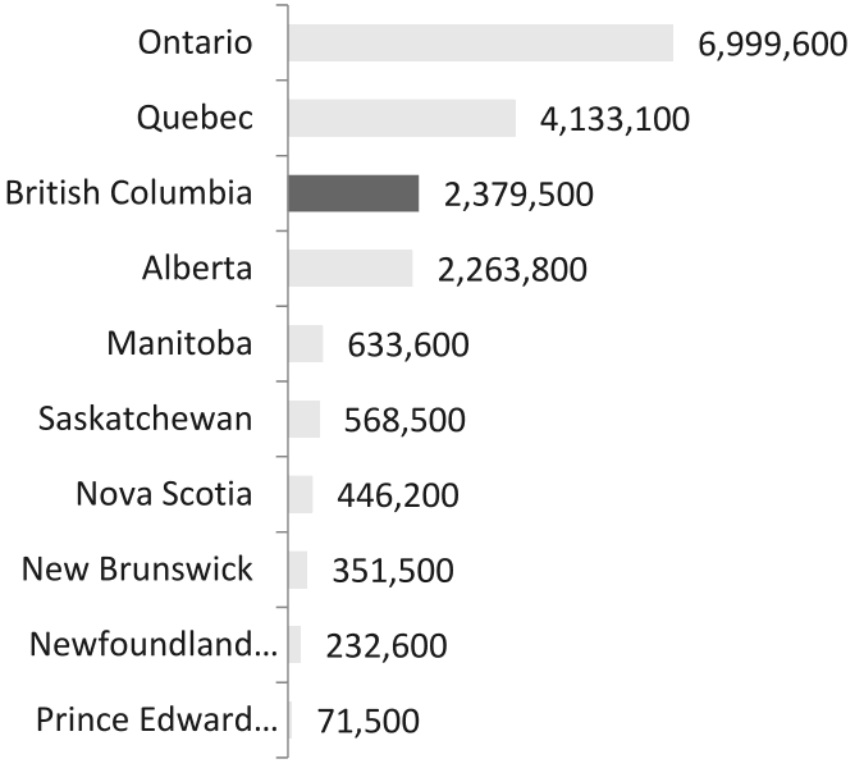
- *BC's unemployment rate in 2016 was the 5th lowest in 40 years, only the rates between 2005 and 2008 were lower.*

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

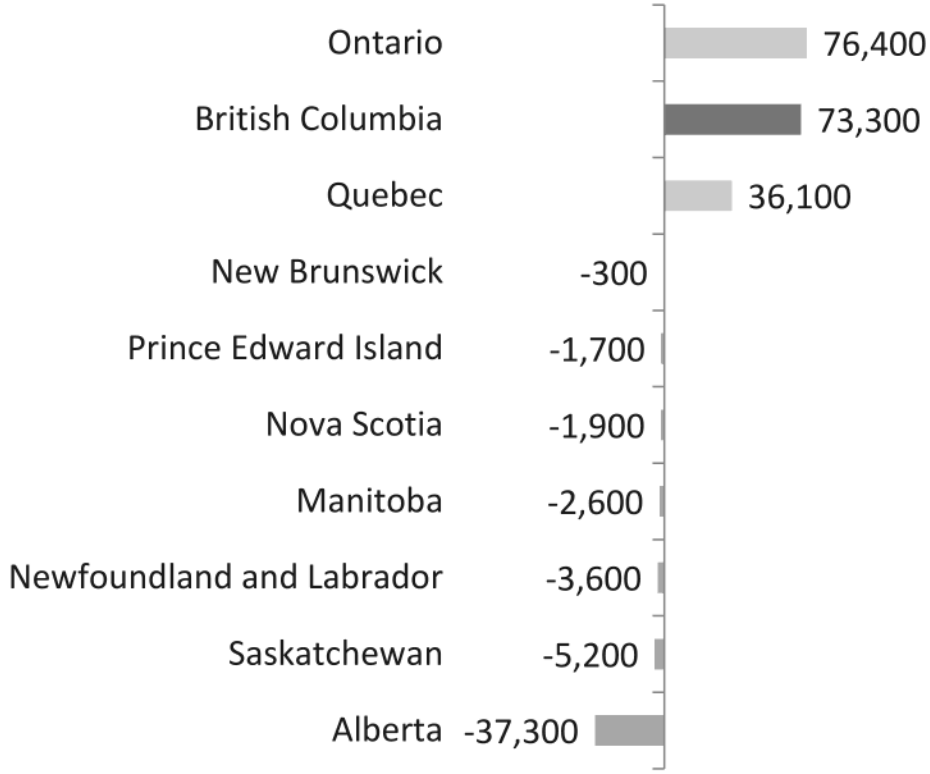
LABOUR MARKET INFORMATION OFFICE

Employment, gains/losses, by province, 2016

2016 Employment



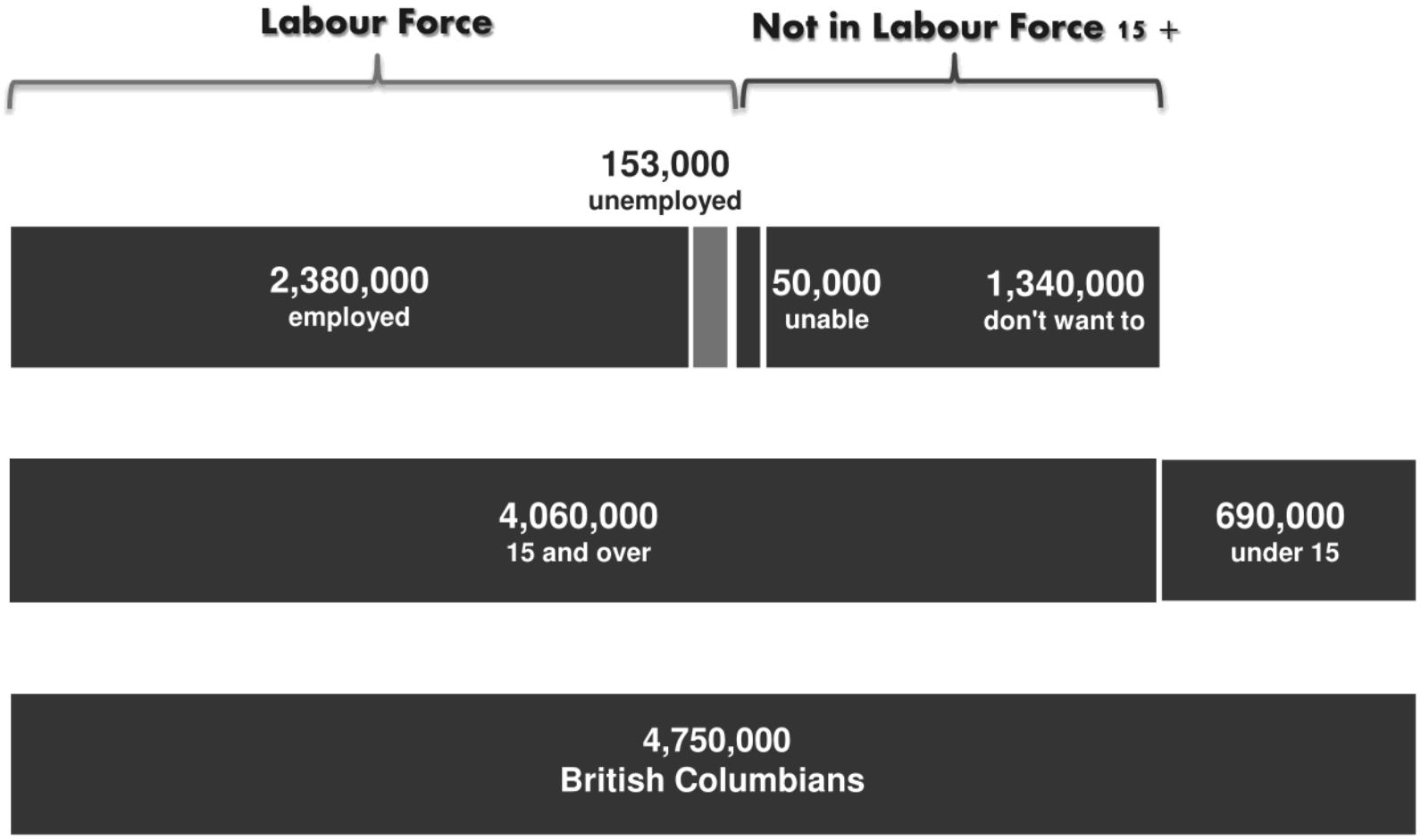
Employment gains/losses: 2016/2015



- *BC ranked 3rd in employment, and 2nd in employment gains only after Ontario.*
- *In all, Canada had 18,079,900 people employed in 2016, an increase of 133,300 over 2015.*

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

BC Labour Market Overview
(2016)



Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

NOTE: Data adjusted for rounding

Source: Statistics Canada, Labour Force Survey, CANSIM table 282-0002 (2016)

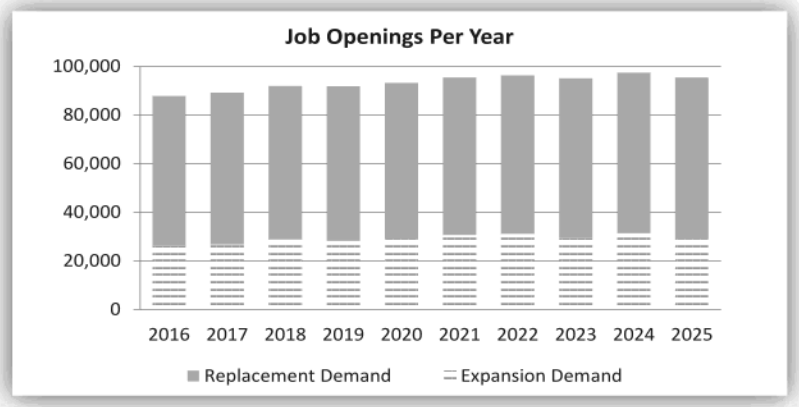
Labour Market Outlook: 2015-2025

934,000 job openings are expected by 2025:

- 2/3 retiring workers
- 1/3 new jobs created by economic expansion

2015-2025 LABOUR MARKET OUTLOOK HIGHLIGHTS:

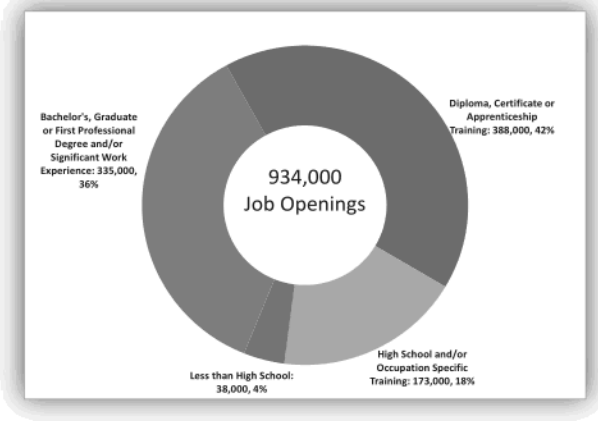
TOTAL JOB OPENINGS	**934,000**	**100%**
Replacement	642,000	69%
Economic Growth	292,000	31%
REDUCED UNEMPLOYMENT	**5,000**	
SUPPLY ADDITIONS	**929,000**	**100%**
New entrants	430,000	46%
Net international in-migration	248,000	27%
Net interprovincial in-migration	75,000	8%
Increased labour force participation	176,000	19%



A balanced labour market outlook is anticipated

- Supply is expected to exceed demand by 32,000 workers in 2020 but tightening towards 2025

78% of job openings will require some post-secondary education:



New job openings are expected in every region by 2025:

- Mainland/Southwest and Vancouver Island/Coast have the largest number of job openings -- 80% of total projected jobs in BC.

Region:	Total Job Openings to 2025	Annual Demand Growth
Mainland/Southwest	596,400	1.2%
Vancouver Island/Coast	147,900	1.1%
North (North Coast - Nechako, Northeast, Cariboo)	54,600	0.5%
Southeast (Thompson-Okanagan, Kootenay)	134,700	1.1%

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

BC LABOUR MARKET INFORMATION OFFICE

2015-2025 Labour Market Outlook - Regional Summary

VANCOUVER ISLAND & COAST

- 147,900 job openings to 2025 -- 29% economic growth, 71% replacement
- Employment demand: +1.1% average annually
- Five industries forecast to expand fastest (annual avg employment demand growth):
  - Water transportation (+3.7%)
  - Mining (+3.6%)
  - Computer systems design & related services (+3.1%)
  - Truck transportation (+2.3%)
  - Performing arts, spectator sports and related industries (2.3%)

KOOTENAY

- 26,900 job openings to 2025 -- 25% economic growth, 75% replacement
- Employment demand: +1.0% average annually
- Five industries forecast to expand fastest (annual avg employment demand growth):
  - Forestry and Logging with Support Activities (+2.7%)
  - Business, building and other support services (+1.8%)
  - Health care and Social Assistance (+1.8%)
  - Information, Culture and Recreation (+1.4%)
  - Other Services (+1.4%)

MAINLAND-SOUTHWEST

- 596,400 job openings to 2025 -- 34% economic growth, 66% replacement
- Employment demand: +1.2% average annually
- Five industries forecast to expand fastest (annual avg employment demand growth):
  - Motion Picture and Video Industries (+4.1%)
  - Warehousing and storage (+3.9%)
  - Computer systems design & related services (+3.8%)
  - Telecommunications (+3.1%)
  - Primary metal manufacturing (3.0%)

CARIBOO

- 26,400 job openings to 2025 -- 13% economic growth, 87% replacement
- Employment demand: +0.5% average annually
- Five industries forecast to expand fastest (annual avg employment demand growth):
  - Professional, Scientific and Technical Services (+1.9%)
  - Health care and Social Assistance (+1.8%)
  - Accommodation and Food Services (+1.0%)
  - Construction (+0.9%)
  - Other Services (+0.8%)

THOMPSON-OKANAGAN

- 107,800 job openings to 2025 -- 31% economic growth, 69% replacement
- Employment demand: +1.3% average annually
- Five industries forecast to expand fastest (annual avg employment demand growth):
  - Construction (+2.4%)
  - Forestry and Logging with Support Activities (+2.2%)
  - Health care and Social Assistance (+2.0%)
  - Educational Services (+1.7%)
  - Accommodation and Food Services (1.6%)

NORTH COAST & NECHAKO

- 10,200 job openings to 2025 -- 0% economic growth, 100% replacement
- Employment demand: 0% average annually
- Five industries forecast to expand fastest (annual avg employment demand growth):
  - Health care and Social Assistance (+1.6%)
  - Accommodation and Food Services (+1.0%)
  - Transportation and Warehousing (+0.8%)
  - Business, Building and other support services (+0.3%)
  - Professional, Scientific and Technical Services (+0.3%)

NORTH EAST

- 17,900 job openings to 2025 -- 31% economic growth, 69% replacement
- Employment demand: 1.4% average annually
- Five industries forecast to expand fastest (annual avg employment demand growth):
  - Forestry and Logging with Support Activities (+4.8%)
  - Health care and Social Assistance (+2.2%)
  - Educational Services (+2.0%)
  - Manufacturing (+2.0%)
  - Construction (+1.8%)

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

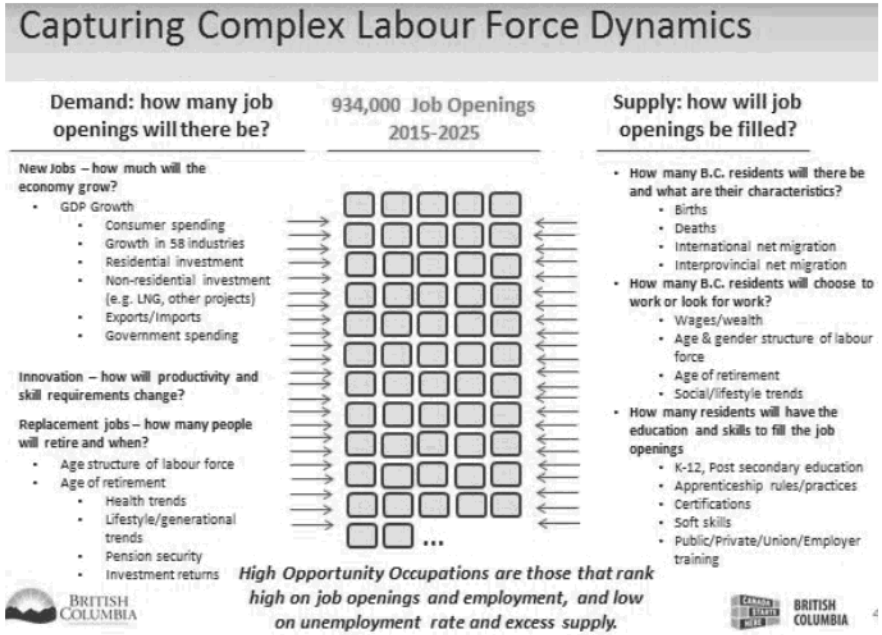
Source: 2015-2025 Labour Market Outlook

Labour Market Outlook: Labour Market Scenario Model

OVERVIEW:

- Generates 10-year projections of labour demand and supply for 500 occupations, 58 industries and economic development regions (Mainland/Southwest; Vancouver Island/Coast; Thompson-Okanagan; Kootenay; Cariboo; North Coast and Nechako; Northeast)
  - Demand forecast for all seven development regions
  - Supply forecast for four aggregate regions: (Mainland/Southwest; Vancouver Island/Coast; South East, North)
    - Thompson-Okanagan and Kootenay = South East
    - Cariboo, North Coast and Nechako, and Northeast = North
- Composed of three sets of regional models: macroeconomic, industry employment and occupational models (these generate the provincial forecast)

TWO FORECAST STREAMS: LABOUR DEMAND & LABOUR SUPPLY



ACCESS TO RESULTS:

- Results available at:
  - WorkBC.ca
  - DataBC website (open data)
  - Custom tables from LMIO upon request.

VALIDATION:

- Results validated through stakeholder consultation and engagement:
  - Private sector (industry associations, economists)
  - Public sector (ministries, education sector)
  - Employers and employer associations
- Results examined against actuals to determine improvements

Contact: Jeremy HIggs Executive Director Labour Market Information Office (250) 217-9398

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY (BCIT)

President Ms. Kathy Kinloch
(since January 1, 2014)

Chair of the Board Mr. Jack Davidson
(board term expires July 31, 2018)

Overview

British Columbia Institute of Technology (BCIT) has a provincial mandate to provide specialized instruction in trades training, technology, and professional programs in six schools: Business; Computing and Academic Studies; Construction and the Environment; Energy; Health Sciences; and Transportation, leading to certificates, diplomas, baccalaureate and applied masters degrees. BCIT has campuses in Burnaby (main campus), Vancouver, North Vancouver (marine campus), and Richmond (aerospace technology campus), as well as satellite locations throughout the province. BCIT is also a partner with Vancouver Community College in the Motive Power Centre of Excellence at Annacis Island.

Key Facts

- Approximately 45,000 students.
- Approximately 2,700 faculty.
- The largest provider of apprenticeship, trades and technologist training in BC.
- Trains a significant number of health care professionals, and delivers the only Prosthetics and Orthotics and Cardiovascular Perfusion programs in Western Canada.
- One of the largest providers of business, computing, and information technology programs delivered in Western Canada.
- A 285,000 square-foot state-of-the-art Aerospace Technology campus, featuring a fleet of 20 aircraft including a Boeing 737, and airport control tower simulation technology.
- Western Canada's only Marine Engine Room Simulator, which provides training for marine engineers.
- Offers programs with a variety of levels of certification, some providing course exemptions that allow graduates to write qualifying exams to meet professional designations.
- Centre for Applied Research and Innovation is dedicated to applied high tech research and development.
- Provides training with a fully operational pulp mill.
- The only post-secondary in North America covering all modes of travel – trains, planes, automobiles, and ships.
- The OASIS Smart Microgrid is the only renewable energy system of its kind in North America – fully charging an electric car in half an hour.

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY (BCIT)

Legislation

BCIT operates under the authority of the *College and Institute Act*. In 2004, the *Institute of Technology Act* was repealed and the *College and Institute Act* amended to include BCIT. At the same time, BCIT's role as a polytechnic was formally recognized in the legislation.

Base operating grants

2017/18 interim	$116.8 million
2016/17	$114.2 million

Student spaces

2017/18 FTE target	12,196
2015/16 Industry Training Authority seats (actual total)	6,313
Graduate FTEs <1% (2014/15)	

Aboriginal student (headcount)

2015/16 Academic Year – 1,539 (4% of domestic total)

International student (headcount)

2015/16 Academic Year –3,418 (8% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	8%
Business and Management	22%
Developmental	2%
Education	0%
Engineering and Applied Sciences	25%
Health	13%
Human and Social Services	1%
Trades	26%
Visual and Performing Arts	2%

Major Capital Projects Underway

Canada Way Electrical Service Replacement ($47 million / $32 million provincial funding)
The project replaces the electrical infrastructure that currently powers approximately 50% of the BCIT Burnaby Campus including all of the Burnaby-based trades education programs.

Health Sciences Centre for Advanced Simulation ($78 million / $67 million provincial funding)
A four-storey, 10,355 square meter building on the Burnaby Campus that will deliver simulation-based training for health science students. The new centre will be one of the largest centres for health simulation training in Canada, and will be unique in its ability to replicate a variety of hospital and laboratory settings.

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY (BCIT)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Manjit S. Dhillon	2013-01-31	2016-07-31	2017-12-31	Order-in-Council
Colin Earl Smith	2016-06-16	2016-06-16	2017-12-31	Order-in-Council
Asifa Samji	2016-06-16	2016-06-16	2017-12-31	Order-in-Council
Kok-Jin Koh	2016-06-16	2016-06-16	2017-12-31	Order-in-Council
Herbert S. Silber	2013-12-31	2015-07-31	2018-07-31	Order-in-Council
Catherine A. Young	2014-05-29	2015-07-31	2018-07-31	Order-in-Council
Jack Davidson	2014-07-31	2016-07-31	2018-07-31	Order-in-Council
Ryan Peter Tones	2016-12-02	2016-12-02	2018-07-31	Order-in-Council
Kimberly A. Humphreys	2015-10-14	2016-12-31	2018-12-31	Order-in-Council
Lorna A. Pawluk	2015-09-30	2016-12-31	2018-12-31	Order-in-Council
Elected:				
Neil Cox	2013-04-01	2016-04-01	2019-03-31	Faculty
Sergey Bukhavrov	2017-06-01	2017-06-01	2018-05-31	Student
Vasyl Baryshnikov	2017-06-01	2017-06-01	2018-05-31	Student
Scott McAlpine	2015-09-01	2015-09-01	2018-08-31	Support Staff
Ex-Officio:				
Jennifer Figner	2016-06-01	2017-06-01	2018-05-31	Chair of the Education Council
Kathy Kinloch	2014-01-01	2014-01-01	2019-01-05	President

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 10 members appointed by the Lieutenant Governor in Council.

CAMOSUN COLLEGE (CAM)

President Ms. Sherri Bell
(since July 1, 2015)

Chair of the Board Mr. Russ Lazaruk
(board term expires December 31, 2017)

Overview

Camosun College has a regional mandate to serve Southern Vancouver Island and the Gulf Islands. The College has a provincial Centre of Excellence for Sport and Exercise Education housed with the Pacific Institute for Sports Excellence and the Canadian Sport Institute – Pacific. Camosun College offers a wide range of programming: Arts and Language; Business, Computers and Engineering; Health and Human Services; Indigenous programs; Math, Science and Technology; Sports and Exercise; Trades and Apprenticeships; Adult Upgrading; and, University Transfer leading to certificates, diplomas, associate degrees and some applied baccalaureate degrees. Camosun College has two campuses in Victoria: Lansdowne and Interurban.

Key Facts

- Approximately 19,000 students.
- Approximately 950 faculty.
- The name Camosun is a local Lkwungen (Songhees) First Nation name meaning “where different waters meet and are transformed.”
- Host to the BC Regional Innovation Chair in Sport Technology.
- The Pacific Institute for Sport Excellence is a partnership between Camosun College and Pacific Sport Victoria bringing together local and national-level sport education, leadership, research and athletic development.
- The only federally funded Technology Access Centre (TAC) in the province.
- Interurban campus focuses on technology, business, sport and exercise education, and trades training programs including the newly opened Centre for Trades Education and Innovation.
- Lansdowne campus focuses on arts, sciences, Indigenous studies and adult basic education programming. Most health and human service programs will move to the new Health education centre once the new facility is built at Interurban.
- In spring 2017, Camosun opened a satellite training centre on the Songhees Nation territory.

CAMOSUN COLLEGE (CAM)

- The South Island Partnership with local school districts and local industry leaders, enables high school students to participate in dual credit programs at Camosun that provides post-secondary and high school credits for the same course.
- Hosts a Dental Clinic that offers dental care for clients of all ages, with dental hygiene and dental assistant students providing services under the guidance of experienced instructors and is open to the public.
- Camosun Sport and Exercise Education students and faculty provide athletic and exercise therapy clinics that is also open to the public, employees and students.

Legislation

Camosun College operates under the authority of the *College and Institute Act*.

Base Operating Grant

2017/18 interim	$49.8 million
2016/17	$48.2 million

Student spaces

2017/18 FTE target	7,049
2015/16 Industry Training Authority seats (actual)	1,873

Aboriginal student (headcount)

2015/16 Academic Year – 1,125 (6% of domestic total)

International student (headcount)

2015/16 Academic Year – 1,625 (8% of total)

Program areas (2014/15 Academic Year, headcount)

Arts and Sciences	23%
Business and Management	21%
Developmental	12%
Education	1%
Engineering and Applied Sciences	8%
Health	9%
Human and Social Services	4%
Personal Improvement and Leisure	5%
Trades	16%
Visual and Performing Arts	2%

CAMOSUN COLLEGE (CAM)

Major Capital Projects Underway

Centre for Health Sciences ($49 million / $31 million provincial funding)
The new health sciences centre at Camosun's Interurban Campus will be a four-storey, 8,300-square-metre centre that will house 18 health science programs, such as community mental health, athletic and exercise therapy, and nursing, as well as university-transfer health programs. Camosun health science students will access a better learning environment, where they are able to learn side-by-side in a clinic-like setting.

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Russell Lazaruk	2011-07-31	2015-07-31	2017-12-31	Order-in-Council
Nigel G. Giuliany	2014-10-24	2015-12-31	2017-12-31	Order-in-Council
William Gyles	2014-06-01	2015-07-31	2018-07-31	Order-in-Council
Stephen W. Chang	2014-07-31	2016-07-31	2018-07-31	Order-in-Council
Laylee Rohani	2014-07-31	2015-07-31	2018-07-31	Order-in-Council
Stefan Fletcher	2015-12-17	2016-12-31	2018-12-31	Order-in-Council
Ronald W. Rice	2013-07-31	2016-07-31	2019-07-31	Order-in-Council
Cindy Choi	2013-10-25	2016-12-31	2019-12-31	Order-in-Council
Elected:				
Debbie Hlady	2016-08-01	2016-08-01	2019-07-31	Faculty
Melanie Winter	2017-08-01	2017-08-01	2018-07-31	Student
Vacancy				Student
Joanne Cumberland	2016-08-01	2016-08-01	2019-07-31	Support Staff
Ex-Officio:				
Tim Ayers	2017-02-22	2017-02-22	2018-07-31	Chair of the Education Council
Sherri Bell	2015-07-01	2015-07-01	2020-06-30	President

Board elections scheduled for September 18, 2017.

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 8 members appointed by the Lieutenant Governor in Council.

CAPILANO UNIVERSITY (CAPU)

President & Vice-Chancellor Mr. Paul Dangerfield (since October 1, 2016)

Chair of the Board Mr. Soon Kim (board term expires July 31, 2018)

Chancellor Dr. David T. Fung (term expires April 4, 2019)

Overview

Capilano University has a regional mandate to provide a broad range of programming and to undertake applied research and scholarly activities to support the programs of the institution. Capilano has five faculties: Arts and Sciences; Business and Professional Studies; Education, Health and Human Development; Fine and Applied Arts; and Global and Community Studies, and offers programs leading to certificates, diplomas and baccalaureate degrees. Capilano has campuses in North Vancouver (main campus) and Sechelt.

Key Facts

- Approximately 11,000 students.
- 34% of students are residents of the North Shore.
- Approximately 780 faculty.
- Named after Chief Joe Capilano, an important leader of the Squamish (Sḵwx̱wú7mesh) Nation of the Coast Salish People, and an advocate for education for Aboriginal youth.
- Animation programs are well recognized by industry and in high demand by students. An alumni was on a team that won an Oscar at the 2017 Academy Awards for Disney's Zootopia.
- A student's short film has been accepted in to the Short Film Corner at the 2017 Cannes Film Festival.
- Strong focus on music programs, including performance, musical theatre, music therapy and jazz studies. A faculty member's band won Jazz Album of the Year at the 2017 Juno Awards and alumni Bria Skonberg won Vocal Jazz Album of the Year, with another graduate playing on her album.
- Costuming for Stage and Screen diploma is unique in Canada, and combines motion picture and theatre costuming.
- Accredited by the Northwest Commission on Colleges and Universities.

CAPILANO UNIVERSITY (CAPU)

Legislation

Capilano operates under the authority of the *University Act* and the *Designation of Special Purpose, Teaching Universities Regulation*. Established as Capilano College in 1968, it was designated as a special purpose, teaching university and renamed Capilano University in 2008.

Base operating grants

2017/18 interim	$37.8 million
2016/17	$36.7 million

Student spaces

2017/18 FTE target	5,450

Aboriginal student (headcount)

2015/16 Academic Year –488 (5% of domestic total)

International student (headcount)

2015/16 Academic Year –1,138 (10% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	21%
Business and Management	21%
Developmental	10%
Education	1%
Engineering and Applied Sciences	1%
Health	1%
Human and Social Services	13%
Personal Improvement and Leisure	22%
Trades	0%
Visual and Performing Arts	9%

Major Capital Projects Underway

None with provincial funding.

CAPILANO UNIVERSITY (CAPU)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Vacancy	-	-	-	Order-in-Council
Vacancy, Alumni	-	-	-	Order-in-Council
Nicholas Ivan Cartmell	2016-07-31	2016-07-31	2017-12-31	Order-in-Council
Jessie A.L. Williams	2016-06-30	2016-06-30	2017-12-31	Order-in-Council
Cherry Itty, Alumni	2016-07-31	2016-07-31	2017-12-31	Order-in-Council
Soon Kim	2013-07-31	2015-07-31	2018-07-31	Order-in-Council
Christopher Blaine Doll	2015-09-21	2016-12-31	2018-12-31	Order-in-Council
Cheryl Ann Nex	2015-09-21	2016-12-31	2018-12-31	Order-in-Council
Elected:				
Michael Fleming	2015-07-31	2015-07-31	2018-07-31	Faculty
Aurelea Mahood	2015-07-31	2015-07-31	2018-07-31	Faculty
Imroz Ali	2017-08-01	2017-08-01	2018-07-31	Student
Hassan Merali	2017-08-01	2017-08-01	2018-07-31	Student
Christopher Clarke	2015-05-19	2015-05-19	2018-07-31	Staff (Non-Faculty)
Ex-Officio:				
David T. Fung	2016-04-19	2016-04-19	2019-04-19	Chancellor
J. Paul Dangerfield	2016-10-01	2016-10-01	2021-09-30	President & Vice-Chancellor

The *University Act* sets the composition of the board at 8 persons appointed by the Lieutenant Governor in Council, 2 of which are alumni of the university. Currently, there are 6 members appointed by the Lieutenant Governor in Council.

There are two immediate vacancies: two appointed member positions (one nominated by Alumni Association). A formal Request for Appointment to fill the appointed member vacancies is under review. The Board Resourcing and Development Office are sourcing candidates for the vacancy on the board.

COLLEGE OF NEW CALEDONIA (CNC)

President Mr. Henry Reiser
(since June 1, 2014)

Chair of the Board Robert (Lee) Doney
(board term expires February 17, 2018)

Overview

The College of New Caledonia (CNC) has a regional mandate to serve the central interior region of the province. It also serves the northern regions with its specialized programs in Medical Lab Technology, Radiography Technology and Natural Resources and Environmental Technology. The College offers a wide range of programming: Adult Upgrading; Business; Health and Human Services; Specialty Programs; Technology; Trades; and, University Transfer leading to certificates, diplomas and associate degrees. CNC has six campuses: Prince George (administration centre) and five regional campuses: Lakes District Campus in Burns Lake; Mackenzie Campus; Nechako Campuses in Vanderhoof and Fort St. James; and Quesnel Campus; as well as two learning centres in Fraser Lake and Valemount.

Key Facts

- Approximately 8,000 students.
- Approximately 590 faculty.
- The name "New Caledonia" was given to the region by early explorer Simon Fraser.
- Recently signed an historic MOU with Lheidli T'enneh First Nation, to strengthen its relationship and help inform indigenization of its curriculum.
- Federally funded Industrial Research Chair in Forest Health works with key stakeholders to develop innovative tools to help mitigate impacts of forest diseases.
- Utilizes a community research forest, where the students and local industry collaborate on forestry-related challenges.
- Will resume offering an updated Dental Hygiene program in September 2017, the only institutional offering in Northern BC
- Recently established a new permanent education and training facility in Vanderhoof consolidating a variety of programs in one location including trades.
- A leader in implementing Direct Delivery communications infrastructure in a college setting to enable courses to be delivered via real-time audio/video in a number of locations simultaneously.
- Significant international student population growth – approximately 60% increase between 2010/11 and 2014/15 entered into overseas partnerships to enable nursing students to complete part of their practicum in Bangalore, India.

COLLEGE OF NEW CALEDONIA (CNC)

Legislation

CNC operates under the authority of the *College and Institute Act.*

Base operating grants

2017/18 interim	$29.4 million
2016/17	$28.7 million

Student spaces

2017/18 FTE target	3,141
2015/16 Industry Training Authority seats (actual total)	1,371

Aboriginal student (headcount)

2015/16 Academic Year– 2,050 (26% of domestic total)

International student (headcount)

2015/16 Academic Year– 517 (6% of total)

Program areas (2014/15 Academic Year, headcount)

Arts and Sciences	13%
Business and Management	11%
Developmental	7%
Engineering and Applied Sciences	9%
Health	9%
Human and Social Services	21%
Personal Improvement and Leisure	5%
Trades	24%
Visual and Performing Arts	0%

Major Capital Projects Underway

Heavy Duty Mechanics - Prince George ($15 million / $7 million provincial funding)
The 2,326-square-metre trades facility will replace leased facilities and accommodate 251 existing full-time equivalent (FTE) spaces and up to 48 new student FTEs in the heavy-duty equipment technician and truck and transport mechanics program.

Quesnel Site Expansion Power Engineering Program ($3 million / $3 million provincial funding)
Purchase of a new high-pressure steam boiler and reconfiguration of the power engineering lab space to meet the requirements for the power engineering program.

Vanderhoof – establishment of new permanent campus ($1.6 million / $1.6 million provincial funding)
Purchase of an existing building in Vanderhoof to be renovated and establish a permanent campus for post-secondary education and trades training.

COLLEGE OF NEW CALEDONIA (CNC)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Gillain A. Malfair	2016-12-14	2016-12-14	2017-12-31	Order-in-Council
Robert Lee Doney	2016-02-17	2016-02-17	2018-02-17	Order-in-Council
Sandra Carroll	2016-02-12	2016-02-12	2018-02-12	Order-in-Council
Mary Sjostrom	2015-02-18	2016-07-31	2018-07-31	Order-in-Council
Vincent Prince	2014-02-13	2015-07-31	2018-07-31	Order-in-Council
Sandra Ramsay	2014-07-31	2016-07-31	2018-07-31	Order-in-Council
Steve Nycholat	2014-07-31	2016-07-31	2018-07-31	Order-in-Council
Wilfred Danny Marcel Marcotte	2017-02-01	2017-02-01	2018-12-31	Order-in-Council
Elected:				
Mark Wendling	2016-05-01	2016-05-01	2019-04-30	Faculty
Puneeta Gulati	2016-10-09	2016-10-09	2017-10-08	Student
Lee-Ann Mowbray	2016-10-09	2016-10-09	2017-10-08	Student
Sabreena MacElheron	2016-05-01	2016-05-01	2019-04-30	Support Staff
Ex-Officio:				
Paul Campo	2016-02-19	2016-02-19	2018-01-31	Administration
Henry Reiser	2014-06-01	2014-06-01	2019-05-31	President
Keith Tedford	2017-05-09	2017-05-09	2019-05-09	Chair of the Education Council

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 8 members appointed by the Lieutenant Governor in Council.

COLLEGE OF THE ROCKIES (COTR)

President & CEO Mr. David Walls
(since August 19, 2013)

Chair of the Board Ms. Wilda C. Schab
(board term expires July 31, 2018)

Overview

The College of the Rockies (COTR) has a regional mandate to serve the southeastern region of the province. The College offers a wide range of programming: Adult Upgrading; Business Management; Child, Youth and Family Studies; Computer Studies; Fire Services Training; Tourism Management (adventure/recreational); Trades and Apprenticeship; and Arts and Sciences leading to certificates, diplomas, associate degrees and one applied baccalaureate degree in Business Administration in Sustainable Business Practices. COTR has seven campuses: Cranbrook (Main and Gold Creek) and five regional campuses in Creston, Fernie, Invermere, Golden and Kimberley.

Key Facts

- Approximately 10,000 students.
- Approximately 560 faculty.
- Several specialty programs specific to the geographic area, such as Adventure Tourism Business Operation and Mountain Adventure Skills Training Programs.
- Mining Apprenticeship Program where apprentices are attached to the college versus an employer and work with partners (such as TECK) under active operating conditions.
- Offers its own four-year Bachelor of Business Administration in Sustainable Business Practices degree.
- Partnership with the University of Victoria (UVic) to transition the final three semesters of the registered nursing program to the College. As of January 2018, the entire four years of the Bachelor of Nursing program will be offered at the Cranbrook main campus.
- Offers a full-time teacher education program in partnership with UVic, providing Kootenay residents the opportunity to gain a Bachelor of Education degree while remaining close to home.
- Dual admission agreement with UVic and University of Lethbridge.

COLLEGE OF THE ROCKIES (COTR)

Legislation

COTR operates under the authority of the *College and Institute Act*

Base operating grants

2017/18 interim	$17.3 million
2016/17	$17.0 million

Student spaces

2017/18 FTE target	1,738
2015/16 Industry Training Authority seats (actual total) (includes Apprenticeship and Foundation programs)	399

Aboriginal student (headcount)

2015/16 Academic Year – 767 (8% of domestic total)

International student (headcount)

2015/16 Academic Year – 394 (4% of total)

Program areas (2014/15 Academic Year, headcount)

Arts and Sciences	3%
Business and Management	6%
Developmental	16%
Education	1%
Engineering and Applied Sciences	28%
Health	4%
Human and Social Services	10%
Personal Improvement and Leisure	18%
Trades	14%
Visual and Performing Arts	0%

Major Capital Projects Underway

Trades Building Renovations and Expansion ($10 million / $4 million provincial funding)
A new 1,800 square metre trades-training facility with a 3,400 square metre trades yard and an engine lab for the heavy-duty equipment mechanic, technician, and automotive-service technician programs.

COLLEGE OF THE ROCKIES (COTR)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Rodney M. Giles	2016-07-31	2016-07-31	2017-12-31	Order-in-Council
Wilda C. Schab	2014-07-31	2015-07-31	2018-07-31	Order-in-Council
Krystyna J. Sikora	2014-07-31	2015-07-31	2018-07-31	Order-in-Council
Darryl Hyde	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Cindy Ann Pearson	2016-12-14	2016-12-14	2018-07-31	Order-in-Council
Glen D. Campbell	2012-05-03	2016-07-31	2018-07-31	Order-in-Council
Steen Jorgensen	2014-07-31	2015-07-31	2018-07-31	Order-in-Council
Cindy L. Yates	2014-07-31	2016-07-31	2019-07-31	Order-in-Council
Jesse Nicholas	2014-07-31	2016-07-31	2019-07-31	Order-in-Council
Elected:				
Jan White	2013-10-01	2016-10-01	2019-09-30	Faculty
Jerod Dobson	2016-10-01	2016-10-01	2017-09-30	Student
Tracey-Anne Howell	2016-10-01	2016-10-01	2017-09-30	Student
Mary Davies	2014-10-01	2014-10-01	2017-09-30	Support Staff
Ex-Officio:				
Leslie Molnar	2016-10-01	2016-10-01	2017-09-30	Chair of the Education Council
David Walls	2013-08-19	2013-08-19	2018-08-17	President & CEO

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 9 members appointed by the Lieutenant Governor in Council.

DOUGLAS COLLEGE (DOUG)

President & CEO Dr. Kathy Denton
(since January 5, 2015)

Chair of the Board Mr. John Arthur Evans
(effective September 1, 2017 – August 31, 2019).

Overview

Douglas College has a regional mandate to serve residents living north of the Fraser River from Burnaby to Maple Ridge. It offers specialized programs in Psychiatric Nursing; Sign Language Interpretation; and, Therapeutic Recreation and Music Therapy. The College also offers a wide range of other programming: Child, Family & Community Studies; Commerce & Business Administration; Health Sciences; Humanities & Social Sciences; Language, Literature & Performing Arts; and, Science & Technology leading to certificates, diplomas, associate degrees, post-degree and graduate diplomas and a number of applied baccalaureate arts and science degrees. Its main campus is in New Westminster with a smaller David Lam Campus in Coquitlam and a training centre in Surrey. The College's Training Group is recognized for its expertise in designing and delivering customized training/programs in employment services, essential skills and career development.

Key Facts

- Approximately 24,000 students.
- Approximately 1,200 faculty.
- Douglas College is named after Sir James Douglas, the first governor of BC.
- BC's largest degree-granting college, educating 24,000 students per year.
- Largest number of degree and post-degree programs of any college in BC.
- Does not offer trades programs.
- Two major campuses and several small training centres in Metro Vancouver.
- Some of the most comprehensive course articulation arrangements in BC, improving student mobility and access across post-secondary institutions.
- Noted for combining the academic foundations of a university and the career-ready skills of a college.
- Each year, more than 100 students participate in overseas programs such as practicums, work experience and cultural and academic exchanges in China, Wales and Uganda.
- Offers a collaborative degree program, a Bachelor of Arts in Psychology with Thompson Rivers University Open Learning Division.

DOUGLAS COLLEGE (DOUG)

Legislation

Douglas operates under the authority of the *College and Institute Act.*

Base operating grants

2017/18 interim	$57.7 million
2016/17	$56.4 million

Student spaces

2017/18 FTE target	8,354

Aboriginal student (headcount)

2015/16 Academic Year – 678 (3% of domestic total)

International student (headcount)

2015/16 Academic Year – 2,513 (11% of total)

Program areas (2014/15 Academic Year, headcount)

Arts and Sciences	32%
Business and Management	14%
Developmental	11%
Education	1%
Engineering and Applied Sciences	2%
Health	12%
Human and Social Services	14%
Personal Improvement and Leisure	13%
Trades	0%
Visual and Performing Arts	1%

Major Capital Projects Underway

None

DOUGLAS COLLEGE (DOUG)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Vacancy				Order-in-Council
Thomas L. Spraggs	2012-11-08	2015-07-31	2018-07-31	Order-in-Council
Jane Butterfield	2014-07-31	2015-07-31	2018-07-31	Order-in-Council
Jason Leo Carvalho	2014-07-31	2016-07-31	2018-07-31	Order-in-Council
Dave A. Teixeira	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Eileen B. Stewart	2016-07-31	2016-07-31	2018-07-31	Order-in-Council
Harjeevan S. Kunkhun	2013-12-31	2016-12-31	2019-12-31	Order-in-Council
John Arthur Evans	2015-12-17	2017-09-01	2019-12-31	Order-in-Council
Elected:				
Wesley Snider	2016-08-31	2017-08-31	2019-08-31	Faculty
Marissa Martin	2015-09-01	2017-08-31	2018-08-31	Student
Telka Pesklevits	2016-09-01	2017-08-31	2018-08-31	Student
Dave Seaweed	2014-08-12	2016-09-01	2019-08-31	Support Staff
Ex-Officio:				
Jasmine Nicholsfigueiredo	2015-09-01	2016-08-31	2018-08-31	Chair of the Education Council
Kathy Denton	2014-06-17	2014-06-17	No Fixed Term	President & CEO

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 9 members appointed by the Lieutenant Governor in Council.

There is one immediate board vacancy. A formal Request for Appointment to fill this board vacancy is under review.

EMILY CARR UNIVERSITY OF ART AND DESIGN (ECUAD)

President & Vice-Chancellor Dr. Ronald (Ron) Burnett
(since August 1996)

Chair of the Board Kim Peacock
(board term expires July 31, 2018)

Chancellor Geoff Plant, Q.C.
(term expires April 4, 2018)

Overview

Emily Carr University of Art and Design (ECUAD) has a provincial mandate to provide applied and professional programs leading to bachelor and masters degrees in visual arts, media arts and design and to undertake applied research and scholarly activities to support the programs of the institution. ECUAD will be opening its new campus at Great Northern Way in Vancouver in September 2017. ECUAD has four faculties: Faculty of Culture and Community; Faculty of Design and Dynamic Media; the Jake Kerr Faculty of Graduate Studies; and the Audain Faculty of Art.

Key Facts

- Approximately 4,000 students.
- Approximately 340 faculty.
- One of only four degree-granting, publicly funded art and design institutions in Canada.
- Offers industrial, interactive and communication design, photography, media, film, video, animation, digital media as well as ceramics, painting, sculpture, drawing, illustration, printmaking, Masters of Design, Masters of Fine Arts and Masters of Applied Arts degrees.
- The university houses three research centres: the Health Design Lab, which employs human-centred, participatory design research methods to improve the health and well-being of the community; the Stereoscopic 3D Centre, whose purpose is to advance the art of Stereoscopic 3D and advanced imaging topics with a focus on virtual reality; and the Don Shumka Centre for Creative Entrepreneurship including Living Labs, which supports creative projects, social venture and entrepreneurship driven by art and design.
- Over 100 research partners from industry and the community have collaborated with the university. For example, the Health Design Lab recently partnered with HeadCheck Health to design a wearable enclosure to hold a sensor to test and assess concussion injuries in athletes.
- 3 Canada Research Chairs have opened their studios and labs at ECUAD since 2014.

EMILY CARR UNIVERSITY OF ART AND DESIGN (ECUAD)

- Graduates work in a wide range of industry sectors and include interactive and industrial designers, curators, film makers and experts in digital media.
- Graduates are employed by companies such as Adidas, Pixar, Twitter, Apple, Hootsuite, Ikea, Facebook, Google, and Microsoft among many others.
- Twenty-nine percent of alumni are self-employed.
- Notable alumni include Douglas Coupland, Neko Case, Brian Kokoska, Jack Shadbolt, and Ian Tyson.
- Seventy-seven external and industry partners participate in co-op education at the university.
- This fall, the university will launch The Creative Art Pathway (CAP) program with the aim to provide international students with the opportunity to strengthen their English language skills at Vancouver Community College, while immersed in creative and critical studies at ECUAD.

Legislation

ECUAD operates under the authority of the *University Act* and the *Designation of Special Purpose, Teaching Universities Regulation*. Established as the Vancouver School of Decorative and Applied Arts in 1925, it became the Emily Carr College of Art and Design in 1978, then the Emily Carr Institute of Art and Design in 1995. In 2008, it was designated as a special purpose, teaching university and renamed the Emily Carr University of Art and Design.

Base operating grants

2017/18 interim	$17.6 million
2016/17	$13.0 million

Student spaces

2017/18 FTE target 1,351

Level: Undergraduate 97%; Graduate 3% (2014/15)

Aboriginal student (headcount)

2015/16 Academic Year – 123 (3% of domestic total)

International student (headcount)

2015/16 Academic Year – 484 (12% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	5%
Business and Management	0%
Developmental	0%
Education	0%
Engineering and Applied Sciences	0%
Health	0%
Human and Social Services	0%
Personal Improvement and Leisure	6%
Trades	0%
Visual and Performing Arts	89%

EMILY CARR UNIVERSITY OF ART AND DESIGN (ECUAD)

Major Capital Projects Underway

Emily Carr University Campus Redevelopment ($123 million / $102 million provincial funding)
The project consists of construction of a new building at the Great Northern Way Campus for ECUAD. This new building will allow the institution to relocate from its outdated campus at Granville Island to larger and purpose-built space adjacent to the Centre for Digital Media.

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Scott Hawthorn, Alumni	2016-07-31	2016-07-31	2017-12-31	Order-in-Council
Lynda Brown-Ganzert	2016-07-31	2016-07-31	2017-12-31	Order-in-Council
Zdenka Buric	2016-12-31	2016-12-31	2017-12-31	Order-in-Council
Kimberly Diane Peacock, Alumni	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Shauna Bryan	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Michael Joseph Delesalle	2015-07-31	2015-07-31	2018-07-31	Order-in-Council
Lucille Pacey	2016-06-09	2016-06-09	2018-07-31	Order-in-Council
William Keith Cunningham	2017-02-27	2017-02-27	2018-07-31	Order-in-Council
Elected:				
Alexandra Phillips	2015-10-01	2015-10-01	2018-09-30	Faculty
Randy Lee Cutler	2014-11-22	2014-11-22	2017-09-30	Faculty
Joakim Zatko	2016-05-01	2017-07-31	2018-07-31	Student
Joey Cheung	2016-05-01	2017-07-31	2018-07-31	Student
Gaye Fowler	2013-05-01	2016-05-01	2019-04-30	Staff (Non-Faculty)
Ex-Officio:				
Geoff Plant, Q.C.	2015-05-01	2015-05-01	2018-04-30	Chancellor
Ron Burnett	1996	-	2018-07-31	President & Vice-Chancellor

The *University Act* sets the composition of the board at 8 persons appointed by the Lieutenant Governor in Council, 2 of which are alumni of the university. Currently, there are 7 members appointed by the Lieutenant Governor in Council.

There is one immediate vacancy on the board. A formal Request for Appointment to fill this board vacancy is under review.

JUSTICE INSTITUTE OF BRITISH COLUMBIA (JIBC)

President & CEO Dr. Michel Tarko
(since October 1, 2012)

Chair of the Board Mr. Robert G. Kroeker
(board term expires July 31, 2019)

Overview

The Justice Institute of British Columbia (JIBC) serves as British Columbia's justice and public safety institution. JIBC offers education, training and related services in three schools: Public Safety; Health Community and Social Justice; and Criminal Justice and Security, leading to certificates, diplomas and baccalaureate degrees. JIBC has five campuses including New Westminster (main campus), Maple Ridge, Victoria, Okanagan (Kelowna) and Chilliwack. A driver training facility is located in Pitt Meadows.

Key Facts

- Approximately 26,000 students.
- Over half of the credentials JIBC awards are short term certificates.
- Approximately 470 faculty.
- Internationally recognized education that leads to certificates, diplomas, bachelor's degrees and graduate certificates.
- Provides public safety, justice, paramedical, conflict resolution and emergency management programs in BC, and in nearly 30 countries around the world.
- Provides training for municipal police officers, provincial correctional staff and sheriffs.
- Each year trains over 10,000 firefighters from across BC, Canada and internationally.
- Three-storey concrete burn building that is used for firefighters to practice in real-life conditions.
- Mobile live fire training facility used for regional training across BC.
- Provides professional fleet driver training and emergency vehicle operation.
- Trains through use of realistic simulations in managing crises and emergency situations.

Legislation

JIBC operates under the authority of the *College and Institute Act*. JIBC was established as a provincial institute in 1978 through a joint effort of the Ministry of Attorney General and the Ministry of Education.

JUSTICE INSTITUTE OF BRITISH COLUMBIA (JIBC)

Base operating grants

2017/18 interim	$12.1 million
2016/17	$11.8 million

Student spaces

2017/18 FTE target	2,400

Aboriginal student (headcount)

2015/16 Academic Year – 1,728 (7% of domestic total)

International student (headcount)

2015/16 Academic Year – 462 (2% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	11%
Business and Management	4%
Developmental	0%
Education	1%
Engineering and Applied Sciences	0%
Health	10%
Human and Social Services	68%
Other	0%
Personal Improvement and Leisure	0%
Trades	6%
Visual and Performing Arts	0%

Major Capital Projects Underway

Roof Replacement ($2 million / $1 million provincial funding)
Roof replacement on three buildings at the main JIBC campus in New Westminster.

JUSTICE INSTITUTE OF BRITISH COLUMBIA (JIBC)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Jacqueline I. Gorton	2016-07-31	2016-07-31	2017-12-31	Order-in-Council
James M. Christenson	2012-06-22	2015-07-31	2018-07-31	Order-in-Council
Robert A. Rich	2012-07-31	2016-07-31	2018-07-31	Order-in-Council
Kehl Petersen	2012-10-11	2015-07-31	2018-07-31	Order-in-Council
Robert Quartermain	2015-01-16	2016-07-31	2018-07-31	Order-in-Council
Claire C. Wang	2015-05-13	2016-07-31	2018-07-31	Order-in-Council
Jugit Kaur Sihota	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Tina L. Dion	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Sukhminder Singh Virk	2013-07-31	2016-07-31	2019-07-31	Order-in-Council
Robert G. Kroeker	2013-07-31	2016-07-31	2019-07-31	Order-in-Council
Ex-Officio:				
Michel Tarko	2012-10-01	-	2022-06-30	President & CEO

The composition of the Justice Institute of British Columbia Board is different from the common composition at other institutions. The common composition under the *College and Institute Act* (Act) is a minimum of 14 members with 8 or more persons appointed by the Lieutenant Governor in Council; one person on the faculty of the institution elected by the faculty members; 2 students elected by the students; a member of the support staff and elected by the support staff, the president, and the chair of the education council.

The Act sets the composition of the Justice Institute of British Columbia Board at minimum of 9 members including 8 or more persons appointed by the Lieutenant Governor in Council; and the president. Currently, there are 10 members appointed by the Lieutenant Governor in Council. This is typical of the Justice Institute of British Columbia as the Act does not provide for elected faculty; students; support staff; or an education council representative.

One appointee has a term expiring on December 31, 2017. A formal Request for Appointment to fill this Board vacancy is under review.

KWANTLEN POLYTECHNIC UNIVERSITY (KPU)

President & Vice-Chancellor Dr. Alan Davis (since September 1, 2012)

Chair of the Board Ms. Hanne Madsen (board term expires July 31, 2018)

Chancellor George Melville (term expires October 1, 2020)

Overview

Kwantlen Polytechnic University (KPU) has a regional mandate to provide a broad range of programming and to undertake applied research and scholarly activities to support the programs of the institution. KPU has five faculties (Academic and Career Advancement; Arts; Health; Science and Horticulture; and Trades and Technology) and two schools (Business and the Chip and Shannon Wilson School of Design). KPU offers programs leading to certificates, diplomas and baccalaureate degrees. KPU has four campuses: Surrey (main campus), Cloverdale, Langley, and Richmond.

Key Facts

- Approximately 19,000 students.
- Approximately 1,100 faculty.
- Chip and Shannon Wilson School of Design building is under construction at KPU's Richmond campus. It will house the Wilson School of Design and include teaching studios, testing and prototyping labs and machinery, and gallery space.
- The only graphic design for marketing program in Canada and one of two fashion design degrees in the country.
- Approximately one-third of students enrolled in business programs.
- KPU Civic Plaza – KPU's fifth campus – will open its doors in January 2018 in the heart of downtown Surrey, immediately adjacent to Surrey City Hall.
- Institute for Sustainable Horticulture is a partnership with BC's horticultural industries and the community, focusing on sustainable and environmentally responsible horticulture, silviculture, forestry and urban landscapes.
- Brewing and Brewery Operations program is the only brewing diploma of its kind in BC and the first brewing program in Canada to be recognized by the Master Brewers Association for offering a high standard of brewing education. Students study the science, production and business of brewing craft beer. The program combines building a solid foundation in brewing science with hands-on practical learning in a state-of-the-art teaching brewery on KPU's Langley campus.

KWANTLEN POLYTECHNIC UNIVERSITY (KPU)

Legislation

KPU operates under the authority of the *University Act* and the *Designation of Special Purpose, Teaching Universities Regulation.* Established as Kwantlen College in 1981, it became Kwantlen University College in 1995, and in 2008 was designated as a special purpose, teaching university and renamed Kwantlen Polytechnic University.

Base operating grants

2017/18 interim	$66.8 million
2016/17	$65.1 million

Student spaces

2017/18 FTE target	9,077
2015/16 Industry Training Authority seats (actual total)	1,171

Aboriginal student (headcount)

2015/16 Academic Year – 709 (4% of domestic total)

International student (headcount)

2015/16 Academic Year – 2,276 (12% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	37%
Business and Management	32%
Developmental	8%
Education	1%
Engineering and Applied Sciences	6%
Health	5%
Human and Social Services	1%
Personal Improvement and Leisure	0%
Trades	8%
Visual and Performing Arts	3%

Major Capital Projects Underway

Chip and Shannon Wilson School of Design ($36 million / $12 million provincial funding)
The project includes construction of a new 6,000 square meter facility for the Wilson School of Design on KPU's Richmond Campus and includes new teaching studios, testing and prototype laboratory and student gallery spaces. The new building will provide a range of design programs at KPU such as the bachelor of design in fashion and technology, bachelor of interior design, continuing and professional education. It will also house the new product design and technical apparel design programs, which help students to develop products for performance-based uses such as performance, technical, medical and protective apparel.

Spruce Building Refurbishment ($22 million / $15 million provincial funding)
A 3,300 square-metre renovation and 2,100 square-metre addition to the Spruce Building at KPU's Surrey Campus for additional science labs, fine arts studios and digital arts labs.

KWANTLEN POLYTECHNIC UNIVERSITY (KPU)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Vacancy, Alumni				Order-in-Council
Vacancy				Order-in-Council
Edward Michael McAdam, Alumni	2016-06-09	2016-06-09	2017-07-31	Order-in-Council
Hanne Madsen	2014-07-31	2015-07-31	2018-07-31	Order-in-Council
Gavin Llewellyn Dew	2016-12-31	2016-12-31	2018-07-31	Order-in-Council
Sarbjeet Kaur Sarai	2016-12-31	2016-12-31	2018-07-31	Order-in-Council
Sandra Lynn Case	2015-12-17	2016-12-31	2018-12-31	Order-in-Council
Douglas R. Beaton	2015-12-17	2016-12-31	2018-12-31	Order-in-Council
Elected:				
Marc Kampschuur	2014-09-01	2017-09-01	2020-08-31	Faculty
Suzanne Pearce	2015-11-04	2015-11-04	2018-08-31	Faculty
Natasha Lopes	2017-09-01	2017-09-01	2018-08-31	Student
Michael Wong	2017-09-01	2017-09-01	2018-08-31	Student
Kim Rose	2015-09-01	2015-09-01	2018-08-31	Staff (Non-Faculty)
Ex-Officio:				
George Melville	2014-10-01	2017-10-01	2020-10-01	Chancellor
Alan Davis	2012-09-01	2017-09-01	2022-08-31	President & Vice-Chancellor

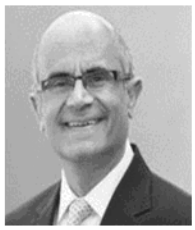
The *University Act* sets the composition of the board at 8 persons appointed by the Lieutenant Governor in Council, 2 of which are alumni of the university. Currently, there are 6 members appointed by the Lieutenant Governor in Council (LGIC).

There are two immediate vacancies and one appointment term expiring on July 31, 2017. Pursuant to section 20(1.1) of the *University Act*, LGIC appointee Mr. Edward Michael McAdam, Alumni representative, continues to hold office until a successor is appointed. A formal Request for Appointment to fill these board vacancies is under review.

LANGARA COLLEGE (LANG)

President & CEO Dr. Lane Trotter
(since January 20, 2014)

Chair of the Board Mr. Jaswinder Sandhu
(board term expires July 31, 2018)



Overview

Langara College has a regional mandate to serve its catchment areas of Vancouver, Richmond and Burnaby. The College's Theatre Arts at Studio58 is recognized as one of the best theatre schools in Canada offering professional theatre training in acting and production. Langara offers a wide range of comprehensive programming: Arts; Business; Health; Humanities and Social Sciences; and Science and Technology leading to certificates, diplomas, associate degrees and several applied baccalaureate degrees. The campus is located in south Vancouver.

Key Facts

- Approximately 22,000 students.
- Approximately 900 faculty.
- Received a Musqueam First Nation name, snəẇeyəɬ leləm̓ (sno-WAY-ith LAY-lum), which means house of teachings, on January 11, 2016.
- Offers career training and university transfer programs, eight undergraduate degrees, nine post-degree programs, and one of the largest continuing studies offerings in Metro Vancouver.
- Majority of university transfer students go on to complete their undergraduate education at UBC. Transfer MOUs with UBC, SFU, UNBC, ECUAD, Capilano, and Queen's University, as well as course articulation via British Columbia Council on Admissions and Transfers.
- Does not offer trades programming.
- Theatre Arts at Studio58 is one of the top theatre schools in Canada and offers nationally-recognized training for actors and production.
- Significant international student population growth – approximately 75% between 2010/11 and 2014/15 (academic year).
- Built to LEED-Gold standards, new self-funded Science and Technology Building opened in the Fall of 2016

LANGARA COLLEGE (LANG)

Legislation

Langara College operates under the authority of the *College and Institute Act.*

Base operating grants

2017/18 interim	$44.4 million
2016/17	$43.2 million

Student spaces

2017/18 FTE target	7,056

Aboriginal student (headcount)

2015/16 Academic Year – 441 (2% of domestic total)

International student (headcount)

2015/16 Academic Year – 4,064 (18% of total)

Program areas (2014/15 Academic Year, headcount)

Arts and Sciences	36%
Business and Management	19%
Developmental	7%
Education	1%
Engineering and Applied Sciences	8%
Health	11%
Human and Social Services	6%
Personal Improvement and Leisure	2%
Trades	2%
Visual and Performing Arts	8%

Major Capital Projects Underway

Energy Efficient/Variable Air Volume Retrofit ($2 million / $1 million provincial funding)
The project will support the replacement of two 1970-era, energy-intensive ventilation systems that are reaching the end of their useful life. The new fan systems will improve air distribution, reduce operating costs and improve energy consumption at Langara College. Fans are being replaced in Building A, which houses many classrooms and all lab spaces in the arts, business, humanities and social science programs.

LANGARA COLLEGE (LANG)

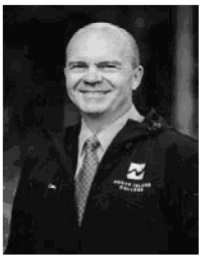
Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Heather Holden	2016-07-31	2016-07-31	2017-12-31	Order-in-Council
Michal Jaworski	2016-12-02	2016-12-02	2017-12-31	Order-in-Council
Stacey Edzerza Fox	2012-07-31	2015-07-31	2018-07-31	Order-in-Council
Jeffrey J. Lowe	2012-07-31	2016-07-31	2018-07-31	Order-in-Council
Jaswinder Sandhu	2012-06-22	2015-07-31	2018-07-31	Order-in-Council
Leona May Gates	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Amardeep Singh Dhillon	2016-12-02	2016-12-02	2018-07-31	Order-in-Council
Claude R. Rinfret	2015-10-30	2016-12-31	2018-12-31	Order-in-Council
Elected:				
Veda Roodal Persad	2016-10-15	2016-10-15	2019-10-14	Faculty
Ghezal Durrani	2015-10-01	2016-10-01	2017-09-30	Student
Kajan Karunaneithi	2016-10-01	2016-10-01	2017-09-30	Student
Peter Huron	2013-10-15	2016-10-15	2019-10-14	Support Staff
Ex-Officio:				
Gerda Krause	2011-04-01	2014-04-01	2018-04-30	Chair of the Education Council
Lane Trotter	2014-01-20	2014-01-20	No Fixed Term	President & CEO

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 8 members appointed by the Lieutenant Governor in Council.

NORTH ISLAND COLLEGE (NIC)

President & CEO Mr. John Bowman
(since August 1, 2013)



Chair of the Board Mr. Derek Lamb
(board term expires July 31, 2019)

Overview

North Island College (NIC) has a regional mandate to serve the northern two-thirds of Vancouver Island and the mainland coast from Desolation Sound to Klemtu/Swindle Island. NIC's specialized programs include: Adventure Guiding, Aircraft Structures Technician and Aquaculture Technician. The College offers a wide range of programming: Trades & Apprenticeships; Business; Community Care; Human Services; Health Care; Tourism & Hospitality; Applied Business Technology; Fine Arts & Design; Interactive Media; and, Arts & Sciences leading to certificates, diplomas, associate degrees and one applied baccalaureate degree in Business Administration. The College has four campuses, with its main Comox Valley Campus in Courtenay and three regional campuses in Campbell River, Port Hardy and Port Alberni, plus a learning centre in Ucluelet.

Key Facts

- Approximately 9,000 students.
- Approximately 400 faculty.
- College facilities include four campuses and one centre serving a population of 159,000 and a geographic region of 80,000 square kilometres that includes northern Vancouver Island and the BC mainland coast from Desolation Sound to Klemtu.
- 40th anniversary in 2016.
- A total of 90% of students are local residents of the college's catchment area: the North Island and Central Coast.
- Industrial Research Chair for Colleges in Sustainable Aquaculture.
- Research Chair will develop and test a micro-hatchery for cockle species for commercial production in partnership with the Kwakiutl First Nation in their traditional territory.
- Centre for Applied Research, Technology and Innovation (CARTI) helps develop solutions for the north island's industry and communities.
- Four Bachelor Degrees: Nursing, in collaboration with Vancouver Island University; and Business Administration in Accounting, Marketing & General Management

NORTH ISLAND COLLEGE (NIC)

- Specialized programs include: Adventure Guiding, Aircraft Structures Technician and Aquaculture Technician.
- Launching new TV and Film Production Crew Training programs in Fall 2017.
- Dual admission or guaranteed admission agreements with:
    - Vancouver Island University (Arts, Science, Education),
    - University of Victoria (Humanities, Social Science, Art History, Computer Science, Science, Engineering, Child and Youth Care, Visual Arts),
    - Royal Roads University (Commerce, International Hotel Management), and
    - University of Northern British Columbia (Science).
- 35 First Nations signed an Indigenous Education Protocol with the college in 2015.

Legislation

NIC operates under the authority of the *College and Institute Act*

Base operating grants

2017/18 interim	$22.0 million
2016/17	$21.6 million

Student spaces

2017/18 FTE target	2,248
2015/16 Industry Training Authority seats (actual total)	642

Aboriginal student (headcount)

2015/16 Academic Year – 1,145 (14% of domestic total)

International student (headcount)

2015/16 Academic Year – 353 (4% of total)

Program areas (2014/15 Academic Year, headcount)

Arts and Sciences	15%
Business and Management	8%
Developmental	14%
Engineering and Applied Sciences	3%
Health	4%
Human and Social Services	3%
Personal Improvement and Leisure	33%
Trades	20%
Visual and Performing Arts	1%

Major Capital Projects Underway

Campbell River Trades Replacement / Campus Consolidation ($14 million / $6 million provincial funding)
Construction of a new trades training facility to replace the Vigar Vocational Centre and consolidate programs to the Campbell River Heritage Lands Education Centre campus of North Island College.

NORTH ISLAND COLLEGE (NIC)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Vacancy	-	-	-	Order-in-Council
Eric John Mosley	2016-12-02	2016-12-02	2017-12-31	Order-in-Council
Chief Robert Everson	2016-02-25	2016-02-25	2017-12-31	Order-in-Council
Jane Murphy	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Bruce C. Bell	2012-03-09	2016-07-31	2018-07-31	Order-in-Council
Gregory T. Phelps	2014-07-31	2015-07-31	2018-07-31	Order-in-Council
Roy A. Grant	2013-09-30	2016-07-31	2019-07-31	Order-in-Council
Derek M. Lamb	2013-11-08	2016-07-31	2019-07-31	Order-in-Council
Elected:				
Kim Gibson	2015-10-31	2015-10-31	2018-10-31	Faculty
Jerri Mundi	2016-10-31	2016-10-31	2017-10-31	Student
Justin Whitehead	2016-10-31	2016-10-31	2017-10-31	Student
Cathy Reyno	2009-10-31	2015-10-31	2018-10-31	Support Staff
Ex-Officio:				
Dennis Lightfoot	2016-01-01	2016-01-01	2018-01-01	Chair of the Education Council
John Bowman	2013-08-01	2013-08-01	2018-07-31	President & CEO

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 7 members appointed by the Lieutenant Governor in Council.

There is one immediate board vacancy. A formal Request for Appointment to fill this board vacancy is under review. The Board Resourcing and Development Office are sourcing candidates for the vacancy on the Board.

NORTHERN LIGHTS COLLEGE (NLC)

President & CEO Dr. Bryn Kulmatycki
(since April 1, 2015)

Chair of the Board Mr. John Kurjata
(board term expires July 31, 2018)

Overview

Northern Lights College (NLC) has a regional mandate to serve northern BC from the Alaskan Panhandle to the Alberta border. NLC is the provincial headquarters for the BC Centre of Training Excellence in Oil and Gas in Fort St. John. It has two additional centres of excellence in Dawson Creek: the Renewable Energy Centre with the only Wind Turbine Maintenance Technician program in the province and the Aerospace Centre for aircraft maintenance programs. College programming includes: Adult Upgrading; Business Management and Technology; Education (Pre-School and K-12); Health Sciences and Human Services; and, Arts and Sciences leading to certificates, diplomas and associate degrees. NLC has five campuses: Dawson Creek (administration centre), Chetwynd, Fort Nelson, Fort St. John, and Tumbler Ridge, along with access centres in Atlin, Dease Lake and Hudson's Hope. NLC, in collaboration with its three regional School Districts and Simon Fraser University, offers the AHCOTE Program – Alaska Highway Consortium on Teacher Education.

Key Facts

- Approximately 6,000 students.
- Approximately 200 faculty.
- Serves a region of approximately 324,000 square kilometres, with its largest campuses in Dawson Creek and Fort St. John.
- Three Centres of Excellence: Oil and Gas, Aerospace, and Clean Energy technology.
- BC Centre of Training Excellence in Oil and Gas, a provincial network of institutions that share expertise and coordinate training activities with industry and First Nations partners.
- On-site Simulated Well-Site Training Facility with operational service rig for hands on training.
- Offers the only Wind Turbine Maintenance Technician program in the province.
- The only specialized Aircraft Maintenance Engineering – Mechanical Technician program and the only helicopter maintenance training for specialized rotary wing Type training in the northern BC.

NORTHERN LIGHTS COLLEGE (NLC)

Legislation

Northern Lights College operates under the authority of the *College and Institute Act.*

Base operating grants

2017/18 interim	$17.3 million
2016/17	$17.0 million

Student spaces

2017/18 FTE target	1,481
2015/16 Industry Training Authority seats (actual total)	534

Aboriginal student headcount

2015/16 Academic Year – 1,051 (19% of domestic total)

International student headcount

2015/16 Academic Year – 502 (8% of total)

Program areas (2014/15 Academic Year, headcount)

Arts and Sciences	3%
Business and Management	7%
Developmental	17%
Education	3%
Engineering and Applied Sciences	11%
Health	1%
Human and Social Services	10%
Personal Improvement and Leisure	21%
Trades	26%
Visual and Performing Arts	0%

Major Capital Projects Underway

Replacement Trades Centre ($33 million / $15 million provincial funding)
The project includes construction of a replacement trades training centre in Dawson Creek that will provide improved spaces for NLC's carpentry, heavy mechanical, millwright, plumbing, welding and wind turbine programs.

NORTHERN LIGHTS COLLEGE (NLC)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Robert Zeunert	2011-11-30	2015-07-31	2017-12-31	Order-in-Council
Peta M.S.E. Best	2016-10-17	2016-10-17	2017-12-31	Order-in-Council
Wayne A. Dhalen	2016-02-18	2016-02-18	2017-12-31	Order-in-Council
John Kurjata	2011-11-30	2015-07-31	2018-07-31	Order-in-Council
Sharon E. Miller	2012-05-31	2016-07-31	2018-07-31	Order-in-Council
Ronald Powell	2013-11-27	2015-07-31	2018-07-31	Order-in-Council
Andrew A. Ackerman	2014-11-30	2015-11-30	2018-07-31	Order-in-Council
Sharon Lori McLeod	2016-12-14	2016-12-14	2018-07-31	Order-in-Council
Elected:				
Faisal Rashid	2013-04-01	2016-04-01	2019-03-31	Faculty
Vacant				Student
Vacant				Student
Kayla MacDonald	2016-04-01	2016-04-01	2019-03-31	Support Staff
Ex-Officio:				
Faisal Rashid	2016-04-01	2016-04-01	2018-03-31	Chair of the Education Council
Bryn Kulmatycki	2015-04-01	2015-04-01	2020-03-31	President & CEO

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 8 members appointed by the Lieutenant Governor in Council.

NORTHWEST COMMUNITY COLLEGE (NWCC)

President & CEO Mr. Ken Burt
(since October 1, 2014)

Chair of the Board Mr. Herb Pond
(board term expires December 31, 2017)

Overview

Northwest Community College (NWCC) has a regional mandate to serve the northwest region of the province from Houston to Haida Gwaii. The College is the provincial headquarters for the BC Centre of Training Excellence in Mining as well as the School of Exploration and Mining. NWCC also operates the Freda Diesing School of Northwest Coastal Art. NWCC offers a wide range of programming: Trades Training; Aboriginal Education; Business; Health and Human Services; and, Arts and Sciences leading to certificates, diplomas and associate degrees. The College serves its region with nine campuses: Terrace (administration), Hazelton, Houston (to close June 30, 2017), Kitimat, Smithers, Prince Rupert and three campuses on Haida Gwaii: UK<u>U</u>aay Llnagaay (Skidegate), Masset, and Queen Charlotte City. It also serves the Nass Valley through an arrangement with Wilp Wilxo'oskwhl Nisga'a (WWN), a private Aboriginal institution.

Key Facts

- Approximately 5,000 students.
- Approximately 260 faculty.
- Serves a large region of approximately 254,000 square kilometers.
- Recently announced the closure of its Houston campus due to low student enrollment.
- Aboriginal students make up roughly 40% of the student body.
- School of Exploration and Mining and BC Centre of Training Excellence in Mining (CTEM), which facilitates collaborative, innovative training solutions for the mining industry and local communities.
- Freda Diesing School of Northwest Coastal Art is the only school of its kind in Canada, focusing on traditional First Nations Pacific Northwest Coast art.
- Specializes in experiential, place-based learning and adventurous learning opportunities including field schools that bring students outside of the classroom into the environment around them.
- The four northern post-secondary institutions meet regularly as the Northern Post-Secondary Council (NPSC). The NPSC is currently working on a Northern Marketing Strategy with the goal of increasing domestic and international enrolments at all four institutions.

NORTHWEST COMMUNITY COLLEGE (NWCC)

Legislation

Northwest Community College operates under the authority of the *College and Institute Act.*

Base operating grants

2017/18 interim	$17.3 million
2016/17	$16.9 million

Student spaces

2017/18 FTE target	1,690
2015/16 Industry Training Authority seats (actual total)	428

Aboriginal student (headcount)

2015/16 Academic Year – 1,919 (42% of total)

International student (headcount)

2015/16 Academic Year – 16 (0% of total)

Program areas (2014/15 Academic Year, headcount)

Arts and Sciences	12%
Business and Management	4%
Developmental	29%
Education	1%
Engineering and Applied Sciences	6%
Health	3%
Human and Social Services	5%
Personal Improvement and Leisure	15%
Trades	23%
Visual and Performing Arts	2%

Major Capital Projects Underway

Trades Building Renewal ($18 million / $12 million provincial funding)

The project includes refurbishment of trades training facilities at the Terrace campus of Northwest Community College including renewal of the trades workshops, relocation of the tool crib, new entrance and mechanical room. Once complete, the renewal will provide improved spaces for the welding, mechanics, carpentry, heavy equipment operating and introductory trades programs.

NORTHWEST COMMUNITY COLLEGE (NWCC)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Vacancy				Order-in-Council
Herb Pond	2010-11-25	2015-07-31	2017-12-31	Order-in-Council
Donald van Dyk	2010-11-25	2015-07-31	2017-12-31	Order-in-Council
Ernie Chester Dusdal	2015-07-27	2016-07-31	2018-07-31	Order-in-Council
William S. Parmar	2015-07-14	2016-07-31	2018-07-31	Order-in-Council
Lucinda Praught	2014-12-19	2015-12-31	2018-12-31	Order-in-Council
Devrie Ray Sanghera	2014-12-19	2015-12-31	2018-12-31	Order-in-Council
Paul Bjorn	2014-12-19	2015-12-31	2018-12-31	Order-in-Council
Elected:				
Vacant	-	-	-	Faculty
Desiree Louis	2015-10-01	2016-10-01	2017-09-30	Student
Alexa Ruiz	2015-10-01	2016-10-01	2017-09-30	Student
Christine Speidel	-	-	2019-03-31	Support Staff
Ex-Officio:				
Dave McKeever	-	-	2018-04-30	Chair of the Education Council
Ken Burt	2014-10-01	2014-10-01	No Fixed Term	President & CEO

Board elections are scheduled for September 26, 2017.

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 7 members appointed by the Lieutenant Governor in Council.

A formal Request for Appointment to fill this board vacancy is under review.

NICOLA VALLEY INSTITUTE OF TECHNOLOGY (NVIT)

President Mr. Ken Tourand
(since October 1, 2010)

Chair of the Board Mr. William (Jamie) Sterritt
(board term expires July 31, 2019)

Overview

The Nicola Valley Institute of Technology (NVIT) is an Aboriginal-governed provincial institute with a mandate to serve Aboriginal learners throughout the province. NVIT offers a range of programs including developmental, career training, trades, health, human services, business and university transfer leading to certificates, diplomas and a baccalaureate degree. NVIT has campuses in Merritt (main campus) and Burnaby.

Key Facts

- Approximately 1,300 students.
- Approximately 100 faculty.
- Originally established in 1983 as a private Aboriginal institute by the Coldwater, Lower Nicola, Nooaitch, Shackan, and Upper Nicola Bands of the Nicola Valley.
- BC's Aboriginal public post-secondary institute with a provincial mandate for Indigenous education. Aboriginal cultures, views and traditions are integral to all courses, programs and services through the involvement of Elders' Council and NVIT's founding communities.
- Elders' Council of over 16 members from different First Nation communities and Aboriginal organizations across the Province provides cultural support and guidance to the NVIT community.
- Student body is approximately 82 percent Aboriginal, with representation from 58 percent or 117 of the Province's 203 First Nations communities as well as First Nations communities from seven other provinces and territories across Canada.
- Committed to true partnerships with First Nations communities and Aboriginal organizations. Deliver programming in 30-35 Aboriginal communities each year.
- Governed by an Aboriginal Board of Governors.

NICOLA VALLEY INSTITUTE OF TECHNOLOGY (NVIT)

Legislation

Operates under the authority of the *College and Institute Act* and serves as British Columbia's only public Aboriginal post-secondary institute. NVIT was designated as a public post-secondary education institute in 1995.

Base operating grants

2017/18 interim	$7.5 million
2016/17	$7.4 million

Student spaces

2017/18 FTE target	538

International student (headcount)

2015/16 Academic Year – 4 (0% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	33%
Business and Management	4%
Developmental	26%
Education	0%
Engineering and Applied Sciences	2%
Health	8%
Human and Social Services	7%
Personal Improvement and Leisure	14%
Trades	5%
Visual and Performing Arts	0%

Major Capital Projects Underway

Centre of Excellence in Sustainability ($9 million / $2 million provincial funding)
The project will support the construction of a new Centre of Excellence in Sustainability at NVIT's Merritt Campus. The new building will provide innovative lab space, demonstrate solar and geo-exchange technologies, and house a new teaching kitchen and greenhouse. The project will support a new culinary arts program, as well as expand upon current and new activities within NVIT's trades, environmental resources technology, and law enforcement preparation programs.

NICOLA VALLEY INSTITUTE OF TECHNOLOGY (NVIT)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position/Representation
Appointed:				
Vacancy				Order-in-Council BC Aboriginal member-at-large
Vacancy				Order-in-Council BC Aboriginal member-at-large
Vacancy				Order-in-Council BC Aboriginal member-at-large
Shane J. Coutlee	2008-11-06	2015-12-31	2017-12-31	Order-in-Council NVIT's 5 Founding Communities (Lower Nicola Band)
Yvonne K. Mensies	2013-01-31	2015-01-31	2018-07-31	Order-in-Council NVIT's 5 Founding Communities (Coldwater Band)
Paul A. Donald	2015-12-31	2016-12-31	2018-12-31	Order-in-Council BC Aboriginal member-at-large (Simpcw First Nation)
Sashia Mayleen Leung	2016-12-02	2016-12-02	2018-12-31	Order-in-Council BC Aboriginal member-at-large (Moricetown Band)
William James Sterritt	2014-09-19	2016-07-31	2019-07-31	Order-in-Council BC Aboriginal member-at-large (Gitksan Nation)
Elected:				
Faye Ahdemar	2015-10-16	2015-10-16	2018-10-16	Faculty
Vacancy				Student
Vacancy				Student
Sandra Tiessen	2012-01-01	2015-01-01	2017-12-31	Support Staff
Ex-Officio:				
Elaine Herbert	2016-10-01	2016-10-01	2017-10-01	Chair of the Education Council
Ken Tourand	2010-10-01		2018-09-30	President

Board elections for student representatives will be held September 26, 2017.

The Board membership of the Nicola Valley Institute of Technology is unique as all members are of Aboriginal ancestry. As per Board Bylaw 1.2, the filling of board vacancies is structured to reflect the provincial mandate of the institution while maintaining a connection to its founding bands. To this end, NVIT's five founding communities are provided the opportunity to fill two of the eight appointments as "founding communities" members; the remaining seats are designated Aboriginal "members-at-large" with nominees able to be drawn from anywhere in British Columbia, including the Nicola Valley. The representation on the NVIT Board is recommended as follows:
NVIT's five founding communities – 2; BC Aboriginal members-at-large – 6.

NICOLA VALLEY INSTITUTE OF TECHNOLOGY (NVIT)

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 5 members appointed by the Lieutenant Governor in Council.

There are three immediate board vacancies.

OKANAGAN COLLEGE (OKAN)

President Mr. Jim Hamilton
(since October 1, 2004)

Chair of the Board Ms. Connie Denesiuk
(board term expires July 31, 2018)

Overview

Okanagan College has a regional mandate to serve the south central region of the province. The College is the home of the provincial Centre of Excellence in Sustainable Building Technologies and Renewable Energy Conservation (Penticton Campus) with a focus on geo-thermal, onsite alternative energy sources and life cycle site management. The College offers a wide range of programming: Business; Food, Wine and Tourism; Foundation Programs; Health and Social Development; Technologies (engineering); Health and Social Development; Trades & Apprenticeship; and Arts and Science leading to certificates, diplomas and associate degrees. Okanagan has four campuses: Kelowna (main campus), Penticton, Vernon and Salmon Arm. The College offers the only nationally accredited Water Engineering Technology Program in the province.

Key Facts

- Approximately 20,000 students.
- Approximately 950 faculty.
- Centre of Excellence in Sustainable Building Technologies and Renewable Energy Conservation focusing on geo-thermal, onsite alternative energy sources and life cycle site management.
- Water Engineering Technology Program.
- Successful business program with students regularly placing on the podium at the Inter-Collegiate Business Competition at Queen's University.
- Offers a range of culinary and wine programs, host of the Canadian Culinary Championships' Gold Medal Plates event each February.
- Jim Pattison Centre of Excellence in Sustainable Building Technologies and Renewable Energy Conservation (Penticton) focusing on geo-thermal, onsite alternative energy sources and life cycle site management. Recently named most sustainable university or college building in Canada in the 2016 Green Buildings Review.
- First post-secondary institution outside of Europe to create its own chocolate recipes, under the name Okanagan College Artisan Chocolate. OC has trademarked Okanagan Noir (dark chocolate) and Kalamalka Karamel (milk chocolate).

OKANAGAN COLLEGE (OKAN)

Legislation

Operates under the authority of the *College and Institute Act.*

Okanagan College was established in 2005, following a decision to dissolve the former Okanagan University College and establish two new institutions in the region: University of British Columbia (UBC) Okanagan and Okanagan College.

Base operating grants

2017/18 interim	$ 44.3 million
2016/17	$ 43.3 million

Student spaces

2017/18 FTE target	4,738
2015/16 Industry Training Authority seats (actual total)	2,368

Aboriginal student (headcount)

2015/16 Academic Year – 1,698 (9% of domestic total)

International student (headcount)

2015/16 Academic Year – 1130 (6% of total)

Program areas (2014/15 Academic Year, headcount)

Arts and Sciences	13%
Business and Management	16%
Developmental	14%
Education	1%
Engineering and Applied Sciences	10%
Health	7%
Human and Social Services	4%
Personal Improvement and Leisure	10%
Trades	23%
Visual and Performing Arts	2%

Major Capital Projects Underway

Trades training Facility ($6 million / $3 Million provincial funding)
The project includes construction of a new 1,250 square-metre Trades Training Centre at the Okanagan College's Vernon campus that will consolidate various trades program currently housed in leased space. The new facility will enable delivery of several trades programs such as carpentry, plumbing, electrical and pipe fitting in more appropriate space.

Health Sciences Replacement ($19 million / $17 Million provincial funding)
The new 2,800 square-metre Health Sciences Centre will be an integrated learning centre that will include programs such as practical nursing, pharmacy technician, human service worker and early childhood education.

OKANAGAN COLLEGE (OKAN)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Christopher R. Derickson	2014-07-31	2015-07-31	2017-10-31	Order-in-Council
Susan Johal	2014-07-31	2015-07-31	2017-10-31	Order-in-Council
Riminder Gakhal	2016-07-31	2016-07-31	2017-12-31	Order-in-Council
Connie Denesiuk	2012-03-08	2015-07-31	2018-07-31	Order-in-Council
Jose Maciel	2014-07-31	2015-07-31	2018-07-31	Order-in-Council
Gloria A. Morgan	2016-06-30	2016-06-30	2018-07-31	Order-in-Council
Charity J. Gerbrandt	2013-07-31	2016-07-31	2019-07-31	Order-in-Council
Robert McGowan	2013-01-31	2016-07-31	2019-07-31	Order-in-Council
Elected:				
Laura Thurnheer	2012-08-01	2015-08-01	2018-07-31	Faculty
Benjamin Berg	2016-11-01	2016-11-01	2017-10-31	Student
Monica Kananga	2016-11-01	2016-11-01	2017-10-31	Student
Alison Beaumont	2015-08-01	2015-08-01	2018-07-31	Support Staff
Ex-Officio:				
Roen Janyk	2016-11-01	2016-11-01	2017-10-31	Chair of the Education Council
Jim Hamilton	2004-12-01		2017-10-31	President

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 8 members appointed by the Lieutenant Governor in Council.

ROYAL ROADS UNIVERSITY (RRU)

President & Vice-Chancellor Dr. Allan R. Cahoon (since 2007)

Chair of the Board & Chancellor Ms. Kathleen Birney (board term expires December 31, 2019)

Overview

Royal Roads University (RRU) has a provincial mandate to provide applied and professional programs at the undergraduate and graduate levels and to maintain teaching excellence and research activities that support the university's programs in response to the labour market needs of British Columbia. RRU has a Faculty of Management, a Faculty of Social and Applied Sciences, and a College of Interdisciplinary Studies. RRU is located in Victoria.

Key Facts

- Approximately 4,000 students - average age of 37.
- Approximately 550 faculty.
- Known for its non-traditional admissions policies and delivery models that are tailored to working professionals and their employers.
- Seventy percent of students are employed full time and primarily enrolled in graduate level programs.
- Unique cohort based blended delivery model which combines on-line learning with short, interactive on-campus residencies. Pioneered this model in Canada when it became a public university in 1995.
- Over 23,000 alumni around the globe, including more than 6,200 in China and Taiwan.
- Located in a National Historic Site (Hatley Park) and was previously a Canadian military college.

Legislation

RRU operates under the authority of the *Royal Roads University Act*.

ROYAL ROADS UNIVERSITY (RRU)

Base operating grants

2017/18 interim	$17.9 million
2016/17	$17.4 million

Student spaces

2017/18 FTE target	1,980

Aboriginal student headcount

2015/16 Academic Year – 184 (5% of domestic total)

International student headcount

2015/16 Academic Year – 580 (15% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	25%
Business and Management	46%
Developmental	0%
Education	7%
Engineering and Applied Sciences	14%
Health	0%
Human and Social Services	8%
Personal Improvement and Leisure	0%
Trades	0%
Visual and Performing Arts	0%

Major Capital Projects Underway

Centre for Environmental Science & International Partnership ($22 million / $6 million provincial funding)
The Centre for Environmental Science and International Partnership at Royal Roads University includes major renovations and upgrades to the Mews building and the construction of an adjoining two-storey addition. The total scope of the project is 4,800 square metres, including 3,100 square metres of renovated space, and 1,700 square metres of new space. The adjoining addition will include environmental science teaching labs and applied research space, student learning commons, facilities for computer labs, wet labs, academic support and integrated student service functions.

ROYAL ROADS UNIVERSITY (RRU)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed by Lieutenant Governor in Council:				
Vacancy	-	-	-	Order-in-Council
Vacancy	-	-	-	Order-in-Council
Wayne Strandlund	2011-07-31	2014-07-31	2017-07-31	Order-in-Council
Elizabeth Bicknell	2016-07-31	2016-07-31	2017-12-31	Order-in-Council
Vernard Slaney	2013-12-31	2015-12-31	2018-12-31	Order-in-Council
Kathleen M. Birney	2013-12-31	2016-12-31	2019-12-31	Order-in-Council Chair & Chancellor
Appointed by the Board:				
Dave Byng	2016-08-01	2016-08-01	2019-07-31	Appointed by the Board
Bruce Donaldson	2016-04-16	2016-04-16	2019-04-15	Appointed by the Board
Elected:				
Charles Krusekopf	2013-04-01	2016-04-01	2019-03-31	Faculty
Joanna Ludlow	2017-01-16	2017-01-16	2017-09-30	Student
Cindy Brar	2017-04-01	2017-04-01	2020-03-31	Staff
Ex-Officio:				
Allan R. Cahoon	2007-04-02	-	2018-12-31	President & Vice-Chancellor

The composition of the Royal Roads University Board is different from the common composition at other universities. The common composition under the *University Act* (Act) is set at 15 members including the chancellor; the president; 2 faculty members elected by the faculty members; 8 persons appointed by the Lieutenant Governor in Council, 2 of whom are appointed by the alumni association; 2 students elected by students; and one person who works at the university and is not a faculty member.

The *Royal Roads University Act* sets the composition of the board at 12 members: the president; a professor; up to 6 appointed members; a student; an employee, who is not a professor; and up to 2 persons, who are not employees of the university, appointed by the board. Currently, there are 4 members appointed by the Lieutenant Governor in Council. The chair of the board is the chancellor of the university.

There are two immediate vacancies. A formal Request for Appointment to fill these board vacancies is under review. The Board Resourcing and Development Office is sourcing candidates for these board vacancies.

SELKIRK COLLEGE (SEL)

President & CEO Mr. Angus Graeme
(since April 15, 2011)

Chair of the Board Ms. Sharel Wallace
(board term expires July 31, 2019)

Overview

Selkirk College has a regional mandate to serve the West Kootenay/Boundary Region. The Selkirk Geospatial Research Centre is a leading-edge research centre specializing in geospatial technologies to aid in solving critical issues pertaining to environmental and socio-economic problems. The Mir Centre for Peace builds and understands cultures of peace through learning and dialogue. The College offers a wide range of programming: Adult Upgrading; Business; Environment & Geomatics (renewable resources management); Hospitality and Tourism; Health; Human Services; Arts and Music; Trades & Apprenticeships; and, Arts & Sciences leading to certificates, diplomas, associate degrees and one applied baccalaureate degree in Applied Geographic Information Systems. Selkirk College has three campuses in Castlegar (main), Nelson and Trail, as well as adult learning centres in Grand Forks, Kaslo and Nakusp. Selkirk offers the only Ski Resort Operations Management and Golf Club Operations diploma programs in the province.

Key Facts

- Approximately 13,000 students.
- Approximately 450 faculty and support staff.
- Significant international student population growth – approximately 95% between 2010/11 and 2014/15 (academic year).
- BC Regional Innovation Chair in Rural Economic Development Research.
- Mir Centre for Peace focused on peace and justice studies in the world.
- The Selkirk Geospatial Research Centre specializes in mapping technologies to aid in solving environmental and socio-economic problems.
- The only Ski Resort Operations Management and Golf Club Operations diploma programs in the province.

SELKIRK COLLEGE (SEL)

Legislation

Selkirk College operates under the authority of the *College and Institute Act.*

Base operating grants

2017/18 interim	$24.7 million
2016/17	$24.4 million

Student spaces

2017/18 FTE target	2,330
2015/16 Industry Training Authority seats (actual total)	440

Aboriginal student (headcount)

2015/16 Academic Year – 561 (5% of domestic total)

International student (headcount)

2015/16 Academic Year – 825 (7% of total)

Program areas (2014/15 Academic Year, headcount)

Arts and Sciences	5%
Business and Management	5%
Developmental	37%
Education	0%
Engineering and Applied Sciences	2%
Health	7%
Human and Social Services	1%
Personal Improvement and Leisure	35%
Trades	6%
Visual and Performing Arts	1%

Major Capital Projects Underway

Silverking Trades Facilities Renovation ($19 million / $10 million provincial funding)
The funding will support the Silver King Trades Campus Renewal project, which will encompass the repurposing of three existing buildings. The project will include the demolition of an old cafeteria and administrative services building and the construction of a new building for the cafeteria, multi-purpose open-study area and an Aboriginal gathering place at Selkirk College. The project will see expanded and improved spaces for several trades programs include: heavy mechanical, welding, machinist, plant operator, metal fabrication, carpentry and electrical programs.

SELKIRK COLLEGE (SEL)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Vacancy				Order-in-Council
Bruce Allan LeRose, Q.C.	2016-11-07	2016-11-07	2017-12-31	Order-in-Council
Danica L. Lee	2012-07-31	2016-07-31	2018-07-31	Order-in-Council
Patricia J. Dooley	2012-05-03	2016-07-31	2018-07-31	Order-in-Council
Michael Gerald McIndoe	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Gregory Andrew Garbula	2015-09-21	2016-09-21	2018-07-31	Order-in-Council
Scott Edward Weatherford	2017-02-10	2017-02-01	2018-12-31	Order-in-Council
Sharel Margaret Wallace	2013-07-31	2016-70-31	2019-07-31	Order-in-Council
Elected:				
Carol Andrews	2017-06-01	2017-06-01	2020-05-31	Faculty
Aarshveek Mehta	2016-10-15	2016-10-15	2017-10-15	Student
Clara Graves	2016-10-15	2016-10-15	2017-10-15	Student
Vacant*				Support Staff
Ex-Officio:				
Allison Alder	2017-05-15	2017-05-15	2018-05-15	Chair of the Education Council
Angus Graeme	2011-01-04	-	2021-04-16	President & CEO

* To be confirmed - newly elected Support Staff.

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 7 members appointed by the Lieutenant Governor in Council.

There is one immediate board vacancy. A formal Request for Appointment to fill this board vacancy is under review.

SIMON FRASER UNIVERSITY (SFU)

President & Vice-Chancellor Professor Andrew Petter
(since September 1, 2010)

Chair of the Board Ms. Julia H. Kim
(board term expires April 19, 2018)

Chancellor Ms. Anne Giardini
(board term expires June 12, 2020)

Overview

Simon Fraser University is a research university and the province's second largest public post-secondary institution. SFU offers undergraduate, professional and graduate programs through eight faculties, including: Applied Sciences; Arts and Social Sciences; Business; Communication, Art and Technology; Education; Environment; Health Sciences; and, Science. Its main campus is located on Burnaby Mountain in Burnaby, with additional campuses in Surrey and in downtown Vancouver.

Key Facts

- Approximately 33,000 students.
- Approximately 1,300 faculty.
- Ranked number 1 in Canada in Maclean's University Rankings (comprehensive category).
- Only university in BC to offer courses/programs on a trimester schedule (year-round)
- Aspires to be Canada's most community-engaged research university.
- VentureLabs, part of the BC Acceleration Network, launched in 2013 by SFU and institutional partners to support entrepreneurs and tech companies.
- Partners with businesses, health organizations, and government at Innovation Boulevard, improving human health by fostering new technologies in: mechatronics (technology combining mechanical and electrical engineering), medical devices, independent living and digital health.
- Only Canadian member of the National Collegiate Athletic Association (NCAA).
- Dual Degree program in computing science in partnership with China's Zhejiang University, allowing students at both universities to study together alternating between terms at each institution. The program has received two awards for excellence in international education.
- Fraser International College (FIC), is a private post-secondary institution, operating in partnership with SFU since 2006. Students take university transfer courses, which may be used towards completion of an SFU degree program, if a student meets SFU's requirements for admission. From 2007 to 2016, about 4,230 students have transferred from FIC to SFU.
- First Canadian university to achieve initial accreditation with the U.S. based Northwest Commission on Colleges and Universities (NWCCU) effective September 2015.

SIMON FRASER UNIVERSITY (SFU)

- UniverCity in Burnaby provides housing and services to about 5,000 residents, offering a complete community on campus and generating revenue for SFU. Over 40 percent of residents are students, faculty or staff. SFU retains land ownership, with subdivided parcels available through 99-year leases.

Legislation

SFU operates under the authority of the *University Act*.

Base operating grants

2017/18 interim	$222.1 million
2016/17	$214.1 million

Student spaces

2017/18 FTE target 19,761

Level: Undergraduate 84%; Graduate 16% (2014/15)

Aboriginal student (headcount)

2015/16 Academic Year – 614 (2% of domestic total)

International student (headcount)

2015/16 Academic Year – 6,799 (20% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	53%
Business and Management	14%
Developmental	0%
Education	8%
Engineering and Applied Sciences	15%
Health	4%
Human and Social Services	3%
Other	0%
Personal Improvement and Leisure	0%
Trades	0%
Visual and Performing Arts	2%

Major Capital Projects Underway

Sustainable Energy and Environmental Engineering Building ($126 million / $45 million provincial funding) Construction of a 5-storey, 15,000 square metre building that will allow the University to expand teaching space for a new energy engineering program which is a multidisciplinary program draws upon elements of electrical, environmental and mechanical engineering. The building will also accommodate the Mechatronics Systems Engineering program, which combines the fields of mechanical, electrical and software engineering with entrepreneurship and business.

SIMON FRASER UNIVERSITY (SFU)

Board Composition

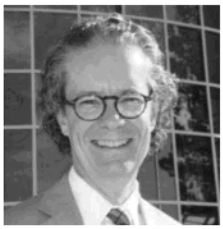
Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Vacancy, Alumni	-	-	-	Order-in-Council
James Brockwell Stewart	2016-10-21	2016-10-21	2017-12-31	Order-in-Council
Michael Cordoba, Alumni	2016-01-14	2016-01-14	2018-01-14	Order-in-Council
Julia H. Kim	2012-04-19	2016-01-15	2018-04-19	Order-in-Council
Christopher W. Lewis	2014-12-31	2015-12-31	2018-12-31	Order-in-Council
Patty Sahota	2013-12-18	2016-12-31	2019-12-18	Order-in-Council
Fiona Robin	2014-01-15	2016-12-31	2019-12-31	Order-in-Council
Jillian Earthy	2014-02-11	2016-12-31	2019-12-31	Order-in-Council
Elected:				
June Francis	2012-06-01	2015-06-01	2018-05-31	Faculty
Anke Kessler	2016-06-01	2016-06-01	2019-05-31	Faculty
Jimmy Dhesa	2017-06-01	2017-06-01	2018-05-31	Student
Oliver Zihlmann	2017-06-01	2017-06-01	2018-05-31	Student
Martin Morz	2017-06-01	2017-06-01	2020-05-31	Staff (Non-Faculty)
Ex-Officio:				
Anne E. Giardini, Q.C.	2014-06-13	2017-06-13	2020-06-12	Chancellor
Andrew Petter	2010-09-01	2015-09-01	2020-08-31	President & Vice-Chancellor

The *University Act* sets the composition of the board at 8 persons appointed by the Lieutenant Governor in Council, 2 of which are alumni of the university. Currently, there are 7 members appointed by the Lieutenant Governor in Council.

There is one immediate Alumni vacancy on the board and one appointment term due to expire on December 31, 2017. A formal Request for Appointment to fill this Board vacancy is under review. Simon Fraser University Alumni Association is sourcing Alumni nominees for appointment consideration.

THOMPSON RIVERS UNIVERSITY (TRU)

President & Vice-Chancellor Dr. Alan Shaver
(since September 1, 2010)



Chair of the Board James A. Thomson
(board term expires November 24, 2018)

Chancellor Wally Oppal, Q.C.
(term expired March 31, 2017; TRU anticipates appointment in fall 2017. Chancellor continues to hold office until a successor is appointed.)

Overview

Thompson Rivers University (TRU) has a regional mandate to provide a broad range of programming and to undertake research and scholarly activities that support the programs of the institution. TRU also has a mandate to serve the open learning needs of the province. TRU has six faculties (Adventure, Culinary Arts and Tourism; Arts; Education and Social Work; Law; Science; and Student Development) and three schools (Business and Economics; Nursing; and Trades and Technology). TRU offers programming leading to certificates, diplomas, baccalaureate and some masters degrees. TRU has campuses in Kamloops (main campus) and Williams Lake, and regional centres in 100 Mile House, Ashcroft/Cache Creek, Barriere, Clearwater and Lillooet/Lytton.

Key Facts

- Approximately 30,000 students.
- Approximately 1,300 faculty.
- Main campus in Kamloops, on the traditional territories of the Secwepemc peoples of BC's southern Interior; satellite campus in Williams Lake, and five regional centres.
- Approximately 3,400 international students from more than 80 countries, plus joint programs delivered in China.
- Provincial mandate to provide distance education programs through TRU Open Learning.
- Offers programs from trades to Masters degrees.
- Provides adventure studies programs, including adventure guide diploma and Canadian Mountain and Ski Guide program.
- BC Regional Innovation Chair in Cattle Industry Sustainability explores new methods for successful detection of cattle on the range and developed a solar-powered cattle tracking tag that allows ranchers to access information about cattle location from their mobile device.

- Bachelor of Business Administration Degree delivered jointly by Tianjin University of Technology, China and TRU faculty; 700 graduates since 2002 startup.
- New in research: four new Tier 2 Canada Research Chairs (CRC)—including Canada's first CRC in Indigenizing Higher Education, Dr. Shelly Johnson—representing a $2M investment from the CRC Program.

Legislation

TRU operates under the authority of the *Thompson Rivers University Act*. Founded as Cariboo College in 1970, it became the University College of the Cariboo in 1989, and in 2005 transitioned to become TRU and assumed responsibility for Open University and Open College, now known as TRU Open Learning.

Base operating grants

2017/18 interim	$65.6 million
2016/17	$64.0 million

Student spaces

2017/18 FTE target	7,981
2015/16 Industry Training Authority seats (actual total)	1,485

Level: Undergraduate 99%; Graduate 1% (2014/15)

Aboriginal student headcount

2015/16 Academic Year: 2,772 (10% of domestic total)

International student headcount

2015/16 Academic Year: 3,194 (11% of total)

Program areas (2015/16 Academic Year, Headcount)

Arts and Sciences	38%
Business and Management	22%
Developmental	1%
Education	2%
Engineering and Applied Sciences	6%
Health	9%
Human and Social Services	6%
Personal Improvement and Leisure	6%
Trades	8%
Visual and Performing Arts	1%

Major Capital Projects Underway

Industrial Training and Technology Centre ($30 million / $7 million provincial funding)
The project includes construction of a new 5,344-square-metre Industrial Training and Technology Centre that will allow the university to expand space for delivery of its industrial electrician, industrial instrumentation technology, industrial process technician power engineering, refrigeration technician and architectural and engineering programs.

Nursing and Population Health Building ($31 million / $8 million provincial funding)
The project includes construction of a new 4,175 square meter three-storey building to accommodate TRU's School of Nursing and renovations to vacated space in the Lepin building.

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Vacancy	-	-	-	Order-in-Council
Sandra V. Blair, Alumni	2015-11-24	2015-11-24	2017-11-24	Order-in-Council
Nicholas A. Rinaldi, Alumni	2016-11-24	2016-11-24	2017-11-31	Order-in-Council
James. A. Thomson	2014-11-24	2015-11-24	2018-11-24	Order-in-Council
Guenter M. Weckerle	2014-11-24	2015-11-24	2018-11-24	Order-in-Council
Barbara L. Berger	2015-11-24	2016-12-31	2018-12-31	Order-in-Council
Bonnie M. Leonard	2015-11-24	2016-12-31	2018-12-31	Order-in-Council
Joseph Richard Claude Heney	2015-11-24	2016-12-31	2018-12-31	Order-in-Council
Elected:				
Rob Anderson	2015-01-01	2015-01-01	2017-12-31	Faculty
Hafiz Rahman	2015-04-01	2015-04-01	2017-12-31	Faculty
Eunice Aniogbe	2017-09-01	2017-09-01	2018-08-31	Student
Dana Prymak	2017-09-01	2017-09-01	2018-08-31	Student
Eric Youd	2015-01-01	2015-01-01	2017-12-31	Staff (Non-Faculty)
Ex-Officio:				
Wally Oppal	2011-03-31	2014-03-31	2017-03-31	Chancellor*
Alan Shaver	2010-09-01	-	2018-12-31	President & Vice-Chancellor

*The *Thompson Rivers University Act* allows the Chancellor to continue to hold office until a successor is appointed. TRU is currently undertaking a Chancellor nomination process.

The *University Act* sets the composition of the board at 8 persons appointed by the Lieutenant Governor in Council, 2 of which are alumni of the university. Currently, there are 7 members appointed by the Lieutenant Governor in Council.

THOMPSON RIVERS UNIVERSITY (TRU)

There is one immediate vacancy and two alumni appointment terms due to expire on November 24, 2017 and November 31, 2017. A formal Request for Appointment to fill these board vacancies is under review. The Board Resourcing and Development Office is sourcing candidates for board vacancy.

UNIVERSITY OF BRITISH COLUMBIA (UBC)

President	Dr. Santa Ono (since August 15, 2016)	
Deputy Vice Chancellor and Principal of the Okanagan Campus	Professor Deborah Buszard (since July 2012)	
Chair of the Board	Mr. Alton Stuart Belkin (board term expires on December 31, 2018)	
Chancellor	Mr. Lindsay Gordon (board term expires on June 30, 2020)	

Overview

The University of British Columbia (UBC) is an internationally recognized research university and the province's oldest and largest public post-secondary institution. UBC has many undergraduate, professional and graduate programs, offered through 12 faculties, including: Applied Science; Arts; Commerce; Dentistry; Education; Forestry; Graduate Studies; Land and Food Systems; Law; Medicine; Pharmaceutical Sciences; and, Science. It has campuses in Point Grey and downtown Vancouver, as well as the Okanagan campus in Kelowna.

Key Facts

<u>UBC Vancouver</u>

- Approximately 56,000 students.
- Approximately 5,000 faculty at UBC Vancouver.
- Ranked among the top 20 public universities in the world and number 3 in Canada in Maclean's University Rankings (medical/doctoral category).
- Only institution in BC to offer a number of specialized programs including medicine, dentistry, physical and occupational therapy, pharmacy and audiology.
- UBC receives approximately $600 million in research funding from government, industry and not-for-profit partners for more than 8,700 different research projects.
- More than 750 ventures have registered in the university's entrepreneurship@ubc business incubator and accelerator.

UNIVERSITY OF BRITISH COLUMBIA (UBC)

- The province's only medical school, with a total of 1,152 students in the four-year Medical Doctor program. The distributed medical program's first semester is at UBC's main campus, then continues at one of four sites connected through technology (UBC Vancouver, UBC Okanagan, University of Northern British Columbia or University of Victoria). Two-thirds or 768 students train at the Vancouver Fraser Medical Program at UBC's Vancouver campus.
- For over 40 years, UBC's Indigenous Teacher Education Program has delivered a teacher education program in an environment that honours diverse Aboriginal traditions and philosophies.
- Tallest wood building and first of its kind in Canada, 18-storey mass timber residence for student housing currently finishing construction.
- A sustainability leader with the aim of making the Vancouver campus a "living laboratory".
- One of the largest employers in Metro Vancouver.

UBC Okanagan

- Approximately 9,000 students.
- Approximately 500 faculty.
- Established in 2005 as a second, full-service campus of UBC, the Okanagan campus offers a diverse array of programming for undergraduate and graduate students, including engineering, health, business, arts, sciences, education, and medicine.
- Home to 128 students in the Southern Medical Program as part of UBC's distributed medical program.
- UBC's Okanagan Campus and Okanagan College are both tenants in the Okanagan Centre for Innovation in downtown Kelowna.

Legislation

UBC operates under the authority of the *University Act*. Like the other universities under the *University Act*, UBC has one president and a single Board of Governors. However, as set out in legislation, UBC's Board of Governors has six additional members, and it has separate Senates for the Vancouver and Okanagan campuses.

Base operating grants

2017/18 interim	$605.0 million
2016/17	$594.9 million

Student spaces

2017/18 FTE target 42,424

Level: Undergraduate 81%; Graduate 19% (2014/15)

Aboriginal student (headcount)

2015/16 Academic Year – 1,164 (3% of domestic total)

UBC Okanagan – 449 (6% of total)

International student (headcount)

2015/16 Academic Year – 12,718 (23% of total)

UBC Okanagan – 1,133 (13% of total)

UNIVERSITY OF BRITISH COLUMBIA (UBC)

Program areas headcount (2015/16 Academic Year, headcount)

Arts and Sciences	39%
Business and Management	13%
Developmental	0%
Education	6%
Engineering and Applied Sciences	18%
Health	11%
Human and Social Services	4%
Personal Improvement and Leisure	0%
Trades	0%
Visual and Performing Arts	2%
Other	7%

UBC Okanagan

The figures for UBC's Okanagan campus are similar to UBC total, higher in arts and sciences (50%) and human and social services (9%), lower in business (8%),health (6%), education (4%), visual and performing arts (1%), and other (4%), and about the same in engineering and applied science (18%).

Major Capital Projects Underway

UBC-Vancouver:

Life Sciences Teaching Laboratories ($80 million / $12 million provincial funding)
Renovation and expansion of the Undergraduate Life Sciences Teaching Lab at the Biological Sciences Complex at the UBC Vancouver Campus. The expansion will provide expanded space for various life science programs such as: biology, microbiology, immunology, biochemistry, molecular biology, and physiological sciences.

Sports Medicine Centre - Chan Gunn Pavilion ($11 million / $0 million provincial funding)
Construction of the new facility adjacent to the Thunderbird Sports Centre that provides space for clinical studies, research and teaching for sports medicine.

Centre for Excellence for Simulation Education and Innovation ($7 million / $0 million provincial funding)
Expansion of the Centre of Excellence for Simulation Education and Innovation at Vancouver General Hospital to provide increased access for biomedical engineering research.

UBC-Okanagan:

Sustainability Projects for Research Infrastructure ($6 million / $1 Million provincial funding)
Various sustainability upgrades to 11 UBC Okanagan Campus buildings including installation of a district energy system cooling tower; heat pump retrofits, heating system upgrades, lighting retrofit and chiller replacement.

Teaching and Learning Centre ($35 million / $11 million provincial funding)
The project includes expansion and renewal of the campus library that will include a digital technology centre and visualization laboratory for research data modelling.

UNIVERSITY OF BRITISH COLUMBIA (UBC)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Celeste A. Haldane	2013-12-18	2014-12-31	2017-12-31	Order-in-Council
David Sidoo	2013-12-31	2014-12-31	2017-12-31	Order-in-Council
Michael J. Korenberg	2016-02-25	2016-02-25	2017-12-31	Order-in-Council
Beverlee F. Park	2016-02-25	2016-02-25	2017-12-31	Order-in-Council
Graham Lee	2016-04-14	2016-04-14	2017-12-31	Order-in-Council
Raghwa Gopal	2016-12-02	2016-02-02	2017-12-31	Order-in-Council
Alton Stuart Belkin	2015-11-25	2016-12-31	2018-12-31	Order-in-Council
Fiona Macfarlane	2014-02-16	2017-02-16	2018-12-31	Order-in-Council
Sandra L. Cawley, Alumni	2016-02-04	2017-02-04	2018-12-31	Order-in-Council
Kevin Ross Smith, Alumni	2016-02-04	2017-02-04	2018-12-31	Order-in-Council
Alan Shuster	2014-02-27	2015-02-27	2020-02-27	Order-in-Council
Elected:				
Ayesha Chaundry	2017-03-01	2017-03-01	2020-02-28	Faculty
Charles Menzies	2017-03-01	2017-03-01	2020-02-28	Faculty
John Klironomos	2017-09-01	2017-09-01	2020-08-31	Faculty
Kevin Doering	2017-04-15	2017-04-15	2018-04-14	Student
Jeanie Malone	2017-04-15	2017-04-15	2018-04-14	Student
Terry Zhang	2017-03-31	2018-03-31	2018-03-31	Student
Curtis Morcom	2017-09-01	2017-09-01	2020-08-31	Staff (Non-Faculty)
Darren Fernandez	2014-03-01	2017-04-01	2020-03-31	Staff (Non-Faculty)
Ex-Officio:				
Lindsay Gordon	2014-07-01	2017-07-01	2020-06-30	Chancellor
Santa J. Ono	2016-08-15	2016-08-15	2021-08-14	President & Vice Chancellor

*to be confirmed

The composition of the University of British Columbia Board is different from the common composition at other universities. The common composition under the *University Act* (Act) is set at 15 members including the chancellor; the president; 2 faculty members elected by the faculty members; 8 persons appointed by the Lieutenant Governor in Council, 2 of whom are appointed by the alumni association; 2 students elected by students; and one person who works at the university and is not a faculty member.

The *University Act* sets the composition of the board at 21 members: the chancellor; the president; a faculty member of UBC Okanagan; 2 faculty members of UBC; 11 appointed members, 2 of whom are appointed by the alumni association; a student who studies at UBC Okanagan, 2 students who study at UBC; one person who works at UBC Okanagan and is not a faculty member; one person who works at UBC and is not a faculty member.

UNIVERSITY OF THE FRASER VALLEY (UFV)

Interim-President & Vice-Chancellor Ms. Jackie Hogan (since July 1, 2017)

Chair of the Board Mr. John C. Pankratz (board term expires July 31, 2019)

Chancellor Dr. Gwen Point (term expires February 3, 2018)

Overview

University of the Fraser Valley (UFV) has a regional mandate to provide a broad range of programming and to undertake applied research and scholarly activities to support the programs of the institution. UFV has five faculties (Access and Continuing Education; Applied and Technical Studies; Health Sciences; Professional Studies; and Science), a College of Arts, and a School of Graduate Studies. UFV offers programs leading to certificates, diplomas, baccalaureate and some masters degrees. UFV has campuses in Abbotsford (main campus), Chilliwack and Mission, and a regional centre in Hope. UFV also operates a campus in Chandigarh, India.

Key Facts

- Approximately 14,000 students.
- Approximately 750 faculty.
- Offers undergrad degrees, programs in trades, and two Masters degrees – Criminology and Social Work.
- Agriculture Centre of Excellence includes a large demonstration barn and several state of practice greenhouses.
- Canada Research Chairs in Aboriginal Studies, Food Security and the Environment, and Health and Community.
- BC Regional Innovation Chair on Canada-India Partnership Development provides expertise, research and access to India and overseas markets.
- Has operated a campus in Chandigarh, India since 2007

UNIVERSITY OF THE FRASER VALLEY (UFV)

Legislation

UFV operates under the authority of the *University Act* and the *Designation of Special Purpose, Teaching Universities Regulation*. Established as the Fraser Valley College in 1974, it became the University College of the Fraser Valley in 1991, and in 2008 was designated as a special purpose, teaching university and renamed the University of the Fraser Valley.

Base operating grants

2017/18 interim	$53.9 million
2016/17	$52.7 million

Student spaces

2017/18 FTE target	6,676
2015/16 Industry Training Authority seats (actual total)	556
Graduate students <1% (2014/15)	

Aboriginal student (headcount)

2015/16 Academic Year – 1,044 (8% of domestic total)

International student (headcount)

2015/16 Academic Year – 1,118 (8% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	41%
Business and Management	14%
Developmental	8%
Education	4%
Engineering and Applied Sciences	6%
Health	7%
Human and Social Services	9%
Personal Improvement and Leisure	1%
Trades	10%
Visual and Performing Arts	1%

Major Capital Projects Underway

Heavy Mechanical Farm and Technology Centre ($7 million / $6 million provincial funding)
The project will accommodate UFV students in the heavy-mechanical apprentice and farm technology programs at the Canada Education Park in Chilliwack. The new space will feature a large shop space, classrooms and offices. Part of the funding will also support the purchase of trades equipment such as an overhead crane.

UNIVERSITY OF THE FRASER VALLEY (UFV)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Vacancy	-	-	-	Order-in-Council
Vacancy	-	-	-	Order-in-Council
Ann Marie Leijen	2016-07-31	2016-07-31	2017-12-31	Order-in-Council
Shawn L. Good	2016-07-31	2016-07-31	2017-12-31	Order-in-Council
John C. Pankratz	2013-07-31	2016-07-31	2018-07-31	Order-in-Council
Justin P. Goodrich, Alumni	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Len R. Goerke, Alumni	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Leslie Ann Castellani	2016-12-20	2016-12-20	2018-07-31	Order-in-Council
Elected:				
Rhonda Snow	-	-	-	Faculty
Zoe Dennison	-	-	-	Faculty
Sukhi Brar	-	-	-	Student
Robert Pedersen	-	-	-	Student
Manish Mehra	-	-	-	Staff (Non-Faculty)
Ex-Officio:				
Gwen Point	2015-02-04	2015-02-04	2018-02-03	Chancellor
Jackie Hogan	2017-07-01	-	-	Interim-President & Vice-Chancellor

The *University Act* sets the composition of the board at 8 persons appointed by the Lieutenant Governor in Council, 2 of which are alumni of the university. Currently, there are 7 members appointed by the Lieutenant Governor in Council.

There are two immediate board vacancies. A formal Request for Appointment to fill these board vacancies is under review.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA (UNBC)

President & Vice-Chancellor	Dr. Daniel Weeks (since September 1, 2014)
Chair of the Board	Ms. Tracey Wolsey (board term expires December 31, 2018)
Chancellor	Honourable James Moore (board term expires April 30, 2019)

Overview

The University of Northern British Columbia (UNBC) is a research university with a special focus on the social, economic and environmental issues of the North. UNBC offers a wide range of undergraduate and graduate programs including: Arts; Social Sciences; Health Sciences; Sciences; Business; and, Natural Resources. UNBC also partners with the University of British Columbia (UBC) in medical education. The majority of its students attend the main campus in Prince George. UNBC also has regional campuses in Terrace, Prince Rupert, Fort St. John and Quesnel, and a Wilp Wilxo'oskwhl Nisga'a affiliate campus in Gitwinksinlkw.

Key Facts

- Approximately 4,000 students.
- Approximately 400 faculty.
- Ranked number 1 in Canada in Maclean's University Rankings (primarily undergraduate category).
- Campus opened in 1994.
- The Northern Medical Program is part of the University of British Columbia's (UBC) distributed medical program; after first semester at UBC's main campus, 128 students continue at UNBC connected through technology to UBC.
- Trademarked itself as "Canada's Green University", with campus infrastructure including bioenergy systems and a focus on environmental leadership and the sustainability of resource-based communities.
- Innovative Bioenergy Plant uses local sawmill residue for campus heating to reduce the use of fossil fuel by 85 percent.
- The four northern post-secondary institutions meet regularly as the Northern Post-Secondary Council (NPSC). The NPSC is currently working on a Northern Marketing Strategy with the goal of increasing domestic and international enrolments at all four institutions.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA (UNBC)

Legislation

UNBC operates under the authority of the *University Act*. When it was first established, UNBC operated under the *University of Northern British Columbia Act*, which was repealed in 2002 when UNBC reached the previously established milestone of 2,500 audited full-time equivalent student spaces for two consecutive years. At that time, UNBC came under the *University Act*.

Base operating grants

2017/18 interim	$49.1 million
2016/17	$48.2 million

Student spaces

2017/18 FTE target 3,424

Level: Undergraduate 80%; Graduate 20% (2014/15)

Aboriginal student headcount

2015/16 Academic Year – 507 (16% of domestic total)

International student headcount

2015/16 Academic Year – 352 (10% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	38%
Business and Management	15%
Developmental (ABE, ESL, ASE)	0%
Education	7%
Engineering and Applied Sciences	16%
Health	12%
Human and Social Services	5%
Other	6%
Personal Improvement and Leisure	0%
Trades	0%
Visual and Performing Arts	0%

Major Capital Projects Underway

Centre for Research on Large-Scale Wood Construction ($5 million / $3 million provincial funding)
The one-storey, 900 square-metre (9,680 square-foot) building will create a state-of-the-art wood-engineering research facility.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA (UNBC)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Harry Fraser Nyce, Sr.	2011-12-13	2016-07-31	2017-12-13	Order-in-Council
Timothy E.M. Carmack, Alumni	2016-11-25	2016-11-25	2017-12-31	Order-in-Council
Simon Sing-yau Yu	2012-03-27	2015-07-31	2018-03-27	Order-in-Council
Julie B. T. Ziebart	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Katherine Ann LaForge	2015-07-14	2016-07-31	2018-07-31	Order-in-Council
C.E. Lee Ongman	2016-07-31	2016-07-31	2018-07-31	Order-in-Council
Tracey M. Wolsey, Alumni	2015-12-10	2016-12-31	2018-12-31	Order-in-Council
Sean C. Simmons	2015-11-16	2016-12-31	2018-12-31	Order-in-Council
Elected:				
Kathy Lewis	2012/04/01	2015-04-01	2018-03-31	Faculty
Karin Beeler	2014-04-01	2017-03-31	2020-03-31	Faculty
Arctica Cunningham	2017-04-01	2017-04-01	2018-03-31	Student
Amelia Kaiser	2017-04-01	2017-04-01	2018-03-31	Student
Mark Barnes	2017-07-01	2017-07-01	2020-06-30	Staff (Non-Faculty)
Ex-Officio:				
Honourable James Moore	2016-05-01	2016-05-01	2019-04-30	Chancellor
Daniel Weeks	2014-09-01	2014-09-01	No Fixed Term	President & Vice-Chancellor

The *University Act* sets the composition of the board at 8 persons appointed by the Lieutenant Governor in Council, 2 of which are alumni of the university. Currently, there are 8 members appointed by the Lieutenant Governor in Council.

UNIVERSITY OF VICTORIA (UVIC)

President & Vice-Chancellor Professor Jamie Cassels, QC (since July 1, 2013)

Chair of the Board Ms. Daphne E. Corbett (board term expires July 31, 2018)

Chancellor Ms. Shelagh Rogers (board term expires December 31, 2017)

Overview

The University of Victoria (UVic) is a research university and the province's third largest public post-secondary institution. It offers undergraduate, professional and graduate programs through ten faculties including: Business; Education; Engineering; Fine Arts; Graduate Studies; Human and Social Development; Humanities; Law; Science; and, Social Sciences. UVic also partners with the University of British Columbia (UBC) in medical education. UVic's campus is located in Victoria.

Key Facts

- Approximately 24,000 students.
- Approximately 900 faculty.
- Ranked number 3 in Canada in Maclean's University Rankings (comprehensive category).
- The Island Medical Program is part of the University of British Columbia's (UBC) distributed medical program; after first semester at UBC's main campus, 128 students continue at UVic connected through technology to UBC.
- Peter B. Gustavson School of Business is recognized for its focus on entrepreneurship and international business with 95 percent of students having an international experience during their studies.
- A Canadian leader in co-operative education and experiential learning, including Canada's only comprehensive common law co-operative education program.
- Owns the world-leading Ocean Networks Canada (ONC), with observatories monitoring the west and east coasts of Canada and the Arctic to continuously gather real-time data for scientific research that enables evidence-based decision-making on ocean management, disaster mitigation, and environmental protection.

UNIVERSITY OF VICTORIA (UVIC)

- UVic continues to support the local tech economy through its trust, by owning and managing approximately 200,000 square feet of commercial office and lab space at the Vancouver Island Technology Park. It is home to more than 30 companies and more than 1,200 employees.
- LE,NONET (pronounced "le-nong-it") program offers a range of supports to increase graduation rates for Indigenous students. A new campus-wide Indigenous plan launched in 2017 increases education access and success for Indigenous students across faculties.
- Significant international student population growth – approximately 90 percent between 2010/11 and 2014/15 (academic year).
- UVic attracts students from across BC and Canada, with more than 70 percent of students from outside Greater Victoria.

Legislation

UVic operates under the authority of the *University Act*.

Base operating grants

2017/18 interim	$181.3 million
2016/17	$176.7 million

Student spaces

2017/18 FTE target	15,863
Level: Undergraduate 82%; Graduate 18% (2014/15)	

Aboriginal student (headcount)

2015/16 Academic Year – 1,144 (6% of domestic total)

International student (headcount)

2014/15 Academic Year – 4,001 (17% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	53%
Business and Management	7%
Developmental	0%
Education	6%
Engineering and Applied Sciences	15%
Health	6%
Human and Social Services	9%
Other	0%
Personal Improvement and Leisure	0%
Trades	0%
Visual and Performing Arts	4%

UNIVERSITY OF VICTORIA (UVIC)

Major Capital Projects Underway

Oceans and Climate Campus ($7 million / $0 million provincial funding)
Renovation and upgrade to improve space for the Ocean Climate centre including the Ocean Sciences Network.

Renovations for Bamfield Marine Science Centre ($3 million / $0 million provincial funding)
Various mechanical, electrical and building envelope renovations to the Marine Science Centre research spaces.

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Vacancy, Alumni	-	-	-	Order-in-Council
Vacancy	-	-	-	Order-in-Council
Cathy L. McIntyre, Alumni	2015-11-26	2015-11-26	2017-12-31	Order-in-Council
Daphne E. Corbett	2015-07-31	2016-07-31	2018-07-31	Order-in-Council
Beverly Van Ruyven	2016-11-25	2016-11-25	2018-07-31	Order-in-Council
David Zussman	2016-06-15	2016-06-15	2018-07-31	Order-in-Council
Michael Eric Mitchell	2016-12-31	2016-12-31	2018-12-31	Order-in-Council
Ida Chong	2013-09-06	2016-07-31	2019-07-31	Order-in-Council
Elected:				
Elizabeth Borycki	2017-07-01	2017-07-01	2020-06-30	Faculty
Peter Driessen	2017-07-01	2017-07-01	2020-06-30	Faculty
David Eso	2017-07-01	2017-07-01	2018-06-30	Student
Kate Fairley	2017-07-01	2017-07-01	2018-06-30	Student
Rizwan Bashir	2017-07-01	2017-07-01	2020-06-30	Staff (Non-Faculty)
Ex-Officio:				
Shelagh Rogers	2015-01-01	2015-01-01	2017-12-31	Chancellor
Jamie Cassels	2013-07-01	-	2023-06-30	President & Vice-Chancellor

The *University Act* sets the composition of the board at 8 persons appointed by the Lieutenant Governor in Council, 2 of which are alumni of the university. Currently, there are 6 members appointed by the Lieutenant Governor in Council.

There are two immediate vacancies; one an Alumni representative. A formal Request for Appointment to fill these board vacancies is under review. The Board Resourcing and Development Office and the University of Victoria Alumni Association are sourcing nominees for appointment consideration.

VANCOUVER COMMUNITY COLLEGE (VCC)

President & CEO Dr. Peter Nunoda
(since August 18, 2014)

Chair of the Board Ms. Pamela S. Ryan
(board term expires July 31, 2018)

Overview

Vancouver Community College (VCC) serves downtown Vancouver. In July, 2016, the Samsung Tech Institute was announced at VCC and aims to increase the number of qualified Service Technicians and Samsung brand ambassadors within Canada for Samsung home appliances. In addition, in collaboration with the British Columbia Institute of Technology, VCC offers a range of heavy-duty transportation trades training programs at the Motive Power Centre of Excellence on Annacis Island. The College offers a wide range of programming: Adult Upgrading; Culinary and Baking; Hair, Esthetics and Makeup; Health Sciences; Hospitality; Human and Family Services; Languages and Writing; Music and Dance; Sign Language Studies; Computer Technologies; Transportation Trades; and University Arts and Science leading to certificates, diplomas and associate degrees and one Applied baccalaureate degree: Bachelor of Science in Nursing. VCC has two campuses in Vancouver: one downtown and one on East Broadway. VCC offers the Provincial Instructor Diploma on behalf of the BC post-secondary institutions. At the provincial, national and international level, VCC is recognized for its Culinary Arts programs.

Key Facts

- Approximately 16,000 students.
- Approximately 1,100 faculty.
- VCC has 3 campuses (Broadway, Downtown, and Annacis Island).
- Recently celebrated its 50 year anniversary.
- Largest single provider of Developmental or Access programs in the province provides specialty programs for deaf and hard of hearing and visually impaired students.
- Students learn experientially, in VCC's own auto shops, hair salon, dental clinic, restaurants, bakery and simulated hospital, with support from industry-experienced instructors.
- Largest culinary school in Western Canada with eleven teaching kitchens and four restaurants on campus.
- Arrange of heavy-duty transportation trades training programs at the Motive Power Centre of Excellence on Annacis Island.

VANCOUVER COMMUNITY COLLEGE (VCC)

- Offers a large, comprehensive automotive repair and auto-body repair trades training program.
- Samsung Appliance Repair: VCC and Samsung Electronics Canada Inc. have entered into a partnership to bring the first Samsung Tech Institute to Western Canada to train students to understand, diagnose, and service select Samsung home appliances. The first class graduated on Jan. 19 and received their Samsung Certification.
- Culinary Arts Diploma for an international cohort designed to prepare students for employment in hotel kitchens, restaurants, catering companies, airport flight kitchens, trains, cruise ships, camps, and institutional kitchens.
- Operates a dental clinic at its downtown campus open to the general public with services delivered by students under the guidance of experienced instructors.

Legislation

Vancouver Community College operates under the authority of the *College and Institute Act.*

Base operating grants

2017/18 interim	$47.3 million
2016/17	$46.0 million

Student spaces

2017/18 FTE target	6,531
2015/16 Industry Training Authority seats (actual total) (includes Apprenticeship and Foundation programs)	1,467

Aboriginal student (headcount)

2015/16 Academic Year: 668 (4% of domestic total)

International student (headcount)

2015/16 Academic Year: 753 (5% of total)

Program areas (2014/15 Academic Year, headcount)

Arts and Sciences	9%
Business and Management	10%
Developmental	26%
Education	9%
Engineering and Applied Sciences	1%
Health	12%
Human and Social Services	4%
Personal Improvement and Leisure	8%
Trades	16%
Visual and Performing Arts	5%

Major Capital Projects Underway

None with provincial funding.

VANCOUVER COMMUNITY COLLEGE (VCC)

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Vacancy	-	-	-	Order-in-Council
Vacancy	-	-	-	Order-in-Council
Howard E. Grant	2016-12-31	2016-12-31	2017-12-31	Order-in-Council
Pardeep Dhaliwal	2015-10-29	2015-10-29	2018-07-31	Order-in-Council
Pamela S. Ryan	2012-11-08	2016-07-31	2018-07-31	Order-in-Council
Chloe Choi	2014-10-31	2016-12-31	2018-12-31	Order-in-Council
Richard Michael Tourigny	2015-09-21	2016-12-31	2018-12-31	Order-in-Council
Brenda J. Aynsley	2015-09-21	2016-12-31	2018-12-31	Order-in-Council
Elected:				
Garth Manning	2015-04-30	2015-04-30	2017-10-31	Faculty
Janet Crawford	2016-11-01	2016-11-01	2017-10-31	Student
Danica Kong	2016-11-01	2016-11-01	2017-10-31	Student
Erin Klis	2014-11-01	2014-11-01	2017-10-31	Support Staff
Ex-Officio:				
Todd Rowlatt	2015-01-01	2016-12-31	2017-12-31	Chair of the Education Council
Peter Nunoda	2014-08-18	2014-08-18	2020-08-30	President & CEO

The *College and Institute Act* allows for 8 or more persons appointed by the Lieutenant Governor in Council. Currently, there are 7 members appointed by the Lieutenant Governor in Council.

There are 2 immediate board vacancies. A formal request to fill these board vacancies is under review.

VANCOUVER ISLAND UNIVERSITY (VIU)

President & Vice-Chancellor Dr. Ralph Nilson (since January 1, 2007)

Chair of the Board Ms. Makenzie Leine (effective September 1, 2017)

Chancellor Ms. Louise Mandell (term expires October 23, 2017)

Overview

Vancouver Island University (VIU) has a regional mandate to provide a broad range of programming and to undertake applied research and scholarly activities to support the programs of the institution. VIU has eight faculties: Academic and Career Preparation; Arts and Humanities; Education; Health and Human Services; Management; Science and Technology; Social Sciences; and Trades and Applied Technology, and offers programs leading to certificates, diplomas, baccalaureate and some masters degrees. VIU has campuses in Nanaimo (main campus), Duncan and Powell River, and a campus centre in Parksville.

Key Facts

- Approximately 15,000 students.
- Approximately 1,200 faculty.
- Offers programs from trades to Masters degrees.
- Cowichan Trades Centre (Duncan), a unique partnership between VIU, School District 79 and Cowichan Tribes, offers programs in welding, hairdressing, carpentry, and HVAC (heating, ventilation, air-conditioning and refrigeration).
- Known as a national leader in building relationships with Indigenous peoples and communities; supporting the process of reconciliation (in Fall 2016 VIU ran the award-winning Reconciliation Road series of events); and in building a supportive learning environment and experience for Indigenous students through culturally appropriate supports and initiatives such as relevant community based programs.
- Aboriginal Shellfish Aquaculture Training Program meets specific needs within Aboriginal communities.
- Centre for Shellfish Research, the Deep Bay Marine Field Station, the International Centre for Sturgeon Studies and the Centre for Coastal Health.

VANCOUVER ISLAND UNIVERSITY (VIU)

- First post-secondary institution in BC to launch a Youth-in-Care Tuition Waiver program – for eligible students who are former youth in care.

Legislation

Vancouver Island University operates under the authority of the *University Act* and the *Designation of Special Purpose, Teaching Universities Regulation*. The institution began operations as Malaspina College in 1969, became Malaspina University-College in 1989, and in 2008 was designated as a special purpose, teaching university and renamed Vancouver Island University.

Base operating grants

2017/18 interim	$51.2 million
2016/17	$49.8 million

Student spaces

2017/18 FTE target	6,482
2015/16 Industry Training Authority seats (actual total)	1,285

Level: Undergraduate 97%; Graduate 3% (2014/15)

Aboriginal student (headcount)

2015/16 Academic Year: 1,860 (15% of domestic total)

International student (headcount)

2015/16 Academic Year: 2,069 (14% of total)

Program areas (2015/16 Academic Year, headcount)

Arts and Sciences	23%
Business and Management	12%
Developmental	22%
Education	5%
Engineering and Applied Sciences	3%
Health	9%
Human and Social Services	3%
Personal Improvement and Leisure	8%
Trades	13%
Visual and Performing Arts	2%

Major Capital Projects Underway

Health and Science Centre Replacement ($40 million / $17 million provincial funding)
The 6,855 square-metre Health and Science Centre will allow VIU to co-locate its Nursing and Chemistry programs into one facility. The centre will also include new teaching labs for nursing and other health programs and the Applied Environmental Research Laboratory, which conducts applied research in the environmental sciences.

District Geo-Exchange Energy System Phase 1 ($2 million / $0 million provincial funding)
The project includes development of a district geo-exchange energy system for the Nanaimo campus by

extracting thermal energy from flooded mineshafts located below the campus. Phase 1 would see installation of the new energy system by drilling into the flooded mineshafts for thermal energy extractions and connection of the new energy system to several campus buildings.

Marine, Automotive and Trades Complex Expansion ($20 million / $10 million provincial funding)
The project includes renovation and expansion of the Marine, Automotive and Trades training space at VIU's Nanaimo campus with relocation of various trades training programs to improve program delivery. Once complete, the project will see expanded and improved spaces for the automotive, motorcycle, marine and carpentry trades programs.

Board Composition

Name	First Joined Board	Current Term Began	Term Expiry	Position
Appointed:				
Gregory Charles Constable	2016-06-30	2016-06-30	2017-12-31	Order-in-Council
Makenzie Leine	2013-12-31	2015-12-31	2018-07-31	Order-in-Council
Erralyn M.P. Thomas	2014-07-31	2016-07-31	2018-07-31	Order-in-Council
Warren Erhart, Alumni	2014-07-31	2016-07-31	2018-07-31	Order-in-Council
Jonalan Oddleifson	2014-07-31	2015-07-31	2018-07-31	Order-in-Council
Terence D. Fitzgerald, Alumni	2015-03-16	2016-07-31	2018-07-31	Order-in-Council
Claire I. Moglove	2014-12-31	2015-12-31	2018-12-31	Order-in-Council
Allan R. Wiekenkamp	2013-01-31	2016-07-31	2019-01-31	Order-in-Council
Elected:				
Linda Derksen	2016-07-01	2016-07-01	2019-06-30	Faculty
Eliza Gardiner	2017-07-01	2017-07-01	2020-06-30	Faculty
Sydney Sullivan	2017-07-01	2017-07-01	2018-06-30	Student
Imtiaz Taj	2016-07-01	2017-07-01	2018-06-30	Student
Sheila Davidson	2015-11-14	2016-07-01	2019-06-30	Staff (Non-Faculty)
Ex-Officio:				
Louise Mandell	2014-10-24	2014-10-24	2017-10-23	Chancellor
Ralph Nilson	2007-01-01	2017-01-01	2019-06-30	President & Vice-Chancellor

The *University Act* sets the composition of the board at 8 persons appointed by the Lieutenant Governor in Council, 2 of which are alumni of the university. Currently, there are 8 members appointed by the Lieutenant Governor in Council.

ACSENDA SCHOOL OF MANAGEMENT

Acting President Mr. Scott Robertson
(since August 2017)

Chancellor Vacant

Overview

Acsenda School of Management (Acsenda) is a private, for-profit institution that has consent to offer two degrees under the *Degree Authorization Act*. The institution is owned by EduCo International Group based in Australia. Acsenda provides specialized and general business programs linked to career and professional pathways.

Key Facts

- Acsenda's mission is to integrate international thinking in the design of the curricula and in the learning experiences for students both in and outside of the classroom.
- Acsenda's ownership group, EduCo International, operates colleges and university-campus pathway programs across the United States, Canada, and Australia.
- EduCo International also owns Arbutus College, a BC private training institution.

Legislation

Acsenda began delivering degree programs under the authority of the *Degree Authorization Act* in 2004 under its previous name, Sprott-Shaw College. In 2007, CIBT Education Group, purchased Sprott-Shaw College. In 2013, the degree granting part of the College was renamed Acsenda School of Management to distinguish its activities from the College's vocational training.

In 2015, Acsenda was legally separated from Sprott Shaw College into a new entity, the Acsenda School of Management Inc.

Ownership

Acsenda School of Management Inc. is incorporated in British Columbia and is owned by EduCo International Group via its wholly owned Canadian subsidiary, Little Collins Holdings Ltd. EduCo, an Australian based company, acquired Acsenda in 2016.

ACSENDA SCHOOL OF MANAGEMENT

Base operating grants

The Ministry does not provide funding to private institutions.

Students (headcount)

2016/17 Academic Year - 249 Students

Aboriginal student (headcount)

Not required to report

International student (headcount)

2015/16 Academic Year – 238 (96% of total)

Program areas (2016/17 Academic Year, headcount)

Business and Management 100%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Bachelor of Business Administration with Concentrations	September 5, 2019
Bachelor of Hospitality Management	April 17, 2018

Major Capital Projects Underway

(None)

Board Composition

Acsenda currently has a unicameral system of governance with an Academic Council. The Academic Council approves the curriculum, monitors student achievement, and makes recommendations to the President. Acsenda is in the process of establishing a Board of Governors to assume the responsibility for its legal and financial obligations and responsibilities. The Board will be comprised of a representative of the owners (EduCo International Group), external members, the Chair of Academic Council and the President.

Government appointed members

n/a

Leadership Biographies

s.22

ADLER UNIVERSITY

President	Dr. Raymond Crossman, Chicago (since 2003)	
Executive Dean	Dr. Bradley O'Hara, Vancouver (since 2016)	
Chair of the Board of Trustees	Mr. David Sinski, Chicago (since 2011)	
Vice Chair of the Board of Trustees	Ms. Joy MacPhail, British Columbia (since 2013)	
Chancellor	n/a	

Overview

Established in 1952, Adler University (formerly Adler School of Professional Psychology) is a private, not-for-profit institution based in Chicago, Illinois. The University is accredited in the US by the North Central Association of Colleges and Schools' Higher Learning Commission. In 2005, Adler established a Vancouver campus by acquiring the Adlerian Psychology Association of British Columbia which had offered a master's degree in counselling psychology in British Columbia since 1974. The institution changed its name to Adler University in 2015.

Key Facts

- Offers graduate degree programs in psychology and counselling focused on social responsibility, community engagement, and advancing social justice.
- Holds the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching in the US, recognizing practices for exemplary community engagement. In 2016/17, allocated $3.3 million or 8.7 percent of its operating budget for community engagement activities.
- The only private institution in British Columbia with authority to offer a doctoral degree.
- Plans on increasing the number of degree offerings in British Columbia and grow the campus to 500 students within the next five years.

- Invested $4.2 million in 2016 to develop a new, 30,000 square foot campus in Vancouver that doubled its capacity to accommodate future enrolment targets.

Legislation

Adler has operated under the authority of the *Degree Authorization Act* since 2007. The *Degree Authorization Act* allowed for institutions operating in British Columbia prior to the introduction of *the Act* in 2002 to continue to be regulated by the Private Career Training Institutions Agency for a transition period of five years.

Ownership

Adler is incorporated in and operates under the State of Illinois *General Not-For-Profit Corporation Act* and is registered as an extra-provincial company in British Columbia.

Base operating grants

The Ministry does not provide funding to private institutions.

Students (headcount)

Approximately 1,400 students, 297 (19%) are at the campus in Vancouver.

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 21 (7% of total)

Program areas (2016/17 Academic Year, headcount)

Human and Social Services	100%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Master of Arts in Counselling Psychology	November 1, 2023
Master of Arts in Organizational Psychology	August 2, 2019
Master of Counselling Psychology	November 1, 2023
Master of Counselling Psychology: Art Therapy	July 20, 2018
Master of Public Policy and Administration	June 12, 2020
Doctor of Psychology in Clinical Psychology	August 28, 2022
Use of the word “University”	September 19, 2019

Major Capital Projects Underway

New Vancouver Campus ($4.2 million / $0 provincial funding)

The University built a new, 30,000 square foot campus in downtown Vancouver in 2016.

ADLER UNIVERSITY

Board Composition

Adler University is governed by a Board of Trustees which has representation from both Illinois (81%) and British Columbia (19%). There are Faculty Councils at each campus, a joint Academic Committee, and faculty representation from both campuses on the Academic Affairs committee of the Board of Trustees. The Board of Trustees is comprised of 22 individuals with a mix of backgrounds in education, healthcare, criminal justice, human rights, government, and international relations.

Government appointed members

n/a

Leadership Biographies

s.22

s.22

ALEXANDER COLLEGE

President	Dr. Marv Westrom	
Vice President – Academic	Dr. Hugh Johnston	
Vice President – Operations s.22 s.22	Mr. Patrick Zhao	
Dean of Arts and Sciences	Dr. Barbara Moon	
Board Chair	Dr. David Robitaille	Photo Unavailable

Overview

Alexander College is a private, for-profit, BC-based institution with campuses in Burnaby and Vancouver. It offers a variety of University Transfer programs in addition to two degrees, an Associate of Arts and an Associate of Science. It began operations in June 2000 under the name Vancouver Central College and changed its name to Alexander College in December 2006 when it first gained consent to offer degree programs in BC.

ALEXANDER COLLEGE

Key Facts

- Students of Alexander College tend to be 18-25 years of age, international students or immigrants to Canada, whose native language is non-English.
- The College aims to provide knowledge that will allow its students to secure employment in Canada or establish a foundation for further higher education.
- Alexander College has one of the most successful transfer rates in the province – by 2007 it had successfully negotiated articulation agreements for most of its courses with SFU, UVic, and UBC.
- Alexander College enlists mainly educators from public universities to serve on its governing Board and Academic Standards Committee which ensures the College's courses continue to meet public research university standards.

Legislation

Alexander College has operated under Ministerial consent granted under the authority of the *Degree Authorization Act* since 2006.

Ownership

s.22

Base operating grants

The Ministry does not provide funding to private institutions.

Students (headcount)

285

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 275 (96% of total)

Program areas (2016/17 Academic Year, headcount)

Arts and Sciences	100%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Associate of Arts	September 5, 2019
Associate of Science	November 8, 2021

Major Capital Projects Underway

(None)

ALEXANDER COLLEGE

Board Composition

Alexander College is governed by a board with representatives from BC public universities, private business, students and the College's senior administration. All members are appointed by the owners with the advice of the President and serve at the pleasure of the owners.

Government appointed members

n/a

Leadership Biographies

s.22

ATHABASCA UNIVERSITY

President	Dr. Neil Fassina, Alberta (since 2016)
Vice President, Academic (Interim)	Dr. Cindy Ives, Alberta (since 2014)
Chair, Board of Governors	Vivian Manasc, Alberta (since 2017)
Chancellor	n/a

Overview

Athabasca University is a Alberta public post-secondary institution based in Alberta that was established in 1970. Athabasca offers all of its programs entirely by distance except for one degree program that is partially delivered in BC. This program falls under the authority of the *Degree Authorization Act (DAA)*. This degree program is partially delivered in BC in collaboration with the Vancouver Art Therapy Institute (VATI). Students take two courses onsite at VATI that receive transfer credit into the program at Athabasca.

Athabasca holds institutional accreditation through the Middle States Commission on Higher Education in the US. VATI is designated by the Private Training Institutions Branch under the *Private Training Act*.

Key Facts

- Has a mandate for the provision of university-level distance education programs.
- Is the only out-of-province institution that holds exempt status from DQAB degree program review up to the Master's degree level.
- 1,875 unique transfer agreements with 25 post-secondary institutions in BC for 515 Athabasca courses.
- Many students enrolled at other post-secondary institutions enrol in courses at Athabasca to help them complete their degrees.
- Students can enrol year round and can begin most courses at the start of any month.
- Approximately 83% of students at Athabasca work while they study.
- Offers over 850 courses in more than 55 undergraduate and graduate programs.

- Over 350 collaborative agreements with other Canadian and international post-secondary institutions, professional associations, employer groups, and First Nations institutions and communities.

Legislation

Athabasca University has operated in B.C. under the authority of the *Degree Authorization Act* since 2009. In Alberta, Athabasca University operates under the *Post-Secondary Learning Act* and the *Athabasca University Regulation*.

Base operating grants

The Ministry does not provide funding to out-of-province institutions.

Students (2016/17 Academic Year, headcount)

Overall: Estimated 40,000
BC: 32 (<0.1% of total)

Aboriginal student (headcount)

Not required to report

International student (headcount)

No international students reported

Program areas (2016/17 Academic Year, headcount)

Health 32 (100% of BC program)

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Exempt Status (Master)	n/a
Use of University	March 27, 2019
Master of Counselling: Art Therapy (MC:AT)	March 27, 2019

Major Capital Projects Underway

(None)

ATHABASCA UNIVERSITY

Board Composition

Athabasca University operates with a bicameral governance system. The Board of Governors is the senior governing body, but shares academic governance with the General Faculties Council.

Up to thirteen members of the Board of Governors are appointed by the Government of Alberta. The Board of Governors also consists of the board chair, up to 10 public members, two academic staff members, one tutor, one non-academic staff member, two undergraduate students, one graduate student, and one alumni member.

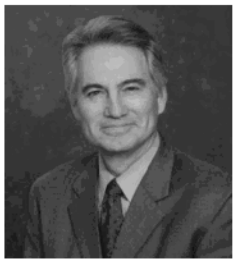
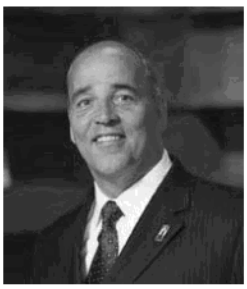
Government appointed members

n/a

Leadership Biographies

s.22

CITY UNIVERSITY OF SEATTLE (CityU)

President	Mr. Randy Frisch (since June 2016)	
Provost and Vice President Academic	Dr. Kurt Kirstein (since January 2016)	
Vice President, Canadian Operations	Dr. Arden Henley (since 2010)	
Chair of the Board of Trustees	Mr. Gerald Czarnecki	
Chancellor	Dr. Michael Cunningham	

Overview

City University of Seattle is a private, non-profit institution established in 1973 and incorporated in the state of Washington. City University of Seattle (City University until 2009) has been offering post-secondary educational programs in British Columbia since 1984. In 2013, City University of Seattle (CityU) became an “affiliate” of the National University System in the US.

CITY UNIVERSITY OF SEATTLE (CityU)

Key Facts

- CityU is headquartered in Seattle and has two campuses in BC, in downtown Vancouver and Victoria (Langford). CityU also runs programs in Alberta, China, Czech Republic, Greece, Mexico, Slovakia, Switzerland, and Vietnam.
- In BC, CityU aims to be the "university of choice" for the education and counselling professions in western Canada.
- CityU students in BC tend to be Canadian citizens and mature adult learners. Student retention rates are high – in 2015-16 CityU's BC programs experienced a minimum of 91 percent retention with some programs reporting 100 percent.
- CityU instructors are "scholar-practitioners" with significant education and work experience in the areas being taught.

Legislation

CityU has operated under Ministerial consent granted under the authority of the *Degree Authorization Act* since 2006. Prior to 2006, CityU was registered with the Private Career Training Institutions Agency which allowed it to operate in British Columbia as it conferred its degrees from its campus in the US.

Ownership

CityU has been incorporated as a not for profit university in the state of Washington since 1974. Beginnin in 1978, CityU has been continuously accredited by the Northwest Commission on Colleges and Universities, the regional accrediting body authorized to accredit universities in the Northwest region by the U.S. Department of Education.

Base operating grants

The Ministry does not provide funding to private institutions.

Students (headcount)

Estimated 6,372 students worldwide, 356 (6%) are studying in BC

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 6 (2% of total)

Program areas (2016/17 Academic Year, headcount)

Education	39%
Human and Social Services	61%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Use of University	December 28, 2017
Bachelor of Arts in Management	May 13, 2019
Master of Counselling	December 28, 2017
Master of Education in Leadership in Education/School Counselling	December 28, 2017

CITY UNIVERSITY OF SEATTLE (CityU)

Major Capital Projects Underway

(None). CityU is planning an expansion in BC infrastructure by 2020.

Board Composition

As of 2013, CityU became an "affiliate" of the National University System (NUS), which includes several US institutions. The then Board of Governors of CityU was dissolved and two members were subsequently accepted to the NUS Board of Trustees. As an affiliate of NUS, NUS Trustees also serve as CityU Trustees. CityU's president is appointed by the NUS Board of Trustees. The Chancellor of NUS oversees all affiliates and sits on the Board of Trustees. The Board of Trustees plays an integral role in shaping the quality, character, and future course of CityU's programs.

Government appointed members

n/a

Leadership Biographies

s.22

s.22

COLUMBIA COLLEGE

Principal and Registrar Dr. Trevor Toone

Overview

Founded in 1936 in Vancouver, BC, Columbia College is a private, non-profit institution. It first offered high school completion and academic preparatory programs. It expanded to university transfer courses in the 1960s, introduced ESL programs in the 1970s, and began offering Associate Degrees in 2004.

Key Facts

- Columbia College was initially known as "Shurpass College"and officially changed its name in 1976.
- In 1965 the college was sold to its employees for a nominal sum, and continues to operate as a collective, owned and administered by all employees of the institution.
- Columbia College's Mission is to prepare international and Canadian students for admission to university by providing quality academic programs in a supportive environment.
- The College offers its programs primarily to international students. Currently the largest group of students is from India, with China, Kazakhstan, Russia, Vietnam, Saudi Arabia and Nigeria also providing significant numbers of students.
- Most students come to Columbia College with the intention of completing a degree at a Canadian public university, usually within BC.
- Columbia College has been a long-standing member of the BC Transfer System and had courses articulated with UBC and SFU before the establishment of the British Columbia Council on Admissions and Transfers (BCCAT).
- The institution operates out of a new five-storey building on Terminal Avenue in Vancouver which it purchased in 2003.

Legislation

Columbia College has operated under Ministerial consent granted under the authority of the *Degree Authorization Act* since 2004. Prior to that, Columbia College was registered with the Private Career Training Institutions Agency.

Ownership

Columbia College is owned and administered by the Columbia College Society which is comprised of all Columbia College employees.

COLUMBIA COLLEGE

Base operating grants

The Ministry does not provide funding to private institutions.

Students (headcount)

1,768

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 1,764 (99.7% of total)

Program areas (2016/17 Academic Year, headcount)

Arts and Sciences	100%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Associate of Arts	August 2, 2019
Associate of Science	August 2, 2019

Major Capital Projects Underway

(None)

Board Composition

Employees who have worked at the College on a full time basis for at least ten months (or the equivalent) are voting members of the Columbia College Society. At the Annual General Meeting of the Society, the voting members elect a seven person Board of Governors to oversee the affairs of the Society for the next year. In recent years the Board has exercised its right to expand by inviting an external member to join. The Board of Governors appoints a Principal for a three-year term to oversee day-by-day operations. The Principal's term is renewable by mutual consent. Current Principal Trevor Toone has served in this position since 1999.

Government appointed members

n/a

Leadership Biographies

s.22

COQUITLAM COLLEGE

President & Chair of the Governance Council Mr. Thomas Tait

Principal Mr. Will Eckford

Overview

Coquitlam College is a private, for-profit post-secondary institution established in 1982. It is based in Coquitlam and offers university transfer courses, a senior secondary program, and English as a Second Language programs. The College also offers an Associate of Arts degree.

Key Facts

- The College is one of the first two private institutions to be part of the BC Transfer System.
- The only private degree-granting institution located in a residential neighbourhood.
- The College anticipates that most incoming students will transfer to another post-secondary institution to complete a four-year degree program.
- Sends the second largest number of transfer students in the BC system, with 65% going to Simon Fraser University.

Legislation

Coquitlam College has operated with Ministerial consent granted under the authority of the *Degree Authorization Act* since 2013. The College was not required to receive authority under the *Degree Authorization Act* for university transfer courses; however, it voluntarily went through the process to receive consent to offer an Associate of Arts degree.

Ownership

s.22

Base operating grants

The Ministry does not provide funding to private institutions.

COQUITLAM COLLEGE

Students (headcount)

2016/17 Academic Year – 3,101 (degree programs)

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 2,751 (89% of total)

Program areas (2016/17 Academic Year, headcount)

Arts and Sciences	100%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Associate of Arts	August 7, 2018

Major Capital Projects Underway

(None)

Board Composition

The Governance Council was recently established, replacing the former Board of Directors. The Governance Council is comprised of Tait family members, industry representatives and the College's administration and faculty.

Government appointed members

n/a

Leadership Biographies

No biographies were found for Mr. Tait and Mr. Eckford.

CORPUS CHRISTI COLLEGE

President	Peter Matthew Meehan, Ph.D. (since 2014)	
Dean of Arts	Paul C. Burns, Ph.D. (since 2013)	
Chair of the Board of Directors	Celso Boscariol, Q.C.	

Overview

Corpus Christi College is a small, Catholic, liberal arts, private not-for-profit college located at St. Mark's College on the University of British Columbia campus. It has been operating since 1999. It offers a broad range of university-transfer courses to enable students to enter degree programs at BC research universities. Students can also complete an Associate of Arts degree at the College. The College is a member of the Association of Catholic Colleges and Universities of Canada.

Key Facts

- Admission is open to all students regardless of religious affilitation.
- Domestic students comprise the majority of student enrolments (76%), making it unique among private degree granting institutions offering university transfer programs in British Columbia.
- The College offers service learning courses that reflect the Catholic commitment to service and social justice, providing students with opportunites to engage in community projects such as those found in Vancouver's Downtown Eastside.
- The Archdiocese of Vancouver provides financial support to the College.

Legislation

Corpus Christi College has operated under the authority of the *Degree Authorization Act* since 2011. The College was not required to receive authority under the *Degree Authorization Act* for university transfer courses; however, it voluntarily went through the process to receive consent to offer an Associate of Arts degree. The College is a registered charity under the *Federal Income Tax Act*.

CORPUS CHRISTI COLLEGE

Ownership

The College is operated by the Corpus Christi College Society, incorporated under the *Society Act* of BC, and governed by a Board of Directors. The Board of Directors is responsible for managing the institution in all aspects; including appointing the President and ensuring that adequate financial and human resources and facilities are available to achieve the College's mission and goals. The President is responsible for staffing the College in accordance with the Board's policies.

The College has a close relationship with St. Mark's College with whom it shares administrators and staff and some facilities including a library. St. Mark's College, a private Catholic institution operating under its own act, offers graduate theological degrees and certificate programs in theology. The College's President is the Principal pro-tem and Vice Chancellor of St. Mark's College.

Base operating grants

The Ministry does not provide funding to private institutions.

Student (headcount)

2016/17 Academic Year - 238

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 53 (22% of total)

Program areas (2016/17 Academic Year, headcount)

Arts and Sciences	100%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Associate of Arts	March 16, 2021

Major Capital Projects Underway

(None)

CORPUS CHRISTI COLLEGE

Board Composition

The College's Board of Directors share identical membership with that of St. Mark's College, although the two colleges are technically separate. The Board is comprised of 16 members from the community and board membership is open to individuals of other faiths.

Government appointed members

n/a

Leadership Biographies

s.22

FAIRLEIGH DICKINSON UNIVERSITY

President Dr. Christopher Capuano, New Jersey (since 2016)

Campus Provost Dr. Cecil Abrahams, Vancouver (since 2009)

Chair of the Board of Trustees Mr. Patrick Zenner, New Jersey (since 2003)

Chancellor n/a

Overview

Fairleigh Dickinson University (FDU) is a private, not-for-profit institution founded in 1942 in New Jersey. Along with its New Jersey campus, FDU operates campuses in New York City, England, and Vancouver. FDU has had authority under the *Degree Authorization Act* to operate as a university and grant degrees in BC since 2006. FDU is also accredited under the Commission on Higher Education of the Middle States Association of Colleges and Schools in the US.

Key Facts

- The Vancouver campus hosts students from more than 50 countries and five continents.
- The Vancouver campus supports the University's mission to expand its reach and provide a global education to more students from more places around the world.
- The University ranked among the best universities in the North region by US News & World Report's Best Colleges and ranked among "America's Best Colleges" by Forbes magazine in 2016.
- FDU's business school, including its program in Vancouver, holds AACSB International accreditation. Only five per cent of business schools worldwide have achieved this accreditation, only four in BC.
- FDU has Special Consultative Status with the United Nations Economic and Social Council which provides students with educational opportunities with a focus on global citizenship.
- FDU's Strategic Plan calls upon the Vancouver Campus to increase its enrollment to 1,000 by 2019.

FAIRLEIGH DICKINSON UNIVERSITY

Legislation

Fairleigh Dickinson University has operated under Ministerial consent granted under the authority of the *Degree Authorization Act* since 2006.

Ownership

The Vancouver campus operates through the FDU University of British Columbia Foundation, which is a not-for-profit society in British Columbia.

Base operating grants

The Ministry does not provide funding to private institutions.

Students (headcount)

Approximately 12,000 students, 791 (7%) are at the campus in Vancouver.

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 773 (98% of total)

Program areas (2016/17 Academic Year, headcount)

Arts and Sciences	11%
Business and Management	84%
Engineering and Applied Sciences	5%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Use of University	October 29, 2021
Bachelor of Science in Business Administration	October 29, 2021
Bachelor of Science in Information Technology	November 24, 2021
Bachelor of Arts in Individualized Studies	January 6, 2021
Master of Administrative Science	October 29, 2021
Master of Science in Hospitality Management Studies	December 3, 2019

Major Capital Projects Underway

(None)

FAIRLEIGH DICKINSON UNIVERSITY

Board Composition

The ultimate responsibility for operation of the University is vested in its Board of Trustees. The University's campus in Vancouver, which operates in British Columbia as Fairleigh Dickinson University of British Columbia, Foundation has a Board of Directors. The Board of Directors has primary responsibility for facilitating the strategic plan of the Vancouver Campus, as approved by the University's Board of Trustees, and for ensuring that the campus is in full compliance with all applicable regulations in the Province of British Columbia.

Government appointed members

n/a

Leadership Biographies

s.22

FRASER INTERNATIONAL COLLEGE

College Director and Principal Ms. Christa Ovenell (since 2003)

President and CEO of Navitas University Partnerships, North America Ms. Bev Hudson (since 2016)

Chancellor n/a

Overview

Fraser International College (FIC) is a private, for-profit institution located on the Simon Fraser University (SFU) campus. FIC is owned by Navitas Ltd. based in Australia. In 2006, FIC entered into a contractual agreement with SFU to offer first and second year university transfer courses to international students who do not meet the academic and/or language requirements for direct entry to SFU. In 2010, SFU renewed its agreement with FIC for a further ten years.

Key Facts

- 100% of FIC's students are international from 63 countries.
- FIC students have access to all the resources available to SFU students including the library, recreational facilities, residences, health and career counselling, and academic advising services.
- Navitas operates a network of "university pathway" colleges on university campuses in Australia, Canada, United States, United Kingdom, Singapore, New Zealand and Sri Lanka.
- The only other Navitas college in Canada is located on the campus of the University of Manitoba.
- FIC is the largest college pathway program in the Navitas system.

Legislation

Although FIC was not required to receive authority under the *Degree Authorization Act* for university transfer courses, FIC voluntarily went through the process to receive consent to offer an Associate of Arts degree in its own name.

FRASER INTERNATIONAL COLLEGE

Ownership

Fraser International College Ltd. Is incorporated in British Columbia and is owned by Navitas Ltd., a publicly traded private company in Australia. Navitas Ltd.'s head office in Australia is responsible for institutional oversight of FIC. FIC's curriculum, teaching and academic and student support systems and policies are supervised by SFU and are subjected to SFU's ongoing quality assurance mechanisms.

Base operating grants

The Ministry does not provide operating funding to private institutions.

Student s (headcount)

2016/17 Academic Year - 2,683Students

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 2,683 (100% of total)

Program areas (2016/17 Academic Year, headcount)

Arts and Sciences 100%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Associate of Arts	May 25, 2020

Major Capital Projects Underway

(None)

Board Composition

The College Director reports to Navitas head office in Australia. The head office is responsible for institutional oversight and, ultimately, for the provision of financial, facility, and human resources. FIC has an Academic Advisory Committee that reports annually to the SFU Senate.

Government appointed members

n/a

Leadership Biographies

s.22

s.22

GONZAGA UNIVERSITY

President & Chair of the Board of Trustees Dr. Thayne McCulloh, Spokane (since 2009)

Dean of the School of Education Dr. Vincent Alfonso, Spokane (since 2013)

Chancellor Vacant

Overview

Gonzaga University (Gonzaga) is a private, not-for-profit institution founded in 1881 and based in Spokane, Washington. The University was founded as a Jesuit college but operates as a secular institution with no requirement of employees or students to subscribe to the Roman Catholic faith. Gonzaga is accredited by the Northwest Commission on Colleges and Universities in the US.

Key Facts

- Offers graduate degree programs in education and counselling psychology dedicated to the Jesuit, Catholic, humanistic ideals of educating the mind, body and spirit.
- Gonzaga has been offering degree programs in British Columbia and Alberta since 1977.
- Gonzaga brings education to working adults in places where such opportunities are not easily accessible.
- Gonzaga rents space in British Columbia school districts to conduct classes, primarily in rural areas of the province.
- For 2015/16 academic year, there were cohorts of students enrolled in 14 communities in British Columbia.
- Last year, Gonzaga implemented a scholarship for all Canadian students due to the fluctuating Canadian dollar against the American dollar.

Legislation

Gonzaga has operated under the authority of the *Degree Authorization Act* since 2007. The *Degree Authorization Act* allowed for institutions operating in British Columbia prior to the introduction of *the Act* in 2002, to continue to be regulated by the Private Career Training Institutions Agency for a transition period of five years.

GONZAGA UNIVERSITY

Base operating grants

The Ministry does not provide funding to private institutions.

Students (headcount)

Approximately 7,600 students, 105 (1%) are studying in programs offered in British Columbia.

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 0

Program areas (2016/17 Academic Year, headcount)

Education	93%
Human and Social Services	7%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Master of Education in Leadership and Administration	December 28, 2017
Master of Counselling	December 28, 2017
Use of the word "University"	December 28, 2017

Major Capital Projects Underway

(None)

Board Composition

The University is governed by a Board of Trustees, which has the responsibility of maintaining Gonzaga as an institution of higher education in the Catholic, Jesuit tradition. The Trustees have final authority for the governance of the University in all matters within the limits set forth in the University's By-laws.

Ownership

Gonzaga is incorporated as a University per the *State of Washington Nonprofit Corporation Act*. The Corporation is held in perpetuity by the Society of Jesus. The Members of the Corporation are the legal owners of the University. Membership is comprised of the Rector of the Gonzaga Jesuit Community, and at least seven Members of the Corporation. Membership is restricted to Jesuits who are active in and missioned to the University as decided by the Rector.

<u>Government appointed members</u>

n/a

Leadership Biographies

s.22

LaSalle College Vancouver

President Jason Dewling
(since August 2017)

Dean of Academic Affairs Milan Petrovich
(since July 2008)

Overview

LaSalle College Vancouver (LCV) is a private, for-profit institution located in Vancouver. It has been operating in British Columbia since 1979. It offers career focused programs in the applied arts at the degree and non-degree level. Prior to its purchase by Collège LaSalle International Inc. (LCI) in 2017, LCV operated under the name The Art Institute of Vancouver (AIV) and formed part of the Art Institutes, a system of for-profit colleges in the United States.

Key Facts

- LCV is the only private degree-granting art school in British Columbia.
- In 2016, the Princeton Review ranked the Art Institute of Vancouver, now LCV, as the best undergraduate school in Canada to study video game design and 8th in North America. The ranking is based on a survey of 150 institutions. It has placed in the top 10 for eight consecutive years.
- Degree students now make up over 20% of the full-time student body; up from less than three percent after the first year of degree programming in 2011.
- LCV is one of the few institutions that are regulated under the *Degree Authorization Act* and the *Private Training Act.*

Legislation

LCV has operated with Ministerial consent granted under the authority of the *Degree Authorization Act* since 2010. LCV has also been offering non-degree level programs since 1979 and is designated under the *Private Training Act*.

Ownership

In January 2017, Collège LaSalle International Inc. (LCI) acquired 100 percent ownership of AIV following a purchase of all corporate shares. LCI is a Montreal-based private college enterprise with 22 campuses in 12 countries. LCI offers design-focused diploma programs in Canada and degree programs at some of its international sites.

LCI has been offering diploma programs in British Columbia since 1998

Base operating grants

The Ministry does not provide funding to private institutions.

Student (headcount)

2016/17 Academic Year - 229 students (degree programs only)

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 164 (72% of total)

Program areas (2016/17 Academic Year, headcount)

Design and Applied Arts 100%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Bachelor of Applied Design in Interior Design	October 27, 2018
Bachelor of Design in Graphic Design	March 18, 2020
Bachelor of Science in Game Programming	July 8, 2021

Major Capital Projects Underway

(None)

Board Composition

The president of AIV reports to LCI until a new Board of Directors is established. The AIV president will then report to the newly created Board of Directors.

Government appointed members

n/a

Leadership Biographies

s.22

s.22

NEW YORK INSTITUTE OF TECHNOLOGY

	Rahmat Shoureshi
President	Henry C. “Hank” Foley, Ph.D.
Executive Director and Vancouver Campus Dean	Irene Young (since November 2016)
Chair of the Board of Trustees	Kevin D. Silva

Overview

The New York Institution of Technology (NYIT) is a private, non-profit institution based in the state of New York with campuses in the United States, the United Arab Emirates, China, and Canada. It has been operating in British Columbia since 2000. The Vancouver campus offers graduate degree programs in business and engineering and applied sciences. The Vancouver campus maintains local control over the curriculum, policies, procedures, and daily operations.

NYIT is an EQA designated institution. It is also accredited by the U.S.- based Middle States Commission on Higher Education and the Association to Advance Collegiate Schools of Business.

Key Facts

- NYIT offers career-oriented professional education in technology and applied sciences.
- NYIT allows students to move between its international campuses with complete internal transferability of credits.
- NYIT - Vancouver recently launched a Master of Science in Energy Management, which is dedicated to innovation in energy management.
- NYIT is ranked in the top 15% for college return on investment, with a high number of students finding employment in high wage jobs.

NEW YORK INSTITUTE OF TECHNOLOGY

Legislation

NYIT has operated under the authority of the *Degree Authorization Act* (DAA) since 2007. The DAA allowed for institutions operating in British Columbia prior to the introduction of the DAA in 2002, to continue to be regulated by the Private Career Training Institutions Agency for a transition period of five years.

Ownership

NYIT is chartered by the Board of Regents of the University of the State of New York. It was given a provisional charter by the Board of Regents of the University of the State of New York in 1955. The charter was made absolute in 1962.

Base operating grants

The Ministry does not provide funding to private institutions.

Student (headcount)

2016/17 Academic Year - 286 students*

*Enrolment data for the new program, Master of Science in Instructional Technology, is not available.

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 280 (98% of total)

Program areas (2016/17 Academic Year, headcount)

Business and Management	51%
Engineering and Applied Sciences	49%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Master of Science in Information, Network, and Computer Security	July 30, 2018
Master of Business Administration	March 16, 2022
Master of Science in Energy Management	March 16, 2021
Master of Science in Instructional Technology	March 16, 2021

Major Capital Projects Underway

(None)

Board Composition

NYIT is governed by a Board of Trustees. The Board of Trustees is the final governing body of the institution. Its duties include fiduciary oversight and leadership in planning, assessment, integrity, and support of necessary resources. The Board appoints the President. The Academic Senate reports to the

President. There are no Vancouver representatives on the Academic Senate or Board; the global campuses are represented on the Senate by the Dean of Operations, assessments and Accreditations.

At present, 17 voting members serve on the board, including NYIT's president. Board members are drawn from the community and industry.

Government appointed members

n/a

Leadership Biographies

s.22

PACIFIC COAST UNIVERSITY FOR WORKPLACE HEALTH SCIENCES

President/CEO	Wolfgang Zimmerman (since 2012)	
Co-Chair, Board of Governors	Ken Neumann (since 2012)	
Co-Chair, Board of Governors	Dean Winsor (since 2013)	
Chancellor	Wayne G. Wouters, PC (since 2015)	

Overview

Pacific Coast University for Workplace Health Sciences (PCU-WHS) is a private, not-for-profit university based in Port Alberni. PCU-WHS was established in 2007 under the *Pacific Coast University for Workplace Health Sciences Act,* a private act of the Legislature. The University focuses on education and research in occupational health and safety, disability management, rehabilitation and related subjects.

The University received Ministerial consent for a Bachelor of Disability Management on August 7, 2013 and began offering courses in a combination of online and on-site delivery in the 2014/15 academic year.

Key Facts

- The majority of programming is offered online via a web-based learning system.
- More than 99% of students are enrolled part-time.
- The Disabled Workers Foundation of Canada, which operates as the National Institute of Disability Management and Research (NIDMAR), has guaranteed funding and other support to bring the university to full self-sufficiency.
- The City of Port Alberni donated 3.5 acres of land to PCU-WHS for the building of the university.

PACIFIC COAST UNIVERSITY FOR WORKPLACE HEALTH SCIENCES

Legislation

PCU-WHS operates under the authority of its private act, the *Pacific Coast University for Workplace Health Sciences Act*, and under Ministerial consent granted under the authority of the *Degree Authorization Act*.

Ownership

PCU-WHS operates as a private, not-for-profit university under its private act. PCU-WHS has a close relationship with the Disabled Workers Foundation of Canada, a not-for-profit society in BC, which operates as NIDMAR.

Base operating grants

The Ministry does not provide funding to private institutions.

Students (2016/17 Academic Year, headcount)

89

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 1 (1% of total)

Program areas (2016/17 Academic Year, headcount)

Health 89(100%)

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Bachelor of Disability Management	August 7, 2018

Major Capital Projects Underway

(None)

Board Composition

The University's governance structure is outlined in its private Act and consists of a Board of Governors that oversees the management and administration of the institution and an Academic Council that manages academic governance. Research support and advice are provided by an International Research Advisory Council.

The University's President/Chief Executive Officer is appointed by and reports to the Board of Governors. The University executive also includes a Chief Financial Officer, Vice-President Academic, Vice-President Administration, Executive Vice-President and Provost, Registrar, and Research Chair.

Government appointed members

n/a

Leadership Biographies

s.22

QUEEN'S UNIVERSITY

Principal and Vice-Chancellor	Dr. Daniel R. Woolf, Ontario (since 2009)
Provost and Vice-Principal, Academic	Beniot-Antoine Bacon, Ontario (since 2016)
Chair, Board of Trustees	Dr. Donald Raymond, Ontario (since 2016)
Chancellor	James William Leech, C.M., Ontario (since 2014)

Overview

Queen's University is an Ontario publicly funded post-secondary institution based in Kingston, Ontario. Queen's offers a wide range of programs at the undergraduate and graduate level. Queen's currently offers an MBA and an Executive MBA in BC. The Executive MBA is a dual degree program through Cornell University and Queen's University. Upon completion of the program students receive a degree from Queen's and one from Cornell. Cornell is a private university based in New York established in 1865.

Queen's School of Business is accredited by the Association to Advance Collegiate Schools of Business and the European Quality Improvement System. Cornell is accredited by the Middle States Commission on Higher Education.

Key Facts

- Queen's University is one of Canada's oldest degree granting institutions, operating since 1841.
- Queen's has offered the Bachelor of Commerce since 1919 and the MBA since 1960.
- MBA programs in BC are delivered through a combination of interactive videoconferencing and residential sessions in Kingston, Ontario.

QUEEN'S UNIVERSITY

Legislation

Queen's University has operated in BC under Ministerial consent granted under the authority of the *Degree Authorization Act* since 2008. Queen's University was established in 1841 under a *Royal Charter* from Queen Victoria. The charter remains the university's basic constitutional document. The Parlaiment of Canada has authority over all ammendments and additions to the charter.

Base operating grants

The Ministry does not provide funding to out-of-province institutions.

Students (2016/17 Academic Year, headcount)

Overall: Approximately 22,461
BC: 35 (0.2% of total)

Aboriginal student (headcount)

Not required to report

International student (headcount)

Detail not provided

Program areas (2016/17 Academic Year, headcount)

Business and Administration 35 (100% of BC programs)

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Use of University	June 26, 2018
MBA (National Executive and Accelerated)	June 26, 2018
Cornell-Queen's Executive MBA	April 22, 2020

Major Capital Projects Underway

(None)

Board Composition

The Board of Trustees is one of three governing bodies of the university, along with the Senate and the University Council. The Board of Trustees is responsible for the overall operations of the University. The University Council is a composite of the Board of Trustees, Senators and an equal number of elected graduates.

The Board of Trustees contains 25 members, including 3 Ex Officio Members, 10 elected by the Board of Trustees, 6 elected by the University Council, 2 elected by students, 2 elected by faculty, and 2 elected by staff.

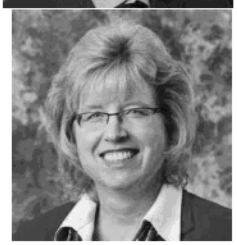
<u>Government appointed members</u>

n/a

Leadership Biographies

s.22

QUEST UNIVERSITY CANADA

President	Dr. Marjorie Wonham, *Interim* (May to September 2017)	
	Dr. George Iwama, *Designate* (September, 2017)	
Chair, Board of Governors	Ms. Mary Jo Larson, Michigan (since 2016)	
Chancellor	Vacant	

Overview

Quest University Canada (Quest) is a private, not-for-profit university founded by Dr. David Strangway, former President of the University of British Columbia. Quest is a fully-residential university located in Squamish that offers a unique educational experience in Canada. Quest offers one degree, the Bachelor of Arts and Science that is based on a block plan where students take one course at a time. The last two years of the degree are focussed on directed research across multiple disciplines with a faculty mentor.

Key Facts

- Quest is Canada's first independent, private, secular university.
- The University's education model is based on elite undergraduate colleges in the United States (US).
- Approximately 37% of Quest students are from the US.
- For the sixth year in a row, Quest ranked number one in Canada in all ten areas of academic excellence defined by the National Survey of Student Engagement.
- More than 70% of the students participate in a study abroad block during their degree.
- Quest is the third largest private sector employer in Squamish with about 96 regular continuing employees.
- Quest has a purpose built, 58 acre campus located on the border of Garibaldi Provincial Park.
- Currently has no articulation agreements with other institutions.

Legislation

QUEST UNIVERSITY CANADA

Quest University Canada was established in May 2002 as Sea to Sky University under the *Sea to Sky University Act*, a private act of the legislature. It changed its name to Quest University Canada in 2005. Although created with its own legislation, Quest is subject to the *Degree Authorization Act* (DAA) for its degree program. Quest has had Ministerial consent for the Bachelor of Arts and Sciences degree since 2006.

Base operating grants

The Ministry does not provide funding to private institutions.

Students (headcount)

2016/17 Academic Year - 723 students.

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 398 (55% of total)

Program areas (2016/17 Academic Year, headcount)

Arts and Sciences	100%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Bachelor of Arts and Sciences	August 9, 2021

Major Capital Projects Underway

(None)

Board Composition

Under the *Sea to Sky University Act*, the powers and duties of the University are vested in the Board. The Board may make bylaws regarding the Board composition. The bylaws indicate that the Board can be no less than three and no more than 11 Governors. New members are elected by the Board. Currently, there are 9 Governors including the President and Chancellor.

Government appointed members

n/a

Leadership Biographies

s.22

s.22

TRINITY WESTERN UNIVERSITY

President and Vice-Chancellor	Robert G. Kuhn, J.D. (since 2014, interim since 2013)

Provost	Dr. W Robert Wood (since 2012)

Chair, Board of Governors	Lorne Jacobson, J.D.

Chancellor	n/a

Overview

Trinity Western University (TWU) is a faith-based, not-for-profit, private university established in 1962 as Trinity Junior College. TWU was authorized to grant baccalaureate degrees in 1979 and given university status and the right to offer graduate degrees under the *Trinity Western University Act* in 1985. Since 2002, new non-theological degree programs require authority under the *Degree Authorization Act (DAA)*.

TWU is accredited by the Association of Theological Schools (Graduate School of Theological Studies), and is a member of Universities Canada and the Council for Christian Colleges and Universities.

Key Facts

- TWU offers a number of degrees that pre-date the *DAA*. These degrees are not required to receive consent under the *DAA.*
- Is the only private degree-granting institution that is exempt from the DQAB degree program review up to the Master's degree level.
- The 157-acre primary campus is located in Langley, BC and is also home to four seminaries under the Associated Canadian Theological Schools (ACTS) of TWU.

TRINITY WESTERN UNIVERSITY

Legislation

TWU operates under the authority of its private act, the *Trinity Western University Act*, and under Ministerial consent granted under the authority of the *Degree Authorization Act* for non-theological degree programs initiated since 2002.

Ownership

TWU operates as a private, not-for-profit university under its private act.

Base operating grants

The Ministry does not provide funding to private institutions.

Students (2016/17 Academic Year, headcount)

Overall: Approximately 3,270
DAA programs: 1,076 (33% of total)

Aboriginal student (headcount)

Not required to report

International student (headcount for DAA programs)

2016/17 Academic Year – 637 (59%)

Program areas (2016/17 Academic Year, headcount for DAA programs)

Arts and Sciences	92	(9%)
Business and Management	909	(84%)
Education	20	(2%)
Health	45	(4%)
Visual and Performing Arts	10	(1%)

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Exempt Status (Master)	n/a
International Master of Business Administration (China)	July 25, 2018
Master of Arts in Educational Studies (Special Education)	January 6, 2019
Bachelor of Arts in Sociology	March 7, 2019
Master of Arts in Marriage and Family Therapy	March 7, 2019
Master of Science in Nursing	March 7, 2019
Bachelor of Arts in Leadership	March 11, 2019
Minor in Gender Studies	August 2, 2019
Master of Arts in Interdisciplinary Humanities	August 2, 2019
Master of Arts in Leadership (Business Stream) in Mandarin	September 25, 2019
Bachelor of Arts in Corporate Communications	June 12, 2025
Bachelor of Fine Arts in Acting	June 12, 2025
Bachelor of Science in Biotechnology	March 16, 2026
Master of Arts in Linguistics	March 16, 2026
Master of Business Administration	June 29, 2026

Major Capital Projects Underway

(None)

Board Composition

Under the *Trinity Wester University Act*, the Board of Governors is responsible for the management and administration of the property, revenue, business, and affairs of the University. The Board of Governors consists of no more than nineteen and no less than thirteen members. The Executive Director of the Evangelical Free Church of Canada and the President of the Evangelical Free Church of America are appointed by virtue of their positions. All other members are appointed by the Board of Governors with consideration for the collective competencies and characteristics of the Board.

Government appointed members

n/a

Leadership Biographies

s.22

UNIVERSITY CANADA WEST (UCW)

President and Vice Chancellor Arthur Coren (since September 2012)

Vice President Academic Brock Dykeman (since September 2016)

Chair of the Board of Governors and Directors (Interim) & Chancellor Mitchell Gropper

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Overview

University Canada West (UCW) is a private, for-profit, BC-based institution that has operated with Ministerial consent in British Columbia since 2004. It is currently based in downtown Vancouver.

Key Facts

- UCW was founded in 2004 by Dr. David Strong, former President of the University of Victoria, who sold the institution in 2008. UCW subsequently changed ownership twice.
- UCW once had campuses in Victoria and Singapore as well as Vancouver. Both the Victoria and Singapore campuses closed for financial reasons.
- UCW's mission is to be a business-oriented, teaching-intensive university, delivering programs that provide students with the applied and theoretical basis for success in the workplace and future academic endeavors. Coursework is offered in online, face-to-face, and blended formats.
- UCW enrolments are fairly evenly split between domestic (47%) and international (53%) students.

Legislation

UCW has operated under the authority of the *Degree Authorization Act* since 2004.

UNIVERSITY CANADA WEST (UCW)

Ownership

University Canada West (UCW) is the operating name of LearningWise Education Inc. (LINC), a private company incorporated in Canada. LINC was first owned by Dr. David Strong from 2004-2008, then Vancouver Career College Corp. from 2008-2014. Global University Systems (GUS), an Amsterdam-based company which operates in various countries including the UK, US, Germany and Singapore, purchased LINC in 2014 and confirmed the corporate entity would remain in place and continue to offer degree programs under the name University Canada West.

Base operating grants

The Ministry does not provide funding to private institutions.

Students (headcount)

274

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 202 (74% of total)

Program areas (2016/17 Academic Year, headcount)

Arts and Sciences	8%
Business and Management	92%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Bachelor of Commerce	January 6, 2021
Bachelor of Arts in Business Communication	January 6, 2021
Master of Business Administration	March 10, 2021
Use of the word "University"	March 10, 2021

Major Capital Projects Underway

In 2016, significant renovations were completed to the 2nd and 4th floors of the London Building at 626 West Pender in Vancouver, which UCW currently leases. In 2017, renovations are to continue on the 3rd floor of the London Building to develop classroom space. No dollar amounts provided by UCW. No provincial funding was provided.

UNIVERSITY CANADA WEST (UCW)

Board Composition

In May 2017, the BC Degree Quality Assessment Board confirmed the composition of the UCW Board of Governors and Directors would be comprised of:

- Not less than two (2) nominees of Global University Systems, acting on behalf of the Company's shareholder (with power to appoint alternates);
- Not less than four (4) independent governors (i.e. "external members", including academic, business and community leaders), appointed by the directors;
- UCW President & Vice-Chancellor.

The majority of board members are to be Canadians, with preference for members with significant previous BC post-secondary system experience.

Government appointed members

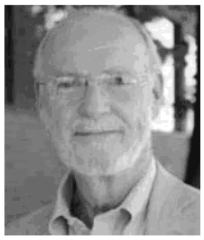
n/a

Leadership Biographies

s.22

YORKVILLE UNIVERSITY

President	Dr. Rick Davey, Ontario (since 2015)
Chair, Board of Governors	Dr. Michael Markovitz, New Brunswick (since 2016)
Dean of Academics	Dr. Deirdre Pickerell, British Columbia (since 2016)
Chancellor	n/a



Overview

Yorkville Education Company ULC is a private, for-profit corporation in Alberta that operates under the New Brunswick *Degree Granting Act* as Yorkville University since 2004. In 2007, Yorkville University acquired RCC Institute of Technology and the Toronto Film School in Ontario, offering diploma programs under the Ontario *Private Career Colleges Act*, and degree programs under the Ontario *Post-secondary Education Choice and Excellence Act*. Yorkville University has had authority under the *Degree Authorization Act* to operate as a university and grant a degree in BC since 2015.

Key Facts

- Yorkville University offers primarily online degree programs.
- Yorkville's operations from BC are online and through a blended learning model.
- Yorkville's student demographic is working adults and adult learners seeking career and professional advancement.

Legislation

In 2015, Yorkville Education Company ULC received consent under the *Degree Authorization Act* to use the word "university" and to provide and grant a Bachelor of Business Administration degree.

YORKVILLE UNIVERSITY

Ownership

Yorkville Education Company ULC is registered as an extra-provincial company under the BC *Business Corporations Act*. Yorkville Education Company ULC is solely owned by two family trusts.

Base operating grants

The Ministry does not provide funding to private institutions.

Students (headcount)

Approximately 2,200 students, 177 (8%) are enrolled in the Bachelor of Business Administration degree program in British Columbia.

Aboriginal student (headcount)

Not required to report

International student (headcount)

2016/17 Academic Year – 0

Program areas (2016/17 Academic Year, headcount)

Business and Management 100%

Consents held under the *Degree Authorization Act*:

Type	Expiry Date
Bachelor of Business Administration with Specializations	August 12, 2020
Use of University	August 12, 2020

Major Capital Projects Underway

(None)

Board Composition

The Yorkville University has a Board of Governors established through the Yorkville Education Company By-Laws. The University is in the process of sourcing a Board member from British Columbia.

Government appointed members

n/a

Leadership Biographies

s.22

s.22

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
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LABOUR MARKET AND INFORMATION DIVISION

ADM Responsible: Bindi Sawchuk

Description:

- The Labour Market and Information Division supports the overall employment, skills training and workforce development needs of the province. The division develops and disseminates accurate labour market and economic information on which decisions related to skills development and labour mobility are based.
- LMID is comprised of 4 lines of business

1. **Skills Training and Employment Programs –** LMID delivers skills training and employment programs which are aligned to labour market needs, to 20,000 unemployed, underemployed and employed British Columbians each year. Programs are funded through an agreement with the federal government which provides a total of $65M per year to support a range of labour market programs aimed at increasing skills and securing sustainable employment for clients. A new Labour Market Transfer Agreement is being negotiated with the federal government which will result in additional funding and more program flexibility to meet British Columbia's local labour market needs.

2. **Apprenticeship and Trades Training –** LMID sets provincial policy for BC's trades training and apprenticeship system for 36,000 apprentices in BC and oversees the Industry Training Authority (~$110M/year). LMID ensures that BC's Apprenticeship and trades training system provides a valuable education and career path for B.C's trade students that is aligned to industry needs and drives economic growth

3. **Labour Market and Economic Information –** LMID prepares, analyzes and disseminates labour market and economic information to advise private sector employers, public sector organizations and individuals' workforce decisions ($2.7M). The dissemination of labour market information is facilitated through two of government websites: WorkBC.ca, which provides labour market information, a job board and career profiles; and WelcomeBC.ca, which provides information about services and supports for new immigrants, in multiple languages. Information on a diverse range of topics including jobs, immigration, temporary foreign workers and employers, is also available by phone through a Call Centre.

4. **Services for Sectors and Employers**– LMID provides programs, tools and resources to employers and stakeholders for workforce development through

the Sector Labour Market Partnerships program. In addition, a wealth of labour market and workforce development information can be accessed by industry, stakeholders and citizens through WorkBC.ca to enable them to take advantage of current and future labour market opportunities

Budget (in $000s):

Core Business Area	2016/17 Restated Estimates	2017/18 Estimates	2018/19 Planned	2019/20 Planned
Labour Market and Information	6,533	6,600	6,635	6,635

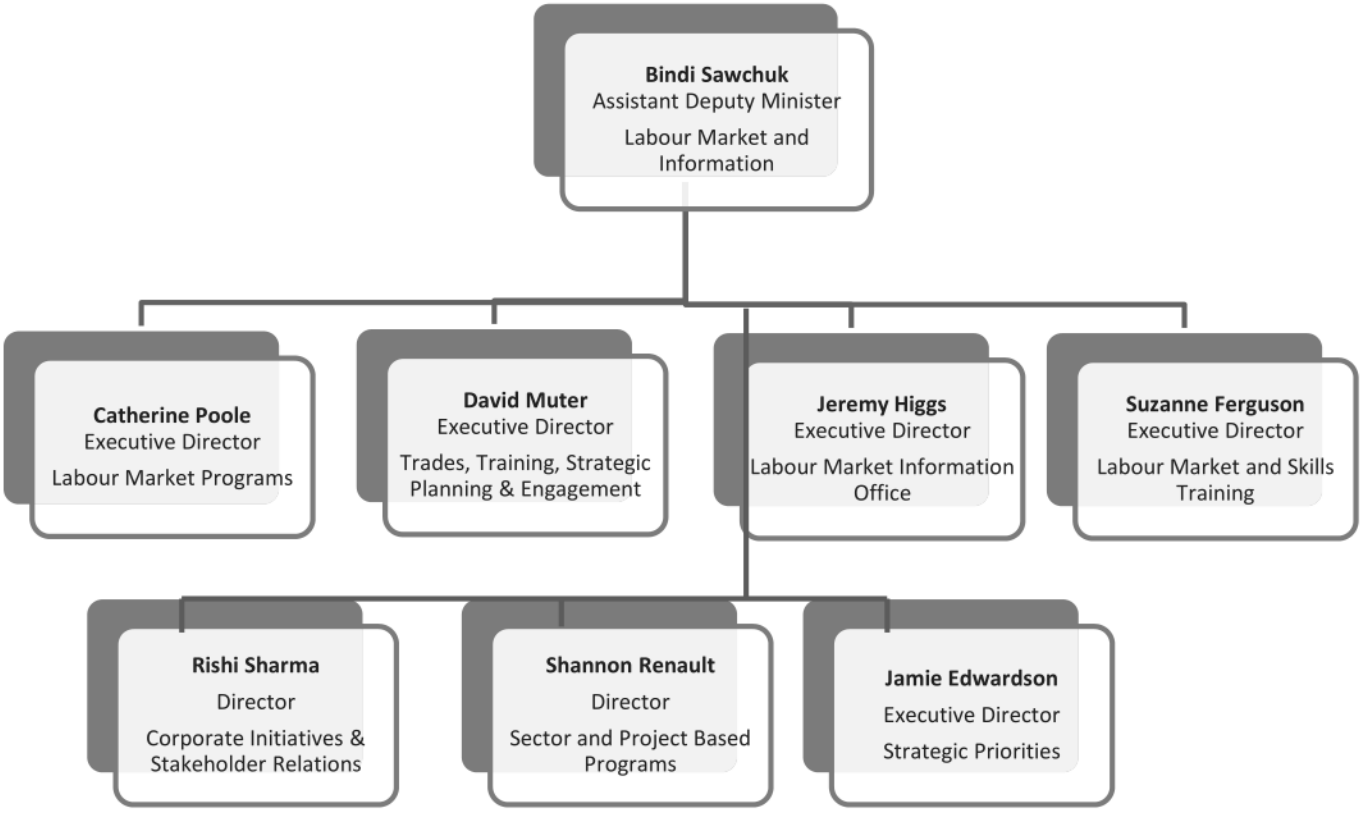
Positions:

122 FTEs

Related Legislation:

- *Industry Training Authority Act*

Organizational Chart:



Title: **AEST Indigenous Programming**

Issue: **The Ministry of Advanced Education, Skills and Training provides a range of programming for Indigenous British Columbians**

Key Messages:

- **Breaking down barriers and systemic institutional change will give Indigenous post-secondary learners the opportunity to fulfill their ambitions and contribute to the social, cultural and economic life of their communities, the province and global society.**
- **Our government is committed to working with Indigenous peoples to develop the innovative programs, training, policies, and services needed for Indigenous learners to thrive and succeed.**
- **Indigenous learners in every corner of this province can rest assured that my Ministry is driving forward the Aboriginal Post-Secondary Education and Training Policy Framework Action Plan to improve post-secondary opportunities and outcomes for Indigenous learners.**

Background/Status:

- The Ministry of Advanced Education, Skills and Training has a number of skills-training and employment programs designed to help Indigenous persons obtain skills and sustainable work. Training available includes job readiness, industry and trades, entrepreneurship, and more.
- **Canada-BC Job Fund** programs are addressing some Indigenous skills training needs through programs such as Bladerunners, Aboriginal People in Trades Training and the Aboriginal Community Based Training Partnerships program.
- In 2016/17, over $19M (28%) of the Canada-BC Job Fund program supported Indigenous peoples
    - Canada Job Grant — $2.2M (12%)
    - Employer Sponsored Training — $3.6M (36%)
    - Employment Services and Supports $13.7M (37%)
- In addition to AEST's $19M investment into Indigenous skills training, other government partner programs contributed more than $110M:
    - $2.3M — ITA trades training
    - $38M through the Ministry of Social Development and Poverty Reduction (SDPR) for Employment Services and Supports.
    - $10M through the Ministry of Indigenous Relations and Reconciliation (MIRR) for the Indigenous Skills Training Development Fund.
    - $61.5M through the Ministry of Employment and Social Development Canada (ESDC) Indigenous programs:
        - $56M for Aboriginal Skills Employment Training Strategy – ASETS
        - $2.5 M for Skills Partnership Fund
        - $3M for Skills Link

- The same level of investment is planned for 2017/18
- Canada-BC Job Fund programs are open to eligible British Columbians, with some programs that specifically target and support Indigenous peoples. Total Indigenous participation in 2016/17 was 3,838 people (20% of participants).

Canada-BC Job Fund programs

Program	Summary	Annual funding
1. Canada Job Grant (CJG)	• Employer-driven, cost-sharing grant program helping employers invest in training for current or new employees. Program helps people learn the skills to find and keep a job. • Third-party training of new or existing employees • Application based, with on-going intake cycles • The BC Association of Aboriginal Friendship Centres (BCAAF) is one of the CJG Delivery Partners procured to help employers prepare and submit applications for funding	$18M total - $2.2M (12%) of which supports Indigenous businesses or employees
2. Employer Sponsored Training (EST)	• Time-limited, project-based in 35 communities • Focuses on employer and regional needs, serving over 2,000 people ○ **10 projects specifically targeting Indigenous peoples**, including: the ACCESS Building Service Worker Training Program, Trained for Success (Cooking Program), Multi-Industry Skills Training Program, Aquaculture Technician. • Funding is fully expended for 2017/18 – maximizing training opportunity for Indigenous people.	$10M total - approximately $3.6 M (36%) of which supports Indigenous peoples
3. Employment Services and Supports (ESS)	• Supports vulnerable, unemployed, non-EI clients • Addresses un-met client needs or gaps in employment service • Includes programs such as Bladerunners, Aboriginal Peoples in Trades Training and Aboriginal Community Based Training Partnerships program • Funding is fully expended for 2017/18 – maximizing training opportunity for Indigenous people	$38M total – serving 8,160 people in 2016/17 3,000 (37%) of these participants were identified as Indigenous, approximately $13.7M invested

Labour Market Development Agreement (LMDA) programs

Program	Summary	Funding
Sector Labour Market Programs (LMP):		**Total:$1.6M.**
BC Association of Aboriginal Friendship Centres.	Economic empowerment of Aboriginal youth.	$600K
Northeast Aboriginal Business Centre	Research strengths and challenges affecting local Aboriginal businesses, explore barriers to a healthier relationship between local Aboriginal business suppliers and industry need.	
First Nations Forestry Council	Establish consensus on terms of reference for up to 12 regionally-based, forest sector opportunity studies and to confirm a leadership and governance structure for a subsequent program proposal.	$80K.
BC Association of Aboriginal Friendship Centres	Create tools that focus on mentorship and Elder guidance in Aboriginal Non-profit (ANP) agencies, align individual ANP agency HR policies and procedures to reflect a focus on culture and wellness, and promote the Aboriginal non-profit sector to youth and adult career changers.	$900K
WorkBC.ca:	Ensures that all communities, employers and job seekers across BC are informed and connected to BC's labour market information and resources to support career planning and workforce development. ○ WorkBC has forged relationships with the New Relationship Trust Foundation (NRFT), and the Indigenous Skills Development Fund Community Reference Group (MIRR lead). ○ The website includes a section on Resources for Aboriginal People, including the Career Guide for Aboriginal Peoples, links to available education funding, links to small business information	
Find Your Fit	Hands-on career exploration program that provides real life career experience information as well as labour market and education planning resources. Events visited include: Hagwilget Career Fair, All Native Basketball Tournament (Prince Rupert), LNG Seminar (Moricetown), Gathering Our	

	Voices Aboriginal Youth Conference (Prince George, Victoria) and a Gitxsan Workshop (Hazelton).	

Industry Training Authority -- Indigenous Trades Training **$2.3 million**

In 2016/17, Industry Training Authority invested $2.3M towards trades training for Indigenous peoples, delivered by Aboriginal Community Career Employment Services Society (ACCESS), Camosun College

Northwest Community College, and Nicola Valley Institute of Technology.

The ITA has agreements with 13 service providers, delivering 24 programs offering a range or pre-apprenticeship programs.

- 5 Indigenous persons in Trades Programs.
- 4 Women in Trades Training Programs.
- 15 serve a range of under-represented populations (Indigenous persons, Women, Immigrants, Youth) and other British Columbians facing barriers to entering trades occupations.

In 2016/17 over 1,300 Indigenous people participated in apprenticeship training at a BC public post-secondary institution. Through the B.C.- Canada Job Fund and its predecessor, Labour Market Programs, 3,554 Indigenous people participated in pre-apprenticeship training.

Six Indigenous Apprenticeship Advisors support Indigenous apprentices and employers (Central North, Fraser Valley, South East, Interior Kamloops, North Shore, and Northwest.)

Title: **Canada-BC Job Fund Agreement**

Issue: **Canada-BC Job Fund Agreement (to become the new Workforce Development Agreement when signed in late Fall 2017)**

Key Messages:

BC will ensure our labour market agreements support the following social priorities:

- **Ensure every British Columbian has access to training and services that they need to thrive, succeed, and get good-paying jobs**
- **Provide skilled workers to the communities that need them by funding training and education in technology, manufacturing and forestry.**
- **Together, we will tackle poverty and inequality and ensure all British Columbians have the education, skills and opportunities they need to reach their full potential.**

Background/Status:

- The Canada-BC Job Fund (CJF) Agreement (2014-2020) is a federal/provincial agreement that provides $65 million per year to BC for labour market programming.
- The CJF Agreement will become the new Workforce Development Agreement once it is signed in late Fall 2017 (**see LMTA Estimates Note**).
- Funding helps unemployed, underemployed and employed British Columbians get the training and supports needed to develop skills and obtain employment.
- The CJF Agreement funds three distinct programs:
  1. Canada-BC Job Grant
  2. Employer-Sponsored Training
  3. Employment Services and Supports

Canada-BC Job Grant (see CJG Estimates Note)

	Budget	**Participants served**
2014/15	$9.7M	4,695
2015/16	$19.5M	8,315
2016/17	$19.5M	9,555
2017/18	$19.5M	TBD
TOTAL	$68.2M	22,565

- CJG is an employer-driven, cost-shared program that helps employers offset the cost of training current and new employees.
- Funding for the Canada-BC Job Grant includes 1/3 funding from the Labour Market Development Agreement through an MOU with the Ministry of Social Development and Poverty Reduction.

- CJG supports employers and the labour market by increasing employers' involvement in skills training for new and current employees, ensuring their skills needs are met.

Employer-Sponsored Training (see EST Estimates Note)

	Budget	Participants served
2014/15	$15.4M	1,640
2015/16	$10.1M	1,301
2016/17	$10.1M	1,495
2017/18	$10.0M	TBD
TOTAL	$45.6M	4,436

- EST funds project-based, time-limited, employer-driven training that leads to a job at the end of training.
- Funding - 2014/15: $15.4M; 2015/16: $10.1M; and 2017/18: $10.0M
- EST supports individuals by helping them obtain the qualifications they need to get jobs in high-demand fields, and employers and the labour market by training individuals for in-demand jobs.
- Current contracts end March 31, 2018.

Employment Services and Supports (see ESS Estimates Note)

	Budget	Participants served
2014/15	N/A - program began in 2015/16, replacing Labour Market Agreement programming	
2015/16	$36.4M	4,438
2016/17	$43.4M[1]	8,250
2017/18	$37.5M	TBD
TOTAL	$117.3M	12,688

[1]$6.5M in one-time increased funding was provided by the federal government in 2016/17

- ESS program funds client-focused skills training and employment support services for unemployed or under-employed individuals to ensure they have the skills, training and supports needed to be successful in BC's labour market. It includes province-wide delivery of the BladeRunners program which helps at-risk youth obtain and maintain full-time employment.
- Primary client group is unemployed, non-EI eligible individuals, many of whom are vulnerable.
- The ESS program includes $2M allocated to the Rapid Response Fund to address emerging, urgent needs in BC communities.
- The ESS program increases the labour market participation of British Columbians by assisting them to prepare for entry to, or return to, sustainable employment.

Title: **Canada-BC Job Grant (CJG)**

Issue: **CJG Program is funded under the Canada-BC Job Fund Agreement (to become the new Workforce Development Agreement when signed in late Fall 2017)**

Key Messages:

BC will ensure our labour market agreements support the following social priorities:

- **Ensure every British Columbian has access to the training and services that they need to thrive, succeed, and get good-paying jobs.**
- **Meet employer and community demand for skilled workers, including the additional skills training of workers in technology, manufacturing and forestry jobs.**
- **Together, we will tackle poverty and inequality by providing all British Columbians with the education, skills and opportunities they need to reach their full potential.**

Background/Status:

	Budget	Participants served
2014/15	$9.7M	4,695
2015/16	$19.5M	8,315
2016/17	$19.5M	9,555
2017/18	$19.5M	TBD
TOTAL	$68.2M	22,565

- The CJG is funded under the Canada-BC Job Fund Agreement, which will become the new Workforce Development Agreement when it is signed in late Fall 2017.
- Funding for the Canada-BC Job Grant includes 1/3 funding from the Labour Market Development Agreement through an MOU with the Ministry of Social Development and Poverty Reduction.
- The CJG is an employer driven, cost-sharing grant program that helps employers offset the cost of training current or new employees.
- Since 2014, the program has invested more than $58 million in grants to train over 30,000 British Columbians with over $35 million provided in government funding and with over 4,500 employers contributing more than $23 million.

Fiscal 2016/17:

- Grant Applications Received 3,695
- Grant Applications Approved: 2,978; $16.7M
- Number of Employers approved to receive grant: 1,645

Key CJG program criteria:

- The employer determines who gets training and the type of training
- The employer contributes 1/3 of the training costs (except if the individual to be trained is unemployed, in which case no employer contribution is required)
- The employer has a job available at the end of training
- The training is provided by an eligible third-party trainer

Delivery Partner Program established to maximize the benefit of CJG funding for priority sectors, employers and British Columbians by:

- assisting employers with limited resources and unmet training needs to develop training plans, and access the program; and
- supporting the ongoing improvement of program policies and procedures to achieve best possible results.

CJG Examples (2017/18)

Grants are provided under five funding streams:

- **Priority Sectors Stream –** Under the technology priority sector - TELUS Communications Company received $325,105 for 62 participants for upskilling or upgrading skills through a Digital Transformation Program, delivered by DSG Consulting & Training.
- **Underrepresented Groups Stream –** Gitxaala Nation received $139,733 for 12 participants for entry-level skills through a Bridge Watch Rating Program, delivered by Western Marine Institute.
- **Unemployed Stream -** Chilcotin Plateau Enterprise Ltd received $177,600 for 13 unemployed participants for entry-level skills through Sawmill and Log Yard Management Training, delivered by the Velocity Training Canada Inc.
- **Rural Stream –** Teck Coal Limited received $18,126 for 4 participants for Crane Operator Technical Training delivered by Crane Safety Ltd.
- **Refugee Fund -** Raven Roofing Ltd. received $55,867 for 16 participants with refugee status for Introduction to Commercial Roofing training delivered by Roofing Contractors Association of BC.

Title: **Employer-Sponsored Training (EST) (Project-Based Training PBT)**

Issue: **EST Program is funded under the Canada-BC Job Fund Agreement (to become the new Workforce Development Agreement when signed in late Fall 2017)**

Key Messages:

- **Our government wants every British Columbian to have access to the training and services that they need to thrive, succeed, and get good-paying jobs**
- **The Employer-Sponsored Training (EST) program will provide students with the skills they need.**
- **The Employer-Sponsored Training will also ensure sectors have the skilled workers they need by funding training and education in technology, manufacturing and forestry.**
- **We will tackle poverty and inequality by building up our underemployed citizens with the skills and training they need to find good paying jobs in the fields that need them.**

Background/Status:

- EST funds project-based, time-limited, employer-driven training that leads to a job at the end of training.
- Funding - 2014/15: $15.4M; 2015/16: $10.1M; and 2017/18: $10M
- EST is funded under the Canada-BC Job Fund Agreement, which will become the new Workforce Development Agreement when it is signed in late Fall 2017.
- EST projects support unemployed persons who are non-EI eligible, or who are employed but low skilled or underemployed by helping them obtain the qualifications they need to get jobs in high-demand fields, and employers and the labour market by training individuals for in-demand jobs.
- Current contracts end March 31, 2018.
- In 2016/17, EST served 1,495 clients.
- In 2017/18, there are a total of 48 projects in 44 communities supporting 1579 participants in sectors such as Technology, Forestry, Tourism, and Manufacturing.
- Employers support the projects through financial or in-kind contributions such as:
  - contribution to training costs,
  - supervising work placements, or
  - input on skills needs or curriculum.
- In 2015/16, 67% of participants were employed or self-employed within three months of training.

EST Project Examples (2017/18)

- **Aboriginal Software Tester Training Project: To provide 45 aboriginal participants with training and qualifications for employment in the rapidly expanding IT industry as Software Testers (The program is being delivered in Vancouver through the Native Education College).**
    - To date 9 participants have completed the program and are either employed or in further education.
- **Silviculture and Wildland Firefighting Essentials: To provide 66 participants the skills required to work in the forest sector as wildland firefighters and forestry field workers with specialized skills in silviculture (The program is being delivered in Pemberton and Mount Currie through Stillwater Consulting Ltd.).**
    - To date 30 participants have completed the program and 24 are either employed or in further education.
- **First Nations Youth Training Program: To train 50 participants as entry level Data/Networking technicians to meet the demand of the Data/Networking and Telecommunications Infrastructure community (The program is being delivered in Quesnel by Quesnel Employment Services Ltd).**
    - To date 20 participants have completed the program and 15 are either employed or in further education.

2016/17/18 EMPLOYER SPONSORED TRAINING: PROJECT BASED TRAINING CONTRACTS BY SECTOR Updated May 11, 2017

Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
Vancouver Island University	Building Service Worker	To provide participants with theoretical and practical custodian training, including a practicum work placement and an industry standard certificate, for employment in the building service industry. The program is delivered in collaboration with Vancouver Island University (VIU), Camosun College (CC), and North Island College (NIC).	Aboriginal Youth Persons w/ Disabilities Immigrants Women	Vancouver Island/Coast	Greater Victoria Cowichan Powell River Nanaimo Campbell River Port Alberni	Administrative and Support Services	$231,463	$118,766	96
Aboriginal Community Career Employment Services Society DBA: ACCESS	ACCESS Building Service Worker Training Program	To provide participants with building cleaner training and certificates for employment in the cleaning industry.	Aboriginal Immigrants	Mainland/Southwest	Vancouver	Administrative and Support Services	$165,709	$0	60
S.U.C.C.E.S.S.	Training for Jobs in Office Administration	To provide participants with skills training for high demand office administration jobs in Metro Vancouver. Five weeks of group-based training in office administration is followed by two weeks of intensive job search and placement support.	Immigrants	Mainland/Southwest	Metro Vancouver (participants from Vancouver, Burnaby, New Westminster, Coquitlam, Port Coquitlam, Port Moody, Richmond and Surrey)	Administrative and Support Services	$235,481	$74,456	40
Vancouver Community College	Building Service Worker (BSW) Training Program	To prepare participants for employment as janitors, caretakers and building superintendents, and as Light duty cleaners.	Youth Immigrants	Mainland/Southwest	Vancouver	Administrative and Support Services	$25,468	$62,420	16

2016/17/18 EMPLOYER SPONSORED TRAINING: PROJECT BASED TRAINING CONTRACTS BY SECTOR Updated May 11, 2017

Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
Vancouver Community College	Office Assistant Training Program	To train participants for employment as administrative assistants, medical administrative assistants, or administrative officers.		Mainland/Southwest	Vancouver	Administrative and Support Services	$277,183	$15,452	32
Young Men's Christian Association of Greater Vancouver DBA: YMCA of Greater Vancouver	YMCA Building Maintenance Program	To prepare participants for employment in the light cleaning and janitorial industries.	Aboriginal Youth Immigrants	Mainland/Southwest	Vancouver and surrounding area	Administrative and Support Services	$222,164	$55,541	48
Young Women's Christian Association DBA: YWCA Metro Vancouver	Admin Essentials	To train participants for employment in Office Administration, including General Office Support Worker, Administrative Assistant and Administrative Officers.	Women	Mainland/Southwest	Metro Vancouver	Administrative and Support Services	$273,904	$68,476	36
Okanagan College	Fast Track to Office Training Program	To provide participants with a comprehensive training program preparing them for immediate employment in office administration or entry-level bookkeeping positions. Successful completion of the Fast Track to Office Training Program will result in an Introduction to Office Administration Certificate and a Basic Accounting Certificate.	General	Thompson-Okanagan	Revelstoke Salmon Arm Chase Vernon Penticton	Administrative and Support Services	$339,174	$77,330	60

2016/17/18 EMPLOYER SPONSORED TRAINING: PROJECT BASED TRAINING CONTRACTS BY SECTOR Updated May 11, 2017

Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
Excel Career College Legal Name: Parone Stevenson Group Inc.	Aquaculture Technician	To train individuals living in remote communities adjacent to industry operations where the skills are required, for employment in the aquaculture industry.	Aboriginal Persons	Vancouver Island/Coast	Duncan Campbell River	Agrifoods	$285,781	$47,116	24
BC Association of Abattoirs	Abattoir Processor Training	To provide abattoir processor training to meet current industry needs. Includes classroom and on-site training leading to direct employment in the industry.	Aboriginal Youth Immigrants Persons under-represented in the Trades Women Individuals impacted by criminal justice	Thompson-Okanagan	Kamloops Westwold	Agrifoods	$210,560	$52,640	20
Construction Industry Training Network Legal Name: BC Construction Training Network Association	Local Solutions: supporting BC-based training of new Ironworkers	To train new entrants for employment in the ironworker industry sub-sector in the Lower Mainland.	Aboriginal Immigrants Persons under-represented in the Trades Women	Mainland/Southwest	Surrey Burnaby (Vancouver)	Construction	$96,700	$0	45

2016/17/18 EMPLOYER SPONSORED TRAINING: PROJECT BASED TRAINING CONTRACTS BY SECTOR Updated May 11, 2017

Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
Eastside Movement for Business & Economic Renewal Society DBA: EMBERS	Construction Safety Officer Training through OFA 2 and CSO training certification	To train low skilled workers for employment as Construction Safety Officers through OFA2 and CSO training certification.	General	Mainland/Southwest	Vancouver	Construction	$42,160	$10,540	15
Eastside Movement for Business & Economic Renewal Society DBA: EMBERS	Hoist Operator training	To provide certified skills training for sustainable employment as Hoist Operators	General	Mainland/Southwest	Vancouver Langley	Construction	$47,727	$11,932	24
UA Piping Industry College of BC Legal Name: Piping Industry Apprenticeship Board	Skills Training in the Piping Trades for Youth and for those Under-represented in the Trades	To provide participants with skills training in the piping trades to enable their entry or re-entry into the labour force. Includes both in-class and field instruction.	Aboriginal Youth Immigrants Persons under-represented in the Trades Women	Mainland/Southwest	Delta (Vancouver)	Construction	$311,431	$28,792	29
Electrical Joint Training Committee Society DBA: Electrical Joint Training Committee	Pathways to Electrical Careers	To provide an 8-week Foundational Electrical Preparation program in order to bridge the gap for entry into the ITA Entry-Level Trades Training (ELTT), required for apprenticeship and work in the electrical construction industry. .	Aboriginal Persons w/ Disabilities Immigrants Persons under-represented in the Trades	Mainland/Southwest	Metro Vancouver	Cross Sector (Construction, Electrical)	$400,490	$81,898	21

2016/17/18 EMPLOYER SPONSORED TRAINING: PROJECT BASED TRAINING CONTRACTS BY SECTOR Updated May 11, 2017

Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
Quesnel Employment Services Ltd Legal Name: 0911217 BC Ltd	First Nations Youth Training Program	To meet the demand of the Data/Networking and Telecommunications Infrastructure community for training entry level workers as Data/Networking technicians.	Aboriginal Persons Youth	Cariboo	Quesnel	Cross Sector (Mining & Energy, Natural Gas and Forestry)	$328,894	$0	25
University of Northern British Columbia	Wildlife Monitoring Certificate	To provide Wildlife Monitoring Certificate training for employment as Wildlife Monitors. This training supports numerous industries, including Oil & Gas, Forestry, and Mining.	Aboriginal Persons	Northeast	Fort St. John	Cross Sector (Mining & Energy, Natural Gas and Forestry)	$78,507	$0	8
Secwepemc Cultural/Education Society	Basic Security Training	To provide Aboriginal participants with training leading to employment as security guards in pipeline construction, major projects, and other construction-related sites.	Aboriginal Persons	Multi-Region	Mainland/Southwest, Thompson-Okanagan	Cross Sector (Natural Gas, Construction and Security)	$12,716	$72,059	70
Camosun College	Multi-Industry Skills Training (MIST) Program	To provide employer-supported training for participants which leads to entry-level positions in a range of key British Columbia industry sectors, focusing on the construction and marine sectors but also relevant for other sectors (e.g. road-building, LNG and pipeline.)	Aboriginal Youth	Vancouver Island/Coast	Greater Victoria	Cross Sector (Natural Gas, Transportation, Manufacturing and Construction)	$331,897	$83,515	60
Northwest Community College	Special Education Assistant (SEA) Program	To train participants for employment as Special Education Assistants, supporting the integration and education of students with special needs into a regular school classroom.	Aboriginal Women	North Coast and Nechako	Houston (Practicums: Smithers & Moricetown)	Education	$139,908	$59,961	16

2016/17/18 EMPLOYER SPONSORED TRAINING: PROJECT BASED TRAINING CONTRACTS BY SECTOR Updated May 11, 2017

Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
Northern Shuswap Tribal Council Society DBA Northern Shuswap Tibal Council	Northern Shuswap Tribal Council - Project Based Financial Training Program	To provide essential skills, financial training, work experience and mentoring to 30 First Nation Participants for employment in the area of finance.	Aboriginal Persons	Cariboo	Williams Lake	Finance	$240,876	$60,219	30
Applied Science Technologists & Technicians of British Columbia DBA: ASTTBC	Fire Protection Technician Project Based Training Program	To train individuals for jobs in the fire protection industry. Includes classroom training, safety training and endorsements in four key areas of fire protection.	Aboriginal Youth Persons w/ Disabilities Immigrants Women	Mainland/Southwest	(Surrey) Burnaby Langley	Fire Protection	$224,825	$130,254	48
College of the Rockies	Wildland Firefighting and Silviculture Training	To provide class and field instruction in order to produce graduates who have skills, abilities and knowledge for employment as a wildland firefighter and forestry field worker with specialized skills in silviculture. Specialized training is followed by	Aboriginal Youth Women	Kootenay	Cranbrook	Forestry	$290,388	$195,640	36
Stillwater consulting Ltd.	Silviculture and Wildland Firefighting Essentials	To provide students with the skills required to work in the forest sector as a wildland firefighter and forestry field worker with specialized skills in silviculture. 25-day training program including in-class and field instruction.	General	Mainland/Southwest	Pemberton Mount Currie and surrounding area	Forestry	$408,456	$21,498	36

2016/17/18 EMPLOYER SPONSORED TRAINING: PROJECT BASED TRAINING CONTRACTS BY SECTOR Updated May 11, 2017

Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
Metis Provincial Council of British Columbia DBA Metis Nation British Columbia	Professional Log Truck Operator	To provide participants with Class One driver training and log hauling for the Professional Log Truck Operator certificate, for employment in the forest industry.	Aboriginal Persons	Multi-Region	Cariboo, North Coast and Nechako	Forestry	$314,250	$0	12
North Island College	Coastal Forest Resource Certificate with Wildfire Crew Training	To provide participants with foundation in theory and practical skills training, that prepares graduates for entry-level positions as Compasser, Timber Cruiser, Scaler, Forestry Field Assistant, or Wildfire Fighter.	Aboriginal Youth	Vancouver Island/Coast	Port Alberni Port Hardy	Forestry	$199,229	$140,340	24
Multilingual Orientation Service Associaiton for Immigrant Communities DBA: MOSAIC	Care Aide Training for Employment (CATE)	To provide immigrants and refugees with the qualifications required for employment as Health Care Assistant/Care Aides. MOSAIC is partnering with Sprott Shaw College	Immigrants	Mainland/Southwest	Vancouver (Practicums - Metro Vancouver)	Healthcare	$239,779	$31,464	16
Opportunities Career Services Society DBA: Opportunities	Community Support Worker Certification Project	To train participants for employment as Certified Community Support workers. Participants will also have skills transferrable to many similar occupations.	General	Vancouver Island/Coast	Campbell River and area	Healthcare	$95,503	$23,876	20

2016/17/18 EMPLOYER SPONSORED TRAINING: PROJECT BASED TRAINING CONTRACTS BY SECTOR Updated May 11, 2017

Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
BC Alliance for Manufacturing Legal Name: Northwest Alliance for Strategic Industries Inc.	Communication in the Workplace (CITW)	To provide certification based, employer-driven training to assist low-skilled and/or underemployed workers for advancement and promotion in the manufacturing sector.	Immigrants	Mainland/Southwest	Lower Mainland	Manufacturing	$175,089	$78,810	180
BC Alliance for Manufacturing Legal Name: Northwest Alliance for Strategic Industries Inc.	Industrial Sewing Technical Skills Foundation	To train industrial sewers to a foundation (Level 1) level so they have the common core competencies to enter the industry.	Youth; Immigrants	Mainland/Southwest	Lower Mainland	Manufacturing	$224,417	$96,179	60
Tradeworks Training Society DAB: Tradeworks	Wood Products Fabrication Training (WPFT)	To assist residents of Vancouver's Downtown Eastside who are facing barriers to employment by providing training in carpentry and fabrication techniques for employment in the wood products manufacturing sector, and in related fields such as the retail sector focusing on home improvements, tool and contractor sales and lumber yards.	Aboriginal Youth Immigrants Persons under-represented in the Trades Women	Mainland/Southwest	Vancouver	Manufacturing	$115,135	$25,480	24

2016/17/18 EMPLOYER SPONSORED TRAINING: PROJECT BASED TRAINING CONTRACTS BY SECTOR Updated May 11, 2017

Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
North Island College	Underground Mining Certificate with CyberMINE Simulator Training	To train participants for employment as entry-level mine workers with the sector-specific knowledge, technical skills, and field applications to meet industry requirements and employer workforce needs. Local employers will hire the majority of participants who complete the program.	Aboriginal Persons	Vancouver Island/Coast	Lillooet (Practical: Gold Bridge Bralorne Mine)	Mining & Energy	$199,474	$0	12
Thompson Rivers University - School of Trades and Technology	TRU Enriched Construction Craft Worker (CCW)	To develop a skilled, safe and efficient Construction Craft Workers for the Kinder Morgan Trans Mountain Expansion Project (KM-TMEP) in the Kamloops area. Includes industry related worksite safety certifications, introduction to pipeline construction, and entry level pipeline coating and inspecting courses.	Aboriginal Persons Youth Persons under-represented in the Trades	Thompson-Okanagan	Kamloops	Mining & Energy	$22,670	$52,868	14
Thompson Rivers University - School of Trades and Technology	Construction Craft Worker (CCW)	To provide training for employment as Construction Craft Workers for the Site C Project with participants from the Saulteau and West Moberly First Nations.	Aboriginal Persons Youth Persons under-represented in the Trades	Northeast	Saulteau First Nations	Mining & Energy	$91,555	$0	12

2016/17/18 EMPLOYER SPONSORED TRAINING: PROJECT BASED TRAINING CONTRACTS BY SECTOR Updated May 11, 2017

Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
S.U.C.C.E.S.S.	Training for Jobs in Retail	To provide participants with training for employment as Retail Sales Associates, with certification from the Canadian Retail Institute (a division of the Retail Council of Canada).	Immigrants	Mainland/Southwest	Surrey (participants from across Metro Vancouver including Vancouver, Burnaby, New Westminster, Coquitlam, Port Coquitlam, Port Moody, Richmond and Surrey)	Retail	$243,201	$67,313	50
Camosun College	Enhanced Security Guard Training	To provide Enhanced Security Guard Program training for employment in the security sector.	Aboriginal Youth Immigrants Women	Vancouver Island/Coast	Greater Victoria Nanaimo Comox Valley Port Alberni	Security	$214,978	$92,133	72
Kwantlen Polytechnic University	Data Networking Technician	To meet the demand of the Data/Networking and Telecommunications Infrastructure community for training entry level workers as Data/Networking technicians.	Aboriginal Youth Immigrants	Mainland/Southwest	Surrey	Technology	$258,352	$64,588	64
Kwantlen Polytechnic University	Low Voltage Wiring Technician Training	To meet the demand of the low voltage industry by training participants for employment as a low voltage cabling technician. Includes training in basic theory as well as hands on practical experience working with the most widely used manufacturers' products in the field.	Aboriginal Youth Immigrants	Mainland/Southwest	Surrey	Technology	$263,830	$65,955	64

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Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
NEC Native Education College DBA: Native Education College	Aboriginal Software Tester Training Project	To provide aboriginal participants with training and qualifications for employment in the rapidly expanding IT industry as Software Testers.	Aboriginal Persons	Mainland/Southwest	Vancouver	Technology	$219,496	$54,874	30
S.U.C.C.E.S.S.	Training for Jobs in Information & Communications Technology	To train immigrant participants for employment in high demand information and communication technology occupations in Metro Vancouver.	Immigrants	Mainland/Southwest	Metro Vancouver (participants from Vancouver, Burnaby, New Westminster, Coquitlam, Port Coquitlam, Port Moody, Richmond and Surrey)	Technology	$268,671	$79,240	40
British Columbia Restaurant and Food Services Association	Trained for Success	To provide 8-week training program leading to employment in the foodservice industry at end of training.	Aboriginal Persons w/ Disabilities Youth	Mainland/Southwest	Vancouver North Vancouver	Tourism and Hospitality	$231,212	$0	60
British Columbia Restaurant and Food Services Association	Trained for Success	To provide 8-week training program leading to employment in the foodservice industry at end of training.	Aboriginal Persons w/ Disabilities Youth	Mainland/Southwest	Vancouver North Vancouver	Tourism and Hospitality	$231,212	$0	60
British Columbia Restaurant and Food Services Association	Trained for Success	To provide 8-week training program leading to employment in the foodservice industry at end of training.	Aboriginal Persons w/ Disabilities Youth	Mainland/Southwest	Vancouver North Vancouver	Tourism and Hospitality	$96,338	$211,944	80

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Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
Vancouver Community College	Entry to Hospitality Careers for Women (EHCW) Program	To train participants for employment as Food counter attendants, kitchen helpers and related support occupations	Youth Immigrants Women	Mainland/Southwest	Vancouver	Tourism and Hospitality	$184,201	$18,582	32
Canadian Vocational Training Centre Legal Name: 0921157 BC LTD	Cooking up Jobs	To train participants as line, or prep, cooks in small to medium sized kitchens.	Aboriginal Youth Persons w/ disabilities Immigrants Persons under-represented in the Trades Women	Multi-Region	Cariboo, Thompson-Okanagan	Tourism and Hospitality	$269,040	$67,260	40
College of the Rockies	Mountain Hospitality Program	To support the employment needs of the hospitality industry and train individuals for employment in the hospitality field.	Aboriginal Youth Persons w/ Disabilities Women	Multi-Region	Kootenay, Thompson-Okanagan	Tourism and Hospitality	$370,285	$70,000	108
Selkirk College	Professional Driver Training Class 2/3	To provide participants with the training, certifications and skills necessary to obtain positions as bus drivers, dump truck drivers, subway operators and other transit operators in a variety of industries, including school districts, manufacturing, and road maintenance.	General	Kootenay	Nakusp Kaslo Grand Forks Slocan	Transportation	$173,977	$54,940	16

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Service Provider	Program Name	Description/Outcome Expectations	Target Group	Region	Training Location(s)	Sector	2016/17 Budget	2017/18 Budget	Total Participant Target
Thompson Rivers University - School of Trades and Technology	TRU School Bus Driver Training Program	To provide training for employment as Class 2 School Bus Driver. This is an employer driven program, with School District 27 participating.	Aboriginal Persons	Cariboo	Williams Lake	Transportation	$112,332	$0	12
Eastside Movement for Business & Economic Renewal Society DBA: EMBERS	Traffic Control Person Training	To provide certified skills training for employment as a Traffic Control Persons or Flaggers	General	Mainland/Southwest	Vancouver Coquitlam	Transportation	$18,887	$4,722	15
						Total	**$10,054,976**	**$2,629,072**	**2012**

Title: **Employment Services and Supports (ESS)**

Issue: **ESS Program is funded under the Canada-BC Job Fund Agreement (to become the new Workforce Development Agreement when signed in late Fall 2017)**

Key Messages:

- **British Columbians need access to education and services to succeed, get good-paying jobs and to thrive.**
- **Skills training programs like the Employment Services and Supports (ESS) program build up underemployed citizens by providing them with the skills and training they need to find good-paying jobs in the fields that need them.**
- **Together, we will tackle poverty and inequality and ensure all British Columbians have the education, skills and opportunities they need to reach their full potential.**

Background/Status:

- Funding – 2014/15 $36.4M; 2015/16 $36.4M; 2016/17 $43.4M and 2017/18 $37.5M
- The ESS program is funded under the Canada-BC Job Fund Agreement, which will become the new Workforce Development Agreement when it is signed in late Fall 2017.
- ESS program provides client-focused skills training and employment support services to unemployed or under-employed individuals to ensure they have the skills, training and supports needed to be successful in BC's labour market. It includes province-wide delivery of the BladeRunners program which helps at-risk youth obtain and maintain full-time employment.
- An additional $2M is allocated under the ESS program to a Rapid Response Fund to address emerging, urgent needs in BC communities.
- In 2016/17, additional one-time funding of $6.5M provided by the federal government was used to fund short-term employment and skills training projects. Priority was given to projects that met unique community and population needs.
- Primary client group is unemployed, non-EI eligible individuals, many of whom are vulnerable.
- ESS programming is delivered by third-party service organizations, serving 73 communities throughout the province.
- In 2016/17 ESS served 8,250 clients.
- Since the program began, of those who completed the program, 68% were employed at program exit.

ESS Program Examples (2017/18)

Job readiness

- **Job Readiness Training for Unemployed Workers (Kootenay Employment Services Society) Delivers job readiness training for eligible unemployed workers, with a focus on assessments and career and labour market activities. Participant target – 48.**

Aboriginal community-based

Training provided under the ESS Program through the Ministry of Advanced Education, Skills and Training.

- **Justice and Public Safety Career Preparatory Program (Justice Institute of British Columbia) Participants receive training including standard first aid, CPR for health care providers and the BC Adult Dogwood diploma along with introductory courses in collaboration with Native Education College. Participant target - 62.**

- **Aboriginal Workplace Readiness (AWR) for Saik'uz, Nadleh Whut'en, and Stellat'en First Nation (College of New Caledonia). Participants focus on subjects such as Aboriginal culture, computer skills and financial literacy. Students obtain certificates, including occupational first aid and resource road ratio operation. Participant target - 57.**

Pre-apprenticeship for vulnerable groups

Training provided under the ESS Program through the Industry Training Authority.

- **Gitxsan and Haida Building a Community Workforce, Introduction to Trades and Trades Training Program (Northwest Community College). Integrated program combining cultural education with essential skills, job readiness and industry trades training laddering essential skills into an introduction to trade. Participant target - 80.**

Youth at-risk

- BladeRunners – employment training program to help at-risk youth obtain and sustain full-time employment. (**See BladeRunners Program Estimates Note**)

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Bowman Employment Services Inc.	Get Youth Working	Youth	Kootenay	Balfour, Canyon, Castlegar, Christina Lake, Cranbrook, Creston, Erickson, Fernie, Golden, Grand Forks, Invermere, Jaffray, Kaslo, Kimberly, New Denver, Nelson, Parson, Radium Hot Springs, Sirdar, Slocan, Trail, Winlaw	$ 262,173	$ 171,307	26	31	57
AEST	Kootenay Employment Services Society	Job Readiness Training for Unemployed Workers	General	Kootenay	Creston Valley (Yahk to Riondel)	$ 62,111	$ 38,272	10	14	24
AEST	Kootenay Employment Services Society	Ready, Set, LEAP! Creston Valley Local Entrepreneurship Accelerator	Aboriginal Youth Persons w/ Disabilities	Kootenay	Creston Valley (Yahk to Riondel)	$ 67,206	$ 11,739	6	6	12
AEST	Kootenay Career Development Society	RAFT: Retail Trades, Accommodation and Food Service Training – West Kootenay	General	Kootenay	Castlegar, Nelson, Slocan, Salmo, Trail and Kaslo	$ 195,485	$ 68,113	16	16	32
AEST	Ktunaxa Nation Council	Transforming to Sustainable Employment	Aboriginal Persons Youth Persons with Disabilities	Kootenay	Akisqnuk, Lower Kootenay, St. Mary's and Tobacco Plains	$ 164,340	$ 148,500	25	31	56
ITA	BCAA	Skilled Trades Employment	General	Kootenay	Nelson and surrounding areas	$ 220,826	$ 113,120	16	16	32
				Kootenay		**$ 972,141**	**$ 551,051**	**99**	**114**	**213**

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Beacon Community Services	S.T.A.R.T.E. - Skills Training and Readiness to Employment	General	Vancouver Island/ Coast	Southern Gulf Islands, Sidney & Saanich Peninsula, Saanich, Greater Victoria Capital Region District	$ 444,517	$ 318,798	24	48	72
AEST	Bowman Employment Services Inc.	Get Youth Working	Youth	Vancouver Island/ Coast	Alert Bay, Brentwood Bay, Buckley Bay, Campbell River, Chemainus, Cobble Hill, Comox, Cowichan Bay, Cumberland, Duncan, Galiano Island, Gibsons, Gillies Bay, Hornby Island, Kingcome Inlet, Ladysmith, Lake Cowichan, Mesachie Lake, Nanaimo, Nanoose, Parksville, Port Alberni, Port Edward, Powell River, Qualicum, Roberts Creek, Saanich, Salt Spring Island, Sechelt, Sidney, Sooke, Tofino, Ucluelet, Victoria	$ 626,202	$ 401,209	77	70	147
AEST	Bridges for Women Society	Brides Career Mentoring Program	Women	Vancouver Island/ Coast	Victoria	$ 90,000	$ 55,901	10	10	20
AEST	Central Vancouver Island Multicultural Society	Job Ready: Central Vancouver Island Community Career Planning & Job Readiness Program	General	Vancouver Island/ Coast	Nanaimo, Ladysmith and Nanaimo Regional District including Parksville, Qualicum, Gabriola Island, Errington, Coombs	$ 436,227	$ 151,940	44	33	77
AEST	ETHOS Career Management Group Ltd.	Business Works for Youth	Youth	Vancouver Island/ Coast	Greater Victoria Region, Cowichan Valley Region, Nanaimo and surrounding area	$ 252,629	$ 125,522	31	26	57

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	ETHOS Career Management Group Ltd.	Cowichan Aboriginal Work Connections	Aboriginal	Vancouver Island/ Coast	Cowichan Valley Area: Duncan, Shawnigan Lake, Mill Bay, Cobble Hill, Cowichan Bay, Chemainus, Saltair, Ladysmith, Cedar, Honeymoon Bay, Thetis Island, Malahat, Glenora, Sahtlam, Cowichan Station, Genoa Bay, Maple Bay, Crofton, and west to Lake Cowichan, Mesachie Lake, Oyster Bay and Youbou. And for the Cowichan tribes of : Kw'amutsun, Qwum'yiqun', Hw ulqwselu, S'amuna', L'uml'umuluts, Hinupsum and Ti'ulpalus. Additional First Nations in this region include: Ditidaht, Halalt, Lake Cowichan, Chemainus, Lyackson, Penelakut, Malahat and Stz'uminus	$ 176,899	$ 70,731	12	24	36
AEST	Open Door Social Services Society	Jobs in Demand: Integrated Skills Training for Youth with Disabilities	Youth	Vancouver Island/ Coast	Sunshine Coast (serving Sechelt and Gibsons)	$ 201,317	$ 107,880	16	16	32
AEST	WCG International Consultants Ltd.	ServiceAbility Training Program	General	Vancouver Island/ Coast	Courtenay/Comox including Black Creek, Cumberland Fanny Bay, Victoria (one intake)	$ 322,238	$ 196,673	16	16	32
AEST	WorkLink Employment Society	FrameWork: A Job Readiness Program	General	Vancouver Island/ Coast	Greater Victoria	$ 251,691	$ 127,752	40	20	60

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
ITA	BCCA	Skilled Trades Employment	General	Vancouver Island/Coast	Nanaimo, Victoria and surrounding areas	$ 443,628	$ 229,467	32	32	64
ITA	Camosun Colle	Aboriginal Trades Training Initiative	Aboriginal Persons	Vancouver Island/ Coast	Victoria, Bella Coola (Nuxalt), Beecher Bay, Malahat, Songhees, Esquimalt (ATTI)	$ 606,805	$ 288,246	32	26	58
ITA	Camosun College	Women in Trades Training	Women	Vancouver Island/ Coast	Vancouver Island	$ 598,728	$ 242,702	36	30	66
ITA	North Island College	Prep Cook Certificate Program	General	Vancouver Island/ Coast	Campbell River and Port Alberni	$ 114,000	$ 114,000	12	12	24
ITA	Vancouver Island University	Fast Track to Trades	Aboriginal persons, Women, and Youth at Risk	Vancouver Island/ Coast	Powell River (serving Tla'amin (Sliammon) and Klahoose First Nations).	$ 205,942	$ 53,363	12	18	30
AEST	Camosun College	CELASET, Entry Level Employment and Education Readiness Program for WSANEC First Nations	Aboriginal Persons	Vancouver Island/ Coast	Tseycum First Nation	$ 168,134	$ 172,359	14	14	28
AEST	Camosun College	CELASET, Entry Level Employment and Education Readiness Program for WSANEC First Nations	Aboriginal Persons	Vancouver Island/ Coast	Songhees First Nation	$ 171,714	$ 169,991	14	14	28

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	University of Victoria	Haida Owned & Operated Program: Sustainable Forestry Businesses	Aboriginal Persons	Vancouver Island/ Coast	Haida First Nation	$ 464,372	$ 309,581	26	13	39
AEST	Vancouver Island University	Aboriginal Ecotourism Training Program	Aboriginal Persons	Vancouver Island/ Coast	Heiltsuk Tribal Council	$ 358,734	$ 58,836	9	10	19
AEST	Vancouver Island University	Stewardship Technicians Training for First Nations on the BC Coast	Aboriginal Persons	Vancouver Island/ Coast	Coastal First Nations	$ 166,631	$ 177,649	0	10	10
AEST	Vancouver Island University	Ta'tul'ut Shaqwaluwun - Trades Exploration	Aboriginal Persons	Vancouver Island/ Coast	Cowichan Tribes, Stz'uminus First Nation	$ 249,362	$ 247,489	24	24	48
				Vancouver Island/Coast		**$ 6,349,770**	**$ 3,620,089**	**481**	**466**	**947**

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participation Target
AEST	Bowman Employment Services Inc.	Get Youth Working	Youth	Cariboo	100 Mile House, Ashcroft, Cache Creek, Lac La Hache, Merritt, Prince George, Quesnel, Valemount, Wells, Williams Lake	$ 86,401	$ 64,044	7	12	19

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Community Futures Development Corporation of Fraser Fort George	Cariboo Business Entrepreneur Skills Training (C-BEST)	Aboriginal Youth Persons w/ Disabilities	Cariboo	All communities (municipal and unincorporated regions), including Aboriginal communities, within the Cariboo region and the community of Bella Coola	$ 76,050	$ 42,662	20	20	40
AEST	Employment Action	Prince George Essential Skills and Job Readiness Training Program	General	Cariboo	Prince George	$ 239,705	$ 137,638	24	30	54
AEST	Quesnel Employment Services	Job readiness and skills training program for eligible youth.	General	Cariboo	Quesnel, Wells, Nazko Community	$ 39,967	$ 77,999	0	20	20
AEST	YMCA of Northern BC	Youth Works Prince George, BC	Youth	Cariboo	Prince George, Vanderhoof, Quesnel, Hixon and Red Rock	$ 190,655	$ 110,425	16	24	40
ITA	BCCA	Skilled Trades Employment	General	Cariboo	Prince George and surrounding areas	$ 719,530	$ 342,802	32	32	
ITA	College of New Caledonia	Reintegration Industry Readiness Training	Paroled Federal Offenders	Cariboo	Prince George	$ 206,281	$ -	16	0	16
AEST	College of New Caledonia	Aboriginal Workplace Readiness (AWR) for Saik'uz, Nadleh Whut'en, and Stellat'en First Nation	Aboriginal Persons	Cariboo	Saik'uz First Nation, Nadleh Whut'en First Nation, and Stellat'en First Nation	$ 172,615	$ 151,900	24	8	32

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	College of New Caledonia	College and Career Preparation for Saik'uz First Nation	Aboriginal Persons	Cariboo	Saik'uz First Nation	$ 224,270	$ 225,299	12	12	24
AEST	College of New Caledonia	Health Access - Health Care Assistant Certificate Program – Tl'azt'en	Aboriginal Persons	Cariboo	Tl'azt'en Nation	$ 261,710	$ 72,336	13	13	26
AEST	College of New Caledonia	Pre-Employment – Access to Trades – Yekooche (PEATY)	Aboriginal Persons	Cariboo	Yekooche First Nation	$ 165,188	$ 166,528	10	10	20
AEST	College of New Caledonia	Pre-Employment Residential Building Maintenance Assistant, Takla	Aboriginal Persons	Cariboo	Takla Lake First Nation	$ 79,391	$ -	10	0	10
AEST	North Island College	Adult Basic Education With Pathways Into Employment Training - Lip'alhayc Learning Centre, Bella Coola	Aboriginal Persons	Cariboo	Nuxalk	$ 39,083	$ 40,125	20	20	40

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Thompson Rivers University	Alexis Creek First Nation University Prep and Educational Assistant and Community Support Certificate program on site at the Redstone Reserve	Aboriginal Persons	Cariboo	Alexis Creek First Nation	$ 271,970	$ 115,913	12	12	24
AEST	University of Northern British Columbia	Carrier Language Certificate program Level 1 in Quesnel	Aboriginal Persons	Cariboo	Nazko First Nation	$ 236,437	$ 42,399	16	9	25
AEST	University of Northern British Columbia	Tsilhqot'in Language Certificate program Level 1 in Williams Lake	Aboriginal Persons	Cariboo	Tsilhqot'in National Government	$ 236,879	$ 55,150	15	9	24
				Cariboo		**$ 3,246,132**	**$ 1,645,220**	**247**	**231**	**478**

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participation Target
AEST	Boys and Girls Clubs of South Coast BC	Ready, Set, Work	General	Mainland Southwest	Delta (North Delta, Ladner, Tsawwassen)	$ 326,630	$ 230,122	20	30	50
AEST	College Educacentre College	FILM (Francophone Integration into the Labour Market)	Francophone	Mainland Southwest	Vancouver	$ 114,736	$ -	12	0	12

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	DIVERSEcity Community Resources Society	DIVERSEcity Immigrant Youth Employment Program	Youth Immigrants Under-Represented	Mainland Southwest	Surrey and includes White Rock, North Delta, Richmond and Langley	$ 398,346	$ 191,917	25	35	60
AEST	Douglas College	CAVE (Career and Vocational Exploration) Youth Program	Youth	Mainland Southwest	Burnaby	$ 418,822	$ 224,351	24	36	60
AEST	Free Rein Associates Training Ltd.	Hope Community Employment Program	General	Mainland Southwest	Hope	$ 169,949	$ 169,949	15	30	45
AEST	Immigrant Services Society of BC	Skills and Supports for Job Success in Vancouver	General	Mainland Southwest	Vancouver	$ 585,034	$ 316,669	56	70	126
AEST	Immigrant Services Society of BC	Skills and Supports for Job Success	Immigrants	Mainland Southwest	Coquitlam	$ 254,416	$ 277,363	42	56	98
AEST	Mission Community Skills Centre Society	Training for Succe$$	General	Mainland Southwest	Mission, Abbotsford Chilliwack, Maple Ridge	$ 368,170	$ 223,714	30	30	60
AEST	North Shore Multicultural Society	Immigrant Youth Retail Employment Program	Immigrant Youth (Priority) Canadian-Born Youth (Space Permitting)	Mainland Southwest	North Vancouver	$ 158,030	$ 83,356	28	28	56
AEST	Open Door Social Services Society	Jobs in Demand: Integrated Skills Training for Youth with Disabilities	Youth	Mainland Southwest	Vancouver	$ 249,967	$ 137,077	18	18	36

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Pacific Community Resources Society	Surrey Job Readiness Program	General	Mainland Southwest	Surrey	$ 320,049	$ 186,623	48	48	96
AEST	Progressive Intercultural Community Services Society	PICS Entrepreneurship Program	Aboriginal Youth Persons w/ Disabilities Immigrants	Mainland Southwest	Surrey, Vancouver	$ 247,996	$ 125,248	33	33	66
AEST	Progressive Intercultural Community Services Society	Workplace Integration for Mature Individuals (WIMI 45+) in Metro-Vancouver	Immigrants	Mainland Southwest	Surrey/Delta/Langley, South Surrey/White Rock and South Vancouver/Richmond	$ 377,760	$ 186,000	40	40	80
AEST	S.U.C.C.E.S.S.	Employment Connect Job Readiness Program	General	Mainland Southwest	Burnaby, Tri Cities (Coquitlam, Port Coquitlam, and Port Moody), Surrey and Vancouver	$ 309,708	$ 153,694	30	30	60
AEST	S.U.C.C.E.S.S.	Youth Business Innovative Idea Start-up Program	Youth	Mainland Southwest	Burnaby, Coquitlam, New Westminster, Richmond, Surrey and Vancouver	$ 324,165	$ 159,985	33	32	65
AEST	S.U.C.C.E.S.S.	Youth Employment Connect (YEC)	Youth	Mainland Southwest	Coquitlam, Tri Cities, Burnaby, Surrey and Vancouver	$ 348,890	$ 169,952	30	30	60
AEST	Triangle Community Resources Inc.	Abbotsford Job Readiness RITE Program (Reaching Independence through Employment)	General	Mainland Southwest	Abbotsford	$ 289,285	$ 142,491	24	36	60

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Triangle Community Resources Inc.	Job Readiness RITE (Reaching Independence through Employment) Program	General	Mainland Southwest	Langley and Chilliwack	$ 388,888	$ 206,520	36	36	72
AEST	Triangle Community Resources Inc.	Maple Ridge Job Readiness RITE (Reaching Independence through Employment) Program	General	Mainland Southwest	Maple Ridge	$ 288,211	$ 171,967	24	36	60
AEST	YWCA Metro Vancouver	Skills Max for Youth in Vancouver	Youth	Mainland Southwest	Vancouver	$ 307,896	$ 174,208	22	44	66
AEST	YWCA Metro Vancouver	Strive (Strive Youth Job Readiness Program in Vancouver and North Vancouver)	Youth	Mainland Southwest	Vancouver and North Vancouver	$ 286,869	$ 168,412	20	30	50
AEST	Young Men's Christian Association of Greater Vancouver	YMCA Experience Works	General	Mainland Southwest	Metro Vancouver: Vancouver, Surrey, Burnaby, Richmond, North Vancouver and Coquitlam	$ 280,112	$ 162,384	24	24	48
AEST	Young Men's Christian Association of Greater Vancouver	YMCA Youth Breakthrough to Employment and Training (YMCA Youth Beat)	Youth	Mainland Southwest	Metro Vancouver (mostly coming from Vancouver, Surrey, Burnaby, Richmond and Coquitlam)	$ 266,523	$ 171,486	24	24	48

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Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Young Men's Christian Association of Greater Vancouver	YMCA Youth Works	General	Mainland Southwest	Chilliwack, Fraser Valley	$ 274,504	$ 194,446	24	24	48
ITA	Aboriginal Community Career Employment Services Society (ACCESS)	Metal Fabrication & Marine Fitter Foundation	Aboriginal Persons	Mainland Southwest	Metro Vancouver Urban Aboriginal Commnity	$ 344,870	$ 44,170	16	0	16
ITA	Aboriginal Community Career Employment Services Society (ACCESS)	Welding Foundation Program & Canadian Welding Bureau Certification in FCAW (all position Flux Core Arc Welding)	Aboriginal Persons	Mainland Southwest	Metro Vancouver Urban Aboriginal Community	$ 346,642	$ 44,170	16	0	16
ITA	BCCA	Skilled Trades Employment	General	Mainland Southwest	Vancouver and Abbotsford with service to all surrounding communities	$ 1,009,061	$ 479,399	140	140	280
ITA	Tradeworks Training Society	Women in the Trades: Carpentry & Trades Training in Vancouver	Women	Mainland Southwest	Vancouver, Downtown Eastside	$ 321,989	$ 156,008	28	28	56
ITA	UA/Piping Industry College	Skilled Trades Training	General	Mainland/Southwest	Delta and surrounding communities	$ 645,401	$ 256,339	42	22	64

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Updated May 5, 2017

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
ITA	Vancouver Community College	Introduction to Culinary Skills	General	Mainland Southwest	Greater Vancouver/Lower Mainland region i.e. Vancouver, Richmond, Surrey, Burnaby, Delta, North Vancouver, West Vancouver, New Westminster, Coquitlam, Port Moody and White Rock.	$ 274,424	$ 176,480	32		32
AEST	Capilano University	Mt Currie Aboriginal Sustainable Employment Program: Industry Training Certificate	Aboriginal Persons	Mainland Southwest	Lil'Wat Nation	$ 283,876	$ 321,761	24	20	44
AEST	Justice Institute of BC	Justice and Public Safety Career Preparatory Program	Aboriginal Persons	Mainland Southwest	Vancouver Aboriginal Friendship Centre Society	$ 531,779	$ 18,704	11	9	20
AEST	Kwantlen Polytechnic University	Skills and Trades Training for aboriginal students offered at the Squamish Nation Trades Centre in North Vancouver	Aboriginal Persons	Mainland Southwest	Squamish Nation	$ 1,461,812	$ 1,423,565	90	90	180
AEST	Vancouver Community College	SASET Culiary Arts Pre-Trades Foundation Program	Aboriginal Persons	Mainland Southwest	Sto:lo Nation	$ 397,884	$ 403,884	45	45	90

2016/17/18 EMPLOYMENT SERVICES & SUPPORTS: AEST PROGRAM CONTRACTS BY REGION

Updated May 5, 2017

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Vancouver Island University	Mt. Currie Aboriginal Sustainable Employment Program: Introduction to Construction Trades and ITA Carpentry	Aboriginal Persons	Mainland Southwest	Lil'Wat Nation	$ 291,055	$ 124,107	10	10	20
				Mainland/ Southwest		**$ 13,263,749**	**$ 7,676,521**	**1136**	**1164**	**2300**

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participation Target
AEST	Bowman Employment Services Inc.	Get Youth Working	Youth	Thompson-Okanagan	Armstrong, Chase, Clearwater, Coldstream, Enderby, Kamloops, Kelowna, Lake Country, Lillooet, Lytton, Malakwa, Merritt, Naramata, Okanagan Falls, Oliver, Osoyoos, Oyama, Peachland, Penticton, Princeton, Revelstoke, Salmon Arm, Savona, Seymour Arm, Sicamous, Sorrento, Summerland, Vernon, West Kelowna	$ 438,327	$ 278,343	53	46	99

2016/17/18 EMPLOYMENT SERVICES & SUPPORTS: AEST PROGRAM CONTRACTS BY REGION Updated May 5, 2017

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Kelowna Community Resources Society	Essential Skills Training – Workplace Literacy and Workplace Communication	General	Thompson-Okanagan	Kelowna, West Kelowna, Peachland and Lake Country	$ 308,019	$ 144,722	50	50	100
AEST	Kelowna Community Resources Society	Job Readiness in the 21st Century	Persons w/ Disabilities Immigrants Older Worker (50+)	Thompson-Okanagan	Kelowna, West Kelowna, Peachland and Lake Country	$ 273,567	$ 139,341	50	50	100
AEST	NexusBC Community Resource Centre Society	Hire Ability Job Readiness and Essential Skills Training	General	Thompson-Okanagan	Vernon, Coldstream, Armstrong, Enderby, Lumby, Cherryville	$ 329,208	$ 166,604	20	20	40
AEST	Open Door Social Services Society	Jobs in Demand: Integrated Skills Training for Youth with Disabilities	Youth	Thompson-Okanagan	Kamloops	$ 240,589	$ 132,400	0	20	20
AEST	Princeton & District Community Skills Centre	The Matrix – Princeton Youth Employment Program	Youth	Thompson-Okanagan	Princeton	$ 160,759	$ 160,400	0	9	9
AEST	YMCA of Okanagan	YMCA Youth Works	Youth	Thompson-Okanagan	Central Okanagan, Kelowna and serving outlying communities of Peachland, West Kelowna, and Lake Country	$ 443,515	$ 224,573	60	72	132
ITA	BCCA	Skilled Trades Employment	General	Thompson-Okanagan	Kelowna, Penticton and surrounding communities	$ 952,154	$ 495,317	140	140	280
ITA	Okanagan College	Women in Trades Training	Women	Thompson-Okanagan	Penticton, Kelowna, Vernon and Salmon Arm	$ 740,637	$ 168,973	71	13	

2016/17/18 EMPLOYMENT SERVICES & SUPPORTS: AEST PROGRAM CONTRACTS BY REGION

Updated May 5, 2017

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
ITA	Thompson Rivers University	Women in Trades Training	Women	Thompson-Okanagan	Kamloops	$ 203,260	$ 98,284	25	7	32
AEST	Northern Lights College	Northern Lights College/Seabird Island Band and College Early Childhood Diploma Program	Aboriginal Persons	Thompson-Okanagan	Seabird Island Band	$ 53,365	$ -	18	0	18
AEST	Nicola Valley Institute of Technology	Developmental Studies for Aboriginal People in the Nicola Valley	Aboriginal Persons	Thompson-Okanagan	Coldwater, Lower Nocola Indian band, Upper Nicola Indian Band	$ 275,635	$ 275,635	108	108	216
AEST	Nicola Valley Institute of Technology	LTC College Readiness	Aboriginal Persons	Thompson-Okanagan	Lillooet Tribal Council	$ 28,691	$ -	15	0	15
AEST	Nicola Valley Institute of Technology	Penticton Heavy Equipment Training Program	Aboriginal Persons	Thompson-Okanagan	Okanagan Indian Education Resources Society, Penticton Indian Band	$ 179,542	$ -	16	0	16
AEST	Okanagan College	Stepping Forward to Employment/Education Program for Okanagan Indian Band.	Aboriginal Persons	Thompson-Okanagan	Okanagan Indian Band	$ 246,528	$ 207,471	12	12	24

2016/17/18 EMPLOYMENT SERVICES & SUPPORTS: AEST PROGRAM CONTRACTS BY REGION

Updated May 5, 2017

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Thompson Rivers University	Thompson Rivers University/Seabird Island Band/Seabird College Integrated Welder Foundations Program	Aboriginal Persons	Thompson-Okanagan	Seabird Island Band	$ 130,210	$ 77,932	6	6	12
AEST	University of Victoria	Lake Division Aboriginal Canadian Entrepreneurs (LD-ACE) Program	Aboriginal Persons	Thompson-Okanagan	Lake Division Aboriginal Canadian Entrepreneurs (LD-ACE) Program	$ 411,676	$ 274,451	22	11	33
				Thompson-Okanagan		**$ 5,415,682**	**$ 2,844,446**	**666**	**564**	**1230**

Types	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participation Target
AEST	Bowman Employment Services Inc.	Get Youth Working	Youth	North Coast / Nechako	Bella Bella, Fort St. James, Hazelton, Houston, Hagensborg, McBride, Old Massett, Moricetown, New Hazelton, Port Clements, Prince Rupert, Queen Charlotte City, Skidegate, Haida Gwaii, South Hazelton, Smithers, Terrace, Valemont, Vanderhoof	$ 92,725	$ 57,720	9	10	19

2016/17/18 EMPLOYMENT SERVICES & SUPPORTS: AEST PROGRAM CONTRACTS BY REGION

Updated May 5, 2017

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Carrier Sekani Family Services	Burns Lake Bridging to Employment	Aboriginal Persons	North Coast / Nechako	Village of Burns Lake, Lake Babine Nation, Burns Lake Band (with accessibility to four additional First Nations: Wet'suwet'en, Nee Tahi Buhn, Skin Tyee, and Cheslatta)	$ 211,096	$ 113,936	30	15	45
AEST	Terrace & District Community Services Society	Post-Secondary Readiness & Employment Program (T-PREP)	General	North Coast / Nechako	Terrace	$ 191,581	$ 101,767	35	50	85
ITA	BCCA	Skilled Trades Employment	General	North Coast / Nechako	Terrace, Prince Rupert and surrounding communities	$ 494,493	$ 274,842	24	24	48
ITA	Northwest Community College	Construction Trades Helper/Labourer	General	North Coast / Nechako	Terrace, Prince Rupert, Masset, Hazelton	$ 376,740	$ 204,870	14	14	28
ITA	Northwest Community College	Building a Community Workforce	General	North Coast / Nechako	Masset, Skidegate, Hazelton, Gitsegukla, Gitwangak	$ 425,461	$ 225,583	16	64	80
ITA	UA/Piping Industry College	Skilled Trades Training	General	North Coast / Nechako	Terrace, Kitimat and surrounding areas	$ 689,363	$ 312,320	69	44	113
				North Coast / Nechako		**$ 2,481,459**	**$ 1,291,038**	**197**	**221**	**418**

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participation Target
AEST	Bowman Employment Services Inc.	Get Youth Working	Youth	Northeast	Chetwynd, Dawson Creek, Fort St. John, Fort Nelson, Mackenzie	$ 50,679	$ 32,850	4	5	9

2016/17/18 EMPLOYMENT SERVICES & SUPPORTS: AEST PROGRAM CONTRACTS BY REGION

Updated May 5, 2017

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Dawson Creek Literacy Society	Tailored Workplace Essential Skills for Learners with Barriers to the Workplace	General	Northeast	Dawson Creek (including: Pouce Coupe, Farmington, Arras, Groundbirch, Sunset Prairie, Rolla, Toms Lake)	$ 58,253	$ 27,108	20	20	40
AEST	North East Aboriginal Business Centre	AbME – Aboriginals Mastering Entrepreneurship – Northeast Aboriginal Business Centre Society	Aboriginal	Northeast	Fort St John, Dawson Creek and Treaty 8 Nations in the Northeast region of BC: Doig River First Nation, Fort Nelson First Nation, Blueberry River First Nation, Halfway River First Nation, West Moberly First Nation, Saulteau First Nation, Prophet River First Nation	$ 220,117	$ 107,000	30	30	60
AEST	Obair Economic Society	Job Readiness Training for Unemployed Workers in Northeast BC	General	Northeast	Chetwynd / Tumbler Ridge / Hudson's Hope; Dawson Creek; Fort St John	$ 286,990	$ 136,108	24	12	36
ITA	BCCA	Skilled Trades Employment	General	Northeast	Fort St. John, Dawson Creek and surrounding communities	$ 311,563	$ 128,305	16	16	32
ITA	UA/Piping Industry College	Skilled Trades Training	General	Northeast	Fort St. John	$ 237,166	$ 115,060	121	80	201
				Northeast		**$ 1,164,768**	**$ 546,431**	**215**	**163**	**378**

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Updated May 5, 2017

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	Bowman Employment Services Inc.	Get Youth Working	Youth	Mainland/ Southwest where there are currently no services available; and, other regions in the Province, in particular those with low youth employment rates and labour shortages in the Retail, Hospitality and Agriculture sectors	The Service Provider is approved to deliver the Services in any community where there is demand in the Retail, Hospitality and Agriculture sectors.	$ 688,750	$ 311,250	67	59	126

2016/17/18 EMPLOYMENT SERVICES & SUPPORTS: AEST PROGRAM CONTRACTS BY REGION

Updated May 5, 2017

Type	Service Provider	Program name	Target Group	Region	Training Location(s)	2016/17 Budget	2017/18 Budget	2016/17 Participant Target	2017/18 Participant Target	Total Participant Target
AEST	The Canadian Centre for Aboriginal Entrepreneurship, Inc.	Aboriginal Business and Entrepreneurship and Skills Training Program (ABEST)	Aboriginal Youth Persons w/ Disabilities	Cariboo, North Coast and Nechako, Thompson Okanagan and Vancouver Island/Coast	Cariboo: Prince George, Quesnel, Williams Lake, 100 Mile House, Anahim Lake and surrounding areas North Coast and Nechako: Haida Gwaii: Massett, Skidegate, Queen Charlotte City, Hazleton, Smithers, Vanderhoof, Prince Rupert , Fort St. James, Burns Lake, Telegraph Lake, Houston, Fraser Lake and the surrounding areas Thompson-Okanagan: Merritt, Keremeos, Kelowna, Vernon, Penticton, Osoyoos, Kamloops, Princeton, Salmon Arm, Sicamous Clearwater, Clinton and the surrounding areas Vancouver Island/Coast: Campbell River, Port Hardy/Port McNeil, Comox, Mt. Currie, Port Alberni, Powell River, and Greater Victoria and surrounding communities	$ 151,730	$ 75,590	45	45	90
ITA	Nicola Valley Institute of Technology	Bridging to Trades	Aboriginal Persons	Provincial	Adams Lake, Penticton, Skidegate, Blueberry Gitmaxmak'ay Nisga'a	$ 603,480	$ 153,340	72	18	90
				MULTI-REGION		**$ 1,443,960**	**$ 540,180**	**184**	**122**	**306**

Title: **BladeRunners Program**

Issue: **Funded under the Employment Services and Supports Program of the Canada-BC Job Fund Agreement (to become the Workforce Development Agreement when it is signed late Fall 2017)**

Key Messages:

BC will ensure our labour market agreements support the following social priorities:

- **Ensure every British Columbian has access to training and services that they need to thrive, succeed, and get good-paying jobs**
- **Provide skilled workers to the communities that need them by funding training and education in technology, manufacturing and forestry.**
- **Under the new Workforce Development Agreement we will continue to tackle poverty and inequality by providing inclusive employment services to all British Columbians.**

Background/Status:

- The BladeRunners program is funded through the Employment Services and Supports Program under the Canada-BC Job Fund Agreement (CJF), which will become the new Workforce Development Agreement when it is signed in late Fall 2017.
- The annual budget for BladeRunners is $4.34M.
- BladeRunners is a cost-shared employment training program that helps at-risk youth aged 15-30 obtain and sustain full-time employment in a range of industries.
- Through the CJF, the Ministry provides up to $3,500 per participant for training costs with the balance funded through cost-sharing from other government programs, industry, Aboriginal Bands, or non-profit organizations.
- Under the Rapid Response Fund, additional funding of $250K has been provided for BladeRunners in 2016/17 and 2017/18 to serve individuals exiting gangs, youth transitioning out of care, and other vulnerable client groups.
- BladeRunners is delivered by 3 third-party service organizations throughout the province.
- The program provides life-skills and job readiness training, job placement and monitoring, and provides ongoing 24/7 post-employment support to participants.
- In 2016/17, BladeRunners served 1,145 participants. 62% of participants were either employed or in further education and training three months after completing the program.
- Since 1994, BladeRunners has served over 7,500 participants. Participants are predominantly Indigenous, aged 17-24.
- Those employed after training completed are working in construction, hospitality, retail, manufacturing, mining, oil and gas, forestry, public administration and other occupations.

Title: **Targeted Initiative for Older Workers (TIOW)**

Issue: **TIOW program ended June 30, 2017 (older workers programming will be transitioned under a new Workforce Development Agreement to be signed in Fall 2017).**

Key Messages:

- **Older workers in B.C. need access to training and services to ensure they can find their place in our innovative, sustainable and strong economy.**
- **The Workforce Development agreement will ensure British Columbian, including older workers, have continued access to the training and services that they need to get good-paying jobs.**
- **The Targeted Initiative for Older Workers Program was cost shared between the federal and provincial government, with federal funding provided under Agreement. The Agreement ended on March 31, 2017.**
- **The program provided unemployed older workers between the age of 55 and 64) with skills to connect with employment in communities undergoing workforce adjustment.**
- **The Agreement was not renewed due to the plan by the federal government to introduce new Labour Market Transfer Agreements.**
- **After the Agreement ended, programming for older workers continued until June 30, 2017, and will be transitioned in the Fall 2017 under a new Workforce Development Agreement.**
- **Services have been provided to over 5,000 older workers with an average employment outcome of 60% within three to six months after program completion.**
- **Under the new Workforce Development Agreement we will continue to tackle poverty and inequality by providing inclusive employment services to all British Columbians.**

Background/Status:

- The Canada-BC TIOW agreement was a federal/provincial cost-shared program where the federal government contributed 84% to the direct project costs of B.C. TIOW agreements and the Province contributed the remaining 16%.
- The TIOW Agreement ended on March 31, 2017 and programming for older workers continued until June 30, 2017. Programming will be transitioned under the new Workforce Development Agreement when it is signed in late Fall 2017 (See LMTA Estimates Note).
- Since 2008, total TIOW funding invested in BC has exceeded $37M ($31M contributed federally and $6.2M contributed by BC).
- Services have been provided to over 5,000 older workers with an average employment outcome of 60% within three to six months after program completion.

- In 2016/17, $3.63 million in federal and provincial funds was invested in the TIOW program in 17 communities, serving 603 participants. Over $1 million in federal CJF Employment Services and Supports funding was allocated to support older worker programming to June 2017.
- Older worker programming provide services specifically:
    - in communities with a population of less than 250K with ongoing high unemployment,
    - where workers are dependent on a single industry which is impacted by downsizing or a closure,
    - where employers are unable to fulfill their demand for workers; and/or
    - where the skills of workers do not match those required by the employer or industry.
- The programs are delivered through client cohorts with group-based training over a 10 – 16 week period and targeted to people who can benefit from longer term employment programming rather than minimal interventions to become employed.
- Priority is given to older workers involuntarily displaced as a result of a business downsizing or closing.
- Projects may include older workers employed in a business that lost jobs due to reduced community spending.

Title: **Labour Market Transfer Agreements (LMTA)**

Issue: **BC is negotiating new LMTAs with the federal government to guarantee $2.7B in labour market funding over six years, which includes $312M in incremental funding.**

Key Messages:

- **British Columbians need access to education and services to succeed, get good-paying jobs and to thrive.**
- **Under the new Labour Market Transfer Agreements and the Workforce Development Agreement specifically, we will build up our citizens with the skills and training they need to find good-paying jobs in the fields that need them.**
- **We will tackle poverty and inequality by building up our underemployed citizens with the skills and training they need to find good paying jobs in the fields that need them.**

Background/Status:

- 2016 Federal Budget announced additional funding to boost skills training through the 4 LMTAs and initiated a national consultation on desired improvements to the agreements:
    1. Canada Job Fund Agreement (CJF)
    2. Targeted Initiative for Older Workers (TIOW)
    3. Labour Market Agreement for Persons with Disabilities (LMAPD)
    4. Labour Market Development Agreement (LMDA)
- AEST administers the CJF and TIOW; Ministry of Social Development and Poverty Reduction (SDPR) administers the LMAPD and LMDA.
- During summer 2016, AEST and SDPR conducted BC's consultation with a range of provincial stakeholders, including the public through an online survey, and shared the results with the federal government.
- Based on national consultations, the 2017 Federal Budget announced there is to be two new LMTAs: a Workforce Development Agreement (WDA), which combines the CJF, TIOW and LMAPD, and a renewed LMDA.
- Bilateral negotiations of the LMTAs is being led by AEST (for new WDA in partnership with SDPR) and SDPR (for renewed LMDA).
- s.12,s.13

- s.12,s.13
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- The proposed LMTA funding allocation is $2.7 billion over six years and includes $312 million in additional funding (See Appendix for detailed funding flow).
- The TIOW ended in March 31, 2017 with older worker programming continuing under the CJF. Once the WDA is signed, the LMAPD will also end, with services continuing under the WDA.
- LMAPD programs and services are currently delivered by 4 organizations: SDPR; Community Living BC; Ministries of Health / Mental Health and Addictions; and AEST.
- AEST is working with SDPR to ensure a smooth transition of LMAPD programs and services under the new WDA.

Multilateral Discussions of the LMTAs:

- PTs are developing with the federal government a Performance Measurement Strategy that identifies common performance measures and outcomes for LMTA's across all jurisdictions. The document will be attached as an Annex to the final Agreement when signed.
- The federal government is looking for Minister level sign-off on the document at the in person FLMM Ministers meeting in Regina on October 24, 2017.

Appendix – LMTA Funding Allocation

s.13,s.16,s.17

Title: **Industry Training Authority Overview**

Issue: **Reporting to AEST, the Industry Training Authority is a crown corporation responsible for managing BC's Trades Training System**

Key Messages:

- **The Industry Training Authority (ITA) is committed to managing and supporting BC's industry training and apprenticeship system.**
- **The ITA's Mission is to "build the trades that build BC".**
- **The ITA's Three Year Strategic Plan outlines how they will achieve this mission, supported by their underlying values of respect, excellence, innovation and collaboration.**

Background/Status:

- The Minister of Advanced Education Skills and Training is the Minister responsible for the ITA, and provides guidance and direction to the ITA through an annual Mandate Letter
- Established in March 2004 as a crown agency under the Industry Training Authority Act to replace the Industry Training and Apprenticeship Commission (ITAC)
- The purpose of the ITA is to:
    - Manage and support an industry training and apprenticeship system in BC
    - Ensure that the system meets the Province's need for skilled workers
    - Work with government to achieve objectives for the system
    - Promote industry training programs,
    - Engage with stakeholders to implement the ITA's Strategic Plan
- Governed by a 9 member Board (non-representational) appointed by the Minister
- 105 staff (15 regional trade advisors at WorkBC centres across the Province)
- Funded by AEST $97M per year.
- The ITA has established 11 Sector Advisory Groups in order to advise and inform the ITA on the needs of industry and specific issues key to skills training in BC. Guidance and advice from Sector Advisory Groups is included in the ITA's Strategic Plan and Annual Service Plan.
- The 2017/18 Mandate Letter to the ITA instructs the ITA to incorporate the principles of government and the three key commitments (make life more affordable, deliver services people count on and build a strong sustainable and innovative economy).

Contact: David Muter Executive Director Trades Training, Strategic Planning & Engagement 250 217-5385

Title: **Industry Training Authority Board of Directors**

Issue: **The Minister of Advanced Education Skills and Training is responsible for appointing the Industry Training Authority Board of Directors and Chair.**

Key Messages:

- **As a crown corporation, the ITA is governed by a Board of Directors appointed by the Minister of Advanced Education Skills and Training.**
- **The ITA supports our government's commitment to providing British Columbians with the education and training they need to thrive, and be part of a strong, sustainable and innovative economy.**

Background/Status:

- ITA is a 'Level 3' Mid-Size Service Delivery Crown Corporation and abides by all the remuneration guidelines based on this classification.
- The ITA is governed by a 9 member board (non-representational) appointed by the Minister.
- The Terms of Reference for the Board set out their role to:
  - Foster the short and long-term success consistent with the Board's responsibility to the Government, employers and learners, and other stakeholders.
  - Fiduciary role: strategic planning, risk management, organizational, etc.
  - Conduct the Authority's business and supervise management, which is responsible for the day-to-day operations
- Board members receive a fixed retainer, meeting fees, and fees if Chairing a committee,
- Level 3 chairs and directors are not eligible for per diem fees; however, are reimbursed for travel expenses undertaken in the course of the duties as a member of the Board.
- Current Board members are as follows

Name	Role	Organization/Position	Start Date	End Date
Gwyn Morgan	Board Chair	N/A	May 2, 2014	Apr 30, 2018
Andries Calitz		LNG Canada CEO	Apr 29, 2014	Apr 30, 2018
Laurie Sterritt		BC Hydro, Director, Aboriginal Employment and Bus. Dev.t	May 31,2016	Apr 30, 2018
MJ Whitemarsh	Audit Committee	Canadian Home Builders' Assoc. of BC, Former CEO	Apr 29, 2014	Apr 30, 2018

Rick Kasper		District of Sooke Councillor	Dec 31, 2013	Apr 30, 2018
Shane Stirling		Epscan Ind. Ltd Vice-President,	May 31,2016	Apr 30, 2018
Tom Sigurdson		BC Building Trades, Executive Director	May 5, 2014	Apr 30, 2018
Lindsay Langill		ICBA Vice-President:	Apr 29, 2014	Apr 30, 2019
Jonathan Whitworth	HR Committee	Seaspan CEO	Apr 29, 2014	Apr 30, 2019
Bob Davis	Ex Officio Member	Labour Liaison (No voting rights)		

Title: **Participation in trades training programs**

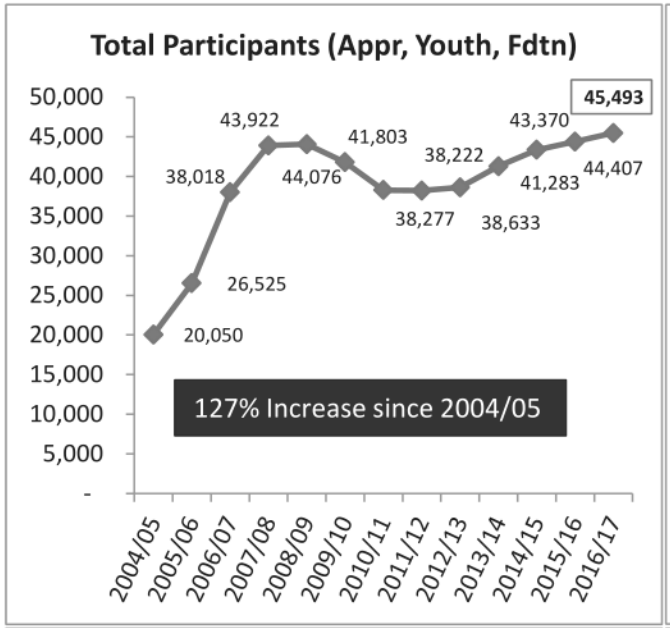
Issue: **Funding from the ITA for trades training seats in BC provides training opportunities for youth, foundation students and apprentices and provides specific supports for women and indigenous peoples**

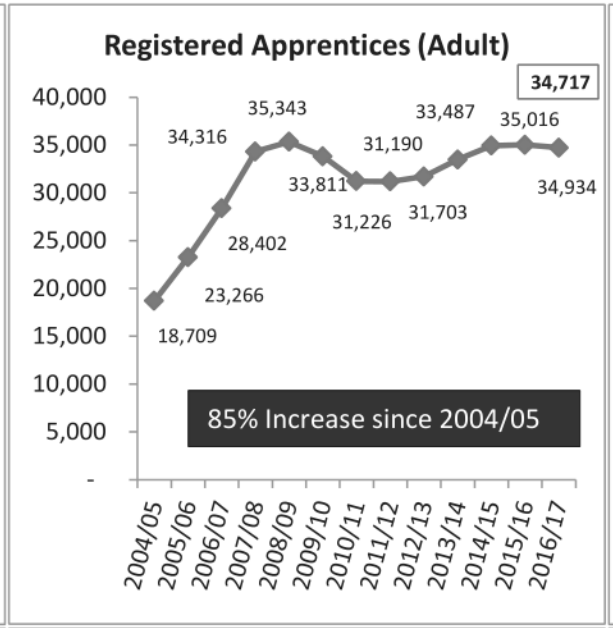
Key Messages:

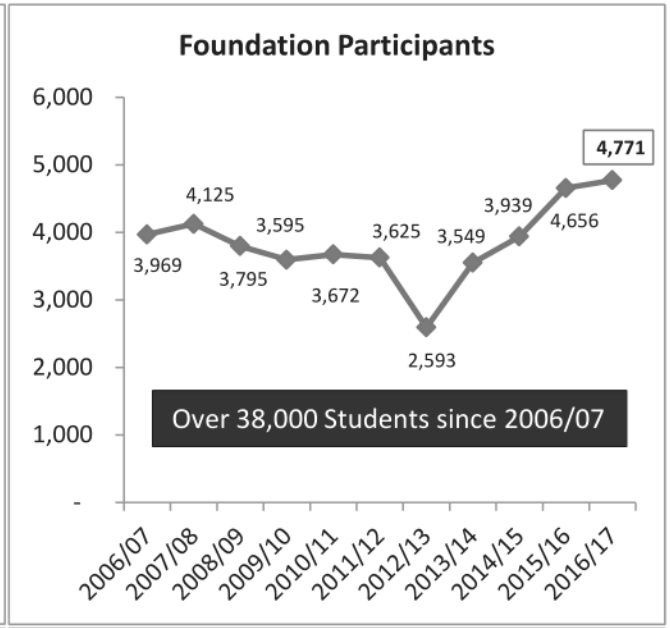
- **My Ministry will be working with our Ministry of Education and public post-secondary partners to expand opportunities for students to gain relevant work experience through co-op education, apprenticeship and work experience programs.**
- **With over 45,000 participants, BC's trades training programs are vital to give students the experience, knowledge and skills to succeed in the real world.**
- **We want to ensure that the skilled trades are fully accessible for women, Indigenous peoples and other under-represented groups.**

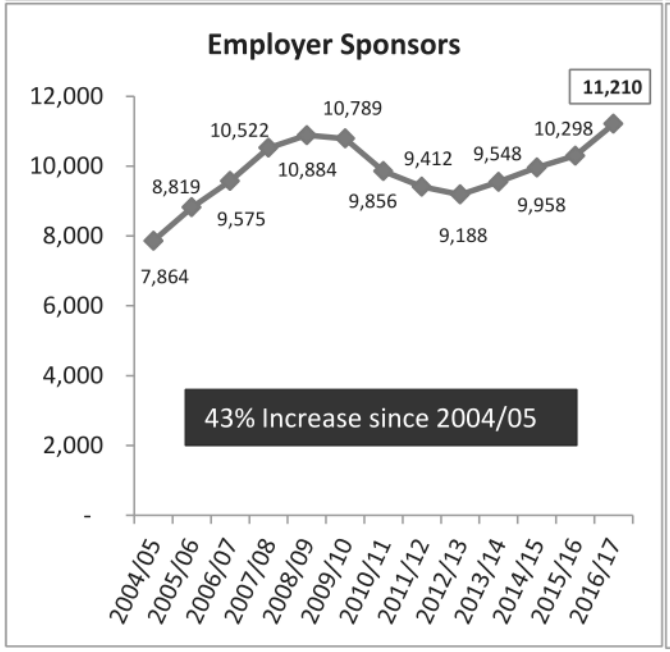
Background/Status:

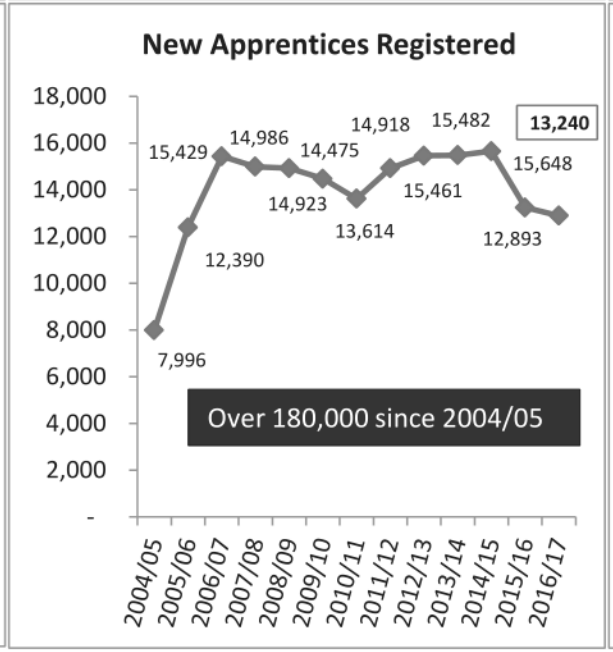
- Participation in BC's trades training programs has more than doubled since the ITA was established in 2004.
- The ITA has issued over 82,000 credentials since 2004.
- The following tables provide detailed information participation and outcomes

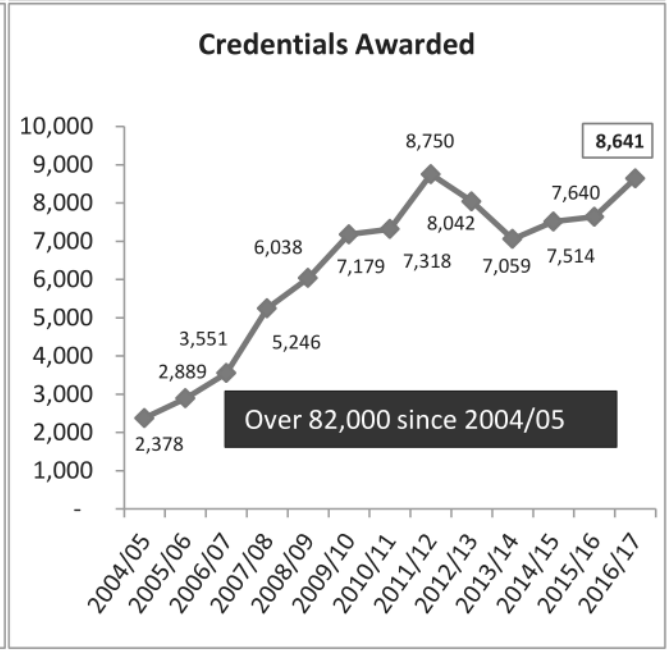












YTD 2016/17 figures reflect activity that is measured at a “point in time”: Total Participants; Registered Apprentices; Employer Sponsors

Notes		2016/17	2015/16	2014/15	2013/14	10 years ago (2006/07)	ITA Established (2004/05)
		March 31,2017	March 31,2016	March 31,2015	March 31,2014	March 31,2007	
A	**Total Registered Participants** (slice in time at FYE*)	45,593	44,407	43,370	41,283	38,018	20,050
B	**Adult Apprentices**	34,717	35,016	34,934	33,487	28,402	19,189
C	**Youth Work in Trades Apprentices**	2,198	2,176	4,497	4,247	5,647	861
D	**Youth Program Participants**	4,090	2,762				N/A
E	**Foundation Students** (total participants per year)	4,771	4,656	3,939	3,549	3,969	N/A
F	**Women Apprentices**	3,592	3,911	4,222	3,983	2,614	Not tracked
G	**ITA Indigenous Apprentices**	2,279	2,127	1,721	1,222	Not tracked	Not tracked
I	**New Apprentices** (total fiscal year)	12,893	13,240	15,648	15,461	15,429	7,996
J	**Employer Sponsors at year end** (slice in time)	10,406	10,298	9,958	9,548	9,575	7,863
K	**Youth Program Enrolment** (total academic year)	Reported in July	3,508	3,011	3,024	Not tracked	Not tracked
L	**Certificates of Qualification Issued** (total fiscal year)	7,756	7,640	7,514	7,059	3,551	2,378
M	**Completion Rate** (cohort)	44%	40%	33%	33%	39%	Not tracked

Source: *ITADirectAccess except where otherwise noted below*

****FYE:*** *Fiscal Year End*

Notes	
A	Total Registered Participants includes total adult apprentices, total youth, and total Foundation Students (participants per year) less the number of Youth participating in both Work in Trades and Train in Trades programs.
B	Total registered apprentices who are not in a Youth Work in Trades program (formerly SSA)
C	Figures represent total active Youth Work in Trades (formerly SSA) students reported as of the last day of the reporting period (e.g. as at March 31 of each fiscal year). Youth Work in Trades students may also register in Youth Train in Trades (formerly ACE IT) at the same time they are participating in Youth Work in Trades. Youth Train in Trades students enrolled is captured in total youth enrolment below. Numbers from 2006/07 to 2014/15 include both Youth Work in Trades and Youth Train in Trade students.
D	Youth Programs include Youth Train in Trades, Youth Explore Trades Skills (new program in 2016/17), and Youth Explore Trades Sampler (new program in 2016/17).
E	Foundation is total number of students who have attended ITA-funded foundation training in the fiscal years as reported by the public post-secondary institutions. Foundation students are registered with ITA upon successful completion of the program. Data source: ITA Funding Database.
F	Measures number of total registered apprentices that indicated their gender as female at the time of registration (e.g. not all apprentices indicate gender)
G	Registered apprenticeships of self-identified Indigenous peoples. Indigenous is an inclusive term to refer to all people who identify Indigenous ancestry - First Nations, Metis and Inuit.
I	Includes Youth Work in Trades and Youth Train in Trades participants (formerly SSA and ACE IT) except in 2015/16 when ITA stopped reporting ACE IT students as registered apprentices. Note:
J	Measures the number of employers or organizations acting as the role of apprentice-sponsor to an active apprentice at the time of reporting.
K	Unique registrations across the academic school year. Includes participants in Youth Work in Trades (formerly SSA), Youth Train in Trades (formerly ACE-IT), and other K-12 trades programs
L	Certificates of Qualification issued to registered apprentices and challengers
M	Measures the number of apprentices who have completed their program and obtained their C of Q within 6 years of registration

Title: **Industry Training Authority- Employer Engagement**

Issue: **Increasing employer sponsor participation in the trades training system.**

Key Messages:

- **We are committed to increasing the participation of apprentices sponsored through ITA programs by ensuring that there are effective ratios of apprentices being employed on government funded infrastructure projects. This will ensure more apprentices gain the experience they need to be part of a strong, sustainable and innovative economy that creates good-paying jobs.**
- **Increasing apprenticeship opportunities through employer engagement will ensure that trades are more accessible to women and other under-represented groups in B.C.**

Background/Status:

- Employer sponsors play a key role in training qualified skilled trades workers across the Province.
- 80% of training takes place on the work site and 20% takes place in the classroom.
- ITA has succeeded in steadily growing the number of registered employer sponsors for four consecutive years.
- Employer sponsorship has increased 32% since the ITA's first year of operations in 2004/05.
- As of March 31st, 2017 there were 10,406 registered employer sponsors.
- Through the ITA, several supports and activities are currently underway focusing on increasing employer sponsorship of apprentices:
    - Formation of 11 Sector Advisory Groups. This is more than the 10 originally planned due to the inclusion of a Construction Association group.
    - Introduction of Industry Relations Manager position. The Manager works with the four Industry Advisors to oversee industry engagement including engagement and input from subject matter experts for standards review as well as SAGs.
    - Introduction of 15 apprenticeship advisors including 6 advisors with an Aboriginal focus.
    - Working with local and provincial business associations to promote the value of apprenticeship to their members, particularly small businesses:
        - Kamloops Chamber of Commerce
        - Prince George Chamber of Commerce
        - Surrey Board of Trade
        - BC Chamber of Commerce
    - ITA holds regular employer recognition certificate presentations. To date ITA has presented 188 employer recognition certificates.
    - In fall 2016, ITA launched its first online employer recruiting campaign that includes videos, webpages, links to resources and advertising.

- In addition, The provincial and federal governments provide income tax credits for employers of apprentices registered in Industry Training Authority (ITA) apprenticeship programs

Title: **Labour Market Outlook**

Issue: **2015-2025 BC Labour Market Outlook Summary**

Key Messages:

- **British Columbians need access to labour market data so they can make informed decisions about their education and training, and what career they will pursue.**
- **Knowing what future jobs look like – and the skills needed to get them – are at the heart of the Labour Market Outlook.**
- **The Outlook provides students, parents, educators and employers with relevant information they need to plan their next steps in the labour market.**
- **Through the Outlook, we can foresee the opportunities predicted for each region and we can be ready for it with the right training and skills.**

Background/Status:

- The Outlook provides supply and demand forecasts for 500 occupations and 58 industries within B.C.
- Production of the Outlook requires 4 full-time Ministry staff and 2017/18 expenditure of $101,700 for third-party technical expertise.
- The Outlook's ten-year forecasts are updated annually
- The Outlook is a must-read for anyone looking to find success in BC's economy:
    - For students, data in the Outlook can turn a passion into a career pursuit.
    - For parents, the Outlook helps guide career planning. With up-to-date info on job prospects, it offers comfort knowing the education your son or daughter wants to pursue can lead to sustainable, well-paying work.
    - For educators, the Outlook shows what skills and jobs are predicted to be in demand and helps to closely match it with training.
    - For businesses and industries -- which feed data into the Outlook -- it is a tool to ensure BC's training system is generating the skills-ready workforce our economy needs.
- The latest Outlook report, covering the period 2015-2025 was published on WorkBC.ca on July 22, 2016.
- A summary of the report's findings can be viewed in the attachment.
- A new 2017 edition of the Outlook is currently in development. Release is anticipated in November, 2015.

Labour Market Outlook: 2015-2025

934,000 job openings are expected by 2025:

- 2/3 retiring workers
- 1/3 new jobs created by economic expansion

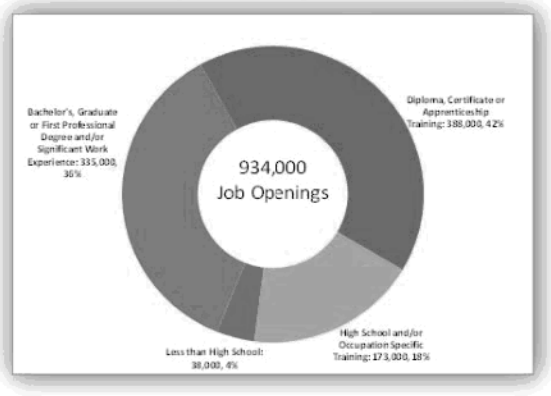
2015-2025 LABOUR MARKET OUTLOOK HIGHLIGHTS:

TOTAL JOB OPENINGS	**934,000**	**100%**
Replacement	642,000	69%
Economic Growth	292,000	31%
REDUCED UNEMPLOYMENT	**5,000**	
SUPPLY ADDITIONS	**929,000**	**100%**
New entrants	430,000	46%
Net international in-migration	248,000	27%
Net interprovincial in-migration	75,000	8%
Increased labour force participation	176,000	19%

A balanced labour market outlook is anticipated

- Supply is expected to exceed demand by 32,000 workers in 2020 but tightening towards 2025

78% of job openings will require some post-secondary education:



New job openings are expected in every region by 2025:

- Mainland/Southwest and Vancouver Island/Coast have the largest number of job openings -- 80% of total projected jobs in BC.

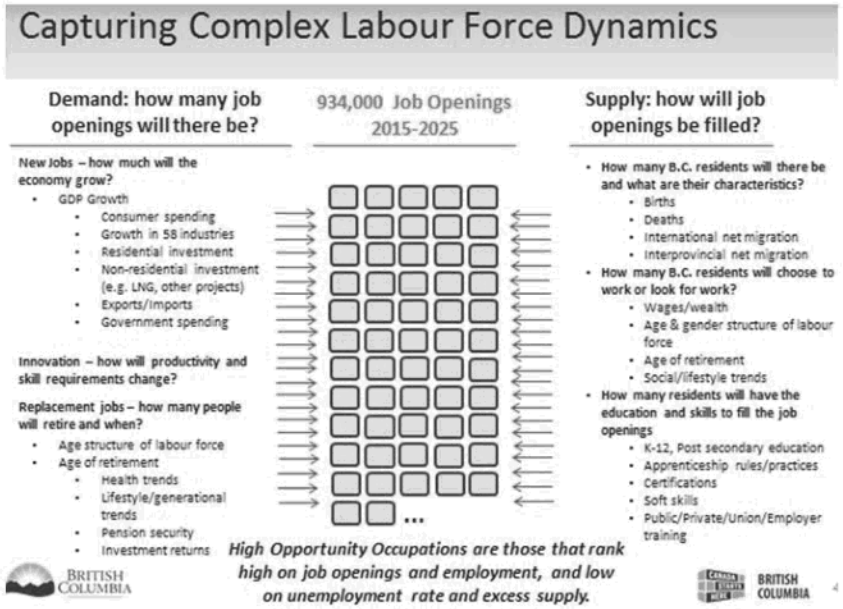
Region:	Total Job Openings to 2025	Annual Demand Growth
Mainland/Southwest	596,400	1.2%
Vancouver Island/Coast	147,900	1.1%
North (North Coast - Nechako, Northeast, Cariboo)	54,600	0.5%
Southeast (Thompson-Okanagan, Kootenay)	134,700	1.1%

Labour Market Outlook: Labour Market Scenario Model

OVERVIEW:

- Generates 10-year projections of labour demand and supply for 500 occupations, 58 industries and economic development regions (Mainland/Southwest; Vancouver Island/Coast; Thompson-Okanagan; Kootenay; Cariboo; North Coast and Nechako; Northeast)
  - Demand forecast for all seven development regions
  - Supply forecast for four aggregate regions: (Mainland/Southwest; Vancouver Island/Coast; South East, North)
    - Thompson-Okanagan and Kootenay = South East
    - Cariboo, North Coast and Nechako, and Northeast = North
- Composed of three sets of regional models: macroeconomic, industry employment and occupational models (these generate the provincial forecast)

TWO FORECAST STREAMS: LABOUR DEMAND & LABOUR SUPPLY



ACCESS TO RESULTS:

- Results available at:
  - WorkBC.ca
  - DataBC website (open data)
  - Custom tables from LMIO upon request.

VALIDATION:

- Results validated through stakeholder consultation and engagement:
  - Private sector (industry associations, economists)
  - Public sector (ministries, education sector)
  - Employers and employer associations
- Results examined against actuals to determine improvements

Title: **Major Projects Inventory**

Issue: **Major Projects Inventory Summary**

Key Messages:

- **Our government will provide industries important to our economy with the labour market information they need to grow.**
- **The Major Projects Inventory (MPI) is one way to gauge economic activity and opportunity.**
- **The impressive listing of major projects underway, means good-paying jobs for people in each region and spin-off effects for local communities.**
- **The breadth of projects planned across the province offers hope for B.C. families looking for work and communities looking to grow.**
- **The most recent edition of the MPI was released in March, 2017. As part of government's commitment to delivering the highest standard of labour market information so British Columbians can thrive and succeed in every corner of the province, a review of major projects information delivery is underway.**

Background/Status:

- The Major Projects Inventory (MPI) is updated and released publicly on a quarterly basis.
- The MPI includes a listing of private and public sector construction projects in B.C. with an estimated capital cost of $15 million (Cdn.) or greater ($20 million or greater within the Lower Mainland–Vancouver area).
- Approximately two-thirds of existing projects receive an update each quarter. New projects are added to the list every quarter. Projects on hold for longer than two years are removed from the publication. Completed projects are removed from the list in the following quarter.
- Information sources include print and electronic media, developers, architects, general contractors, and government agencies (provincial, regional, municipal) as well as occasional site visits.
- The Ministry spends $76,000 per year on a contract to collect MPI information and allocates 1 Ministry FTE to developing the report and dataset for public consumption.
- Projects that are under consideration or proposed to be funded by the provincial government may be listed where there is public information about such projects.
- Summary of the latest MPI report attached (2016 Quarter 4).
- The review of the MPI is ongoing. There is no firm schedule for release of the next edition.

MAJOR PROJECTS INVENTORY: Q4 2016 Results Summary

Table 2.6 Summary of Capital Cost Estimates* October - December 2016 ($ million)

Region	Proposed	Construction Started	Completed	On Hold	Total
1. Vancouver Island/Coast	45,895	11,942	47	2,571	60,455
2. Mainland/Southwest	34,923	31,435	2,638	2,941	71,937
3. Thompson/Okanagan	4,586	14,161	81	3,032	21,860
4. Kootenay	2,312	3,643		3,160	9,115
5. Cariboo	8,617	481		1,343	10,441
6. North Coast	202,800	1,099	70	14,572	218,541
7. Nechako	4,361	486		2,335	7,182
8. Northeast	21,831	11,817	91	3,667	37,406
Total	**325,325**	**75,064**	**2,927**	**33,621**	**436,937**

*All capital costs are estimates, and subject to change, especially in early project stages. Some capital costs are not included because estimates were not available at press time or the developer/owner requested that no capital cost be shown.

Table 2.5 Summary of B.C. Major Projects (by Project Status)

Status/Stage	Est. Capital Cost ($ million)	Percentage of Total	Number of Projects	Avg Project Value ($ million)	Average Year in Inventory
Proposed	**325,325**	**74%**	**476**	**784**	**4.7**
Preliminary/Feasibility	78,463	18%	99	1,121	4.1
Consultation/Approvals	203,014	46%	249	898	5.5
Permitting	8,848	2%	24	421	2.4
Tender/Preconstruction	4,556	1%	50	93	3.2
Stage Unknown	30,444	7%	54	621	4.8
On Hold	**33,621**	**8%**	**86**	**410**	**9.9**
Construction Started	**75,064**	**17%**	**341**	**225**	**6.4**
Completed	**2,927**	**1%**	**19**	**163**	**5.0**
Total	**436,937**	**100%**	**922**	**515**	**5.8**

* Average project value is the average of those projects for which there is a cost estimate.

Summary:

- The Q4 2016 edition covers the period Oct. 1 to Dec. 31, 2016.
- 922 projects with an estimated total capital cost of $436.9 billion.
- 27 new proposed projects with available capital cost estimates of approximately $845 million in potential new capital investment.
- 17 major projects ($1 billion) started construction.
  - $500M Burrard Place Mixed Use Development in Vancouver
  - $126M Simon Fraser Transmission Relocation Project in Richmond
- 19 projects ($2.9 billion) completed construction.
  - $1.4 billion Evergreen Line of the Skytrain in Vancouver
  - $750 million Telus Garden Communications Centre in Vancouver
- LNG projects are categorized as "Consultation/Approvals" under "Proposed" status

Title: **Funding for BC's Trades Training system**

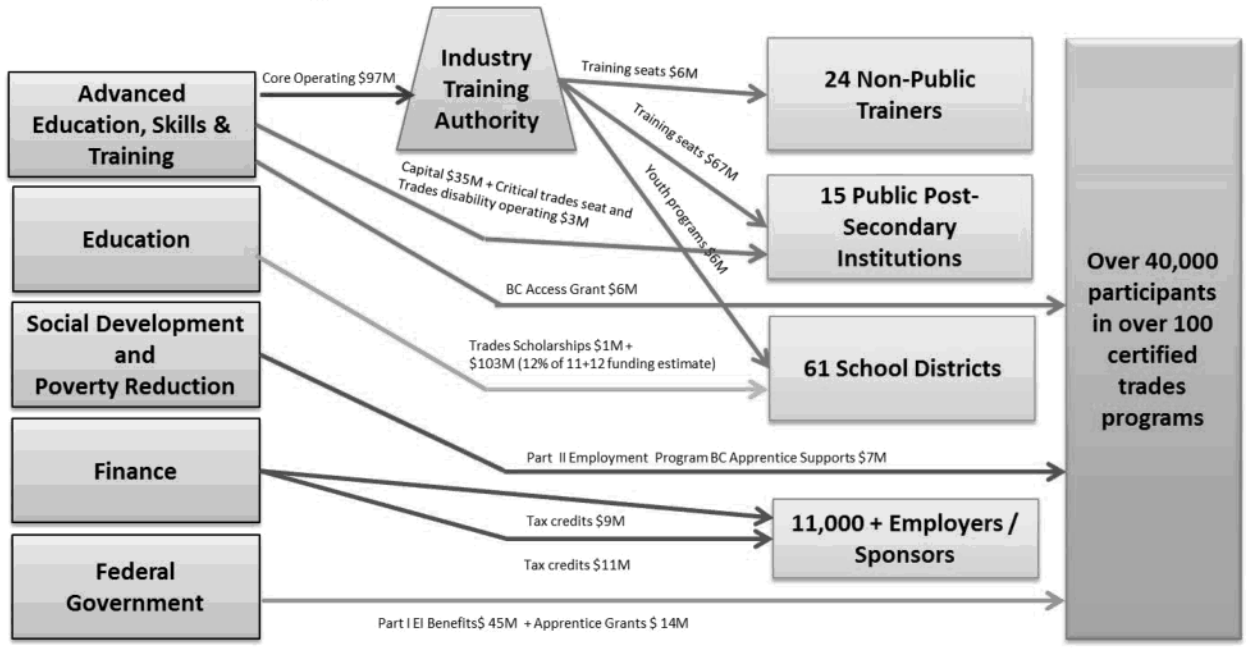
Issue: **The Ministry of Advanced Education, Skills and Training provides primary oversight and funding for BC's Trades Training system, with contribution from several other Ministries and the Federal government**

Key Messages:

- **Over $300 million is invested in BC's trades training system each year to support over 40,000 students to get the training and support they need to succeed in today's trades jobs.**

Background/Status:

- AEST is responsible for oversight for Trades Training programs in BC.
- Funding for the management and delivery of trades training programs is provided through the Industry Training Authority (ITA). Each year the ITA receives $97 million of funding, $73 million of which is provided as seat funding to training providers in BC.
- When allocating funding for trades training seats, the ITA considers demand information from training providers, consultation with industry through 11 Sector Advisory Groups, and BC's 10 year Labour Market Outlook in order to ensure investments are supporting apprentices to complete training and meeting the needs of industry.
- Additional funding of $224M for BC's Trades Training system includes
    - **$6 million BC Access Grant** (Ministry of Advance Education, Skills and Training)
    - **$9 million employer sponsor tax credits** (Ministry of Finance)
    - **$11 million apprentice tax credits** (Ministry of Finance)
    - **$7 million in Part II employment insurance benefits** (Ministry of Social Development and Poverty Reduction) to support apprentices while completing in classroom training
    - **$45 million in Part I employment insurance benefits** (Government of Canada)
    - **$14 million in Apprentice Grants** (Government of Canada)
    - **$103 million** estimated portion of Ministry of Education funding to school districts that relates **to grade 11+12 courses required for entry into trades training programs.**
    - **$35M in capital** funding from the Ministry of Advanced Education Skills and Training to public post-secondary institutions.
- ITA core funding of $97M + additional funding of $224 = $321M


Advanced Education, Skills & Training
Education
Social Development and Poverty Reduction
Finance
Federal Government
Core Operating $97M
Industry Training Authority
Training seats $6M
Training seats $67M
Youth programs $6M
Capital $35M + Critical trades seat and Trades disability operating $3M
BC Access Grant $6M
Trades Scholarships $1M + $103M (12% of 11+12 funding estimate)
Part II Employment Program BC Apprentice Supports $7M
Tax credits $9M
Tax credits $11M
Part I EI Benefits$ 45M + Apprentice Grants $ 14M
24 Non-Public Trainers
15 Public Post-Secondary Institutions
61 School Districts
11,000 + Employers / Sponsors
Over 40,000 participants in over 100 certified trades programs

Title: **WorkBC.ca and WelcomeBC.ca**

Issue: **WorkBC.ca and WelcomeBC.ca support the dissemination of labour market information and opportunities on jobs, education and skills training**

Key Messages:

- **Our ministry is committed to providing British Columbians with the information they need to plan their career, find training, secure a job and realize their full potential.**
- **WorkBC.ca and WelcomeBC.ca are two of the most highly accessed sites in all of BC, providing valuable information for British Columbians and newcomers on jobs, career planning and training:**
    - **Over 7 million visits to WorkBC.ca in 16/17 and over 34M visits since 2012**
    - **Over 1.7 million visits to WelcomeBC.ca in 16/17, and over 4M visits since 2012**

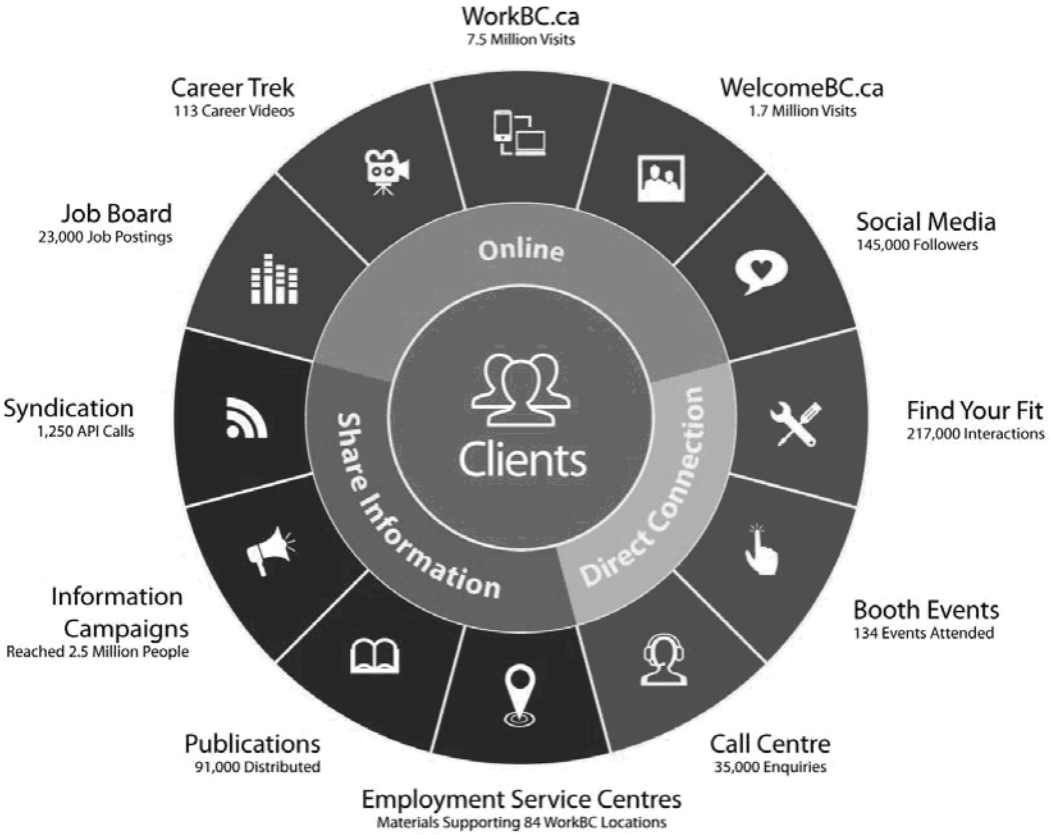
Background/Status:

- WorkBC.ca and WelcomeBC.ca were developed by the Labour Market information division to ensure that all British Columbian and potential newcomers were connected to information on BC's labour market, job opportunities and skills and training programs.
- The sites are targeted towards the following groups:
    - Job seekers, parents, teachers, employers, immigrants
    - Specific information for indigenous peoples, women, youth, and persons with disabilities
- Information includes
    - 500 WorkBC career profiles
    - 18 Industry profiles and 58 industry outlooks for sub-industries
    - B.C. Provincial and Regional profiles
    - Jobs in demand
    - B.C. Labour Market Outlook report (pdf) in 8 languages
    - B.C. Labour market snapshot (monthly)
    - Regional data, earnings, workforce characteristics
    - Population demographics
    - B.C. community profiles
    - Immigration facts and trends

- Income and wages
- Sources: National Household Survey, Labour Force Survey, Job Bank Wage data, BC Stats

- Both WorkBC.ca and WelcomeBC.ca are regularly updated with new content tools and resources to ensure British Columbians are provided with the most accurate information available

Figure 1: WorkBC.ca – How we connect with British Columbians



Title: **Federal Commitment and Priorities**

Issue: **Forum of Labour Market Ministers (FLMM)- priorities and overview**

Key Messages:

- **Our government is building a strong, sustainable, innovative economy that works for everyone, not just the wealthy and well-connected.**
- **Through the Forum of Labour Market Ministers, BC is positioned to negotiate labor market transfer agreements that will help tackle poverty and inequality, creating good-paying jobs for all British Columbians, including vulnerable populations, throughout the province.**
- **The agreements will help to meet employer demand for skilled workers through targeted investments in skills training to a growing economy that includes technology, manufacturing and forestry.**
- **Support the commitment by government to develop a plan to reduce poverty and meet our goal of helping all individuals live lives of dignity, respect and opportunity.**

Background/Status:

- With representative Ministers from the Federal Government and all Provinces and Territories (F/PT), since 1983 the FLMM has worked collaboratively to promote discussion and cooperation between F/PT governments on national and regional labour market issues. (Appendix 1)
- The Forum is co-chaired by the federal Minister of Employment, Workforce Development and Labour, Patricia Hajdu, and the Saskatchewan Minister of Economy, Steven Bonk..
- BC's contribution to participate as a member of the Forum of the FLMM was $134K in 2016/17, which included $77K for the establishment of the Labour Market Information Council (LMIC).
- The ministries of Advanced Education, Skills and Training (AEST), and Social Development and Poverty Reduction (SDPR) collectively represent BC through FLMM Working Groups; however the Minister for AEST is the lead in this forum.
- The Ministers typically meet twice a year with additional conference calls as required. The next meeting is scheduled for Oct. 23 and 24 in Regina.
- The inaugural FLMM Strategic Plan (Appendix 2) focuses on:
    - Negotiation of Labour Market Transfer Agreements (LMTA);
    - Implementation of a national Labour Market Information Council (LMIC);
    - Enhanced Labour mobility and foreign qualifications recognition processes;
    - Fostering demand/employer-led training, innovation and best practices;
    - Supporting apprenticeship mobility for 30 Red Seal Trades by 2020.

- BC is supportive of changes seen in the new LMTAs as announced in Federal Budget 2017, which committed to a funding increase to LMTAs of $2.7 billion over 6 years, starting in 2017-18.
- AEST participates in the following FLMM F/PT Working Groups:
    - **LMTA Performance Measurement**: Developing a common Performance Measurement Strategy and a Framework to ensure the next LMTAs are client-centered, outcomes focused, inclusive flexible and responsive, and evidence-based. Co-chaired by ESDC and Ontario.
    - **LMIC Steering Committee**: In April 2017, LMIC was incorporated as a non-profit to identify and implement pan-Canadian priorities for the collection, analysis and distribution of Labour Market Information. May 2017, BC assumed Co-Chair role with ESDC.
    - **Innovative and Best Practices:** to promote the sharing of best practices to address labour market issues and promote demand-led training and employer involvement to respond to labour market demands.
    - **Mobility and Qualifications Recognition:** continue collaboration and information sharing with regulators, assessment agencies and F/PT immigration Forum to improve recognition of international qualifications and integration of newcomers.
    - **Apprenticeship Mobility:** Task the **Canadian Council of Directors of Apprenticeship** (**CCDA)** to provide status updates on harmonizing apprenticeship training for 30 Red Seal Trades by 2020 in most jurisdictions, and complete an evaluation report in January 2018.
- FLMM Milestones and successes include:
    - Instrumental in multilateral negotiations for the Canada Job Fund (2014)
    - Consultations with 700 stakeholders across Canada to inform the new generation of LMTAs (2016)
    - Supports harmonization of 30 Red Seal Trades in most jurisdictions by 2020 (Provincial Territorial Mobility Agreement).
    - Establishment of the Labour Market Information Council (2017)

Appendix 1 – FLMM Common Briefing Note *(provided in separate document)*
Appendix 2 – FLMM Strategic Plan 2017-2020 *(provided in separate document)*

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Withheld pursuant to/removed as

s.16;s.13;s.17

Ministry of Advanced Education, Skills and Training

2017/18 Estimates Note
Confidential – Ministerial Advice
Minister: Melanie Mark

Title: **Sector Labour Market Partnerships Program**

Issue: **Program background and status**

Key Messages:

- **Our government ensures that industry and employers are able to support the success of their workers in an ever evolving labour market.**
- **In a complex and rapidly changing labour market environment, the Sector Labour Market Partnerships program provides an opportunity to pilot innovative approaches to address challenges.**
- **Our government is committed to ongoing engagement with BC industries to ensure a strong workforce for today and tomorrow.**

Background/Status:

- The Labour Market Partnership Program is co-managed by the ministry of Advanced Education, Skills and Training (AEST) and the Ministry of Social Development and Poverty Reduction (SDPR).
- AEST manages provincial and sectoral level projects through an MOU with SDPR. The 2017/18 program allocation for the Sector LMP program is $6.2M.
- SDPR manages community-level LMP projects with an annual budget of approximately $1M.
- The Sector LMP Program operates on an open-application basis and provides support in five key areas:
    1. Identifying key labour market issues
    2. Conducting primary research to refine understanding of labour market issues
    3. Developing strategies to address identified labour market challenges
    4. Implementing strategies and assist sectors to connect with other supports to achieve their labour market goals
    5. Evaluating the impact of strategy implementation
- In 2016/17, the Sector LMP initiated over 30 projects, with several projects extending into 2017/18. The total investment in 2016/17 was $5.1M.
- To date in 2017/18, there, there have been 30 active projects, with a 2017/18 YTD budget commitment of $4.8M.

Appendix A: 2016/17 Projects

Appendix B: 2017/18 Investment to Date

Contact: Bindi Sawchuk. Assistant Deputy Minister Labour Market and Information Division (778) 698-8772

Appendix A: 2016/17 Sector LMP Projects		
Sector	**Investment**	**Description**
Ab. People & FN	$ 530,521	Create career development tools in Aboriginal Non-profit agencies, align HR policies and procedures to focus on culture and wellness to promote sector.
Ab. People & FN	$ 30,499	Provide recommendations and action towards the increased economic participation of Aboriginal youth and young adults in the economy.
Ab. People & FN	$ 85,000	Examine the impediments to a healthier balance between local Aboriginal business suppliers and industry needs.
Aerospace	$ 55,600	Bring together BC's aerospace sector to identify priority labour market issues across 6 subsectors and identify skills needed for current and future workforce.
Agrifoods	$ 94,721	Pilot of two year viticulture technician program developed in previous LMP
Agrifoods	$ 55,985	Engage across sector to determine primary labour market issues.
Agrifoods	$ 37,715	Bring together ornamental sector to determine predominant labour force challenges.
Agrifoods	$ 43,548	Bring together horticultural sector to determine predominant labour force challenges.
Agrifoods	$ 30,000	Increase the workforce development capacity of the aquaculture sector through training, marketing and prior learning assessment initiatives.
Construction	$ 399,000	Examine the barriers and challenges that BC tradeswomen face and explores the types of enabling factors and supports to best enhance retention rates.
Construction	$ 50,000	Conduct a detailed comprehensive strategic approach to implementing the recommendations of the Phase 2 BC Women in Trades Project
Construction	$ 464,600	Pilot a Youth Learning Profile to help high school graduates transition to a job in building trades. The Profile will be piloted in a rural and urban location.
Construction	$ 349,225	Analysis of the role that mentorship in addressing skills and performance in 22 electrical occupations. Develop a ROI model on training on business outcomes.
Construction	$ 250,085	Promote the realignment of the trades training system by attracting new entrants that are a good fit for industry need as required.
Construction	$ 15,000	Establish industry-accepted standards of competence for fall prevention and safety and minimum training expectations required.
Construction	$ 45,000	Expand the Construction Ready Pilot to test materials in the Lower Mainland, Northern BC and within 3-5 First Nations communities
Construction	$ 7,047	Bring together key players from the concrete industry to determine predominant labour force and training challenges.
Diverse Economy	$ 166,950	Conduct a detailed analysis of automotive subsector current and future labour market conditions and trends.
Diverse Economy	$ 18,500	Bring together commercial real estate sector to determine predominant labour force challenges.
Diverse Economy	$ 190,000	Conduct a detailed analysis of commercial real estate's key labour force issues and current education and training programs to meet sector needs.
Diverse Economy	$ 33,885	Bring together stakeholders in the convenience store sector to determine predominant labour force challenges.
Forestry	$ 60,000	Research existing career information, identify gaps and recommend products that will position BC's forestry sector for success in recruiting workers.
Forestry	$ 80,580	Develop a framework for up to 12 regionally-based, forest sector opportunity studies.
Forestry	$ 237,000	Develop competencies and assessment tools to evaluate a qualified worker within the silviculture, integrated harvesting, and resource road building sectors.
Manufacturing	$ 29,300	Bring together Occupational Health and Safety sector to determine predominant labour force challenges.
Manufacturing	$ 75,000	Provide a detailed labour market information and trends analysis for the Vancouver Island/Coastal manufacturing sector.
Manufacturing	$ 60,750	Report providing detailed LMI and trends analysis of Van. Isl./Coastal manufacturing sector.
Manufacturing	$ 45,728	Identify priority labour market issues for the manufacturing sector in the Cariboo and Nechako Economic Development Regions.
Manufacturing	$ 118,776	Identify labour and skills pressures limiting growth in BC's apparel sector and provide recommendations to address priority human resource issues identified.
Manufacturing		Engage the apparel sector in developing collaborative solutions to attract and retain labour to meet industry needs.
Manufacturing	$ 211,550	Conduct a quantitative and qualitative analysis of Occupational Health and Safety professionals across BC's manufacturing sector.
Manufacturing	$ 8,000	Establish an advisory committee to lead future labour market research and initiatives designed to address the labour market issues and priorities.
Marine	$ 58,000	Bring together key organizations in six sub-sectors to identify key labour market issue(s), and create a governance structure for potential future Sector LMP phases.
Marine	$ 213,000	Conduct a detailed review and analysis of the industrial marine sector's labour force within six defined sub-sectors and its key labour force issues.
Marine	$ 25,000	Define and evaluate barriers for recreational marine service employer engagement in apprenticeship training through competency assessment facilitation.
Mining/Energy	$ 193,295	Update current and forecasted LMI for BC's mining industry. Identify skills gap and training needs. Provide recommendations.
Tech & Green	$ 372,250	Conduct a detailed analysis of current and future labour market conditions and trends across five subsectors in BC tech sector as per BCTech Strategy.
Tech & Green	$ 175,000	Develop a comprehensive labour market strategy to address talent shortages across five subsectors as per BCTech Strategy commitment.
Tech & Green	$ 70,500	Develop a comprehensive labour market strategy to address the labour shortages and skills gaps affecting this industry.
Transportation	$ 135,300	Analyze shipping sector to establish existing supply, demand and mobility issues for key shipping sector occupations required to start new BC operations.
Tourism	$ 56,720	Quantify the economic impacts of labour shortages on the tourism industry (Food and Beverage, Recreation and Entertainment, Accommodation, Transportation, and Travel)
Tourism	$ 24,260	Report provides details of cross-industry LM demand for Cooks/ Chefs. Most effective recommendations for closing supply/demand gap are domestic.
Total Invested	$ 5,202,890	
Over accrual (15/16)	-$ 67,348	
2016/17 Total	**$ 5,135,542**	

Appendix B:2017/18 Sector LMP Commitments to Date (as of October 25/17)		
Sector	**Budget**	**Description**
Aerospace	$ 362,525	Provide a better understanding of labour market issues challenging the BC aerospace industry to better equip the sector to compete nationally and internationally
Agrifoods	$ 247,047	Pilot of two year viticulture technician program developed in previous LMP
Agrifoods	$ 250,000	Increase the workforce development capacity of the aquaculture sector through training, marketing, and prior learning assessment initiatives.
Agrifoods	$ 140,109	Conduct a detailed analysis of current labour market conditions and trends in the horitiultural and landscaping sectors inform the design of labour force strategies.
Automotive	$ 158,026	Create web based tools to support new job seekers and job changers with personalized pathways to career training and opportunities in the automotive sector.
Automotive	$ 200,395	Develop and pilot web-based resources to incrase the flow of job seekers choosing to purse training and employment in the automotive sector.
Construction	$ 251,300	Pilot a Youth Learning Profile to help high school graduates transition to a job in building trades. The Profile will be piloted in a rural and urban location.
Construction	$ 82,685	Expand the Construction Ready Pilot to test materials in the Lower Mainland, Northern BC and within 3-5 First Nations communities
Construction	$ 105,000	Establish industry-accepted standards of competence for fall prevention and safety and minimum training expectations required.
Construction	$ 91,000	Conduct a scan of existing programs to Inform the development of a suite of programs to support the career advancement of women in the trades.
Construction	$ 109,800	Create of a comprehensive strategy for the development, implementation and evaluation of a mentorship training initiative for the electrical subsector.
Construction	$ 35,269	Bring together key players from the concrete industry to determine predominant labour force and training challenges.
Creative	$ 252,170	inform labour force strategies for BC's film production industry through developing an understanding of underlying causes of the labour and skills shortages.
Creative	$ 478,750	Develop innovative short-term training to support the transition of tradespersons and First Nations to regional based employment in the film and TV industry.
Forestry	$ 156,188	Support BC First Nations to strategically access forest sector employment opportunities through the development of an overarching FN Forestry Workforce Strategy
Forestry	$ 235,000	Develop competencies and assessment tools to evaluate a qualified worker within the silviculture, integrated harvesting, and resource road building sectors.
Indigenous People	$ 150,463	Create career development tools in Aboriginal Non-profit agencies, align HR policies and procedures to focus on culture and wellness to promote sector.
Indigenous People	$ -	Examine the impediments to a healthier balance between local Aboriginal business suppliers and industry needs.
Manufacturing	$ 43,550	Establish an advisory committee to lead future labour market research and initiatives designed to address priorities in food and beverage manufacturing.
Manufacturing	$ 73,260	Engage the apparel sector in developing collaborative solutions to attract and retain labour to meet industry needs.
Manufacturing	$ 42,980	Identify the labour market challenges facing BC's value-added wood products sector over the next five years.
Manufacturing	$ 90,250	Provide a detailed labour market information and trends analysis for the North Central manufacturing sector.
Manufacturing	$ 195,500	Support the growth of the Vancouver Island Manufacturing sector through the creation of information mechanisms to better attract and retain talent.
Manufacturing	$ 35,200	Conduct a quantitative and qualitative analysis of Occupational Health and Safety professionals across BC's manufacturing sector.
Marine	$ 267,600	Conduct a detailed review and analysis of the industrial marine sector's labour force within six defined sub-sectors and its key labour force issues.
Marine	$ 114,500	Define and evaluate barriers for recreational marine service employer engagement in apprenticeship training through competency assessment facilitation.
Regional	$ 91,659	Implement strategies identified in the Regional Skills Gap Analysis completed in 2014 to support labour attraction and retention in Bulkley-Nechako.
Retail Services	$ 109,400	Describe and analyze the sector's imbalance between the supply of labour and its labour demand and identify mitigation options.
Technology	$ 146,200	Gain consensus on community based research to identify challenges to fuller participation of First Nations in the tech sector.
Technology	$ 62,250	Support the growth of the Vancouver Island Manufacturing sector through the creation of information mechanisms to better attract and retain talent.
Tourism	$ 238,898	Pilot a program to improve the human resource management expertise and practices of independent restaurants in BC in order build a more sustainable workforce.
Other	$ 40,000	Conduct a meta-analysis of workforce development challenges and sector strategies developed to date through the revised Sector LMP program.
Total to Date	**$ 4,856,974**	

Title: **Technology Sector Skills Training**

Issue: **Support for workforce development in the tech sector**

Key Messages:

- **Our government will expand tech-related post-secondary programs offered through B.C.'s colleges, institutes and universities to create exciting training opportunities and help address labour demands of a rapidly growing industry.**
- **We are committed to supporting programs that increase opportunities in the tech industry for Indigenous people and other underrepresented groups such as women and people with disabilities.**
- **British Columbia's rapidly growing tech sector is part of an innovative and sustainable economy that provides good paying jobs.**
- **At 1.8% annual employment growth rate, the tech sector outpaces employment growth of other sectors in BC's economy.**
- **And, average wages in the tech sector are 75% higher than BC's average wage.**

Background/Status:

- In 2016/17, The Ministry of Advanced Education, Skills and Training (then Ministry of Jobs, Tourism and Skills Training) supported the tech sector in identifying particular workforce development challenges and opportunities and developing sector-led recommendations on addressing these issues. Funding in the amount of $555,000 was provided through the Sector Labour Market Partnership (LMP) program.
    - The sector identified opportunities for increased training supports to transition British Columbians into the tech sector and to increase the representation of certain groups, such as women, Indigenous peoples, and persons with disabilities in the sector.
- The Ministry supports the technology sector's skills training needs through the Canada Job Grant including upskilling for women in technology through the Under-represented Stream of the program, technical skills training through the Project Based Training Program.
- Through the Sector LMP program, the technology sector is developing innovative pilot programs to increase their attraction and retention of underrepresented groups to their workforce. Projects will be developed throughout 2017/18 and 2018/19.

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
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Title: **Indigenous Post-Secondary Programs**

Issue: **Ministry programs and supports for Indigenous learners and communities**

Key Messages:

- **Breaking down barriers, supporting systemic change and improving educational outcomes will give Indigenous learners a greater chance to thrive and succeed.**
- **The Ministry is implementing the Aboriginal Policy Framework through a wide range of programs and initiatives such as:**
  - **Aboriginal Service Plans,**
  - **The Aboriginal Community-Based Training Partnerships Program,**
  - **The Aboriginal Emergency Financial Assistance Fund, and**
  - **Financial awards through the Irving K. Barber BC Scholarship Society.**

Background/Status:

Aboriginal Policy Framework

- The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan (Aboriginal Policy Framework) was developed in collaboration with BC's Aboriginal post-secondary education partners.
- The Aboriginal Policy Framework commits to two overarching outcomes by the year 2020:

Outcomes	Status
Increase the number of credentials awarded to Aboriginal learners by 75% • from 2,634 baseline in 2009/10 to 4,609 in 2020/21	3,244 in 2015/16 (Increase of 610 or 23%)
Increase the post-secondary transition rates of Aboriginal grade 12 graduates to 90% (five-year cumulative transition rate)	63% in 2015/16 (no increase; slight decrease from 2014/15)

Aboriginal Service Plans

- Up to $4.4 million in annual funding supports Aboriginal Service Plans at 11 public post-secondary institutions to increase access, retention and success rates for Indigenous learners (see Attachment 1 for 2017/18 allocations, which have not yet been announced).
- Through Aboriginal Service Plans, institutions offer a range of programs and services including:
  - Elders-in-residence,
  - Student support services,
  - Cultural training for faculty and administration,
  - Curriculum enhancement and development, and
  - Programs in Indigenous communities.

Aboriginal Community-Based Training Partnerships Program

- Through the Aboriginal Community-Based Training Partnerships Program, the Ministry funds partnerships between public post-secondary institutions and Indigenous communities to deliver education and training programs within communities.
- Since 2012 the Ministry has provided $34.7 million to support 110 projects in more than 70 communities for more than 2,700 Indigenous learners. Current programming extends into fiscal year 2018/19 (see Attachment 2 for list of current contracts).
- A Call for Proposals for new programming that would be delivered during the period from fiscal years 2017/18 to 2019/20 closed on June 2, 2017. The Ministry has since evaluated all proposals submitted and is now determining which partnerships will receive funding.

Financial Assistance

- Through the **Aboriginal Emergency Assistance Fund**, the Ministry has provided $4.4 million in one-time funding since 2012 to public post-secondary institutions for emergency funding for Indigenous learners. Funding of up to $700 annually provides support for Indigenous learners who have urgent or unforeseen financial emergencies that might prevent them from finishing the academic year.
- The Ministry provided $2 million in one-time funding in 2012 to the Irving K. Barber BC Scholarship Society to increase the **BC Aboriginal Student Award** (original endowment was $10 million), which provides financial assistance to Indigenous learners. Awards range from $1,000 (for short programs from 9 to 12 weeks) to $2,000 (for programs over 12 weeks) annually.
- The Ministry provided $3 million in one-time funding to the Irving K. Barber BC Scholarship Society for the **Aboriginal Masters/Doctoral Award**, which provides financial assistance to Indigenous students taking Masters or Doctoral degrees. Awards are $5,000 annually.
- The Ministry provided $2 million in one-time funding in 2011 to the Irving K. Barber BC Scholarship Society to establish the **Aboriginal Teacher Education Award**, which provides financial assistance for Indigenous students enrolled in teacher education programs. Awards are $5,000 annually.

Attachment 1 – Aboriginal Service Plan 2017/18 allocations

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Attachment 2 – Aboriginal Community-Based Training Partnerships Program
List of Contracts for 2015/16 to 2018/19

Program Partners	Program Summary	2015/16 - 2018/19 Funding
Camosun College and Tseycum First Nation	CELASET, Entry Level Employment and Education Readiness Program for WSANEC First Nations: Funding will provide five courses and six workplace certificates (including occupational first aid, Foodsafe, WHMIS, world host, cashier training and Serving It Right), along with worksite experience.	$ 581,014
Camosun College and Songhees First Nation	CELASET, Entry Level Employment and Education Readiness Program for Lekwungen Nations: Funding will provide five courses and six workplace certificates (including occupational first aid, Foodsafe, WHMIS, world host, cashier training and Serving It Right), along with worksite experience.	$ 589,929
Capilano University and Lil'Wat Nation	Mt. Currie Aboriginal Sustainable Employment Program - Industry Training Certificate: Participants will receive upgrading courses that focus on trades, camp service worker, retail and customer service, and obtain industry certificates including occupational first aid, WHMIS, cashier training, Serving It Right and Foodsafe, along with supported work experience.	$ 876,278
College of New Caledonia and Saik'uz First Nation	College and Career Preparation: Participants will undergo a skills assessment and enrol in appropriate English, math or computer courses.	$ 771,061
College of New Caledonia, Saik'uz First Nation, Nadleh Whut'en First Nation, and Stellat'en First Nation	Aboriginal Workplace Readiness (AWR): Participants will focus on subjects such as Aboriginal culture, computer skills and financial literacy. Learners will obtain certificate including occupational first aid and resource road radio operation.	$ 586,266
College of New Caledonia and Tl'azt'en Nation	Health Access - Health Care Assistant Certificate Program: Participants will acquire the skills necessary to care for individuals with disabilities living in long-term care facilities or private homes. Learners will also receive upgrading courses in English and math.	$ 435,193

Program Partners	Program Summary	2015/16 - 2018/19 Funding
College of New Caledonia and Yekooche First Nation	Pre-Employment – Access to Trades: Participants will develop resumes and cover letters and participate in mock interviews. Training will also include adult upgrading courses and safety certificates such as construction safety training system and strata IT fundamentals.	$ 592,254
College of New Caledonia and Takla Lake First Nation	Pre-Employment Residential Building Maintenance Assistant: Participants will gain a range of essential work skills, such as resume writing, as well as certificate and technical training for building maintenance such as trades math, carpentry and plumbing.	$ 292,675
Justice Institute of BC, Vancouver Aboriginal Friendship Centre and Metro Vancouver Aboriginal Executive Council	Justice and Public Safety Career Preparatory Program: Participants will receive training that includes standard first aid, CPR for health care providers and the B.C. Adult Dogwood diploma along with introductory courses in collaboration with Native Education College.	$ 524,649
Kwantlen Polytechnic University and Squamish Nation	Skills and Trades Training: Program includes introduction to construction, environmental monitoring, piping foundations and carpentry.	$ 4,001,269
North Island College and Nuxalk Nation	Adult Basic Education with Pathways into Employment Training: Participants will upgrade their schooling in preparation for education and training programs leading to employment in the trades, health, and applied business technology fields.	$ 133,200
Northern Lights College Seabird Island Band	Northern Lights College/Seabird Island Band and College Early Childhood Diploma Program: Participants will receive career preparation, along with work experience and opportunities for work placement.	$ 165,040
Nicola Valley Institute of Technology and Penticton Indian Band	Heavy Equipment Training Program: Participants will receive upgrading courses towards their adult dogwood in writing skills and Indigenous studies, as well as excavator and heavy equipment operator training.	$ 609,407
Nicola Valley Institute of Technology and Coldwater, Lower Nicola Indian Band, Upper Nicola Indian Band	Developmental Studies for Aboriginal People in the Nicola Valley: Participants will receive online and face-to-face learning that includes upgrading in English and math, and industry certificate training including occupational first aid, mineral exploration and Foodsafe.	$ 918,783

Program Partners	Program Summary	2015/16 - 2018/19 Funding
Nicola Valley Institute of Technology and Lillooet Tribal Council	LTC College Readiness: Participants will achieve credits towards the Adult Dogwood, with upgrading courses in English, Indigenous studies and algebra.	$ 134,703
Okanagan College and Okanagan Indian Band	Stepping Forward to Employment/Education Program: Participants will receive adult basic education upgrading and develop skills essential to the workplace, such as reading, document use, oral communication and using digital technology such as computers.	$ 725,261
Okanagan College and Westbank First Nation	Construction Craft Worker Aboriginal Bridging Program: Participants will prepare to enter construction craft worker level 1 training by acquiring safety and workplace certification. They will also have access to Aboriginal mentoring, education and employment advising and will be registered apprentices upon program completion.	$ 84,321
Thompson Rivers University and Seabird Island Band	Integrated Welder Foundations Program: Participants will access the welder foundations program that includes 10 modules of both theory and practical welding and an examination through the Industry Training Authority. In addition, learners will also receive job readiness training in a classroom setting and work experience opportunities.	$ 662,693
Thompson Rivers University and Seabird Island Band	Essential Skill Upgrading and Heavy Equipment Operator: Participants will receive training in road building and as heavy equipment operators. Graduates from the program will receive industry-recognized certificates. ***Program starts in 2017/18***	$ 182,866
Thompson Rivers University and Seabird Island Band	Construction Craft Worker Level 1 at Seabird Island Band: Participants will receive training to work as construction craft workers and road builders. They will enrol in the Construction Craft Worker Level 1 program, and receive essential skills and job readiness training. ***Program starts in 2017/18***	$ 118,385
Thompson Rivers University and Alexis Creek First Nation	Alexis Creek First Nation University Prep and Educational Assistant and Community Support Certificate Program: Funding is to deliver an adult upgrading and university preparation at the Redstone Reserve. Participants will advance towards their Adult Dogwood and learn educational, social, and personal life skills.	$ 525,189

Program Partners	Program Summary	2015/16 - 2018/19 Funding
Thompson Rivers University and Northern Shuswap Tribal Council	The Journey Home – The final leg of the Northern Shuswap Tribal Council (NSTC) Language Journey in the Cariboo Chilcotin (Shuswap/Secwepemc language): Participants will enrol in the final year of the three-year 92-credit program with academic, language, culture and education courses. Graduates will earn Teachers Regulation Branch certification and acknowledgement of the appropriate First Nations Language Authority.	$ 279,971
University of Northern British Columbia and Tsilhqot'in National Government	Tsilhqot'in Language Certificate Program Level 1 in Williams Lake: Participants will get the skills required to work as language support workers within band schools, School District #27, as a health care translator, or a translator for land-use management projects. Obtained credits can transfer to other professional programs, including bachelor degrees.	$ 364,746
University of Northern British Columbia and Nazko First Nation	Carrier Language Certificate Program Level 1 in Quesnel: Participants will obtain the skills required to work as language support workers within Band schools, school districts, as a healthcare translator or as a translator for land-use management projects.	$ 356,899
University of Victoria and Haida First Nation	Haida Owned & Operated Program: Sustainable Forestry Businesses: Entrepreneurial training will enable members of the Haida Nation to meet demand for local forestry contracts. The program also includes a mentorship component.	$ 1,285,954
University of Victoria and Lake Division Bands (Neskonlith, Adams Lake, Little Shuswap Lake and Splatsin Indian Bands)	Lake Division Aboriginal Canadian Entrepreneurs Program: The program helps participants identify and implement business opportunities within their local economy. The program also includes a mentorship component.	$ 1,347,302
Vancouver Community College and Sto:lo Nation	Culinary Arts Pre-Trades Foundation Program: Participants will be prepared for entry into culinary arts programs. The pre-trades program includes essential skills, employment certificates (Foodsafe, first aid, WHMIS and world host) and a three-week practicum placement with a local restaurant.	$ 939,482
Vancouver Island University and Cowichan Tribes, Stz'uminus First Nation	Ta'tul'ut Shaqwaluwun - Trades Exploration: Participants will obtain basic credentials including, emergency first aid, WHMIS, and worksite safety. Program also includes adult education upgrading courses.	$ 963,578

Program Partners	Program Summary	2015/16 - 2018/19 Funding
Vancouver Island University and Lil'Wat Nation	Mt. Currie Aboriginal Sustainable Employment Program - Introduction to Construction Trades and ITA Carpentry: Participants will explore trades training with a focus on trades foundations, carpentry and supported work experience.	$ 774,606
Vancouver Island University and Heiltsuk Tribal Council	Aboriginal Ecotourism Training Program: Through classroom time and experiential learning, participants will obtain university credits and industry certifications. This is followed by an eight-week internship. Participants will graduate with the skills needed for entry-level leadership and guiding positions working for resorts, wildlife tour operators, outdoor centres, and a variety of wilderness and adventure camp programs.	$ 899,060
Vancouver Island University and Nanwakolas Council	Stewardship Technicians Training for First Nations on the BC Coast Program: Participants will complete technical and field-based courses leading to potential employment as fisheries technicians, heritage surveyors, or environmental monitors.	$ 1,116,554
	Total	**$21,838,588**

Title: **Adult Upgrading Grant (AUG)**

Issue: **Financial support for low-income students to complete Adult Upgrading programs**

Key Messages:

- **Breaking down barriers to post-secondary education and skills training will allow more citizens to thrive and succeed.**
- **Tuition fees are just a small part of the cost of post-secondary education. The Government wants to make sure other educational costs are not barriers to education.**
- **The Adult Upgrading Grant supports eligible low-income students in Adult Upgrading programs to complete or upgrade their education by paying the cost of books, transportation, mandatory fees and unsubsidized child care.**

Background/Status:

- The Adult Upgrading Grant (AUG) provides upfront, non-repayable grants to low-income eligible students enrolled in Adult Basic Education, English Language Learning and Adult Special Education.
- It is available at all 18 public post-secondary institutions that deliver Adult Upgrading programs, and Native Education College, a private Aboriginal post-secondary institution.
- The grant covers books, supplies, transportation, student fees**,** and unsubsidized childcare.
- The AUG also covers tuition for Adult Special Education programs, which are not subject to tuition-free policy.
- Students who access the AUG are generally those who face a high number of barriers to education.
- Eligibility for the grant is based on a student's household gross annual income. The income levels for eligibility are unchanged in 2017-18.
- The table below shows the maximum gross family income limits for eligibility:

Family Size	1	2	3	4	5	6	7 or more
Income Level 2017-18	$24,144	$30,059	$36,955	$44,866	$50,887	$57,392	$63,898

- The 2017-18 AUG budget remains unchanged at $7.6 million. With the elimination of tuition for ABE and ESL, the current budget will continue to be used for wrap around supports and will be monitored to accommodate needs of a projected increased number of applicants.

- In 2016-17, the AUG supported over 8,000 students. AUG expenses claimed by students in 2016-17 totaled $12.3 million, of which $9.1 million consisted of tuition support. The excess demand on the AUG budget was augmented through the Ministry budget.
- The AUG is designed to supports students who are progressing satisfactorily in their education and is available to support enrolment in a course only once.
- Students may be approved for continued AUG support for repeating a course where extenuating circumstances occur.

Title: **Community Adult Literacy Program (CALP)**

Issue: **2017-18 CALP Funding Allocations**

Key Messages:

- **Community adult literacy programs provide adults with the reading, writing and math skills that they need to pursue further education, enter employment training programs, and land the jobs they want.**
- **Our government is providing $2.4 million to help approximately 9,000 adult learners in 89 communities gain the essential skills, training and confidence they need to pursue their dreams.**
- **Inclusive and accessible post-secondary education and training gives citizens the skills to succeed and thrive in their homes and communities.**

Background/Status:

- The Community Adult Literacy Program (CALP) is a community-based literacy initiative ($2.4 million annually) to promote and deliver adult, family and Aboriginal literacy programs through one-to-one and small group classes across the province.
- CALP has been in existence for approximately 20 years and is administered by the Ministry through an annual call for proposals.
- Grants of up to $40,000 per project are awarded to non-profit literacy service providers working in partnership with public post-secondary institutions to deliver non-credit and low literacy programs. CALP serves as a bridge between communities and post-secondary institutions.
- The programs are delivered in a variety of settings such as schools, non-profit organizations, and Aboriginal friendship and community centres.
- In 2017-18, the Ministry awarded 93 CALP grants to service providers across the province worth approximately $2.3 million.
- As a condition of the grants, CALP service providers provide aggregate learner progress reports to the Ministry.

Funding for Decoda Literacy Solutions

- Decoda Literacy Solutions is a not-for-profit literacy organization that was formed after LiteracyBC and LiteracyNow merged in 2011. Since 2010-11, Decoda has received funding from the CALP annual budget to provide provincial coordination of community literacy initiatives in the province, to increase access to community adult literacy programs for learners, and to provide professional development opportunities for CALP service providers.
- In 2017-18, the Ministry will grant $100,000 to Decoda, through a Notice of Intent process, to coordinate and provide learner assessment training, and compile aggregate CALP learner data for the Ministry.

Differences between CALP and Language Instruction for Newcomers to Canada (LINC)

- Language Instruction for Newcomers to Canada (LINC) programs have been part of the suite of federally-funded immigrant settlement services for more than 25 years and are primarily designed to provide English (or French) language instruction.
- LINC is available only to recently landed immigrants by offering a range of instruction from very basic orientation to services in their new communities and Canadian culture to intermediate-high levels of English, whereas CALP is focused on low levels of literacy to support a range of adult learners.
- Typically, LINC programs are taught in classroom-type settings while CALP uses one-on-one volunteer tutors.
- Students who complete LINC programs may then transfer to higher level provincially-funded English as a Second Language programs, while CALP helps students acquire the literacy skills they may need to further upgrade in Adult Basic Education programs.

Title: **Northwest Community College Rebranding**

Issue: **The college has changed its logo and seeks government approval to change its name**

Key Messages:

- **Northwest Community College wishes to create a new brand that it feels better reflects the college and its future direction.**
- **Government is awaiting confirmation of community and First Nations' agreement with the proposed name change before making a final decision.**
- **The 48-year old Thunderbird symbol was designed in the Kootenays with no attachment to the local First Nations in the North West.**

Background/Status:

- Northwest Community College is currently in the process of a rebranding project as part of broader strategic planning that would involve a name change.
- The college has said that it would like to remove the word "community" from its name, as there can be confusion about the scope and quality of programming at community colleges, particularly on the part of international students.
- A shortlist of four potential new names was released publicly in April. Public reaction was mixed, with concerns focused on the money spent on rebranding and a preference for the existing name.
- A formal renaming will require approval by the provincial government via Order-in-Council. The college has been directed to seek letters of support for the change from the communities and First Nations it serves before Government will make a decision.
- The college has indicated it will be commencing a stakeholder engagement process to determine support for the proposed new name.
- On July 14, 2017, NWCC announced it was removing the Thunderbird from its logo. The decision was made after officials discovered that it had been designed in the Kootenays (in 1969) instead of by a local First Nations artist.

Contact: Nicola Lemmer Executive Director Colleges and Skills Development Branch 250-387-1950

Title: **CNC Burns Lake**

Issue: **Community concerns over CNC's effectiveness**

Key Messages:

- **CNC remains committed to providing high-quality education and training to students in the Lakes District region.**
- **CNC continues to engage with students, faculty, staff, local First Nations, community members and elected officials in Burns Lake to inform the educational planning process.**
- **At this time, there is no clear consensus in the Burns Lake community regarding a desire for NVIT to take over programming.**

Background/Status:

- Some members of the Burns Lake community – including a group that formed the Rural Post-Secondary Education Council – have been advocating for Nicola Valley Institute of Technology (NVIT) to take over post-secondary education delivery from CNC in Burns Lake (approximately 70% of students at the campus are Aboriginal).
- The Ministry indicated it would not explore this possibility unless the Village of Burns Lake and the six local First Nations provided letters of support for such a change. Two local First Nations have withdrawn their support for the proposal and the newly elected Mayor and Council have indicated they believe the decision is best made at the provincial level.
- CNC programs, student FTEs and staffing have decreased substantially at the Burns Lake campus over the past five years. CNC attributes the decrease to a variety of factors including student demand, fiscal pressures, and increased online/distance programming.
- CNC continues to try to build relationships in the community and with local First Nations through its new campus principal.
- Both CNC and NVIT have indicated that they are willing to comply with whatever the community and/or Ministry decides regarding this matter.

Contact: Nicola Lemmer Executive Director Colleges and Skills Development Branch 250-387-1950

Title: **Programs for Persons with Disabilities**

Issue: **Supports for students with disabilities in the public post-secondary system**

Key Messages:

- **Students who face barriers to learning – whether physical or learning disabilities or mental health challenges – benefit from the services and programs provided at post-secondary institutions to help them succeed.**
- **Providing supports to students with disabilities ensures they can thrive and succeed in their post-secondary studies and move on to rewarding careers.**
- **These services include:**
  - **Adaptive technology for students with physical disabilities, print impairments, hearing and vision loss.**
  - **Supports through Disability Resources Centres to access targeted financial aid programs and other services that include accommodations for exams, tutors, note-takers, sign-language interpreters.**
- **Adult Special Education programs offer literacy, life and work-related skills for learners with developmental or other disabilities, whose goals are to be employed and independent.**

Background/Status:

- The Ministry funds Disability Services through institutions' annual block operating grants.
- In 2015/16, approximately $9 million of the overall annual grants to 20 institutions was directed to support the delivery of these services. (The research universities do not report this data).
- All 25 public post-secondary institutions have offices and staff for Disabilities Resource Services to provide direct supports that include:
  - transition services (orientation, instructor-student liaison, exit planning, advocacy support);
  - academic accommodation services (tutors, interpreters, accommodation planning, academic coaching and strategies);
  - counselling and adaptive technology.
- Institutions throughout BC also have access to centralized services for students with permanent disabilities through:
  - Centre for Accessible Post-secondary Education Resources. Producing alternate text format products for students with print impairments to support increased rates of participation in and completion of post-secondary education.
  - Post-Secondary Communication Access Services – provides provincial coordination and service provision to hard of hearing, deaf and deaf-blind students.

  - Program for Institutional Loan of Adaptive Technology – improves access to required adaptive technology to support institutions in meeting their duty to accommodatestudents with disabilities.
- The Ministry provides supports through the Student Financial Aid system, such as:
  - BC Access Grants for full-time students with permaent disabilities;
  - BC Supplemental Bursaries for students with disabilities;
  - BC Access Grants for deaf students;
  - Supports through programs block funded at the institution level such as the Learning Disability Assessment Bursary and the Assistance Program for Students with Disabilities.

Adult Special Education Programs:

- Adult Special Education (ASE) programs for students with cognitive or developmental disabilities are offered at 14 public post-secondary institutions and are funded through annual block operating grants.
- Approximately 1,000 learners access ASE programs each year.
- ASE programs provide literacy, life skills and employment training for students with developmental and other disabilities that are barriers to further education, employment or independence.
- Eligible ASE students can access the Adult Upgrading Grant to cover their education-related costs, including tuition, mandatory fees, books and materials and transportation.

Projects to Support Students with Disabilities in Trades and Technical Programs:

- The Ministry provided 20 institutions with $4 million in one-time funding between 2014-15 and 2016-17 to support innovative training and increase the success of people with disabilities in trades and technical programs, and other high demand occupations. Examples include:
  - A construction labourer program for persons with learning and other disabilities in Port Alberni (North Island College);
  - A collaboration with school districts on a program for high school students in the Okanagan with multiple barriers preparing for trades training (Okanagan College);
  - Developing resources and training for instructors in technical programs to help support students with disabilities (Northern Lights College).

Title: **Student Financial Assistance - Budget and Program Overview**

Issue: **Budget and Key Facts for the Student Financial Assistance Program**

Key Messages:

- **Making post-secondary education more accessible and affordable is a key priority for the Ministry of Advanced Education, Skills and Training.**
- **Less than a third of post-secondary students make use of government loans.**
- **Student financial assistance makes post-secondary education and training accessible for the approximately 55,400 full-time and 7,200 part-time B.C. students who face financial barriers annually.**
- **A range of programs are in place and our government will continue to improve affordability and support an inclusive public post-secondary education system.**

Background/Status:

Programs (in $M)	2017/18 Estimates	2016/17 Actuals	2015/16Actuals	2014/15Actuals	Change from 2015/16 Actuals to 2016/17 Actuals ($M)
Canada Student Loans*	$304.7	$304.7	$324.7	$337.2	↓ by $20.0
Canada Student Grants	$114.5	$114.5	$83.9	$84.5	↑ by $27.6
BC Student Loans*	$206.7	$186.7	$199.4	$211.2	↓ by $12.7
BC Student Grants - (incl. the 5 programs listed in table below)*	$56.4	$56.9	$54.8	$49.5	↑ by $2.1
Total Funding	**$677.3**	**$662.8**	**$662.8**	**$682.4**	↓ by $3.0
BC Grants for Students with Disabilities*	$6.5	$6.5	$6.4	$6.0	↑ by $0.1
BC Adult Upgrading Grant*	$7.6	$10.3	$7.6	$2.7	↑ by $2.7
BC Access Grant for Labour Market Priorities*	$5.6	$5.7	$5.6	$4.0	↑ by $0.1

BC Completion Grant**	$31.8	$30.1	$30.0	$31.7	↑ by $0.1
BC Loan Forgiveness*	$2.5	$2.2	$2.8	$2.7	↓ by 0.6

* Estimates 2017/18 are notional budgets. 2014/15 and 2015/16 Actuals exclude funding by the Ministry of Social Development and Poverty Reduction. BC Student Loans budget for 2017/18 assumes increase due to the implementation of Fixed Student Contribution (see SABC 2017/18 Program Year Changes Estimate Note).

** BC Completion Grant includes $2.5M for the new BC Completion Grant for Graduates in 2017/18 and $100K paid in 2016/17.

Students Receiving Student Financial Assistance in 2016/17	Location of Study
55,400 full-time	• BC Publics: 39,200 • BC Privates: 8,200 • Out of Prov/Country: 8,000
7,200 part-time	• BC Public: 6,800 • BC Prviate 200 • Out of Prov/Country 200
62,600 total students	

- BC-Canada student loans integrated - “one student, one loan”.
- Joint funding between federal and provincial governments.
- Eligibility based on demonstrated financial need.
- Supplements other resources available to students (work, scholarships/bursaries, family).
- Provincial aid issued through approximately 20 targeted programs.
- Targeted grants to students is approximately $56 million annually.
- Approximately 55,400 full-time and about 7,200 part-time students received assistance in 2016/17.
- Collaboration with other Ministries for targeted student aid, including:
    - Ministry of Finance;
    - Ministry of Social Development and Poverty Reduction;
    - Ministry of Children and Family Development;
    - Public Service Agency;
    - Ministry of Health; and
    - Ministry of Education.
- BC Loan Portfolio (accounts receivable) is managed by FIN.
- Over $1.2 billion provincial accounts receivable for 201,900 borrowers as of March 31, 2017.

Title: **Student Financial Assistance Overview**

Issue: **Key facts on student financial assistance for students in B.C. public and private institutions.**

Key Messages:

- **B.C. is making post-secondary more affordable for students and working hard to break down funding barriers to post-secondary education and skills training.**
- **Student loans are available to students in the public and eligible private institutions.**
- **A student loan depends on the length of program and number of dependents**
- **For example, for a standard 34 week full-time program for a student without depends the maximum loan would be around $11,000.**
- **There were approximately 62,600 recipients of Student Aid BC in 2016/2017**
  - **55,400 full-time recipients and 7,200 part-time recipients**
- **$663 million in student loans and grants was awarded in 2016/17 to ensure students are able to thrive and succeed.**
- **A range of programs and supports are available for students who have difficulties in repaying their student loan.**

Background/Status[1]:

Full-Time Recipients Profile (2016/17 FY):

- 86% of students study in BC (public and or private institutions)
- Single females, under 25 years of age, without dependents are the largest cohort of recipients of SABC Loans.
- 6% of recipients are identified as having permanent disabilities.

Full-Time Recipients Identity Profile, in Brief	
Sex	
Male	40%
Female	60%
Marital Status	
Single	87%
Married	9%
Single Parent	4%
Age	
Under 25 Years Old	66%
Indigenous	
Aboriginal Identity (from SABC application form)	5%

Full-Time Recipients by Study Location, Credential Type	
By Study Location	
BC Publics	39,200
BC Privates	8,200
Out of Province/Out of Country	8,000
By Credential Type	
Certificate	4,400
Diploma	14,500
Non-Degree[2]	1,700
Bachelors	31,800
Graduate	2,900

Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

Support for Studies (2016/17 FY):

- Maximum loan (provincial/federal) for a single recipient with no dependents is $16,640.
  - Provincial: $5,720, Federal: $10,920

Full-Time and Part-Time Student Loans and Grants		
Student Loans and Grants	Full-Time	Part-Time
BC Student Loans (MOF Budget)[3]	$187M	N/A
BC Student Grants (AEST Budget)[3]	$57M	N/A
Canada Student Loans	$300M	$4.7M
Canada Student Grants[4]	$101M	$10.5M
Services & Equipment for Persons with Permanent Disabilities	$3M	N/A
Sub Total	$648M	$15.2M
Grand Total	$663M	

Support After Studies (2016/17 FY):

- The following table references the Accounts Receivable per the Ministry of Finance as of March 31st, 2017:
  - Over $3.2B federal and provincial total
  - Over $1.3B (40%) provincial for 202,000 recipients

Student Loan Recipients		
Type of Recipient	Total	Amount
Recipients in Study or Grace	58,000	$418M
Recipients in Repayment	119,000	$675M
Recipients in Default	25,000	$169M

Student Debt Profile for Public Post-Secondary Graduates (2016 Highlights):

- BC Stats surveyed former public post-secondary students about their debt:

Student Debt	
Bachelors Graduates	
Respondents	10,000
Survey Response Rate	44%
Borrowed from Government	36%
Median Government Student Loan	$25,000
Diploma, Associates Degree, and Certificate Graduates	
Respondents	14,800
Survey Response Rate	54%
Borrowed from Government	27%
Median Government Student Loan	$11,000

Notes:
1. Amounts have been rounded to the nearest million, hundred or percent.
2. Typically a student in their first or second year of studies with no declared major.
3. The only part-time provincial grant available is the Supplemental Bursaries for Students with Disabilities

Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

Title: **Student Financial Assistance Interest Rates**

Issue: **This note details the status of student financial assistance interest rates in British Columbia.**

Key Messages:

- **One of the issues facing post-secondary education graduates that I heard from students on my recent tour of our post-secondary institutions is the impact of student debt.**
- **We acted immediately to offer British Columbians $10.5 million dollars in interest relief on B.C. student loans.**
- **The reduced provincial interest rate for B.C. student loans will benefit approximately 200,000 people as well as future borrowers**
- **B.C. now charges the third lowest interest on provincial student loans in Canada; however this is only the first step towards the commitment to phase out interest for B.C. Student Loans completely.**
- **As with all Mandate Commitments, ministries will work with the Ministry of Finance to ensure they are provided within Government's fiscal plan**

Background/Status:

- Effective August 1, 2017, interest is charged to all BC student loans managed by the Province at the floating rate of prime.
- Prior to the August 1, 2017, B.C. had one of the highest student loan floating interest rates in Canada prime plus 2.5% and fixed interest rate at prime plus 5%.
- Student loans while the student is in-study are interest-free. Interest accrual begins the month after a student ceases to be enrolled in studies. Six months after the student is no longer enrolled, the borrower enters into the repayment period at which time the interest from the six month non-payment (grace) period can either be paid in full by the borrower or is capitalized.
- The interest revenue received from students during repayment periods does not cover the full cost of government loans.
- The cost of borrowing spent on loans in-study is approximately $13.4 million in 2016/17 for about 49,000 students.
- As a result of reducing interest from Prime +2.5% to Prime, interest revenue will decrease $15.8 million/year. Further eliminating interest from Prime to zero would further cost provincial taxpayers an estimated $19.2 million/year, based on the current value of outstanding accounts and estimated disbursements.
- Between 1964 and 1994, banks issued loans to post-secondary students. Governments provided a guarantee to the banks in the event of default and paid interest to the banks while students were in studies. Students paid their loans back to the bank, with interest, once studies ended. Outstanding bank-issued loans still in collection at the banks were not affected by the interest rate reduction.

- During the period of 1995 to 1999, a similar arrangement existed, except governments paid a risk premium to the banks instead of a loan guarantee in the event of default. These loans still in collection at the banks were also not affected by the interest rate reduction.
- In 2000, B.C. moved to a direct lend loan model, where government provides loans directly to students and banks are no longer involved. Government receives revenue back in the form of interest when the loans entered repayment. The other jurisdictions, including Canada, moved to the same direct lend loan model shortly afterward.

Table 1 - Jurisdictional Interest Rate Comparison

Jurisdiction (high to low)	2017/18	2016/17	2015/16	2014/15	Trend
Canada	prime + 2.5%	prime + 2.5%	prime + 2.5%	prime + 2.5%	-
New Brunswick	prime + 2.5%	prime + 2.5%	prime + 2.5%	prime + 2.5%	-
Ontario	prime + 1%	prime + 1%	prime + 1%	prime + 1%	-
Quebec[1]	prime + 0.5%	prime + 0.5%	prime + 0.5%	prime + 0.5%	-
Alberta	prime	prime	prime	prime	-
British Columbia	prime	prime +2.5%	prime + 2.5%	prime + 2.5%	↓
Saskatchewan	prime	prime	prime	prime	-
Nunavut	prime - 1%	prime - 1%	prime - 1%	prime - 1%	-
Manitoba	no interest on loans	no interest on loans	no interest on loans	prime	↓
Northwest Territories[1]	no interest for graduates residing in NWT[2]	no interest for graduates residing in NWT[2]	no interest for graduates residing in NWT[2]	prime + 1%	↓
Nova Scotia	no interest on loans	no interest on loans	no interest on loans	no interest on loans	-
Prince Edward Island	no interest on loans	no interest on loans	no interest on loans	no interest on loans	-
Newfoundland and Labrador	no interest on loans	no interest on loans	non-repayable assistance (grants) only	no interest on loans	-
Yukon[1]	non-repayable assistance (grants) only	non-repayable assistance (grants) only	non-repayable assistance (grants) only	non-repayable assistance (grants) only	N/A

[1] QC, NWT, and Yukon do not participate in the Canada Student Loans Program.
[2] For students residing outside of the NWT after completing their studies, the interest rate is 1% below prime.

Title: **Student Loan Repayment Rates**

Issue: **Student Financial Assistance - Student loan repayment rates**

Key Messages:

- **Making post-secondary education more accessible and affordable is a key priority for the Ministry of Advanced Education, Skills and Training.**
- **Breaking down the financial barriers to post-secondary education and skills training is one way that our government will help more British Columbians thrive and succeed, and ultimately improve their quality of life.**
- **B.C. student loan borrowers are benefiting from their post-secondary education and proving their success by having the best repayment rates in the country - 91.9% (2014/2015).**

Background/Status:

- Results are measured on July 31 every year for borrowers that consolidated their loan in the previous program year.
- Approximately 60% of the total government student loan represents the Canada Student Loan portion. .
- To support institutions seeking to improve their repayment rates, a Repayment Resource Guide is available online. The Post-Secondary Audit and Accountability Division with the Ministry is currently working with the sector to update this Resource Guide with effective best practices used across the sector.

Sector	Loan Status	Details by Cohort			
		2011/2012	2012/2013	2013/2014	2014/2015
Total	Principal Paid	$106,926,297	$91,780,543	$129,186,765	$119,657,243
	Principal in Good Standing	$209,800,548	$222,851,842	$222,925,853	$223,084,760
	Principal in Delinquency	$41,218,685	$44,016,574	$32,450,491	$30,345,088
	Principal at Consolidation	$357,945,494	$358,648,953	$384,562,967	$373,087,033
	Borrowers	32,411	33,240	31,533	31,499
	Repayment Rate	88.5%	87.7%	91.6%	91.9%

Sector	Loan Status	Details by Cohort			
		2011/2012	2012/2013	2013/2014	2014/2015
Public	Principal Paid	$86,697,482	$75,168,394	$110,692,535	$101,780,624
	Principal in Good Standing	$158,653,516	$168,846,813	$172,748,985	$173,560,592
	Principal in Delinquency	$23,927,337	$26,182,346	$19,015,262	$18,452,507
	Principal at Consolidation	$269,278,282	$270,197,478	$302,456,587	$293,793,693
	Borrowers	23,355	24,297	23,596	23,696
	Repayment Rate	91.1 %	90.3 %	93.7 %	93.7 %
Private	Principal Paid	$20,228,815	$16,612,149	$18,494,230	$17,876,619
	Principal in Good Standing	$51,147,032	$54,005,029	$50,176,868	$49,524,168
	Principal in Delinquency	$17,291,348	$17,834,228	$13,435,229	$11,892,581
	Principal at Consolidation	$88,667,212	$88,451,475	$82,106,380	$79,293,340
	Borrowers	9,056	8,943	7,937	7,803
	Repayment Rate	80.5 %	79.8 %	83.6 %	85.0 %

Public Post-Secondary Repayments Rates

Program Year of Consolidation	Repayment Rate		
	BCIT	BC Public	National Threshold
2010/2011	93.1%	90.2%	85.2%
2011/2012	94.6%	91.1%	85.2%
2012/2013	93.0%	90.3%	85.2%
2013/2014	95.2%	93.7%	85.2%
2014/2015	95.5%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	CAM	BC Public	National Threshold
2010/2011	89.9%	90.2%	85.2%
2011/2012	87.8%	91.1%	85.2%
2012/2013	86.5%	90.3%	85.2%
2013/2014	92.3%	93.7%	85.2%
2014/2015	91.6%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	CAPU	BC Public	National Threshold
2010/2011	84.4%	90.2%	85.2%
2011/2012	86.0%	91.1%	85.2%
2012/2013	88.0%	90.3%	85.2%
2013/2014	92.6%	93.7%	85.2%
2014/2015	93.9%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	CNC	BC Public	National Threshold
2010/2011	77.2%	90.2%	85.2%
2011/2012	85.2%	91.1%	85.2%
2012/2013	81.6%	90.3%	85.2%
2013/2014	90.7%	93.7%	85.2%
2014/2015	89.7%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	COTR	BC Public	National Threshold
2010/2011	81.3%	90.2%	85.2%
2011/2012	87.0%	91.1%	85.2%
2012/2013	82.3%	90.3%	85.2%
2013/2014	87.6%	93.7%	85.2%
2014/2015	90.3%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	DOUG	BC Public	National Threshold
2010/2011	85.1%	90.2%	85.2%
2011/2012	87.4%	91.1%	85.2%
2012/2013	84.1%	90.3%	85.2%
2013/2014	92.2%	93.7%	85.2%
2014/2015	90.8%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	ECU	BC Public	National Threshold
2010/2011	81.5%	90.2%	85.2%
2011/2012	85.3%	91.1%	85.2%
2012/2013	87.3%	90.3%	85.2%
2013/2014	91.3%	93.7%	85.2%
2014/2015	92.4%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	JIBC	BC Public	National Threshold
2010/2011	88.8%	90.2%	85.2%
2011/2012	91.7%	91.1%	85.2%
2012/2013	80.9%	90.3%	85.2%
2013/2014	88.3%	93.7%	85.2%
2014/2015	91.1%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	KPU	BC Public	National Threshold
2010/2011	83.8%	90.2%	85.2%
2011/2012	87.5%	91.1%	85.2%
2012/2013	87.7%	90.3%	85.2%
2013/2014	91.5%	93.7%	85.2%
2014/2015	92.7%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	LANG	BC Public	National Threshold
2010/2011	86.8%	90.2%	85.2%
2011/2012	87.3%	91.1%	85.2%
2012/2013	87.3%	90.3%	85.2%
2013/2014	90.8%	93.7%	85.2%
2014/2015	90.8%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	NIC	BC Public	National Threshold
2010/2011	80.7%	90.2%	85.2%
2011/2012	81.9%	91.1%	85.2%
2012/2013	87.1%	90.3%	85.2%
2013/2014	92.2%	93.7%	85.2%
2014/2015	88.8%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	NLC	BC Public	National Threshold
2010/2011	73.4%	90.2%	85.2%
2011/2012	77.1%	91.1%	85.2%
2012/2013	72.7%	90.3%	85.2%
2013/2014	80.0%	93.7%	85.2%
2014/2015	75.4%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	NVIT	BC Public	National Threshold
2010/2011	76.3%	90.2%	85.2%
2011/2012	71.3%	91.1%	85.2%
2012/2013	53.8%	90.3%	85.2%
2013/2014	75.7%	93.7%	85.2%
2014/2015	81.9%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	NWCC	BC Public	National Threshold
2010/2011	62.9%	90.2%	85.2%
2011/2012	85.6%	91.1%	85.2%
2012/2013	67.4%	90.3%	85.2%
2013/2014	82.1%	93.7%	85.2%
2014/2015	89.1%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	OKAN	BC Public	National Threshold
2010/2011	82.8%	90.2%	85.2%
2011/2012	85.8%	91.1%	85.2%
2012/2013	86.0%	90.3%	85.2%
2013/2014	87.7%	93.7%	85.2%
2014/2015	88.1%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	RRU	BC Public	National Threshold
2010/2011	90.5%	90.2%	85.2%
2011/2012	93.4%	91.1%	85.2%
2012/2013	91.5%	90.3%	85.2%
2013/2014	91.9%	93.7%	85.2%
2014/2015	94.6%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	SEL	BC Public	National Threshold
2010/2011	88.2%	90.2%	85.2%
2011/2012	87.0%	91.1%	85.2%
2012/2013	84.9%	90.3%	85.2%
2013/2014	89.8%	93.7%	85.2%
2014/2015	89.9%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	SFU	BC Public	National Threshold
2010/2011	93.3%	90.2%	85.2%
2011/2012	94.1%	91.1%	85.2%
2012/2013	93.1%	90.3%	85.2%
2013/2014	95.9%	93.7%	85.2%
2014/2015	94.8%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	TRU	BC Public	National Threshold
2010/2011	87.8%	90.2%	85.2%
2011/2012	90.3%	91.1%	85.2%
2012/2013	88.0%	90.3%	85.2%
2013/2014	90.3%	93.7%	85.2%
2014/2015	91.1%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	UBC	BC Public	National Threshold
2010/2011	94.3%	90.2%	85.2%
2011/2012	94.8%	91.1%	85.2%
2012/2013	94.8%	90.3%	85.2%
2013/2014	96.3%	93.7%	85.2%
2014/2015	96.2%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	UFV	BC Public	National Threshold
2010/2011	82.2%	90.2%	85.2%
2011/2012	86.5%	91.1%	85.2%
2012/2013	83.0%	90.3%	85.2%
2013/2014	92.1%	93.7%	85.2%
2014/2015	91.9%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	UNBC	BC Public	National Threshold
2010/2011	86.3%	90.2%	85.2%
2011/2012	91.7%	91.1%	85.2%
2012/2013	88.4%	90.3%	85.2%
2013/2014	92.9%	93.7%	85.2%
2014/2015	95.0%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	UVIC	BC Public	National Threshold
2010/2011	92.0%	90.2%	85.2%
2011/2012	92.1%	91.1%	85.2%
2012/2013	92.2%	90.3%	85.2%
2013/2014	95.0%	93.7%	85.2%
2014/2015	95.2%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	VCC	BC Public	National Threshold
2010/2011	88.4%	90.2%	85.2%
2011/2012	89.5%	91.1%	85.2%
2012/2013	86.6%	90.3%	85.2%
2013/2014	92.0%	93.7%	85.2%
2014/2015	93.1%	93.7%	85.2%

Program Year of Consolidation	Repayment Rate		
	VIU	BC Public	National Threshold
2010/2011	83.8%	90.2%	85.2%
2011/2012	87.1%	91.1%	85.2%
2012/2013	86.2%	90.3%	85.2%
2013/2014	90.9%	93.7%	85.2%
2014/2015	90.3%	93.7%	85.2%

Source: Canada Student Loan Repayment Data, March 2017

Title: **Post-Secondary Student Debt**

Issue: **BC Student Outcomes surveys: debt amounts compared with other sources of student debt.**

Key Messages:

- **B.C. is making post-secondary education more affordable for thousands of students and continues to work to break down funding barriers to education and skills training.**
- **Government lowered the interest rate on provincial student loans by 2.5% to Prime effective Aug. 1, 2017. $12M in interest relief for 200,000 people.**
- **Government announced on Aug. 8 that ABE and ELL would be tuition free starting September 2017.**
- **On September 1st we also announced that tuition would be free for former youth in care at all 25 public post-secondary inistitutions.**
- **The 2016 BC Student Outcomes surveys of more than 28,000 former students found that bachelor graduates with loans from all sources reported a median debt of $25,000. Those with only government loans also reported a median debt of $25,000. Diploma, associate degree and certificate program respondents with loans from all sources had a median debt of $10,000 compared to $11,000 for those with only government loans.**
- **B.C. provided multiple programs and $35.7 million (2016/17) to support former students with debt repayment.**

Background/Status:

The BC Student Outcomes Surveys ask former students about government-sponsored debt.

- **Baccalaureate Graduates** Source: Baccalaureate Graduate Student Survey 2016
  - Fewer than half (47%) incurred debt to complete their studies
  - 36% borrowed from government student loans; 25% had loans remaining after two years.
  - $25,000 is the median amount of government debt incurred for a four year program.
- **Diploma, Associate Degree, Certificate** Source: Diploma, Associate Degree, and Certificate Student Outcomes Survey 2016
  - Slightly more than half (51%) borrowed funds to complete their credential.
  - 25% borrowed from government student loans
  - $11,000 is the median amount of government debt incurred.
- Confidence in these annual survey results is high. Surveys are census surveys, have high response rates (45% – 53%) and consistent results over several years.
- Debt repayment supports for BC borrowers:
  - Canada and BC Repayment Assistance Plan:
    - Borrowers renegotiate repayment based on debt to income ratio; and

    - Borrowers can extend amortization period (from 9.5 years to maximum of 14.5 years)
  - BC Completion Grant
  - BC Completion Grant for Graduates
  - BC Loan Forgiveness Program
  - Canada Student Loan Forgiveness for Doctors/Nurses
  - Canada and BC Student Loan Provision for Students with Severe Disabilities

Commonly reported debt loads cited by other sources:

- **$26,300 and $14,900** -- Source: [National Graduate Survey *(2013)*]
  - Average student debt for 2010 graduates in Canada is: $26,300 for a four year degree and $14,900 for a two year credential.
  - 34% of graduates with four year degrees and 36% of graduates with two year credential paid off debt
  - This is a random sample survey with 2,110 (42%respondents in these two credential areas. (Note: The BC Student Outcomes are annual census surveys with over 25,000 respondents per year).

- **$35,000 for BC Students** -- Source: [BMO Student Survey *(2013)*]
  - $35,000 average debt load for a four year BC student; highest reported above the national average of $27,000.
  - Expected to take 6.4 years to pay off their debt.
  - The BMO survey asked current students to **predict expected** debt rather than **report actual** debt. The BC Student Outcomes surveys collect data from graduates to report actual debt.
  - Nationally, this was a sample survey of 602 students enrolled at a post-secondary institution in the fall. The BC sample size was 74 students.

- **$27,000** -- Source: [Canada Millennium Scholarship Foundation (2009)]
  - Average total debt load for graduates of a four year undergraduate degree.
  - This information may include debt from other programs and is impacted by outlier debt amount. Student Outcomes provides the median to attenuate the impact of outliers and restricts reported debt to the baccalaureate degree only.

- Canadian Federation of Students uses the above surveys as their source of information.
  - $26,300 four year degree, $14,900 two year credential [Canadian Federation of Students *(2017)*].

Title: **2017/2018 Program Year Changes – Fixed Student Contribution and Canada Student Grant for Full Time Students**

Issue: **A new "fixed student contribution" financial need assessment model was implemented in the 2017/18 Program Year that will impact B.C. student borrowers.**

Key Messages:

- **Accessible and affordable post-secondary education and training will support thousands of British Columbians to thrive and succeed.**
- **The Province has made B.C. Student loans more accessible by simplifying the criteria for eligibility.**
- **As a result, borrowers, mainly those from low and middle income families, are estimated to receive approximately $20 million more in B.C. student loan funding.**
- **This change also streamlined the application process by removing more than one third of application questions.**

Background/Status:

- The federal budget 2016 announced the implementation of a fixed student contribution (FSC) model to determine eligibility for the Canada Student Loans Program.
- s.13,s.17

Title: **Federal Budget – Student Financial Assistance Changes**

Issue: **Changes to student aid programs in the Federal Budget 2017**

Key Messages:

- **Making post-secondary education more accessible and affordable is a key priority for the Ministry of Advanced Education, Skills and Training.**
- **Minstry staff have been working with the Federal government to streamline and simplify the application process for student financial assistance.**
- **Breaking down the financial barriers to post-secondary education and skills training is one way that our government will help more British Columbians thrive and succeed, and ultimately improve their quality of life.**
- **The changes announced in the 2017 Federal Budget seek to increase student financial assistance support for adult learners and part-time students.**

Background/Status:

- Starting in 2018/19 a higher national progressive income eligibility threshold will be applied for the following Canada Student Loan Programs:
  - Canada Student Grants for part-time students,
  - Canada Student Loans for part-time students,
  - Canada Student Grants for full-time students with dependents, and
  - Canada Student Grants for part-time students with dependents. https://gww.avedintra.gov.bc.ca/finance/travel_and_iexpense.phpB.C.
- Grant maximums will not increase for 2018-2019 program year.
- Starting in 2018/19, a new "Adult Learner Student Category" will be introduced, as a 3 year pilot project to increase access to student financial aid. Specific details of the pilot are not available as they are still before the Federal Government for approval.

Title: **BC Completion Grants**

Issue: **Completion Grant mandate commitment, and current AEST loan forgiveness programs to help students pay down debt**

Key Messages:

- **Making post-secondary education more accessible and affordable is a key priority for the Ministry of Advanced Education, Skills and Training.**
- **Improving the accessibility and affordability of post-secondary education in B.C. will support thousands of British Columbians that are seeking to thrive and succeed in their communities.**
- **The Ministry is currently developing a new $1,000 Completion Grant, which will help student manage the financial challenges that come with post-secondary education.**
- **Along with the new Completion Grant, the Ministry currently offers a suite of debt reduction programs, that provide over $35 million annually to over 24,000 B.C. student loan borrowers.**

Background/Status:

- The July 2017 AEST Minister Mandate letter includes the priority to establish a $1,000 completion grant program to provide debt relief to BC graduates.
- AEST is currently developing policy/program options for this new completion grant.
- BC currently offers a suite of debt reduction programs to students successfully completing their study periods (see Table 1), including two unique completion grants:
    - BC Completion Grant – reduces student loan debt based on successful completion of year of studies.
    - BC Completion Grant for Graduates – reduces student debt based on successful completion of programs supporting in demand occupations.
- Depending on their education program and subsequent employment path, a student may be eligible for more than one of the loan forgiveness programs.

Table 1. StudentAid BC Back-end Grant and Loan Reduction/Forgiveness Programs

Program	Description	2016/17 dollars	Projected # of annual (2016/17) of recipients
BC Completion Grant	Reduces the annual balance of a student's provincial loan to an annually determined threshold after completion of each year of studies. Students enrolled full-time in undergraduate programs of 2+ years and in their first four years of borrowing (five years for students with dependants) are eligible. Loan reduction amount depends on number of eligible students and annual budget (provincial, budget driven; automatic assessment).	$30,005m	22,000
BC Completion Grant for Graduates	Graduates who complete an undergraduate diploma or degree program of 60 weeks or longer that supports in-demand occupations are eligible to receive up to $500 against the outstanding BC portion of their loan (provincial, demand driven; application required).	$0.101m	100
BC Access Grant for Labour Market Priorities (loan component)	Provides up to $2,000 in BC loan reduction (up to $5,400 to those with dependents) to eligible students upon completion of in-demand foundational trades programs at eligible public post-secondary institutions (Provincial, demand driven; automatic assessment). Note: 16/17 eligible payments have not all been disbursed as pay-down occurs after the studies are completed. Total shown is for 15/16.	$1.803m	850
BC Loan Forgiveness Program	Forgives up to 100% of BC student loans over a five-year period when eligible professionals agree to work at a publicly funded health care facility or with children in an underserved BC community (provincial, demand driven; application required). eg, Nurses (including Nurse Practitioners, Registered Nurses, Licensed Practical Nurses and Registered Psychiatric Nurses), Physicians, Respiratory Therapists, Occupational Therapists, Speech Language Pathologist, etc.	$2.153m	875

Program	Description	2016/17 dollars	Projected # of annual (2016/17) of recipients
Pacific Leaders BC Loan Forgiveness Program	Forgives the remaining provincial portion of loan debt over three consecutive years for borrowers with continuing employment in the BC Public Service (provincial, demand driven; application required).	$1.368m (PSA budget)	400

Title: **Modernizing StudentAid BC**

Issue: **Transition initiative underway to replace several aging legacy systems and provide better policy and decision making capacity**

Key Messages:

- **StudentAid BC is undergoing a multi-year transformation to provide better, more accessible tools and information for students, institutions and government.**
- **This transformative project will enable improved policy and decision making as a result of new business processes and online tools for Student Financial Aid, as well as the replacement of several aging legacy systems.**
- **The benefits of this project include:**
  - **higher quality of services to students and institutions,**
  - **further development of online tools to support student financial aid applications,**
  - **improved access to real-time information to support policy development,**
  - **reduced risk of system failure resulting from increased complexity and aging technology, and**
  - **better staff utilization and engagement through the reduction of manual processes.**
- **The total Capital costs of the project over four years is $10.9M. The overall budgeted cost of the project including operating expenses is $19.8M over the same time period.**

Background/Status:

- Modernizing StudentAid BC is a multi-year, multi-phased initiative to provide better tools and information for students, institutions and government to make informed decisions about post-secondary education.
- The scope of the initiative includes:
  - the development of new business processes and online tools;
  - the replacement of several aging legacy systems; and
  - improved policy and decision making ability through the implementation of a new system which increases the Ministry's access to key student and institution information.

Modernizing StudentAid BC Phase I (January 2013 to May 2015)

- Phase I of the Modernizing StudentAid BC initiative with a total project cost of $3.46 million, and resulted in the near total elimination of paper correspondence, reducing support barriers and the "leaning" of manual work.
- As a result, processing time for returning students reduced by 89% from 18 days to 2 days.

- The amount of paper documents received dropped from 400,000 to 40,000, a 90% reduction

Modernizing StudentAid BC Phase II (Modyssey) (May 2015 to 2019/20)

- Phase II of the transformation initiative contains two parallel projects:
  - Student Information Management System (SIMS);
  - Business Intelligence (BI) projects.
- The SIMS project will replace the current legacy Student Financial Assistance System (SFAS), which the Office of the Chief Information Office has indicated will be de-commissioned by 2020. Additionally, the SIMS Project will modernize manual processes and improve service delivery to students and institutions.
  - Included in SIMS is the transition of identity management from in-person verification at Canada Post to verification through the BC Services Card. This identity management transition will be completed by April 3, 2018, to align with the modernization of the federal delivery model.
- The BI Project will enable students, institutions and government to make better, data-informed, decisions about post-secondary education. The approach is to build an enterprise data warehouse, provide improved decision support capability, and increase access to the right information, though development in the fundamental areas of people, process, data and technology.
- The multi-phased Business Intelligence and Data Analytics Project is currently in the Development phase. This phase has begun the transition from legacy platforms, practices and processes. Future phases will focus on the expansion of the scope and convergence with other ministry projects and initiatives (including SIMS and the modernization of the federal delivery model).

Title: **Wood Innovation and Design Centre (WIDC)**

Issue: **Post-secondary programming in the Wood Innovation and Design Centre in Prince George.**

Key Messages:

- **The University of Northern British Columbia is delivering its Master of Engineering in Integrated Wood Design program at the Wood Innovation and Design Centre.**
- **A project is underway to build the University of Northern British Columbia a larger wood engineering research facility adjacent to the Centre.**

Background/Status:

- The Wood Innovation and Design Centre (WIDC) opened on October 31, 2014 , implementing a commitment contained in Throne Speeches of the former government.
- The stated objectives of WIDC are to:
  - enhance capacity for wood innovation including education and training;
  - showcase expertise in BC related to wood manufacturing, wood products, engineering and international exports; and
  - help to revitalize the downtown area of Prince George.
- The building is owned by Shared Services BC (SSBC). The University of Northern British Columbia (UNBC) is currently one of the building tenants.
- UNBC offers a Master of Engineering in Integrated Wood Design and has a Tall Wood and Hybrid Structures Engineering Research Chair at WIDC.
- UNBC has found that the existing workshop in the building is not large enough for its needs. It is receiving funding through the Strategic Investment Fund to build a separate and larger wood engineering research facility adjacent to WIDC.
- In early 2015, government announced that ECUAD would move into WIDC. The Ministry provided ECUAD with $2.1 M in one-time funding to support ECUAD's start-up and delivery costs at WIDC. The Ministry is also paying the lease costs for ECUAD's space at WIDC.
- ECUAD plans to offer programs at WIDC but its programming plans have been delayed due to the need to ensure the proper configuration of interior space, including the workshop and ECUAD's current focus on initiating the program year at its new campus.

Contact: Deborah Hull Executive Director Teaching Universities, Institutes and Aboriginal Programs Branch 250-387-1446

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
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GOVERNANCE, LEGISLATION AND STRATEGIC POLICY DIVISION

A/ADM Responsible: Tony Loughran

The Governance, Legislation and Strategic Policy Division has four primary lines of business:

1. governance, quality assurance and strategic policy (including tuition policy and sector labour relations)
2. planning, international education and intergovernmental relations
3. post-secondary audit and accountability (including research and data)
4. private career training regulation.

The Division also oversees the British Columbia Council for International Education, a provincial crown corporation, the BC Council on Admissions and Transfer, BCcampus, and the BC Electronic Library Network.

The division is responsible for delivering on key priorities including: open textbooks; implementation of sexual misconduct policies at B.C. post-secondary institutions; youth in care, a refresh of B.C.'s international education strategy; supporting B.C. on the Council of Ministers of Education Canada (B.C. becomes Chair 2017); EducationPlannerBC (a common online planning and application service); and strengthened quality and streamlined administration of the private career training sector.

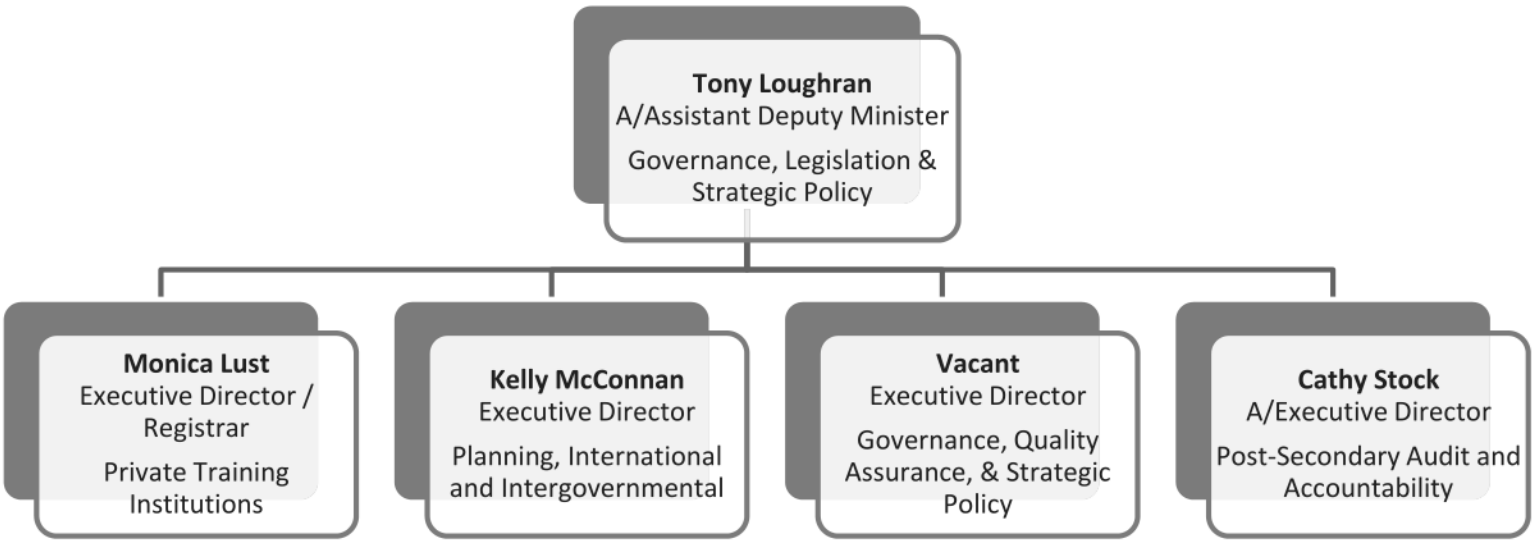
Budget: $7,739,000

Full Time Equivalents (FTEs): 92

Related Legislation:

- Applied Science Technologists and Technicians Act
- Architects Act
- Architects (Landscape) Act
- Chartered Professional Accountants Act
- College and Institute Act
- Degree Authorization Act
- Engineers and Geoscientists Act
- Music Teachers (Registered) Act
- Private Acts – Trinity Western University Act, Sea to Sky University Act, Pacific Coast University of Workplace Health Sciences Act, theological institutions
- Private Training Act
- Royal Roads University Act
- Sexual Violence and Misconduct Policy Act
- Thompson Rivers University Act
- University Act
- University Foundations Act
- Industry Training Authority Act

Organizational Chart:



Title: **British Columbia Council for International Education (BCCIE) Overview**

Issue: **Key facts related to the British Columbia Council for International Education**

Key Messages:

- **BCCIE is a key partner in supporting Government's strategic and planned approach to international education that meets the needs of domestic students while encouraging the presence of international students. This approach provides opportunities for all regions of the province to share the social, cultural and economic benefits of international education.**
- **BCCIE plays a valuable role in enhancing the efforts of the public and private K-12 and post-secondary education sectors to promote the global two-way flow of students, educators and ideas that contribute to diversity, innovation and global awareness.**
- **To deliver on its mandate, BCCIE undertakes a variety of targeted initiatives that help build a strong, sustainable and innovative economy and provide a safe, inclusive and enriched learning environment for all students.**

Background/Status:

- The British Columbia Council for International Education (BCCIE) became a Crown Corporation in 2012, but has supported international education in British Columbia since its establishment as a society in 1991.
- BCCIE operates under Government accountability requirements and publishes service plans/service plan reports.
- As a key partner in supporting government engagement in international education activities, BCCIE promotes international education in and for the Province and enhances BC's international reputation as an education destination.
- In its 2017/18 Mandate Letter BCCIE is directed to support Government in achieving its three key commitments to British Columbians: make life more affordable; deliver the services that people count on; and build a strong, sustainable, innovative economy that works for everyone.
- BCCIE works collaboratively with partner Ministries (Advanced Education, Skills and Training; Education; and Jobs, Trade and Technology) and key educational organizations to implement its mandate by undertaking initiatives in three priority areas:
    - Increase international participation throughout the British Columbia education system;
    - Provide market support for the international education sector in British Columbia, including government and sector missions abroad; and,
    - Provide communication and professional development for the international education sector in BC, including Summer Conference.

Contact: Kelly McConnan Executive Director Planning, International and Intergovernmental Branch 250-893-6791

- Specific activities BCCIE undertakes to support the internationalization efforts of BC's K-12, post-secondary and language education sectors and encourage an increased international outlook throughout the provincial education system include:
    - Providing professional development and capacity building opportunities;
    - Organizing and implementing government and education sector missions abroad;
    - Coordinating and supporting incoming education delegations and familiarization tours; and,
    - Promoting British Columbia as a study destination at key recruitment and partnership events.
- The BCCIE Board includes representatives of K-12 (public and independent schools), post-secondary (public and private degree granting institutions), EQA language/career training institutions, as well as the Assistant Deputy Ministers from the three partner ministries (Advanced Education, Skills and Training; Education;Jobs, Trade and Technology).
- The Ministry provides $1.5 million in annual operating funding to BCCIE, which is augmented by project funding from partner ministries, as well as revenues from Education Quality Assurance (EQA) administration (through 2017/18).
- An Executive Director provides operational leadership for 10 staff.

Title: **Degree Program Review – New Degree Approval Process**

Issue: **New Degree Approval Process**

Key Messages:

- **Our Government is committed to ensuring that the degrees students earn in BC are recognized by post-secondary institutions and employers in the province, across Canada and throughout the world.**
- **Under legislation, institutions require approval from the Minister prior to estblishing new degree programs.**
- **The Degree Quality Assessment Board, an independent advisory Board to the Minister, reviews degree proposals and makes recommendations on whether the proposals meet the assessment criteria established by the Minister.**
- **Institutions have indicated that currently the new degree approval process takes too long. The Ministry is committed to finding ways to accelerate the process without impacting the rigour of the review.**

Background/Status:

- Under the *University Act* and the *College and Institute Act*, BC public post-secondary institutions cannot establish new degree programs without the approval of the Minister.
- Under the *Degree Authorization Act* (DAA), private and out-of-province post-secondary institutions must receive consent of the Minister before advertising, offering, or granting degrees in British Columbia or using the word "university".
- The Degree Quality Assessment Board (the Board) conducts the reviews and provides advice and recommendations to the Minister on whether quality criteria were met.
- The Minister makes decisions on approximately forty degree program proposals or consents throughout the year.
- The approval process normally takes ten to twelve months from the date of submission.
- In 2015, the mandate of the Board expanded to include a second assessment process for new degrees proposed by BC public institutions – Stage 1 – which would precede the quality assurance review (Stage 2).
- The Stage 1 review applies only to BC public post-secondary institutions to ensure public resources are spent effectively. Stage 1 assesses whether a proposal is within the institution's mandate, responds to social and economic needs (including labour market and student demand), offers benefits to students, and, if duplicated in the system, provides a compelling rationale for duplication.

Contact: Tony Loughran Acting ADM Governance, Legislation and Strategic Policy Division 250-387-8871

- The two-stage review process allows a BC public institution to know whether the Minister is prepared to consider approving a new program before it invests the significant time and resources required to fully develop a degree proposal.
- For transparency, both the Stage 1 application and the Stage 2 full program proposal are posted publicly on the Ministry's website for a 30-day period for peer and public comment.
- If the Minister decides the proposal meets Stage 1 criteria, the process proceeds to Stage 2 quality assessment review.
- Not all institutions are required to undergo the Stage 2 quality assessment. Institutions with a history of granting degrees at a degree level for ten years, and that have appropriate internal quality review processes, can obtain "exempt status" in respect of that degree level. Exempt status institutions skip the Stage 2 assessment unless the Minister determines that there should be a quality assessment (e.g., where the institution has no history of program delivery in that subject area).
- Once the Stage 2 review is complete, the Board makes a recommendation to the Minister on whether the proposal meets the degree quality criteria.
- Institutions are advised of the Minister's decision to approve or not approve, which is posted publicly.
- Under the DAA, the Minister may also impose terms and conditions on the consent for degrees offered by private and out-of-province institutions. The Minister may suspend, revoke, or amend the scope of consent if an institution fails to meet quality standards and/or the terms and conditions of consent. This enables the Ministry and the Board to ensure appropriate oversight of private degree granting institutions.

Attachments: 1: List of Institutions with Exempt Status

Title: **Degree Program Review - Quality Audits (Stubbs Report)**

Issue: **Quality Audits (also known as Quality Assurance Process Audits)**

Key Messages:

- **Quality Assurance Process Audit was developed in collaboration with the public post secondary institutions.**
- **A quality audit is the assessment of the internal quality review processes an institution uses to ensure its programs remain current, relevant to students, and are of high quality.**
- **The assessment is done by peer institutions.**
- **This initiative builds upon current practices and encourages a culture of continuous quality improvement.**
- **The Quality Audits were introduced in 2016 as a two-year pilot with five post-secondary institutions.**
- **Quality Audits were initially recommended in the 2011 Review of the Degree Approval Process Report (Stubbs Report).**

Background/Status:

- The development of the quality audit was overseen by the Degree Quality Assessment Board (DQAB) in collaboration with the public institutions and was implemented in 2016.
- Quality audits are overseen by a standing committee of the DQAB.
- The standing committee is comprised of 11 members drawn from the DQAB and public post-secondary institutions (see Attachment 1):
    - 6 members from post-secondary institutions across BC;
    - 4 members from the DQAB; and
    - 1 member from the British Columbia Council on Admissions and Transfer.
- Members from the post-secondary institutions were selected by their peers.
- Vancouver Island University and Simon Fraser University underwent the review in 2016 and expect to complete the process later this year.
- The British Columbia Institute of Technology, Okanagan College, and Royal Roads University began the process in 2017.
- Quality assurance audits were one of 35 recommendations contained in the Stubbs Report.

Attachment 1 Quality Assurance Audit Committee

Sector or Affiliation	Confirmed Members
Research university sector	• Dr. Christine Bovis-Cnossen, Thompson Rivers University Provost & Vice-President Academic • Dr. Glynn Nicholls, Simon Fraser University Director, Academic Planning and Quality Assurance
Teaching university or institute sector	• Dr. Barry Hogan, British Columbia Institute of Technology Dean, Academic Planning and Quality Assurance • Dr. David Witty, Vancouver Island University Provost & Vice-President Academic
Colleges sector	• Dr. Andrew Hay, Okanagan College Vice President, Education • Dr. Kathryn McNaughton, Vancouver Community College Vice President Academic, Students & Research
Degree Quality Assessment Board	• Dr. Doug Owram • Dr. Nicholas Rubidge (Chair) • Dr. John Stubbs • Mr. Tony Loughran Acting ADM, Governance, Legislation and Strategic Policy Division
British Columbia Council on Admissions and Transfer	• Dr. Robert Fleming Executive Director and Co-Chair

Title: ***EducationPlannerBC*** **- Project Overview**

Issue: **Overview of the *EducationPlannerBC* Project – a common, province-wide online planning and application platform for students applying to public post-secondary education in B.C.**

Key Messages:

- **The Ministry is working with the public post-secondary sector to develop and implement a common, province-wide online planning and application platform for students.**
- **EducationPlannerBC.ca is making it easier to plan, search and apply to public post-secondary institutions in British Columbia.**
- **Collaboration and sector ownership are critical to the success of the EducationPlannerBC project.**
- **A sector-led governance structure is in place to provide sector expertise and a strategic, system-wide perspective to guide the project.**

Background/Status:

- In B.C. each year approximately 66,000 new students must navigate a series of disconnected online information and application resources to apply for post-secondary education.
- These provincial resources represent many of the key elements of common application systems seen in other jurisdictions and provide a strong base on which to build. However, the lack of integration and alignment poses challenges for students, institutions and the province as a whole (e.g. duplication of effort and resources resulting in additional costs to students and taxpayers and no sector wide data on admissions).
- In the summer of 2015, the Ministry initiated work with the post-secondary sector to explore implementation of a common, province-wide online planning and application platform for students applying to post-secondary education in B.C. A Sector Advisory Committee was established and submitted a report with 11 recommendations.
- To implement these recommendations, an interim governance structure, with representation from the 25 public post-secondary institutions, was established to provide guidance and inform this large scale transformation project (secretariat support is provided by the ministry). (Attachment 1)
- The BC Council on Admissions and Transfer (BCCAT) manages the operations of the existing EducationPlannerBC.ca site with oversight from the interim governance structure.
- *EducationPlannerBC* is now utilized by all 25 public PSI's for 'Planning' and 'Searching' functionality, while 17 public post-secondary institutions currently also utilize the 'Apply' functionality.
- The project is broken into three phases:

- ***EducationPlannerBC* phase 1 (June 2016)** – Using allocated one-time funding, merge EducationPlanner and ApplyBC, redesign website and introduce improved planning materials to support decision making. (complete)
- ***EducationPlannerBC* phase 2 (June 2017)** – Using allocated one-time funding, enhance the online resource by expanding the transcript exchange to include K-12 transcripts, and augment application functionality based on institution input. (complete)
- ***EducationPlannerBC* phase 3 (September 2018)** – Pending policy and funding approval, introduce a consolidated application platform, that supports an applicant to apply to one or multiple public PSI's using a single profile and enables basic offer management functionality. Establish a sector governing entity and transition EducationPlannerBC operations. (ongoing)

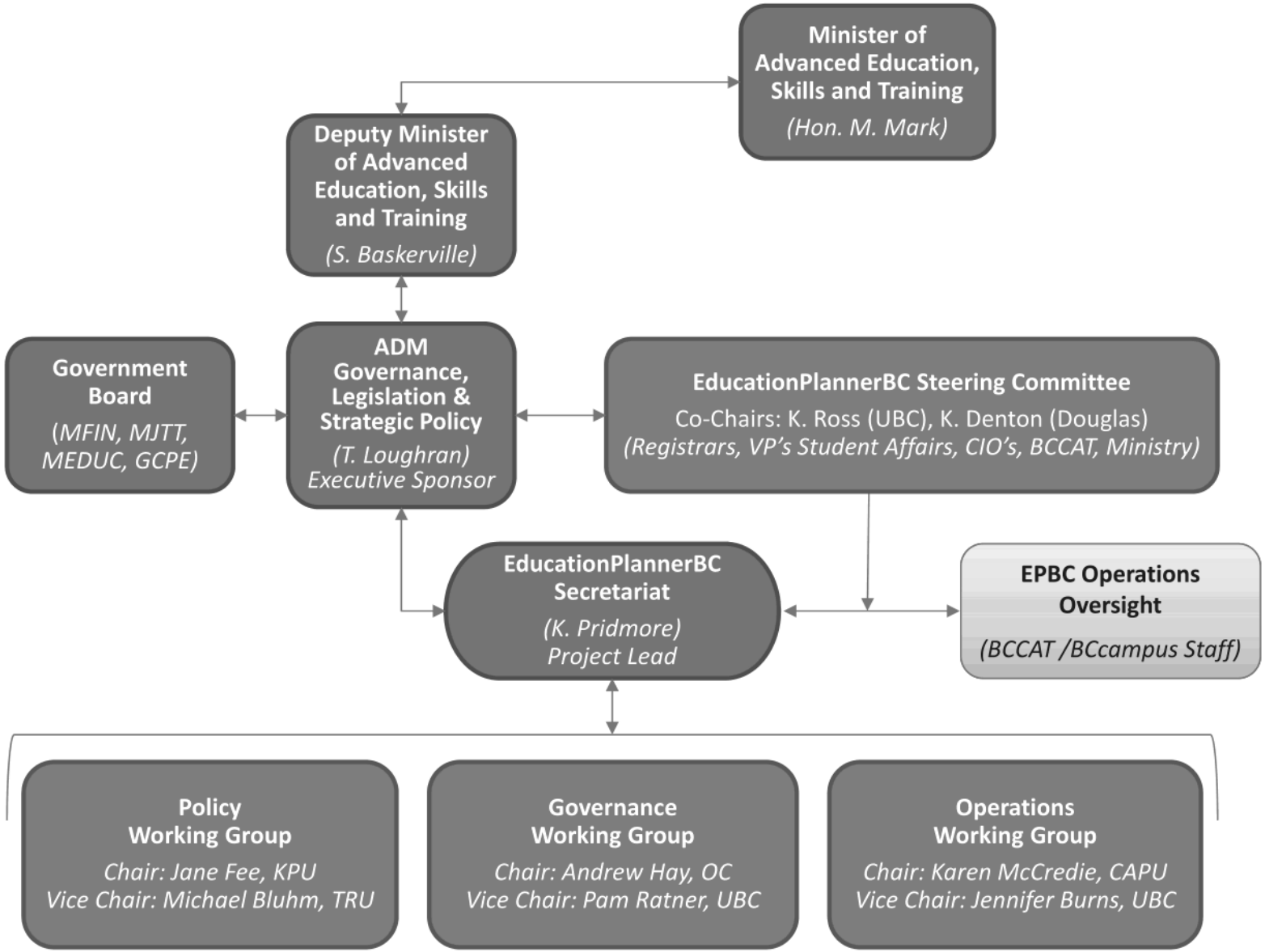
- The project also has broader linkages to Ministry of Education transformation projects (i.e. electronic transcripts) and WorkBC (formerly under Ministry of Jobs, Tourism and Innovation).

Operations and Project Finances:

- At present operations of what is now referred to as EducationPlannerBC, is, and has been historically, financial supported through separate funding grants via BCCAT (EdcuationPlanner) and BCcampus (AppplyBC). Funding for the EducationPlannerBC project has also been provided through this same manner.
- Since January 2016, BCCAT has provided administrative oversight of the EducationPlannerBC project budget and has worked in conjuction with BCcampus to provide oversight of the integration of current online planning resources.
- Pending policy and funding approval, a more optimum administrative solution is being sought for fiscal 2018/19 and beyond.

Attachment 1 – EducationPlannerBC Interim Governance Structure

EDUCATIONPLANNERBC - INTERIM GOVERNANCE STRUCTURE



Title: **Executive Compensation and Labour Relations**

Issue: **Post-secondary executives are compensated fairly within the public sector compensation framework.**

Key Messages:

- **Boards of Governors are responsible for determining appropriate compensation for their presidents and senior executives.**
- **Public post-secondary presidents lead large, complex institutions with thousands of employees delivering high-quality services for hundreds of thousands of students.**
- **Compensation decisions reflect the challenge of attracting and retaining exemplary administrators within the compensation framework and legislation established by government.**

Background/Status:

- In 2007/08, government passed legislation requiring the disclosure of salaries of public sector CEOs and the next four highest-ranking executives.
- The disclosure includes base pay, details about pensions and other benefits, and any holdbacks or bonuses, and an explanation of the compensation paid to executives.
- B.C. is a national leader in best practices for standards of reporting that require annual public disclosures of total compensation for executives.
- Annual information sessions are provided to public sector employers and staff explaining disclosure requirements and the Taxpayer Accountability Principles (cost-consciousness, accountability, appropriate compensation, service, respect and integrity).
- Control of public sector compensation is essential to managing the province's $48-billion budget because compensation spending makes up about 56% of the total budget.

Notes:

- The top ten highest paid public sector executives in 2016/17 are listed in Attachment 1.
- The President of Simon Fraser University was the only post-secondary executive on the "top 10" highest paid public sector executive list in 2016/17. See compensation for all public post-secondary presidents in Attachment 2.
- The top 25 highest paid post-secondary executives in 2016/17 are listed in Attachment 3.

Attachment 1 – Top 10 list of Highest Paid Public Sector Executives, 2016/17
Attachment 2 – Post-secondary Presidents' Total Compensation
Attachment 3 – Top 25 list of Highest Paid Post-Secondary Executives, 2016/17

Attachment 1

Top 10 list of Highest Paid Public Sector Executives, 2016/17

Rank	Employer	Position / Title	Salary	Holdback	Benefits	Pension	All Other Comp	Total Compensation 2016/17	Total Compensation 2015/16	
1	Powerex - Subsidiary of BC Hydro	Thomas Bechard, Managing Director	$359,421	$487,800	$18,389	$16,870	$2,287	$884,767	$876,019	
2	BC Hydro	Jessica McDonald, President & CEO	$361,790	$33,396	$22,964	$77,785	$32,407	$528,342	$489,111	
3	BC Securities Commission	Brenda Leong, Chair	$436,420	-	$14,269	$46,871	$6,969	$504,529	$499,251	
4	BC Hydro	Chris O'Riley, Deputy CEO/EVP Capital Infrast	$326,658	$61,512	$22,036	$70,231	$17,870	$498,307	$489,534	
5	Insurance Corporation of BC	Mark Blucher, President and CEO	$334,125	$41,766	$18,605	$68,788	$15,872	$479,156	$403,179	
6	Powerex - Subsidiary of BC Hydro	Teresa Conway, President and CEO, Powerex	$326,562	$57,667	$22,034	$70,211	$1,058	$477,532	$470,945	
7	Insurance Corporation of BC	Geri Prior, Chief Financial Officer	$331,650	$46,431	$19,048	$69,189	$9,731	$476,049	$406,026	
8	BC Hydro	Greg Reimer, Exec VP T&D and Customer Service	$294,142	$36,596	$21,178	$63,241	$41,832	$456,989	$432,878	
9	Simon Fraser University	Andrew Petter, President and CEO	$341,519	$33,000	$10,832	$33,716	$36,272	$455,339	$478,908	*
10	BC Hydro	Cheryl Yarenko, EVP, Finance, Bus Serv $ CEO	$282,503	$53,158	$20,871	$60,738	$13,671	$430,941	$401,879	

Source: 2016/17 Disclosure Statements

* Note:

The President of the University of British Columbia (UBC) has historically had the highest total compensation in the public post-secondary system. However, the current President Dr. Santa Ono started his position partway through the year (August 15, 2016) so his total compensation in the 2016/17 Disclosure Reports reflects a partial fiscal year of pay and does not appear in the top 10 list.

Attachment 2

Post-secondary Presidents' Total Compensation

	Index	Institution	President	Incoming	2015/16	2016/17
Colleges and Small Institutions	1.	CAM	Sherri Bell - President	July 1, 2015	$155,751	$212,636
	2.	CNC	Henry Reiser	Jun 1, 2014	$195,551	$195,186
	3.	COTR	Dr. David Walls	Aug 18, 2013	$198,870	$199,510
	4.	DOUG	Kathy Denton - President	Dec 19, 2014	$213,894	$210,784
	5.	JIBC	Dr. Michel Tarko	Oct 1, 2012	$206,213	$217,387
	6	LANG	Dr. Lane Trotter	Jan 20, 2014	$203,083	$204,593
	7.	NVIT	Mr. Ken Tourand	Oct 1, 2010	$190,973	$199,955
	8.	NIC	John Bowman	Aug 1, 2013	$200,806	$200,044
	9.	NLC	Dr. Bryn Kulmatycki	Apr 1, 2015	$197,989	$193,577
	10.	NWCC	Ken Burt	Oct 1, 2014	$197,099	$199,140
	11.	OKAN	Mr. Jim Hamilton	Jul 1, 2005	$221,810	$218,416
	12.	SEL	Angus Graeme	Jan 1, 2011	$200,458	$203,316
	13.	VCC	Dr. Peter Nunoda	Aug 18, 2014	$199,790	$207,208
Teaching Universities	14.	CAPU	Dr. Kris Bulcroft Paul Dangerfield	Aug 1, 2010 Aug 1, 2016	$230,610	$77,100 $122,291
	15.	ECUAD	Dr. Ron Burnett	1997	$261,565	$253,018
	16.	KWAN	Dr. Alan Davis	Sep 1, 2012	$236,146	$238,360
	17.	RRU	Dr. Allan R. Cahoon	2007	$299,540	$295,641
	18.	TRU	Dr. Alan Shaver	Sep 1, 2010	$229,299	$225,601
	19.	UFV	Jackie Hogan - Interim	July 1, 2017	$236,662	$232,951
	20.	VIU	Dr. Ralph Nilson	Jan 1, 2007	$242,569	$255,811
BCIT/ UNBC	21	BCIT	Kathy Kinloch	Jan 2014	$300,080	$291,505
	22.	UNBC	Dr. Daniel Weeks	July 21, 2014	$328,132	$312,906
Large Research Universities	23.	SFU	Andrew Petter	Sep 1, 2010	$478,908	$455,339
	24	UBC	Dr. Martha Piper - Interin Dr. Santa Ono	Sep 1, 2015 Aug 15, 2016	$241,089	$102,000 $367,152
	25	UVIC	Dr. James Cassells	Jul 2013	$407,702	$415,246

Source: Disclosure statements

Attachment 3

Top 25 List of Highest Paid Post-secondary Executives, 2016/17

				Details of total compensation for 2016/17:							
									Total Compensation		
Rank	Employer	Name and Position	Position Title	Base Salary	Holdback	Benefits	Pension	All Other Comp	2016/17	2015/16	Notes
1	SFU	Andrew Petter, President	President and Vice Chancellor	$341,519	$33,000	$10,832	$33,716	$36,272	$455,339	$478,908	1)
2	UVIC	Jamie Cassells	President and Vice Chancellor	$362,355		$7,768	$45,123		$415,246	$407,702	
3	UBC	Angela Redish	VP Academic & Provost (Pro Tem)	$340,000		$7,502	$33,073	$1,575	$382,150	$325,682	
4	UBC	Santa J Ono	President and Vice Chancellor	$295,056		$13,132	$28,905	$30,059	$367,152		
5	UBC	Andrew John Simpson	VP Finance & Operations	$325,000		$7,912	$31,573	$1,470	$365,955	$299,029	
6	UVIC	Valerie Kuehne	Acting VP Academic and Provost	$284,084		$7,733	$35,183		$327,000	$318,663	
7	SFU	Martin Pochurko	VP Finance and Administration	$258,727		$9,725	$44,346	$11,445	$324,243	$138,949	
8	UBC	Deborah Buszard	Deputy Vice Chancellor and Principal UBC Okanagan	$284,200		$7,325	$27,073	$5,504	$324,102	$320,198	
9	SFU	Joanne Curry	VP External Relations	$248,378		$10,375	$42,572	$18,107	$319,432	$245,669	
10	UNBC	Daniel Weeks	President and Vice Chancellor	$263,509		$9,007	$25,246	$15,144	$312,906	$328,132	
11	SFU	Joy Johnson	VP Research	$259,110		$10,119	$25,475	$7,308	$302,012	$290,887	
12	UVIC	Gayle Gorrill	VP Finance and Operations	$257,372		$7,863	$31,790		$297,025	$291,547	
13	RRU	Allan Cahoon	President and Vice Chancellor	$263,735		$13,149	$17,348	$2,409	$296,641	$299,540	
14	UBC	Helen Mary Burt	Interim VP, Research	$264,667		$5,906	$25,540		$296,113		
15	BCIT	Katherine Kinloch	President	$257,106		$8,633	$25,766		$291,505	$300,080	
16	SFU	Jonathon Driver	VP Academic and Provost	$113,073		$9,990	$24,353	$138,000	$285,416	$290,863	2)
17	UVIC	Carmen Charette	VP External Relations	$244,824		$5,253	$30,196	$350	$280,623	$275,422	
18	UVIC	David Castle	VP Research	$234,623		$5,579	$28,901	$10,675	$279,778	$274,939	
19	UNBC	Dan Ryan	Acting Vice-President Academic & Provost	$190,731		$9,028	$21,838	$44,716	$266,313	$211,993	3)
20	VIU	Ralph Nilson	President and Vice Chancellor	$186,417		$13,015	$20,285	$36,094	$255,811	$242,569	4)
21	ECUAD	Ron Burnett	CEO	$189,000		$8,281	$20,319	$35,418	$253,018	$261,565	5)
22	BCIT	Lorcan O'Melin	VP Finance	$206,466		$15,633	$20,256	$6,000	$248,355	$255,860	
23	RRU	Dan Tulip	VP responsible for Property Management	$183,502	$18,093	$6,795	$18,460	$12,107	$238,957	$236,364	6)
24	KWAN	Alan Davis	President	$192,497		$10,011	$19,368	$16,984	$238,860	$236,146	
25	RRU	Steve Grundy	VP Academic and Provost	$186,763	$18,676	$13,998	$18,788		$238,225	$228,449	7)

Source: 2016/17 Disclosure Statements.

Notes:

1) Andrew Petter - "Holdback" amount of $33,000 is a merit performance bonus not to exceed 20% of the President's salary.

2) Jonathon Driver - "All other compensation" amount of $138,000 = $134,817 leave payout plus $3,183 vehicle/transportation expenses.

3) Dan Ryan - "All other compensation" amount of $44,716 = $38,693 vacation payout plus $6,023 vehicle/transportation expenses.

4) Ralph Nilson - "All other comp" amount of $36,094 = $13,809 vacation payout plus $2,889 vehicle/transportation plus $19,396 other.

5) Ron Burnett - "All other comp" amount of $35,418 = $7,500 leave payout plus $9,000 vehicle/transportation plus $18,918 other.

6) Dan Tulip - "Holdback" of $18,093 = merit bonus to be awarded as a re-earnable lump sum based on university and individual achievements.

7) Steve Grundy - "Holdback" of $18,676 = merit bonus to be awarded as a re-earnable lump sum based on university and individual achievements.

Title: **International Education**

Issue: **British Columbia's International Education Sector**

Key Messages:

- **International education requires a balanced, sustainable province-wide approach that meets the needs of domestic students while encouraging the presence of international students, and provides opportunities and benefits for all regions of British Columbia.**
- **Our government will continue to encourage a strategic and managed two-way flow of students, educators and ideas between British Columbia and other countries to increase diversity, innovation and intercultural awareness.**
- **Providing a safe, inclusive and enriched learning environment for all students is a priority for government.**
- **British Columbia is one of the most popular student destinations for international students in Canada, hosting almost 30% of all international students in the country.**

Background/Status:

- International education is the global two-way flow of students, educators and ideas between countries.
- Engaging in international education activities increases the global orientation of British Columbia's education system, promotes diversity, and enhances intercultural awareness and inclusiveness.
- British Columbia is one of the most popular study destinations for international students in Canada, hosting almost 30 per cent of all international students in the country.
- In 2016, 136,905 international students from over 80 countries held study permits in British Columbia. Top five source countries include China, India, South Korea, Japan and the US.
- International students provide opportunities for British Columbia students to have more global education experiences and bring social and cultural benefits to communities, schools and institutions throughout the province.
- International students also support growth of a strong economy as they spent over $3.5 billion on tuition, accommodation and living expenses, arts, culture and recreation in 2015. This supported an estimated 29,300 jobs and created a positive economic effect on communities throughout the province.
- Many international students intend to remain in British Columbia after graduation. These students foster innovation through research at our universities and contribute to a diverse and inclusive labour market.

Contact: Kelly McConnan Executive Director Planning, International and Intergovernmental Branch 250 893-6791

- British Columbia has experienced significant growth in the number of international students for several reasons including the province's high-quality education system, diverse and inclusive student population and safe learning and living environment.
- The rapid growth in the number of international students in the province presents both opportunity and challenge.
- Going forward, British Columbia's international education sector will require a sustainable province-wide approach that balances the needs of British Columbia and international students.
- A strategic, coordinated approach will ensure all students and regions benefit from international education activities.
- The Ministry of Advanced Education, Skills and Training continues to work closely with key partners in international education, including the British Columbia Council for International Education and the Ministries of Education and Jobs, Trade and Technology, to support the international education sector in the province.

Displacement of Domestic Students:

- International students do not displace domestic students. In fact, international students generate additional seats and opportunities for domestic students, enable public post-secondary institutions to add courses and facilitate the hiring of new faculty and staff.
- International students typically pay three to four times the tuition paid by domestic students at public institutions.
- Institutions are expected to enroll international students on the basis that they do not displace a Canadian citizen or permanent resident from British Columbia, or other parts of Canada, from a space funded through institutional block grants.

Title: **Mental Health, Students**

Issue: **Key facts about mental health and post-secondary students**

Key Messages:

- **BC post-secondary institutions are committed to providing safe and healthy learning environments for students. Institutions offer a range of mental health resources including counselling supports and wellness events.**
- **A number of BC institutions are recognized across Canada as healthy campus communities for their best practices in mental health and well-being. Many institutions have adopted student mental health strategies.**
- **In alignment with Government's commitment to deliver the services that people count on, we are working with key sector partners and other Ministries to develop a mental health initiative that provides targeted supports and services to post-secondary students.**

Background/Status:

- Mental health and substance use issues are acute among post-secondary students.
- Young people ages 15-24 are more likely to report mental illness and/or substance use disorders than other age groups. In 2016:
    - 18.4% of post-secondary students reported they have been diagnosed with or treated for anxiety by a professional within a 12-month period
    - 14.7% of post-secondary students reported they have been diagnosed with or treated for depression by a professional within a 12-month period
- Student supports and services at BC public post-secondary institutions vary but can include counselling, clinical and recreation services and wellness events. Students may also access community-based support programs.
- All 25 public post-secondary institutions participate in the Healthy Minds, Healthy Campuses program, a province-wide community of practice that supports campuses in developing programs and policies to promote mental health and healthier relationships with alcohol and other substances among students.
- Recent post-secondary initiatives to support mental health include a new mental health model at the University of Victoria that cuts wait times for counselling services and costs in half, and funding received by the University of British Columbia to establish a second student wellness centre and expand general mental health services on its campuses.
- The Budget 2017 Update provides funding of $5 million over three years for mental health services and supports for post-secondary students. AEST will develop options for consideration that enhance the availability and accessibility of services and improve the capacity of institutions to offer programs and supports.

Contact: Kelly McConnan Executive Director Planning, International and Intergovernmental Branch 250 893-6791

Title: **Post-Secondary Quality Assurance**

Issue: **Quality Assurance Framework**

Key Messages:

- **Institutions have primary responsibility for program quality.**
- **High-quality programs are critical for ensuring students reach their life goals.**
- **Maintaining the quality of British Columbia's post-secondary education system is a priority for government.**
- **The Ministry has various mechanisms for assuring post-secondary system quality. These include: (1) degree authorization; (2) quality assurance process audits; (3) Education Quality Assurance (EQA) designation; and (4) regulation of private training institutions under the Private Training Act (PTA).**

Background/Status:

Degree Authorization

- Under legislation, BC public, private and out-of-province post-secondary institutions cannot provide or grant a degree without Minister's approval/consent.
- Degree authorization processes ensure that degrees cannot be offered in BC unless they meet province-wide degree quality standards.
- The Degree Quality Assessment Board (DQAB), an independent advisory Board to the Minister, oversees quality assessment processes and makes recommendations on whether degree proposals meet the quality standards.
- Please see the Degree Program Review – New Degree Approval Process note for more information on degree authorization of BC institutions.
- Degree granting private and out-of-province public institutions are subject to additional requirements: consents are granted for a limited period, normally five years; institutions must submit annual reports to the ministry which are reviewed by the DQAB; and Ministry staff conduct performance visits to ensure that institutions continue to comply with quality standards.

Quality Assurance Process Audits

- Quality audits assess internal quality review processes at public post-secondary institutions.
- Please see the Degree Program Review – Quality Audits (Stubbs Report) note for more information about quality audits.

Education Quality Assurance

- EQA designation is the provincial seal for a quality post-secondary institution. EQA is a policy-based designation that institutions apply for annually.
- EQA is open to all institution types (public or private) if they meet and maintain EQA requirements. The EQA assessment process does not include any substantive assessment of program quality; it relies on an institution being in compliance with the applicable regulatory scheme, e.g., *Degree Authorization Act, Private Training Act*.
- EQA designated institutions are placed on the Designated Learning Institutions (DLI) List maintained by Immigration, Refugees and Citizenship Canada. Institutions can only host international students on study permits if the institution is EQA designated and on the Federal DLI list
- The current DLI list is available at http://www.cic.gc.ca/english/study/study-institutions-list.asp.
- As of August 2017, approximately 250 BC institutions have EQA designation.

Private Training Act

- Please see the Private Training Overview note for information about the *PTA* regulatory framework.

Title: **Private Training Overview**

Issue: **Transition of oversight of private training sector to government effective September 1, 2016.**

Key Messages:

- **Government is committed to protecting students through the Private Training Act, which establishes a student tuition protection fund, sets quality standards, and includes enforcement mechanisms.**
- **More than 320 private career-training institutions offer a wide range of programs in British Columbia.**
- **Over 51,000 students are enrolled annually at PTIB certified institutions.**
- **The Private Training Act came into force on Sept. 1, 2016, and brought full regulatory responsibility for private training institutions into government.**
- **In the event of an institution closure, the Private Training Institutions Branch (PTIB) works with students to ensure they complete their training at another institution (a train-out institution) with a minimum of disruption.**
- **The PTA continued the Student Tuition Protection Fund to protect student tuition in the event of an institution closure. There is approximately $16 million in the Fund.**

If asked about the closure of KGIC Inc. institutions:

- **MTI Community College and four other PTIB-certified institutions owned by KGIC Inc. closed on March 29, 2017. This has been PTIB's largest closure to date.**
- **About 600 career training institution students were enrolled at the time of the closure in addition to several hundred students in short-term English language programs.**
- **The Registrar of PTIB identified several comparable career training programs to ensure that students can complete their training other certified institutions.**
- **Approximately 600 claims have been filed on the Student Tuition Protection Fund. As of September 1, 2017, over 140 claims have been adjudicated and roughly $500K in tuition reimbursed.**

Background/Status:

- Government announced in April 2014 that the Ministry of Advanced Education would assume direct responsibility for the regulation of private career training institutions in BC from the Private Career Training Institutions Agency (PCTIA).
- The *Private Training Act* (PTA) received Royal assent on March 25, 2015 and the PTA and associated regulations came into force September 1, 2016, transferring the functions and authorities of PCTIA to government.

- Government undertook extensive consultation with the private training sector including the establishment of a 12-member Private Training Industry Advisory Committee and two rounds of regional meetings (one in 2014, prior to the Act and the second in 2015, prior to the regulations).
- Consultations reached hundreds of sector representatives and stakeholder groups (e.g., First Nations Education Steering Committee, Languages Canada, Education and Training Employees Association).
- The Private Training Institutions Branch (PTIB) is responsible for regulating private training institutions – the office is located in Vancouver.
- PTIB regulates private training institutions in BC by requiring certification in order to operate; approving programs; and ensuring compliance with established requirements through the use of inspections and enforcement tools.
- PTIB provides consumer protection by publishing information about institutions on the PTIB website; assisting students affected by institutions closures; and handling student complaints.
- Private career training institutions generated more than $320M in tuition revenue in the 2015/16 fiscal year.

Title: **Quest University Canada**

Issue: **Financial and Governance Challenges at Quest University Canada (Quest)**

Key Messages:

- **The Ministry and the Degree Quality Assessment Board (DQAB) are working with Quest to fully understand their financial challenges.**
- **While Quest is a private university, it must still meet the same requirements of all post-secondary institutions offering degree programs in BC.**
- **All private universities are required to demonstrate sufficient financial capacity to provide a stable learning environment for its students.**
- **The primary concern is for the Quest students.**
- **The DQAB is currently undertaking a review of Quest by a panel of external reviewers with financial and governance expertise.**
- **Once the review is completed, the DQAB and the Ministry can recommend options or next steps regarding Quest.**

Background/Status:

- Quest is a private, not-for-profit university operating under the authority of a private act of the Legislature, the 2002 *Sea to Sky University Act (SSUA)*. The *SSUA* vests control of the institution in the Quest University Board.
- As with all BC private degree-granting institutions, Quest requires the Minister's consent under the *Degree Authorization Act* (*DAA*) to offer degree programs, and undergoes quality assessment processes overseen by the Degree Quality Assessment Board (DQAB).
- Quest has had Ministerial consent under the *DAA* for a Bachelor of Arts and Science degree since 2006.
- Quest is a fully-residential university that offers a unique educational experience in Canada, based on a block plan where students take one course at a time. The last two years is focussed on directed research across all disciplines with a faculty mentor. More than 70% of the students also participate in a study abroad block during their degree.
- Quick facts:
  - Enrolment 2016/17: 723 (headcount); 54% are international students, of which 37% are from the US, and 17% from other countries
  - Average GPA of admitted students: 80-85% (A-/A)
  - Faculty and Staff: 96 regular continuing positions

- For the sixth year in a row, Quest ranked number one in Canada in all ten areas of academic excellence defined by the National Survey of Student Engagement

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Title: ***Sexual Violence and Misconduct Policy Act*.**

Issue: **The *Sexual Violence and Misconduct Policy Act* came into force on May 19, 2017.**

Key Messages:

- **Safety and security on post-secondary campuses is an important issue and any form of sexual violence or misconduct must not be tolerated or condoned.**
- **In April 2017 the Ministry issued guidelines to help institutions develop sexual violence policies that ensure members of the post-secondary community are able to provide compassionate, respectful and reassuring responses to Survivors who choose to inform.**
- **The guidelines were developed in consultation with public post-secondary institutions, anti-violence groups, and the RCMP Crime Prevention Unit and are posted on the Ministry website.**
- **Sexual violence policies enable institutions to respond appropriately when sexual violence is reported, and ensure that survivors have information about what to expect when they report sexual misconduct.**

Background/Status:

- The *Sexual Violence and Misconduct Policy Act* was enacted in May 2016. The Act required each public post-secondary institution to establish a sexual misconduct policy by May 19, 2017.
- The sexual violence policies:
  - address sexual violence prevention;
  - set out procedures for response to reported incidents of sexual misconduct;
  - were established in consultation with students;
  - will be reviewed at least once every three years; and
  - are posted on the institutions' websites.
- All 25 public post-secondary institutions now have standalone sexual misconduct policies in place that are posted online.
- Sexual violence policies will be reviewed – in consultation with students – at least once every three years, or as directed by the minister.
- Private institutions with student residences are also required to have sexual misconduct policies.

  These requirements are set out in regulation and policy.

Title: **Trinity Western University Law School**

Issue: **Status of Juris Doctor degree program at Trinity Western University (TWU)**

Key Messages:

- **While TWU's private act gives it the right to be called a university and grant theological degrees, it must receive consent under the Degree Authorization Act (DAA) for new professional degrees.**
- **Due to the legal uncertainty of TWU's law program obtaining BC Law Society recognition and potential graduates not being able to practice law in BC, consent for the Juris Doctor degree was revoked in December 2014.**
- **Government will wait until the legal issues are resolved before accepting a new application from TWU for a Juris Doctor degree.**
- **The Supreme Court of Canada has agreed to hear the Law Society of BC appeal in November 2017.**

Background/Status:

- TWU is a Christian, not-for-profit, private institution established in 1962. TWU was initially authorized to grant baccalaureate degrees in 1979 and was given university status and the right to offer graduate degrees under the *Trinity Western University Act* in 1985. Since 2002, new academic degree programs require consent of the Minister under the *Degree Authorization Act* (*DAA*).
- TWU offers approximately 60 undergraduate and graduate degree programs and has Ministerial consent under the *DAA* for 14 degrees. TWU has three professional schools: Education, Nursing and Business.
- All TWU students and faculty are required to sign and adhere to a Statement of Faith and a Community Covenant. The Community Covenant prohibits sexual intimacy outside a marriage between one man and one woman.
- In 2013, TWU submitted an application to offer a JD degree, the professional degree required to practice law. The Degree Quality Assessment Board (DQAB) conducted a thorough quality assessment, and the Minister granted consent under the *DAA* in December 2013. The approval was based, in part, on approval of the degree by the Federation of Law Societies of Canada (FLSC).
- The FLSC reviews proposed new law programs on behalf of provincial regulatory bodies to determine whether they will adequately prepare graduates to practice law. However, provincial regulators reserve the right to make their own determinations, and three provincial law societies,

including the Law Society of BC later decided not to accredit the degree due to the TWU Community Covenant.

- In 2014, the Law Society of BC initially voted to accredit the TWU JD. However, this decision was reversed after a majority of law society members rejected the program via referendum.
- Since the Law Society's decision meant that potential graduates of the program would not be able to practice law in BC, the then Minister of Advanced Education revoked consent for the degree in December 2014. The Minister's December 11, 2014 letter indicated that:
    - TWU could resubmit its application for consent once there was certainty and finality about the status of regulatory body approval.
    - TWU may not need to create a new proposal and, depending on the timing and circumstances, TWU could request an expedited review process.
- TWU sought judicial review of the Law Society's decision not to recognize the degree, and the trial court set aside the Law Society decision on procedural grounds. The Law Society appealed. The BC Court of Appeal dismissed the appeal, finding that the Law Society's decision not to approve the TWU law school was unreasonable because it limited the right to freedom of religion in a disproportionate way.
- In February 2017, the Law Society sought leave to appeal the decision to the Supreme Court of Canada (SCC). The SCC is scheduled to hear the appeal on November 30, 2017. It will be heard concurrently with TWU's appeal of an Ontario Court of Appeal decision that accepted the Law Society of Upper Canada's refusal to accredit the TWU program.
- Until the SCC issues a decision, there remains uncertainty as to the status of regulatory body approval for the TWU JD.

Title: **Tuition - Overview**

Issue: **Key facts on public post-secondary institutions tuition fees**

Key Messages:

- **BC has the 4th lowest undergraduate tuition in Canada ($936 less than the national average) based on the 2017/18 Statistics Canada data.**
- **Undergraduate tuition increase in BC has remained below the national average increase for 12 years.**
- **On average, students in BC pay less than one-third the cost of post-secondary education.**
- **An analysis in 2014 by BC Statistics shows that graduates of post-secondary programs earn a higher income over a working lifetime than they would make with a high-school education. University undergraduates earn approximately $827,000 more in their working lives than people with a high school education (includes all undergraduate degrees, except medicine, dentistry, veterinary medicine and optometry).**

Background/Status:

- 2005 – Tuition limit policy introduced, increases to domestic undergraduate and graduate tuition capped at 2% per year. (International student tuition excluded).
- 2007 - Mandatory fees payable to the institution included in the tuition limit policy.
  - Mandatory fees are fees charged by and paid to the institution that are required in order for a student to successfully complete their program. These fees vary by institution (typically library, lab, registration fees, etc.) and are subject to the 2% annual increase limit. Student society fees (typically U-Pass, student union building and health/dental fees) are not subject to the policy.
- There are two different numbers that are often referred to when talking about undergraduate tuition rates in BC:
  - The weighted tuition average for undergraduate Arts programs posted on the Ministry website and Data BC[1,3,4]
    - BC system average for undergraduate Arts is $4,511 in 2017/18.
    - Undergraduate Arts students paid an average of $565 for all mandatory fees in 2017/18.[5,6]

and

- Statistics Canada's interprovincial tuition data, based on a wider range of undergraduate programs (see tables below).
  - Most expensive graduate programs in 2017/18 are the executive MBA with average tuition of $51,891 (regular MBA - $29,293).
  - Tuition for international students in Arts programs is typically three to four times the amount paid by domestic students.
  - BC has the 8th lowest graduate tuition in Canada.

Tuition - Domestic				
	BC		Canada	
Level	**Average Cost of Tuition 2017/18**	**Percent Change Over 2016/17**	**Average Cost of Tuition 2017/18**	**Average Percent Change Over 2016/17**
Undergraduate [1,3,7,8]	$5,635	2.0%	$6,571	3.1%
Graduate [2,4,7,8]	$8,313	0.8%	$6,907	1.8%
Tuition - International				
	BC		Canada	
Undergraduate	$23,331	N/A	$25,180	N/A
Graduate	$15,673	N/A	$16,252	N/A
Mandatory Fees - Domestic Only				
	BC		Canada	
	Average Cost of Mandatory Fees 2017/18	**Percent Change Over 2016/17**	**Average Cost of Mandatory Fees 2017/18**	**Average Percent Change Over 2016/17**
Undergraduate [5]	$728	3.3%	$880	3.8%
Graduate [5]	$701	2.2%	$838	4.2%

Source: Statistics Canada

Notes:

1. Statistics Canada used the most recent enrolment data to weight a variety of undergraduate programs such as education, social sciences, engineering and law. The Ministry uses funded FTEs rather than enrolments to weight tuition averages.
2. Statistics Canada restates the tuition data for the previous year annually to maintain accuracy and to reflect updates.
3. For graduate tuition fees, Statistics Canada included programs such as education, law, math, computer and information sciences in the calculations.
4. Statistics Canada groups all mandatory fees together to calculate the average and percent increases. The combined mandatory fees exceed the 2% increase because only mandatory fees payable to the institution are subject to the BC tuition policy.
5. For the Ministry calculation of mandatory fees, health/dental fees were excluded as students can opt-out. Statistics Canada excludes health/dental fees in their calculation for the same reason. The differences between the Ministry and Statistics Canada averages are due to the different methodologies and programs used in the calculations.
6. In 2016/17, Statistics Canada altered their methodology to use the average of the lower tuition and the upper tuition in their undergraduate weighted average calculation (previously just the lower tuition fee was used to calculate undergraduate tuition averages). Statistics Canada says the new method provides a better representation of the true cost of post-secondary education.
7. In 2016/17, the number of institutions captured by Statistics Canada was expanded to include British Columbia Institute of Technology, Douglas College, Selkirk College, Vancouver Community College, Camosun College, North Island College, College of the Rockies, Langara College, Okanagan College and the Justice Institute of British Columbia.

Title: **Tuition - Lifetime Earnings**

Issue: **Post-secondary education investment pays off**

Key Messages:

- **Post-secondary education and training is a powerful equalizer that is able to lift individuals, families and communities out of poverty.**
- **An analysis in 2014 by BC Statistics shows that graduates of post-secondary programs earn a higher income over a working lifetime than they would make with a high-school education.**
- **University undergraduates earn approximately $827,000 more in their working lives than people with a high school education (includes all undergraduate degrees, except medicine, dentistry, veterinary medicine and optometry).**
- **Additional lifetime earnings for post-secondary credentials over a high-school diploma:**
  - **Undergraduate degree in arts or science - $577,000**
  - **Undergraduate degree in engineering, business or health – more than $1 million**
  - **Master's degree – more than $1 million**
  - **Medicine, dentistry, veterinary medicine or optometry – more than $2 million**
  - **Trades Certificate of Qualification or National Red Seal - $524,000**
  - **Trade certificate or diploma (e.g. foundation program) - $266,000**

Background/Status:

- BC Statistics used data collected by Statistics Canada through the 2011 National Graduate Survey[1] to calculate lifetime earnings estimates.
- BC Statistics developed a robust, defensible and replicable methodology to highlight the value of a post-secondary education credential in British Columbia.
- The methodology considered:
  - Education: by credential (e.g. degree) and field of study (e.g. arts and science)
  - Age Range: individuals aged 19 – 64
  - Employment: full-time, individuals working 40 – 52 weeks per year, mostly 30 hours or more per week
  - Income Earnings: median employment income before tax
- Previous research, using 2006 Census data, produced a single number of $650,000 in additional lifetime earnings, based on average earnings for anyone 15 years of age and older who obtained a university credential.

[1] This is the most recent data available. New education related data from the 2016 census will become available November 29, 2017. Consideration will be given to updating these numbers at that time.

Contact: Kate Cotie Director Governance, Quality, Assurance and Strategic Policy Branch 250-387-6197

Title: **Tuition Limit Policy/Tuition Cap**

Issue: **Tuition Limit Policy/Tuition Cap Key Facts**

Key Messages:

- **Tuition and mandatory fee increases are limited to 2% per year.**
- **Our government committed to keep a cap tuition fees at public post-secondary institutions to help students complete their studies and get good-paying jobs in a sustainable economy.**
- **We've already made progress on affordability by cutting interest on provincial student loans by 2.5% starting August 1st with the goal of eliminating interest altogether as well as eliminating tuition for ABE and ELL programs effective September 1st.**
- **Government will review the current tuition limit policy and how it is applied for the 2018/19 budget cycle to ensure it is aligned with this Government's priorities. Until then the current cap remains in place.**

Background/Status:

- 2005 - Tuition Limit Policy introduced limiting tuition fee increases to 2% per year at public post-secondary institutions. Since that time tuition increases have been limited to 2 percent every year. Does not apply to international student tuition or tuition at private institutions.

- 2007 - Tuition Limit Policy extended to include mandatory fees charged by the institution. [1]

The Tuition Limit Policy consists of the following three parts:

1. **Two percent cap** per annum on tuition and mandatory fee increases.[2] The cap covers the following:

- Professional programs
- Cost recovery/continuing education credentialed programs
- All other credentialed and open enrolment programs
- Mandatory fees

The Tuition Limit Policy does not apply to:

- International student tuition,[3] and mandatory fees charged by student societies such as U-PASS, Student Society, extended health/dental, and recreation fees.

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[1] Mandatory fees are defined as fees charged by the institution that a student is required to pay in order to successfully complete their program (e.g., library fees, lab and registration fees). Fees charged by student societies are not included in the policy (e.g., U-PASS (transit pass), Student Society, extended health/dental, and recreation fees).

[2] Tuition is defined as the fee payable for the teaching and teaching instruction students receive from a post-secondary institution. Source: StudentAidBC Policy Manual 2016/17.

- Third-party contracts
- New programming (first year)
- Community/continuing education non-credentialed courses[4].

2. **New Programs**:
    a. Institutions set tuition fee rates for new programs in the first year the program is offered. The Tuition Limit Policy applies each year thereafter.

    b. An institution substantially revising an existing program may request a determination from the Ministry to confirm whether or not the changes are significant enough that it qualifies as a new program:
        - Requests need to demonstrate substantial changes leading to new or changed objectives, goals and learning outcomes.
        - Requests are reviewed by a third-party reviewer, and the final decision is made by the Deputy Minister.

3. **New mandatory fees**:

- New mandatory fees may be introduced for new services if there is a clear benefit to students. Institutions are required to consult with the Ministry and engage in proactive consultation and engagement with students. Institutions need to track the benefits to students of the new fees, and the Ministry collects the information as part of the annual tuition and fees reporting process.

Ministry Review of Tuition Limit Policy

- Ministry staff are working on options for a tuition cap for the 2018/19 budget cycle, including determining the cap amount and clarifying how it is applied/key principles that guide the application, to ensure alignment with government priorities.

[3] Institutions set tuition fees for international students. International student fees cover direct and overhead costs for their studies in BC.
[4] Most of these are short-term courses offered in the evening or on the weekend (e.g., first aid, photography).

Title: **Mandatory Fee Reporting**

Issue: **Mandatory fee reporting process for public post-secondary institutions**

Key Messages:

- **Student debt should not be an obstacle to being able to thrive and succeed in our society.**
- **That is why our government is making post-secondary education more accessible and affordable for thousands of post-secondary students throughout British Columbia.**
- **Mandatory fees are closely monitored by the Ministry and are included in the tuition limit policy that limits increases to 2% annually.**

Background/Status:

- Mandatory fees are fees charged by the institution that a student must pay in order to complete their program. Examples include:
  - Learning resource fees
  - Materials and laboratory fees
  - Athletics and recreation fees
    - Student society fees (e.g., medical/dental fees, universal transit passes, student union building fees, etc.) are not included in the policy.
- Institution Boards have the authority under legislation to set fees. However they are required by policy to consult with the Ministry before implementing any new mandatory fees for new services.
- 2007 - Mandatory fees payable to the institution included in the tuition limit policy that limits increases to 2% annually.
- March 2016 - Deputy Minister sent a letter to all presidents clarifying the application of the tuition limit policy as it relates to programs, fees and services.
  - The 2% limit applies to existing programs and fees.
  - Post-secondary Boards are expected to ensure that any new fees for new services have demonstrable benefits to students; and that both students and the Ministry are consulted.
- September 2016 – 1st Mandatory Fee Reporting request sent to the institutions.
- September 2017 – 2nd Mandatory Fee Reporting request scheduled to be sent to the institutions.
- Information Requested in the Mandatory Fee Report includes:
  - Name of the new fee
  - Date of Board approval
  - Academic Year the fee is to be implemented

Contact: Cathy Stock | A/Executive Director | Post-Secondary Audit and Accountability Branch | 250-387-1105

- Intended benefit of the new fee
- How students had been (or would be) consulted regarding the benefits of the new fee.

- Ministry staff reviewed and evaluated the responses from the 1st cycle. Responses varied and often required significant and/or missing documentation.
- Improvements to the Mandatory Fee Report scheduled for September 2017 release include:
  - Requiring sign off from the Vice President of Finance before the report is submitted to the Ministry to ensure the reporting fully and accurately reflects the scope and nuances of the institution's processes and considerations in implementing any new fees.
  - Providing an improved template to the institutions, with clearer direction and examples of the types of benefits/consultations that are expected (based on best practices cited by institutions in 2016/17).

FINANCIAL & MANAGEMENT SERVICES DIVISION	Section 8
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FINANCIAL AND MANAGEMENT SERVICES DIVISION

ADM Responsible: Kevin Brewster

The Financial and Management Services Division is responsible for providing leadership and management in the areas of financial controls and reporting; budgets; stewardship of approximately $2 billion annual investment in operating grants to support post-secondary education delivery and approximately $1 billion investment over the three year fiscal plan in capital grants to post-secondary institutions to develop and maintain their infrastructure ; information management and technology support; achieving efficiencies and financial savings through sector partnerships, collaboration, joint procurement and; liaison with public post-secondary institutions for emergency preparedness and business continuity planning.

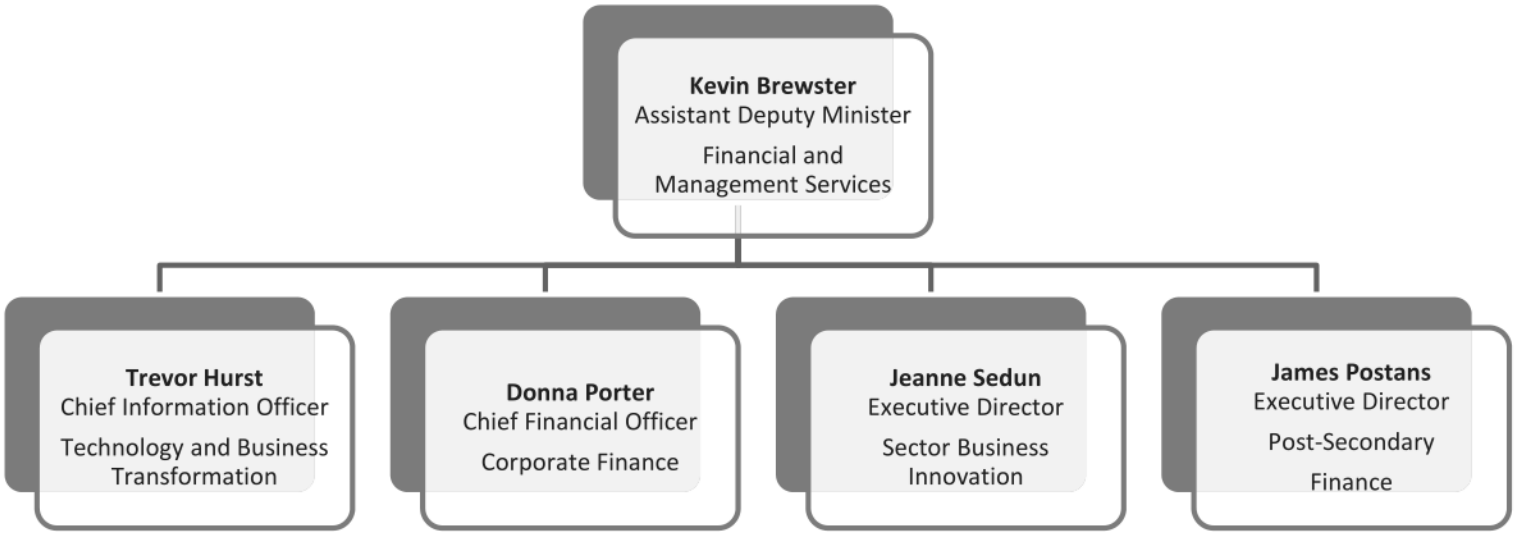
The division has a unique, dual role in providing leadership and oversight both corporately for the ministry and more broadly for the public post-secondary sector in aspects of financial reporting, information management, security and privacy, sector partnerships, and joint procurement opportunities.

Budget: $1,949,546,326

Full Time Equivalents (FTEs): 74

Related Legislation: None

Organizational Chart:



Title: **Administrative Service Delivery Transformation (ASDT)**

Issue: **A sector-led initiative to achieve administrative efficiencies through collaboration and shared services**

Key Messages:

- **The ASDT Initiative seeks to reduce costs, achieve administrative efficiencies, share best practices, and enhance the quality and range of services across the public post-secondary sector.**
- **Since 2013/14, the ASDT Initiative has achieved close to** s.13,s. **in direct financial benefits, in addition to indirect benefits such as administrative time savings and process improvements.**
- **The savings opportunities selected for implementation are not expected to result in any staff reductions, will respect collective agreements and existing regional contracts, and will maintain or enhance the quality of post-secondary education.**

Background/Status:

- The ASDT Initiative was launched in 2012 following Treasury Board direction to reduce overhead costs and enhance financial management practices in the public post-secondary sector.
- *Budget 2013* set cumulative fiscal savings targets of $5M in 2013/14, $25M in 2014/15, and $50M in 2015/16.
- The operating grants for post-secondary institutions (PSIs) were reduced by 2.7% (0.27% in 2013/14, 1.08% in 2014/15, and 1.35% in 2015/16) to ensure the achievement of government's fiscal targets.
- The sector addressed the $50M cumulative grant reduction through a combination of internal institutional savings and ASDT efficiencies and cost avoidance.
- s.13,s.17
- The following table highlights the financial benefits realized through the ASDT Initiative (*see Appendix B for a further breakdown*).

- Indirect benefits from the ASDT Initiative include the sharing of best practices and expertise, financial and business risk mitigation, time savings, improvement of compliance and operational controls, and the fostering of cross-sector and cross-institutional relationships.
- More than 30 collaborative opportunities are currently underway in five categories: teaching, learning and administrative systems (IM/IT), operations, ancillary services, financial services and library services.
- *See Appendix A for highlights in the history of the ASDT Initiative.*
- *See Appendices B and C for a list of specific ASDT opportunities, their associated benefits, and opportunity descriptions.*

APPENDIX A – ASDT INITIATIVE TIMELINE – KEY HIGHLIGHTS

- **2012** – The Ministry and PSIs initiate the ASDT Collaboration Initiative.
- **2012/13** – Deloitte Inc. is engaged to identify potential opportunities and assess the potential costs, savings, other benefits and implications.
- **2013** – Tier 1 & 2 opportunities from the Deloitte Report are identified for implementation to provide nearer-term improvements in administrative service delivery. The ASDT Collaboration Office is established to support the sector's work.
- **2013/14** – Reduced costs and administrative efficiencies of more than s.13,s.17 are reported for fiscal 2013/14 through sector collaboration, and shared IT services led by BCNET[1].
- **2014** – The Joint Procurement Consortium is launched with all 25 BC public post-secondary institutions as members.
- **2014/15** – Savings/cost avoidance of s.13,s.17 is generated in fiscal 2014/15 through 11 ASDT opportunities and 11 BCNET opportunities.
- **2016** – The ASDT procurement service is transitioned to BCNET to leverage the organization's corporate governance, administrative structure, and legal entity for operating sector-wide joint procurements. The ASDT Steering Committee approves a new ASDT 3-Year Strategic Plan, entitled *Charting Our Course.*
- **2015/16** – The continued pursuit of sector collaboration opportunities leads to greater administrative efficiencies, sharing of resources and best practices and reduced costs/cost avoidance of s.13,s.17 in fiscal year 2015/16.
- **2016/17** – A Finance Centre of Expertise is launched to focus and support sector collaboration on financial management opportunities. Reduced costs/cost avoidance through ASDT and BCNET opportunities for fiscal year 2016/17 totals s.13,s.17

[1] BCNET is a not-for-profit, shared information technology services organization led by and for British Columbia's higher education and research institutions. All 25 public post-secondary institutions are members.

APPENDIX B – Year-Over-Year Financial Benefits through the ASDT Initiative

s.13,s.17

No.	Opportunity
1	Administrative Systems Consortium[1, 3]
2	BC Electronic Library Network[1]
3	BCNET Advanced Network Service
4	Central Deposit Program (CDP)
5	Cloud Video Conferencing Service
6	Commercial Card[1, 4]
7	Credit Cards Practice Change[1]
8	Cylinder Gas
9	Internet Peering Service
10	Internet Transit Service
11	Kaltura
12	Merchant Fees[5]
13	Moodle
14	Natural Gas - Transport and Customer Choice[6]
15	Procure & Host IT Software[7]
16	Procure Desktop/Laptop
17	Procure Hardware & Maintenance[7]
18	Procure Storage Equipment
19	Procure Web Survey Tool
20	Rural Recruitment Portal[1, 8]
21	Shared Data Backup and Storage Service
22	Shared Data Centre Services Plan (EduCloud -
23	Statistical Package Social Science Software[9]
24	Trades Equipment[1]
25	Travel Management Services
26	Vending Services
27	Video Streaming[10]
Total	

See next page for related NOTES.

APPENDIX B – Year-Over-Year Financial Benefits through the ASDT Initiative - NOTES

[1] Projects reporting benefits once a year in Q4 only include: Administrative Services Consortium (ASC), BC Electronic Library Network, Commercial Card, Credit Card Practice Change, Rural Recruitment Portal and Trades Equipment.

[2] Teaching, Learning and Administrative Systems (TLAS).

[3] ASC - new benefit calculation methodology, in consultation with the ASC consortium, was applied. Prior year benefit under review. May restate results for 15/16 using new methodology.

[4] Commercial Card - benefit is net of rebate generated from the original program, when applicable. Under the ASDT Initiative, the sector earned rebates of s.13,s. in 15/16 and $0.25M in 16/17.

[5] Merchant Fees - vendor evaluating fees charged on transactions >$1K and will revise accordingly. Benefits for 2016/17 may be adjusted after fiscal year end.

[6] Natural Gas - current Natural Gas commodity market conditions, coupled with the very cold winter, resulted in higher prices paid vs index. Based on the data, the sector paid $531K over the average monthly cost. If the program was not in place, the sector would have paid $1.19M over the average monthly cost. Using a conservative approach, rather than claiming a net benefit, the difference was zeroed out from Q2 to Q4 for direct benefits.

[7] Procure Hardware & Maintenance - participating spend and resulting savings increased as a result of: a) four new contracts that the sector had access to; and b) heavier use by several institutions of BCNET contracts to support significant capital projects, such as wireless and network upgrades.

[8] Rural Recruitment Portal - no direct benefits reported for 16/17. However, indirect benefits continue in the area of attracting potential new staff and students to rural institutions while reducing advertising costs.

[9] Statistical Package Social Science Software - new project - group licencing for data mining and analytics software.

[10] Video Streaming - service was decommissioned in 15/16 and no further benefits will be reported moving forward.

[11] New metric to measure the actual number of PSIs participating in the program.

[12] New metric to measure PSI participation rate in a project. Based on actual PSIs onboard / No. of PSIs that originally expressed interest in onboarding.

APPENDIX C – Description of Sector Collaboration Opportunities

BCNET Network Services

BCNET provides secure, reliable high-speed network services foundational to research, higher education and innovation.

BCNET Advanced Network is a dedicated, ultra-high-speed, fibre optic infrastructure at speeds of up to 100 gigabits per second. The Network offers a powerful, integrated platform to cost-effectively access and share information technology services across the public, post-secondary sector in B.C. The Advanced Network extends over 8,850 kilometers and directly connects 143 colleges, institutes, research universities, federal and provincial labs and research institution sites in British Columbia. The infrastructure enables the participation in data-intensive research collaboration within the province, across Canada and around the world, and opens new opportunities for innovative teaching and distant learning.

Internet Transit is an internet service that BCNET buys in bulk from commercial vendors by aggregating transit usage of participants to acquire economies of scale and significant savings.

Internet Peering is a service that enables networks to connect and exchange traffic freely without having to pay a third-party Internet service provider to carry that traffic across the Internet for them. The service helps reduce the Internet transit costs of higher education institutions, boosts performance and decreases latency.

Benefits for FY 16/17: s.13,s.17

Shared Systems and Technology Services

BCNET facilitates the development of collaborative and innovative technology solutions to support the delivery of education and research.

DATA-SAFE is a low-cost, online, secondary data backup, storage and retrieval service. It securely safeguards public sector data inside BC, but outside the earthquake zone.

Cloud Video Conferencing is a sector-wide, service contract with a cloud-based, high-definition video conferencing service provider. The service offers a simple and easy-to-use video conferencing bridge that improves meeting participation, reduces travel time and costs and improves the ability to communicate effectively with faculty, students and staff across multiple locations, institutions and technologies.

EduCloud Server is a private, self-managed, higher education cloud server service that provides simple and secure access to provision and manage virtual servers at a fraction of the cost of implementing physical servers. A self-service portal offers users the flexibility to deploy, redistribute, and remove server resources as needed – anytime, anywhere, from any device.

Kaltura, a leading enterprise video platform, is offered as an EduCloud-hosted shared service that allows members to create their own CampusTube in a robust, stable and scalable environment.

Moodle as a shared service is a secure, highly available Moodle environment that offers reliable EduCloud server infrastructure and functionality, simplifies system administration and minimizes costs, all in a robust and flexible environment

Statistical Package Social Science Software (SPSSS) offers a competitively priced shared licensing for IBM SPSS software, which is widely used for data mining and building predictive models.

Benefits for FY 16/17: s.13,s.17

Procurement

BCNET collaborates with its members to identify and source contracts that meet their needs, save time, offer best value, and enhance administrative efficiencies while complying with legislative and regulatory requirements.

IT procurement contracts include:

Hardware contracts such as IT network storage equipment, server hardware, value-added reseller services, end user devices, core and edge switches, firewall and advanced protection systems, and wireless networks.

Software contracts such as software value-added reseller services, Adobe and Microsoft licensing, mass notification systems, and shared survey software.

Professional services contracts such as cloud and data consulting services.

Benefits for FY 16/17: s.13,s.17

General procurement contracts include:

- Facilities
  - **Natural Gas – Transport (Larger Accounts) and Customer Choice (Smaller Accounts):** This initiative continues to reduce the cost of natural gas by leveraging economies of scale across the sector, defining a common approach to demand management, consolidating the total volume of natural gas purchases, and negotiating optimal supply arrangements.
  - **Vending Machine Services:** This initiative involves securing higher vending machine commissions by maximizing volumes and dealing with a vendor partner to provide a range of hot and cold beverage services and snacks for participating institutions. Also involves collaboration with the vendor to identify new sector business opportunities to expand revenue streams and meet the needs and demands of students.
- Finance
  - **Commercial Card (C-Card):** This financial program is aimed at consolidating purchasing volumes to obtain greater rebates and employing a more strategic approach to the use of Purchasing Cards (renamed Commercial Cards to recognize their travel and entertainment component).
- Operational Supplies
  - **Cylinder Gas:** This initiative continues to find cost savings in the collaborative procurement of cylinder and bulk gases used for critical research, educational, medical and trades training purposes.

- Travel
  - **Travel Management Services:** This service builds on existing collaboration within the sector to direct a larger portion of the total travel spend through a travel program aimed at achieving savings and efficiencies, improving demand management and enhancing risk management

- Joint Procurement Services
  - **Trades Equipment:** This initiative seeks to find cost-savings to maximize the purchasing power of institutions through joint procurement of trades capital equipment, in support of the *B.C. Skills for Jobs Blueprint*.

Benefits for FY 16/17: s.13,s.1

Title: **Capital Infrastructure**

Issue: **Overview of Post-Secondary Capital Asset Management**

Key Messages:

- **B.C. has some of the top Post-Secondary institutions and programs in the country; as such it's important to maintain the quality of facilities in order to continue delivering the best educational experience for students.**
- **Investing in new and expanded buildings on public Post-Secondary campuses throughout the province is an investment in the future.**
- **Government is directly investing $1.03 billion in planned capital expenses in the Post-Secondary sector over the next three years (2017-18 to 2019-20).**
- **The Capital Asset Management (CAMS) unit is responsible for the oversight of asset management practices and investment within the Post-Secondary sector.**

Background:

- Government is directly investing $1.03 billion in planned capital expenses in the Post-Secondary sector over the next three years (2017-18 to 2019-20).
- The Ministry of Advanced Education's Capital Asset Management unit provides oversite of the Provincial capital investment and the Post-Secondary sector's capital asset management practices.
- The Capital Asset Management (CAM) unit is accountable for:
    - Managing the Ministry's 10 year capital plan and reporting;
    - Co-ordinating and prioritizing Post-Secondary institutional Five-Year Capital Plans.
    - Ensuring sector capital asset practices are in alignment with Provincial Capital policies (e.g. Capital Asset Management Framework, LEED Gold policy, etc.);
    - Capital asset inventory management;
    - Securing Government approvals for the acquisitions and dispositions of Post-Secondary institutions' buildings and lands;
    - Administer the British Columbia Knowledge Development Fund, in collaboration with the Ministry of Jobs, Trade and Technology;
    - Capital information and data management.

Title: **Government Business Enterprises (GBEs)**

Issue: **New business models in the public post-secondary sector**

Key Messages:

- **Post-secondary institutions (PSIs) are exploring a range of business models to develop housing and other on-campus services.**
- **A Government Business Enterprise (GBE) model may provide some funding flexibility given that GBEs are considered self-supported entities that do not increase taxpayer supported debt or the Province's debt-to-GDP ratio.**
- **GBEs are a type of commercial organization that require significant business planning, accounting sophistication and legal expertise.**

Background/Status:

- Large public universities are exploring new ways of financing major capital projects since self-financing, endowment funding and government grants may not always meet a university's campus, program or business development needs.
- s.17

- The Public Sector Accounting Board (PSAB) defines a GBE as a separate legal entity that has financial and operational autonomy to carry on as a business, selling goods and services to individuals or organizations outside the government reporting entity (GRE).
- GBEs are considered to be self-supported entities because they sustain operations from revenues received outside of the GRE.
- A cross-government working group was established to evaluate the s.17 GBE proposal with representatives from the Ministries of Finance, Justice and Advanced Education to ensure that the potential new entity is viable and will not put the institution or the government fiscal plan at risk.
- s.12,s.13

Title: **Capital – Great Northern Way Trust**

Issue: **The Great Northern Way Campus**

Key Messages:

- **It is important that we keep up the quality of our campuses so we can deliver the best education and training in state-of-the-art facilities to our students.**
- **Investing today in new and expanded buildings on public post-secondary campuses throughout our province is an investment in the future of our province.**
- **Government is directly investing $1.03 billion in planned capital expenses in the post-secondary sector over the next three years (2017-18 to 2019-20).**
- **The Ministry is reviewing Great Northern Way Trust's request to sell Lots 6 and 7 to PCI Developments to ensure the price offered is competitive and provides good long term value to the public sector.**

Background/Status:

- The Great Northern Way site is a 19 acre, brownfield, property located along Great Northern Way in Vancouver.
- This site was donated by Finning International to the government in 2000.
- Government assigned the site to four public post-secondary institutions (UBC, SFU, BCIT and Emily Carr University of Art + Design) to oversee property redevelopment.
    - The four institutions formed a government business enterprise (the Great Northern Way Trust) to oversee site remediation, subdivision, sale, redevelopment activities in keeping with an arts and digital media vision for the area.
    - The redesigned site plan is shown as Attachment 1.
- The GNW site has been subdivided and several lots sold to the private sector for housing and commercial office space. One lot was sold to the City of Vancouver and the largest lot to ECUAD. Proceeds from land sales fund redevelopment costs.
    - The GNW site will include a future Skytrain line and station (across Lots 4, 6 and 7).
    - The GNW site also accommodates the new Emily Carr University of Art + Design as well as the Centre for Digital Media (operated by the GNW Trust).
- In 2016, the Trust sold two lots (8 and 9) through a competitive process to PCI Developments (PCI).
    - PCI was chosen based on a combination of competitive price and their history of successfully constructing high quality developments compatible with GNW's arts and digital media vision.

Development Challenges with Lots 6, 7 and 8 – and unsolicited offer from PCI

- The adjacent lots 6 and 7 (owned by GNW Trust) are impacted by the future Skytrain construction, and each has development restrictions related to Lot 8 (to be sold to PCI).
    - To resolve the development challenges, PCI made an unsolicited net offer of $19 million to the GNW Trust to purchase the adjacent lots 6 and 7.
    - GNW Trust advises that if PCI owns all three lots, PCI can address the Lot 8 requirements as well as integrating development across all three lots given the Skytrain construction limitations.
- The potential sale of Lots 6 and 7 to PCI is currently under review by the Ministry of Advanced Education, Skills and Training.
    - As of late September, 2017, independent real estate analysis indicates the offered compensation and conditions of sale to PCI are competitive and will provide good value to the public sector.
- The remaining lots at the GNW site are being subdivided and sold for development uses compatible with the new ECUAD and the Centre for Digital Media.
- The balance of funding not needed for GNW site infrastructure is divided equally between the four Institutions for their capital investments.

Attachment 1 – Great Northern Way Campus

INSTITUTION FINANCIAL HEALTH

Date: **September 7, 2017**

Key Facts: Post-secondary Institution Audited Financial Statement Results 2012/13 to 2016/17

2012/13 to 2016/17 AUDITED FINANCIAL STATEMENT RESULTS
Net Income (Loss)

~thousands ~	2012/13	2013/14	2014/15	2015/16	2016/17
COLLEGES					
BC Institute of Technology	3,813	795	2,069	2,745	6,261
Camosun College	498	(32)	824	1,568	211
College of New Caledonia	97	(247)	(1,262)	1,979	683
College of the Rockies	400	189	397	190	173
Douglas College	6,305	4,812	4,118	1,869	5,001
Justice Institute of BC	419	385	641	1,387	987
Langara College	(137)	28	(7,021)	1,354	13,806
Nicola Valley Institute of Technology	221	241	81	25	114
North Island College	58	3	2	2	7
Northern Lights College	78	38	718	898	21
Northwest Community College	(99)	53	(43)	14	1,028
Okanagan College	1,127	452	4	294	1,164
Selkirk College	249	(256)	16	467	162
Vancouver Community College	14	0	(5,412)	(4,126)	885
College Total	13,043	6,461	(4,868)	8,666	30,503
UNIVERSITIES					
Capilano University	141	1,337	1,238	2,154	1,621
Emily Carr University of Art & Design	1,859	720	1,519	1,114	2,822
Kwantlen Polytechnic University	2,757	71	1,882	1,407	1,815
Royal Roads University	3,478	2,660	3,533	4,819	1,447
Simon Fraser University	31,286	24,631	35,361	14,849	30,360
Thompson Rivers University	4,007	4,221	8,953	4,124	3,420
University of BC	25,670	128	31,443	54,400	91,767
University of the Fraser Valley	869	1,598	2,002	2,671	9,723
University of Northern BC	6,751	3,668	337	(3,467)	(1,674)
University of Victoria	9,577	9,956	16,428	18,885	7,403
Vancouver Island University	5,274	1,112	1,565	5,301	(1,140)
University Total	91,669	50,102	104,261	106,257	147,564
SECTOR TOTAL	104,712	56,563	99,393	114,923	178,067

Results exclude new endowment contributions.

PREPARED BY:

Wayne Spencer
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Title: **Institutional Health – University of Northern British Columbia (UNBC)**

Issue: **Approval prior to running financial statement deficits**

Key Messages:

- **The Ministry of Advanced Education, Skills and Training, and the Ministry of Finance are committed to maintaining the financial health of PSI's in compliance with the University Act.**
- **PSIs' are expected to manage their operating budgets wisely.**
- **Operating funds provided to UNBC are based on a number of factors such as the cost of programs offered, institutional size, and geographic location and is aligned with Ministry expectations to present a balanced budget each fiscal year.**
- **The Ministry is working with UNBC to ensure deficit mitigation strategies are in place to address the financial shortfall that began in 2016-2017, and the expectation is that UNBC return to a surplus position by 2019-20.**
- **One-time deficits may be occasionally incurred especially when adapting to change or dealing with an expected challenge.**

Background/Status:

- The University Act Section 29 (1.1) requires post-secondary institutions (PSIs) to obtain approval from the Minister of Advanced Education, Skills and Training and the Minister of Finance prior to running financial statement deficits.
- University of Northern British Columbia (UNBC) submitted a formal deficit request on September 26, 2017, and has provided a report on the progress of their deficit mitigation strategies that began in 2016/17.
- UNBC's plans to return to a surplus operating position in 2019/20.
- s.13,s.17

- Until the 2015/16 fiscal year, UNBC was traditionally a financially healthy institution, posting balanced or surplus financial results over the previous five years.
- In 2015/16 UNBC ended the year with an unplanned deficit of $3.467 million (before endowment contributions).
- AEST contracted with an experienced post-secondary financial consultant to visit UNBC and report on the issues which contributed to both the deficit and the fact that it was missed until after year-end.
- Contributing factors to the issue include:
    - the faculty association strike in 2015 and following arbitration requiring considerable attention by financial staff; and
    - the significant turnover in senior positions including the President, Provost, and multiple VP positions during the two years preceding the deficit.

  - Due to the above, the consultant's report concluded that "Financial accountability and reporting at UNBC was not historically given a high priority and that has continued during the last two years."
- In 2016/17 a deficit mitigation plan was prepared, and deficit approval was granted by Treasury Board for the 2016/17 year. The 2016/17 deficit of $1.674 million was less than the approved deficit amount s.12,s.13,s.17

Title: **Institutional Health – Vancouver Island University (VIU)**

Issue: **Approval prior to running financial statement deficits**

Key Messages:

- **The Ministry of Advanced Education, Skills and Training, and the Ministry of Finance are committed to maintaining the financial health of PSI's in compliance with the University Act.**
- **PSI's are expected to manage their operating budgets wisely.**
- **Operating funds provided to VIU are based on a number of factors such as the cost of programs offered, institutional size, and geographic location and is aligned with Ministry expectations to present a balanced budget each fiscal year.**
- **The Ministry is working with VIU to ensure deficit mitigation strategies are in place to address the financial shortfall that began in 2016-2017, and the expectation is that VIU return to a balanced position next year.**
- **One-time deficits may be occasionally incurred especially when adapting to change or dealing with an expected challenge.**

Background/Status:

- The University Act Section 29 (1.1) requires post-secondary institutions (PSIs) to obtain approval from the Minister of Advanced Education, Skills and Training and the Minister of Finance prior to running financial statement deficits.
- s.13,s.17

- In response, the Ministry of Advanced Education, Skills & Training (AEST) has hired an independent third-party consultant to visit VIU and report on the issues which contributed to both the deficit and the fact that it was missed until after year-end. In addition, VIU has been asked to prepare additional financial forecasts on a monthly basis for review by AEST.
- Until the 2016/17 fiscal year, VIU was traditionally a financially healthy institution, posting balanced or surplus financial results over the previous five years.
- s.13,s.17

- Contributing factors to the unexpected deficit were mainly due to:
  - a decline in international tuition s.13,s.17 .
  - an aging ERP (Enterprise Resource Planning) system, which includes their financial forecasting and reporting systems, it has been increasingly difficult for VIU to accurately forecast financial results and identify financial risks in a timely manner.

Title: **Post-Secondary Institutions' Ability to Borrow**

Issue: **PSI's have requested approval to borrow funds to finance capital projects.**

Key Messages:

- **The Ministry of Advanced Education, Skills and Training and Ministry of Finance are committed to creating innovative financial partnerships with post-secondary institutions that create infrastructure and improved access to education and economic benefits.**
- **Allowing post-secondary institutions to borrow could have an impact to government's borrowing costs.**
- **I am working closely with the Minister of Finance on this issue.**
- **I hope to have a solution to this issue in Budget 2019.**

Background/Status:

- Any debt on the books of an institution rolls up to become debt on the books of the Province.
- Within the Public Accounts, debt is classified in one of two ways: taxpayer-supported or self-supported.
- At March 31, 2017, PSIs' debt accounted for 12.0 percent of total taxpayer-supported debt; and 1.4 percent of self-supported debt.
    - Self-supported debt of PSIs includes: Great Northern Way Campus Trust, Heritage Realty Properties Ltd, SFU Community Trust, UBC Property Investments Ltd, and Vancouver Island Technology Park.
- Increases to taxpayer-supported debt impact the Province's debt-to-GDP ratio. The Province closely monitors the debt-to-GDP ratio to ensure it can maintain its current credit rating and the resultant low interest rates (thereby minimizing taxpayer-supported interest costs).
- For every $100 million of new borrowing, the impact on the Province's debt-to-GDP ratio would be .04 percent (based on March 31, 2017 Public Accounts indicators).

Government Business Enterprises (GBEs)

- A GBE is an organization that:
    - Is a separate legal entity that has the financial and operational authority to carry on a business;
    - Sells goods and services to individuals or organizations outside the government reporting entity (GRE) as its principal activity; and
    - Can, in the normal course of its operations, maintain its operations and meet its liabilities from revenues received from sources outside of the GRE.
- GBEs are a potential solution to PSIs' borrowing needs for student housing and other campus development projects.
- As GBEs are profit-oriented organizations, any related debt would be included on the private sector partner's financial statements, and roll up as self-supported debt on the books of government.

- Establishing these enterprises requires significant business planning, accounting sophistication and legal expertise, and therefore can be slow to come to fruition and may not be a viable option for all PSIs.

INSTITUTION FINANCIAL HEALTH

Date: **September 8, 2017**

Key Facts: Post-Secondary Institutions' Ability to Borrow

- Under the *University Act* and *College and Institute Act*, public post-secondary institutions (PSIs) may borrow money if granted prior approval from the Minister of Advanced Education, Skills and Training and the Minister of Finance.
- Any debt on the books of an institution rolls up to become debt on the books of the Province.
- Within the Public Accounts, debt is classified in one of two ways: taxpayer-supported or self-supported.
- At March 31, 2017, PSIs' debt accounted for 12.0 percent of total taxpayer-supported debt; and 1.4 percent of self-supported debt.
    - Self-supported debt of PSIs includes: Great Northern Way Campus Trust, Heritage Realty Properties Ltd, SFU Community Trust, UBC Property Investments Ltd, and Vancouver Island Technology Park.
- Increases to taxpayer-supported debt impact the Province's debt-to-GDP ratio. The Province closely monitors the debt-to-GDP ratio to ensure it can maintain its current credit rating and the resultant low interest rates (thereby minimizing taxpayer-supported interest costs).
- For every $100 million of new borrowing, the impact on the Province's debt-to-GDP ratio would be 0.04 percent (based on March 31, 2017 Public Accounts indicators).
- Due to the Province's need to control its debt-to-GDP ratio, all recent borrowing requests from PSIs have not been approved by the Ministry of Finance.
- This has constrained PSIs' abilities to develop the infrastructure required to support and enhance students' educational needs (with particular regard to student housing expansions required to support the Province's International Education Strategy).

Government Business Enterprises (GBEs)

- GBEs are a potential solution to PSIs' borrowing needs for student housing and other campus development projects.
- A GBE is an organization that:
    - Is a separate legal entity that has the financial and operational authority to carry on a business;
    - Sells goods and services to individuals or organizations outside the government reporting entity (GRE) as its principal activity; and
    - Can, in the normal course of its operations, maintain its operations and meet its liabilities from revenues received from sources outside of the GRE.
- As GBEs are profit-oriented organizations, any related debt would be included on the private sector partner's financial statements, and roll up as self-supported debt on the books of government.
- Establishing these enterprises requires significant business planning, accounting sophistication and legal expertise, and therefore can be slow to come to fruition and may not be a viable option for all PSIs.

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Title: **Post-Secondary Institutions' Ability to Access Accumulated Surpluses**

Issue: **PSI's have requested access to their accumulated surplus.**

Key Messages:

- **The Ministry of Advanced Education and Ministry of Finance are committed to working with PSIs to ensure financial options are explored that will improve access to education through the utilization of surplus funds.**
- **In compliance with ministerial approvals under the University Act and College and Institutes Act, PSIs' will be able to strengthen financial health while investing surplus resources into capital.**
- **Improving PSIs' abilities to access accumulated surpluses will help mitigate financial pressures and create positive implications for capital project planning.**

Background/Status:

- At March 31, 2017, the sector had $4.1 billion accumulated surplus (see Attachment).
- Accumulated surplus is the sum of all profits retained, or losses incurred, since the inception of the post-secondary institution (PSI), plus endowments and the net book value of self-funded capital assets.
- PSIs have requested access to accumulated surplus for the following reasons:
  1. To offset an annual short-term operating deficit (e.g., to offset layoff costs, to cover one-time costs of program redesign, etc.).
  2. To offset costs of annual self-funded amortization s.13,s.17 sector-wide in 2016/17):
     - When a PSI self-funds a new capital asset, the resultant annual non-cash amortization expense becomes an operating pressure in future years because it does not have an associated revenue source.
     - To remain in financially balanced positions, PSIs must under-spend up to 4 percent of operating funds each year.
     - As the sector moves into a period of budgetary pressures, the self-funded amortization expense becomes a significant pressure for some PSIs that it would dissuade them from continuing to invest their own resources into capital.
- Financial health varies by PSI; however, on a sector basis there is insufficient accumulated surplus to support spending in excess of revenues in a given year (overall financial health would be compromised).
- To access accumulated surplus, a PSI must either a) incur a deficit, which is subject to prior approval from the Minister of Advanced Education, Skills and Training and the Minister of Finance; or b) spend the funds on a capital project for which the PSI must fund the associated amortization cost.
- Restricted and unrestricted accumulated surplus balances are an indicator of PSI savings; however, there is not an exact relationship to excess cash and investments available for new initiatives.

- Steps to determine if a PSI could afford additional spending in a given year (any deficit would be subject to provincial approval).
    1. Step 1: Review unrestricted accumulated surplus to determine if additional spending would result in undue strain on the financial sustainability of the PSI.
    2. Step 2: Review cash and long-term investment balances to determine if there are excess cash resources beyond daily liquidity needs and in excess of needs for plans already in place.

	Accumulated Surplus				
Audited Financial Statement Results As at March 31, 2017 *(Thousands)*	**Invested in Capital Assets**	**Endowments**	**Internally Restricted**	**Unrestricted**	**Total Accumulated Surplus**
COLLEGES AND INSTITUTES					
BC Institute of Technology	92,212	23,846	-	(2,311)	113,747
Camosun College	18,411	-	2,000	(1,051)	19,360
College of New Caledonia	9,174	4,285	2,773	-	16,232
College of the Rockies	1,575	1,507	12,565	6,523	22,170
Douglas College	31,998	-	46,460	-	78,458
Justice Institute of BC	17,609	-	-	2,788	20,397
Langara College	73,859	-	-	2,291	76,150
Nicola Valley Institute of Technology	1,983	207	887	1,863	4,940
North Island College		-	-	9,572	9,572
Northern Lights College	4,005	-	-	2,190	6,195
Northwest Community College	3,071	-	-	3,307	6,378
Okanagan College	18,893	-	639	5,964	25,496
Selkirk College	8,294	7,156	96	3,917	19,463
Vancouver Community College	21,575	-	-	(3,534)	18,041
Colleges and Institutes Total	**302,659**	**37,001**	**65,420**	**31,519**	**436,599**
UNIVERSITIES					
Capilano University		7,321	60,024	-	67,345
Emily Carr University of Art & Design	1,345	5,321	21,917	560	29,143
Kwantlen Polytechnic University	59,219	2,817	31,204	(10,526)	82,714
Royal Roads University	4,129	5,010	9,880	29,052	48,071
Simon Fraser University	466,106	321,938	90,690	-	878,734
Thompson Rivers University	48,513	6,225	43,315	3,000	101,053
University of BC	1,423,966	64,737	53,261	(554,152)	987,812
University of the Fraser Valley	48,400	9,416	30,137	843	88,796
University of Northern BC	50,263	50,587	28,811	3,517	133,178
University of Victoria	292,622	332,942	88,598	21,913	736,075
Vancouver Island University	49,093	13,601	14,661	-	77,355
Universities Total	**2,746,315**	**856,916**	**537,918**	**(474,274)**	**3,666,875**
SECTOR TOTAL	**3,048,974**	**893,917**	**603,338**	**(442,755)**	**4,103,474**
	83%	24%	16%	-12%	100%

Definitions

Invested in Capital Assets - Those net assets that represent the net-book value of capital assets acquired with PSI funds (Excludes the net-book value of capital assets acquired either by funds contributed by third parties or through debt).
Endowments - externally restricted donations received by the PSI that are required to be maintained intact in perpetuity. Typically, investment income earned on endowments must be used in accordance with the various purposes established by the donors.
Internally Restricted - designations of accumulated annual surpluses / deficits to reflect a policy purpose, to assist with fiscal management, to demonstrate compliance with legislation or funds that have been set aside for a specific purposes by the Board of Governors
Unrestricted - Balance of accumulated annual surpluses / deficits that have not been set aside for specific purposes by the Board of Governors. This amount is negative due to capital asset investments that have excessively depleted operating funds.

Title: **Sector Emergency Management**

Issue: **Sector role in responding to provincial emergencies**

Key Messages:

- **The public post-secondary sector played a key role in responding to the 2017 wildfire emergency.**
- **The Ministry of Advanced Education, Skills and Training (AEST) regularly liaised with the post-secondary institutions (PSIs), Emergency Management BC (EMBC), the Provincial Health Emergency Coordination Centre and provincial health authorities to monitor the impact on institutions, and help resolve issues.**
- **Five AEST staff were deployed to EMBC at various points during the 2017 wildfire crisis to provide assistance.**

Background/Status:

- The College of New Caledonia, Thompson Rivers University and the University of Northern British Columbia played a critical role in responding to the 2017 wildfires by serving as evacuation centres, housing and feeding evacuees, providing accommodations for firefighters, offering training to help meet fire fighting needs (e.g. fire suppression course), providing parking for campers and equipment, and housing patients from the Interior Health Authority.
- PSI gymnasiums were used to house wildfire evacuees. Capital funding policies may need to be revised as part of the Province's emergency preparedness strategy since gymnasiums are not currently funded under the government capital plan.
- EMBC has indicated that PSIs will be reimbursed for their wildfire support expenses once the crisis is over.
- The Sector Business Innovation Branch regularly liaises with the BC Post-secondary Emergency Planners Group to monitor sector emergency management issues, including the status of PSI emergency management plans and programs.
- EMBC is updating the provincial legislative framework for emergency management in British Columbia.
- The proposed revisions include a greater role for AEST and the PSIs in responding to emergencies.

Title: **Status of Royal Roads University Lands**

Issue: **Disposition of Hatley Park lands**

Key Messages:

- **The Department of National Defence is discussing the potential disposal of lands in Greater Victoria with First Nations communities.**
- **Hatley Park, home to Royal Roads University (RRU), is one of the properties under discussion.**
- **The expectation is that RRU will continue to deliver high-quality education regardless of the current and future ownership of the land.**

Background/Status:

- RRU currently operates on a 565 acre property known as the Hatley Park lands located in the City of Colwood near Victoria.
- The RRU campus was established through a 99-year lease with the Department of National Defence (DND). DND declared the Hatley Park lands surplus to their needs and in recent years initiated a disposition process.
- The property is part of the ancestral homelands of the Songhees and Esquimalt First Nations. The Songhees First Nation is interested in having some or all of the Hatley Park lands included in a treaty settlement.
- s.16

- In April 2017, RRU entered into an MOU with the Songhees Nation that establishes a collaboration framework for ongoing land use discussions, and commits the parties to work together to reconcile their interests.
- The Ministry of Advanced Education, Skills and Training (AEST) is not a party to formal discussions between the federal government and the Songhees First Nation. To date, the provincial Ministry of Indigenous Relations and Reconciliation has served as an observer to these nation-to-nation discussions and informs AEST of any significant developments as they arise.

Title: **The Federal Government Strategic Investment Fund Program**

Issue: **Program Overview**

Key Messages:

- **British Columbia will receive $256 million of the $2-billion federal infrastructure program that is being invested in jobs, innovation and research at post-secondary institutions across Canada.**
- **The Government of Canada is covering up to 50% of eligible costs with funding for the remainder from the provincial government, institutions and other sources.**
- **Twenty public post-secondary institutions and one private First Nation institution in B.C. are benefiting from a total of 30 individual projects worth a total of $671 million that need to be significantly completed by April 2018**

Background/Status:

- On April 6, 2016, the Federal Government announced the Post-Secondary Institutions Strategic Investment Fund (SIF) that will provide up to $2-billion over the next three years to accelerate infrastructure at universities and colleges across Canada.
- A total of 30 projects, selected from 20 public and 1 private institution, are part of the SIF program in BC for a total provincial investment of $269 million.
- The SIF program will see a total capital investment of $674 million cost shared between the Federal Government ($256 million), the Province ($269 million) and Post Secondary Institutions ($149 million) across British Columbia.
- In August 2016, the Minister of Advanced Education, Skills and Training and the Federal Minister of Innovation, Science and Economic Development signed a SIF contribution agreement between the Province of British Columbia and the Government of Canada.
- The objective of the federal investment is to promote economic activity across the country that will benefit the national economy and Canadian society. Public and private post-secondary institutions were eligible to make applications. Approximately 130 projects were submitted, including 100 with provincial funding.
- Projects were required to meet the following criteria:
  1. Projects (or components) must reach substantial completion by April 30, 2018;
  2. The project scope needed to align with one of three program areas:
     a. Improve the scale or quality of facilities for research and innovation, including commercialization spaces used by industry;
     b. Improve the scale or quality of facilities for specialized training at colleges focused on industry needs;
     c. Improve the environmental sustainability of research and innovation related infrastructure at post-secondary institutions and college training infrastructure;

3. Approved project costs were eligible for up to 50 percent funding from the Government of Canada as part of the program.

- The SIF program funding for the 30 selected projects is as follows:

Funding Source	Amount ($000)
Government of British Columbia	269,173
Government of Canada	256,061
Institutions	149,656
Total Strategic Investment Fund	**674,890**

Attachments: 1. SIF Project List

Ministry of Advanced Education, Skills and Training
Federal SIF Project Costs and Funding Sources

Institution	Project Name	Total	Funding Source (in $000)		
			Provincial	Federal	Instituional
		sum (A:C)	(A)	(B)	(C)
BC Institute of Technology	Canada Way Electrical Service Replacement	46,900	32,138	11,402	3,360
Camosun College	Health Sciences Centre	48,500	31,038	12,462	5,000
College of New Caledonia	Heavy Duty Mechanics Training Facility	15,000	6,918	6,915	1,167
College of the Rockies	Trades Facility Expansion	10,000	3,785	4,215	2,000
Justice Institute of BC	Driver Education Centre	400	213	179	8
Justice Institute of BC	JIBC Roof Replacement	1,712	1,240	304	168
Kwantlen Polytechnic University	Spruce Building Refurbishment	22,000	14,688	7,312	-
Langara College	Energy Efficient/Variable Air Volume (VAV) with Integrated Building Controls Fan Retrofit ("Bldg A")	2,217	584	1,006	627
North Island College	Campbell River Trades Facility Replacement and Campus Consolidation Project	13,530	5,765	5,765	2,000
Northern Lights College	Replacement of the Northern Lights College Trades Training Space	33,020	15,061	14,570	3,389
Northwest Community College	NWCC Trades Building Renovation & Renewal Project	18,400	11,870	6,310	220
Okanagan College	Trades Training Facility (Vernon)	6,213	2,878	2,662	673
Royal Roads University	Centre for Environmental Science & International Partnership	24,810	5,730	9,270	9,810
Selkirk College	The Silver King Trades Campus Renewal	18,900	10,344	5,837	2,719
Simon Fraser University	New Engineering Building	126,000	45,000	45,000	36,000
Thompson Rivers University	Industrial Training and Technology Centre	30,000	7,032	13,250	9,718
University of British Columbia	Undergraduate Life Sciences Laboratories	80,000	11,838	32,528	35,634
University of British Columbia	Okanagan Teaching and Learning Centre	35,000	10,616	14,564	9,820
University of British Columbia	Environmental Sustainability Projects for Research Infrastructure, Okanagan Campus	5,650	719	1,408	3,523
University of Northern BC	Centre for Multidisciplinary Research on Large-Scale Wood Construction (Structures Laboratory)	5,100	2,624	1,876	600
Vancouver Island University	Health and Science Centre Phase I	39,877	16,524	19,396	3,957
Vancouver Island University	Marine, Automotive and Trades Complex Expansion	20,000	9,502	9,498	1,000
Total - Provincially Funded SIF Project List		**603,229**	**246,107**	**225,729**	**131,393**
Public Institutions					
Nicola Valley Institute of Technology	Center of Excellence in Sustainability - Green Technology	9,169	2,000	6,926	243
Okanagan College	Trades Training House	867	-	332	535
University of British Columbia	Sports Medicine Centre- Chan Gunn Pavilion	11,425	-	4,731	6,694
University of British Columbia	Centre for Excellence for Simulation Education and Innovation (CESEI)at Vancouver General Hospital	6,830	-	2,500	4,330
University of Victoria	UVic Oceans and Climate Campus	7,007	-	3,500	3,507
University of Victoria on behalf of Western Canadian Marine Sciences Society	Renovations to research space and upgrades to mitigate environmental impacts at the Bamfield Marine Sciences Centre	3,048	-	1,500	1,548
Vancouver Island University	District Geo-Exchange Energy System Phase I	2,401	-	1,095	1,306
			-		-
Non-Public Institutions			-		-
Ts'zil Learning Centre- Lil'wat Nation	Replacing the Ts'zil Learning Centre (19 yr. old facility, outdated portable classroom trailers)	7,313	-	7,213	100
Total - SIF Projects Cost Shared with Institutions		48,060	2,000	27,797	18,263
Total - SIF Program Project List		**651,289**	**248,107**	**253,526**	**149,656**
Provincial Contingency		24,640	24,640		
Nicola Valley Institute of Technology	Center of Excellence in Sustainability - Green Technology	(2,000)	(2,000)		
North Island College	Campbell River Trades Facility Replacement and Campus Consolidation Project	(2,030)	(2,030)		
College of the Rockies	Trades Facility Expansion	2,833	2,833		
Vancouver Island University	Health and Science Building	(2,377)	(2,377)		
Total Provincial Contingency		21,066	21,066	-	-
	1% Administration Fee	2,535		**2,535**	
Total SIF Projects with Administration Fee		**674,890**	**269,173**	**256,061**	**149,656**

Title: **Student Housing**

Issue: **Expansion of Affordable Student Housing**

Key Messages:

- **Post-secondary students – domestic and international – are increasingly facing challenges with finding affordable housing.**
- **Our government is committed to creating new student housing by removing barriers that prevent universities, colleges and institutes from building affordable student housing.**
- **The Ministry of Advanced Education, Skills and Training is working closely with the Ministry of Municipal Affairs and Housing and the Ministry of Finance on ways to accelerate the development of student housing. Further details will be announced at a later date.**

Background/Status:

- There are 16 public post-secondary institutions in BC with student residences, which include approximately 20,000 student beds, with more under development.
- Public post-secondary institutions also offer services that connect students with available off-campus accommodations.
- Several universities (UBC, UVic, TRU and VIU) guarantee all eligible first-year students an on-campus residence space.
- The University of Victoria announced a proposal in June 2017 to redevelop property in downtown Victoria to be used in part for student housing.
- Capilano University has opened affordable student housing in North Vancouver by refurbishing dormitories and a dining hall on the site of the former Bodwell High School.
- The University of British Columbia is expanding the number of on-campus student housing spaces. Brock Commons is the newest residence building at UBC and is now home to over 400 students this fall.
- Rental markets in the Greater Vancouver and Victoria areas are very tight and are driving rents higher and increasing demand for on-campus student housing.
- Through a Memorandum of Understanding (MOU), BC Housing and the University of Victoria are looking at developing a non-profit model to meet the student housing needs at the university. The MOU took effect on November 15, 2016, and expires on December 31, 2019.

- The Ministry of Advanced Education, Skills and Training does not typically fund student residences. Managing campus housing is the responsibility of individual institutions. Institutions self-fund student housing capital projects and operate facilities on a cost-recovery basis.
- StudentAid BC funding includes a needs-based moderate standard of living allowance for: shelter, food, transportation and miscellaneous costs. The living allowance for BC students is higher than in all other provinces with the exception of the Northwest Territories and Nunavut in recognition of the higher shelter costs in the province..

Ministry of Advanced Education, Skills and Training
Estimates Debate Binder
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Title: **Mandate Letters for Public Post-Secondary Institutions**

Issue: **Alignment with the Minister's Mandate Letter**

Key Messages:

- **Building a better B.C. includes a post-secondary education that is affordable for everyone.**
- **The Mandate letter outlines the priorities for the Ministry of Advanced Education, Skills and Training – and supports the three pillars of affordability, service delivery and building a strong, sustainable economy.**
- **The Minister's Mandate Letter and 2017/2018 BC public post-secondary institution Mandate Letters will co-exist and both remain valid.**
- **Government will issue 2018/2019 Mandate Letters to public post-secondary institutions following the release of Budget 2018.**

Background/Status:

- New 2017/18 Mandate Letters were recently issued to B.C. Crown Corporations and public agencies (including the Industry Training Authority and the BC Council for International Education).
- New Mandate Letters were not issued to the public post-secondary institutions due to the short time frame, the complexity and diversity of the sector and the greater autonomy of public post-secondary institutions compared to Crowns.
- Strategic priorities identified in the 2017/2018 public post-secondary institution Mandate Letter:
  - Skills for Jobs Blueprint
  - BC Tech Strategy
  - Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan
  - International Education Strategy
  - Open textbooks
  - Common online application
  - Safe campuses
  - Meet or exceed financial targets
  - Administrative Service Delivery Transformation initiative
- Instructions on 2018/2019 public post-secondary institution Mandate Letters are expected in mid-September 2017.
- The 2018/2019 public post-secondary institution Mandate Letters will be developed to align with the priorities in the Minister's Mandate Letter.

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Title: **Accountability Framework Overview**

Issue: **Key facts related to the B.C. public post-secondary Accountability Framework**

Key Messages:

- **It is critical that our public post-secondary institutions provide quality education that is responsive to the needs of students, employers and the economy.**
- **The Accountability Framework was established as an annual reporting activity to ensure that all public post-secondary institutions are accountable to students, industry, government and boards.**
- **The framework ensures the Ministry is accountable to the public for the quality and performance of the public post-secondary system; making certain British Columbians have access to the quality education needed to succeed.**

Background/Status:

- There are five strategic objectives and 15 performance measures—nine of which institutions are required to report on annually.
- All 25 public post-secondary institutions are required to submit an Institutional Accountability Plan and Report which also fulfills the Taxpayer Accountability Principles.
- **The Accountability Framework measures are developed and maintained collaboratively with the institutions through the Performance Measures Working Group.**

Strategic Objectives

- **Capacity** – public post-secondary system has sufficient capacity to meet the evolving needs of the province
- **Access** – public post-secondary system provides equitable and affordable access for residents
- **Quality** – public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students
- **Relevance** – public post-secondary system is relevant and has the breadth and depth of programming to meet the evolving economic needs of the province
- **Efficiency** – public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments

Performance Measures

Reporting Reference Periods for the 2016/17 Report

Performance Measure	Academic Year	Fiscal Year	Survey Year	Measure
1. Student spaces (total, health, developmental, medical)		2016/17		Institutional

Contact: Cathy Stock A/Executive Director Post-Secondary Audit and Accountability Branch 250-387-1105

2. Credentials awarded		2015/16		Institutional
3. Aboriginal student spaces		2015/16		Institutional
4. Student satisfaction with education			2016	Institutional
5. Student assessment of the quality of instruction			2016	Institutional
6. Student assessment of skill development			2016	Institutional
7. Student assessment of the usefulness of knowledge and skills in job performance			2016	Institutional
8. Unemployment rate			2016	Institutional
9. Sponsored research funding		2015/16		Institutional
10. Transition rate of high school students to public post-secondary education	2013/14 – 2015/16			System
11. Loan repayment as a percent of			2016	System
12. Year to year retention rate	2014/15 –			System
13. Time to completion		2005/06 –		System
14. Credentials awarded to Aboriginal students		2015/16		System
15. Participation rate	2015/16			System

Performance Measures Working Group

- The Performance Measures Working Group consists of four Ministry representatives and five Institutional representatives.
- The Working Group is tasked with:
  - Evaluating existing data collection and reporting mechanisms
  - Providing advice and recommendations on new measures
  - Providing definitions and operational specifications of performance measures
- Measures currently being explored:
  - Retention – investigating various aspects of retention such as persistence over time, retention as it applies to Indigenous students and uniqueness of developmental programming.
  - Affordability – investigating a second measure of affordability that relates to all students to support the current measure "Loan Repayment as a percent of Income" which only assesses affordability for employed graduates of public post-secondary institutions.

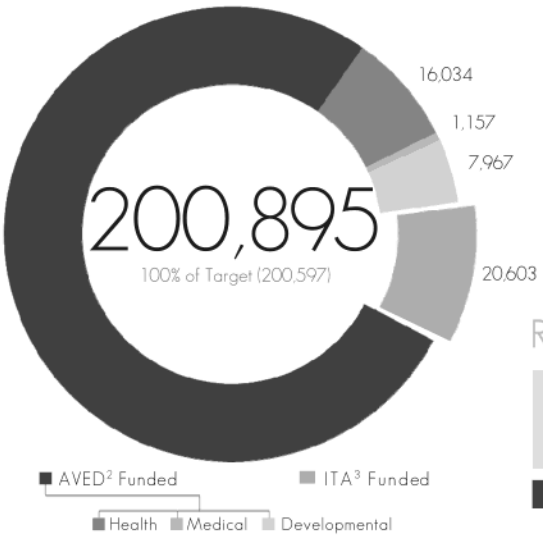
BC Public Post-Secondary System

2016/17 Accountability Framework Highlights[1]

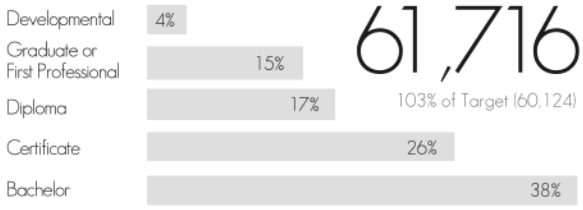
25 INSTITUTIONS • 428,000+ STUDENTS ENROLLED ANNUALLY • 52% FEMALE • 47% 18-24YRS • 12% INTERNATIONAL • 6% ABORIGINAL

CAPACITY

Full-Time Equivalent STUDENT SPACES



CREDENTIALS AWARDED (3yr average)



61,716
103% of Target (60,124)

RESEARCH FUNDING

$816.8M
106% of Target (773.1M)

ACCESS

TRANSITION RATE

66.2% of B.C. secondary graduates transition to B.C. public post-secondary within 3 years

95% of Target (70%)

PARTICIPATION RATE

39.6% of 18-24 year olds in B.C. are enrolled in private or public post-secondary education

99% of Target (40%)

REPAYMENT RATE

On average, recent graduates with education related debt used 5.8% of their income to repay their loans

Target: ≤8%

ABORIGINAL STUDENTS filled approximately 6%, or

13,098 full-time equivalent student spaces

83% were funded by the Ministry of Advanced Education and 17% by the ITA

In the same year, there were 3,244 CREDENTIALS AWARDED to Aboriginal students

Notes:

1. For institutional results please see Institutional Accountability Plans and Reports: *www.aved.gov.bc.ca/framework/*
2. Ministry of Advanced Education
3. Industry Training Authority

* Pedestrian icons designed by *Freepik*, Graduation and Lecture icons designed by *Popcorn Arts*, available from *www.flaticon.com*

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QUALITY

In 2016, BC Student Outcomes surveyed nearly 28,000 former students[4]

92.5% were SATISFIED (or very satisfied) WITH their EDUCATION
103% of Target (90%)

94.9% rated the QUALITY OF INSTRUCTION as good or very good
105% of Target (90%)

On average, 86.2% rated their education as helpful or very helpful across seven categories of SKILL DEVELOPMENT
101% of Target (85%)

RELEVANCE

UNEMPLOYMENT RATE

8.0% of graduates were unemployed at the time of survey (within two years of graduation), which is 2.6% less than the provincial average for 18-29 year olds with a high school credential or less.
Target: ≤ 10.8%

85.5% of employed graduates believed that the KNOWLEDGE AND SKILLS acquired during their education were USEFUL (or very useful) IN PERFORMING their JOB
95% of Target (90%)

EFFICIENCY

YEAR-TO-YEAR RETENTION RATE

82.4% of students returned to public post-secondary studies or were awarded a credential.
110% of Target (75%)

MEDIAN TIME TO COMPLETION

Notes:

4. For more detail see: *outcomes.bcstats.gov.bc.ca/*

BRITISH COLUMBIA | Ministry of Advanced Education, Skills and Training

Ministry of
Advanced Education, Skills and Training

2017/18 – 2019/20
SERVICE PLAN

September 2017

For more information on the British Columbia Ministry of Advanced Education, Skills and Training contact:

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V8W 9T6

Visit our website at
www.gov.bc.ca/aeit

Published by the Ministry of Advanced Education, Skills and Training

Minister Accountability Statement

The *Ministry of Advanced Education, Skills and Training 2017/18 - 2019/20 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

Honourable Melanie Mark
Hli Haykwhl Ẃii Xsgaak
Minister of Advanced Education, Skills and Training
August 30, 2017

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Purpose of the Ministry

The Ministry of Advanced Education, Skills and Training provides leadership and direction for post-secondary education and skills training systems in British Columbia as well as the dissemination of labour market information and the delivery of labour market programs. The Ministry plays a key role in helping British Columbians from every background and region to have the opportunity to reach their full potential. The Ministry administers a suite of student financial assistance programs that help eligible students offset the costs of their post-secondary education, as well as labour market development programs to ensure British Columbians have the skills needed to take advantage of job opportunities. The Ministry also has an oversight role for the following Crown corporations: British Columbia Council for International Education, and the Industry Training Authority.

Ministry Goals, Objectives and Performance Measures

The Ministry of Advanced Education, Skills and Training's goals are to help government achieve the following three commitments to British Columbians:

- The first commitment is to make life more affordable. British Columbians are counting on government to make their lives easier by containing costs and service fees.

- The second commitment is to deliver the services that people count on. Government services touch the lives of British Columbians every day, and there is so much more that we can – and must – do to provide these services where and when people need them. Additionally, in many cases, critical programs and services are delivered by Crown Corporations, and our Ministry will work with Board Chairs to improve levels of service to citizens.

- The third commitment is to build a strong, sustainable, innovative economy that works for everyone. Our government believes that all ministries and public sector organizations have a role to play in supporting broad-based economic growth, developing poverty reduction strategies, and helping create good-paying jobs in every region of the province.

Integrating with these priorities is government's commitment to true, lasting reconciliation with First Nations in British Columbia, as we move towards fully adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission.

Beyond our work in supporting these commitments, the Minister of Advanced Education, Skills and Training has been tasked in the mandate letter to achieve the following specific objectives and performance targets:

- Provide greater access to adult basic education and English-language learning programs by eliminating fees.

- Reduce the financial burden on students by eliminating interest on B.C. government student loans and establish a $1,000 completion grant program to provide debt relief to B.C. graduates.

- Encourage excellence in B.C.'s graduate school programs by introducing a new graduate student scholarship fund.

- Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students.

- Work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce.

- Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program.

- Expand B.C.'s technology-related post-secondary programs, co-op programs, and work to establish technology and innovation centres in key areas of the economy.

- Develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector, focusing on growing innovation and the manufactured wood products sector.

Our Ministry will continue to develop specific objectives and performance measures for inclusion in our 2018/19 Service Plan, which will be released with *Budget 2018*.

Resource Summary

Core Business Area	2016/17 Restated Estimates[1]	2017/18 Estimates	2018/19 Plan	2019/20 Plan
Operating Expenses ($000)				
Educational Institutions and Organizations	1,856,886	1,957,700	1,974,589	2,018,763
Student Services Programs	70,374	72,076	70,395	70,395
Private Training Institutions	1	1	1	1
Labour Market and Information	6,533	6,600	6,635	6,635
Transfers to Crown Corporations	96,434	96,974	97,679	97,679
Executive and Support Services	20,049	20,356	20,575	20,575
Total	**2,050,277**	**2,153,707**	**2,169,874**	**2,214,048**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Executive and Support Services	504	2,397	504	504
Total	**504**	**2,397**	**504**	**504**
Capital Plan ($000)				
Educational Institutions and Organizations -Post-secondary Institutions	307,666	417,849	327,093	282,572
Total	**307,666**	**417,849**	**327,093**	**282,572**
Other Financing Transactions ($000)				
Applicable Core Business(es) Purpose(s)	0,000	0,000	0,000	0,000
Receipts	0,000	128,031	32,008	0,000
Disbursements	0,000	(128,031)	(32,008)	0,000
Net Cash (Requirements)	0,000	0,000	0,000	0,000
Total Receipts	**0,000**	**0,000**	**0,000**	**0,000**
Total Disbursements	**0,000**	**0,000**	**0,000**	**0,000**
Total Net Cash Source	**0,000**	**0,000**	**0,000**	**0,000**

[1]For comparative purposes, amounts shown for 2016/17 have been restated to be consistent with the presentation of the 2017/18 *Estimates*.

* Further information on program funding and vote recoveries is available in the Estimates & Supplement to the Estimates.

Public Universities, Colleges and Institutes Income Statement Resource Summary

Public Post-Secondary Sector	2016/17 Actual	2017/18 Budget	2018/19 Plan	2019/20 Plan
Combined Income Statement ($000)				
Total Revenue	5,821,936	6,068,510	6,206,947	6,334,677
Total Expense	5,582,359	5,926,225	6,078,355	6,204,118
Operating Results	239,577	142,285	128,592	130,559
Gain (Loss) on sale of capital assets (if applicable)	3,063	7,053	0	0
Net Results	242,640	149,338	128,592	130,559

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

Major Capital Projects

Major Capital Projects (over $50 million)	Targeted Completion Date (Year)	Project Cost to June 30, 2017 ($ millions)	Estimated Cost to Complete ($ millions)	Approved Anticipated Total Capital Cost of Project ($ millions)
Emily Carr University of Art & Design (ECUAD) Campus Redevelopment ECUAD entered into a fixed-price, performance-based partnership agreement with Applied Arts Partners on February 11, 2015 to design, build, finance and maintain the new university campus at Great Northern Way. The $122.654 million project will replace the outdated Granville Island facilities with a new 26,621 square metres facility. Construction began in summer 2015 and is scheduled for completion in 2017, creating approximately 1,000 jobs during construction. The new facilities for ECUAD will further B.C.'s reputation as a destination for world-class post-secondary education by allowing the university to enhance the education and skills training in media, design and art programs in ways that have not been possible due to site constraints of the current Granville Island campus. The new campus will accommodate a minimum of 1,800 students, will be built to LEED Gold certification and will comply with the *Wood First Act*.	2017	$112	$11	$123
University of British Columbia Undergraduate Life Science Teaching Laboratories	2018	$24	$56	$80

Major Capital Projects (over $50 million)	Targeted Completion Date (Year)	Project Cost to June 30, 2017 ($ millions)	Estimated Cost to Complete ($ millions)	Approved Anticipated Total Capital Cost of Project ($ millions)
Redevelopment, renovation and refurbishment of the Undergraduate Life Sciences Laboratories at the University of British Columbia Biosciences Complex located on the Point Grey campus. The project will complete the transformation of the Biosciences Complex by renewing 5,213 square metres and adding an additional 10,255 square metres, as well as bringing the complex to LEED Gold certification. Construction began in summer 2016, with completion anticipated in spring 2018.				
Simon Fraser University Sustainable Energy and Environmental Engineering Building Construction of a new five-storey 15,000 square metre engineering building at the Simon Fraser University Surrey campus. The project will enable Simon Fraser University to deliver a new energy engineering program and relocate and expand the current mechatronic engineering program. Construction started in late 2016, with completion anticipated in late 2018.	2019	$31	$95	$126
British Columbia Institute of Technology Health Sciences Centre for Advanced Simulation Construction of a four-storey 10,355 square metres simulation lab building at British Columbia Institute of Technology's Burnaby Campus. The project will enable British Columbia Institute of Technology to provide simulation based training for their nursing, health sciences and technology programs. Construction is expected to start in summer 2018,	2020	-	$78	$78

Major Capital Projects (over $50 million)	Targeted Completion Date (Year)	Project Cost to June 30, 2017 ($ millions)	Estimated Cost to Complete ($ millions)	Approved Anticipated Total Capital Cost of Project ($ millions)
with completion anticipated in spring 2020.				

Significant IT Projects

Modernizing StudentAid BC is a multi-year, multi-phased initiative aimed at providing better tools and information for students, institutions and government to make informed decisions about higher education.

The scope of the initiative includes the development of new business processes and online tools for Student Financial Aid, the replacement of several aging legacy systems, and better policy and decision making ability through the implementation of a new system which will improve how the Ministry gathers, analyzes, and reports key student and institution information.

The benefits of the project include higher quality of service to students and institutions for Ministry services; the continued development of online tools to support student financial aid applications; technology upgrades to enable continued sustainable management of the Canada Student Loan Program; improved access to real-time information to support policy development; reduced risk of system failure resulting from increased complexity and aging technology; better staff utilization and engagement through the reduction of manual processes and the achievement of several Ministry goals.

The total Capital cost of the project over 4 years is $10.9M. The overall budgeted cost of the project including operating expenses is $19.8M over the same time period.

Several key milestone activities are planned over the implementation period. According to the current implementation schedule, in 2017/18 the project will complete the transformation plan and begin technology implementation as well as launch the first Ministry wide business intelligence reporting capability. Late in the same fiscal year, the public Student Financial Aid website will be upgraded to be accessible via the BC Services Card for qualifying students. In 2018/19 (for the 2019/2020 Program Year), students will apply for financial aid, and Student Services BC will begin to process primary applications, using the modernized platform. The launch will also include alignment with changes expected from the Canada Student Loan Program.

Appendix A: Ministry Contact Information

General Inquiries
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Ministry of Advanced Education

2016/17 – 2018/19 SERVICE PLAN

For more information on the British Columbia Ministry of Advanced Education,
See Ministry Contact Information on page 19 or contact:

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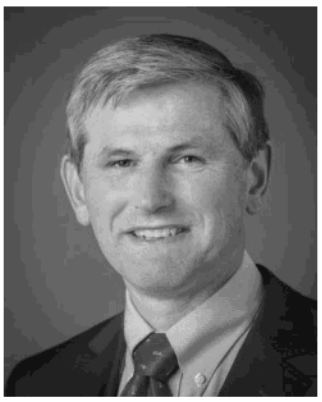
www.gov.bc.ca/aved

Published by the Ministry of Advanced Education

Minister
Accountability Statement



The *Ministry of Advanced Education 2016/17 - 2018/19 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

Honourable Andrew Wilkinson
Minister of Advanced Education
February 5, 2016

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Purpose of the Ministry

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

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

POST-SECONDARY EDUCATION

The post-secondary education system in B.C. is comprised of:

- *25 public institutions*
- *20 private and out-of-province public degree-granting institutions*
- *16 seminaries and theological colleges*
- *Approximately 40 Aboriginal controlled institutes*
- *Over 300 registered private career training institutions*
- *About 50 private language schools*

Strategic Direction and Context

Strategic Direction

The Ministry continues to work on key deliverables outlined in the *Minister's 2015/16 Mandate Letter* (see Appendix B) and the *BC Jobs Plan* to contribute to a strong economy and secure tomorrow for British Columbians. The ability of citizens to take full advantage of our growing economy is determined in part by ensuring that the right training is available at our post-secondary institutions in different regions of the province.

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

Through actions and commitments in the Blueprint, as well as the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, the Ministry is working to support Aboriginal learners to succeed in post-secondary education and training programs in B.C. in order to enhance their participation in the social, cultural and economic life of their communities, the province and global society.

The Ministry also continues to advance *B.C.'s International Education Strategy*. Launched in 2012, this four-year strategy encourages a global two-way flow of students, educators and ideas between countries while providing valuable social, cultural and economic opportunities for educational institutions, students and communities in B.C.

At the same time, these efforts respect the value of every dollar provided by taxpayers to post-secondary institutions. The Ministry is working with public post-secondary institutions and the British Columbia Council for International Education to implement the Taxpayer Accountability Principles, taking further steps to ensure budget targets are met and that resources are used in the most efficient manner.

Strategic Context

The world is changing and education must continue to evolve to keep pace. As a province, we need to adapt, seek out opportunities, and respond to key factors influencing change including the economy, skills shortages, globalization and technology.

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

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

Government continues to transition the regulation of private career training in B.C. from a Crown agency, the Private Career Training Institutions Agency (PCTIA), to the Ministry. In 2016/17, the Ministry will assume direct responsibility for the regulation of private career training and PCTIA will be dissolved. This approach will strengthen quality assurance, result in more integrated and effective regulation of private career training institutions, eliminate overlapping processes and reduce the regulatory burden on the sector. See Appendix C for further information about PCTIA.

Goals, Objectives, Strategies and Performance Measures

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

Through *B.C.'s Skills for Jobs Blueprint*, Government is re-engineering education and training to provide supports for students to pursue in-demand careers for a strong and diverse economy. As the Aboriginal population in B.C. is growing at more than triple the rate of the non-Aboriginal population, ensuring they have access to post-secondary education and training is crucial to meeting current and future labour market demands. Through these and other key priorities, the Ministry is working to ensure B.C. youth and workers have the skills to be first in line for jobs in a growing economy.

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

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

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

Strategies

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

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

Performance Measure[1,2,3]	2013/14 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Overall unemployment rate for public post-secondary graduates	7.7%	Unemployment rate for youth with high school credentials or less (≤ 10.5%)	Unemployment rate for youth with high school credentials or less (≤ 10.5%)	Unemployment rate for youth with high school credentials or less (≤ 10.5%)

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

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

[1] Actuals and targets align with academic year data.

[2] Target is the unemployment rate for people aged 18 to 29 years with high school credentials or less from the annual Labour Force Survey (LFS). Targets updated to reflect the provincial target in the most recent LFS.

[3] The margin of error for the overall unempoyment rate for public post-secondary graduates was plus or minus 0.3%; for diploma, associate degree and certificate graduates it was plus or minus 0.4%; for apprenticeship graduates it was plus or minus 0.8%; and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 60,000 each year) and a response rate of at least 50% was achieved.

Discussion

One of the major objectives of post-secondary education and training is to enable students to pursue in-demand careers in a range of sectors. This measure reflects the relevance of post-secondary credentials to the marketplace and provides an indication of how successful public post-secondary graduates are in making the transition from post-secondary to the labour market.

The measure compares unemployment rates for B.C. public post-secondary graduates with the unemployment rate for British Columbians aged 18 to 29 years with high school credentials or less. There is a well-observed association between higher education and lower rates of unemployment. The target for this measure is that post-secondary graduates should have a lower level of unemployment than those people with high school credentials or less. Lower unemployment positively affects individuals, families and whole communities as well as overall economic prosperity.

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

Performance Measure	2014/15 Actual	2015/16 Forecast	2016/17 Target	2017/18 Target	2018/19 Target
Total student spaces at public post-secondary institutions[1]	202,885 Target: 201,013	200,851 Target: 200,153	200,153	200,153	200,153

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

Data source: Ministry of Advanced Education

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

Discussion

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

In 2015, the Ministry invested over $1.9 billion in the post-secondary education system, up from $1.4 billion in 2001. The majority of this investment is provided as operating grants to the 25 public post-secondary institutions in B.C. to deliver educational programs through ministry funded student spaces.

Through *B.C.'s Skills for Jobs Blueprint*, government is re-engineering public post-secondary institution operating grants to align education and training with labour market demand. By increasing the proportion of operating grants and student spaces focused on priority programs, over time, education and training will better align with in-demand occupations needed to meet the labour market needs of B.C.'s economy.

The shift in funding and student spaces focuses on the top 100 high opportunity occupations as listed in *British Columbia 2024 Labour Market Outlook,* as well as priority health occupations, regional labour priorities, Aboriginal people and people with disabilities.

The Ministry adjusted student space targets for institutions which requested target reductions as they align programming with the top 100 in-demand occupations. The Ministry anticipates that actual results for 2016/17 onwards will be higher than the targets as public post-secondary institutions are expected to continue to deliver more student spaces due to current economic and enrolment trends.

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

Performance Measure[1]	Baseline[2]	2013/14 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Overall credentials[3] awarded to Aboriginal[4] students in the public post-secondary system	2,634	3,241	Progress towards 2020/21 target of 4,609	Progress towards 2020/21 target of 4,609	Progress towards 2020/21 target of 4,609

Links to objective: 1.3 - Increase participation and successful completion of all students.
Data Source: Ministry of Advanced Education and Student Transition Project.
[1] Actuals and targets align with fiscal year data.
[2] Baseline is presented as published in the *Aboriginal Post-secondary Education and Training Policy Framework and Action Plan,* launched in June 2012, based on the most recent data available at that time (i.e. 2009/10).
[3] Includes only credentials with evaluative components. Apprenticeship credentials are awarded separately by the Industry Training Authority (http://www.itabc.ca).
[4] Aboriginal learners are students with Aboriginal ancestry who self-identified in the B.C. kindergarten to grade 12 education system or who self-identified as Aboriginal at a B.C. public post-secondary institution.

Discussion

In June 2012, Government launched the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*. The Framework seeks to increase the number of credentials awarded to

Aboriginal learners by 75% by 2020/21. First introduced in the 2012/13-2014/15 Ministry Service Plan, this measure tracks progress towards this goal.

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

High quality post-secondary education for all students in B.C. is critical to maintain a global competitive advantage. Students are increasingly mobile and have access to educational opportunities around the world, both in person and online. For B.C., a commitment to maintaining high quality standards and educational outcomes is key to attracting students domestically and internationally.

The Ministry works in collaboration with the British Columbia Council for International Education, post-secondary institutions, and key ministry partners to implement the actions in *B.C.'s International Education Strategy*. As the current strategy concludes in 2016, we are initiating a refresh through which we expect to build new relationships with partner countries while maintaining existing connections critical to the continued growth of the international education sector in B.C.

Objective 2.1: Increase international participation throughout our education system.

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

Objective 2.3: Increase collaboration, innovation and partnerships.

Strategies

- Continue to implement *B.C.'s International Education Strategy*.
- Continue to strengthen quality assurance by establishing periodic external reviews of the internal program review processes at public post-secondary institutions
- Improve quality assurance for institutions eligible to host international students.
- Establish and open a School of Traditional Chinese Medicine at Kwantlen Polytechnic University.

Performance Measure 4: International students studying in British Columbia

Performance Measure[1,2,3]	Baseline	2013/14 Actual	2014/15 Forecast[4]	2015/16 Target	2016/17 Target
International students studying in British Columbia	94,000	114,600	125,900	141,000	141,000

Links to objective: 2.1 - Increase international participation throughout our education system.
Data Source: Citizenship and Immigration Canada; Ministry of Education; Public Post-secondary Institutions; and Languages Canada.
[1] Actuals and targets align with academic year data.
[2] Baseline and targets were established in the International Education Strategy, launched in May 2012, based on the most recent data available at that time (i.e. 2009/10).
[3] Includes students enrolled in the kindergarten to grade 12 education system, private language schools, public and private post-secondary institutions.
[4] The 2014/15 Forecast is equivalent to the 2014/15 Target as outlined in the 2015/16 Service Plan.

Discussion

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

Government launched *B.C.'s International Education Strategy* in May 2012 and set a goal of increasing the number of international students studying in B.C. by 50 percent by 2016. This strategy established a baseline of 94,000 students (based on the 2009/10 academic year), and therefore a target of 141,000 students. Interim targets were also established to measure progress.

The current four year International Education Strategy concludes in September 2016. The release of 2015/16 data will complete reporting on the current Strategy.

Performance Measure 5: Students satisfied with their education

Performance Measure[1]	2013/14 Actual[2]	2015/16 Target	2016/17 Target	2017/18 Target
Students satisfied with their education	93%	≥ 90%	≥ 90%	≥ 90%

Links to objective: 2.2 - Build on current strengths to enhance the quality of the post-secondary education system.
Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2014).
[1] Actuals and targets align with survey year data.
[2] The margin of error for the overall percentage of graduates rating satisfaction with their education was plus or minus 0.2%, for diploma, associate degree and certificate it was plus or minus 0.7%, for apprenticeship it was 0.5%, and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% was achieved.

Discussion

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

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

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

Performance Measure	2013/14 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment	85%	≥ 90%	≥ 90%	≥ 90%

Links to objective: 2.2 - Build on current strengths to enhance the quality of the post-secondary education system.
Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2014).
[1] Actuals and targets align with survey year data.
[2] The margin of error for the overall percentage of graduates reporting their knowledge and skills are useful in their employment was plus or minus 0.4%, for diploma, associate degree and certificate it was plus or minus 0.5%, for apprenticeship it was 2.0%, and for bachelor degree graduates it was plus or minus 0.5% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% was achieved.

Discussion

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

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

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

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

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

Objective 3.2: Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.

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

Strategies

- Strengthen accountability, promote cost control and ensure post-secondary institutions and Crown corporations operate in the best interest of taxpayers through the Taxpayer Accountability Principles.
- Continue to maximize the efficient use of public post-secondary administrative resources through the Administrative Service Delivery Transformation Initiative.
- Complete the core review decision for the Ministry to assume regulation of private career training.
- Improve information for students to support their program choices and student financial assistance decisions.
- Develop a single, unified application system in partnership with public post-secondary institutions.
- In partnership with the Ministry of Technology, Innovation and Citizens' Services, invest in research and innovation infrastructure and the development of highly qualified personnel through the B.C. Knowledge Development Fund.
- Successfully conclude all sector contract negotiations in partnership with the Public Sector Employers' Council.

Performance Measure 7: Loan repayment as a percent of income[2]

Performance Measure[1]	2013/14 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Percentage of income used to pay educational debt or student loan payment[2]	5.7%	≤ 8%	≤ 8%	≤ 8%

Links to objective: 3.3 - Use and provide quality information for decision making and better societal outcomes.
Data source: Baccalaureate Graduate Survey and Diploma, Associate Degree, and Certificate Student Outcomes Survey (2014).
[1] Actuals and targets align with survey year data.
[2] Approximately 70% of all eligible public post-secondary students do not make use of BC government student loans.

Discussion

Post-secondary education is an investment for individuals, taxpayers and the province. While the initial investment can be substantial, students who choose to pursue post-secondary studies tend to have lower unemployment rates, higher lifetime earnings and better health outcomes. This measure is an indicator of student success after post-secondary education through their level of earnings and capacity to repay their student loan.

With this measure, data results are from a survey of public post-secondary students eight months to two years after they complete their programs. Students self-report the total amount of debt from government-sponsored student loans and other sources, as well as their income. Monthly debt service

payments as a percent of monthly income approximates the proportion of income an average student might expect to pay towards loan repayment. A lower percentage means that a smaller portion of the monthly income of a student is being spent on educational debt repayment.

A limit of eight percent for non-mortgage credit commitments is often used by lending institutions as a recommended maximum debt load[1]. The Ministry strives to stay well under this threshold. In this context, the average percentage of income used for education debt repayment for most B.C. students can be described as manageable.

The Ministry also monitors repayment rates of borrowers who have accessed Canada Student Loans. The repayment rates[2] for borrowers attending public institutions in B.C. is 90 percent compared to 80 percent for borrowers attending B.C. private institutions in the most recent data available. Repayment rate is an indicator of priority work underway to reduce the cost of defaulted loans – both to the borrowers and taxpayers.

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

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

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

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

Objective 4.3: Expand and improve access to online services.

Strategies

- Provide timely and appropriate information to the media and directly to the public to enable informed debate on decisions taken by government.
- Make it easier to access services and information with on-line and self-service options.
- Enable a consistent user experience for digital services.
- Co-ordinate public engagement initiatives and provide tools to support ministries.
- Expand the range of government data available.
- Make government's internet sites more useful to citizens.

[1] Baum, Sandy and Schwartz, Saul (2006). *How Much Debt is Too Much? Defining Benchmarks for Manageable Student Debt.* New York, New York: The College Board.
[2] Repayment rates represent students that consolidated their loans in 2012/13; measured on July 31, 2014.

Performance Measure 8: Timely response to media inquiries

Performance Measure	2014/15 Actual	2016/17 Target	2017/18 Target	2018/19 Target
Timely response to media inquiries	99.5%	≥ 97%	≥ 97%	≥ 97%

Data source: Government Communications and Public Engagement Communications Offices

Discussion

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

In 2014/15, GCPE responded to almost 14,200 media enquiries, and exceeded the target of 97 percent with a measurement of 99.5 percent. For the past seven years, results have exceeded the baseline of 97.76 percent set in 2006/07.

Resource Summary

Core Business Area	2015/16 Restated Estimates[1]	2016/17 Estimates	2017/18 Plan	2018/19 Plan
Operating Expenses ($000)				
Educational Institutions and Organizations	1,832,061	1,856,886	1,884,521	1,912,521
Student Services Programs	70,395	70,374	70,395	70,395
Private Training Institutions	0	1	1	1
Executive and Support Services	20,826	20,371	20,593	20,661
Government Communications	26,732	26,658	26,760	26,766
Strategic Initiatives	11,164	11,211	11,568	11,654
Total	**1,961,178**	**1,985,501**	**2,013,838**	**2,041,998**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Executive and Support Services	504	504	504	504
Total	**504**	**504**	**504**	**504**
Capital Plan ($000)				
Educational Institutions and Organizations - Post-secondary Institutions	205,507	307,666	279,941	319,193
Total	**205,507**	**307,666**	**279,941**	**319,193**

[1]For comparative purposes, amounts shown for 2015/16 have been restated to be consistent with the presentation of the 2016/17 Estimates.
*Further information on program funding and vote recoveries is available in the Estimates and Supplement to the Estimates."

Public Universities, Colleges and Institutes
Income Statement Resource Summary

Post-Secondary Sector	2015/16 Forecast	2016/17 Budget	2017/18 Plan	2018/19 Plan
Combined Income Statement ($000)[1]				
Total Revenue	5,525,650	5,658,693	5,796,455	5,938,519
Total Expense	5,446,469	5,586,179	5,731,031	5,879,856
Operating Results	79,181	72,514	65,424	58,663
Gain (Loss) on sale of capital assets	54	2,805	0	0
Net Results	**79,235**	**75,319**	**65,424**	**58,663**

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

Major Capital Projects

Major Capital Projects	Targeted Completion Date (Year)	Approved Anticipated Total Cost of Project ($ millions)	Project Cost to Dec 31, 2015
Emily Carr University of Art & Design (ECUAD) Campus Redevelopment ECUAD entered into a fixed-price, performance-based partnership agreement with Applied Arts Partners on February 11, 2015 to design, build, finance and maintain the new university campus at Great Northern Way. The $122.654 million project will replace the outdated Granville Island facilities with a new 26,621 square metre facility. Construction began in summer 2015 and is scheduled for completion in early 2017, creating approximately 1,000 jobs during construction. A Project Board provides oversight, and consists of the Deputy Minister and the Assistant Deputy Minister of the Ministry of Advanced Education, the Deputy Minister of Transportation and Infrastructure, the Chancellor and the President of ECUAD, and the President and Chief Executive Officer of Partnerships BC Ltd. The new facilities for ECUAD will further B.C.'s reputation as a destination for world-class post-secondary education by allowing the university to enhance the education and skills training in media, design and art programs in ways that have not been possible due to site constraints of the current Granville Island campus. The new campus will accommodate a minimum of 1,800 students, will be built to LEED Gold certification and will comply with the Wood First Act. Potential risks include development permit activities and design changes. A delay in development permit activities has the potential to impact project schedule and overall project costs. GNWT and ECUAD continue to work with the City to progress the legal requirements required for the issuance of Development Permit. There has been no impact to the project schedule to date. Regarding design changes, the ongoing Community Consultation Process has identified areas where programming is evolving that may require adjustments to the Functional Program. ECUAD and Applied Arts are working towards solutions that result in no material changes to the approved project scope or project budget. Following is a link to Partnerships BC ECUAD Project Report on the AVED website: http://www.aved.gov.bc.ca/publications/	2017	$122.654	$23,998,974

Appendices

Appendix A: Ministry Contact Information

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

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

Deputy Minister, Ministry of Advanced Education
Telephone: 250-356-5170
Fax: 250-356-5468
E-mail: AVED.DeputyMinister@gov.bc.ca

Deputy Minister, Government Communications and Public Engagement
Telephone: 250-387-1337
Fax: 250-387-3534

Media inquiries - Government Communications and Public Engagement
Telephone: 250-952-6400
Fax: 250-356-6942

British Columbia Council for International Education
Telephone: 604-637-6766
Fax: 604-637-6765
E-mail: bccie@bccie.bc.ca

Private Career Training Institutions Agency
Telephone: 604-569-0033
Fax: 778-945-0606
E-mail: info@pctia.bc.ca

Appendix B: Minister's Mandate

In the Premier's annual Mandate Letter to the Minister dated July 30, 2015, the Minister of Advanced Education received direction on strategic priorities for the 2015/16 fiscal year. These priorities are summarized below:

Mandate Letter Direction
1. Balance your ministerial budget in order to control spending and ensure an overall balanced budget for the province of British Columbia.
2. Continue to implement the commitments and actions contained in *BC's Skills for Jobs Blueprint* including the commitment to re-engineer funding for post-secondary training spaces, ensuring that 25 percent of provincial funding is directed to the top 100 in-demand occupations.
3. Ensure the institutions within your portfolio are meeting their budget targets and using their resources as efficiently as possible.
4. Work with the Ministries of Jobs, Tourism and Skills Training and Technology, Innovation and Citizens' Services on the development of a 10-year skills plan for B.C.'s Technology Sector as part of our government's overall technology strategy.
5. In order to maximize taxpayer resources into classrooms, continue to minimize overheads within our publicly funded universities and colleges and, where possible, consolidate functions or programs across different post-secondary institutions in geographically similar regions.
6. Ensure the student loan program is available to students in the trades as well as students in the academic educational stream.
7. Work with Parliamentary Secretary Richard T. Lee and Kwantlen Polytechnic University to establish and open their School of Traditional Chinese Medicine.
8. Working with your colleagues in the Ministries of International Trade and Education to work with the federal government to ensure students wanting to study in British Columbia are not unduly limited by federal immigration processes, and continue to work on implementing our *International Education Strategy*.
9. Continue to expand the number of open textbooks available to British Columbia students in an effort to keep the cost of post-secondary education as affordable as possible.
10. Work with B.C. publicly funded post-secondary institutions to develop a single, unified application system for all post-secondary institutions in the province.
11. Working with the Public Service Employers Council, successfully conclude all contract negotiations with in the sector, within the Economic Stability Mandate as approved by government.

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Appendix C: Private Career Training

Background

The *Private Career Training Institutions Act* (the Act), brought into force in 2004, gives the Private Career Training Institutions Agency (PCTIA) authority to regulate private career training institutions in B.C. PCTIA's mission is to support quality education in B.C.'s private post-secondary career training sector through regulating standards and providing protection to students.

As a result of the core review, on April 17, 2014, it was announced that PCTIA's functions and responsibilities were being brought into government. Government expects this to result in strengthened quality assurance, more integrated and effective regulation, the elimination of overlapping processes and reduction of regulatory burden on the sector. The new *Private Training Act* (PTA) was introduced in the Legislative Assembly on February 11, 2015 and received Royal Assent on March 25, 2015 (S.B.C., c. 5). It is expected to come into force by regulation in 2016. The PTA provides for the Ministry of Advanced Education to regulate private training institutions in B.C.

Performance Plan

Goal: To achieve the smooth transition of PCTIA oversight of the private training sector to the Ministry of Advanced Education for 2016.

Objective: To meet Government's stated goal to transition PCTIA's functions and responsibilities to Government.

Ministry of
Advanced Education

2016/17
ANNUAL SERVICE PLAN REPORT

For more information on the British Columbia Ministry of Advanced Education,
See Ministry Contact Information on page 25 or contact:

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

Minister's Message and Accountability Statement

As newly appointed Minister of Advanced Education and Minister Responsible for Government Communications and Public Engagement, it gives me great pleasure to present the 2016/17 Annual Service Plan Report, reporting on targets outlined in the Ministry of Advanced Education 2016/17 – 2018/19 Service Plan.

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

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

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

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

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

Honourable Linda Reid
Minister of Advanced Education
June 16, 2017

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Purpose of the Ministry

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

The Minister is also responsible for GCPE, which ensures citizens have easier access to government services and information, while ensuring that their privacy is protected, and that identity information is secured. In addition, GCPE leads the commitment to open government by informing citizens about government policies, programs and services and directly engaging with citizens on issues and decisions made by government.

Strategic Direction and Context

Strategic Direction

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

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

The Ministry continued to work with post-secondary partners to implement the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*. Launched in 2012, the plan supports Aboriginal learners to succeed in post-secondary education and training programs so they can take advantage of economic opportunities and enhance their participation in the social, cultural and economic life of their communities, the province and global society.

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

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

Strategic Context

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

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

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

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

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

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

Report on Performance

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

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

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

The Ministry delivered on key items in the *Mandate Letter for the Minister*. Further details can be found in Appendix D.

Key achievements of the past year included:

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

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

Government Communications and Public Engagement

Key GCPE achievements of the past year included:

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

Goals, Objectives, Strategies and Performance Results

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

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

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

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

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

Strategies

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

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

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

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

Data Source: Baccalaureate Graduates Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; Apprenticeship Student Outcomes Survey (2015); and Labour Force Survey (2016).

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

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

[3] The margin of error for the overall unemployment rate for public post-secondary graduates was plus or minus 0.3%, for diploma, associate degree and certificate graduates it was plus or minus 0.4%, for apprenticeship graduates it was plus or minus 0.9%, and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (over 55,000 each year) and a response rate of at least 50% was achieved.

Discussion

One of the major objectives of post-secondary education and training is to enable graduates to pursue in-demand careers in a range of sectors. This measure reflects the relevance of post-secondary credentials to the marketplace and provides an indication of how successful public post-secondary graduates are in making the transition from post-secondary to the labour market.

The measure compares unemployment rates for B.C. public post-secondary graduates with the unemployment rate for British Columbians aged 18 to 29 years with high school credentials or less. There is a well-observed association between higher education and lower rates of unemployment. The target for this measure is that post-secondary graduates should have a lower level of unemployment than those people with high school credentials or less. Lower unemployment positively affects individuals, families and whole communities as well as overall economic prosperity.

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

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

secondary institutions to promote a shared understanding of the forecasting model and the relevancy of the 100 occupations listed in the *British Columbia 2025 Labour Market Outlook.*

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

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

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

Data source: Ministry of Advanced Education

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

[2] Total FTE target of 200,295 is 142 higher than the 2016/17 Service Plan target of 200,153 primarily due to a restatement of the Industry Training Authority's 2016/17 training plan.

Discussion

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

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

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

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

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

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

Links to objective: 1.3 - Increase participation and successful completion of all students.
Data Source: Ministry of Advanced Education and Student Transition Project.
[1] Baseline is presented as published in the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, launched in June 2012, based on the most recent data available at that time (i.e. 2009/10).
[2] Includes only credentials with evaluative components. Apprenticeship credentials are awarded separately by the Industry Training Authority (http://www.itabc.ca).
[3] Aboriginal students self-identified as Aboriginal at a B.C. public post-secondary institution or self-identified with Aboriginal ancestry in the B.C. kindergarten to grade 12 education system.
[4] Data is based on preliminary Student Transition Project results and is subject to change upon receipt of the final dataset from the Ministry of Education.

Discussion

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

Based on preliminary data for 2015/16, the decline in credentials awarded to Aboriginal learners reflects a corresponding decline in domestic enrolment. As indicated in the table below, the decline in credentials is largely attributable to a decline in certificates, which are awarded for shorter duration programs. The fact that a higher percentage of Aboriginal students earned Bachelor's degrees and diplomas in 2015/16 is a positive trend, as historically Aboriginal students have earned fewer diploma and degree level credentials. The Ministry will continue to monitor progress towards meeting the 2020/21 target to determine whether any additional strategies need to be put in place.

Breakdown of Credentials Awarded to Aboriginal Learners in 2014/15 and 2015/16

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

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

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

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

Objective 2.1: Increase international participation throughout our education system.

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

Objective 2.3: Increase collaboration, innovation and partnerships.

Strategies

- Continue implementation of *B.C.'s International Education Strategy*.
- Strengthen quality assurance by establishing periodic external reviews of the internal program review processes at public post-secondary institutions
- Improve quality assurance for institutions eligible to host international students.
- Establish and open a School of Traditional Chinese Medicine at Kwantlen Polytechnic University.

Performance Measure 4: International students studying in British Columbia

Performance Measure[1,2,3]	Baseline	2015 Actual	2016 Target	2016 Actual	2017 Target	2018 Target
International students studying in British Columbia[4,5]	90,037	130,053	135,056	136,905	TBD	TBD

Links to objective: 2.1 - Increase international participation throughout our education system.
Data Source: Immigration, Refugees and Citizenship Canada (IRCC), Research DataMart as of March 2016 (baseline – 2015), January 2017 (2016 actual).
[1] Baseline and targets were restated to reflect new IRCC reporting methodology.
[2] Includes students enrolled in kindergarten to grade 12 schools, public and private post-secondary institutions and private language schools.
[3] Reports the number of permit holders with valid study permit(s) in the calendar year. This is a unique count of all persons who held one or more valid permits on one or more dates between January 1st and December 31st. Data as of March 2016 and January 2017 are subject to change and may differ from those reported in the annual IRCC Facts and Figures report.
[4] Defined by the intended destination as specified on the permit and, when the intended destination is not specified for permits signed on or after January 1st, 2012, the last known address of the permit holder as of December 31st of the given year is used.
[5] The release of 2016 data completes reporting on the International Education Strategy. Future targets to be determined.

Discussion

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

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

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

Performance Measure 5: Students satisfied with their education

Performance Measure[1,2]	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	2016/17 Target	2017/18 Target
Students satisfied with their education	93%	93%	≥ 90%	93%	≥ 90%	≥ 90%

Links to objective: 2.2 - Build on current strengths to enhance the quality of the post-secondary education system.
Data Source: Baccalaureate Graduates Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2015).
[1] Due to data availability, data for the 2015/16 reporting cycle is from the 2015 survey data.
[2] The margin of error for the overall percentage of graduates rating satisfaction with their education was plus or minus 0.2%, for diploma, associate degree and certificate it was plus or minus 0.3%, for apprenticeship it was 0.8%, and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (over 55,000 each year) and a response rate of approximately 50% was achieved across all surveys.

Discussion

A major objective of the post-secondary system is providing a quality education to students. Assessment by students of their overall satisfaction with their program is one measure of the quality of the system. Data results are from annual surveys of public post-secondary students eight months to two years after they complete their programs. This allows students time to reflect on their experiences in education.

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

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

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

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

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

Links to objective: 2.2 - Build on current strengths to enhance the quality of our post-secondary education.
Data Source: Baccalaureate Graduates Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2015).
[1] Due to data availability, data for the 2015/16 reporting cycle is from the 2015 survey data.
[2] The margin of error for the overall percentage of graduates reporting their knowledge and skills are useful in their employment was plus or minus 0.4%, for diploma, associate degree and certificate it was plus or minus 0.6%, for apprenticeship it was 0.9%, and for bachelor degree graduates it was plus or minus 0.6% (19 times out of 20). Attempts are made to contact all eligible graduates (over 55,000 each year) and a response rate of approximately 50% was achieved for each survey.

Discussion

Training and education programs that are relevant and applicable to the ever-changing labour market needs are critical to ensuring learners have the skills and knowledge to be successful in their chosen career. The Ministry continued to work with post-secondary institutions and post-secondary education sector partners to support a seamless transition between education and the workforce, and to help align training and education with in-demand jobs, including:

- Increasing the proportion of operating grants and student spaces focused on priority programs, post-secondary education and training aligned with in-demand occupations and labour market needs.
- Collaborating with the public post-secondary sector on the 2015/16 Skills Gap Plan process where institutions work to align their programming with labour market needs.
- Collaborating with BC Stats and the Ministry of Jobs, Tourism and Skills Training to complete the BC Post-Secondary Supply Model to provide projections on the number of public post-secondary graduates by credential and field of study, and spotlighting the new supply of

available skilled labour by occupation.

- Investing $1.3 million in one-time funding to the 16 public post-secondary institutions offering co-operative education programs, providing students with opportunity to apply their learning and acquire employment-ready skills in a related field.
- Investing $1.5 million in one-time funding to 15 public post-secondary institutions targeting high-demand trades occupations.

This performance measure reflects assessment by students of the usefulness of the knowledge and skills acquired during their post-secondary educational experience. It is an indication of how well the programs at public institutions are meeting the needs of both students and the labour market.

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

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

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

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

Objective 3.2: Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.

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

Strategies

- Strengthen accountability, promote cost control and ensure post-secondary institutions and Crown corporations operate in the best interest of taxpayers through the Taxpayer Accountability Principles.
- Continue to maximize the efficient use of public post-secondary administrative resources through the Administrative Service Delivery Transformation Initiative.
- Complete the core review decision for the Ministry to assume regulation of private career training.

- Improve information for students to support their program choices and student financial assistance decisions.
- Develop a single, unified application system in partnership with public post-secondary institutions.
- In partnership with the Ministry of Technology, Innovation and Citizens' Services, invest in research and innovation infrastructure and the development of highly qualified personnel through the B.C. Knowledge Development Fund.
- Successfully conclude all sector contract negotiations in partnership with the Public Sector Employers' Council.

Performance Measure 7: Loan repayment as a percent of income[2]

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

Links to objective: 3.3 - Use and provide quality information for decision making and better societal outcomes.
Data source: Baccalaureate Graduates Survey and Diploma, Associate Degree, and Certificate Student Outcomes Survey (2015).
[1] Due to data availability, data for the 2015/16 reporting cycle is from the 2015 survey data.
[2] The majority of (approximately 70 per cent) students do not report using BC government student loans to support their studies.

Discussion

Post-secondary education is an investment for individuals, taxpayers and the province. While the initial investment can be substantial, students who choose to pursue post-secondary studies tend to have lower unemployment rates, higher lifetime earnings and better health outcomes. In collaboration with post-secondary institutions and other partners, the Ministry took steps to ensure post-secondary education remains accessible, affordable and relevant to the labour market, including:

- Advancing the development and use of free digital open textbooks and other supporting open education resources.
- Limiting tuition and mandatory fee increases to the rate of inflation. For 2016/17, the limit for tuition and mandatory fees was 2 per cent.
- Aligning Student Financial Assistance grants and loan forgiveness programs to in-demand occupations.
- Incorporating a minimum threshold for student loan repayment rates as part of the institution recertification process under the *Private Training Act.*
- Establishing a weekly loan limit and reducing weekly loan amounts to a threshold, representing a total investment in 2016/17 of $30 million in non-repayable financial assistance to over 20,000 students through the B.C. Completion Grant.
- Supporting approximately 660 graduates through the provision of $2.2 million in B.C. loan forgiveness through the B.C. Loan Forgiveness Program.

- Supporting lower-income borrowers through the B.C. Repayment Assistance Plan, which allows eligible borrowers to adjust for affordable repayment based on their debt to income ratio and extend their payment period if necessary up to a maximum of 14.5 years. The income thresholds for loan repayment were increased in 2016/17 to ensure no student will have to repay their student loan until they are earning at least $25,000 per year (up from $20,000 per year).

This measure is an indicator of student success after post-secondary education through their level of earnings and capacity to repay their student loan. Data results are from a survey of public post-secondary students eight months to two years after they complete their programs. Students self-report the total amount of debt from government-sponsored student loans and other sources, as well as their income. Monthly debt service payments as a percent of monthly income approximates the proportion of income an average student might expect to pay towards loan repayment. A lower percentage means that a smaller portion of the monthly income of a student is being spent on educational debt repayment.

A limit of eight percent for non-mortgage credit commitments is often used by lending institutions as a recommended maximum debt load[1]. The Ministry strives to stay well under this threshold. In this context, the average percentage of income used for education debt repayment for most B.C. students can be described as manageable.

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

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

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

[1] Baum, Sandy and Schwartz, Saul (2006). *How Much Debt is Too Much? Defining Benchmarks for Manageable Student Debt.* New York, New York: The College Board.
[2] Repayment rates represent students attending public institutions in B.C. and B.C. private institutions that consolidated their loans in 2014/15; measured on July 31, 2016.

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

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

Objective 4.3: Expand and improve access to online services.

Strategies

- Provide timely and appropriate information to the media and directly to the public to enable informed debate on decisions taken by government.
- Make it easier to access services and information with on-line and self-service options.
- Enable a consistent user experience for digital services.
- Co-ordinate public engagement initiatives and provide tools to support ministries.
- Expand the range of government data available.
- Make government's internet sites more useful to citizens.

Performance Measure 8: Timely response to media inquiries

Performance Measure[1,2]	2014/15 Actual	2015/16 Actual	2016/17 Target	2016/17 Actual	2017/18 Target	2018/19 Target
Timely response to media inquiries	99.5%	98%	≥ 97%	99.5%	≥ 97%	≥ 97%

Data source: Government Communications and Public Engagement Communications Offices

Discussion

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

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

Financial Report

Discussion of Results

The Ministry budget is managed carefully to ensure the ability of programs to manage their operations smoothly, while still maintaining strict internal and expenditure management controls. Over the course of the fiscal year, financial management procedures and forecasting is followed to ensure the Ministry stays on track, and utilizes existing funds efficiently and effectively. The Ministry finished the fiscal year with a small surplus of $1.545 million which represents less than 1% of the Ministry budget allocation. This signals responsible and responsive fiscal management.

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

Financial Report Summary Table

	Estimated	Other Authorizations[1]	Total Estimated	Actual	Variance
Operating Expenses ($000)					
Educational Institutions and Organizations	1,856,886	4,164	1,861,050	1,857,038	4,012
Student Services Programs	70,374	0,000	70,374	71,235	(861)
Private Training Institutions	1	0,000	1	1	0,000
Executive and Support Services	20,371	0,000	20,371	23,522	(3,151)
Government Communications	26,658	1,991	28,649	29,387	(738)
Strategic Initiatives	11,211	0,000	11,211	10,473	738
Sub-Total	1,985,501	6,155	1,991,656	1,991,656	0,000
Adjustment of Prior Year Accrual[2]	0,000	0,000	0,000	(10)	10
Total	1,985,501	6,155	1,991,656	1,991,646	10
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)					
Executive and Support Services	504	20	524	524	0,000
Total	504	20	524	524	0,000
Capital Plan ($000)					
Educational Institutions and Organizations – Post-Secondary Institutions	307,666	0,000	307,666	175,294	132,372
Total	307,666	0,000	307,666	175,294	132,372

[1] "Other Authorizations" include access to Contingencies.

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

Income Statement for Universities and Colleges[1]

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

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

Major Capital Projects

Major Capital Projects	Targeted Completion Date (Year)	Approved Anticipated Total Cost of Project ($ millions)	Project Cost to March 31, 2017
Emily Carr University of Art & Design (ECUAD) Campus Redevelopment ECUAD entered into a fixed-price, performance-based partnership agreement with Applied Arts Partners on February 11, 2015 to design, build, finance and maintain the new university campus at Great Northern Way. The $122.654 million project will replace the outdated Granville Island facilities with a new 26,621 square metre facility. Construction began in summer 2015 and is scheduled for completion in summer 2017, creating approximately 1,000 jobs during construction. The new facilities for ECUAD will further B.C.'s reputation as a destination for world-class post-secondary education by allowing the university to enhance the education and skills training in media, design and art programs in ways that have not been possible due to site constraints of the current Granville Island campus. The new campus will accommodate a minimum of 1,800 students, will be built to LEED Gold certification and will comply with the Wood First Act. Potential risks include permitting activities with the City of Vancouver and transition from the current Granville Island Campus to the new Great Northern Way Campus. A delay in permitting activities has the potential to impact project schedule and cost. Great Northern Way Campus Trust and ECUAD continue to work with the City to progress the legal requirements required for the issuance of the required permits. There has been no impact to the project schedule or cost as a result. To address the transition risk, ECUAD has engaged an experienced project manager to oversee the relocation activities from the current to new campus in time for the start of the fall semester. Following is a link to Partnerships BC ECUAD Project Report: http://www.partnershipsbc.ca/projects/projects-under-construction/ecuad/	**2017**	**$122.65**	**$105.64**

Major Capital Projects	Targeted Completion Date (Year)	Approved Anticipated Total Cost of Project ($ millions)	Project Cost to March 31, 2017
University of British Columbia Undergraduate Life Science Teaching Laboratories[1] Redevelopment, renovation and refurbishment of the Undergraduate Life Sciences Laboratories at the University of British Columbia Biosciences Complex located on the Point Grey campus. The project will complete the transformation of the Biosciences Complex by renewing 5,213 square metres and adding an additional 10,255 square metres, as well as bringing the complex to LEED Gold standard. Potential risks include design coordination and constrained site access. Risks due to design coordination between the design team, construction consultants and the project manager have been resolved through regular coordination meetings between the various groups to address any conflicts. The constrained site access risks are being mitigated through detailed coordination with the Construction Manager, Bookstore and impacted academic faculties. Construction began in summer 2016, with completion anticipated in spring 2018.	**2018**	**$80.00**	**$20.70**
Simon Fraser University Sustainable Energy and Environmental Engineering Building[1] Construction of a new five-storey 15,000 square metre engineering building at the Simon Fraser University Surrey campus. The project will enable Simon Fraser University to deliver a new energy engineering program and relocate and expand the current mechatronic engineering program. Potential project risks include: delays due to adverse weather and the availability of trades. Delays due result of adverse weather are being address through accelerated drywall and glazing (window) installation. Risks associated trades availability is being mitigated through a pre-qualification process that includes schedule confirmation. Construction started in late 2016, with completion anticipated in late 2018.	**2019**	**$126.00**	**$27.27**

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

Appendix A: Contact Information and Hyperlinks

General Inquiries
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VICTORIA, BC V8W 9T6
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Minister
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Media inquiries - Government Communications and Public Engagement
Telephone: 250-952-6400
Fax: 250-356-6942

British Columbia Council for International Education
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Fax: 604-637-6765
E-mail: bccie@bccie.bc.ca

Appendix B: List of Crowns, Agencies and Boards

Crown Corporations

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

Agencies and Boards

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

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

Appendix D: Minister's Mandate and Actions Summary

The Premier's Mandate Letter for the Minister of Advanced Education provided direction on strategic priorities summarized below:

Mandate Letter Direction	Ministry's Action
1. Balance your ministerial budget in order to control spending and ensure an overall balanced budget for the province of British Columbia.	• Ministry spending was controlled such that a small surplus was obtained. The surplus represents less than one per cent of total budget, indicating that funding was appropriately used to benefit students and to support post-secondary education. • The Ministry has successfully contributed to the government goal of controlling spending and ensuring an overall balanced budget for the Province of British Columbia.
2. Implement the commitments and actions contained in *BC's Skills for Jobs Blueprint* including the commitments to re-engineer funding for post-secondary training spaces.	• The Ministry collaborated with the public post-secondary sector on the 2015/16 *Skills Gap Plan* process where institutions work to align their programming with labour market needs. • Presented the outcomes of the 2015/16 Skills Gap Plans to align $130 million from the public post-secondary institutions with in-demand occupations to the Labour Market Priorities Board. • Government invested $951 million in capital funding over three year at public post-secondary institutions in B.C. to build/renew facilities to provide up to date facilities and equipment to students.
3. Ensure the institutions within your portfolio are meeting their budget targets and using their resources as efficiently as possible.	• Quarterly analysis of institutions' year-to-date financial results and four year forecasts ensure that institutions are meeting budget targets. • Institutions projecting financial statement deficits submitted mitigation plans and monthly forecast updates to the Ministry. Actions were taken to minimize impacts to students and reposition the institution(s) for long-term sustainability.

4. Work with the Ministries of Jobs, Tourism and Skills Training, and Technology, Innovation and Citizen's Services on the development of a 10-year skills plan for BC's Technology Sector as part of the government's overall technology strategy	• Worked with a range of provincial ministries and partners on the implementation of the *#BCTECH Strategy*, with a focus on deepening the talent pool. • A six-month progress update on the strategy was released in fall 2016, which reported that all of the Ministry commitments under the strategy were either complete or in progress.
5. In order to continue to minimize taxpayer resources into classrooms, continue to minimize overheads within our publicly funded universities and colleges and, where possible, consolidate functions or programs across different post-secondary institutions in geographically similar regions.	• Since its inception in 2013/14, the Administrative Service Delivery Transformation program has built on sector collaboration to achieve sector-wide administrative efficiencies and other benefits totalling $77.9 million. • Post-secondary institutions have continued to increase participation in the joint procurement of goods and services that leverage the purchasing power and expertise of the sector to achieve savings, contain costs, and generate revenue. • Additional actions in 2016/17 included: o Development of a sector-wide strategy on a collaborative approach to supporting Enterprise Resource Planning (ERP) renewal. o Development of a sector-based Finance Centre of Expertise to focus on financial collaborative opportunities.
6. Ensure the student loan program is available to students in the trades as well as students in the academic educational stream.	• B.C. students in programs (including foundational trades training) that lead to in-demand occupations and B.C. borrowers employed in an eligible occupation and located in an underserved community received approximately $8.0 million in non-repayable financial aid. • To ensure continued alignment with in-demand occupations the Ministry, in consultation with the Ministries of Health, Education and Children and Family Development, reviewed the three Blueprint-related Student Financial Aid programs (BC Completion Grant for Graduates, the BC Access Grant for Labour Market Priorities and the BC Loan Forgiveness Program) and where necessary, made adjustments to the list of eligible programs/ occupations in support of the *B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training*.
7. Work with Parliamentary Secretary Richard T. Lee and Kwantlen Polytechnic University to establish and open its School of Traditional Chinese	• Worked with Kwantlen Polytechnic University (KPU) to complete the business case to develop a Diploma in Traditional Chinese Medicine (TCM) Acupuncture at Kwantlen's School of Traditional

Medicine.	Chinese Medicine leading to the certification of the graduates by the College of Traditional Chinese Medicine Practitioners and Acupuncturists of British Columbia. • In September of 2016 the inaugural program was launched by the KPU School of Traditional Chinese Medicine. • With the assistance of the UBC Faculty of Medicine, began development of clinical faculty capacity and establishment of a function within the TCM program to ensure ongoing clinical coordination.
8. Working with your colleagues in the Ministries of International Trade and Education to work with the federal government to ensure students wanting to study in British Columbia are not unduly limited by federal immigration processes, and continue to work on implementing our International Education Strategy	• Increased the number of international students in B.C. by 52 per cent by 2016, surpassing the *BC Jobs Plan* target for growth. • Strengthened support for schools and institutions to attract international students and develop strategic partnerships through active outreach of B.C. Education Marketing Managers. • Strengthened global relationships by signing agreements with governments of other countries – including France, Italy, Spain, Colombia and China in 2016/17 – to further facilitate student and teacher mobility.
9. Continue to expand the number of open textbooks available to British Columbia students in an effort to keep the cost of post-secondary education as affordable as possible.	• April 1, 2016 – March 31, 2017 – 62 new open education resources including: o 37 open textbooks o 15 ancillary resources to support teaching and learning o 10 guides and toolkits to help institutions/departments/faculty in using and adapting open textbooks
10. Work with BC publicly funded post-secondary institutions to develop a single, unified application system for all post-secondary institutions in the province.	• Consolidated access to existing government funded student planning and application programs through a single portal – under the government approved title – EducationPlannerBC (EPBC) • Established an EPBC sector steering committee and Ministry team. • Developed a sector approved EPBC work plan with timelines.
11. Working with the Public Service Employers Council, successfully conclude all contract negotiations with-in the sector, within the Economic Stability Mandate as approved by government	• As of March 31, 2017, 68 of 70 public post-secondary collective agreements have concluded under the Economic Stability Mandate. There are two outstanding agreements at UBC (Faculty Association and International Union of Operating Engineers).

British Columbia Council for International Education

2017/18 – 2019/20
SERVICE PLAN

September 2017

For more information on the British Columbia Council for International Education contact:

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

Phone: 604-637-6766
Email: bccie@bccie.bc.ca

or visit our website at www.bccie.bc.ca

Board Chair Accountability Statement

The 2017/18 - 2019/20 British Columbia Council for International Education (BCCIE) Service Plan was prepared under the Board's direction in accordance with the *Budget Transparency and Accountability Act*. The plan is consistent with the 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. The Board is responsible for the validity and reliability of the information included in the plan.

All significant assumptions, policy decisions, events and identified risks, as of August 30, 2017 have been considered in preparing the plan. The performance measures presented are consistent with the *Budget Transparency and Accountability Act*, BCCIE's mandate and goals, and focus on aspects critical to the organization'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.

Jim Hamilton
Board Chair

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Strategic Direction and Operating Environment

Strategic Direction

In British Columbia, international education requires a balanced province-wide approach that meets the needs of domestic students while encouraging the presence of international students. This approach supports the global two-way flow of students, educators and ideas between countries to contribute to diversity, innovation and global awareness. A strategic and managed approach will also provide opportunities for all regions of the province to benefit from international education. As a key partner supporting government engagement in international education activities, the purpose of BCCIE is to promote international education in and for the Province of British Columbia, and to promote and enhance British Columbia's international reputation for education.

In its 2017/18 Mandate Letter, BCCIE is directed to take into consideration the overall strategic direction of Government when developing its service plan to help deliver on priorities and provide effective programs and services to all British Columbians. This includes the following three key commitments:

- make life more affordable;
- deliver the services that people count on; and,
- build a strong, sustainable, innovative economy that works for everyone.

This direction is reflective of and aligned with Minister of Advanced Education, Skills and Training Mandate Letter directives.

To implement this mandate, BCCIE works collaboratively and in a coordinated way with partner Ministries, including Advanced Education, Skills and Training; Education; and Jobs, Trade and Technology, and key educational organizations to undertake initiatives that support sector and provincial priorities for international education. Through these activities BCCIE delivers key services expected by the education sector in B.C., and contributes to the development of a robust and innovative economy. Activities focus on the following three areas:

- Increase international participation throughout the British Columbia public and private education system, including post-secondary institutions, K-12 schools and language schools;
- Provide market support for the international education sector in British Columbia, including government and sector missions abroad; and
- Provide communication and professional development for the international education sector in British Columbia, including Summer Conference.

Operating Environment

International education activities provide social and cultural opportunities that benefit all British Columbians and contribute to the growth of communities and the provincial economy. BCCIE supports the planned and strategic internationalization efforts of B.C.'s public and independent K-12 schools, public and private post-secondary institutions and language schools. These efforts include opportunities for all domestic students to have more global educational experiences as well as the attraction and retention of international students. Study abroad provides British Columbians with

skills and knowledge to help them succeed in today's global economy and the presence of international students in schools, campuses and communities promotes diversity and enhances intercultural awareness. BCCIE is well placed to assist schools and institutions to enhance study abroad opportunities, promote diversity, intercultural awareness and inclusiveness, and augment their student services to ensure supports are in place to help all students achieve their educational goals in British Columbia.

The international education sector in British Columbia continues to experience growth. The number of international students studying in B.C. increased by 52 per cent between 2010 and 2016 (from 90,037 in 2010 to 136,905 in 2016). In 2015, international students spent approximately $3.5 billion on tuition, accommodation and other living expenses and supported over 29,300 jobs. While the number of international students has increased throughout the province, approximately 80 per cent are studying in the Lower Mainland. There is opportunity for BCCIE to focus on enhancing internationalization efforts, and sharing the social, cultural and economic benefits of international education to all communities throughout the province as a way of addressing concerns about regional concentration of students and capacity to sustain growth.

The global landscape of international education is changing. Competition for internationally mobile students is increasing, most notably from Australia and New Zealand. These countries have grown their international student enrolment rates considerably in recent years. Student mobility patterns are also shifting. Countries such as China and South Korea, which typically have been large senders of international students, are now increasing investment in their education systems in an effort to educate their students "at home". As well, demographic shifts expected over the next few years are impacting the sector, including the continued and marked decline of 20-24 year olds in China and other leading source markets. To mitigate and respond to these challenges, British Columbia and BCCIE will develop strategic, targeted and intentional initiatives to support provincial priorities for international education.

Institutions and schools in British Columbia continue to diversify the international student population through the expansion of programs of study and seeking new and emerging source countries. This further expansion presents sustainability considerations to BCCIE as an organization, challenging its ability to meet education sector needs for all markets. BCCIE will continue to support the sector to ensure all B.C. schools and institutions are well positioned to attract, host and retain international students from new markets, as well as increase opportunities for B.C. students to study abroad, but will focus on specific and targeted activities, including capacity building, sharing best practices and coordinating education missions that fall within operational capability.

Attracting the best and brightest students from around the world provides an important potential source of global talent that is necessary for British Columbia's long-term prosperity and sustainable, innovative economy. New developments in Federal immigration policies that support international students studying in Canada present opportunities for British Columbia and BCCIE. Recent changes to the Express Entry program are expected to benefit international student graduates, better supporting their pathway to permanent residency. British Columbia and Canada are well positioned to leverage these changes and larger global trends as international students seek to complete their studies in a welcoming, safe and stable environment.

BCCIE will continue to work closely with partner Ministries to develop a strategic approach to address the future of international education in British Columbia.

Performance Plan

Goals, Objectives, Strategies and Performance Measures

BCCIE facilitates the growth of international education in B.C., promotes the two-way global flow of students and ideas, and encourages an increased international outlook of the B.C. education system. Specifically, BCCIE provides opportunities for the sector to learn from experts in the international education field, coordinates and supports incoming delegations and familiarization tours, organizes and implements government and sector missions abroad, reports on the economic impact of international education in B.C., and works to grow the B.C. brand and online presence.

BCCIE works closely with the Ministry of Advanced Education, Skills and Training to develop an annual Operational Plan to ensure close collaboration, ensuring activities are aligned with government priorities. The organization remains focused on improving cost consciousness and accountability across its activities. BCCIE strives to provide a high level of service to stakeholders, and continues to monitor client satisfaction as a form of accountability.

Goal 1: Increase International Participation throughout our Education System

The purpose of this goal is to create a globally oriented education system in British Columbia – a system that embraces diversity and positions all students for success. This goal reflects the BCCIE Mandate Letter direction to support Government's commitment to build a strong, sustainable and innovative economy.

Strategies

- Expand the number of pairings (from seven to eight pairs) for the BCCIE International Education Mentorship Program through an annual call for applications;
- Increase institutional participation (from 24 to 25 institutions) in the BC Study Abroad (BCSA) Consortium and increase student participation in study abroad opportunities through active outreach to B.C. post-secondary institutions, K-12 school districts and independent schools; and,
- Work collaboratively with the Ministry of Education to support student and teacher mobility to/from established international education markets through the administration of the international education scholarship program.
- Work with schools and institutions in all regions of the province to increase their internationalization efforts.

Performance Measure 1: Satisfaction with the International Education Mentorship Program

Performance Measure	2016/17 Actual	2017/18 Target	2018/19 Target	2019/20 Target
Percentage of BCCIE International Education Mentorship Program participants who were either satisfied (4.0) or very satisfied (5.0) with the program[1]	100%	90%	90%	90%

Data Source: BCCIE

1 BCCIE surveys existing mentors and mentees on an annual basis, using a standard five-point Likert scale to measure program satisfaction (1.0 = very dissatisfied; 2.0 = dissatisfied; 3.0 = neither dissatisfied nor satisfied; 4.0 = satisfied; 5.0 = very satisfied). In 2016/17, BCCIE surveyed 11 of the 12 participants in the program.

Discussion

The BCCIE International Education Mentorship Program is a key initiative that supports the growth and development of the international education sector in the Province. The program facilitates the transfer of knowledge and expertise from experienced international education professionals to new practitioners, enabling a stronger sector and increasing the competitive advantage of B.C. The program supports and encourages succession planning and maintains the recognized professionalism of practitioners in this sector.

This measure demonstrates success in building the capacity of international education practitioners in B.C. to increase the international outlook of their institutions, which strongly supports the BCCIE goal to increase international participation throughout the B.C. education system. BCCIE also facilitates increased international participation in the system through administration of a Ministry of Education scholarship program, which leads to enhanced diversity and an enriched learning environment in B.C. schools, institutions and communities with the presence of additional international students.

Performance has been high for this measure over the last few years, and BCCIE strives to maintain this consistently high level of service for the sector. BCCIE will continue to monitor progress against targets and may adjust them in the future.

Goal 2: Provide Market Support for the International Education Sector in B.C.

The purpose of this goal is to assist in positioning British Columbia as the preferred destination in Canada for learners from around the world. This goal reflects the BCCIE Mandate Letter direction to support Government's commitment to build a strong, sustainable and innovative economy.

Strategies

- Organize and implement government and education sector missions and major events, host incoming delegations and familiarization tours, and grow the B.C. brand; and,
- Participate in and coordinate a strong B.C. presence at the Department of Global Affairs Canada signature events to maximize the competitive advantage of B.C.

Performance Measure 2: Satisfaction with Coordination of Missions

Performance Measure	2016/17 Actual	2017/18 Target	2018/19 Target	2019/20 Target
Percentage of B.C. participants who were either satisfied (4.0) or very satisfied (5.0) with the coordination and organization of the Team BC mission[1]	100%	95%	95%	95%

Data Source: BCCIE

1 BCCIE surveys participants, using a standard five-point Likert scale to measure their satisfaction with the coordination and organization of the mission (1.0 = very dissatisfied; 2.0 = dissatisfied; 3.0 = neither dissatisfied nor satisfied; 4.0 = satisfied; 5.0 = very satisfied). The missions to Brazil, the Philippines, Southeast Asia, and Japan were surveyed. 75 people participated in the program with 43 responding to the surveys (57 per cent response rate), primarily consisting of school/institution staff. All respondents were satisfied or very satisfied.

Discussion

Team BC missions to new and emerging markets of Brazil and Southeast Asia and more established markets of China and Japan in 2016/17 help to position B.C. as a leading destination for international students. They support B.C. institutions, schools and school districts to develop partnerships and enhance their profiles. Team BC missions refer to senior government missions and other missions abroad that are coordinated and organized by BCCIE, and may include a delegation of B.C. K-12 school districts and independent schools, public and private post-secondary institutions and language schools. These missions also include a series of value added events hosted and organized by BCCIE, such as networking receptions and in-market institutional visits that are designed to facilitate broader, coordinated market engagement for B.C. institutions. They do not include feasibility missions to explore market opportunities.

This measure is an indicator of success in promoting the world class education system in B.C. internationally, thereby maximizing the benefits of international education for all campuses and communities throughout the province. BCCIE strives for continued high performance under this measure, a key service to the sector.

Performance Measure 3: Number of International Students studying in B.C.

Performance Measure[1,2]	Baseline[1]	2016 Actual	2017 Target	2018 Target	2019 Target
International students studying in British Columbia[3,4]	90,037	136,905	TBD	TBD	TBD

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

1 Baseline and targets established in the International Education Strategy, launched in May 2012, were restated to reflect new IRCC reporting methodology. The Baseline year is 2010.

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

3 Reports the number of permit holders with valid study permit(s) in the calendar year. This is a unique count of all persons who held one or more valid permits on one or more dates between January 1st and December 31st. Data as of March 2016 and January 2017 are subject to change and may differ from those reported in the annual IRCC Facts and Figures report.

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

Discussion

Engaging in international education activities increases the global orientation of the B.C. education system and helps all students develop important intercultural competencies. International students enrich classrooms, campuses and communities throughout B.C. The presence of international students in the province also creates jobs, fosters research and innovation, supports economic growth and helps meet provincial labour market needs.

BCCIE is one of many partners in B.C. working together to increase the two-way flow of students between countries, including the number of B.C. students that study abroad and the number of international students that choose B.C. as a study destination. Although BCCIE is not directly responsible for recruiting students, an expected outcome of government-led and coordinated sector Team BC missions, and hosting international delegations, is an increase in the number of international students who choose B.C. as a study destination. The organization is also responsible for the promotion of B.C. as a world class education destination. The contribution of BCCIE is important and therefore the target is included as a measure in the service plan.

The 2016 actuals exceeded the overall target of 135,056. Future targets will be determined in coordination with work to develop a strategic and planned approach to address the future of international education in British Columbia.

Goal 3: Provide Communication and Professional Development for the International Education Sector

The purpose of this goal is to provide effective professional development offerings, research, services and strategic communications to all international education stakeholders in British Columbia. This goal reflects the BCCIE Mandate Letter direction to support Government's commitment to deliver the services that people count on.

Strategies

- Plan, organize and host an annual Summer Conference; and,
- Develop and coordinate a series of professional development offerings relevant to all participants in the international education sector.

Performance Measure 4: Satisfaction with Professional Development Events and the Annual Summer Conference

Performance Measure	2016/17 Actual	2017/18 Target	2018/19 Target	2019/20 Target
Percentage of participants who were either satisfied (4.0) or very satisfied (5.0) with the professional development offerings organized by BCCIE including the annual Summer Conference[1]	95%	93%	94%	95%

Data Source: BCCIE

1 BCCIE surveys participants, using a standard five-point Likert scale to measure their satisfaction with events (1.0 = very dissatisfied; 2.0 = dissatisfied; 3.0 = neither dissatisfied nor satisfied; 4.0 = satisfied; 5.0 = very satisfied). There were 272 participants in the Professional Development events and 430 attendees at the Summer Conference, primarily comprised of school/institution staff. The response rate for Professional Development events was 56 per cent and for the Summer Conference, 34 per cent.

Discussion

Professional development events and the BCCIE Summer Conference bring stakeholders together to share best practices, discuss new ideas and collaborate on a variety of topics such as marketing and recruitment, study abroad, intercultural competencies and student services.

BCCIE hosts a minimum of nine professional development events per year in addition to the Summer Conference; topics are determined in collaboration with partner ministries. Satisfaction with professional development events is an indicator of success in building the capacity to create a globally oriented education system.

In 2016/17, BCCIE achieved a 95 per cent satisfaction rate, therefore targets for 2017/18 – 2019/20 remain unchanged. Year on year comparison of data will determine if targets for future years should change.

Financial Plan

Summary Financial Outlook

	2016/17 (Actual)	2017/18 (Budget)	2018/19 (Budget)	2019/20 (Budget)
REVENUE				
Provincial Grant - General Operations	1,500,000	1,500,000	1,500,000	1,500,000
Provincial Grant – Education Quality Assurance [1]	25,000	20,000	-	-
EQA (Reapplication and New App Fees) [2]	17,325	18,000	-	-
BCCIE Summer Conference [3]	300,407	267,585	275,613	283,881
Professional Development [4]	1,440	28,470	4,440	4,440
Familiarization Tours (Institutional Support)	11,700	-	-	-
Mission	59,200	-	-	-
Other Government Contracts [5]	710,512	456,305	-	-
Bank Interest [6]	10,288	17,000	17,000	17,000
TOTAL REVENUE	**2,635,872**	**2,307,360**	**1,797,053**	**1,805,321**
EXPENSES				
General Operations (Information Technology, Board Meetings, Supplies, etc.)	1,344,324	1,433,562	1,417,238	1,432,417
Operations	*129,340*	*135,984*	*119,934*	*119,935*
Salaries	*1,109,922*	*1,191,073*	*1,187,604*	*1,199,491*
Lease	*105,062*	*106,505*	*109,700*	*112,991*
EQA [7]	22,169	13,450	-	-
Goal 1 - Internationalization [8]	645,936	438,666	25,475	26,541
Goal 2 - Market Support	354,868	191,985	137,100	127,100
Goal 3 - Communications & Professional Development	256,587	229,697	217,240	219,263
TOTAL EXPENSES	**2,623,884**	**2,307,360**	**1,797,053**	**1,805,321**
NET INCOME (LOSS)	11,988	-	-	-
TOTAL DEBT	-	-	-	-
ACCUMULATED SURPLUS AT BEGINNING OF THE YEAR	755,618	767,606	767,606	767,606
ACCUMULATED SURPLUS AT END OF THE YEAR	767,606	767,606	767,606	767,606

Notes:
1. In 2016/17, BCCIE continued to be responsible for the collection and processing of some EQA payments, vendor management and database hosting. BCCIE also received a government grant in 2017/18 to support these functions as the EQA administration transition to the Ministry of Advanced Education, Skills and Training concludes.
2. BCCIE received EQA reapplication revenue in 2016/17 for a small subset of EQA institutions and also received revenue for the same in 2017/18.
3. In 2017/18, revenue from BCCIE's Summer Conference (previously known as Summer Seminar) is expected to increase due to an increase in number of conference delegates.
4. Professional Development revenue increased for 2017/18 as BCCIE plans to host a large 2-day workshop. Subsequent years are reduced to be more reflective of regular ongoing Professional Development revenue.
5. Forecast for 2017/18 includes a contract from the Ministry of Education for mobility initiatives; funding from the Ministry of Advanced Education, Skills and Training for the Northern Marketing Initiative; and a contract from the Ministry of Jobs, Trade and Technology for Vietnam Market Development. Forecasts for future years do not include other government contracts.
6. Bank interest is from term deposits.
7. BCCIE continued to provide vendor management and database hosting and had some expenses for these functions in 2016/17 and is expected to have the same for 2017/18.
8. In 2017/18, the budget for Goal 1 includes scholarships to be administered as a part of the Ministry of Education contract.

Key Forecast Assumptions, Risks and Sensitivities

The BCCIE forecast is based on the following key assumptions:

- operating funds from the Ministry of Advanced Education, Skills and Training for jointly agreed activities;
- additional contract revenue from the Ministry of Education for 2017/18; and,
- the transition of EQA administration to the Ministry of Advanced Education, Skills and Training concluding in 2017/18.

Management's Perspective on the Financial Outlook

The development of a strategic approach to address the future of international education in British Columbia is underway. BCCIE will work closely with partner ministries to assess the potential impact on the capacity and operations of BCCIE in particular to assess new opportunities that may be in addition to those identified in the BCCIE 2017/18 Operational Plan.

The cultural, social and economic significance of international education to B.C. necessitates building new relationships with key partner countries in addition to maintaining existing important global linkages. This may result in a requirement for BCCIE to support additional government missions or other activities beyond those identified in the Operational Plan. The current budget does not include contingencies for additional government missions.

BCCIE will continue to closely monitor resources and expenditures to ensure services are delivered in an efficient and cost-effective manner. BCCIE will work collaboratively and in a coordinated way with the Ministry of Advanced Education, Skills and Training, Ministry of Education and Ministry of Jobs, Trade and Technology to develop strategies to manage expenditures, leverage partnerships and ensure alignment with government priorities.

Appendix A: Hyperlinks to Additional Information

Corporate Governance

Board of Directors: http://www.bccie.bc.ca/about/board-of-directors/
Corporate Governance and Reports: http://bccie.bc.ca/about/corporate-reports/
Senior Management: http://www.bccie.bc.ca/about/our-team/

Organizational Overview

Mandate, Vision, Business Areas: http://www.bccie.bc.ca/about/about-bccie/
Partner Organizations: http://www.bccie.bc.ca/about/partner-organizations/
Location: http://www.bccie.bc.ca/contact

Additional information including an organizational overview and further details about the corporate governance structure at BCCIE can be found at www.bccie.bc.ca.

Industry Training Authority

2017/18 – 2019/20 SERVICE PLAN

September 2017

For more information on the Industry Training Authority contact:

800 – 8100 Granville Avenue
Richmond, B.C. V6Y 3T6

Phone: 778.785.2410

Toll-free (in B.C.): 1.866.660.6011

Fax: 778.328.8701

Email: customerservice@itabc.ca

Or visit our website at
itabc.ca

Board Chair Accountability Statement

The 2017/18 - 2019/20 Industry Training Authority (ITA) Service Plan was prepared under the Board's direction in accordance with the Budget Transparency and Accountability Act. 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. The Board is responsible for the validity and reliability of the information included in the plan.

All significant assumptions, policy decisions, events and identified risks, as of September 2017 have been considered in preparing the plan. The performance measures presented are consistent with the *Budget Transparency and Accountability Act*, ITA's mandate and goals, and focus on aspects critical to the organization's performance. The targets in this plan have been determined based on an assessment of ITA's operating environment, forecast conditions, risk assessment and past performance.

Gwyn Morgan, C.M.
Board Chair

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Strategic Direction and Operating Environment

Strategic Direction

This Service Plan is aligned with direction provided through ITA's September 2017 Mandate Letter and the Minister of Advanced Education, Skills & Training's July 2017 Mandate Letter. ITA leads and coordinates British Columbia's skilled trades system. Working with employers, apprentices and trainees, industry and labour, training providers and government, ITA issues credentials, supports apprenticeships, sets program standards and works to increase opportunities in the trades.

ITA's vision and mission flow from the accountabilities defined in the *Industry Training Authority Act*.

VISION: To create a world-class training and apprenticeship system for British Columbia.

MISSION: To build the trades that build B.C.

The goals and strategies in this Service Plan were created in conjunction with ITA's Three Year Strategic Plan 2017-19, and are paired with performance measures and targets that support ITA's vision and mission. In addition, through its 2017/18 Mandate Letter, ITA is directed to take into consideration the overall strategic direction of Government when developing its service plan to help deliver on priorities and provide effective programs and services to all British Columbians. This includes the following three key commitments:

- make life more affordable;
- deliver the services that people count on; and,
- build a strong, sustainable, innovative economy that works for everyone.

This direction is reflective of and aligned with Minister of Advanced Education, Skills and Training Mandate Letter directives. With regards to specific commitments within the Minister of Advanced Education, Skills & Training's July 2017 Mandate Letter, ITA will continue our work with the Ministry of Education to support apprenticeship programs for high school students.

Operating Environment

ITA's values—respect, excellence, innovation and collaboration—along with the vision and mission are the foundation for ITA's actions and attitudes. These values guide ITA in the pursuit of four identified goals defining what success will look like when ITA delivers on its mission.

ITA is committed to learning from and adapting to the needs of British Columbia's economy, industry and labour, apprentices and training partners. Forecast labour market demand for skilled trades workers is heavily influenced by economic factors. Residential, industrial, commercial and institutional construction are major employers of skilled trades persons in the Lower Mainland, Southern Vancouver Island and the Okanagan. Lumber shipments and manufacturing sales posted year-over-year gains throughout much of 2016. However, other sectors, including mining and oil and gas, have experienced mixed economic performance. In addition, some skilled trade workers impacted by the economic slowdown in Alberta have moved to B.C., creating more competition for jobs in certain areas of the province. Looking forward, the 2025 B.C. Labour Market Outlook forecasts 109,000 job openings in trades occupations over the ten-year period out to 2025 (6,700 fewer

openings than the 113,700 openings projected in the 2024 Outlook). The primary driver is the long-term aging of the workforce across all industries. Up to 75 per cent of the projected job openings are to replace retiring workers.

ITA's success is closely linked to our ability to access the best possible industry intelligence and labour market information. We continue to build both internal capacity and external relationships to generate critical and timely information to support effective, data-driven decision-making. ITA's Industry Relations team works with 11 Sector Advisory Groups to validate B.C. Labour Market Outlook data, and ensure that government receives direct feedback from industry leaders. Industry has indicated a desire for innovation in trades training, particularly to help reduce apprentice time away from work to attend technical training. This desire needs to be balanced with industry's strong preference for safety and first-aid training, and for experiential learning wherein apprentices and trainees perform practical tasks in real or simulated work environments. Industry has also expressed the need for apprenticeship training to keep pace with the rapid development of technology in the trades, particularly in the automotive sector with the mass-market introduction of hybrid, electric and fuel cell vehicles.

Innovation, stemming from ITA's ongoing work at both the provincial and national levels, is also paying dividends by improving apprentice mobility across Canada. Directed by the Forum of Labour Market Ministers, the Pan-Canadian harmonization project is on schedule, with Phase II comprising eight Red Seal trades. Phases III, IV and V are slated to harmonize an additional 15 Red Seal trades. The aim is to have harmonized training in effect for 30 trades that will cover 90 per cent of apprentices in Red Seal trades across Canada by 2020.

ITA will work within the above Operating Environment to expand B.C.'s apprenticeship and trades training programs, opening opportunities to obtain good-paying jobs in every corner of the province, and ensure people from every background have the opportunity to reach their full potential.

Performance Plan

Goals, Objectives, Strategies and Performance Measures

ITA's mission is: To build the trades that build B.C. Our Three-Year Strategic Plan 2017-19 was refined through an extensive stakeholder engagement process. That strategic plan yielded four strategic goals and a set of corresponding strategies to guide ITA's actions. ITA has ensured alignment between the Three-Year Strategic Plan and the goals and strategies outlined in this Service Plan. The performance measures and targets in this Service Plan remain consistent with previous years, but have been re-ordered to ensure continued alignment with ITA's newly-developed goals and strategies. These measures track ITA's progress on delivering our core mission to our customers, partners and stakeholders. ITA's Board is responsible for measuring performance against targets. Results are reported to the Board on a quarterly basis and publicly in ITA's Annual Report. The mission and its associated values and strategic goals support transparency and accountability as required by government under Taxpayer Accountability Principles.

Goal 1: Improve Quality

ITA will improve the quality of the trades training system for apprentices and employers.

Strategies

- Focus on customers—apprentices and their employer-sponsors—to ensure that customer needs are at the center of all ITA decisions and that the organization helps guide apprentices and employer-sponsors smoothly through the industry training system.
- Expand customer support with new and improved web-based and mobile tools that enable self-service access to relevant information for apprentices and employer-sponsors.
- Improve tracking of apprentice progress toward completion of in school and on-the-job training and use this information to provide outreach assistance and information to apprentices that will help them progress through training and obtain a credential.
- Engage with apprentices, industry, and employer-sponsors to measure satisfaction with the training system and identify areas for improvement.
- Report on quality and effectiveness through publishing an annual 'report card' of the trades training system.

Performance Measure 1: Sponsor Value Index

Performance Measure	2016/17 Actual[1]	2017/18 Target	2018/19 Target	2019/20 Target
Sponsor Value Index	80	80	80	80

Data Source: Sentis Market Research

1 Since 2012/13, Sentis Market Research has been commissed by ITA to conduct the survey for this performance measure. Data is collected by combined telephone and online surveys. Industry best practices and quality assurance methodologies are employed throughout the process. Survey Analysis will include a margin of error within which this score is intended to fall.

Discussion

The Sponsor Value Index is a measure of the sponsor-perceived benefits of hiring apprentices. It provides ITA with insights to guide improved program delivery and training outcomes. This is an annual survey of approximately 700 employers that sponsor apprentices. The results are calculated using satisfaction and importance ratings based on four statements:

1. Training/skills of apprentices align with company needs
2. Apprentices increase profitability
3. Sponsorship provides recruiting/retention advantages
4. Administrative requirements of sponsorship are manageable.

The willingness of sponsors to take on apprentices and encourage other employers to do so is dependent on the perceived value of apprenticeship to their businesses. Employers must believe that their involvement in apprenticeship provides a return on investment, and they must feel that the administrative aspect of an apprenticeship is manageable.

ITA is striving to increase the value and improve the experience of apprenticeship for employer-sponsors. Our internal ability to respond to employer-sponsor and apprentice feedback is supported by our investment in improved technologies; field intelligence gathered by ITA's 15 regionally based Apprenticeship Advisors and by our sector focused Industry Advisors. In 2016, ITA embarked on a new partnership with the British Columbia Chamber of Commerce to engage past, current and potential employer-sponsors. In 2017/18, we will work with the Chamber to explore joint initiatives and communications efforts to empower employers with the resources they need to provide successful apprenticeships. We will also work with government to implement effective apprenticeship ratios for those employer sponsors working on government-funded infrastructure projects.

Performance Measure 2: Satisfaction with ITA Credentials

Performance Measure	2016/17 Actual	2017/18 Target	2018/19 Target	2019/20 Target
Satisfaction with ITA Credentials:				
• Employers	80%	80%	80%	80%
• Credential Holders	83%	86%	86%	86%

Data Source: Sentis Market Research. Since 2012/13, Sentis Market Research has been commissioned by ITA to conduct the survey for this performance measure. Data is collected by combined telephone and online surveys. Industry best practices and quality assurance methodologies are employed throughout the process. Survey analysis will include a margin of error within which this score is intended to fall.

Discussion

The satisfaction measures are survey-based measurements on a 100-point index relative to several potential benefits of holding a credential, including:

- Demonstrating skill sets to employers
- Competitive employment/promotion advantage
- Contribution to earning potential and employer profitability
- Ability to work across Canada or abroad.

Credentials represent the culmination of all the services that ITA provides. Their value rests in the satisfaction that customers—both credential holders and employers—have with the credentials. Satisfied customers mean that an ITA 'ticket' has real value: employers rely on it as a measure of competency and productivity; and workers covet it as a key to employability and pride.

The level of satisfaction with ITA credentials is an indicator of the extent to which ITA is serving its customers, meeting the needs of industry with relevant program standards, and contributing to career opportunities. It also reflects the perceived strength of the credential in terms of improving safety, quality and consumer protection.

Satisfaction levels have remained largely consistent over the past several years, indicating ongoing high levels of satisfaction with ITA-issued credentials. Targets going forward reflect ITA's ongoing effort to ensure that alignment between industry needs and ITA programs can be consistently reflected within an index that is made up of multiple satisfaction indicators. ITA's targets for employers are similar to those for sponsors, with a target of 80 per cent satisfaction. For credential holders, ITA's targets are higher, reflecting the additional value that those who earn credentials should place on their achievement.

Goal 2: Right Skills, Right Place, Right Time

ITA will ensure the trades training system delivers the right skills, in the right place, at the right time to meet the needs of the B.C. economy. Working closely with all training providers who offer skilled trades training, ITA will continue to ensure regional accessibility for all trades training students across B.C.

Strategies

- Engage with industry to validate B.C.'s forecast of future job openings and training needs.
- Align trades training funding to industry demand for skilled trades workers.
- Ensure apprenticeship progression and completion rates continue to improve through targeted initiatives and supports for customers to make sure we have the workers that industry needs.
- Enhance youth programs to increase opportunities for elementary and high school students to gain exposure to and experience with the trades.
- Support groups facing barriers in trades training to ensure the recruitment and success of Indigenous Peoples, women, immigrants, and people with disabilities through programs funded by the Canada-BC Job Fund and by partnerships with industry and training system stakeholders.

Performance Measure 3: Continuation Rates for Foundation Programs

Performance Measure	2016/17 Actual[1]	2017/18 Target	2018/19 Target	2019/20 Target
Continuation from Foundation to Apprenticeship	51%	52%	53%	54%

Data Source: ITA Direct Access information management system. This measures the percentage of individuals who successfully complete a Foundation program and become an apprentice registered with ITA 12 months from their Foundation credential achievement date. This measure includes results for ITA youth program participants from the Youth Train in Trades (formerly ACE IT) program. ITA will begin to separate measuring of continuation rates from youth programs to apprenticeship, which will be reported through a separate Youth report.

[1] Changes to the welding credentialing model have resulted in a transition from the Certificate of Qualification for Welder Level C to Certificates of Completion for Welder Foundation programs. As a result, welder foundation participants are not included in the 2016/17 actual.

Discussion

The targets for this performance measure have been revised for future years as industry demand has not grown at the same rate as foundation program completions. Foundation programs prepare an individual to become a trades apprenticeand help attract people into the skilled trades who would not otherwise consider trades as a career. In past years, the continuation from foundation to apprenticeship measure included results from ITA youth program participants from the Train and Work in Trades programs (formerly known as Accelerated Credit Enrolment in Industry Training and Secondary School Apprenticeship). ITA will begin separate measuring of continuation rates from youth programs to apprenticeship in the 2018/19 Service Plan. These measures provide clarity on the value of youth participation in pre-apprenticeship programs as an effective pathway to apprenticeship. Youth programs are highly effective as they reach out to youth at an earlier stage in life and provide them with additional opportunities to experience the skilled trades. Working with partners in the

Ministry of Education, ITA will continue to deliver apprenticeship and work-experience programs for high school and undergraduate students.

ITA will work with industry and trades training partners to explore possibilities to increase continuation rates through initiatives such as better pre-screening and improving job placement mechanisms.

Performance Measure 4: Number of Credentials Issued

Performance Measure	2016/17 Actual[1]	2017/18 Target	2018/19 Target	2019/20 Target
Number of Credentials Issued	8,641[2]	8,355	8,752	9,200

Data Source: ITA Direct Access information management system.

[1] Targets are based on a 5 per cent increase, from the previous year's target, starting in 2015.

[2] Changes to the welding credentialing model have resulted in a transition from the Certificate of Qualification for Welder Level C to Certificates of Completion for Welder Foundation programs. As a result, welder foundation participants are included in the 2016/17 actual.

Discussion

Targets for the number of credentials issued are set to align with provincial labour market requirements while taking into account trends in apprenticeship and the length of time apprentices typically spend in their training programs. Each credential issued signals that an additional member of the workforce possesses the occupational skills needed to carry out a particular trade, benefitting both the trades workers and prospective employers. The number of credentials issued depends on the efficient functioning of the training system as a whole—from recruitment into apprenticeship, to availability of work-based and technical training, to effective assessment tools and program completion. The number of credentials issued is the most concrete of ITA performance measures; however, it is also strongly influenced by external factors such as fluctuations in the economy and labour market, and the value employers place on certification.

Apprentice completion initiatives introduced by ITA that have positively affected the completion performance measure are:

- Deployment of 15 Apprenticeship Advisors to cover all regions of B.C., providing on-the-ground support in navigating the system to apprentices, sponsors, and training providers.
- Hiring a Manager of Apprenticeship Completions to coordinate and lead completion strategies.

ITA will continue to closely monitor targets for certifications issued in light of program changes and fluctuating projections of labour market demand, and future forecasts will be adjusted accordingly.

Performance Measure 5: Match Labour Market Information Data with Training Investment in the High Opportunity Trades

Performance Measure	2016/17 Actual	2017/18 Target	2018/19 Target	2019/20 Target
Percentage of ITA-funded Foundation seats in top in-demand trades	86%	78%	80%	80%

Data Source: 2025 B.C. Labour Market Outlook and feedback from industry through Sector Advisory Groups

Discussion

Apprentices have an employer-sponsor and are meeting a demand in the economy, while Foundation students are being trained to move into apprenticeships that fill labour market demand for entry-level workers. ITA is aligning skills investments with market information data for trades. Allocating funding to Foundation training seats in these high opportunity trades ensures investments in the right trades in response to forecast labour market demand. When targets were initially developed for this measure they were based on the high-demand trades identified on the 2025 Labour Market Outlook, which did not include Sector Advisory Group feedback. Subsequent discussions with Sector Advisory Groups indicated that there is a significant needs for people in the Automotive sector and other key trades because they are experiencing, or projecting, a shortage of skilled trades workers. In response to industry demand, ITA adjusted foundation seat funding to meet these projected needs.

Goal 3: Innovation and Collaboration

ITA will continue to increase innovation and collaboration across B.C.'s trades training system to meet the needs of apprentices and employers.

Strategies

- Encourage innovation in the trades training system to improve apprenticeship outcomes and completion through measuring outcomes from innovative pilot projects and sharing information on successful innovative training models with partners in trades training.
- Enhance collaboration between industry and training providers to improve the delivery of trades training through leveraging insights from Sector Advisory Groups and encouraging regional partnerships.
- Improve apprentices' ability to move between provinces/territories and maintain/complete their apprenticeship in accordance with the Forum of Labour Market Ministers' Pan-Canadian harmonization initiative and apprentice mobility protocol. The goal is to substantively align (i.e. harmonize) apprenticeship systems across Canada by making apprenticeship training requirements more consistent in the Red Seal trades.

Performance Measure 6: Mobility and Harmonization Initiatives Implemented for Apprentices

Performance Measure	2016/17 Actual[1]	2017/18 Target	2018/19 Target	2019/20 Target
100% Alignment with CCDA Schedule for Implementation of Harmonized Trades	7 BC Trades Harmonized	6 more BC Trades Harmonized	5 more BC Trades Harmonized	5 more BC Trades Harmonized

Data Source: Canadian Council of Directors of Apprenticeship (CCDA), New West Partnership, Pan-Canadian Apprenticeship Mobility Protocol.

1 Targets are in line with the Harmonization schedule for implementation of technical training level 1 by agreed upon dates.

Discussion

The Canadian Council of Directors of Apprenticeship (CCDA) has identified 30 Red Seal trades for harmonization in five phases by 2020. The project focuses on substantively aligning each trade and includes analysis of the differences in provincial and territorial apprenticeship requirements across Canada. Following consultations with industry and training stakeholders, the CCDA has confirmed the following priorities for action:

- Sequencing of technical training curriculum content.
- Aligning total training hours (combined in-class and on-the-job).
- Aligning jurisdictional trade names and definitions.
- Use of the most recent national occupational analyses and/or Red Seal Occupational Standards for provincial and territorial technical training curriculum development.
- Specific to the Mobile Crane trades, aligning weight restrictions and equipment classifications.

In accordance with the schedule set out by CCDA, 66 per cent of apprentices in Red Seal trades across the country will be in harmonized training by September 2017, and 90 per cent will be in harmonized training by 2020. ITA continues to demonstrate leadership on this initiative, working with CCDA, Employment and Social Development Canada, and the 12 other Canadian apprenticeship jurisdictions to advance these goals.

Goal 4: Information and Support

ITA will provide British Columbians with information and support to encourage participation and improve success in the trades training system.

Strategies

- Encourage more employers to sponsor apprentices through sharing information about the benefit of apprenticeship training, ITA's online Employer Recruitment tool, Chamber of Commerce partnerships and Apprenticeship Advisor Sponsor Information Sessions.
- Use data about apprentices and employer-sponsors to anticipate their needs and provide customized information that enables apprentices to succeed in training and successfully complete their apprenticeship.

- Promote partnerships and outreach in all regions of B.C. to provide information about the value of apprenticeship and how important it is to succession planning for businesses.

Performance Measure 7: Total Registered Sponsors

Performance Measure	2016/17 Actual[1]	2017/18 Target	2018/19 Target	2019/20 Target
Total Registered Sponsors	11,210[2]	11,000	11,500	12,000

Data Source: ITA Direct Access

1 Targets are based upon an increase of 500 registered sponsors, year over year.

2 The 2016/17 actual results are based on a different methodology than what was used in establishing the target and as such, results are not comparable. Several registered sponsors represent multiple employers (this includes Group Training Organizations and Joint Training Boards) and account for at least 804 additional employers in B.C. which are included in this figure.

Discussion

With additional and higher quality information regarding the value of an apprenticeship provided to industry, ITA expects more employers will be encouraged to sponsor apprentices, resulting in an increased number of total sponsors. Registered employer-sponsors provide the work-based training that is the building-block of most apprenticeships. Approximately 80 per cent of an apprentice's learning takes place on the job where supervising journeypersons pass on their knowledge and trade skills. The availability of employer-sponsors who can offer high quality work-based training and a wide scope of trade skills determines how many people can pursue apprenticeship at any given time, and how quickly apprentices can complete their training and obtain certification.

ITA has been actively pursuing new Employer Sponsors through the use of the online Employer Sponsor Recruitment campaign, partnerships with Chambers of Commerce to share information about how to sponsor apprentices and offering province-wide Apprenticeship Advisor-led sponsor information sessions to educate and inform industry.

ITA's performance target for certifications issued shows five per cent increases year-over-year. Given the strong, but not exact, correlation between numbers of sponsors and numbers of employed apprentices, targets for this measure grow by a similar amount. ITA's industry engagement efforts have been successful in growing the number of employer-sponsors from 9,188 in 2012-13 to over 11,000. ITA will work to ensure that employer-sponsors are prepared for the creation of 96,000 construction jobs related to the building of schools, hospitals, roads and rapid transit over the next five years.

As noted in the discussion section for performance measure four, (i.e., Number of Credentials Issued) the future labour market outlook for skilled trades shows a softening of labour market demand and may impact the number of new or replacement sponsors. ITA will continue to monitor its targets for sponsors closely and will adjust future forecasts accordingly based on anticipated labour market demand.

Financial Plan

Summary Financial Outlook

	2016/17 Actual	2017/18 Budget	2018/19 Budget	2019/20 Budget
Total Revenue ($000)				
Ministry - Core Operating Grant	96,434	96,974	97,679	97,679
Project Based Funding - Prov(1)	11,550	10,190	-	-
Other Revenue	1,284	1,318	1,318	1,318
Total	**109,268**	**108,482**	**98,997**	**98,997**
Total Expenses ($000)				
Industry Engagement	635	910	960	1,010
Define Standards	2,505	2,000	1,950	1,900
Deliver Assessments & Certification	2,059	2,260	2,260	2,260
Invest in Training Pathways (2)	98,808	95,540	85,555	82,055
Customer Contact Centre	3,141	3,080	3,080	3,080
Communication	2,261	712	772	772
Business Support	7,336	7,980	7,920	7,920
Total Expenses	**116,745**	**112,482**	**102,497**	**98,997**
Net Income (Loss)	**(7,477)**	**(4,000)**	**(3,500)**	**0**
Total Liabilities (even if zero)	**4,183**	**4,040**	**3,245**	**3,127**
Accumulated Surpluses/Retained Earnings (even if zero)	**15,353**	**11,353**	**7,853**	**7,853**
Capital Expenditures	**1,767**	**2,000**	**2,000**	**2,000**

(1) Project based funding transferred from the Province to the ITA annually through a Federal agreement. Project based funding for 17/18 is consistent with the base funding received in 16/17. Funding amounts for 2018/19 onwards are unknown at the time of Service Plan drafting but are expected to remain at levels consistent with previous years.

(2) The investment includes the capital grants to the School Districts in support of YTCEP, as well as project based funding

(3) Approval for ITA to run a deficit was obtained from the Minister of Finance and the Minister of JTST to support the YTCEP in 2016/17

Key Forecast Assumptions, Risks and Sensitivities

The summary financial outlook reflects the following assumptions:

- In 2016/17, the Ministry of Jobs, Tourism and Skills Training and Responsible for Labour, in liaison with the ITA, had developed a Youth Trades Capital Equipment Program (YTCEP), targeted to enable schools to purchase trades training equipment needed to support the delivery of ITA's Youth Trades Programs. The amount budgeted is a maximum of $15M over a 3 year period, with the first year being $7.5M. This program will be funded from ITA's Accumulated Surplus, creating an approved deficit for a three-year period ending 2018/19.
- ITA will continue to receive a core-operating grant from the Ministry of Advanced Education, Skills and Training (excluding project based funding). The core-operating grant was increased in 2016/17 and ongoing for additional youth program funding. Reductions in Training Pathways is due to the lack of confirmation for project-based funding, monies transferred from the Province through Federal agreement for the Canada Job Fund, a program for industry and trades training to support pre-apprenticeship programs for under-represented groups such as women, indigenous people and immigrants.
- Increased pressures on ITA's training investment may result from:
    - Alignment with labour market demand information
    - Increase in training hours or classes required as a result of harmonization
    - Sector Advisory Groups' input on effective training models
    - Implementation of the refreshed Youth Strategy to achieve targets outlined in the BC Education Blueprint

  Increased operational pressure on ITA will result from harmonization efforts, which include extensive consultation with industry and training providers and comprehensive communication.

Management's Perspective on the Financial Outlook

Key activities envisioned within this Service Plan will be primarily funded within the core-operating grant. These activities are aligned with delivering on ITA's Mandate Letter.

ITA is not a capital intensive organization and has no capital projects valued at more than $50M. Capital activity of approximately $2.0M is primarily focused on ITA's digital strategy to better reach and service its customers, and is funded from ITA's core operating funds.

Appendix A: Hyperlinks to Additional Information

Corporate Governance

ITA follows the BRDO's Best Practices Guidelines and disclosure requirements

- Board of Directors members;
- Board Committee terms of reference (Audit Committee, Governance Committee, Human Resource Committee);
- Senior Leadership Team members;
- Board of Director's Terms of Reference;
- Relationship with Minister.

Organizational Overview

Established under the *Industry Training Authority Act*, the purposes of ITA are the following:

(a) to manage and support an industry training and apprenticeship system in British Columbia;
(b) to ensure that the industry training and apprenticeship system referred to in paragraph (a) meets the Province's need for skilled workers;
(c) to work with the government to achieve the government's objectives respecting the industry training and apprenticeship system referred to in paragraph (a);
(d) to promote industry training programs, including by encouraging employers and individuals to participate in those programs;
(e) other purposes the minister may prescribe.

Mission, Vision & Values
ITA's Vision: To create a world-class training and apprenticeship system for British Columbians.

ITA's Mission: To build the trades that build B.C.

ITA's Values:
RESPECT. We value mutual respect in everything we do and how we do it. Nothing is more important than the respect we have for our people and the trust we put in their skills.

EXCELLENCE. We value a superior experience for all of our customers, internal and external, sensing their needs and exceeding their expectations.

INNOVATION. We value the spirit and practice of innovation. We believe that change fosters the constant improvement that is crucial for success.

COLLABORATION. We value the opinion of others, openness and transparency. With everyone at the table, and everything on the table, we deliver the best results.

Based in Richmond, ITA leads and coordinates British Columbia's skilled trades system. ITA works with employers, employees, industry, labour, training providers and government to issue credentials, support apprenticeships, set program standards, and support increased opportunities in the trades.

BRITISH COLUMBIA

July 18, 2017

Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
Parliament Buildings
Victoria, British Columbia V8V 1X4

Dear Minister Mark:

Congratulations on your new appointment as Minister of Advanced Education, Skills and Training.

It has never been more important for new leadership that works for ordinary people, not just those at the top.

It is your job to deliver that leadership in your ministry.

Our government made three key commitments to British Columbians.

Our first commitment is to make life more affordable. Too many families were left behind for too long by the previous government. They are counting on you to do your part to make their lives easier.

Our second commitment is to deliver the services that people count on. Together, we can ensure that children get access to the quality public education they need to succeed, that families can get timely medical attention, and that our senior citizens are able to live their final years with dignity.

These and other government services touch the lives of British Columbians every day. It is your job as minister to work within your budget to deliver quality services that are available and effective.

Our third key commitment is to build a strong, sustainable, innovative economy that works for everyone, not just the wealthy and the well-connected. Together, we are going to tackle poverty and inequality, create good-paying jobs in every corner of the province, and ensure people from every background have the opportunity to reach their full potential.

These three commitments along with your specific ministerial objectives should guide your work and shape your priorities from day to day. I expect you to work with the skilled professionals in the public service to deliver on this mandate.

…/2

Office of the Premier

Web Site:
www.gov.bc.ca

Mailing Address:
PO Box 9041 Stn Prov Govt
Victoria BC V8W 9E1

Location:
Parliament Buildings
Victoria

As you are aware, we have set up a *Confidence and Supply Agreement* with the B.C. Green caucus. This agreement is critical to the success of our government. Accordingly, the principles of "good faith and no surprises" set out in that document should also guide your work going forward.

As minister, you are responsible for ensuring members of the B.C. Green caucus are appropriately consulted on major policy issues, budgets, legislation and other matters as outlined in our agreement. This consultation should be coordinated through the Confidence and Supply Agreement Secretariat in the Premier's Office. The secretariat is charged with ensuring that members of the B.C. Green caucus are provided access to key documents and officials as set out in the agreement. This consultation and information sharing will occur in accordance with protocols established jointly by government and the B.C. Green caucus, and in accordance with relevant legislation.

British Columbians expect our government to work together to advance the public good. That means seeking out, fostering, and advancing good ideas regardless of which side of the house they come from.

Our government put forward a progressive vision for a Better B.C. that has won broad support with all members of the legislature. There is consensus on the need to address many pressing issues such as reducing health-care wait times, addressing overcrowded and under-supported classrooms, taking action on climate change, tackling the opioid crisis, and delivering safe, quality, affordable child care for all. As one of my ministers, I expect you to build on and expand that consensus to help us better deliver new leadership for British Columbians.

As part of our commitment to true, lasting reconciliation with First Nations in British Columbia our government will be fully adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission. As minister, you are responsible for moving forward on the calls to action and reviewing policies, programs, and legislation to determine how to bring the principles of the declaration into action in British Columbia.

In your role as Minister of Advanced Education, Skills and Training I expect that you will make substantive progress on the following priorities:

- Provide greater access to adult basic education and English-language learning programs by eliminating fees.

- Reduce the financial burden on students by eliminating interest on B.C. government student loans and establish a $1,000 completion grant program to provide debt relief to B.C. graduates.
- Encourage excellence in B.C.'s graduateschool programs by introducing a new graduate student scholarship fund.

- Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students.

- Work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce.

…/3

- Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program.

- Expand B.C.'s technology-related post-secondary programs, co-op programs, and work to establish technology and innovation centres in key areas of the economy.

- Develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector, focusing on growing innovation and the manufactured wood products sector.

All members of Cabinet are expected to review, understand and act according to the *Members Conflict of Interest Act* and to conduct themselves with the highest level of integrity. Remember, as a minister of the Crown, the way you conduct yourself will reflect not only on yourself, but on your Cabinet colleagues and our government as a whole.

I look forward to working with you in the coming weeks and months ahead.

It will take dedication, hard work, and a real commitment to working for people to make it happen, but I know you're up to the challenge.

Sincerely,

John Horgan

John Horgan
Premier