David, Brendan LBR:EX

From: Gavin Hume <GHume@harrisco.com>
Sent: Tuesday, March 15, 2016 9:52 AM
To: Blakely, John H LBR:EX
Subject: B.C. Labour Ministry Information
Attachments: Canadian Postsecondary Performance Impact (2015).pdf; Stats Canada Study (2009).pdf; WHL Scholarship Study.pdf

John
See the attached Scholarship Study prepared by the WHL and the two reports referenced in the study. Let me know if that deals with the issue we have been discussing.
Gavin

Gavin Hume, Q.C. *
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Workplace Law & Advocacy

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David, Brendan LBR:EX

From: Hughes, Trevor LBR:EX
Sent: Monday, April 27, 2015 2:14 PM
To: Blakely, John H LBR:EX; Tanner, Michael A LBR:EX; Webb, Jennifer LBR:EX
Subject: Fw: Amateur Athletes and The Employment Standards Act
Attachments: Engrossed Bill 5893.pdf

FYI. I don't think a reply is necessary. Other than maybe "thanks". Thoughts/advice?

From: Ron Robison
Sent: Monday, April 27, 2015 2:07 PM
To: Hughes, Trevor LBR:EX
Cc: Gavin Hume
Subject: Amateur Athletes and The Employment Standards Act

Trevor,

Thank you for your recent letter in which you acknowledged receipt of the correspondence sent to the Minister on March 25, 2015.
As you are aware, the current class action lawsuit against the WHL may not only threaten the viability of our B.C. based franchises but also have serious implications on the amateur sport system as a whole in the province. It is therefore extremely important this matter be addressed as soon as possible by the Cabinet.
In the meantime, we are pleased to report that the Washington State Senate and House of Representatives have overwhelmingly passed new legislation to exempt WHL players from employment laws in their State. Attached is a copy of the Bill (Engrossed Senate Bill 5893) which has been forwarded to the Governor for his signature. The WHL and our Washington State based teams were delighted that the legislators felt it was extremely important to not only preserve the franchises but the opportunities they provide for aspiring young hockey players.
As discussed during our meeting with you on March 19, we can clarify the legal uncertainty by excluding amateur athletes from the current definition of employees within the B.C. Employment legislation and that this could be accomplished by Cabinet approving a regulation defining amateur athletes. Gavin Hume and myself are available to assist your office with the drafting of the regulation should you require any assistance.
We appreciate your support and trust you understand the urgency of having Cabinet address this matter immediately. Both Gavin and myself are available at any time to assist you with this process and to clarify any questions that you may have.
Regards,
Ron

Ron Robison
Commissioner
Western Hockey League
Father David Bauer Arena
2424 University Drive, NW
Calgary, AB, T2N 3Y9
Direct: 403.693.3033
Fax: 403.693.3031
www.whl.ca Email: robisonr@whl.ca

David, Brendan LBR:EX

From: Hughes, Trevor LBR:EX
Sent: Tuesday, February 16, 2016 1:59 PM
To: Tanner, Michael A LBR:EX; Webb, Jennifer LBR:EX; Blakely, John H LBR:EX
Subject: FW: WHL OIC

I read this in the way I think we needed it read. A commitment on the scholarships.
Any issues?
Do you want me to engage him on the study/impact/long-term issue??

From: Ron Robison [mailto:robisonr@whl.ca]
Sent: Tuesday, February 16, 2016 1:58 PM
To: Hughes, Trevor LBR:EX
Cc: Gavin Hume (ghume@harrisco.com); Sandstrom, Kurt JAG:EX; Blakely, John H LBR:EX
Subject: Re: WHL OIC

Trevor

Thank you for forwarding a copy of the deposited Order in Council.

On behalf of the WHL and our B.C. based Clubs, we sincerely appreciate your assistance and cooperation with the processing of this amendment. It provides us with the ability to continue offering world class hockey and academic opportunities to players participating on our WHL B.C. teams in the years to come.

Regards,

Ron

RON ROBISON | Commissioner
Western Hockey League
Father David Bauer Arena
2424 University Drive NW | Calgary, AB, T2N 3Y9
Direct: 403.693.3033 | Cell: 403.462.2810
Email: robisonr@whl.ca | Website: www.whl.ca
Facebook: WHLHockey | Twitter : TheWHL

On Feb 16, 2016, at 12:02 PM, Hughes, Trevor LBR:EX <Trevor.Hughes@gov.bc.ca> wrote:

> Gavin and Ron, as promised, attached is the deposited OIC. Please let me know if you wish to discuss this.
> Thank you.
> Trevor.
>
> Trevor Hughes
> Assistant Deputy Minister
> Industrial Relations and Labour Programs
> Ministry of Jobs, Tourism and Skills Training
> and Minister Responsible for Labour

Victoria: 250 356-1346
Vancouver: 604 660-5157
Mobile: 250 508-4273

David, Brendan LBR:EX

From: Gavin Hume <GHume@harrisco.com>
Sent: Wednesday, January 6, 2016 2:33 PM
To: Blakely, John H LBR:EX
Subject: FW: WHL Player Benefits Schedule - B.C. Labour Ministry
Attachments: WHL Player Benefits Schedule.pdf

John
As discussed, here is the summary of the benefits the players receive. Please do not hesitate to call if you have any questions.
Thanks
Gavin

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Workplace Law & Advocacy

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David, Brendan LBR:EX

From: Gavin Hume <GHume@harrisco.com>
Sent: Saturday, February 6, 2016 12:31 PM
To: Blakely, John H LBR:EX
Cc: Hughes, Trevor LBR:EX
Subject: FW: WHL Standard Player Agreement
Attachments: WHL Standard Player Agreement - New.pdf

John
Further to your voice mail and email messages yesterday, here is a complete copy of the WHL Standard Player agreement. It includes the missing page 5. I was only able to obtain it a few minutes ago.
Gavin

Gavin Hume, Q.C. *
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HARRIS

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Workplace Law & Advocacy

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David, Brendan LBR:EX

From: Blakely, John H LBR:EX
Sent: Wednesday, August 3, 2016 3:52 PM
To: David, Brendan LBR:EX; Hughes, Trevor LBR:EX; Tanner, Michael A LBR:EX
Subject: FW: WHL

Here is one more that may be responsive to the foi request. Thanks

---

From: Tanner, Michael A LBR:EX
Sent: Wednesday, August 3, 2016 3:45 PM
To: Blakely, John H LBR:EX
Subject: FW: WHL

We should discuss this one....

From: Blakely, John H LBR:EX
Sent: Thursday, June 11, 2015 11:26 AM
To: Tanner, Michael A LBR:EX; Webb, Jennifer LBR:EX
Subject: FW: WHL

Michael and Jennifer, I met with Gavin Hume. He provided me with some documents which I will bring back for you, and also with answers to our questions. I have summarized the answers below. I can fill you in with a few things that he and I discussed when I see you. Perhaps we can meet in the next day or two to see where we are at and to see if we are ready to proceed to what I think is the next step - of preparing a decision note laying out options (with pros and cons) for the Minister.

Thanks

From: Blakely, John H LBR:EX
Sent: Friday, May 29, 2015 11:01 PM
To: Tanner, Michael A LBR:EX; Webb, Jennifer LBR:EX
Subject: Fw: WHL

Fyi

Sent from my BlackBerry 10 smartphone on the Rogers network.

From: Gavin Hume <GHume@harrisco.com>
Sent: Friday, May 29, 2015 7:21 PM
To: Blakely, John H LBR:EX; Hughes, Trevor LBR:EX
Cc: 'Ron Robison'; Mark E. Colavecchia
Subject: RE: WHL

John
Thanks for your email We will get on this ASAP with the objective of having the information to you by the end of next week.
Gavin

From: Blakely, John H LBR:EX [mailto:John.Blakely@gov.bc.ca]
Sent: Friday, May 29, 2015 11:17 AM

To: Hughes, Trevor LBR:EX; Gavin Hume
Cc: 'Ron Robison'
Subject: RE: WHL

Gavin and Ron, thanks very much for getting back to us and obtaining the consent of the Vancouver Giants and the Kamloops Blazers as the teams prepared to respond to our questions. As we discussed, our hope is that answers to these questions will help to provide information regarding the teams and athletes that will assist us in our internal deliberations and briefings regarding the WHL's request for an Employment Standards Act exclusion.

Here is what we have come up with (see below). If you or the teams have any questions, I would be happy to answer them. As per our discussion, I assume (Gavin) that the responses will come back to Trevor and myself through you. As for how much time the teams should be given to respond to these questions, would it be reasonable for them to get their responses back to you (and then for you to forward them to us) by the end of next week? This would allow us to keep moving this issue forward fairly quickly.

Thanks very much.

As part of our research in response to the request from the Commissioner of the WHL for an exclusion for amateur athletes from the *Employment Standards* Act, we need to have a better understanding, and more complete information, concerning the teams in the WHL in British Columbia. To this end, we have several questions set out below. We understand and appreciate that some of these questions may not be applicable and some others may not be framed in a way that best reflects the day-to-day relationship between teams and their players. However, any information that is related to the issues raised in our questions would be very helpful and most appreciated.

1. Are the teams operated as societies, not-for-profit, or for-profit enterprises?

   For profit enterprises

2. What is the stipend range for players? What determines the stipend that each player receives?

   There is no stipend range. All players are paid $250/month during the hockey season to cover out-of-pocket expenses related to their training and travel. This amount is stipulated in the WHL Standard Player Agreement.

3. Are deductions made from the stipends? If so, what are the deductions that are made?

   No

4. What other benefits, if any, are paid or provided to the players in addition to the stipends?

   I was provided with a document that sets out other benefits paid to the players. In addition, both clubs indicated that they provide "gas money" for within city travel.

5. How does the team generate revenue (i.e., revenue sources)? Are the player costs (including stipends) funded from this revenue?

   Sponsorships, team concessions/products, ticket sales. Yes, player costs are funded from this revenue.

6. Do players sign contracts? If so, what would a typical contract cover and who are the parties to the contract? Are you able to provide the ministry with a blank standard contract?

Yes, I was given a copy of the standard player agreement.

7. Is there any capital outlay or fees required of the players? If so, what are the amounts and what are they for?

No

8. Is there a set day-to-day or weekly schedule of duties for each player? What does a typical day/typical week look like for a player in terms of games, travel, practices, and any other duties or expectations set by the team? What might these other duties or expectations, if any, be?

   Both teams indicated that players would be expected to spend between 30 – 35 hours/week performing a range of duties which would include: games (typically three games/week with players expected to show up at least two hours before the start of the game); practices (typically 90 minutes – three or four times/week); physical fitness sessions (60 minutes – three or four times/week); education sessions; team meetings; and community/promotional events/activities. The information that I was provided did not appear to include travel time. Gavin will get back to me with more information on travel arrangements and travel time. I also asked a follow-up question on what the teams meant by "community/promotional events". He will get back to me with some further information.

9. How many hours in a typical day/typical week would a player perform duties for the team?

   See question 8 above.

10. How are matters of personal conduct (including absences for reasons other than illness/injury) addressed?

    These are handled in accordance with provisions of the standard player agreement.

11. Do the teams have the right to suspend a player? What does the process for dismissing or releasing a player look like, and what contractual obligations (if any) does the team (or league?) have towards players that have been dismissed or released?

    Yes, as per provisions of the standard player agreement.

12. Who buys the equipment used by the player? Who owns the equipment used by the player? Who is responsible for maintaining the equipment used by the player?

The teams buy and own the equipment and are ultimately responsible for maintaining the equipment.

John Blakely
Executive Director, Labour Policy and Legislation
Ministry of Jobs, Tourism and Skills Training and Ministry Responsible for Labour
250-356-9987

From: Hughes, Trevor LBR:EX
Sent: Tuesday, May 26, 2015 2:06 PM
To: 'Gavin Hume'
Cc: 'Ron Robison'; Blakely, John H LBR:EX
Subject: RE: WHL

Thanks – appreciate the response. John Blakely, cc'd here, will be in touch.
T.

Trevor Hughes
Assistant Deputy Minister
Industrial Relations and Labour Programs
Ministry of Jobs, Tourism and Skills Training
and Minister Responsible for Labour

Victoria: 250 356-1346
Vancouver: 604 660-5157
Mobile: 250 508-4273

From: Gavin Hume [mailto:GHume@harrisco.com]
Sent: Tuesday, May 26, 2015 1:57 PM
To: Hughes, Trevor LBR:EX
Cc: 'Ron Robison'
Subject: RE: WHL

Trevor
Ron has obtained the consent of the Vancouver Giants and the Kamloops Blazers as the teams prepared to respond to questions from your staff in order to prepare a report for the Minister and Cabinet. I look forward to receiving the questions so I can review them with Ron and then forward them to the relevant persons at the teams.
Gavin

Gavin Hume, Q.C. *

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David, Brendan LBR:EX

From: Yvonne Bergmann <bergmanny@whl.ca>
Sent: Wednesday, March 25, 2015 9:06 AM
To: Bruce Hamilton - Kelowna Rockets; Bond.MLA, Shirley LASS:EX; Hughes, Trevor LBR:EX; Gardner, Chris PREM:EX
Cc: Ron Robison
Subject: Letter to B.C. Labour Minister from the WHL
Attachments: Letter to the B.C. Minister of Labour.pdf

Please see attached correspondence from the Western Hockey League.

If you have any problem opening this file, please contact Yvonne Bergmann.

Thank you.
Yvonne

Yvonne Bergmann
Vice-President, Business
Western Hockey League
Father David Bauer
Arena
2424 University Drive
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Calgary, AB, T2N 3Y9
Direct: 403.693.3034
Cell: 403.462.2812
Fax: 403.693.3031
www.whl.ca Email: bergmanny@whl.ca

David, Brendan LBR:EX

From: Blakely, John H LBR:EX
Sent: Friday, May 29, 2015 11:17 AM
To: Hughes, Trevor LBR:EX; 'Gavin Hume'
Cc: 'Ron Robison'
Subject: RE: WHL

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Thanks very much.

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John Blakely
Executive Director, Labour Policy and Legislation
Ministry of Jobs, Tourism and Skills Training and Ministry Responsible for Labour
250-356-9987

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To: 'Gavin Hume'
Cc: 'Ron Robison'; Blakely, John H LBR:EX
Subject: RE: WHL

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T.

Trevor Hughes
Assistant Deputy Minister
Industrial Relations and Labour Programs
Ministry of Jobs, Tourism and Skills Training
and Minister Responsible for Labour

Victoria: 250 356-1346
Vancouver: 604 660-5157
Mobile: 250 508-4273

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Gavin

Gavin Hume, Q.C. *

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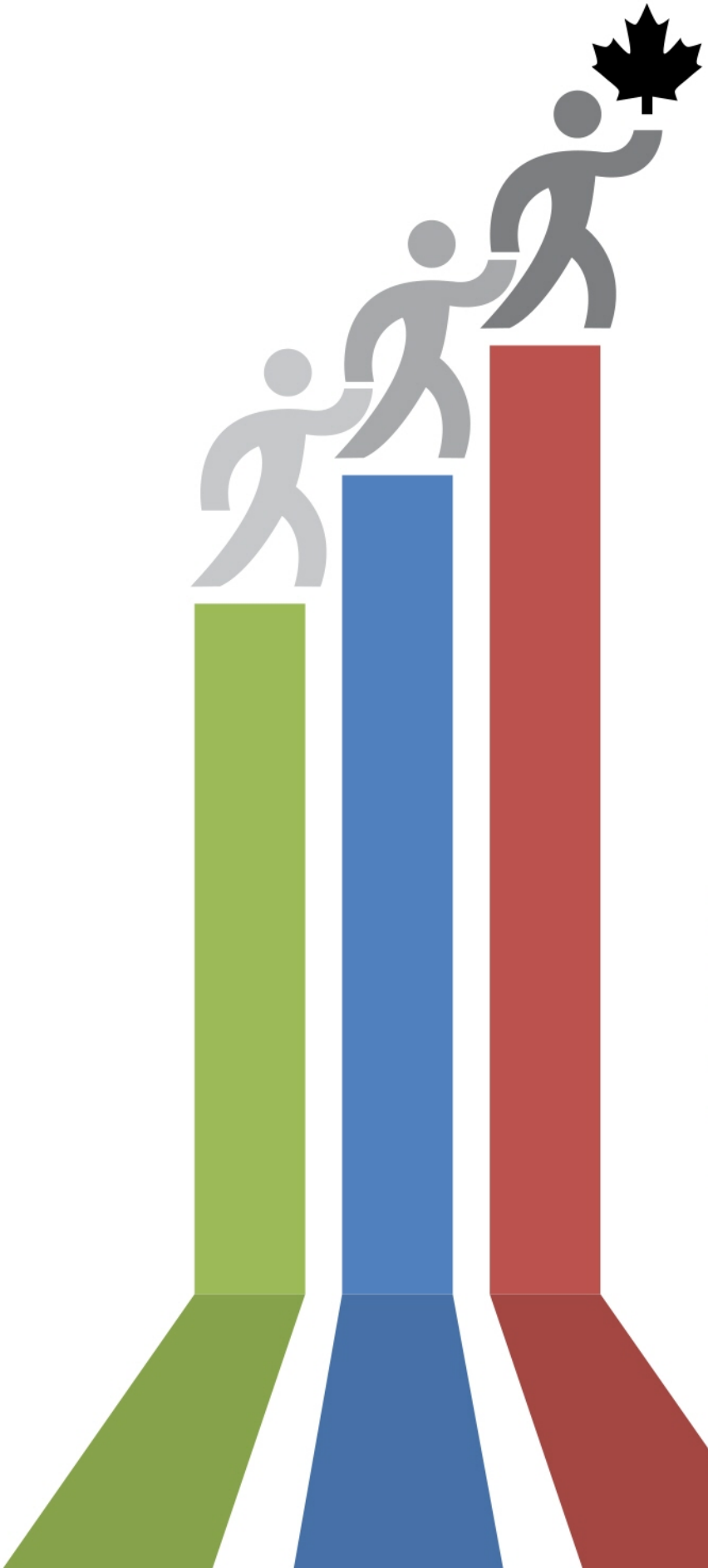


Canadian Postsecondary Performance:

IMPACT 2015

Harvey P. Weingarten, Martin Hicks, Linda Jonker, Carrie Smith and Hillary Arnold

with contributions from HEQCO interns Jeremy Henderson and Emily Michailidis

Higher Education Quality Council of Ontario

Canadian Postsecondary Performance:

IMPACT 2015

Authors: Harvey P. Weingarten, Martin Hicks, Linda Jonker, Carrie Smith and Hillary Arnold

with contributions from HEQCO interns Jeremy Henderson and Emily Michailidis

- Educational institutions may be the most important public institutions in Canada to ensure a vibrant and robust quality of life and economy.
- In every province there's a positive link between postsecondary education and labour market success, individual earnings, citizen engagement and contributions to the economy. No province is failing to deliver but all show room for improvement in one or more areas.
- There is no correlation between the performance of the Canadian university system and the funding it receives. Some provinces perform well with lower levels of funding and some provinces perform less well even with higher funding levels.
- It's time to refocus Canada's discussion about postsecondary education from how much institutions get to what outcomes are being achieved.
- To improve Canadian postsecondary education, we must to do a better job of collecting and reporting relevant, meaningful information about the state of Canadian higher education systems and institutions, their performance and their outcomes.

TABLE OF CONTENTS

EXECUTIVE SUMMARY

Canadians invest considerable energy, resources, and personal and societal aspiration into postsecondary education. It is good public policy to assess how we are doing and what outcomes we are achieving with that investment. One of HEQCO's core mandates is to evaluate the postsecondary sector and to report the results of that assessment. To that end, in this report, we have assembled data that assess the performance of Canada's 10 provincial public postsecondary education systems.

We report on 34 quantitative indicators of performance, organized into three dimensions or themes. The first is access to postsecondary opportunities. The second is the value of postsecondary education to students, with measurements of the student experience, affordability and relevant learning outcomes that lead to good jobs and success in life generally. The third theme is the value the province's postsecondary system yields to society, with measurements of postsecondary contributions to the economy, the provision of highly skilled wealth-producing individuals, an engaged citizenry, and new discoveries and their application.

Our report then assesses, for each province, the relationship between the performance of the postsecondary systems and the funding they receive. This particular analysis is presented for universities only; there are insufficient data to examine this relationship for colleges and the trades.

Our report is not intended to be a ranking of provincial systems. Rather, it is a guide for improvement as it provides a comprehensive assessment of the impact and outcomes of the postsecondary system in each province on relevant and meaningful indicators. Our report reveals that:

1. In all provinces, postsecondary education correlates positively with labour market success, individual earnings, citizen engagement and contributions to the economy.
2. While there are differences in provincial performance, our study, and other international analyses such as the OECD's annual *Education Indicators at a Glance,* suggest that Canada's overall postsecondary education performance is pretty good. We may not hit the heights of some other countries but we also avoid the lows.
3. At the same time, provinces differ in their level of performance and all provinces show room for improvement in one or more areas. Our report illuminates these opportunities.
4. Lastly, and perhaps most significantly, our analysis indicates no correlation between the performance of a provincial system and its level of funding. Specifically, some provinces perform well with lower levels of funding and some provinces perform less well even with higher funding levels.

Overall, *Canadian Postsecondary Performance: Impact 2015* underscores the importance of refocusing the higher education conversation in Canada from one of "how much money is spent on higher education" to "how the money is spent and what outcomes are being achieved."

Pages 20 of 154 LBR-2016-63019

ORGANIZATION OF THE REPORT

This report is organized as follows:

- The main body of the report (pages 3 to 30) provides a high-level summary of the findings, without delving into the details of the individual indicators and methodologies used to assemble them.
- Appendices 1-4 (pages 33 to 84) provide details on each of our performance indicators.
- Appendix 5 (pages 85 to 91) provides more details on the methodology used to aggregate our university performance indicators for the purpose of comparing each province's level of performance and its overall level of funding.
- A companion website provides an interactive summary of the findings. This website gives readers access to the data we used to assemble this report and a tool for customizing the indicators presented and generating a performance versus funding analysis that they feel better suits their purposes and circumstances.

INTRODUCTION

Measuring Postsecondary Performance is Important

A legislated mandate of the Higher Education Quality Council of Ontario (HEQCO) is to evaluate the postsecondary education sector and to report on the results of that assessment.

Many HEQCO research reports contribute piecemeal to this goal and our first comprehensive evaluation of overall postsecondary performance was delivered in twin publications: *The Productivity of the Ontario Public Postsecondary System* and *Performance Indicators* (HEQCO, 2012, 2013). Both these reports situated Ontario's performance within the context of a mix of international and Canadian indicators across four domains: quality, access, productivity and social impact.

In asking us to produce the initial *Productivity* report, the Ontario Ministry of Training, Colleges and Universities (MTCU) wanted to identify opportunities to improve postsecondary performance within a constrained fiscal environment. An understanding of how we are performing is foundational to system improvement, effective planning and efficient spending. What are Ontario's strengths and weaknesses? How can we evaluate the effectiveness of our efforts? What do other systems do better? What levels of performance outcomes ought we reasonably to expect from the investments society and students are making in postsecondary education?

This report, *Canadian Postsecondary Performance: Impact 2015,* is our second comprehensive examination of performance – as an improvement on our first evaluation and in the continued fulfillment of our mandated responsibilities.

Performance in Context

It is limiting, even impossible, to assess the Ontario postsecondary system in isolation. The performance of any system is best evaluated by comparing it to the performance of other similar systems. We have a field of comparable postsecondary systems within Canada: 10 simultaneous approaches to organizing, funding and delivering postsecondary education, deployed in provinces with helpfully familiar histories, cultures and governmental traditions. Examining the 10 provinces is fertile ground for illuminating the successes, challenges and opportunities facing postsecondary education in Ontario and across the country.

Our cross-Canada evaluation is of the performance of the system, in its entirety, writ large. It is not focused just on institutions and the outputs for which they are held directly responsible and accountable. It is not focused just on governments and the strategic investments they make. It is not focused just on employees of our colleges and universities and their accomplishments in teaching, research and service. It is not focused just on the students and graduates of the system and the paths they follow in first earning and then applying their education. It is not focused just on the larger society that engages postsecondary education's graduates and leverages its research discoveries. Rather, it recognizes that all of these elements and actors work together to

Pages 22 of 154 LBR-2016-63019

make the system function and to meet its overarching objectives. Our report therefore strives, within the limitations of the data available, to benchmark the combined impacts of all of these elements.

A benchmarking exercise is not a ranking exercise, although we recognize that some will find it unavoidable to reduce our analysis to just that. Our motivation for benchmarking is to inform debate about and understanding of Ontario's and other provinces' public postsecondary systems and to reveal opportunities for improvement.

How this Report is Structured: Dimensions, Components and Indicators

The presentation of performance is organized in the following way:

1. The performance of the higher education system is organized into three overarching **dimensions:** access, value to students and value to society
2. Each of these overarching dimensions, in turn, is composed of a number of key **components** that are the significant thematic elements within that dimension
3. Finally, actual performance in each component is measured by one or more performance **indicators**

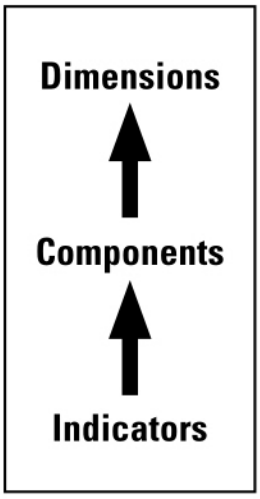


Figure 1 reveals the full listing of indicators and components cumulating to the three dimensions in this report.

Our Choice of Dimensions

Access: From our earlier reports, we retain access as an overarching dimension of performance. Access is a primary policy goal of most public postsecondary systems. There is little point in mounting a public system at all without a focus on access. The concept is both useful and well understood. It is of primary importance to students, parents and governments.

Value to Students and **Value to Society:** These two dimensions replace the former domains of quality and social impact, which we used in our earlier reports. The choice of 'value to students' and 'value to society' simply reflects the well understood concept that public postsecondary education delivers both private and public returns (and consumes both private and public investment to do so). Ultimately, those returns are what quality is all about.

What happened to Productivity? For our 2015 report we reposition the role of what we had previously called "productivity," the investigation of how much it costs to underwrite and sustain the system. To know whether a system is cost effective – uses resources efficiently or not – says nothing about its actual performance outcomes. But it does speak to whether the system is appropriately resourced to perform. This year, we bring funding (cost) in at the end of the analysis to assess the relationship between resource inputs available to the system and the performance outcomes of the system.

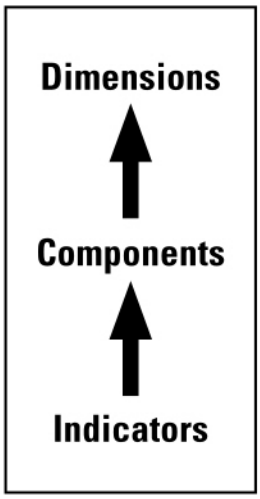
Figure 1: Overview of the Canadian Postsecondary Performance Index

Access	Value to Students	Value to Society
Access to Higher Education • Participation Rates **Success in Higher Education** • Attainment Rates **Equity of Access** • Gender Balance • First-Generation Student Participation Rates • Aboriginal Attainment Rates	**Student Experience** • Student Engagement • Student-to-Faculty Ratio • Teaching Awards **Learning Outcomes** • Adult Literacy Skills • Adult Numeracy Skills **Student Finances** • Tuition Fees • Average Graduate Debt • Repayment Assistance Plan Participation • Student Loan Default Rates **Jobs for Graduates** • Employment Rates after Graduation • Unemployment Rates • Earnings Premium **Health and Happiness** • Life Satisfaction • Physical Health • Mental Health • Smoking Status	**Job Creation** • Labour Market Participation • Related Employment • Overqualification Rates • % of Population with an Advanced Degree **New Discoveries** • Research Funding • Research Impact • Highly Cited Researchers **Magnet for Talent** • University Rankings • International Enrolment • Prestigious Graduate Scholarships **Engaged Citizens** • Voting • Volunteering • Donating

Pages 24 of 154 LBR-2016-63019

Our Choice of Components

Our selection of components asks the logical questions one would pose about performance on each of the three dimensions. To illustrate, the components under the dimension of Value to Students address the following series of questions that might come to the mind of a prospective student: If I do this – go to college, learn a trade, attend university – what will my student experience be like? What will I be learning, and what will I know and be able to do when a graduate? Is the investment I am expected to make to experience this learning manageable? Will I get a good job or career as a result? What other personal benefits will I get from my postsecondary education investment? Similarly, with respect to the dimension of Value to Society, we ask: does the postsecondary system help to create jobs? Does it produce new discoveries, serve as a magnet to recruit talent to the province and result in a more engaged citizenry?



Our Choice of Performance Indicators

If our components set out the questions to be asked, then our collection of performance indicators provide the answers. In selecting indicators to be included, we were guided by the following considerations:

Inputs, outputs and outcomes: Inputs are the resources that go into postsecondary education, like dollars, faculty and students. Outputs are the things produced by the system, like graduates and research publications. Outcomes are the benefits that result from postsecondary education, like great jobs for graduates, economic uplift, and new discoveries and their application. In our selection of indicators, we try as much as possible to measure outcomes, settle where necessary for outputs and avoid inputs as much as possible. The exception is when we turn to cost: cost by definition takes measure of the inputs into the postsecondary education system – the funding it receives through its various sources – which in turn sustain all dimensions of performance outputs and outcomes.

Causal chain: In favouring outcomes to analyze performance, we recognize that we are at times reaching for measures driven by factors that are partially external to the business and control of postsecondary education. For example, we all believe that postsecondary education contributes to economic performance but also understand that the performance of the economy is the result of many factors, most of which are beyond the control of the postsecondary education system. One could attempt the most complex but also impenetrable of statistical modelling approaches in order to isolate just the postsecondary economic impact. Few will follow the methodology, fewer will agree with it, and we choose not to do this.

Our approach is simply to present these stretch connections, like that between postsecondary education and measures of economic performance, but with an admission of the limitations of causality. We are testing and illuminating the relationship. We are not holding any element of the system directly accountable for

these outcomes in a specific sense. To shy away completely from exploring these connections, at the other extreme, also demands shying away from making assertions like 'postsecondary education contributes to economic growth' in the first place.

Value judgments: One can never just present facts. The very choice of facts to present (and not to) is a value judgment. The approach to presentation is even more so. For example, we include an indicator of the proportion of each province's enrolment that is made up of international students. But what is the goal, what proportion is optimal? You might say a low number is best, to maximize spaces for domestic students. You might say a high number is best, to maximize revenues and enrich campus culture. You might aim for some middle ground. Our value judgments are revealed in our selection of indicators and in the methodologies we apply to their construction. We rely on you the reader to unearth those to which we were blind and to substitute your own where you disagree. We even provide a useful tool to allow you to do just that – our companion website where one can custom select a subset of indicators and view the impact of that selection on the results. www.postsecondaryperformance.ca.

Data limitations: The limitations on data availability we documented in our first reports are unchanged in the intervening two years. We have culled our list of indicators to those that are available for all provinces, are at least reasonably reliable and are at least reasonably current. As with our earlier publications, this means that indicators for colleges are sparser than indicators for universities, owing primarily to the sad state of repair in the college side of the national Postsecondary Student Information System (PSIS). We were also challenged to find reliable cross-provincial indicators of performance in the trades and apprenticeship. We will not belabour the point here about the necessity to do better in Canada (but see the Conclusions). We simply present the best data available to us.

ACCESS

Access to postsecondary education is a long-standing priority in Ontario. On the eve of the double entering cohort of high school graduates, triggered by the elimination of 'Grade 13', the 2002 provincial Budget provided new funding towards "ensuring that every willing and qualified Ontario student will have a place in the post-secondary education system" (Ontario Ministry of Finance, 2002). A major government investment called *Reaching Higher* in 2005 included a multi-year budget commitment to "significantly increasing the number of college and university students enrolled in postsecondary education, including enhanced access for aboriginals, persons with disabilities, francophones, new Canadians and first-generation students" (Ontario Ministry of Finance, 2005). Budget 2014, Ontario's most recent, maintained the commitment to "creating a space to learn for every eligible student regardless of their financial circumstances" and to "closing achievement gaps for underrepresented groups" (Ontario Ministry of Finance, 2014).

These commitments have been supported by funding formulae that reward enrolment growth, and considerable additional base operating dollars for initiatives targeted to underrepresented groups.

The other nine provinces each have their own access story to tell and to till – access is a universal preoccupation of contemporary postsecondary education policy in Canada.

We organize our **Access** indicators into three components:

Access to Higher Education: Measures of postsecondary attendance

Success in Higher Education: Resultant levels of educational attainment in society

Equity of Access: Measures of access for underrepresented groups

Table 1 provides a summary overview of provincial results for each of our access indicators, organized into these three components. Shading has been applied to illustrate the rank ordering for each individual indicator from lowest provincial score (no shading) to highest provincial score (maximum shading). A detailed presentation and explanation of each of the indicators is included in Appendix 1 to the paper.

Table 1: Access Indicators												
Indicator		Sector	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC
Access to Higher Education	**Participation Rates** (percentage of 18 to 24 year olds enrolled in PSE)	University	25%	21%	29%	21%	18%	26%	23%	16%	18%	21%
Success in Higher Education	**Attainment Rates** (percentage of 25 to 34 year olds that have completed PSE)	University	28%	29%	35%	27%	31%	36%	29%	30%	30%	35%
		College	25%	30%	26%	30%	25%	29%	19%	17%	20%	20%
		Trades	20%	6%	7%	7%	19%	4%	9%	16%	14%	11%
Equity of Access	**Gender Balance** (aggregate score of discipline by discipline student gender balance)	University	0.63	0.60	0.70	0.65	0.67	0.71	0.74	0.69	0.71	0.74
	First-Generation Student Participation Rates (percentage of 18 to 24 year old first-generation students that were ever enrolled in PSE)	University	26%	36%	30%	38%	18%	28%	42%	26%	24%	40%
		College	48%	46%	48%	37%	77%	45%	34%	41%	47%	48%
	Aboriginal Attainment Rates (percentage of 25 to 64 year old Aboriginals that have completed PSE)	University	7%	12%	12%	8%	8%	9%	8%	8%	7%	7%
		College	26%	31%	24%	23%	18%	26%	19%	18%	23%	23%
		Trades	16%	12%	17%	18%	21%	13%	12%	13%	15%	15%

VALUE TO STUDENTS

A record number of Canadians pay tuition and commit one to many years of their lives to obtain a postsecondary education because they believe it to be of value. The data show, and it is also generally accepted, that postsecondary education results in higher earnings. The return on the individual's financial investment is typically a positive one. And for many individuals, that benefit is bolstered by the opportunity to learn about and then work in fields or with skills that they enjoy and to be generally well equipped and prepared for success in their lives.

But there are concerns as well. The Ontario Undergraduate Student Alliance recently wrote that "university costs have risen while provincial funding has continued to be comparatively lagging. This has led to increased tuition and ancillary fees, cut services and compromised educational quality" (OUSA, 2014). The [Ontario] College Student Alliance has noted that "Consumers look for the highest quality in the goods and services they purchase, and students are no different. As consumers and clients of postsecondary education, students want assurances that they will be receiving the highest quality education possible" (CSA, 2009).

Government agrees. In an address to the Canadian Club entitled Putting Students First, then-MTCU Minister John Milloy said, "It is not simply about getting more students through the door. Once there, we have to ensure that they receive a high quality education that leads to meaningful employment" (Milloy, 2011).

We organize our **Value to Students** indicators into five components:

Student Experience: Student engagement and the quality of the learning experience

Learning Outcomes: Measures of what students learn

Student Finances: The cost of attaining a postsecondary education

Jobs for Graduates: Graduate success in the labour market

Health and Happiness: Other benefits of a postsecondary education

Table 2 provides a summary overview of provincial results for each of our value to students indicators, organized into these five components. Shading has been applied to illustrate the rank ordering for each individual indicator from lowest provincial score (no shading) to highest (maximum shading). For some value to students indicators, the largest measurement number is the high score (e.g., employment rates after graduation). For others, the lowest measurement number is the high score (e.g.,: student-to-faculty ratio). A detailed presentation and explanation of each of the indicators is included in Appendix 2.

Table 2: Value to Students Indicators												
	Indicator	Sector	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC
Student Experience	**Student Engagement** (NSSE benchmark average)	University	44	47	46	47	43	45	43	43	44	45
	Student-to-Faculty Ratio (FTEs to full-time faculty)	University	16	15	17	16	21	26	19	16	20	19
	Teaching Awards (difference in the % of 3M awards received and the % of full-time faculty)	University	2%	1%	1%	4%	-13%	1%	-4%	1%	8%	-1%
Learning Outcomes	**Adult Literacy Skills** (average PIAAC literacy scores for 25 to 34 year old PSE graduates, excluding recent immigrants)	University	312	318	317	312	316	315	320	302	312	305
		College	276	296	284	286	286	285	282	278	296	290
	Adult Numeracy Skills (average PIAAC numeracy scores for 25 to 34 year old PSE graduates, excluding recent immigrants)	University	306	308	312	305	310	307	313	298	307	295
		College	264	280	267	272	283	275	276	272	288	278
Student Finances	**Tuition Fees** (average undergrad tuition and compulsory fees)	University	$2,853	$6,300	$6,889	$6,572	$3,428	$8,130	$4,346	$6,746	$6,690	$5,734
	Average Graduate Debt (average government student loan debt three years after graduation)	University	$13,000	$16,600	$18,100	$21,200	$6,300	$8,800	$9,300	$13,600	$12,300	$16,700
		College	$8,100	$8,900	$9,300	$10,900	$5,100	$8,700	$3,800	$5,800	$7,100	$9,800
	Repayment Assistance Plan Participation (Canada Student Loans Program RAP uptake rates)	University	20%	29%	33%	33%		28%	15%	14%	17%	26%
		College	18%	21%	28%	27%		29%	15%	10%	15%	23%
	Student Loan Default Rates (Canada Student Loans default rates)	University	5%	8%	10%	10%		9%	10%	8%	6%	9%
		College	11%	19%	15%	16%		17%	14%	14%	12%	12%

Table 2: Value to Students Indicators												
	Indicator	Sector	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC
Jobs for Graduates	**Employment Rates after Graduation** (employment rates three years after graduation)	University	91%	94%	91%	93%	93%	91%	94%	92%	93%	90%
		College	82%		86%	81%	92%	90%	92%	92%	92%	91%
	Unemployment Rates (difference in unemployment rates for 25 to 34 year old PSE graduates and high school graduates)	University	9%	15%	5%	8%	3%	4%	3%	4%	2%	3%
		College	5%	14%	2%	6%	4%	3%	1%	3%	1%	3%
		Trades	4%		2%	-3%	2%	0%	-2%	4%	1%	3%
	Earnings Premium (difference in the median employment income for 25 to 34 year old PSE graduates and high school graduates)	University	$25,110	$15,690	$11,643	$19,462	$12,498	$16,088	$11,386	$14,412	$13,678	$9,921
		College	$11,142	$8,219	$4,936	$6,832	$6,448	$6,305	$5,094	$2,446	$4,959	$3,729
		Trades	$7,660	$13,727	$5,373	$3,297	$3,818	$6,081	$5,860	$9,696	$16,282	$7,179
Health and Happiness	**Life Satisfaction** (difference in the percentage of 25 to 64 year old PSE graduates and high school graduates who are satisfied with life)	University	17%	9%	0%	8%	-6%	2%	5%	14%	0%	6%
		College	10%	0%	1%	-3%	-6%	0%	-4%	3%	-15%	7%
		Trades	6%	-3%	-5%	-5%	-7%	4%	0%	8%	-11%	-1%
	Physical Health (difference in the percentage of 25 to 64 year old PSE graduates and high school graduates reporting very good or excellent health)	University	15%	11%	11%	29%	7%	4%	6%	15%	10%	2%
		College	8%	7%	10%	18%	-2%	1%	3%	4%	-2%	-2%
		Trades	4%	-1%	1%	8%	-5%	3%	-4%	1%	3%	-3%
	Mental Health (difference in the percentage of 25 to 64 year old PSE graduates and high school graduates reporting very good or excellent mental health)	University	10%	12%	3%	20%	-4%	6%	-8%	12%	2%	10%
		College	5%	13%	3%	13%	-7%	-2%	-8%	4%	-5%	-1%
		Trades	3%	0%	-12%	10%	-14%	7%	-3%	2%	-4%	1%
	Smoking Status (difference in the percentage of 25 to 64 year old PSE graduates and high school graduates who have never smoked)	University	23%	31%	28%	31%	28%	21%	29%	22%	23%	18%
		College	4%	15%	29%	10%	14%	12%	12%	11%	3%	-2%
		Trades	0%	15%	10%	-9%	8%	-11%	5%	4%	0%	18%

VALUE TO SOCIETY

The substantial public investment in postsecondary education is sustained by a widely shared belief that it delivers significant returns to society. Don Drummond, in his 2012 report on the reform of Ontario's public services, wrote, "The province's economic growth and competitiveness will need to rely considerably on the ability of the post-secondary system to continue offering high-quality education, while accommodating significant enrolment increases" (Drummond, 2012). The Ontario Ministry of Training, Colleges and Universities, in launching its Differentiation Strategy, the foundation policy statement underpinning recently concluded Strategic Mandate Agreements with colleges and universities, stated, "Postsecondary education is an important driver of social and economic development. The government recognizes the valuable contributions that colleges and universities make towards job creation, enhanced productivity, and the vitality of communities and regions throughout the province" (MTCU, 2013).

Across the country, the recent economic downturn sharpened debate about the sector's success in delivering these returns. Is there a growing skills gap? Are students entering the right programs and learning the right content to contribute to the economy? Do institutions know and deliver what employers need? And how does one really measure the economic and social returns of postsecondary education in order to assess these concerns or celebrate the sector's achievements?

We organize our **Value to Society** indicators into four components:

Job Creation: Higher education and jobs for the economy

New Discoveries: Research and its application

Magnet for Talent: International reach and reputation

Engaged Citizens: Correlations between education and citizen engagement

Table 3 provides a summary overview of provincial results for each of our Value to Society indicators, organized into these four components. Shading has been applied to illustrate the rank ordering for each individual indicator from lowest provincial score (no shading) to highest (maximum shading). For one Value to Society indicator (overqualification rates) the lowest measurement number is the high score; for all others the highest measurement number is the high score. A detailed presentation and explanation of each of the indicators is included in Appendix 3.

Pages 32 of 154 LBR-2016-63019

Table 3: Value to Society Indicators												
	Indicator	Sector	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC
Job Creation	**Labour Market Participation** (difference in labour market participation for 25 to 34 year old PSE graduates and high school graduates)	University	24%	17%	9%	17%	8%	10%	11%	10%	7%	8%
		College	19%	21%	8%	17%	11%	10%	6%	7%	6%	8%
		Trades	18%	13%	6%	7%	11%	9%	7%	9%	12%	12%
	Related Employment (percentage of graduates working in a job related to studies three years after graduation)	University	92%	75%	81%	80%	88%	73%	83%	87%	87%	82%
		College	87%	80%	82%	86%	88%	79%	84%	82%	83%	79%
	Overqualification Rates (probability of bachelor's graduates aged 25 to 34 working in jobs requiring college or less)	University	34%	39%	42%	39%	34%	39%	44%	36%	40%	42%
	% of the Population with an Advanced Degree (percentage of 25 to 64 year olds with a graduate degree)	University	6%	7%	10%	5%	8%	11%	6%	6%	7%	9%
New Discoveries	**Research Funding** (sponsored research income per full-time faculty member)	University	$74,031	$73,157	$79,383	$49,549	$180,955	$154,544	$101,273	$ 136,838	$191,542	$132,282
	Research Impact (mean normalized H-scores)	University	0.85	0.62	0.69	0.62	1.05	1.08	0.8	0.85	0.86	1.03
	Highly Cited Researchers (difference in the % of the top 1% most highly cited researchers and the % of full-time faculty)	University	1%	-1%	-3%	-3%	-11%	8%	-4%	-4%	4%	12%

Table 3: Value to Society Indicators												
	Indicator	Sector	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC
Magnet for Talent	**University Rankings** (average number of "points" per province)	University	2	0	0	0	9	19	1	0	6	8
	International Enrolment (proportion of enrolment made up of international students)	University	9%	10%	13%	14%	11%	8%	8%	10%	9%	15%
	Prestigious Graduate Scholarships (difference in the % of prestigious doctoral scholarships received and the % of doctoral students)	University	-1%	0%	0%	-1%	-6%	3%	-1%	-1%	1%	5%
Engaged Citizens	**Voting** (difference in the percentage of 25 to 64 year old PSE graduates and high school graduates who voted)	University	1%	-4%	19%	17%	4%	15%	6%	13%	3%	5%
		College	-9%	-5%	13%	10%	5%	12%	0%	4%	-5%	8%
		Trades	-1%	4%	16%	7%	4%	2%	-7%	7%	-2%	8%
	Volunteering (difference in the percentage of 25 to 64 year old PSE graduates and high school graduates who volunteered)	University	29%	20%	31%	36%	17%	20%	20%	22%	24%	22%
		College	11%	24%	10%	17%	8%	11%	11%	15%	21%	9%
		Trades	13%	3%	10%	20%	1%	8%	-9%	8%	2%	4%
	Donating (difference in the percentage of 25 to 64 year old PSE graduates and high school graduates who donated)	University	12%	10%	11%	18%	2%	12%	10%	25%	8%	13%
		College	12%	5%	7%	8%	1%	11%	7%	24%	4%	11%
		Trades	9%	-1%	10%	3%	-5%	9%	-2%	20%	1%	12%

THE COST OF PERFORMANCE

The preceding pages present an assessment of Canadian postsecondary education performance in three dimensions: access, value to students and value to society. Performance comes at a price. Students invest to sustain it (through tuition), as does society (through provincial and federal government transfer payment programs that support teaching, research and student aid), and to a much smaller extent others (philanthropists, corporations, partners in various postsecondary education enterprises).

The pressure to increase those investments is relentless. Continuous growth in student numbers is driven by enhanced awareness of the advantages of a postsecondary education and in some provinces like Ontario is fueled by enrolment-based funding formulae. Inflation, including that relating to institutional employee salaries, frustrates attempts to accommodate that growth within the resources already available to the system. There is constant upward pressure both on public funding and tuition fees.

The pressure to control these investments is even greater. Governments are squeezed and operating grant increases carry a heavy price of public debt. Tuition rates and the overall affordability of postsecondary education are a perennial political agenda and fee increases are carefully controlled.

The tension is evident within the sector. Colleges Ontario wrote in its 2014 Ontario Budget submission, "The public colleges will need to continue undertaking critical reviews of the range of programs and services that they provide with a view to reducing costs. While colleges will always put as much focus as possible on administrative savings and productivity improvements, the reality is that expenditure pressures will force colleges to make changes that will negatively impact the student learning experience" (Colleges Ontario, 2014). In its budget submission, the Council of Ontario Universities wrote, "Recently, a pattern of de-investment by government has threatened to further erode our ability to be more innovative, productive and entrepreneurial – precisely the factors that will accelerate the path of recovery in the provincial economy" (COU, 2014). The Ontario government plans to balance its budget by 2017-2018.

In this section of our report, we examine the cost of sustaining the postsecondary education system. We then examine the correlation between provincial performance on our three dimensions and the relative cost, i.e., funding, of the system in each of these same provinces.

The objective is simply to observe the interplay between performance and funding. Is there a pattern? If so, what is it? A widely held hypothesis, certainly one advocated by the postsecondary institutions themselves, is that the higher the funding level (by way of government transfer payments and/or higher tuition fees) the greater the level of performance.

We can test this hypothesis by plotting our assembled performance indicators against funding. Because we have no reliable provincial cost-per-student data for colleges and the trades, we have excluded college and trades related performance indicators from our rolled up performance score. The performance – funding correlation we are examining, therefore, is focused solely on universities because of this data limitation.

To generate each province's overall university sector performance score, we standardize and aggregate each province's indicator scores. We assign an equal overall weight to each of our three dimensions (access, value to students, value to society) regardless of how many indicators are included in each. To generate the cost to students and to the public of providing these levels of performance, we calculate revenues per full-time equivalent student received by the universities in each province. The resultant X-Y plot, where the X-axis measures each province's universities' funding per student and the Y-axis each province's performance score, illuminates the relationship on a cross-Canada basis.

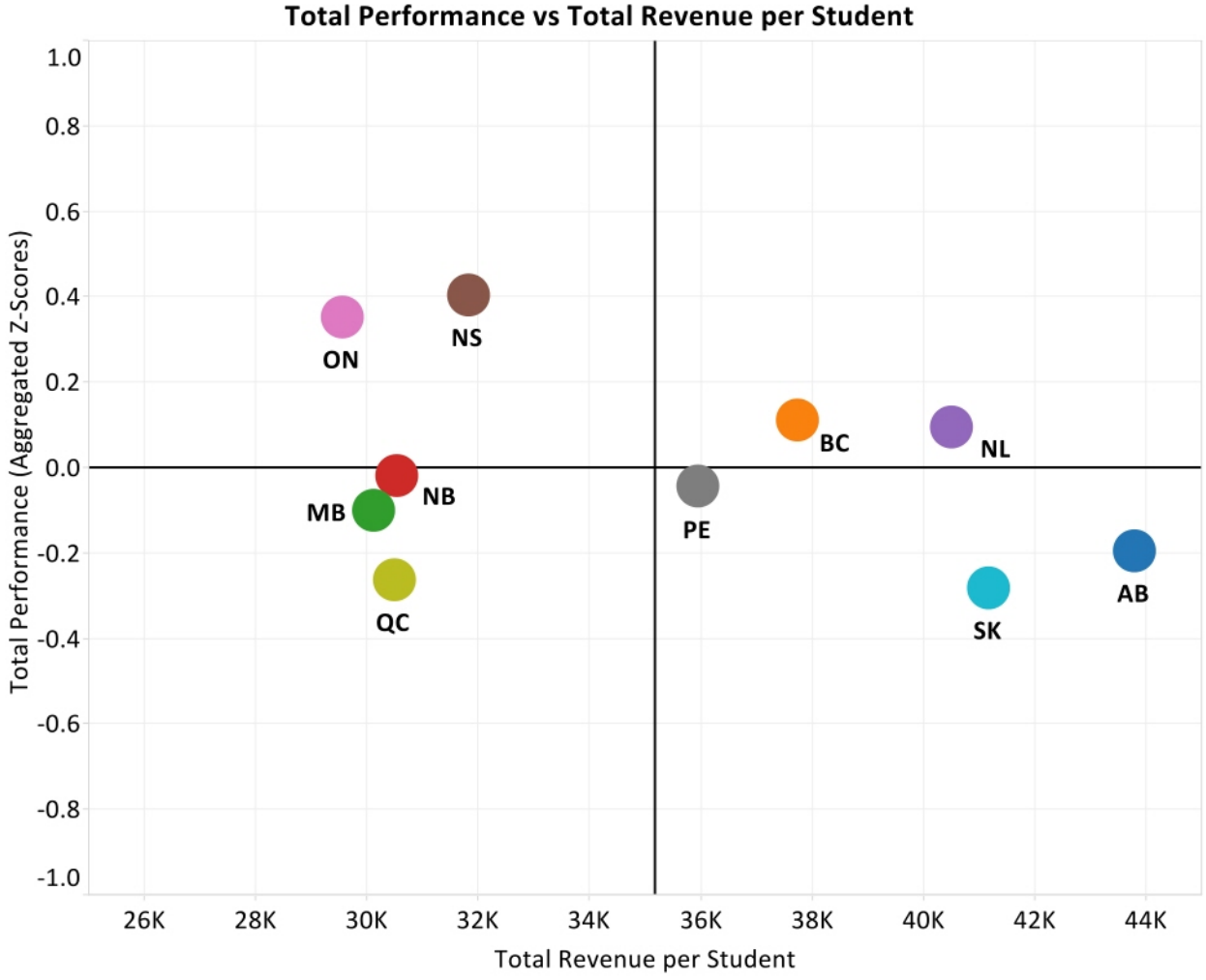
We acknowledge that our indicators have varied degrees of attractiveness to readers of this report. Not all will seem equally relevant, robust or reliable. Other important indicators may be missing from our analysis for lack of data or gaps in our research of sources. We mitigate these inevitable concerns in two ways. First, we have included in our analysis 34 discrete university-relevant indicators, so that a broad range of postsecondary education performance is measured and the impact of any single indicator is minimalized. We are applying an engineering principle of load distribution: no single performance indicator can on its own support the analysis but their combined strength can.

Second, for readers who would like to drop some indicators from the mix for any reason and observe the impact on the performance-funding correlation, we have published an interactive website that allows one to do exactly that. **Our interactive website, which allows the user to customize the indicators he or she would like included in the aggregation, is at www.postsecondaryperformance.ca.**

Pages 36 of 154 LBR-2016-63019

Figures 2a through 2d show the resultant X-Y plots, for overall performance and on each of the three dimensions. Appendix 5 provides the details on the methodology we used to aggregate the indicators in order to generate these plots.

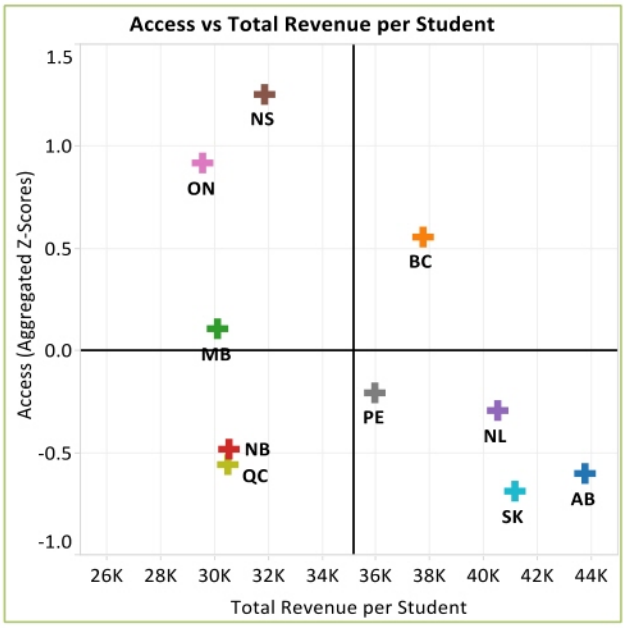
Figure 2(a)

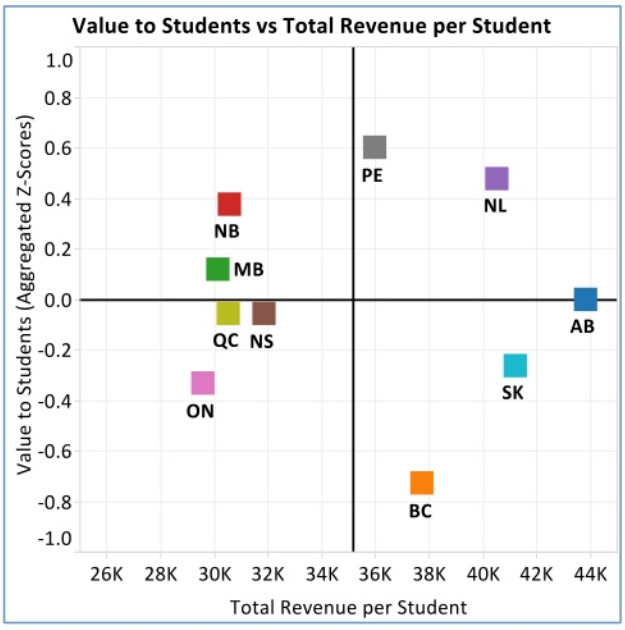


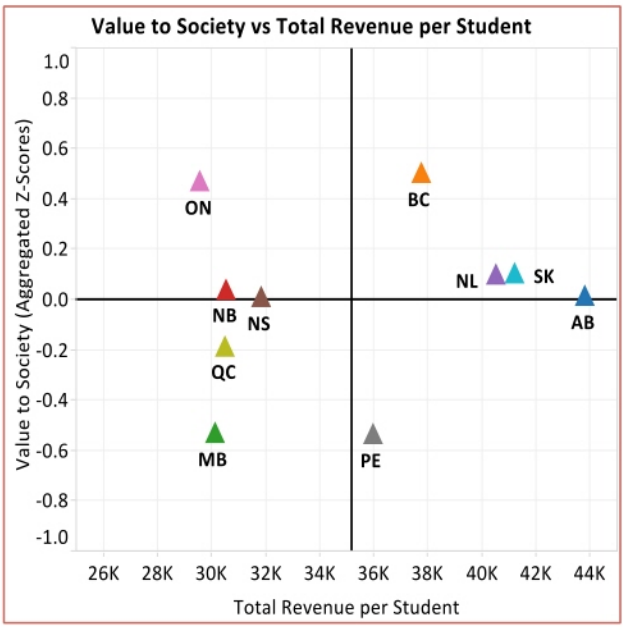
Revenue per Students (X axis): See Appendix 4 for details on how these values were calculated. The solid vertical line represents the simple Canadian average total revenue per student.

Performance scores (Y axis): See Appendix 5 for details on how these values were calculated.

Figures 2b to 2d:
Plot of Performance in each Dimension against Institutional Revenue per Student







HIGHLIGHTS BY PROVINCE

Figures 2(a-d) show the relative overall university-focused performance and funding relationships for the 10 provinces. Our individual indicators also reveal provincial performance outcomes for universities, colleges and for the trades. We present the data, as they happen to fall, for each of the provinces. It is up to each province to consider and assign a level of significance, or value, or relevance to these data, according to each province's policy and fiscal priorities.

Below, however, we provide a brief summary of the most salient observations for each province relative to the other provinces.

Alberta

Alberta: University Performance-Cost Summary

In the aggregate on the 34 university performance indicators we assembled, Alberta's university performance score is somewhat lower than most provinces at a relatively high cost per student.

Across the three dimensions of performance, Alberta's university system performs at the Canadian average on value to students and on value to society, and below average on access.

Alberta: Notable Highlights at the Specific Indicator Level (includes universities, colleges and trades)

Areas of high performance (relative to other provinces)

- High literacy and numeracy test scores for college educated adults
- High earnings premium for Albertans with a trades credential relative to those with only a high school education
- Low federal government loan repayment default rates for both college and university borrowers
- High level of university research income per faculty member

Areas of low performance (relative to other provinces)

- Low university participation rate
- Low proportions of adults with a college or university credential
- Not much lift in the rate of labour market participation for college- and university-educated adults over those with only a high school education
- Not much advantage in unemployment rates for university and college educated adults over those with only a high school education

British Columbia

British Columbia: University Performance-Cost Summary

In the aggregate on the 34 university performance indicators we assembled, British Columbia's university system delivers slightly above average university sector performance in comparison to other provinces at a higher than average cost per student.

Across the three dimensions of performance, British Columbia's university system performs above the Canadian average on value to society and on access, but below the average on value to students.

British Columbia: Highlights at the Specific Indicator Level (includes universities, colleges and trades)

Areas of high performance (relative to other provinces)

- High level of gender balance at the discipline level in the university student population
- High proportion of international students in the university student population
- High proportion of adults with a university credential
- High research impact scores and a high proportion of faculty in the top 1% of highly cited global researchers
- High share of prestigious national graduate scholarships relative to the province's share of doctoral students

Areas of low performance (relative to other provinces)

- Low literacy and numeracy test scores for university educated adults
- Low proportion of college graduates working in jobs related to their studies
- Low earnings premiums for university and college educated adults relative to those with only a high school education

Manitoba

Manitoba: University Performance-Cost Summary

In the aggregate on the 34 university performance indicators we assembled, Manitoba's overall university system performance is slightly below the Canadian average, at a cost per student that is lower than most provinces.

Across the three dimensions of performance, Manitoba's university system performs slightly above the Canadian average on value to students and on access and below average on value to society.

Manitoba: Highlights at the Specific Indicator Level (includes universities, colleges and trades)

Areas of high performance (relative to other provinces)

- High level of gender balance at the discipline level in the university student population
- High literacy and numeracy test scores for university-educated adults
- Low reported debt levels three years after graduation and low levels of recourse to federal loan repayment assistance programs, for college and university borrowers (but mitigated by high federal government loan repayment default rates for university borrowers)
- High college and university graduate employment rates

Areas of low performance (relative to other provinces)

- Low university student engagement scores
- Low proportion of international students in the university student population
- Low proportion of the adult population with an advanced (graduate) degree
- High rate of university graduates working in jobs for which they are overqualified
- Not much increase in the rate of labour market participation for adults with a postsecondary education over those with only a high school education
- Not much advantage in unemployment rates for college and trades educated adults over those with only a high school education

New Brunswick

New Brunswick: University Performance-Cost Summary

In the aggregate on the 34 university performance indicators we assembled, the overall performance of New Brunswick's university system is at the Canadian average, delivered at a lower than average cost per student.

Across the three dimensions of performance, New Brunswick's university system performs above the Canadian average on value to students, at the average on value to society and below average on access.

New Brunswick: Highlights at the Specific Indicator Level (includes universities, colleges and trades)

Areas of high performance (relative to other provinces)

- Strong college system performance: High proportion of adults with a college credential, high levels of labour market participation for college graduates compared to those with only a high school education, high proportion of college graduates working in jobs related to their studies
- High university student engagement scores
- High proportion of international students in the university student population
- Low university student-to-faculty ratio
- Adults with a university education experience a high income differential compared to those with only a high school education

Areas of low performance (relative to other provinces)

- Low adult university attainment rates
- High remaining debt levels three years after graduation and high levels of recourse to federal loan repayment assistance programs, for college and university borrowers
- Low proportion of the population with an advanced (graduate) degree
- Low level of research funding per faculty member and low research impact scores
- Poor performance in international university rankings

Newfoundland and Labrador

Newfoundland and Labrador: University Performance-Cost Summary

In the aggregate on the 34 university performance indicators we assembled, Newfoundland and Labrador's overall university system performance is slightly above the Canadian average and cost per student is relatively high.

Across the three dimensions of performance, Newfoundland and Labrador's university system (there is only one university: Memorial University of Newfoundland) performs above the Canadian average on value to students, slightly above average on value to society and below average on access.

Newfoundland and Labrador: Highlights at the Specific Indicator Level (includes universities, colleges and trades)

Areas of high performance (relative to other provinces)

- Low sticker price tuition
- Low university student-to-faculty ratio

- Low federal government loan repayment default rates for university and college borrowers
- High earning premium for college- and university-educated adults over those with only a high school education
- High proportion of adults with a trades qualification
- For trades-educated adults, the risk of unemployment is lower than for those with only a high school education
- High levels of labour market participation and employment in fields related to study for postsecondary graduates

Areas of low performance (relative to other provinces)

- Low level of gender balance at the discipline level in the university student population
- Weak numeracy and literacy scores for adults with a college education
- Low percentage of the population with an advanced (graduate) degree

Nova Scotia

Nova Scotia: University Performance-Cost Summary

In the aggregate on the 34 university performance indicators we assembled, Nova Scotia's overall university system performance is relatively high, delivered at lower than average cost per student.

Across the three dimensions of performance, Nova Scotia's university system performs above the Canadian average on access, at the average on value to society and just below average on value to students

Nova Scotia: Highlights at the Specific Indicator Level (includes universities, colleges and trades)

Areas of high performance (relative to other provinces)

- High proportion of international students in the university student population
- High university participation rates and a high proportion of adults with a university credential
- High numeracy and literacy test scores for university-educated adults
- High proportion of the adult population with an advanced (graduate) degree

Areas of low performance (relative to other provinces)

- High rates of recourse to federal loans repayment programs for university and college borrowers
- High rate of university graduates working in jobs for which they are overqualified
- Poor performance in university world rankings

Ontario

Ontario: University Performance-Cost Summary

In the aggregate on the 34 university performance indicators we assembled, Ontario's overall university system performance is relatively high, at a low cost per student.

Across the three dimensions of performance, Ontario's university system performs above the Canadian average on access and on value to society, and below average on value to students.

Ontario: Highlights at the Specific Indicator Level (includes universities, colleges and trades)

Areas of high performance (relative to other provinces)

- High university participation rate
- High proportion of adults with a college or university credential (but a low proportion of adults with a trades qualification)
- High proportion of the population with an advanced degree
- Low remaining debt levels reported by university borrowers three years after graduation
- Strong university research performance: high research impact scores, a high proportion of faculty in the top 1% of highly cited global researchers, high rate of research funding per faculty
- High performance in university world rankings

Areas of low performance (relative to other provinces)

- High university student-to-faculty ratio
- High sticker price tuition
- Low proportion of college and university graduates working in jobs related to their studies
- Low proportion of international students in the university student population

Prince Edward Island

Prince Edward Island: University Performance-Cost Summary

In the aggregate on the 34 university performance indicators we assembled, Prince Edward Island's overall university system performance and cost per student are at the Canadian average.

Across the three dimensions of performance, PEI's university system (there is only one institution: the University of Prince Edward Island) performs above the Canadian average on value to students, slightly below average on access and below average on value to society.

Prince Edward Island: Highlights at the Specific Indicator Level (includes universities, colleges and trades)

Areas of high performance (relative to other provinces)

- High proportion of adults with a college credential
- High university student engagement scores
- Low university student-to-faculty ratio
- For university- and college-educated adults, the risk of unemployment is lower than for those with only a high school education
- High employment rates for recent university graduates

Areas of low performance (relative to other provinces)

- Low level of gender balance at the discipline level in the university student population
- High federal government loan repayment default rates for college borrowers
- Low proportion of university and college graduates working in jobs related to their studies
- Low research impact scores and low levels of research income per faculty
- Poor performance on university international rankings

Quebec

Quebec: University Performance-Cost Summary

In the aggregate on the 34 university performance indicators we assembled, the overall performance of Quebec's university system is relatively low at a low cost per student.

Across the three dimensions of performance, Quebec's university system performs slightly below the Canadian average on value to students and below average on access and on value to society.

Quebec: Highlights at the Specific Indicator Level (includes universities, colleges and trades)

Areas of high performance (relative to other provinces)

- High proportion of adults with a trades qualification
- Low sticker price tuition
- Low average remaining debt levels reported by university and college graduates three years after graduation
- High level of employment in fields related to studies for postsecondary graduates
- High levels of research funding per faculty and high research impact scores

Areas of low performance (relative to other provinces)

- Low university participation rates
- Low university student engagement scores
- Low proportion of faculty in the top 1% of highly cited global researchers
- Low proportion of prestigious national graduate scholarships
- Low reported levels of citizen engagement by adults with postsecondary credentials

Saskatchewan

Saskatchewan: University Performance-Cost Summary

In the aggregate on the 34 university performance indicators we assembled, Saskatchewan's overall university system performance is relatively low and is delivered at a high cost per student.

Across the three dimensions of performance, Saskatchewan's university system performs slightly above the Canadian average in value to society and below average on access and on value to students.

Saskatchewan: Highlights at the Specific Indicator Level (includes universities, colleges and trades)

Areas of high performance (relative to other provinces)

- Low university student-to-faculty ratio
- Low levels of recourse to federal loan repayment assistance programs for college and university borrowers
- For adults with a trades qualifications, the risk of unemployment is lower than for those with only a high school education

Areas of low performance (relative to other provinces)

- Low university student engagement scores
- Low university participation rates
- Low proportion of adults with a college credential
- Low literacy test scores for adults with a university education
- Low earnings premium for college educated adults relative to those with only a high school education
- Poor performance on university international rankings

IMPLICATIONS FOR ONTARIO

There are several items of note and implications of this analysis for HEQCO's home province, Ontario. As noted in several previous HEQCO reports, Ontario does very well overall in delivering access to postsecondary education. It has the highest attainment rates in the country, well balanced between college and university offerings (see Indicators 1.2.1 and 1.2.2). This is no surprise given the sustained dominance of access as a provincial policy goal over many years and the simple fact that Ontario's funding mechanisms reward enrolment growth. The one exception is in the trades, where Ontario appears to have among the lowest participation rates in all of Canada (see Indicator 1.2.3).

As first recommended in our 2013 report on Strategic Mandate Agreements (HEQCO, 2013) and consistent with stated government policy, this report reinforces the call for greater attention to the quality of the student experience in the Ontario postsecondary system. Ontario's universities perform well in securing competitive research funding (see Indicator 3.2.1), on research impacts (3.2.2) and on international rankings, which are heavily weighted toward research outcomes (3.3.1). Ontario performs less well on outcomes that students might notice more directly like faculty-to-student ratios (Indicator 2.1.2) and student engagement (2.1.1). HEQCO has recommended before that Ontario universities look at opportunities to adjust the deployment of their existing faculty complement so that the duties of faculty who are not research intensive be focused more on teaching (Jonker & Hicks, 2014).

Ontario students face the highest "sticker price" tuition fees in the country (see Indicator 2.3.1). Yet, thanks to Ontario's grants, scholarships, tax credits and discount programs, several other provinces have higher average graduate debt levels three years after graduation (Indicators 2.3.2 and 2.3.3) and higher student loan default rates (Indicators 2.3.6 and 2.3.7). As we have recommended before, Ontario may be well advised to do a better job of translating absolute tuition levels into the actual net tuition and to more front-end load student aid to ensure that no one is unnecessarily deterred.

Both of these recommendations cost no more money but may better address concerns about value to students.

Ontario has a relatively low percentage of college and university graduates who report working in a field related to their studies (Indicators 3.1.4 and 3.1.5). A strong connection between postsecondary offerings and the needs of the labour market are important both for the individual graduate and the labour market overall. HEQCO is a strong proponent of learning outcomes – ensuring that institutions are deliberate about the skills students master, making sure those skills are relevant within the connected labour market and measuring these outcomes in a systematic way. As was noted by HEQCO's 2013 report on Strategic Mandate Agreements (HEQCO, 2013), Ontario has the potential to be a world leader in this area.

CONCLUSIONS

Educational institutions may be the most important public institutions in Canada to ensure the vibrant and robust quality of life and economy that Canadians desire and merit. We have high expectations of our postsecondary systems and we have limited resources.

This report is not about rankings or winners and losers. Rather, the central goal and purpose of *Canadian Postsecondary Performance: Impact 2015* is to improve Canada's postsecondary systems so that we can yield greater value to students and society even with the resource constraints faced by the public purse in all provinces. Our report reveals variation among the provinces on overall performance, on each of the three dimensions and on individual performance indicators. This tells us where we are doing well, where we have room for improvement and, by examining the relative performance of postsecondary systems in different provinces, clues as to where we might identify strategies or best practices that could lead to better outcomes. Overall, *Canadian Postsecondary Performance: Impact 2015* reveals two important and strong messages for improving Canada's postsecondary systems.

First, within the range of revenues per student evident in Canada, there is no correlation between the performance of a postsecondary system and the funding it receives. Some provinces demonstrate higher performance with lower levels of funding. Other provinces demonstrate lower performance with higher levels of funding. The postsecondary discussion in Canada is dominated by debates and arguments over the funding institutions do or should receive, either through government grant or tuition. It is time to refocus the discussion from how much institutions get to the outcomes being achieved with that investment.

Second, you can't manage what you don't measure – and what gets measured gets done. If we are to improve higher education in Canada we simply have to do a better job of collecting and reporting relevant, meaningful information in a standardized way across Canada about the state of our higher education systems and institutions, and their performance and outcomes. This and previous HEQCO reports reveal far too many data gaps, things we do not know, about higher education in Canada. We have created processes and agencies in Canada to collect meaningful and useful data across provinces to assess the state of health care in Canada, to reveal areas where improvements are needed and to suggest effective strategies. Education should be no less a priority.

Pages 49 of 154 LBR-2016-63019

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APPENDICES

APPENDIX 1 – ACCESS INDICATORS

Access is a priority across all 10 provinces. Counting people – students, graduates, populations – ought to be straightforward. And yet we have significant holes in our basic knowledge about how many Canadians are attending or have completed postsecondary education.

1.1 – Access to Higher Education

This first component examines the volume of students in the system. This is an input-focussed (how many are going) look at access.

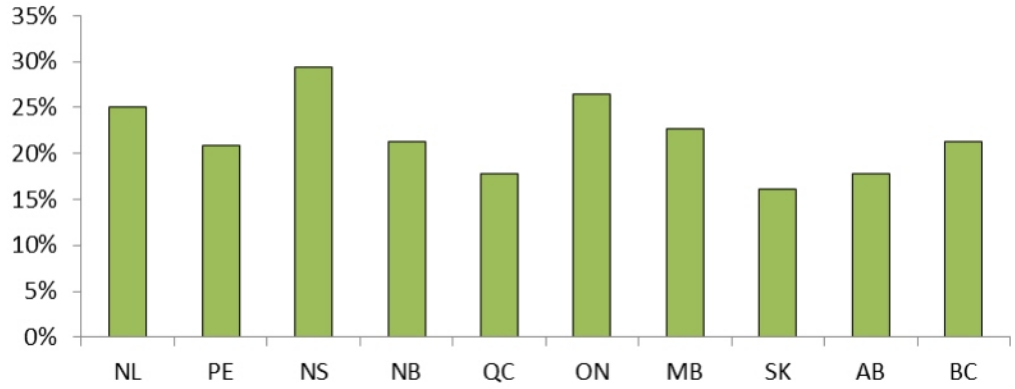
Indicator 1.1.1: Participation Rates – Percentage of 18 to 24 year olds enrolled in university

The indicator compares the relative participation of young people in university across the provinces. Using data for the 2011-2012 school year from the Postsecondary Student Information System (PSIS), which is a national survey administered by Statistics Canada that includes detailed information on enrolments and graduates from Canadian public postsecondary institutions, we calculate the number of domestic 18 to 24 year old students attending university in each province, divided by the 18 to 24 year old population in that province.

We were unable to generate a participation rate indicator for colleges due to underreporting of college enrolments in PSIS.

1.1.1

Percentage of 18 to 24 year olds enrolled in university , 2011



Source: Statistics Canada, Postsecondary Student Information System (PSIS) and CANSIM table 51-0001 – Estimates of population, by age group and sex for July 1, Canada, provinces and territories

Additional notes:

- Enrolments represent full-time and part-time headcounts, excluding international students.
- The enrolment counts include out-of-province domestic students, so a province with a net influx of students from other provinces will generate a higher participation rate and vice-versa.

Common PSIS notes:

- PSIS data represent program-by-program headcounts, leaving the possibility for double counting if students are enrolled in more than one program.
- The data include a number of affiliates and non-publically funded institutions. Their collective enrolments do not materially impact the analysis.
- There are a small number of Canadian institutions that did not report to PSIS for 2011. Enrolment values for these institutions were imputed.
- This paper includes custom tabulations and analyses of PSIS data that were constructed in partnership with Statistics Canada and took considerable time to produce. In the interim, while this work was underway, PSIS had already begun to report some results for 2012-13. Recreating the various custom tabulations and analyses using 2012-13 data would have delayed publication for several months. For this reason, we have used PSIS 2011-12 throughout, unless otherwise indicated.

1.2 – Success in Higher Education

Under this component, we look at the access outputs from the system (how many succeeded) by focusing on graduates in society.

Indicator 1.2.1 to 1.2.3: Attainment Rates – Percentage of 25 to 34 year olds who have attained a postsecondary education

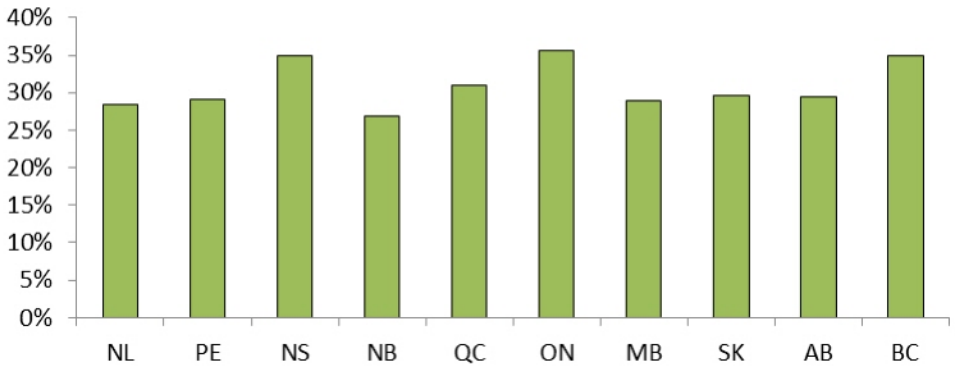
Whereas the participation rate (Component 1.1) measures the proportion of the student-aged population attending a postsecondary institution, the attainment rate measures the proportion of the adult population that has earned a postsecondary credential. We show the percentage of 25 to 34 year old residents of each province who have completed a university credential (Indicator 1.2.1), college credential (Indicator 1.2.2) or trades credential (Indicator 1.2.3). The credential need not be from a Canadian institution – foreign credentials are included. Thus, the indicator combines the outputs of our domestic postsecondary system with those of our immigration selection decisions.

We chose our age span (25 to 34) to include a decadal flow of recent graduates. We wanted to exclude the impact of past system performance, reflected in the population aged 35 and up.

Statistics Canada's Labour Force Survey asks the respondent to identify the "highest" level of schooling completed, so individuals with any combination of trades, college and university credentials are likely not reporting their trades or college credential, and trades and college attainment overall may consequently be underreported.

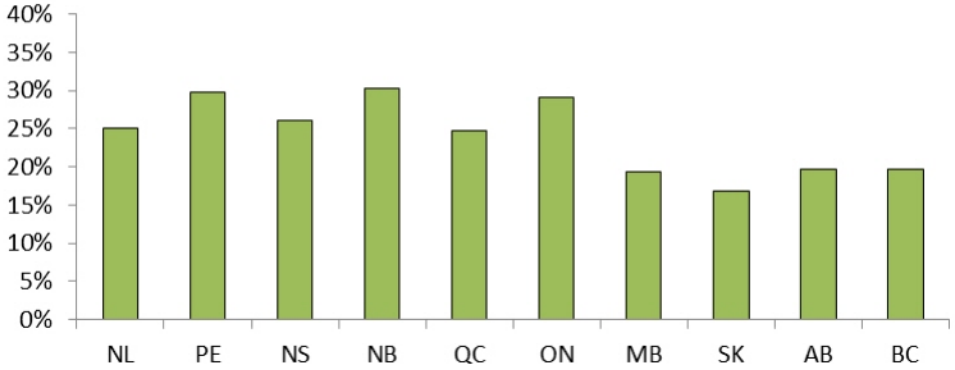
1.2.1

Percentage of 25 to 34 year olds who have attained a university credential, 2013



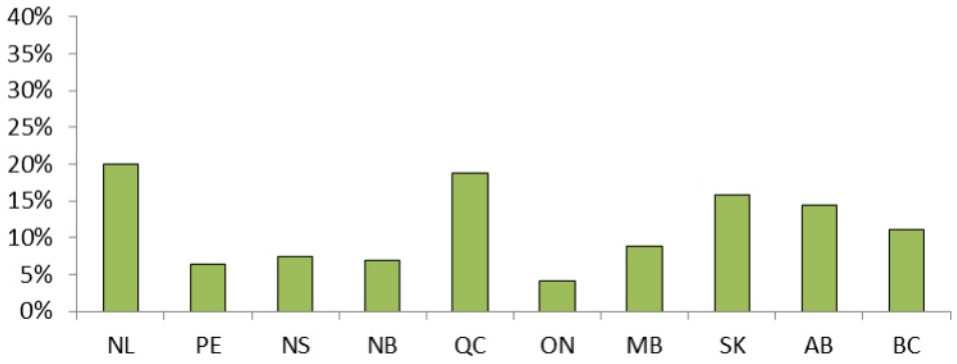
1.2.2

Percentage of 25 to 34 year olds who have attained a college credential, 2013



1.2.3

Percentage of 25 to 34 year olds who have attained a trades credential, 2013



Source: Statistics Canada, Labour Force Survey (LFS), custom tabulation

Additional notes:

- Highest level of schooling completed is organized using the International Standard Classification of Education (ISCED) levels.
- University credential includes bachelor's degree and above (ISCED level 5A and 6).
- College credential includes college or CEGEP diploma or a university certificate below a bachelor's degree (ISCED level 5B).
- Trades credential includes trades certificates or diplomas from a vocational school or from apprenticeship training (ISCED level 4).

1.3 – Equity of Access

In this component we look at available indicators of equity of access to higher education for traditionally underrepresented groups.

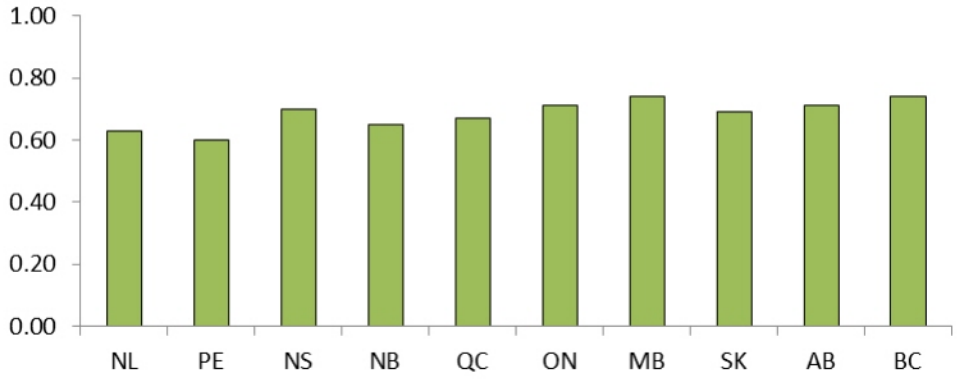
Indicator 1.3.1: Gender Balance – Aggregate score of discipline-by-discipline student gender balance

Concerns about gender balance have shifted both ways over the decades: not enough females; not enough males. We take the simple position that an ideal student gender balance would reflect the gender balance within the general population aged 18 to 24. Most provinces perform quite well if this is calculated on their overall student populations. We take the more granular approach of measuring and aggregating gender balance across disciplines. A province with a near perfect gender balance on its overall student population may still show considerable variation among disciplines (e.g., engineering still predominantly male; nursing still predominantly female).

An enrolment-weighted aggregate of discipline-specific gender balances is calculated to generate an overall provincial gender balance score between 1.00 (perfect balance) and 0.00 (all students of the same gender). Once again, it is possible to do this only for university student bodies, as the data for colleges and trades are deficient.

1.3.1

Aggregate score of discipline-by-discipline student gender balance in university, 2010



Source: Statistics Canada, CANSIM table 477-0033 – Postsecondary enrolments, by program type, credential type, age groups, registration status and sex and CANSIM table 51-0001 – Estimates of population, by age group and sex for July 1, Canada, provinces and territories

Additional notes:

- Population estimates are for 18 to 24 year olds and enrolments are for students aged 24 and younger.
- Enrolments represent full-time and part-time headcounts, including international students.
- Enrolments are based on students enrolled in the postsecondary institutions at the time of the fall snapshot date, that is, a single date chosen by the institution that falls between September 30 and December 1. Therefore students who are not enrolled during this time period are excluded and enrolment totals do not represent a full academic year.
- PSIS data represent program-by-program headcounts, leaving the possibility for double counting if students are enrolled in more than one program.
- The data include a number of affiliates and non-publically funded institutions. Their collective enrolments do not materially impact the analysis.

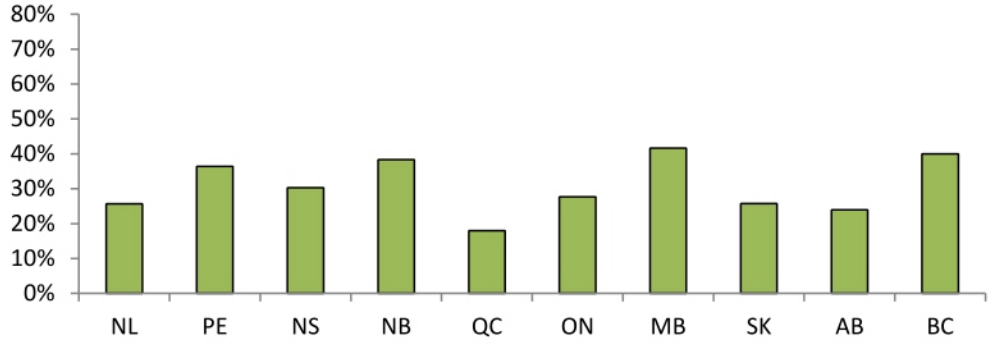
Indicators 1.3.2 and 1.3.3: First-Generation Student Participation Rates – Attendance at university or college by students whose parents completed high school or less

The ability of a system to attract students whose parents did not complete higher education is an important measure of equity of access and these so called "first-generation" students have been a policy priority in some provinces. These indicators measure the percentage of individuals aged 18 to 24 who are attending or have ever attended university (Indicator 1.3.2) or college (Indicator 1.3.3) and whose parents completed at most a high school diploma.

"Ever attended" is a different concept from the "snapshot in time" count used to capture the overall participation rate reported in Indicator 1.1.1 and therefore cannot be compared to that series of numbers.

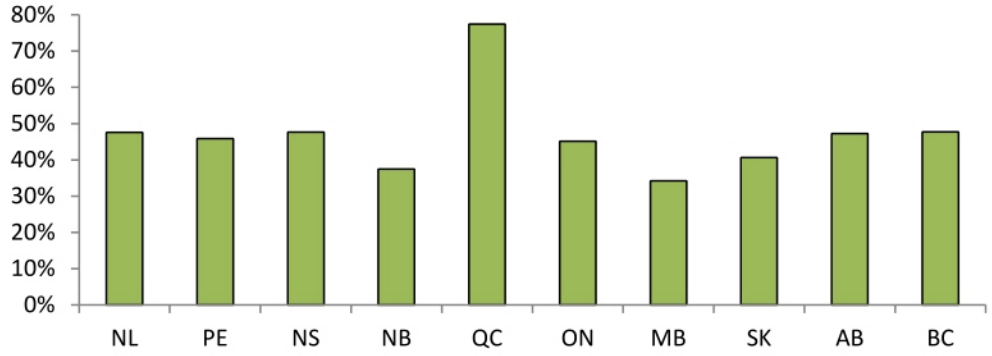
1.3.2

Percentage of 18 to 24 year old first-generation students that were ever enrolled in university



1.3.3

Percentage of 18 to 24 year old first-generation students that were ever enrolled in college



Source: Statistics Canada, Survey of Labour and Income Dynamics (SLID), custom tabulation

Additional notes:

- The rates include participants who were ever enrolled in either university or college and therefore combining college and university rates could result in double counting.
- First-generation students are those for whom both parents' highest level of educational attainment is high school or less. Respondents for whom the level of education for both parents was not reported were excluded.
- The results shown are the calculated average (using weighted sums of the numerators and denominators) of data from 2009, 2010 and 2011.

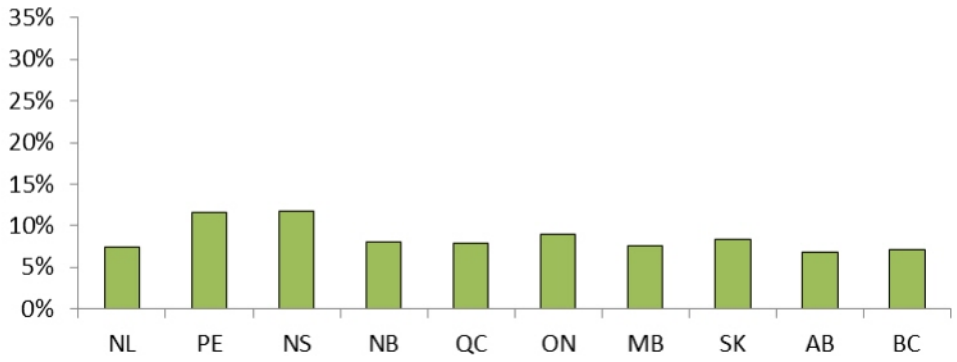
Indicators 1.3.4 to 1.3.6: Aboriginal Attainment Rate – Percentage of the 25 to 64 year old Aboriginal-identified population that has attained a postsecondary education

These indicators show the proportion of Aboriginal-identified individuals aged 25 and 64 who hold a bachelor's degree (Indicator 1.3.4), college credential (Indicator 1.3.5) or trades credential (Indicator 1.3.6). The data come from the 2006 Census and include both on- and off-reserve individuals who identified as First Nations, Métis or Inuk.

Commentators have cautioned on the impacts of underreporting in generating data on aboriginal participation. We examined the trend-consistency of reported data between the 2001, 2006 and 2011 censi before proceeding (the comparative graphs are shown below). Although the more recent 2011 census results are trend-consistent with earlier censi, with the exception of the smallest provinces on the college side where counts are low and results seem unstable, we did not use the recent 2011 data due to overall concerns about the voluntary nature of the National Household Survey instrument used to collect it.

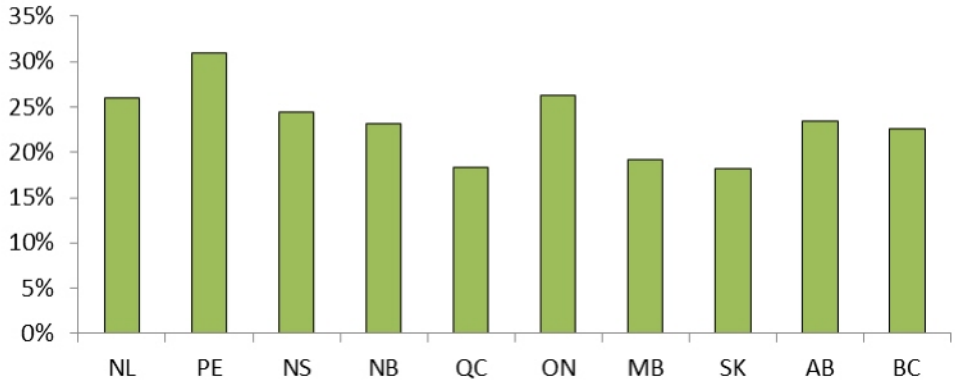
1.3.4

Percentage of the 25 to 64 year old Aboriginal-identified population that has attained a university credential



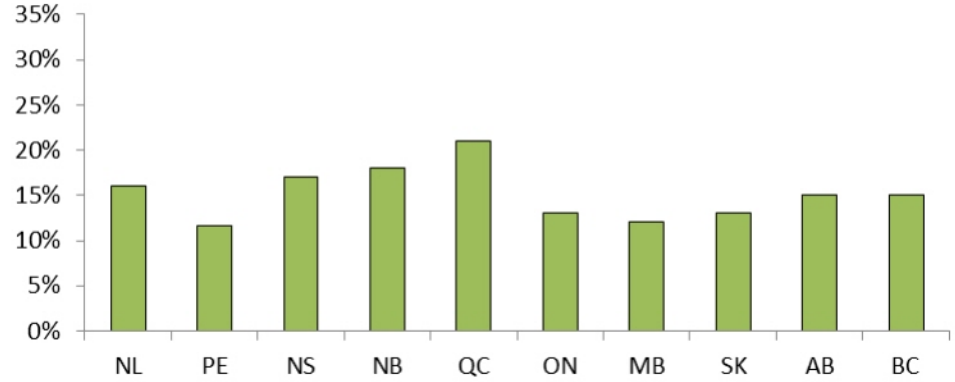
1.3.5

Percentage of the 25 to 64 year old Aboriginal-identified population that has attained a college credential



1.3.6

Percentage of the 25 to 64 year old Aboriginal-identified population that have attained a trades credential

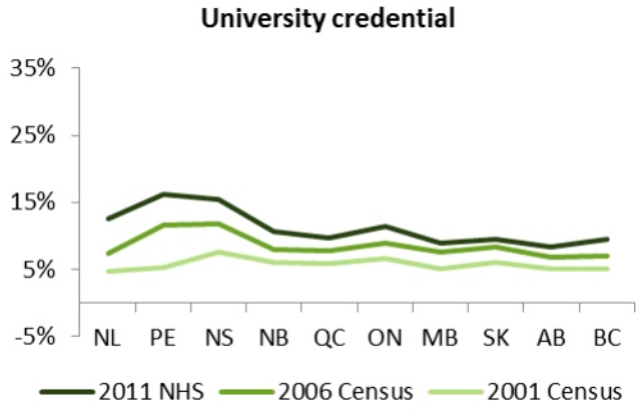


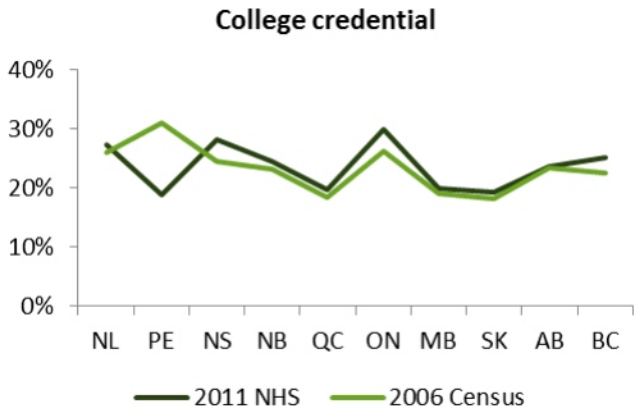
Source: Statistics Canada, 2007, Ontario (Code35) (table). Aboriginal Population Profile. 2006 Census. Statistics Canada Catalogue no. 92-594-XWE. Ottawa. Released January 15, 2008.

Additional notes:

- Aboriginal identity includes persons who reported being an Aboriginal person, that is, First Nations (North American Indian), Métis or Inuk (Inuit), and/or those who reported Registered or Treaty Indian status, that is registered under the Indian Act of Canada, and/or those who reported membership in a First Nation or Indian band. Aboriginal peoples of Canada are defined in the Constitution Act, 1982, section 35 (2) as including the Indian, Inuit and Métis peoples of Canada.
- Includes individuals living both on and off reserve
- For the 2006 Census, on some Indian reserves and Indian settlements, enumeration was not permitted or was interrupted before it could be completed. Moreover, for other Indian reserves and Indian settlements, the quality of the collected data was considered inadequate. These geographic areas (a total of 22) are called "incompletely enumerated Indian reserves and Indian settlements". Data for 2006 are therefore not available for the incompletely enumerated reserves and settlements and are not included in the above graph.
- University credential includes a university certificate or degree.
- College credential includes college, CEGEP or other non-university certificate or diploma and a university certificate or diploma below the bachelor level.
- Trades credential includes apprenticeship or trades certificate or diploma.

Comparison of the percentage of the 25 to 64 year old Aboriginal-identified population that has attained the following postsecondary credential





Source: Statistics Canada. 2001 and 2006 Census Aboriginal Population Profiles, Catalogue nos. 94F0043XIE and 92-594-XWE; Statistics Canada 2011 National Household Survey (NHS) Aboriginal Population Profile, Catalogue no. 99-011-X2011007.

Additional notes:

- Results from the 2001 Census for colleges and trades are excluded due to a change in the definitions used by Statistics Canada.

APPENDIX 2 – VALUE TO STUDENTS INDICATORS

Our value to student indicators tell a simple story of a student journey through higher education, with data: while learning, what is the quality of the student experience? And are students learning the right things? How affordable is that learning experience? And when it is done, are there rewards – does it make a difference in the labour market and more generally in success and health in life?

2.1 – Student Experience

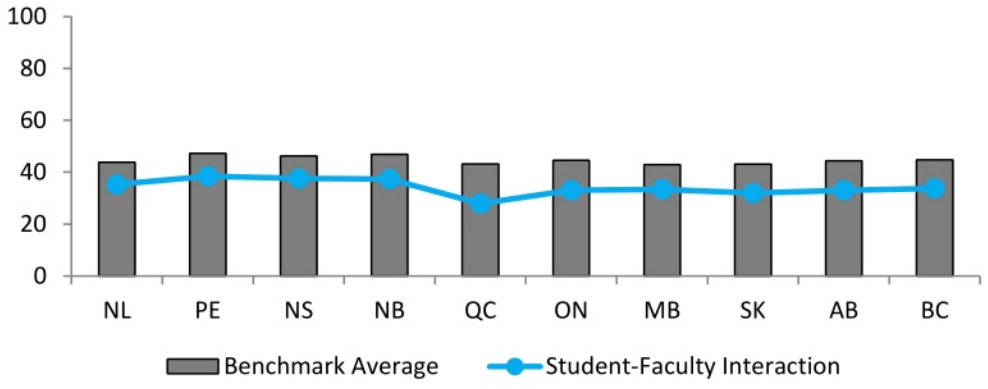
Indicator 2.1.1: Student Engagement – University results from the National Survey on Student Engagement (NSSE) – benchmark average

The National Survey on Student Engagement (NSSE) is a standardized instrument used by many North American universities to measure "students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college" (NSSE, 2014).

We synthesized provincial NSSE scores by multiplying institutional NSSE benchmark scores from senior-year students by institutional full-time undergraduate enrolments to create a weighted average for each province. We note that not all institutions in each province publish NSSE benchmark scores; however, most institutions participated in the survey either in 2011 or in 2012. The benchmark average represents the average of the following five benchmarks: level of academic challenge; active and collaborative learning; student-faculty interaction (which we also highlight on the following graph); enriching educational experiences; and supportive campus environment.

2.1.1

University Results from the National Survey on Student Engagement (NSSE) - benchmark average



Source: Institution-specific NSSE benchmark reports and Statistics Canada, PSIS

Additional notes:

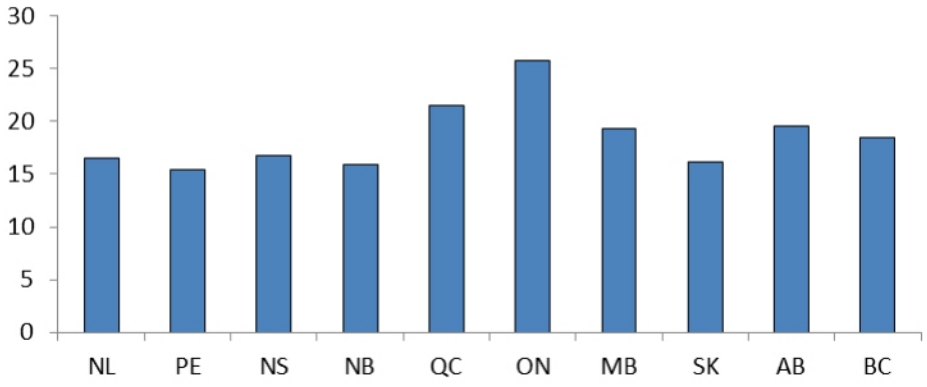
- The benchmark average represents the average of five benchmark scores on: (1) level of academic challenge; (2) active and collaborative learning; (3) student-faculty interaction; (4) enriching educational experiences; and (5) supportive campus environment.
- Each benchmark is an index of responses to several NSSE questions. Because NSSE questions have different response sets, each question's response set was rescaled from 0 to 100 and students' rescaled responses were then averaged. Thus a benchmark score of zero would mean that every student chose the lowest response option for every item and 100 would mean that every student chose the highest response to every item.
- Benchmark scores are reported on a 0 to 100 scale but are not percentages.

Indicator 2.1.2: Student-to-Faculty Ratio – Number of full-time equivalent university students to full-time faculty

The university student-to-faculty ratio shows each province's ratio of full-time equivalent students to full-time (mostly tenure and tenure-track) faculty. Part-time faculty are excluded from the calculation. The University and College Academic Staff Survey (UCASS), which reports full-time teaching staff counts across the country, has been discontinued, and therefore 2010 is and shall be the most recent year for which this ratio can be reported. There are no comparable data available for colleges.

2.1.2

Number of full-time equivalent university students to full-time faculty



Source: Statistics Canada, PSIS and University and College Academic Staff System (UCASS)

Additional notes:

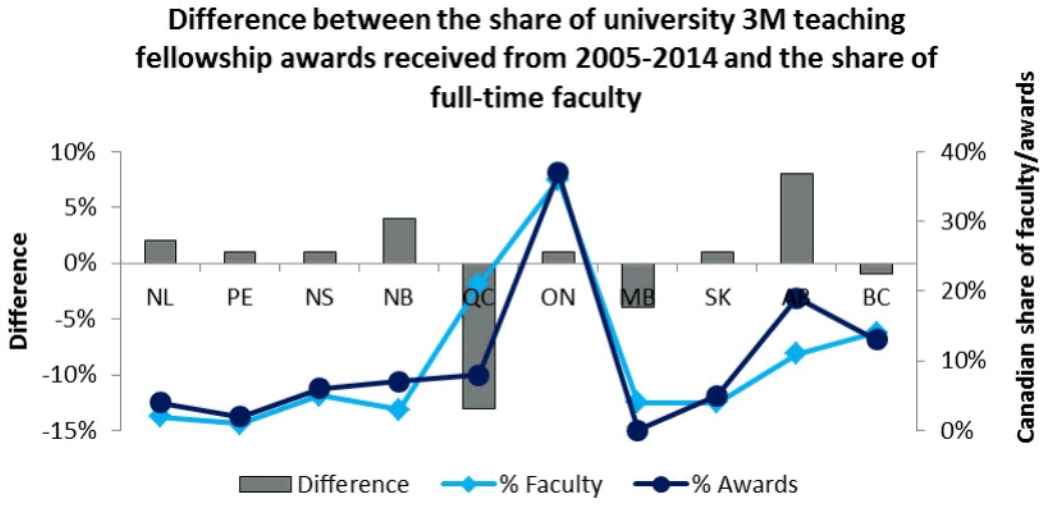
- Data are calculated for institutions included in both PSIS and UCASS.
- See common PSIS notes from Indicator 1.1.1: Participation Rates
- UCASS data include only full-time faculty (FTF) and the ratio of full- to part-time faculty varies by institution. Thus, the estimates provided for the number of students per FTF are not a comprehensive reflection of the ratio of students to total (full-time and part-time) faculty.
- Data include all full-time teaching staff regardless of rank.

Indicator 2.1.3: Teaching Awards – Difference in the share of university 3M teaching fellowship awards received from 2005 to 2014 and the share of full-time faculty

The Society for Teaching and Learning in Higher Education (STLHE) and 3M Canada partner to recognize exceptional contributions to teaching and learning at Canadian universities. Since their creation, 278 National Teaching Fellowships have been awarded, with 10 awards typically given out each year. Nominees must show excellence at the undergraduate teaching level and an independent adjudication determines winners of the award.

This indicator measures the difference between the share of 3M teaching fellowship awards received in each province over the last decade from 2005 to 2014 and the share of full-time faculty in that province. The total number of scholarships awarded over this period was 102.

2.1.3



Sources: Society for Teaching and Learning in Higher Education and Statistics Canada, CANSIM Table 477-0017 – Number of full-time teaching staff at Canadian universities, by rank, sex, Canada and provinces

Additional notes:

- Ten awards were given out each year from 2005 to 2014, with the exception of 2005 when 12 awards were given out.
- The Canadian share of faculty members in each province has remained the same or has changed only slightly from 2005 to 2010. We use faculty counts from 2010 when determining the share of full-time teaching staff in each province.
- UCASS data include all full-time teaching staff regardless of rank. Part-time faculty are not included. Thus, the estimates provided for the share of full-time faculty in each province are not a comprehensive reflection of the difference between the share of university 3M teaching fellowship awards and the total (full-time and part-time) share of faculty.

2.2 – Learning Outcomes

Knowing whether postsecondary education graduates have acquired the knowledge and skills they need to succeed in life and work is central to assessing the value of that education to those graduates. The measurement of postsecondary learning outcomes is in its infancy. While some measurement instruments exist, none have been implemented in a comprehensive fashion across Canada.

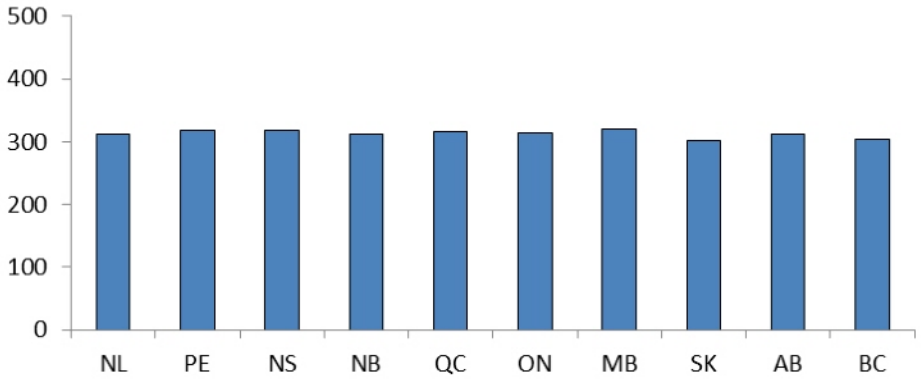
As a substitute, recent HEQCO publications on literacy and numeracy in Canada have demonstrated that one can use the results of the 2013 Programme for the International Assessment of Adult Competencies (PIAAC) to measure and analyze the literacy and numeracy rates of Canadian adults by their level of education (Dion & Maldonado, 2013; Dion, 2014).

Indicators 2.2.1 and 2.2.2: Adult Literacy Skills: Average literacy scores for 25 to 34 year old postsecondary graduates

These indicators compare average literacy scores on the PIAAC assessment for 25 to 34 year old university (Indicator 2.2.1) and college (Indicator 2.2.2) graduates. Literacy is defined as "understanding, evaluating, using and engaging with written texts to participate in society, to achieve one's goals, and to develop one's knowledge and potential" (OECD, 2012). Literacy scores, which are measured on a scale of 0 to 500, are then categorized into five levels. Average literacy scores fall within the score range of Level 3 for all ten provinces. "Texts at this level are often dense or lengthy. Understanding text and rhetorical structures is often required, as is navigating complex digital texts" (OECD, 2012).

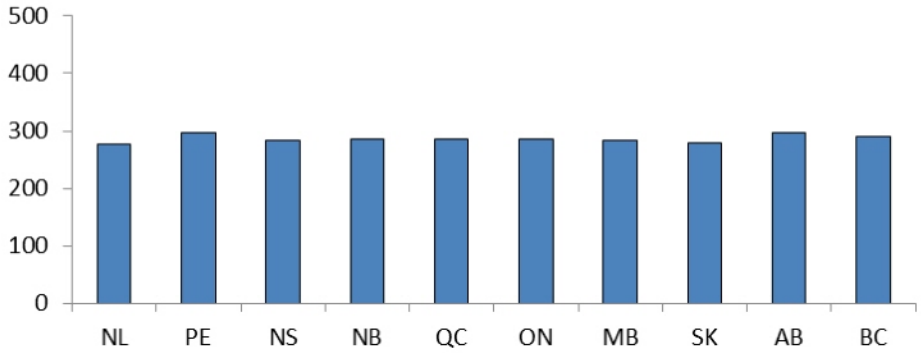
2.2.1

Average literacy scores for 25 to 34 year old university graduates, excluding recent immigrants



2.2.2

Average literacy scores for 25 to 34 year old college graduates, excluding recent immigrants



Source: Programme for the International Assessment of Adult Competencies (PIAAC), 2012.

Additional notes:

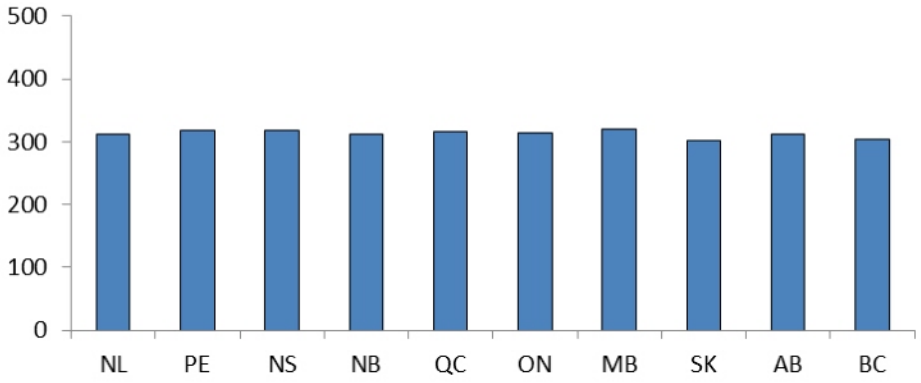
- Highest level of schooling completed is organized using the International Standard Classification of Education (ISCED) levels.
- University graduates include bachelor's degree and above (ISCED level 5A and 6).
- College graduates include college or CEGEP diploma or a university certificate below a bachelor's degree (ISCED level 5B).
- Score ranges for the literacy levels are: 0-175 for Below Level 1, 176-225 for Level 1, 226-275 for Level 2, 276-325 for Level 3, 326-375 for Level 4 and 376-500 for Level 5.
- Recent immigrants are defined as those having arrived in Canada less than five years ago. These individuals have been excluded from the calculation of the indicator.

Indicators 2.2.3 and 2.2.4: Adult Numeracy Skills: Average literacy scores for 25 to 34 year old postsecondary graduates

These indicators compare average numeracy scores on the PIAAC assessment for 25 to 34 year old university (Indicator 2.2.3) and college (Indicator 2.2.4) graduates. Numeracy is defined as the "the ability to access, use, interpret and communicate mathematical information and ideas, in order to engage in and manage the mathematical demands of a range of situations in adult life" (OECD, 2012). As with literacy, PIAAC measures numeracy scores on a scale of 0 to 500, where scores are then categorized into five levels. Average numeracy scores fall within the score range of Level 3 for all ten provinces. "Tasks at this level require the application of number sense and spatial sense; recognising and working with mathematical relationships, patterns, and proportions expressed in verbal or numerical form; and interpreting data and statistics in texts, tables and graphs" (OECD, 2012).

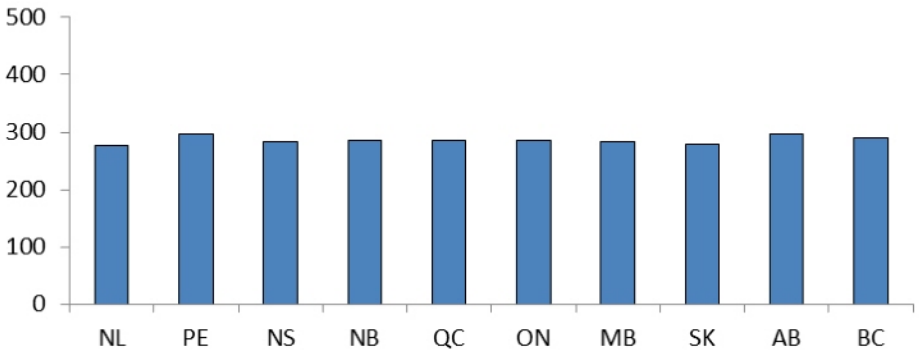
2.2.3

Average literacy scores for 25 to 34 year old university graduates, excluding recent immigrants



2.2.4

Average literacy scores for 25 to 34 year old college graduates, excluding recent immigrants



Source: Programme for the International Assessment of Adult Competencies (PIAAC), 2012.

Additional notes:

- Highest level of schooling completed is organized using the International Standard Classification of Education (ISCED) levels.
- University graduates include bachelor's degree and above (ISCED level 5A and 6).
- College graduates include college or CEGEP diploma or a university certificate below a bachelor's degree (ISCED level 5B).
- Score ranges for the numeracy levels are: 0-175 for Below Level 1, 176-225 for Level 1, 226-275 for Level 2, 276-325 for Level 3, 326-375 for Level 4 and 376-500 for Level 5.
- Recent immigrants are defined as those having arrived in Canada less than five years ago.

2.3 – Student Finances

The financial burden of acquiring a postsecondary education is most typically measured through examination of tuition fees or graduate debt loads.

Indicator 2.3.1: Student Fees – Average undergraduate tuition and compulsory fees for full-time domestic students

Tuition is difficult to compare across Canada. Statistics Canada publishes an annual comparison of average provincial undergraduate sticker price tuition through the Survey of Tuition and Living Accommodation Costs for Full-time Students at Canadian Degree-Granting Institutions (TLAC). This does not take into account the various deductions (for scholarships, non-repayable student aid and tax credits) available to students. A more detailed comparison through case studies of net tuition after these deductions was recently published by Higher Education Strategy Associates (HESA, 2014). However, the valuable comparisons contained in that report do not avail themselves to the creation of a simple measure of comparative average net cost across the province.

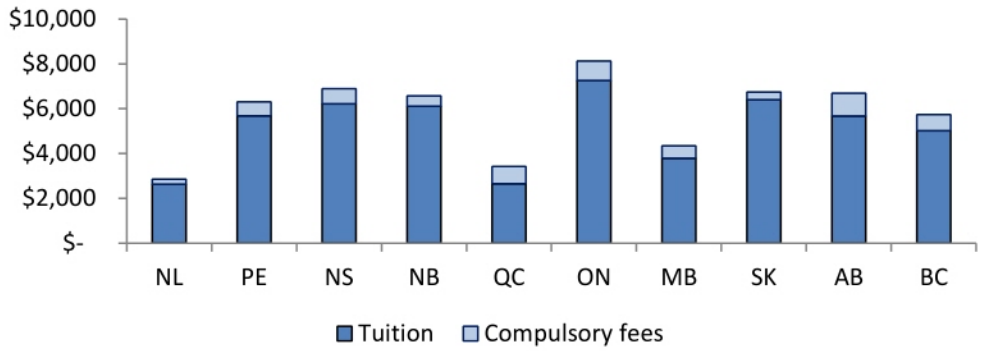
Despite its flaws, we have chosen to include the 2013-2014 Statistics Canada sticker price comparison of tuition, which does at least represent the "publicly traded" price of undergraduate education in each province and reflects the price a prospective student will see when comparing program costs on institutional websites, even though the actual tuition cost he or she will ultimately pay is generally less.

The indicator includes "ancillary" or additional compulsory fees that institutions charge in addition to the posted tuition price.

This information is not available for college tuition across Canada.

2.3.1

Average undergraduate tuition and compulsory fees for full-time domestic students, 2013



Source: Statistics Canada, Survey of Tuition and Living Accommodation Costs for Full-time Students at Canadian Degree-Granting Institutions (TLAC)

Additional notes:

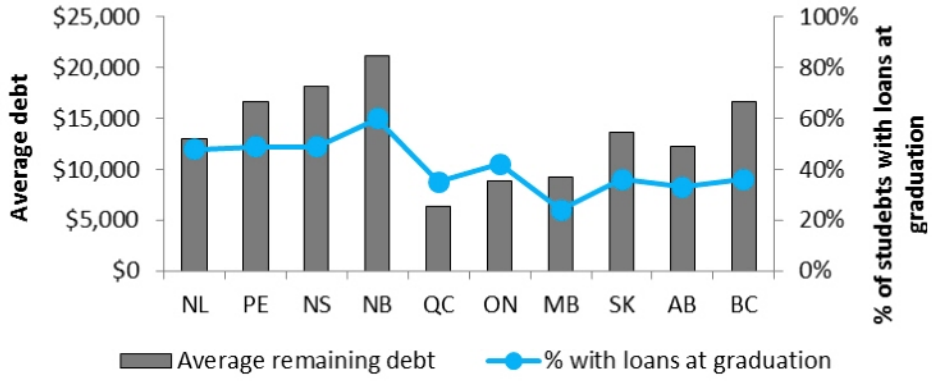
- Weighted averages are calculated using the most current enrolment data available.
- Both in-province and out-of-province students are included in the calculations for Quebec and Nova Scotia.

Indicators 2.3.2 and 2.3.3: Average Graduate Debt – Average government student loan debt three years after graduation for bachelor's graduates and college graduates

In the 2013 National Graduate Survey, respondents self-reported the amount of government debt (federal and provincial combined) they were carrying three years after graduation. We show the average debt load reported by all university graduates (Indicator 2.3.2) and college graduates (Indicator 2.3.4) who reported government debt at the point of graduation. We also show the percentage of graduates in each province who reported carrying debt at the time of graduation. Graduates who pursued further education since they graduated in 2009 have been excluded.

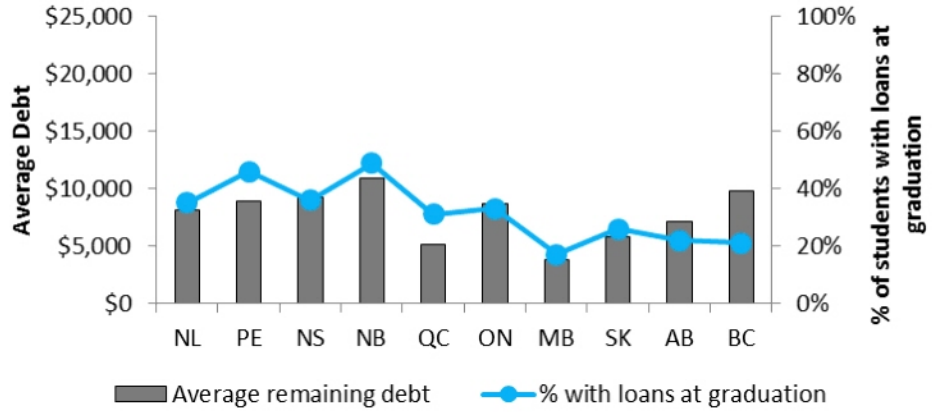
2.3.2

Average government student loan debt three years after graduation, 2009 bachelor's graduates, borrowers only



2.3.3

Average government loan debt three years after graduation, 2009 college graduates, borrowers only



Source: Statistics Canada, National Graduate Survey (2013)

Additional notes:

- The above figure shows the average remaining debt three years after graduation for graduates who owed money on government student loans at the time of graduation. It includes students who paid off their entire debt within three years after graduation.

Common NGS notes:

- Graduates who pursued further education after their 2009-2010 graduation are excluded.
- Statistics Canada reports some under-coverage for graduates of colleges in some provinces. Data required to build the frame could not be obtained from a few institutions and therefore graduates from those institutions were not included on the frame. Consequently, they could not be selected nor represented in any tabulation. No adjustment was made at the weighting stage to compensate for this under-coverage.

Indicator 2.3.4 and Indicator 2.3.5: Repayment Assistance Plan Participation – Canada Student Loans Program Repayment Assistance Plan uptake rates

The Canada Student Loans Program (CSLP) integrates with provincial student aid programs across the country, which vary in design from province to province. As a result, measures of CSLP loan portfolio volumes and levels by province do not tell a comparable story.

However, two reported performance measures under CSLP can be used as a general bellwether of loan affordability across the country under each of the provincial aid schemes, as they indicate the degree to which graduates in each province are unable to balance their debt burden against their post-graduation incomes.

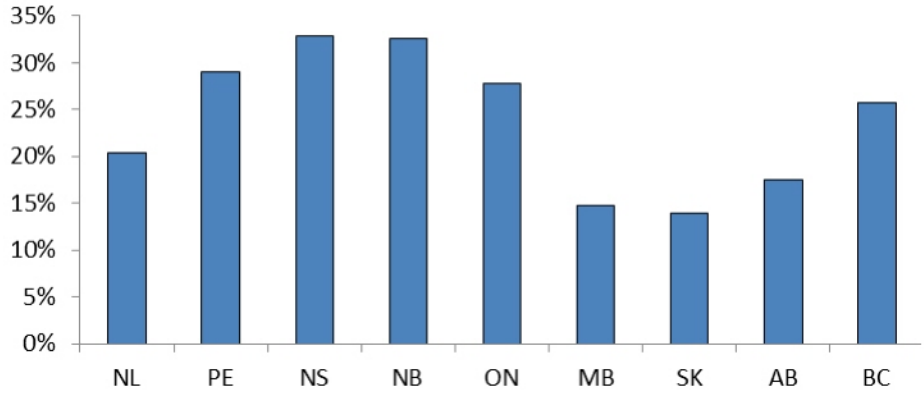
The first is the rate of borrower recourse to CSLP's Repayment Assistance Plan (RAP). RAP is available to borrowers who are having difficulty making their monthly Canada Student Loan payments. RAP is income-tested and applies first to reduce interest payments and in a second longer-term stage to help pay of a portion of the principal owed.

RAP uptake rates are defined as the ratio of the number of borrowers who entered repayment in a loan year and used RAP in the same year, to the total number of borrowers who entered repayment during the year.

Quebec does not participate in the CSLP and is not included in the indicator. For all other provinces, the indicator shows the RAP uptake rates for students who participated in the CSLP program and attended either university or college.

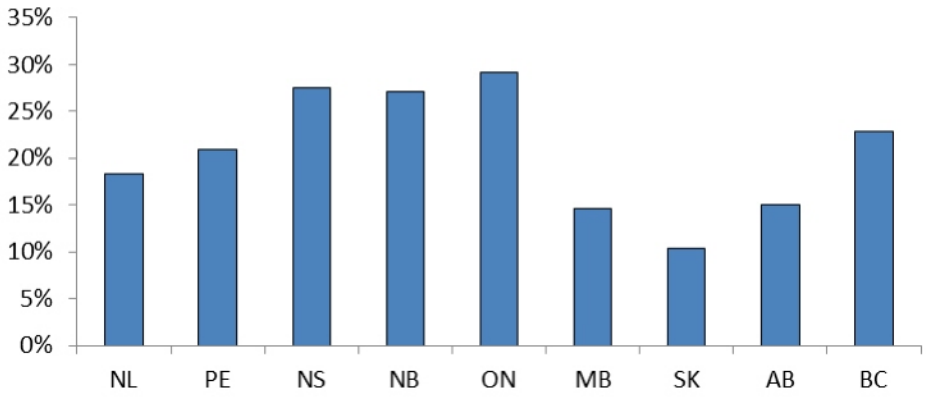
2.3.4

Canada Student Loans Program Repayment Assistance Plan (RAP) uptake rates for universities, 2012



2.3.5

Canada Student Loans Program Repayment Assistance Plan (RAP) uptake rates for colleges, 2012



Source: Employment and Social Development Canada, custom tabulation

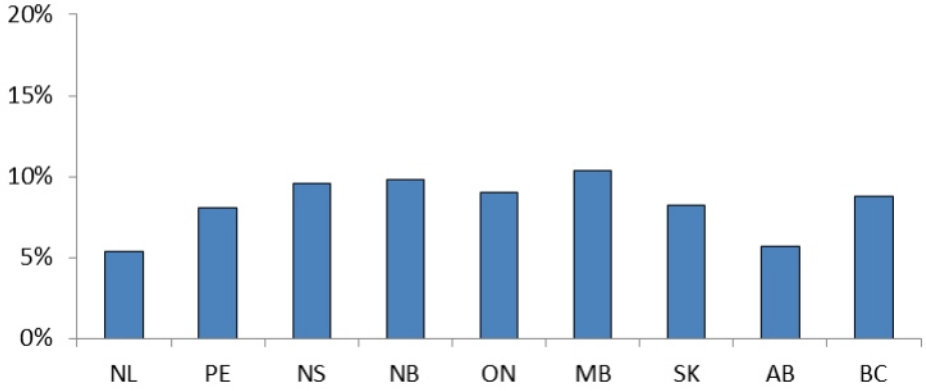
Indicator 2.3.6 and 2.3.7: Student Loan Default Rates – Canada Student Loans Program repayment default rates

The second CSLP bellwether is the province-by-province default rate, a measure of the percentage of federal borrowers who are unable to meet their debt obligations even after recourse to mitigation such as the Repayment Assistance Plan (Indicator 2.3.4 and Indicator 2.3.5). Again, these indicators pertain only to federal loan levels, though it is reasonable to assume that when triggering a federal default, a graduate is also generally failing to meet overall repayment obligations from all sources.

As Quebec does not participate in the CSLP, it is not included in the indicator. For all other provinces, the indicator shows the three-year cohort default rate for students who participated in the CSLP program and attended either university or college.

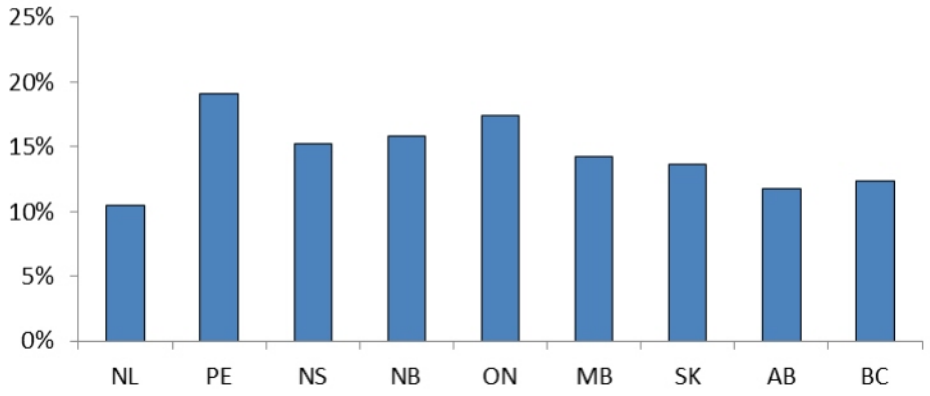
2.3.6

Canadian Student Loan Program repayment default rates for universities, 2010



2.3.7

Canadian Student Loan Program repayment default rates for colleges, 2010



Source: Employment and Social Development Canada, custom tabulation

Additional notes:

- The Canada Student Loans Program measures default rates using the three-year cohort default rate. This rate shows the proportion of loan dollars that enter repayment in a given loan year (cohort) and default within three years. For example, the 2010 default rates represent the proportion of loan dollars that entered repayment in 2010 and defaulted before August 1, 2013.

2.4 – Jobs for Graduates

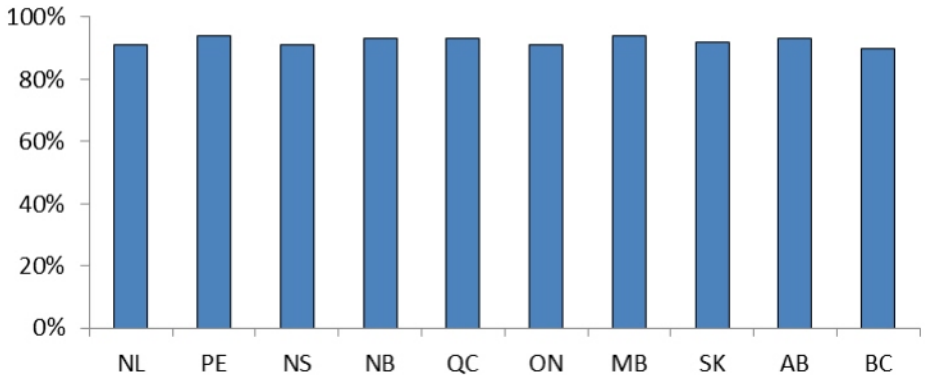
This component measures the important outcome of job success for postsecondary education graduates. We recognize that graduates' success in the labour market is a function of many factors, not just their postsecondary education. But jobs are important to graduates. For many, improved employability is a primary reason for investing in postsecondary education.

Indicators 2.4.1 and 2.4.2: Employment Rates after Graduation – Employment rate for bachelor's graduates and college graduates three years after graduation

How quickly do new graduates integrate into the labour market across the provinces? Three years after graduation, some graduates are still studying (adding another credential) and some are not actively looking for work for a variety of other reasons. Of the remainder – those in the labour market – these indicators report the percentage who say that they are working on a full-time or part-time basis. Provincial graduate employment rates reflect the province of study, not the province in which the graduate resided after graduation. College data for Prince Edward Island were not available for the reference period.

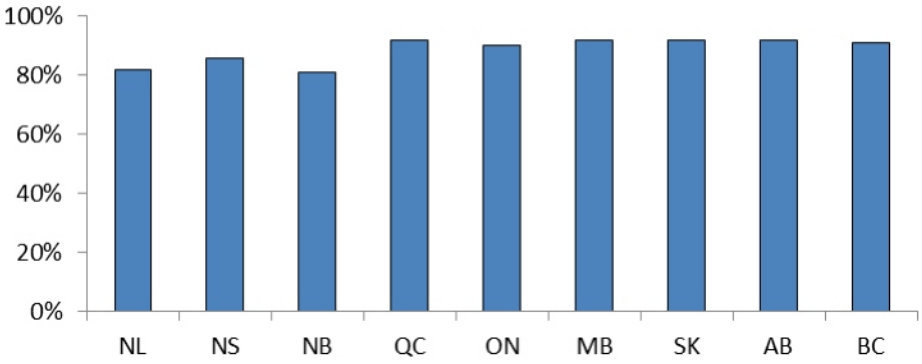
2.4.1

Employment rate for bachelor's graduates three years after graduation, class of 2009



2.4.2

Employment rate for college graduates three years after graduation, class of 2009



Source: Statistics Canada, NGS (2013)

Additional notes:

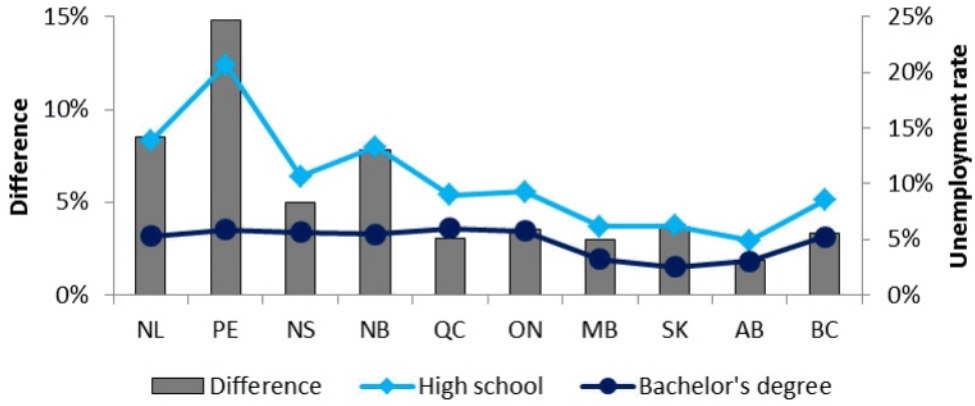
- Employment rates are based on province of study.
- Data for college graduates from Prince Edward Island were not available for the reference period.
- See common NGS notes from Indicator 2.3.2 and 2.3.3: Average Graduate Debt.

Indicators 2.4.3 through 2.4.5: Unemployment Rates: Difference in the unemployment rate for 25 to 34 year old postsecondary graduates and high school graduates

A second measure of labour market advantage (in addition to graduate employment) is the longer-term relationship between postsecondary education and risk of unemployment. These indicators compare the official unemployment rate for young adults aged 25 to 34 with a bachelor's degree (Indicator 2.4.3), a college credential (Indicator 2.4.4) or a trades credential (Indicator 2.4.5) to the unemployment rate for those with a high school education. The difference between the two rates is shown for each province. The age range selected focuses the examination on outcomes generated over the past decade and filters out the performance difference for older individuals.

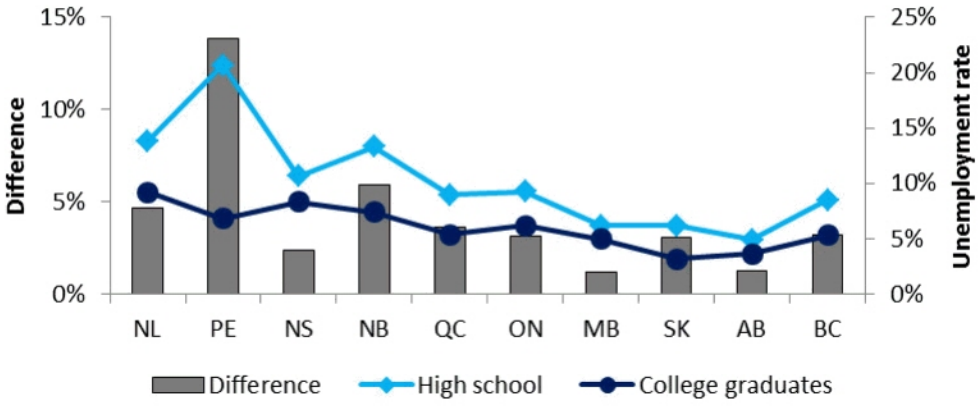
2.4.3

Difference in the unemployment rate for 25 to 34 year old bachelor's graduates and high school graduates, 2013



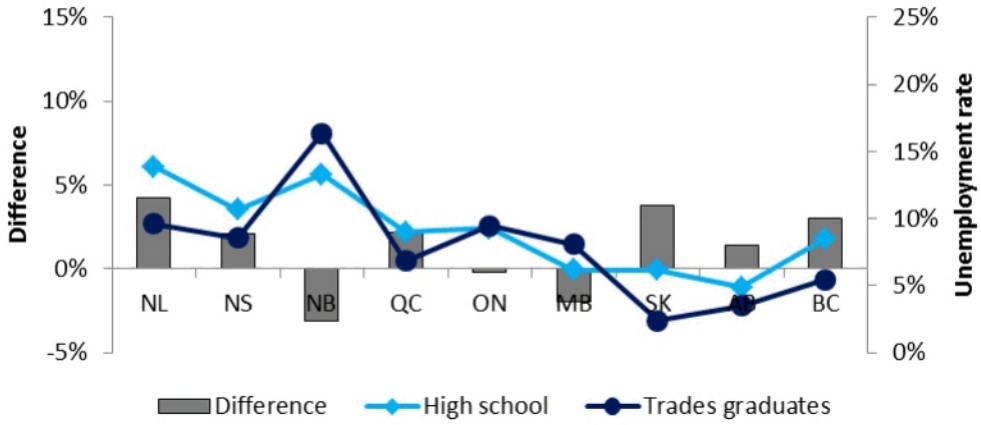
2.4.4

Difference in the unemployment rate for 25 to 34 year old college graduates and high school graduates, 2013



2.4.5

Difference in the unemployment rate for 25 to 34 year old trades graduates and high school graduates, 2013



Source: Statistics Canada, LFS

Additional notes:

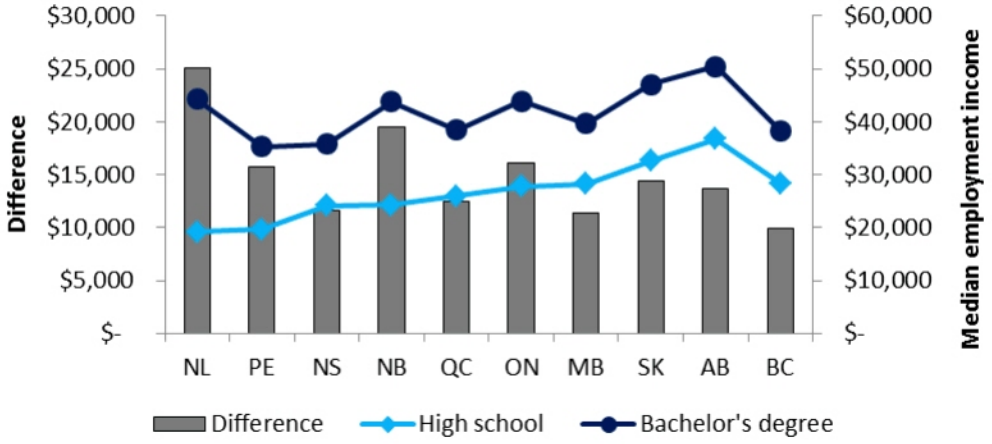
- The unemployment rate is the number of unemployed persons expressed as a percentage of those in the labour force.
- High school graduates are those who received a high school diploma. In Quebec, completed Secondary V. In Newfoundland and Labrador, completed fourth year of secondary.
- College graduates include a community college, CEGEP or university certificate below a bachelor's degree.
- Trades graduates include a trade certificate or diploma.

Indicators 2.4.6 through 2.4.8: Earnings Premium – Difference in median employment income for 25 to 34 year old postsecondary graduates and high school graduates

A third measure of labour market advantage (in addition to graduate employment and unemployment risk) is the differential in earnings for those with a postsecondary education against the baseline of those with high school. The three indicators following show the differential in median employment income for university (Indicator 2.4.6), college (Indicator 2.4.7) and trades (Indicator 2.4.8) respectively.

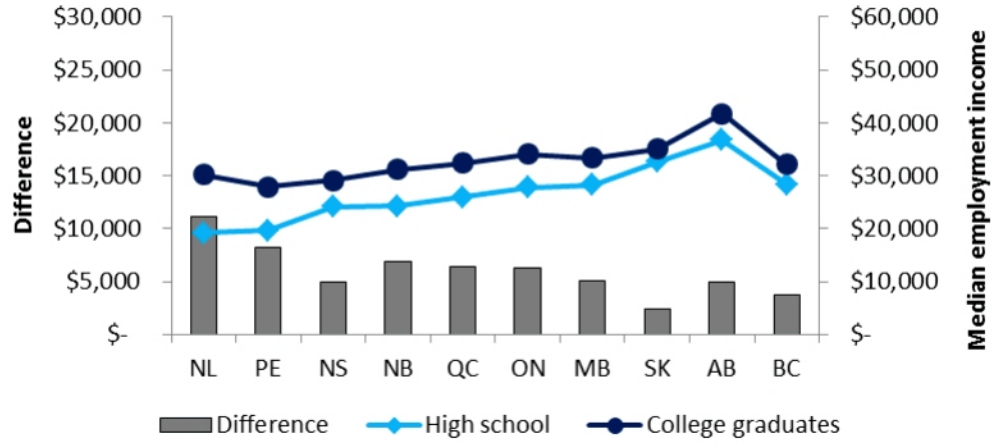
2.4.6

Difference in median employment income for 25 to 34 year old bachelor's graduates and high school graduates, 2010



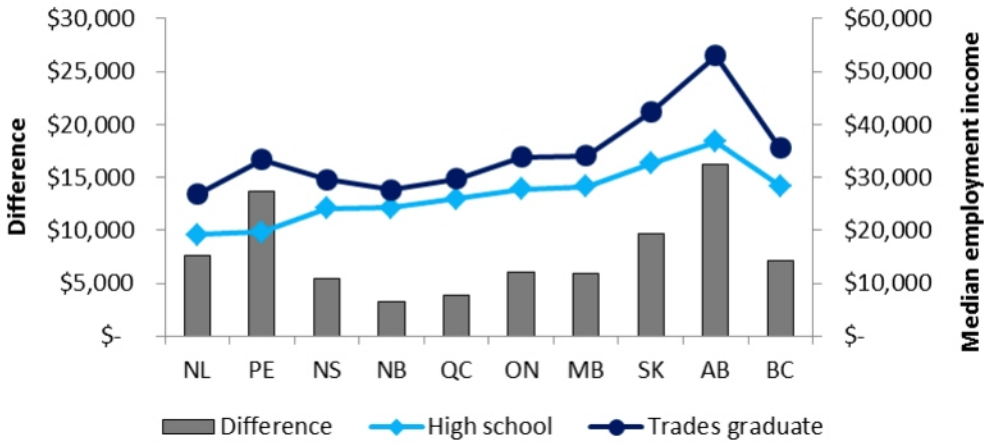
2.4.7

Difference in median employment income for 25 to 34 year old college graduates and high school graduates, 2010



2.4.8

Difference in median employment income for 25 to 34 year old trades graduates and high school graduates, 2010



Source: Statistics Canada, NHS

Additional notes:

- Median employment income includes those who have worked since 2010.
- College graduates include graduates from college, CEGEP or other non-university certificate or diploma and university certificate or diploma below bachelor's level.
- Trades graduates include apprenticeship or trades certificate or diploma.

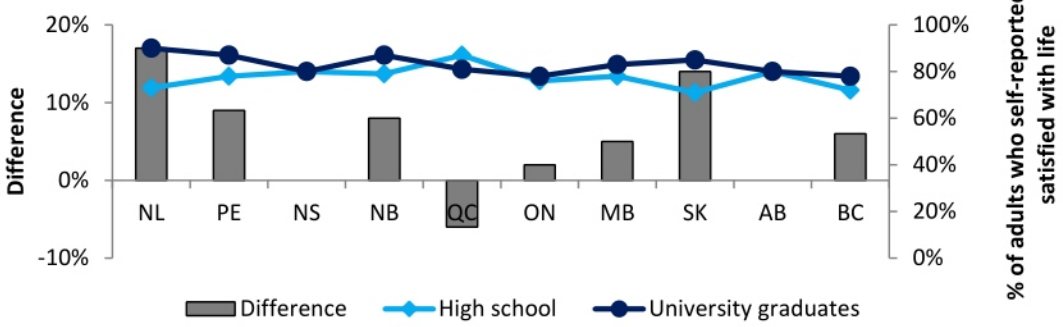
2.5.1 – Health and Happiness

Indicators 2.5.1 through 2.5.3: Life Satisfaction – Difference in the percentage of 25 to 64 year old postsecondary graduates and high school graduates who self-reported to be satisfied with life

These indicators measure self-reported life satisfaction by level of educational attainment based on data from the General Social Survey (GSS) in 2010, which is a survey administered through Statistics Canada and focused on time stress and well-being. Survey participants were asked to use a scale of 1 to 10, where 1 means "very dissatisfied" and 10 means "very satisfied", to describe how they feel about their life as a whole at the time the survey was filled out. We present the difference in reported life satisfaction for adults aged 25 to 64 with university, college or trades credentials against the baseline for adults with a high school education.

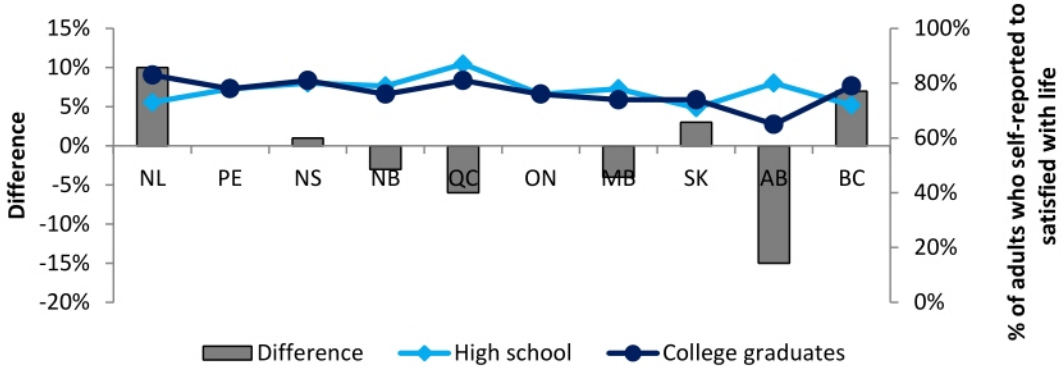
2.5.1

Difference in the percentage of 25 to 64 year old university graduates and high school graduates who self-reported to be satisfied with life



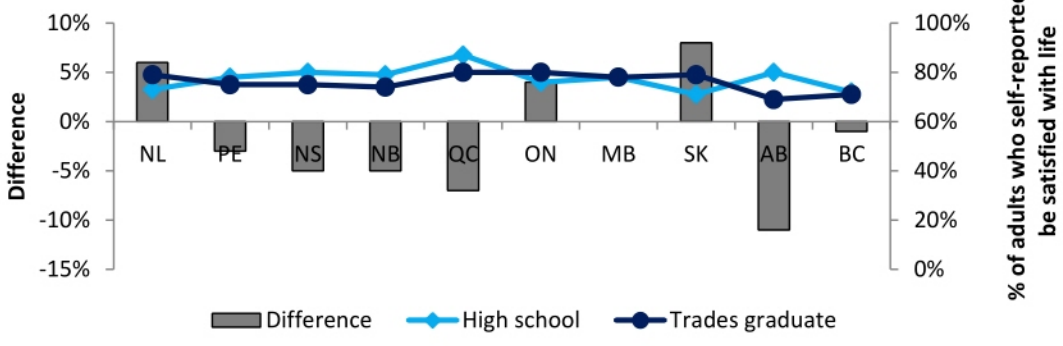
2.5.2

Difference in the percentage of 25 to 64 year old college graduates and high school graduates who self-reported to be satisfied with life



2.5.3

Difference in the percentage of 25 to 64 year old trades graduates and high school graduates who self-reported to be satisfied with life



Source: Statistics Canada, General Social Survey (GSS), 2010

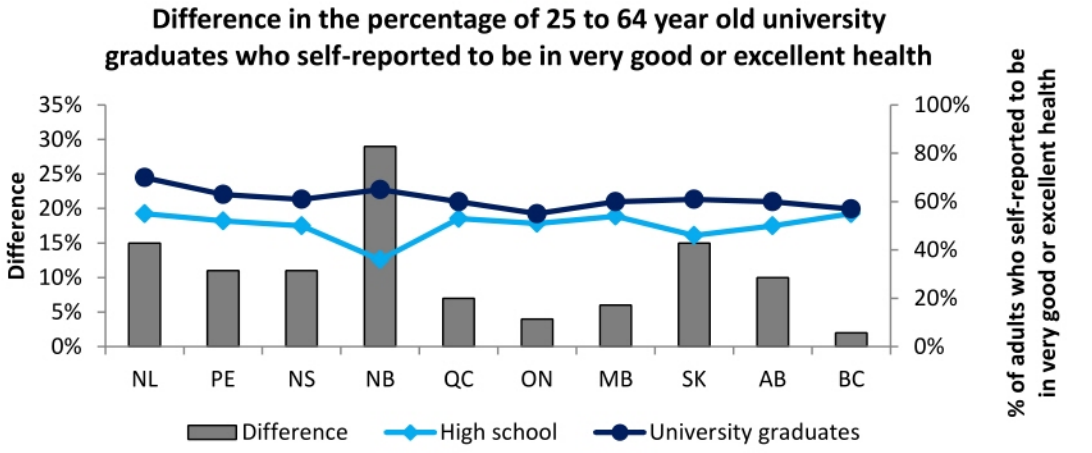
Common GSS notes:

- University graduates include bachelor's and above.
- College graduates include diploma/certificate from community college.
- Trades graduates include diploma/certificate from trade/technical.

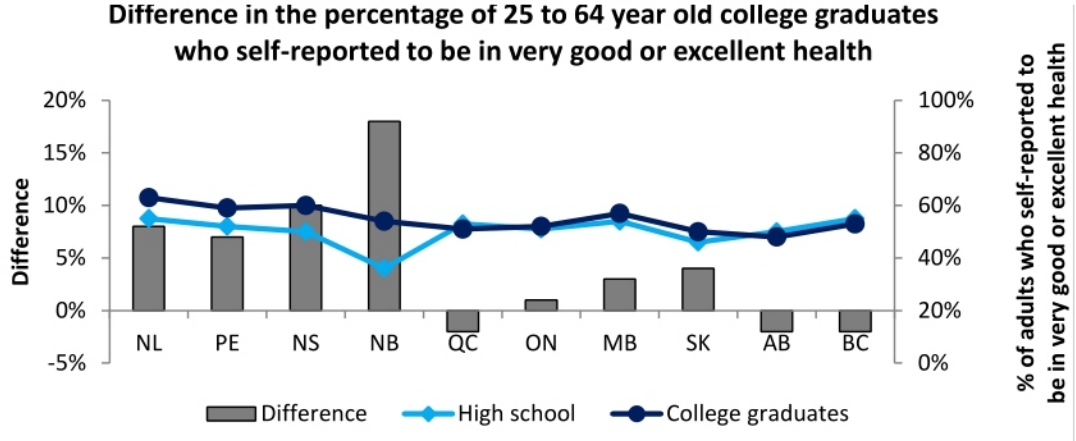
Indicators 2.5.4 through 2.5.6: Physical Health – Difference in the percentage of 25 to 64 year old postsecondary graduates and high school graduates who self-reported to be in very good or excellent health

Using the same General Social Survey on time stress and well-being, these indicators measure the difference in self-reported physical health for adults aged 25 to 64 for postsecondary graduates and high school graduates. Respondents were asked to rate their health on a five-point scale (1=excellent, 2=very good, 3=good, 4=fair, 5=poor).

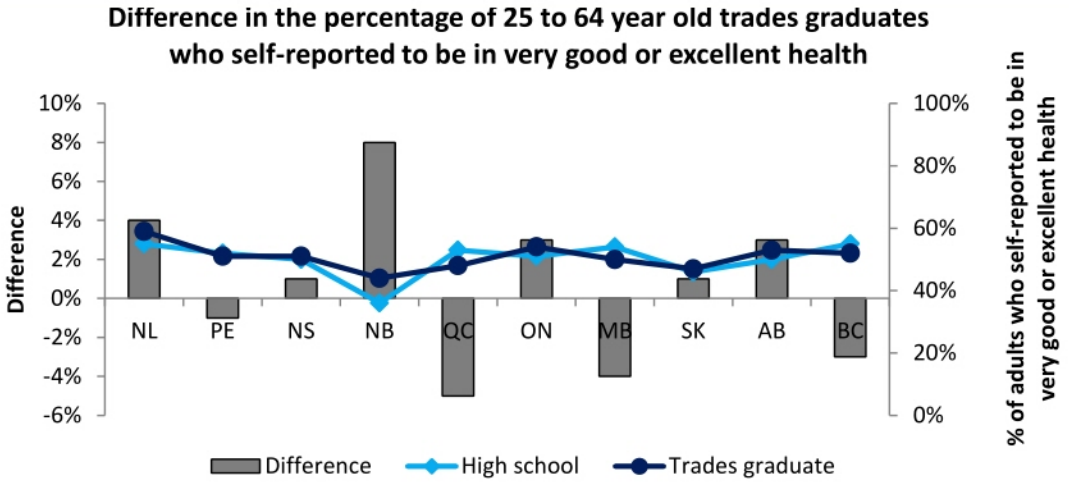
2.5.4



2.5.5



2.5.6



Source: Statistics Canada, General Social Survey (GSS), 2010

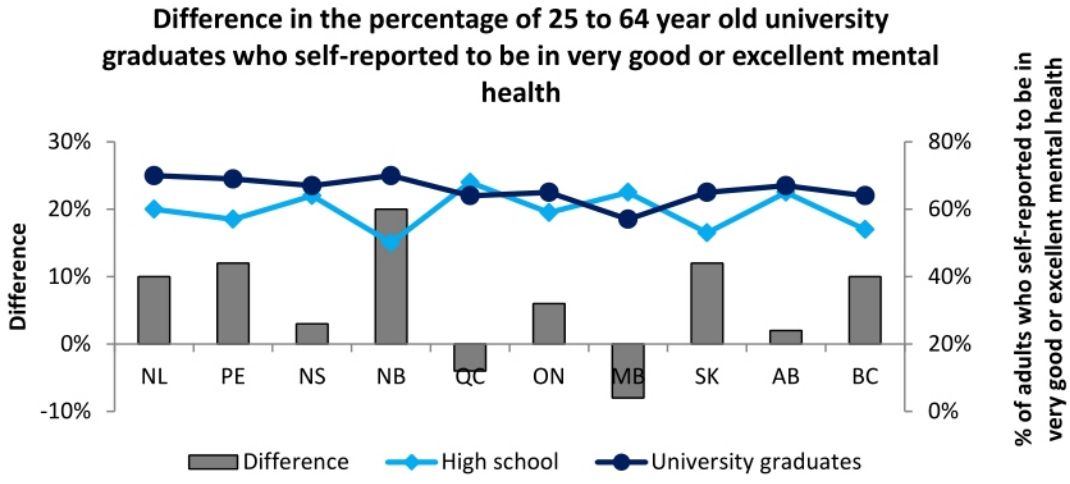
Additional notes:

- See common GSS notes from Indicators 2.5.1 to 2.5.3: Life Satisfaction.

Indicators 2.5.7 through 2.5.9: Mental Health – Difference in the percentage of 25 to 64 year old postsecondary graduates and high school graduates who self-reported to be in very good or excellent mental health

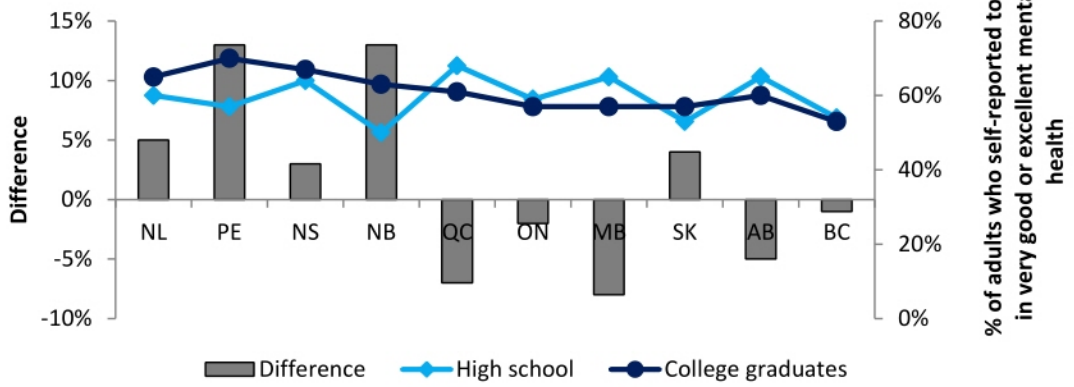
These indicators measure self-reported mental health or adults aged 25 to 64, gathered from the same General Social Survey on time stress and well-being. We present the difference in reported mental health for adults with university, college or trades credentials, against the baseline for adults with a high school education. Respondents were asked to rate their health on a five-point scale (1=excellent, 2=very good, 3=good, 4=fair, 5=poor). The following graphs show the percentage of adults who reported to be in very good or excellent mental health.

2.5.7



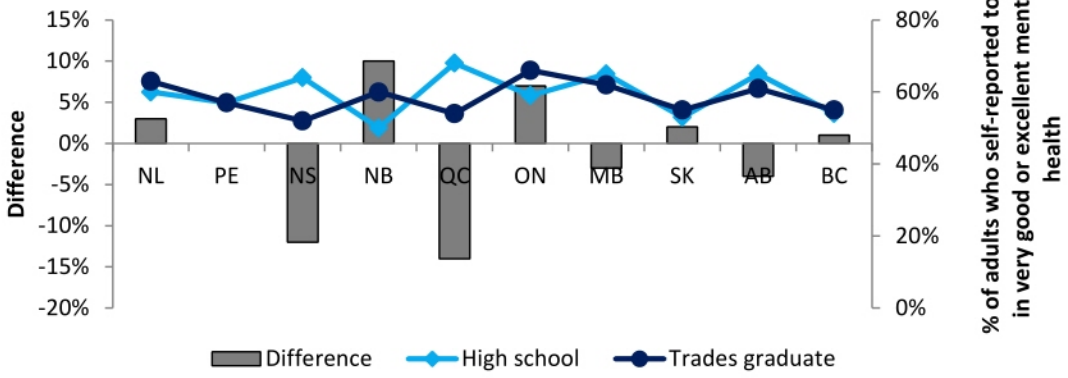
2.5.8

Difference in the percentage of 25 to 64 year old college graduates who self-reported to be in very good or excellent mental health



2.5.9

Difference in the percentage of 25 to 64 year old trades graduates who self-reported to be in very good or excellent mental health



Source: Statistics Canada, General Social Survey (GSS), 2010

Additional notes:

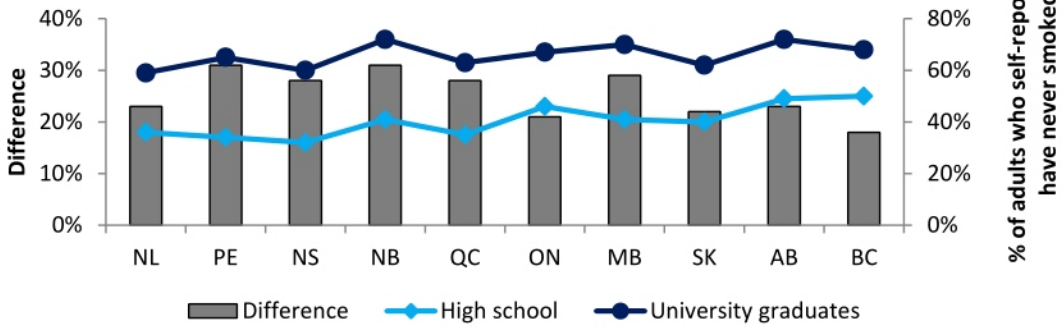
- See common GSS notes from Indicators 2.5.1 to 2.5.3: Life Satisfaction.

Indicators 2.5.10 through 2.5.12: Smoking Status – Difference in the percentage of 25 to 64 year old postsecondary graduates and high school graduates who self-reported to have never smoked

Using the Canadian Alcohol and Drug Use Monitoring Survey (CADUMS), these indicators measure the proportion of the adult population who self-reported to have never smoked. We present the difference in reported non-smoking status for adults with university, college or trades credentials against the baseline for adults with a high school education.

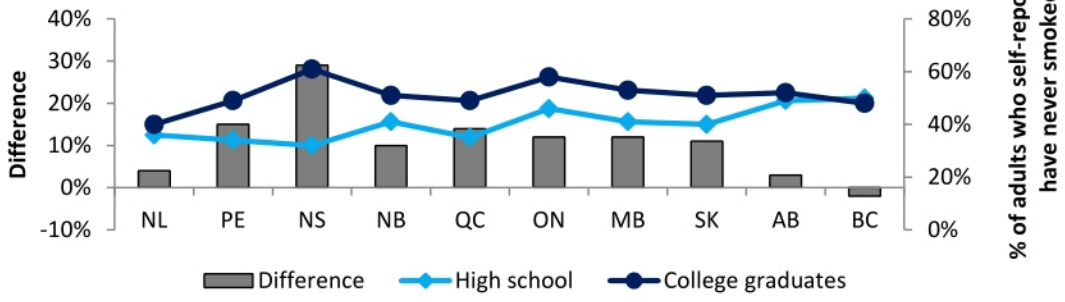
2.5.10

Percentage of 25 to 64 year old university and high school graduates who self-reported to have never smoked and the difference in these proportions



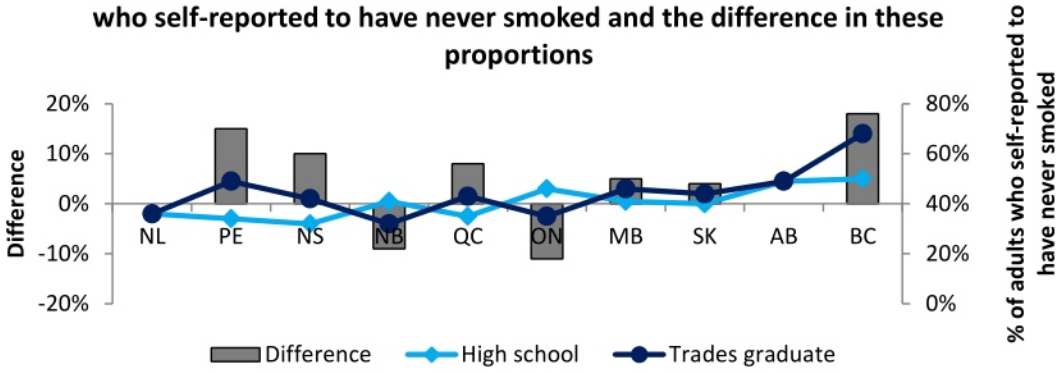
2.5.11

Percentage of 25 to 64 year old college and high school graduates who self-reported to have never smoked and the difference in these proportions



2.5.12

Percentage of 25 to 64 year old trades and high school graduates who self-reported to have never smoked and the difference in these proportions



Source: Statistics Canada, Canadian Alcohol and Drug Use Monitoring Survey (CADUMS), 2012

Additional notes:

- A "never smoker" is defined as a person who is a lifetime abstainer or who was an experimental smoker (smoked fewer than 100 cigarettes).
- University graduates include bachelor's and above.
- College graduates include community college.
- Trades graduates include technical school.

APPENDIX 3 – VALUE TO SOCIETY INDICATORS

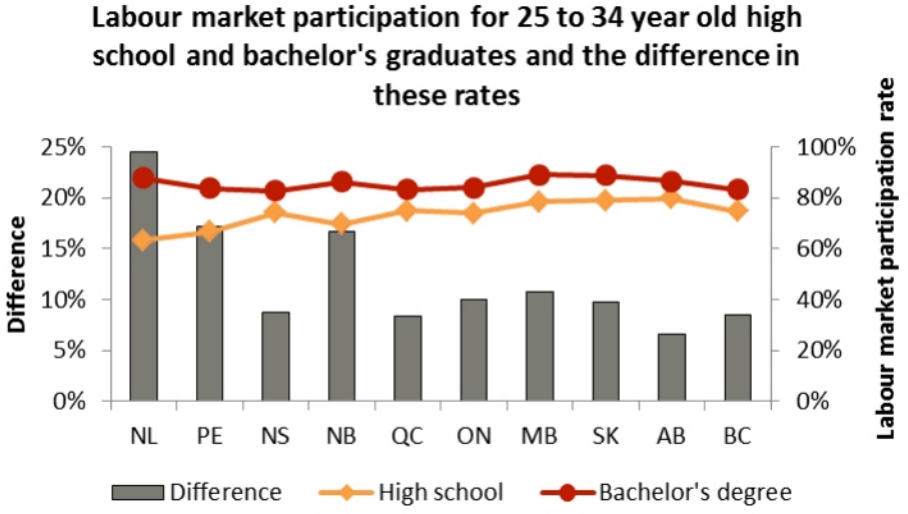
This set of indicators changes the focus from returns to the individual to returns to society. What are the correlations between postsecondary education and job creation, knowledge creation and citizen engagement across the provinces?

3.1 – Job Creation

Indicators 3.1.1 to 3.1.3: Labour Market Participation – Difference in the labour market participation rate for 25 to 34 year old postsecondary graduates and high school graduates

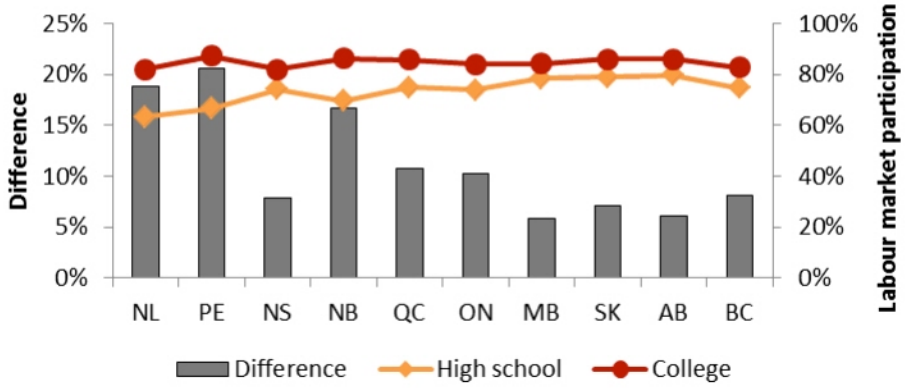
These indicators look at the correlation between level of education and the rate of adult participation in the labour market. It compares the percentage of participating adults with university bachelor's degrees (Indicator 3.1.1), college credentials (Indicator 3.1.2) or trades credentials (Indicator 3.1.3) against the baseline of those with a high school education. The difference between the two rates is shown for each province.

3.1.1



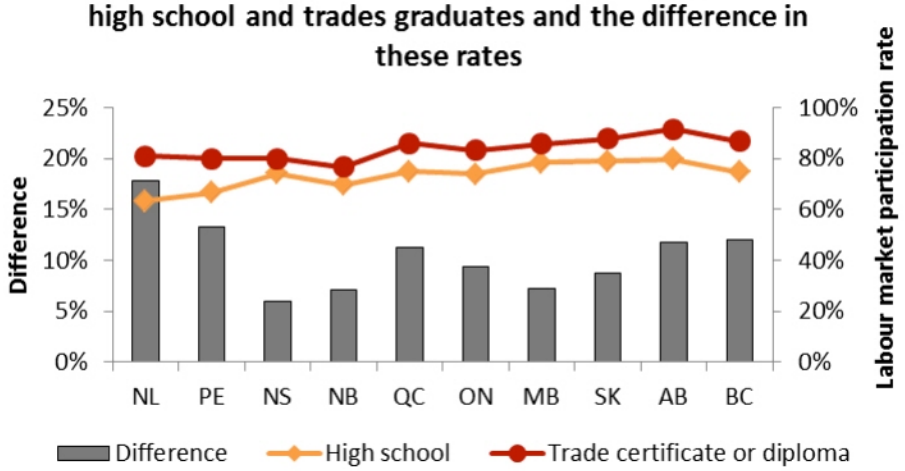
3.1.2

Labour market participation rate for 25 to 34 year old high school and college graduates and the difference in these rates



3.1.3

Labour market participation rate for 25 to 34 year old high school and trades graduates and the difference in these rates



Source: Statistics Canada, LFS

Additional notes:

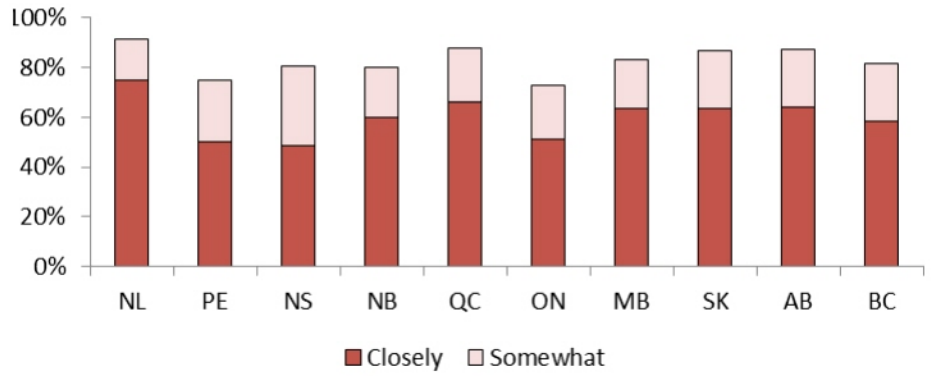
- The labour force participation rate is the number of persons employed expressed as a percentage of the population. Statistics Canada calls this the "employment rate", but we avoid that label as it has been elsewise used in this report to refer to graduate employment rates from Statistics Canada's National Graduate Survey.
- High school graduates are those who received a high school diploma; in Quebec, completed Secondary V; in Newfoundland and Labrador, completed fourth year of secondary.
- College graduates include community college, CEGEP or university certificate below bachelor's.

Indicators 3.1.4 and 3.1.5: Related Employment – Percentage of postsecondary graduates working in a related job three years after graduation

The indicators reveal the fit between the supply of postsecondary education graduates and the needs of the provincial job market by showing the percentage of 2009 university (Indicator 3.1.4) and college (Indicator 3.1.5) graduates in each province who reported that their job three years after graduation was related to their studies.

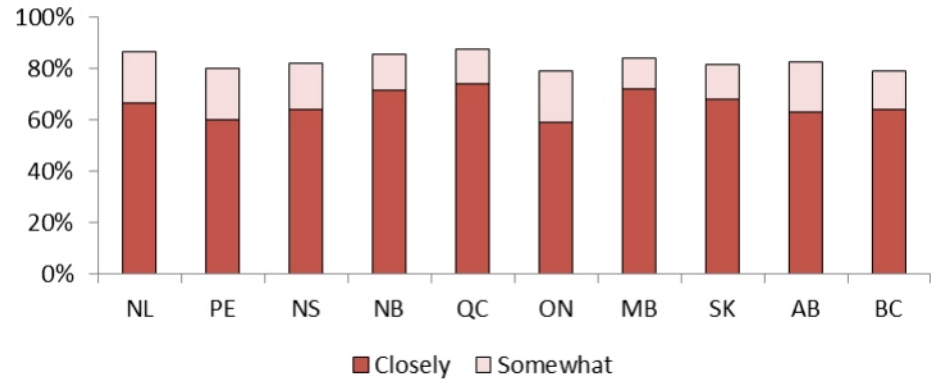
3.1.4

Percentage of bachelor's graduates working in a related job three years after graduation, class of 2009



3.1.5

Percentage of college graduates working in a related job three years after graduation, class of 2009



Source: Statistics Canada, NGS (2013)

Additional notes:

- See common NGS notes from Indicator 2.3.2 and 2.3.3: Average Graduate Debt.
- Statistics Canada advises that the percentage of university graduates working in a job not related to field of study should be used with caution for Quebec.
- Statistics Canada advises that the percentage of college graduates working in a job not related to field of study should be used with caution for Newfoundland

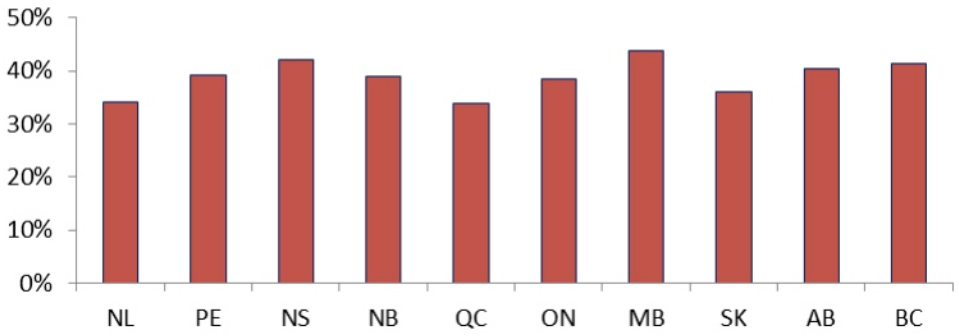
and Saskatchewan, and that the percentage of college graduates working in a job somewhat related to field of study should be used with caution for Newfoundland, Prince Edward Island, Quebec, Saskatchewan and British Columbia.

Indicator 3.1.6: Overqualification Rates – Probability of bachelor's graduates aged 25 to 34 working in jobs usually requiring college education or less

Using data from the National Household Survey (NHS), Uppal and LaRochelle-Côté (2014) examined overqualification rates among recent university graduates in Canada. This indicator reveals the fit between the supply of university graduates and the needs of the job market by calculating the probability that the job in which a recent university graduate is working requires a college education (or less).

3.1.6

Probability of bachelor's graduates aged 25 to 34 working in jobs usually requiring college education or less



Source: Uppal & LaRochelle-Côté (2014)

Additional notes:

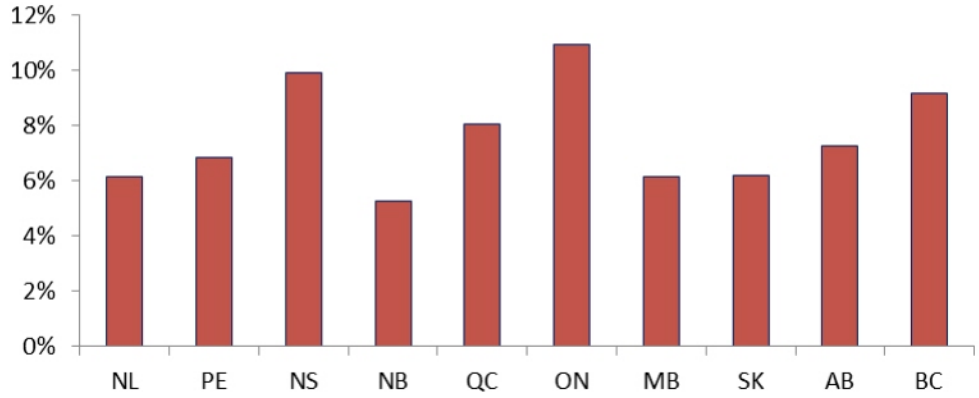
- Bachelor's graduates are classified as overqualified if they are working in jobs that do not require a bachelor's degree based on the National Occupational Classification (NOC). The education-occupation matching process is based on the education-occupation matrix developed by Employment and Social Development Canada (ESDC).
- The authors estimate the factors associated with overqualification by running a multivariate (probit) model. Measures such as age, gender, province of residence, immigration status and field of study were included. The above graphs show the predicted probabilities from these models. Ontario is the reference group.

Indicator 3.1.7: Percentage of the Population with an Advanced Degree – Percentage of 25 to 64 year olds with an advanced degree

A subset of the overall adult attainment rate (Access Indicators 1.2.1 to 1.2.3) is the proportion of the adult population that has attained an advanced degree at the graduate level. This is included as a value to society measure as many provinces have articulated and supported growth in graduate enrolment as an important contributor to the creation of a highly skilled workforce.

3.1.7

Percentage of 25 to 64 year olds with an advanced degree, 2013



Source: Statistics Canada, LFS

Additional notes:

- Advanced degree includes any credential above a bachelor's degree.

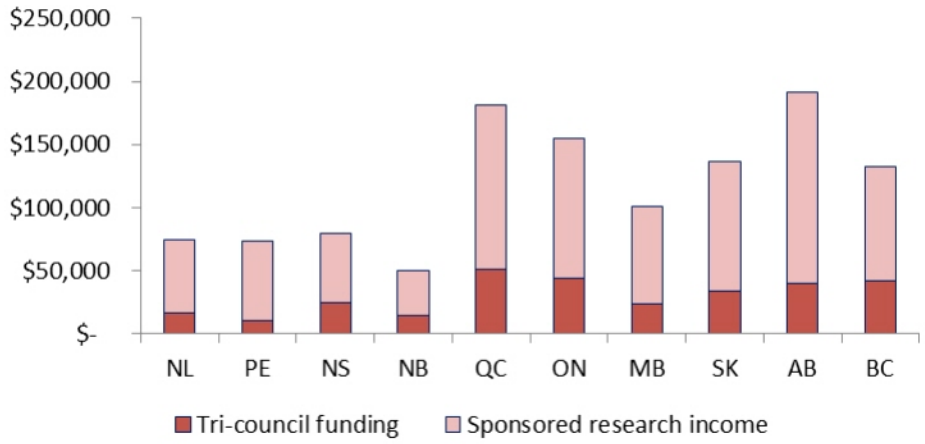
3.2 – New Discoveries

Indicators 3.2.1: Research Funding – Sponsored research income per full-time university faculty member

This indicator shows total reported sponsored research funding per faculty member for each province. The value of all sponsored research reported by universities to the Canadian Association of University Business Officers annual report on financial information of universities is used. Federal tri-council funding, a subset of this total, is shown separately to provide additional information. 2010 was selected for the reporting year as this matches the latest available count of full-time university faculty across the provinces.

3.2.1

Sponsored research income per full-time university faculty member, 2010



Source: Statistics Canada, Canadian Association of University Business Officers (CAUBO) and UCASS

Additional notes:

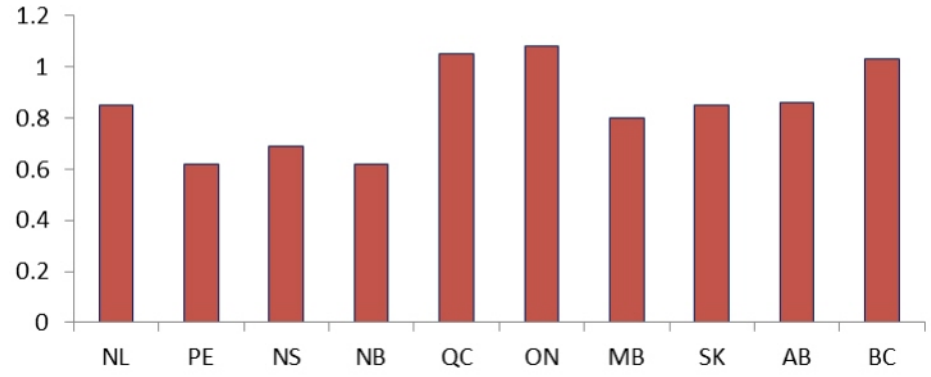
- Data are calculated for institutions included in both UCASS and CAUBO.
- The data include a number of affiliates and non-publically funded institutions. Their collective faculty counts and sponsored research income do not materially impact the analysis.
- Sponsored research income includes funds to support research paid either in the form of a grant or by means of a contract from a source external to the institution. Income sources include government, private industry and donors.
- UCASS data includes all full-time teaching staff regardless of rank.

Indicators 3.2.2: Research Impact – Mean normalized H-scores of faculty members in universities

The Hirsh or "H" index is designed to measure both the quantity of faculty research publications and their impact as measured by the number of times these publications are cited in the Google Scholarship database. The indicator presents a provincial comparison of H-scores for faculty in each province across the country. A score of 1.0 would represent the Canadian average score.

3.2.2

Mean normalized H-scores of faculty members in universities



Source: Higher Education Strategy Associates (HESA)

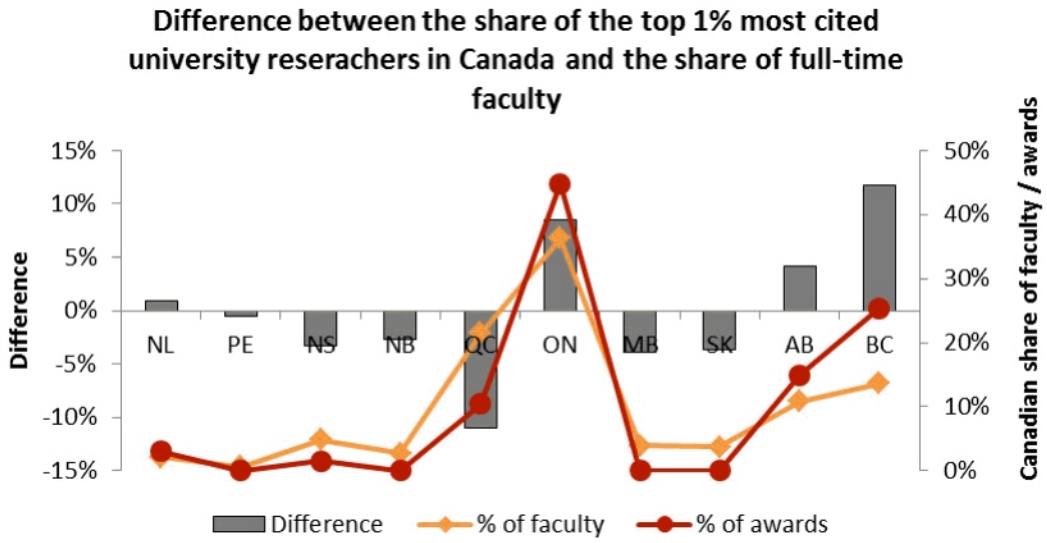
Additional notes:

- H-indexes were calculated for faculty with both a teaching and research role, including full, associate and assistant professors, deans, associate deans, chairs, associate chairs, research chairs, lecturers and instructors.
- H-index includes peer-reviewed articles, conference proceedings, books and scholarly articles.
- Scores are standardized to account for disciplinary differences.

Indicator 3.2.3: Highly Cited Researchers – Difference between the share of the top 1% most cited university researchers in Canada and the share of full-time faculty

The measure reflects each province's share of a global ranking of the top 1% most cited researchers. Thomson Reuters created a list of the most highly cited researchers in the sciences and social sciences from 2002 to 2012 using citations, which were standardized to account for disciplinary differences, from articles and reviews in science and social sciences journals indexed in the Web of Science Core Collection. Only Highly Cited Papers – papers that rank in the top 1% by citations for field and year – were considered. To normalize for variations in size, we present the difference in the proportion of the top 1% most cited researchers and the proportion of overall faculty for each province.

3.2.3



Source: Thomson Reuters and Statistics Canada, CANSIM Table 477-0017 – Number of full-time teaching staff at Canadian universities, by rank, sex, Canada and Provinces

Additional notes:

- Data are based off the Essential Science Indicators (2002-2012).
- Citations are based on publications between 2002 and 2012. Research items include papers defined as regular scientific articles, review articles, proceedings papers and research notes. Letters to the editor, correction notes and abstracts are not counted. Only Thomson Scientific-indexed journal articles or papers are counted.
- Citation volumes are standardized to account for disciplinary differences. There are 22 broad fields. The determination of how many researchers to include in the list for each field was based on the population of each field, as represented by the number of author names appearing on all Highly Cited Papers in that field.
- The data set includes 3,215 researchers, of which 67 have a primary affiliation with a Canadian university and were included in the indicator.
- The share of faculty members are based on 2010 UCASS data and include full-time teaching staff.

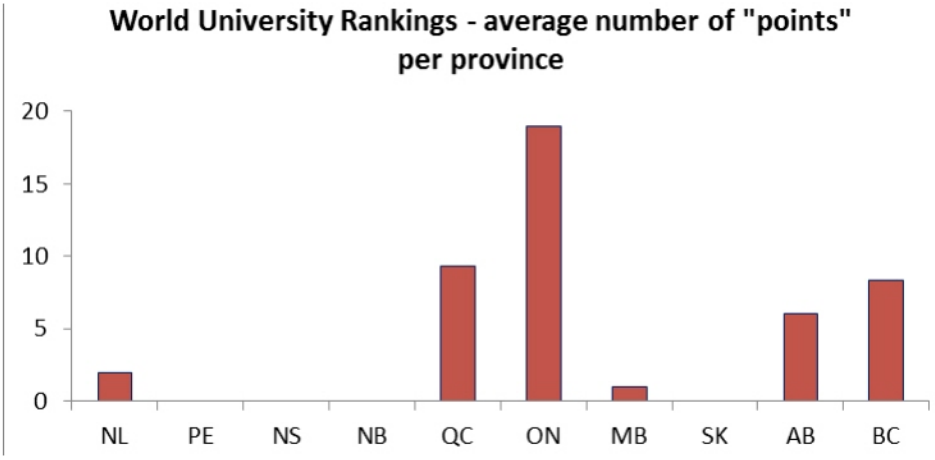
3.3 – Magnet for Talent

Indicator 3.3.1: University Rankings – World University Rankings – average number of "points" per province

Using the Times Higher Education World University Rankings, QS World University Rankings and the Academic Ranking of World Universities, we aggregate a score for each province based on universities ranked in the top 400 of these world rankings. Four points were assigned to universities within the top 100, three points if they were in the top 101-200, two points if they were in the top 201-300 and one point if they were

in the top 301-400. Points are then summed up by province for each of the three world university rankings and the average of these points is presented below.

3.3.1



Source: Times Higher Education World University Rankings (2014), QS World University Rankings (2014) and Academic Ranking of World Universities (2014)

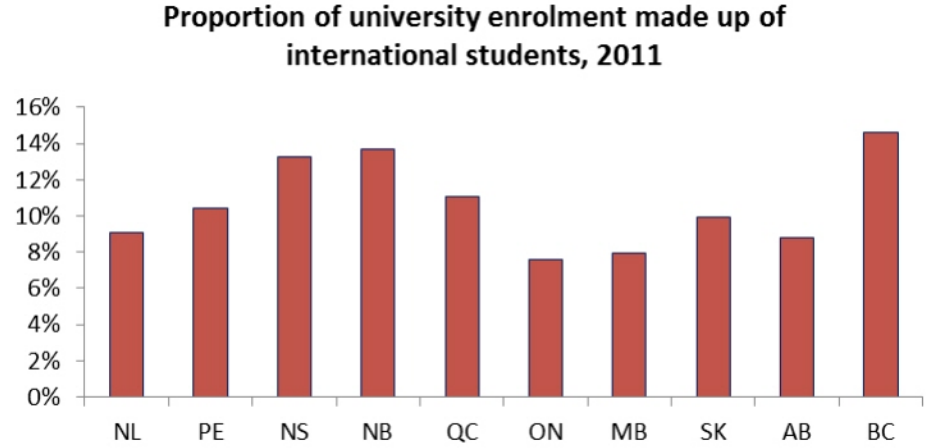
Additional notes:

- The Times Higher Education rankings provides a list of the top 400 universities, QS World Rankings a list of the top 700 universities, and Academic Rankings (Shanghai) a list of the top 500 universities. For consistency, we only look at Canadian institutions in the top 400 for all three world university rankings.

Indicator 3.3.2: International Enrolment – Proportion of university enrolment made up of international students

Growth in international enrolment is an endorsed policy objective of the federal government and several provinces. The indicator shows the proportion of university enrolment in each province that is comprised of international students.

3.3.2



Source: Statistics Canada, PSIS

Additional notes:

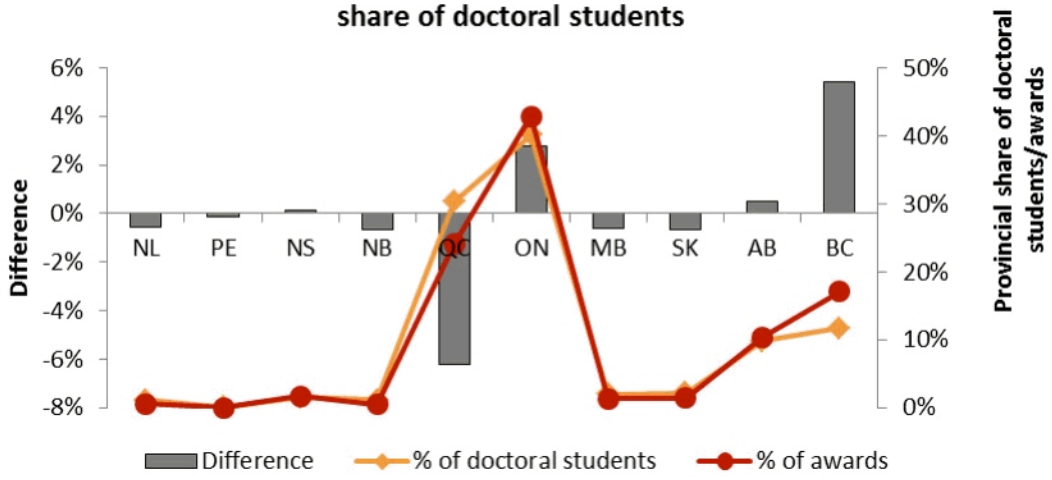
- Enrolments are reported in full-time equivalent (FTE) students.
- See common PSIS notes from Indicator 1.1.1: Participation Rates.

Indicator 3.3.3: Prestigious Graduate Scholarships – Difference between the provincial share of prestigious doctoral scholarships received from 2009 to 2013 and the provincial share of doctoral students

The indicator shows the opportunities in each province for students at the doctoral level to participate in the most prestigious of awards available across Canada. It uses an amalgam of the following prestigious graduate scholarships: Vanier Canada Graduate Scholarship, NSERC André Hamer Prize, SSHRC William E. Taylor Fellowship and Pierre Elliott Trudeau Foundation Doctoral Scholarships. For each province, it measures the difference between the province's share of these scholarships over the five-year period from 2009 to 2013, divided by the province's share of Canadian doctoral students.

3.3.3

Difference between the provincial share of prestigious doctoral scholarships recieved from 2009 to 2013 and the provincial share of doctoral students



Source: Statistics Canada, PSIS; The Pierre Elliott Trudeau Foundation, Natural Sciences and Engineering Research Council (NSERC) and Social Sciences and Humanities Research Council (SSHRC) websites

Additional notes:

- Doctoral enrolments include full-time and part-time headcounts, including international students.
- The Vanier Canada Graduate Scholarships award $50,000 annually for up to three years to 167 eligible students each year. The scholarships are distributed equally among the three tri-council agencies.
- The NSERC André Hamer Prize awards $10,000 to the most outstanding candidates in NSERC's master's and doctoral scholarship competitions. Only one prize is awarded to

doctoral students each year.

- The SSHRC William E. Taylor Fellowship awards $5,000 to the most outstanding SSHRC doctoral award recipient.
- The Pierre Elliott Trudeau Foundation awards up to $60,000 annually for a maximum of three years for 15 eligible doctoral students enrolled in the social sciences and humanities at a Canadian or foreign university.

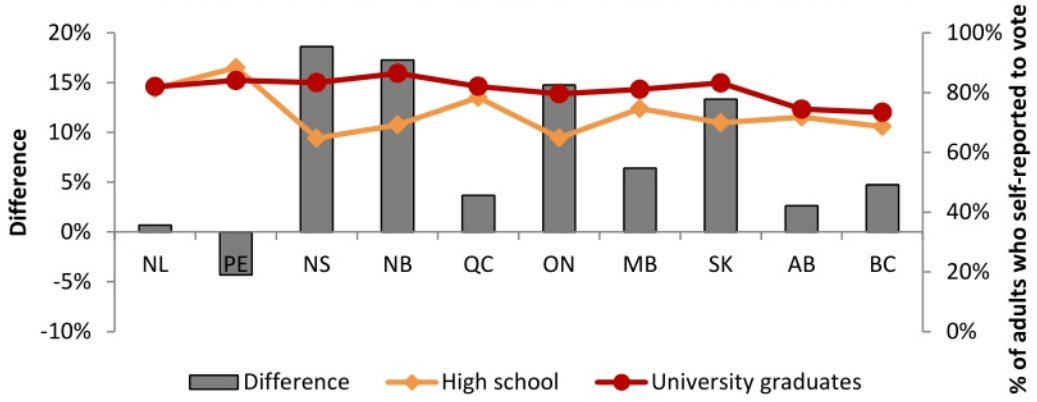
3.4 – Engaged Citizens

Indicators 3.4.1 through 3.4.3: Voting – Difference between the percentage of 25 to 64 year old postsecondary graduates and high school graduates who voted

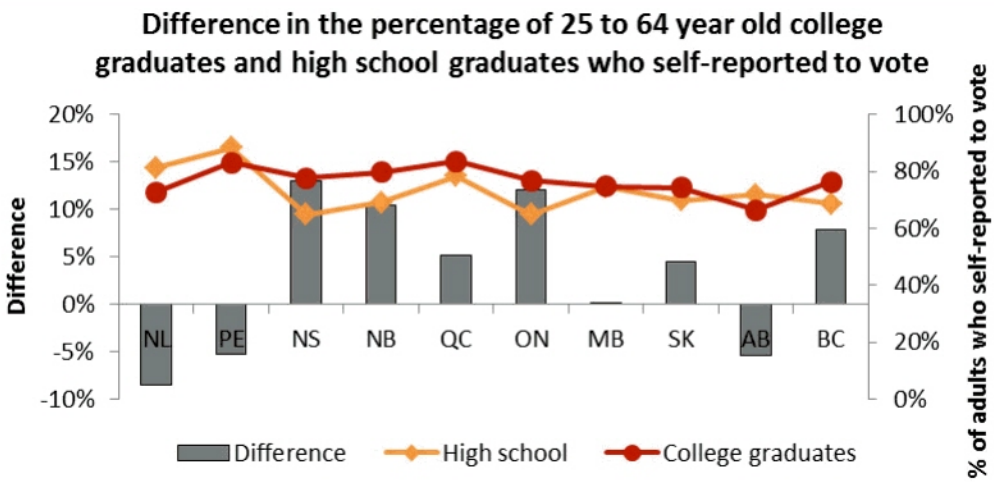
These three indicators report responses from the 2008 General Social Survey for adults aged 25 to 64 that asked whether the respondent voted in the 2006 federal election. We present the difference in the reported voting rate for adults with university, college or trades credentials, against the baseline voting rate for adults with high school education. We note that, overall, a higher percentage of survey respondents indicated that they had voted (75%) than the official voter turnout rate for that election reported by Elections Canada (65%).

3.4.1

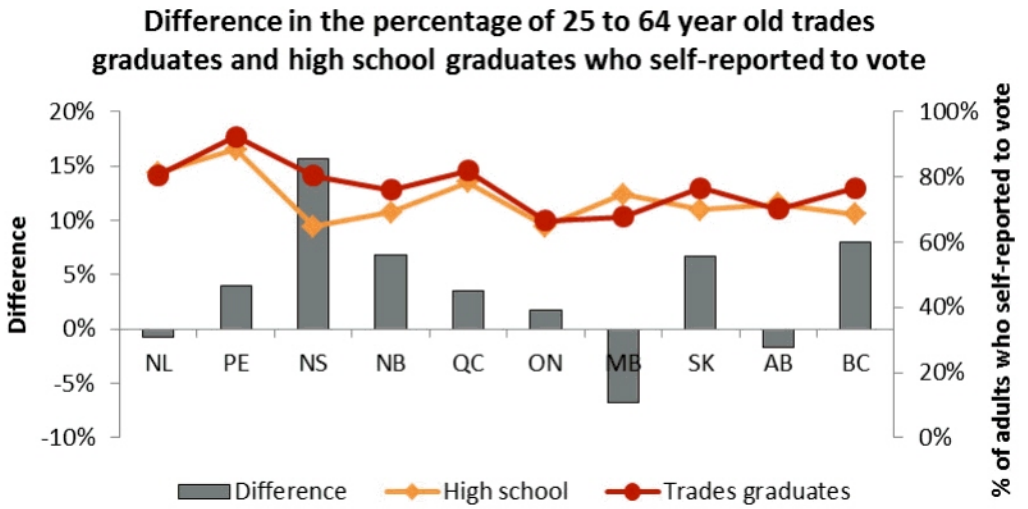
Difference in the percentage of 25 to 64 year old university graduates and high school graduates who self-reported to vote



3.4.2



3.4.3



Source: Statistics Canada, GSS, 2008

Additional notes:

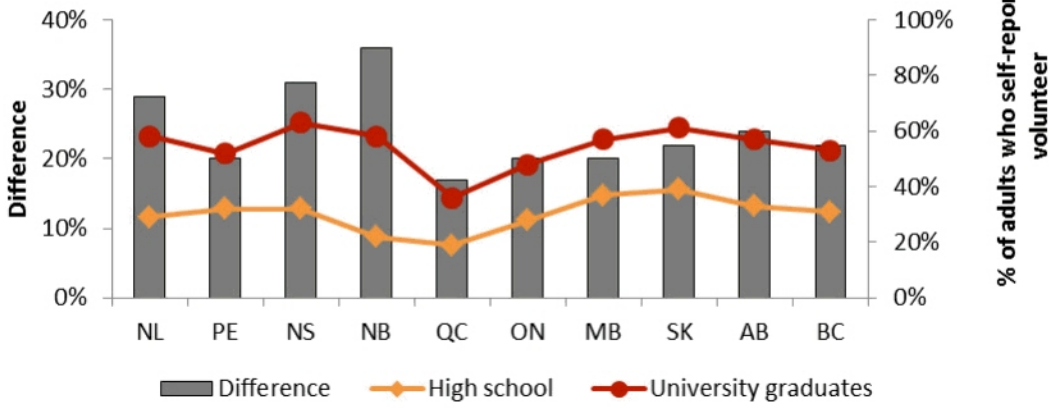
- See common GSS notes from Indicators 2.5.1 to 2.5.3: Life Satisfaction.

Indicators 3.4.4 through 3.4.6: Volunteering – Difference between the percentage of 25 to 64 year old postsecondary graduates and high school graduates who volunteered

These three indicators report responses from the 2010 General Social Survey for adults aged 25 to 64 that asked whether the respondent volunteered. We present the difference in the reported percentage who volunteer for adults with university, college or trades credentials against the baseline for adults with high school education.

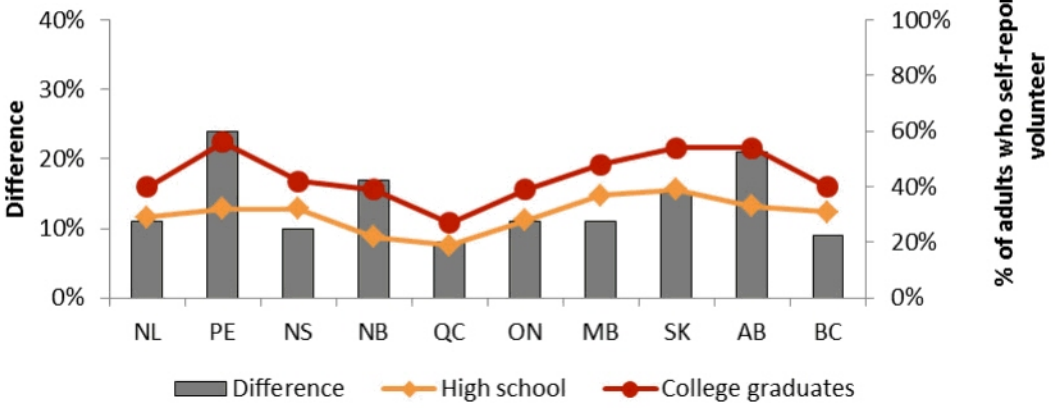
3.4.4

Difference in the percentage of 25 to 64 year old university graduates and high school graduates who self-reported to volunteer

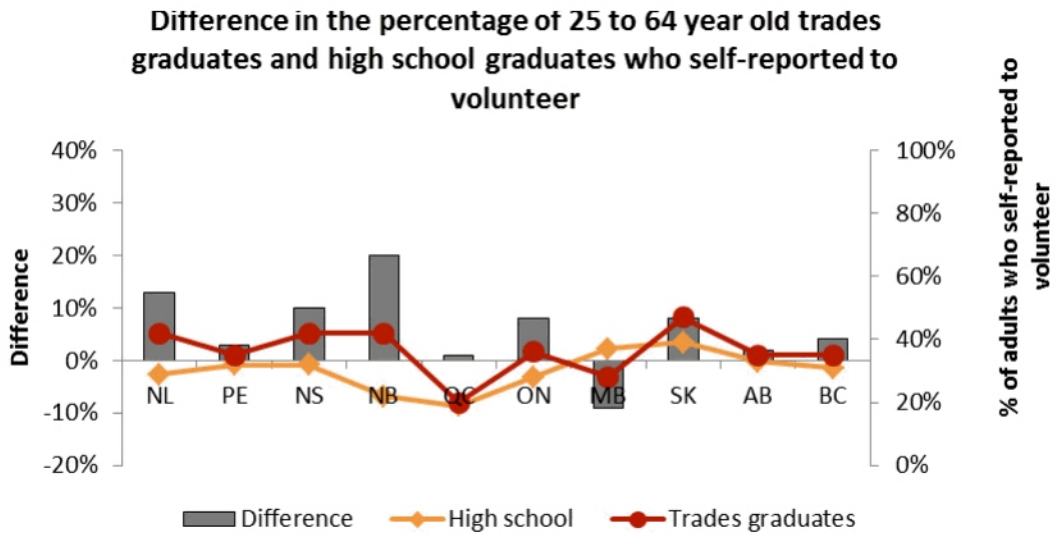


3.4.5

Difference in the percentage of 25 to 64 year old college graduates and high school graduates who self-reported to volunteer



3.4.6



Source: Statistics Canada, GSS, 2010

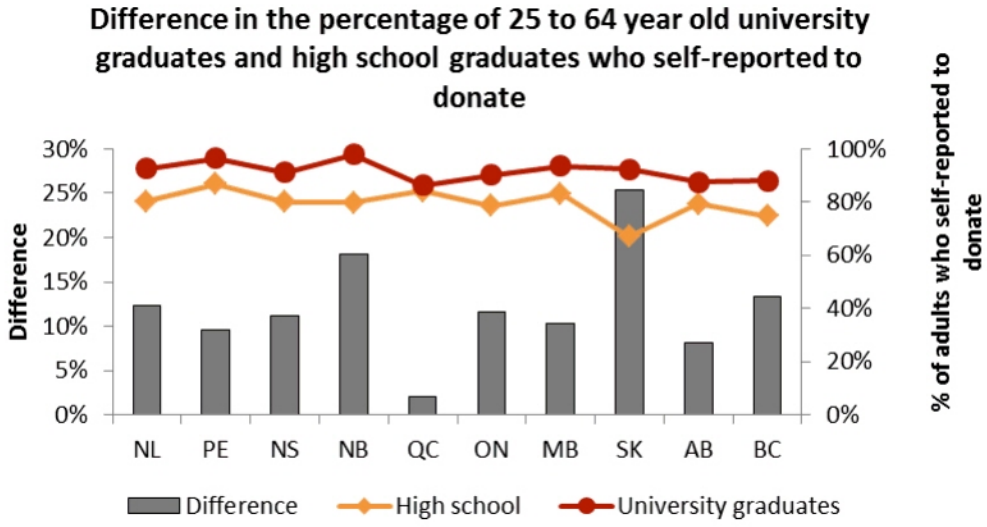
Additional notes:

- See common GSS notes from Indicators 2.5.1 to 2.5.3: Life Satisfaction.

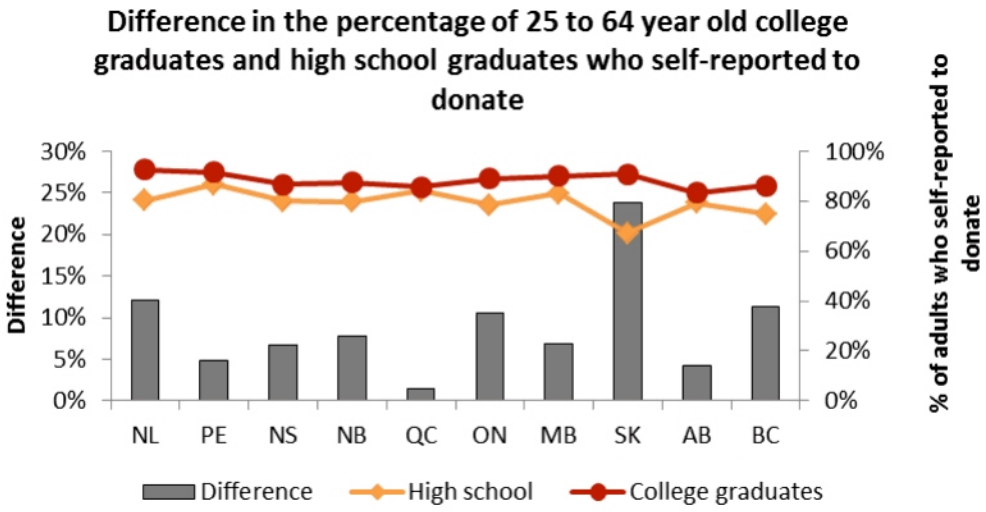
Indicators 3.4.7 through 3.4.9: Donating – Difference between the percentage of 25 to 64 year old postsecondary graduates and high school graduates who donated

These three indicators report responses from the General Social Survey of adults aged 25 to 64 that asked whether the respondent donated to charity. We present the difference in the reported percentage who donate for adults with university, college or trades credentials against the baseline for adults with high school education.

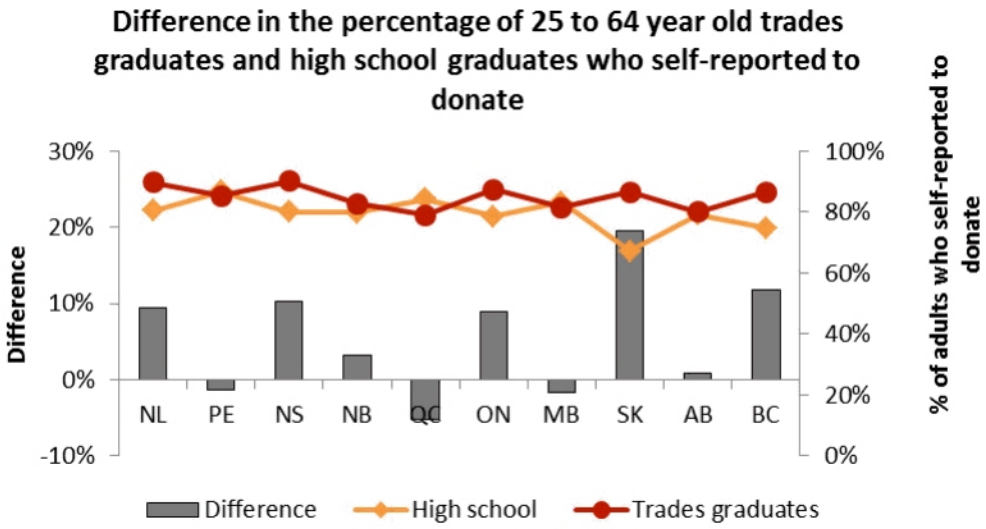
3.4.7



3.4.8



3.4.9



Source: Statistics Canada, GSS, 2008

Additional notes:

- See common GSS notes from Indicators 2.5.1 to 2.5.3: Life Satisfaction.

APPENDIX 4 – COST INDICATORS

Our last set of indicators presents three related approaches to measuring the cost of this performance. All three draw on the same data sources: cost data from the Canadian Association of University Business Officers and enrolment/graduate data from PSIS. They represent different choices in terms of what data to include in the calculation

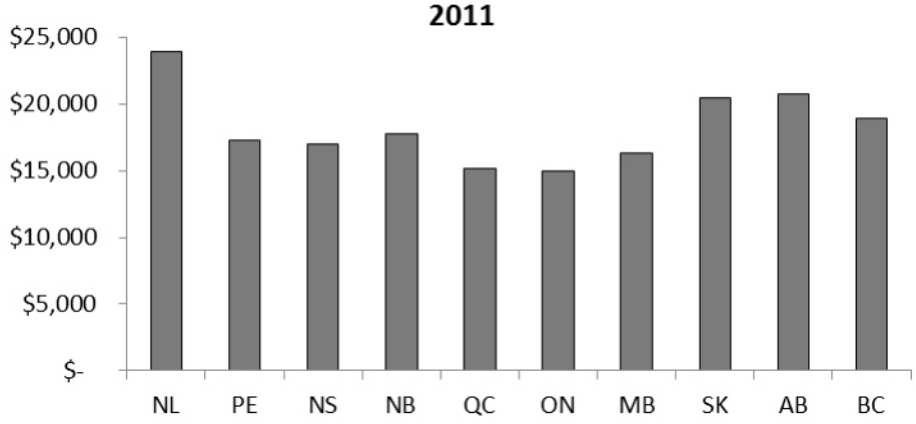
4.1 – Spending

Indicator 4.1.1: University Average Operating Dollars per Student

A commonly used comparative cost indicator is how much money each province's universities consume, collectively and on average, on the business of educating students. The indicator reveals the unit cost of educating one university student for one year in each of the provinces. To be precise, the indicator measures the universities' reported revenues per student that are provided in support of the teaching and learning functions of the universities. These revenues are comprised primarily of government grants (a cost to society) and student tuition (a cost to the individual).

4.1.1

University average operating dollars per FTE student, 2011



Source: PSIS and CAUBO

Additional notes:

- FTEs are calculated for institutions include in both PSIS and CAUBO.
- See common PSIS notes from Indicator 1.1.1: Participation Rates
- Operating dollars include provincial government grants plus credit tuition net of scholarship amounts. Health funding, research funding, ancillary and all other revenues are excluded.

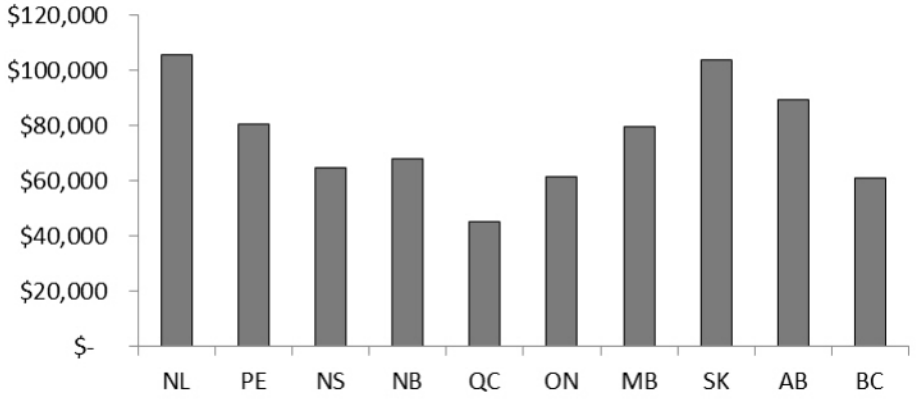
Indicator 4.1.2: University Average Operating Dollars per Graduate

Moving more to an "output"-oriented measure of cost, the second indicator measures the unit cost per university graduate.

The measure does not attempt to compensate for levels of credential awarded or average time to completion. Provinces with a shorter time to completion, such as Quebec with its feeder CEGEP system, are correspondingly advantaged. The numerator is identical to that used in Indicator 4.1.1, cost per student.

4.1.2

University average operating dollars per graduate, 2011



Source: PSIS and CAUBO

Additional notes:

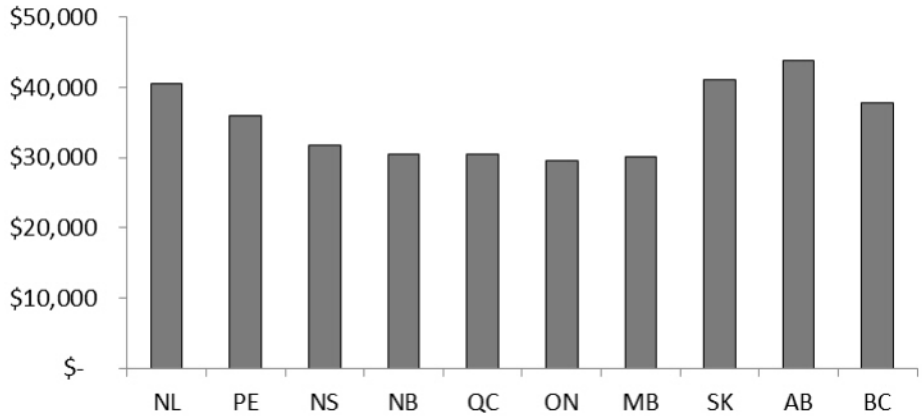
- Graduates are calculated for institutions included in both PSIS and CAUBO.
- Operating dollars include provincial government grants plus credit tuition net of scholarship amounts. Health funding, research funding, ancillary and all other revenues are excluded.
- Statistics Canada, which provided the data behind this figure, prefers an alternative method of calculation, using a four-year moving average of operating dollars to "match" the attributed time span a graduate may have spent at the institution. HEQCO has selected the simple method of matching operating dollars in the year of graduation, in recognition that time frames to graduation may vary across provinces and could not be factored into the production of this ratio.
- See common PSIS notes from Indicator 1.1.1: Participation Rates

Indicator 4.1.3: Total University Revenue per Student

Indicators 4.1.1 and 4.1.2 include only the costs (measured as funding universities receive and consume) for teaching and learning. But our collection of performance indicators speaks to outcomes not only from teaching and learning (for example, adult literacy skills, Indicator 2.2.1) but for the system broadly, capturing research outcomes (for example, research impact, Indicator 3.2.2) and outcomes in student aid (for example, loans default rates, Indicator 2.3.6). It would be appropriate to include in our calculation of costs per student not just teaching and learning costs but all of the costs associated with the broad range of performance that we measure. We are unable to isolate and aggregate provincial and federal student aid costs in respect of university borrowers. But we can include all university revenues from all sources in our calculation of university costs per student. Since universities by and large spend what they make, this would be a much closer estimate of the total cost that underwrites all of the dimensions and components of performance that we measure, government student aid excluded. In short, the X- and Y-axes of our cost to performance plot would be better matched.

4.1.3

University average total revenues per FTE student



Source: PSIS and CAUBO

Additional notes:

- FTEs are calculated for institutions included in both PSIS and CAUBO.
- See common PSIS notes from Indicator 1.1.1: Participation Rates
- Total university expenditures include all revenue sources.

It is calculation 4.1.3 that we use to drive our X-Y plots in Figures 2a-2d in the main body of this report. We could have gone further and calculated total cost per graduate; we chose not to for two reasons. First, the calculation is imprecise as it does not account for differences in programmatic duration, such as those impacting Quebec due to the unique role of CEGEP. Second, we want very much to look at cost as an input, not an output, so total cost per student would seem to be the best fit.

On our companion website readers may substitute either of the alternate approaches to calculating revenue per student (method 4.1.1 or 4.1.2) and view the impact on the X-Y plot.

Ideally, we would be able to present the same cost data for college (including CEGEP) graduates, but the gaps in the Statistics Canada PSIS database preclude this.

APPENDIX 5 – METHODOLOGY

This appendix provides details on how the 34 performance indicators in our report were aggregated to create the provincial performance scores in each of the three dimensions of access, value to students and value to society, and overall, summarized in Tables 2(a-d) in our report.

Scaling

A cursory inspection of our collection of indicators makes clear that there is considerable variability in the scale (units) by which they are measured; for example, some are in dollars while many others are measured in percentages. In order to facilitate comparison and aggregation of these measures they needed first to be put onto a common scale. For this purpose we chose to begin analyses by converting each indicator to a z-score, a common method of standardizing variables in which the group mean ($\overline{I}$) is subtracted from the raw indicator score (I_R) and then the difference is divided by the standard deviation.

Formula 1 $$I_z = \frac{I_R - \overline{I}}{\sigma}$$

The effect of this operation is that each z-transformed indicator () is normalized to a mean of zero and a standard deviation of one. The relative positions of each of the provinces is preserved, as two provinces with very similar scores on a given indicator will also have z-transformed scores that are close to one another.

For a few of the measures in the collection "better performance" is suggested by a low rather than high score (e.g., student loan default rates). For these indicators the z-score was inverted by multiplying by negative one. As a result, for all indicators, a z-score of +1 indicates better than average performance, while a z-score of -1 indicates worse performance relative to other provinces.

In the process of developing the procedures for the report we explored several alternative scaling procedures:

- Rank (1 to 10)
- Grouped ranking in which the best three performers were assigned a score of 3, lowest three were assigned a score of 1 and the remaining provinces were assigned a score of 2
- Feature scaling in which the top score was assigned 1, the lowest score was assigned 0, and the rest were scaled according to their position across the range $\left(I_T = \frac{I_R - I_{Min}}{I_{Max} - I_{Min}}\right)$

Rank transformations were thought to be advantageous in that they are relatively easily understood and applied. However, a negative consequence of rank transformations is that the relative position of scores is not well preserved. As an extreme example, consider a hypothetical indicator in which eight provinces had very similar raw scores

ranging between 5% to 6%, while the last two had considerably higher scores of 10% and 11%. In a simple rank transformation the eighth province, with its raw score of 6%, would be assigned a scaled score (8) far closer to the province with a raw score of 10% (assigned 9) than the province that came in first with a raw score of 5%.

For our purposes there is little difference between standardizing to z-scores and the feature scaling. Due to the familiarity of z-scores and their interpretation, preference was given to z-score standardization.

It is worth noting that, because the dimension and total performance scores are obtained by combining many indicators, the overall conclusions drawn do not change when alternative scaling techniques are applied. This is illustrated in Figure 1, which compares the X-Y plot of performance against revenue per student on each of the four approaches considered.

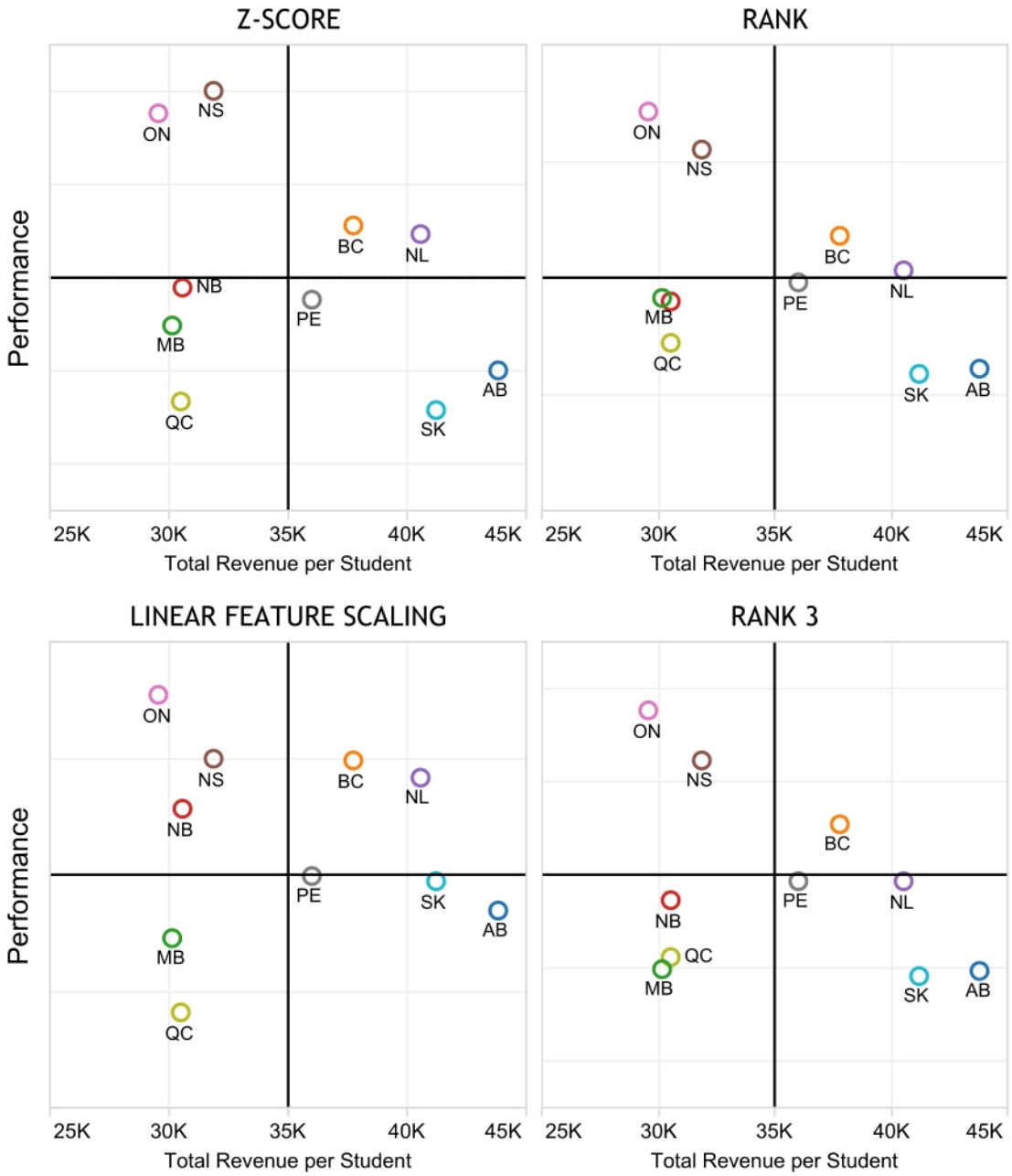
Aggregation

Aggregation to create summary scores at the Component, Dimension and Total Performance level was only conducted for the university sector indicators. Though we would always like to see more and better published metrics of all three sectors, at this time there is relatively little college sector data that is available for all 10 provinces, and less still with respect to trades. At this point in time computing aggregate scores for the college and trades did not seem appropriate.

A first choice for aggregation of data of this nature would be a statistical means of reducing dimensionality. For example, in the Social Progress Index report (SPI, 2012) authors employed factor analysis to aggregate indicators to the component level. However, the SPI collected indicators for over 100 countries, while we are limited to the 10 provinces, a sample too small to reliably employ factor analytic approaches without considerable instability. We therefore opted to collect indicators into components and components into dimensions substantively on the basis of subject matter expertise.

Each component is computed as an average of its underlying indicators for a given province (Formula 2). The Jobs for Graduates component score is therefore the sum of the z-transformed indicator scores for Employment rate for recent university graduates (2.4.1), Unemployment rate (2.4.3) and Earnings premium (2.4.6) divided by three. In a very small number of cases an indicator score is missing for a given province. For example, Quebec does not participate in the Canada Student Loan Program and therefore has no corresponding score for Indicator 2.3.4 Student loan default rates. In cases such as these the components score is computed as the average of the smaller number of available indicators.

Figure 1: Comparison of total performance score by total revenues per student for four alternative scaling techniques



Each dimension is computed as the average of its components scores (Formula 3). The Value to Students dimension is therefore the average of five components scores: Student Experience (2.1), Learning Outcomes (2.2), Student Finances (2.3), Jobs for Graduates (2.4) and Health and Happiness (2.5).

Finally, the total performance score is the average of the province's three dimension scores (Formula 4).

For a province with a complete set of indicators the contribution (weight) of each to the Total Performance score is summarized in Table 2.

Formula 2 $$Component_j = \frac{\sum I_{zi}}{n_j}$$

Formula 3 $$Dimension_k = \frac{\sum Component_j}{n_k}$$

Formula 4 $$Total\ Performance = \frac{\sum Dimension_k}{3}$$

Robustness of Dimension and Total Performance Scores

To assess the robustness of the data aggregation technique employed a simulation was conducted. In each iteration of the simulation, dimension and total performance scores were recalculated after randomly dropping up to two indicators per component (where possible) and up to four provinces. This process was repeated for a total of 700 different combinations of indicators and provinces. Though the effect of dropping indicators and provinces introduced a small amount of jitter to the provincial dimension and total performance scores, the high-level conclusions remained unchanged. In short, due to the large number of indicators included in the university sector aggregate scores, each individual indicator has quite limited influence on the whole.

To support the interested reader in exploring permutations of priority indicators an interactive web-based tool has been made available at www.postsecondaryperformance.ca.

Table 1 – Indicator data primary sources

	COMPONENT	INDICATOR	AGENCY	SOURCE	YEAR
ACCESS	Access to Higher Education	Participation Rates	Statistics Canada	Postsecondary Student Information System (PSIS)	2011
			Statistics Canada	2011 Census CANSIM table 51-0001	2011
	Success in Higher Education	Attainment Rates	Statistics Canada	Labour Force Survey	2013
	Equity of Access	Gender Balance	Statistics Canada	Postsecondary Student Information System (PSIS) CANSIM table 477-0033	2010
			Statistics Canada	2011 Census CANSIM table 51-0001	2011
		First-Generation Participation Rates	Statistics Canada	Survey of Labour and Income Dynamics (SLID)	2009-2011
		Aboriginal Attainment Rates	Statistics Canada	2006 Census Aboriginal Population Profile	2006
VALUE TO STUDENTS	Student Experience	Student Engagement	Indiana University School of Education	National Survey of Student Engagement	2011-2012
		Student-to-Faculty Ratio	Statistics Canada	University and College Academic Staff Survey (UCASS)	2010
			Statistics Canada	Postsecondary Student Information System (PSIS)	2011
		Teaching Awards	Society for Teaching and Learning in Higher Education	Council of 3M National Teaching Fellows	2005-2014
			Statistics Canada	University and College Academic Staff Survey (UCASS) CANSIM Table 477-0017	2010
	Learning Outcomes	Adult Literacy Skills	Organisation for Economic Co-operation and Development (OECD)	Programme for the International Assessment of Adult Competencies (PIAAC)	2012
		Adult Numeracy Skills	Organisation for Economic Co-operation and Development (OECD)	Programme for the International Assessment of Adult Competencies (PIAAC)	2012
	Student Finances	Tuition Fees	Statistics Canada	Survey of Tuition and Living Accommodation Costs for Full-Time Students at Canadian Degree-Granting Institutions (TLAC)	2013
		Average Graduate Debt	Statistics Canada	National Graduate Survey (NGS)	2013
		Repayment Assistance Plan Participation	Employment Social Development Canada (ESDC)		2012
		Student Loan Default Rate	Employment Social Development Canada (ESDC)		2012
	Jobs for Graduates	Employment Rates After Graduate	Statistics Canada	National Graduate Survey (NGS)	2013
		Unemployment Rates	Statistics Canada	Labour Force Survey	2013
		Earnings Premium	Statistics Canada	National Household Survey (NHS)	2011
	Health and Happiness	Life Satisfaction	Statistics Canada	General Social Survey (GSS)	2010
		Physical Health	Statistics Canada	General Social Survey (GSS)	2010
		Mental Health	Statistics Canada	General Social Survey (GSS)	2010
		Smoking Status	Statistics Canada	Canadian Alcohol and Drug Use Monitoring Survey (CADUMS)	2012

	COMPONENT	INDICATOR	AGENCY	SOURCE	YEAR
VALUE TO SOCIETY	Job Creation	Related Employment	Statistics Canada	National Graduate Survey (NGS)	2013
		Overqualification Rates	Statistics Canada	National Household Survey (NHS) Uppal, S., & LaRochelle-Côté, S. (2014)	2011
		% of the Population with Advanced Degrees	Statistics Canada	Labour Force Survey	2013
	New Discoveries	Research Funding	Statistics Canada	Financial Information of Universities and Colleges	2010
			Statistics Canada	University and College Academic Staff System (UCASS)	2010
		Research Impact	Higher Education Strategy Associates		2012
		Highly Cited Researchers	Thomson Reuters	Essential Science Indicators	2002-2012
			Statistics Canada	University and College Academic Staff Survey (UCASS)	2010
	Magnet for Talent	World Rankings	Times Higher Education	World University Rankings	2014
			Center for World-Class Universities of Shanghai Jiao Tong University	Academic Ranking of World Universities	2014
			QS	QS World Rankings	2014
		International Enrolment	Statistics Canada	Postsecondary Student Information System (PSIS)	2011
		Prestigious Graduate Scholarships	Statistics Canada	Postsecondary Student Information System (PSIS)	2011
			Tri-Council (NSERC, CIHR, SSHRC)	Vanier Canada Graduate Scholarships award	2009-2013
			Natural Sciences and Engineering Research Council of Canada (NSERC)	André Hamer Prize awards	2009-2013
			Social Sciences and Humanities Research Council (SSHRC)	William E. Taylor Fellowship awards	2009-2013
			The Pierre Elliott Trudeau Foundation	Pierre Elliott Trudeau Foundation awards	2009-2013
	Engaged Citizens	Voting	Statistics Canada	General Social Survey (GSS)	2008
		Volunteering	Statistics Canada	General Social Survey (GSS)	2010
		Donating	Statistics Canada	General Social Survey (GSS)	2008

Table 2: Contribution (weighting) of each university indicator to the total performance score

Access			Value to Students			Value to Society		
1.1	**Access to Higher Education**		**2.1**	**Student Experience**		**3.1**	**Job Creation**	
1.1.1	Participation Rates	11%	2.1.1	Student Engagement	2.2%	3.1.1	Labour Market Participation	2.1%
1.2	**Success in Higher Education**		2.1.2	Student-to-Faculty Ratio	2.2%	3.1.4	Related Employment	2.1%
1.2.1	Attainment Rates	11%	2.1.3	Teaching Awards	2.2%	3.1.6	Overqualification Rates	2.1%
1.3	**Equity of Access**		**2.2**	**Learning Outcomes**		3.1.7	Advanced Degrees	2.1%
1.3.1	Gender Balance	3.4%	2.2.1	Adult Literacy Skills	3.3%	**3.2**	**New Discoveries**	
1.3.2	First-Generation Students	3.4%	2.2.3	Adult Numeracy Skills	3.3%	3.2.1	Research Funding	2.8%
1.3.4	Aboriginal Students	3.4%	**2.3**	**Student Finances**		3.2.2	Research Impact	2.8%
CONTRIBUTION TO TOTAL		**33%**	2.3.1	Tuition Fees	1.7%	3.2.3	Highly Cited Researchers	2.8%
			2.3.2	Average Graduate Debt	1.7%	**3.3**	**Magnet for Talent**	
			2.3.4	Repayment Assistance	1.7%	3.3.1	University Rankings	2.8%
			2.3.6	CSLP Default Rates	1.7%	3.3.2	International Enrolment	2.8%
			2.4	**Jobs for Graduates**		3.3.3	Prestigious Graduate Scholarships	2.8%
			2.4.1	Employment Rate for Graduates	2.2%	**3.4**	**Engaged Citizens**	
			2.4.3	Unemployment Rates	2.2%	3.4.1	Voting	2.8%
			2.4.6	Earnings Premium	2.2%	2.4.4	Volunteering	2.8%
			2.5	**Health and Happiness**		2.4.7	Donating	2.8%
			2.5.1	Life Satisfaction	1.7%	**CONTRIBUTION TO TOTAL**		**33%**
			2.5.4	Physical Health	1.7%			
			2.5.7	Mental Health	1.7%			
			2.5.10	Smoking Status	1.7%			
			CONTRIBUTION TO TOTAL		**33%**			

1 Yonge Street, Suite 2402,
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CERTIFICATION OF ENROLLMENT

ENGROSSED SENATE BILL 5893

64th Legislature
2015 Regular Session

Passed by the Senate April 16, 2015
Yeas 47 Nays 1

President of the Senate

Passed by the House April 15, 2015
Yeas 91 Nays 7

Speaker of the House of Representatives

Approved

Governor of the State of Washington

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SENATE BILL 5893** as passed by Senate and the House of Representatives on the dates hereon set forth.

Secretary

FILED

Secretary of State
State of Washington

ENGROSSED SENATE BILL 5893

AS AMENDED BY THE HOUSE

Passed Legislature - 2015 Regular Session

State of Washington 64th Legislature 2015 Regular Session

By Senators Fain, Mullet, Litzow, Liias, and Hargrove

Read first time 02/09/15. Referred to Committee on Commerce & Labor.

AN ACT Relating to the nonemployee status of athletes in amateur sports; amending RCW 49.12.005; reenacting and amending RCW 49.46.010; and creating a new section.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1.** The legislature recognizes that junior ice hockey teams that are members of regional, national, or internationally recognized leagues provide significant benefits to their players by teaching them valuable athletic skills and interpersonal life skills. These junior teams also provide significant financial support to their communities as tenants of arenas owned, operated, or managed by public facilities districts. The legislature seeks to assist in the financial stability of public facilities districts and to ensure the viability of junior ice hockey in the state by clarifying that these young athletes are not employees of their teams.

Sec. 2. RCW 49.12.005 and 2003 c 401 s 2 are each amended to read as follows:

For the purposes of this chapter:

(1) "Department" means the department of labor and industries.

(2) "Director" means the director of the department of labor and industries, or the director's designated representative.

(3)(a) Before May 20, 2003, "employer" means any person, firm, corporation, partnership, business trust, legal representative, or other business entity which engages in any business, industry, profession, or activity in this state and employs one or more employees but does not include the state, any state institution, any state agency, political subdivision of the state, or any municipal corporation or quasi-municipal corporation. However, for the purposes of RCW 49.12.265 through 49.12.295, 49.12.350 through 49.12.370, 49.12.450, and 49.12.460 only, "employer" also includes the state, any state institution, any state agency, political subdivisions of the state, and any municipal corporation or quasi-municipal corporation.

(b) On and after May 20, 2003, "employer" means any person, firm, corporation, partnership, business trust, legal representative, or other business entity which engages in any business, industry, profession, or activity in this state and employs one or more employees, and includes the state, any state institution, state agency, political subdivisions of the state, and any municipal corporation or quasi-municipal corporation. However, this chapter and the rules adopted thereunder apply to these public employers only to the extent that this chapter and the rules adopted thereunder do not conflict with: (i) Any state statute or rule; and (ii) respect to political subdivisions of the state and any municipal or quasi-municipal corporation, any local resolution, ordinance, or rule adopted under the authority of the local legislative authority before April 1, 2003.

(4) "Employee" means an employee who is employed in the business of the employee's employer whether by way of manual labor or otherwise. <u>"Employee" does not include an individual who is at least sixteen years old but under twenty-one years old, in his or her capacity as a player for a junior ice hockey team that is a member of a regional, national, or international league and that contracts with an arena owned, operated, or managed by a public facilities district created under chapter 36.100 RCW.</u>

(5) "Conditions of labor" means and includes the conditions of rest and meal periods for employees including provisions for personal privacy, practices, methods and means by or through which labor or services are performed by employees and includes bona fide physical

qualifications in employment, but shall not include conditions of labor otherwise governed by statutes and rules and regulations relating to industrial safety and health administered by the department.

(6) For the purpose of chapter 16, Laws of 1973 2nd ex. sess. a minor is defined to be a person of either sex under the age of eighteen years.

Sec. 3. RCW 49.46.010 and 2014 c 131 s 2 and 2013 c 141 s 1 are each reenacted amended to read as follows:

As used in this chapter:

(1) "Director" means the director of labor and industries;

(2) "Employ" includes to permit to work;

(3) "Employee" includes any individual employed by an employer but shall not include:

(a) Any individual (i) employed as a hand harvest laborer and paid on a piece rate basis in an operation which has been, and is generally and customarily recognized as having been, paid on a piece rate basis in the region of employment; (ii) who commutes daily from his or her permanent residence to the farm on which he or she is employed; and (iii) who has been employed in agriculture less than thirteen weeks during the preceding calendar year;

(b) Any individual employed in casual labor in or about a private home, unless performed in the course of the employer's trade, business, or profession;

(c) Any individual employed in a bona fide executive, administrative, or professional capacity or in the capacity of outside salesperson as those terms are defined and delimited by rules of the director. However, those terms shall be defined and delimited by the human resources director pursuant to chapter 41.06 RCW for employees employed under the director of personnel's jurisdiction;

(d) Any individual engaged in the activities of an educational, charitable, religious, state or local governmental body or agency, or nonprofit organization where the employer-employee relationship does not in fact exist or where the services are rendered to such organizations gratuitously. If the individual receives reimbursement in lieu of compensation for normally incurred out-of-pocket expenses or receives a nominal amount of compensation per unit of voluntary service rendered, an employer-employee relationship is deemed not to exist for the purpose of this section or for purposes of membership

or qualification in any state, local government, or publicly supported retirement system other than that provided under chapter 41.24 RCW;

(e) Any individual employed full time by any state or local governmental body or agency who provides voluntary services but only with regard to the provision of the voluntary services. The voluntary services and any compensation therefor shall not affect or add to qualification, entitlement, or benefit rights under any state, local government, or publicly supported retirement system other than that provided under chapter 41.24 RCW;

(f) Any newspaper vendor, carrier, or delivery person selling or distributing newspapers on the street, to offices, to businesses, or from house to house and any freelance news correspondent or "stringer" who, using his or her own equipment, chooses to submit material for publication for free or a fee when such material is published;

(g) Any carrier subject to regulation by Part 1 of the Interstate Commerce Act;

(h) Any individual engaged in forest protection and fire prevention activities;

(i) Any individual employed by any charitable institution charged with child care responsibilities engaged primarily in the development of character or citizenship or promoting health or physical fitness or providing or sponsoring recreational opportunities or facilities for young people or members of the armed forces of the United States;

(j) Any individual whose duties require that he or she reside or sleep at the place of his or her employment or who otherwise spends a substantial portion of his or her work time subject to call, and not engaged in the performance of active duties;

(k) Any resident, inmate, or patient of a state, county, or municipal correctional, detention, treatment or rehabilitative institution;

(l) Any individual who holds a public elective or appointive office of the state, any county, city, town, municipal corporation or quasi municipal corporation, political subdivision, or any instrumentality thereof, or any employee of the state legislature;

(m) All vessel operating crews of the Washington state ferries operated by the department of transportation;

(n) Any individual employed as a seaman on a vessel other than an American vessel;

(o) Any farm intern providing his or her services to a small farm which has a special certificate issued under RCW 49.12.470;

(p) An individual who is at least sixteen years old but under twenty-one years old, in his or her capacity as a player for a junior ice hockey team that is a member of a regional, national, or international league and that contracts with an arena owned, operated, or managed by a public facilities district created under chapter 36.100 RCW;

(4) "Employer" includes any individual, partnership, association, corporation, business trust, or any person or group of persons acting directly or indirectly in the interest of an employer in relation to an employee;

(5) "Occupation" means any occupation, service, trade, business, industry, or branch or group of industries or employment or class of employment in which employees are gainfully employed;

(6) "Retail or service establishment" means an establishment seventy-five percent of whose annual dollar volume of sales of goods or services, or both, is not for resale and is recognized as retail sales or services in the particular industry;

(7) "Wage" means compensation due to an employee by reason of employment, payable in legal tender of the United States or checks on banks convertible into cash on demand at full face value, subject to such deductions, charges, or allowances as may be permitted by rules of the director.

--- END ---

March 25, 2015

The Honourable Shirley Bond
Minister of Jobs, Tourism and Skills Training
and Minister of Labour
Government of British Columbia
PO Box 9071
STN. PROV GOV
Victoria, BC V8W 9E2

Dear Minister Bond,

I am writing on behalf of the Western Hockey League's (WHL) six (6) British Columbia based teams - the Prince George Cougars, Vancouver Giants, Victoria Royals, Kelowna Rockets, Kamloops Blazers and Kootenay Ice - to provide you with an update on the challenges we continue to face regarding the employment status of our WHL amateur hockey players.

It has been our position, since the League was established nearly 50 years ago, that WHL players are amateur athletes. All WHL players are registered as amateur hockey players with Hockey Canada, the national governing body for amateur hockey in Canada. The WHL is also a registered member and major supporter of B.C. Hockey's grassroots provincial programs. Like all who are registered in such programs, WHL players participate for the love of the game and to develop the skills necessary to play at the next level.

As is the case with many other amateur sports organizations, WHL teams reimburse players for all of their expenses associated with playing in the WHL including travel, equipment, meals, accommodations, medical and insurance costs. In addition, while some WHL players will go on to play professionally, all players are eligible to receive an academic scholarship to a post-secondary institution of their choice upon graduation from the WHL.

As you may be aware, Class Action lawsuits have been filed recently against the WHL and the other major junior hockey leagues in Ontario and Quebec. The claims take the position that our players should be classified as employees, not amateur athletes, and therefore are entitled to a minimum wage, overtime and other standard employment benefits. We do not agree with this position. Furthermore, there is no indication at this time that our current players or their parents are not satisfied with the benefits they receive for playing in the WHL.

Should our players be classified as employees, this would not only make it extremely difficult for WHL franchises to continue operating but, more importantly, would have a detrimental impact on amateur hockey and amateur sports as a whole. It simply does not make sense to apply the traditional concept of employment to amateur sports. Given the serious implications this would have for all of amateur sport in the Province it is extremely important this matter be addressed

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Father David Bauer Arena – 2424 University Drive NW
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Telephone: 403-693-3030 Fax: 403-693-3031
www.whl.ca

immediately to ensure young athletes continue to have the opportunity to pursue the athletic endeavor of their choice.

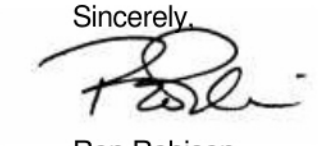
We would appreciate your assistance in clarifying the present legal uncertainty by expressly excluding amateur athletes from the definition of "employee" within the B.C. Employment Standards legislation. This would require Cabinet to approve a regulation which would define amateur athletes (such as "any athlete registered with and engaged in a sports activity through a registered Canadian amateur sport association") to be exempt from provincial employment standards legislation.

As you are probably aware, Saskatchewan has already adopted a regulation to exclude athletes and Alberta has indicated they are in the process of moving forward with an amendment as part of a series of broader changes to their Employment Standards Code. We also anticipate the State of Washington will soon be passing new legislation to exempt WHL amateur hockey players from their employment standards legislation.

In making this request we are doing so to not only preserve our WHL franchises in B.C., who all provide extensive economic and social benefits to the communities they represent, but also to obtain the clarification needed to protect amateur hockey and the entire amateur sport system in the province.

We thank you in advance for your immediate attention to this important matter. Should you require further information, please feel free to contact me or any of our WHL based B.C. franchises.

Sincerely,



Ron Robison
Commissioner
Western Hockey League

cc: Premier of British Columbia, The Honourable Christy Clark
Mr. Chris Gardner, Principal Secretary to the Premier
Mr. Trevor Hughes, Assistant Deputy Minister, B.C. Industrial Relations and Labour
Mr. Bruce Hamilton, WHL Chairman of the Board, Kelowna Rockets

Catalogue no. 81-599-X — Issue no. 008
ISSN: 1709-8653
ISBN: 978-1-100-20016-3

Fact Sheet

Education Indicators in Canada

Educational Attainment and Employment: Canada in an International Context

February 2012

Tourism and the Centre for Education Statistics Division
Main Building, Room 2001, Ottawa, K1A 0T6

Telephone: 1-800-307-3382 Fax: 1-613-951-1333

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Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued cooperation and goodwill.

Educational Attainment and Employment: Canada in an International Context

College and university education (referred to as tertiary education in the international context) is typically seen as an investment that will lead to future benefits for both the individual and society. One of these benefits is increased employability. In Canada and across the other member countries of the Organisation for Economic Co-operation and Development (OECD), higher levels of education are typically associated with higher employment rates. In Canada in 2009, 82% of the adult population aged 25 to 64 with a tertiary education were employed, compared with 55% of this age group with less than high school education (Charts 1 and 3). In Canada, the employment rate of the adult population with tertiary education was just slightly below the average recently reported for OECD countries as a whole (84%) (Chart 1).[1]

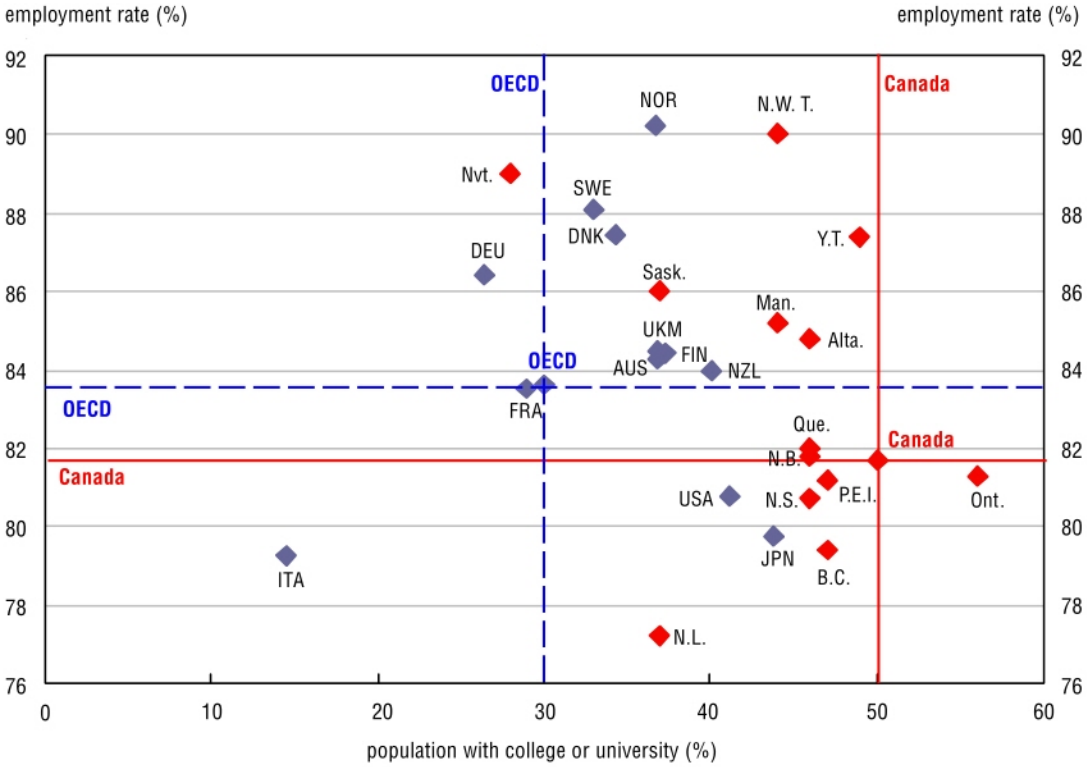
The employment rate of the population aged 25 to 64 provides some information on the capacity of the economy to tap into or utilize the skills offered by this group. This fact sheet uses information from the OECD report cited above as a springboard for a description of educational attainment and employment rates in Canada and its provinces and territories.[2] The aim is to develop a better picture of employment and educational attainment in Canada by disaggregating overall employment rates across Canada to focus on the employment levels of those with tertiary education compared with the rates for those with less than high school education. It must be kept in mind that employment in Canada and in other countries is influenced by a variety of factors other than the supply and demand for labour, such as the institutional context (e.g., unionization), the balance between various sectors of the economy, and government policies. Furthermore, employment rates do not provide information on the type or quality of jobs held. The data for Canada presented in this fact sheet are from Statistics Canada's Labour Force Survey (LFS).

1. See Indicator A7 in *Education at a Glance 2011: OECD Indicators* (referred to as *EAG 2011* in this fact sheet).
2. References made to data on educational attainment in OECD countries are from Table A1.3a in *EAG 2011*. Data on employment rates in OECD countries are from Tables A7.1b (available on line only) and A7.3a in *EAG 2011*.

Pages 126 of 154 LBR-2016-63019

Chart 1

Population aged 25 to 64 with college or university education and their employment rate, Canada,[1] provinces and territories, and selected OECD countries, 2009



1. These Labour Force Survey (LFS) estimates for Canada were derived using the results of the LFS in the provinces. The calculation of the Canada-level average does not include the territories.

Note: The International Standard Classification of Education (ISCED) system was used to classify educational attainment, which reflects the highest level of education successfully completed. "Tertiary education" is captured here; in Canada, this is the equivalent of college and university education (ISCED 5B, 5A/6).

Sources: Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*, Tables A7.3a and A1.3a; Statistics Canada, *Education Indicators in Canada: An International Perspective 2011*, Tables A.1.3 and A.5.2.

Between 1999 and 2009, the proportion of adults aged 25 to 64 with tertiary education in Canada increased from 39% to 50%. In 2009, Canada had the highest proportion of the adult population with tertiary education among all reporting member countries of the OECD. By comparison, the 2009 OECD average was 30%.[3]

3. In international comparisons of education, based on the International Standard Classification of Education (ISCED), tertiary education consists of three categories of postsecondary attainment in Canada: (1) non-university certificates or diplomas from community colleges, CEGEPs or schools of nursing, and university certificates below bachelor's degree; (2) bachelor and master's degrees and other university degrees or certificates above a bachelor's degree (but below a doctorate); and (3) doctorates and postdoctoral programs. Some limitations are encountered in Canada when using Labour Force Survey (LFS) data to examine and categorize educational attainment using the ISCED classification system. LFS data reported for the Canadian population that has attained tertiary-level college credentials will be somewhat overestimated in international comparisons because this category includes, for example, some CEGEP graduates or college-university transfer program completers who, under the international classification standards, would have been placed in the postsecondary non-tertiary category.

The employment rate for Canadians with tertiary education was the same in 1999 as in 2009, and throughout this 10-year period it did not fluctuate by more than 1 percentage point. This stable employment rate in relation to large increases in the number of individuals with a college or university education indicates that the labour market in Canada was successful in employing a growing number of highly educated individuals. By comparison, since 2004, the employment rates for this education group have been fairly similar in Canada and the United States, although the United States has posted larger decreases since 2008, coinciding with the onset of the country's economic downturn.

In 2009, the employment rate in Canada for adults with less than high school completion was 55%. The employment rate for this education group increased from 54% in 1999 to a peak of 58% in 2008 before falling by 3 percentage points in 2009. Adults with less than high school completion were more affected by the less favourable market conditions in 2009 than those with tertiary education.[4] The changes in the employment rate for those with less than high school completion occurred while the percentage of adults with this level of education in Canada decreased from 20% to 12%.

Employment rates in Canada for individuals with a college or university credential were consistently within 3 percentage points of the OECD average between 1999 and 2009. In 2009, however, many OECD countries posted higher employment rates for their tertiary-educated populations than did Canada. Among the 12 peer countries considered in this paper,[5] all but 3 (the United States, Japan and Italy) posted higher employment rates than Canada. In all 12 countries, the proportions of the population with tertiary education credentials were lower than the proportion for Canada (Chart 1, refer to percentage of population with college or university).

When educational attainment for the population with a university degree (bachelor's, master's or PhD) is examined separately, in 2009, one-quarter (25%) of individuals aged 25 to 64 in Canada had attained this level of education, compared with just over one-fifth (21%) in OECD countries on average (Chart 2). Unlike the situation at the overall tertiary level, several of the peer countries had higher proportions of individuals with a university degree than did Canada, such as Australia (27%), the United Kingdom (27%), Denmark (27%), the United States (31%), and Norway (34%). In terms of employment rates for this education group, 82% of individuals with a university degree were employed in Canada in 2009. This rate was higher than the overall employment rate in Canada of 75% and fairly similar to that for individuals with a college (ISCED 5B) credential, 81%.[6] The employment rate for the university educated in Canada was lower than the average among OECD countries (85%), while Canada posted similar employment rates to the OECD average for individuals with a college credential. Most peer countries with similar or higher university attainment rates had higher employment rates than Canada (Chart 2). The highest employment rates for the university-educated were observed in the Scandinavian countries of

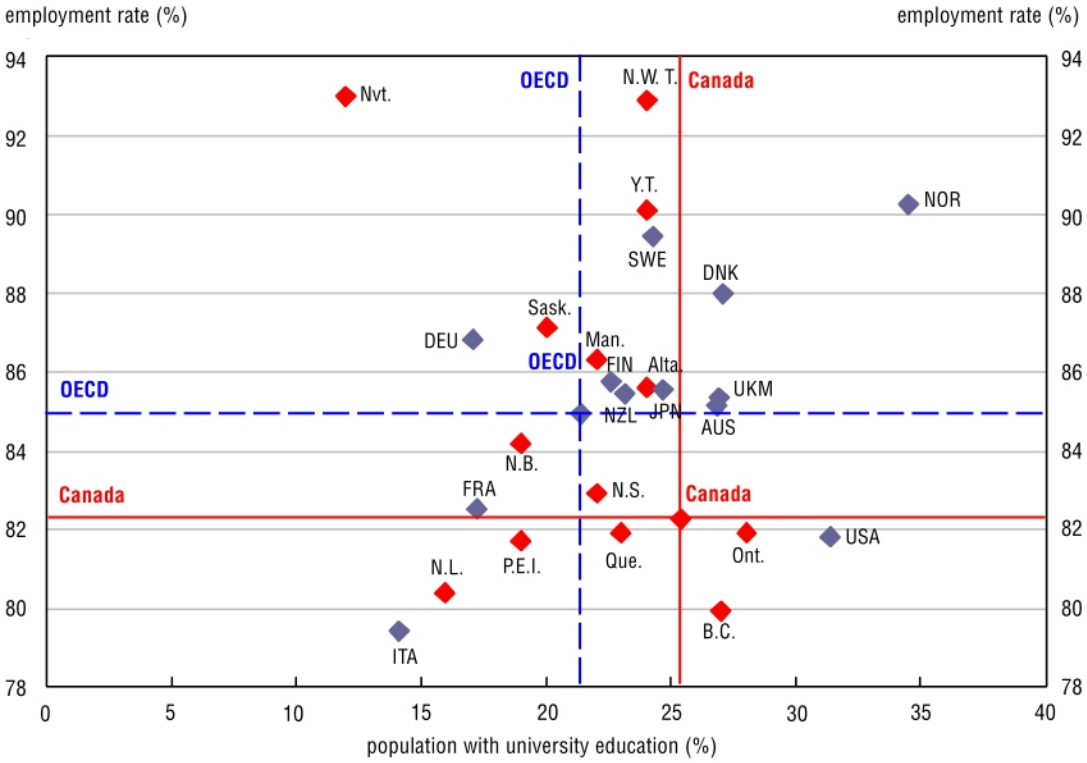
4. See also Statistics Canada and the Council of Ministers of Education, Canada (CMEC), *Education Indicators in Canada: An International Perspective 2011*, Indicator A5.
5. The 12 countries presented in this fact sheet were selected as they were deemed to be among Canada's social and economic peers and therefore of key comparative interest.
6. Statistics Canada and the Council of Ministers of Education, Canada (CMEC), *Education Indicators in Canada: An International Perspective 2011*, Table A.5.1.

Pages 128 of 154 LBR-2016-63019

Denmark, Sweden, and Norway, where between 88% and 90% of them were employed. In these three countries, the employment rates for the university educated were 8 or 9 percentage points higher than the respective overall employment rate in each country. In Canada, this difference was 7 percentage points.

Chart 2

Population aged 25 to 64 with university education and their employment rate, Canada,[1] provinces and territories, and selected OECD countries, 2009



1. These Labour Force Survey (LFS) estimates for Canada were derived using the results of the LFS in the provinces. The calculation of the Canada-level average does not include the territories.

Note: The International Standard Classification of Education (ISCED) system was used to classify educational attainment, which reflects the highest level of education successfully completed (ISCED 5A/6).

Sources: Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*, Tables A7.1b (available on line only) and A1.3a; Statistics Canada, *Education Indicators in Canada: An International Perspective 2011,* Tables A.1.1 and A.5.1.

There are regional patterns in educational attainment and employment rates within Canada. With 56% of its population holding a college or university credential, Ontario was the leader in terms of tertiary attainment among the provinces and territories, as well as in comparison with the 12 OECD countries examined in this report (Chart 1). The employment rate for this group (81%) was similar to the Canadian average. By contrast, Newfoundland and Labrador had the lowest proportion of individuals aged 25 to 64 with a college or university credential in Canada (37%)—this was still above the average for OECD countries—and the lowest employment rate in Canada, at 77%. Nevertheless, this rate was much higher than the overall

employment rate (63%) in that province.[7] The attainment of tertiary education in most of the other provinces fell between the OECD and Canada averages. Employment rates for those with a tertiary credential were higher than the Canada average in Manitoba (85%), Alberta (85%), Saskatchewan (86%) and the territories.

The economies of the three provinces of Alberta, Manitoba and Saskatchewan were successful in generating high levels of employment for both the most and the least educated, in this case those with university credentials and those with less than high school. While somewhat lower proportions of the population in Manitoba, Saskatchewan and Alberta had a university education compared with the overall population in Canada, the employment rates for this education group were relatively higher in these three provinces: 86% in Manitoba and Alberta, and 87% in Saskatchewan (Chart 2). Similarly, the employment rates for the least educated (those with less than a high school education), were higher in these three provinces compared with both the OECD (56%) and Canada (55%) averages and among the highest of the countries examined in this report (Chart 3). In Manitoba, Alberta and Saskatchewan, between 63% and 67% of the population with less than a high school education was employed in 2009 (Chart 3). Among the OECD countries examined, those that also showed the ability to employ high proportions of the most and least educated included Australia, New Zealand, and the Scandinavian countries.

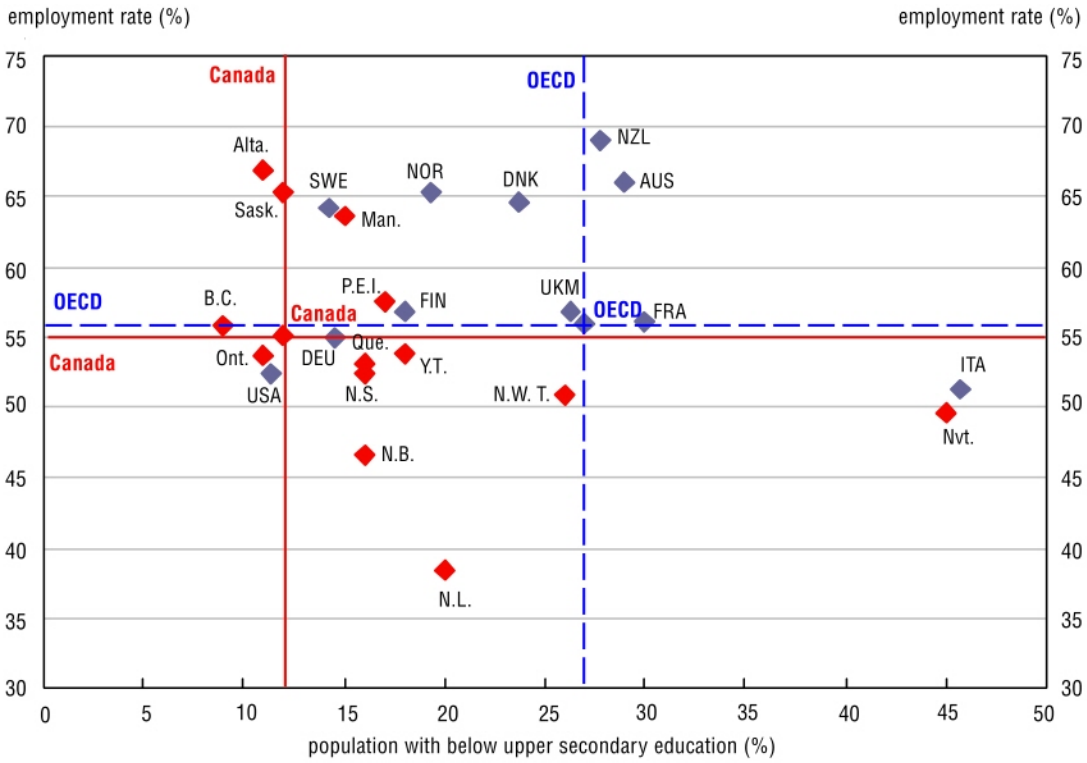
Newfoundland and Labrador and British Columbia had the lowest employment rates for the university educated (and for those with less than high school education in the case of Newfoundland and Labrador) among the provinces and territories and among the OECD countries with the exception of Italy (Charts 2 and 3). While the employment rate for the university educated was higher than the overall employment rate in both these provinces, the difference was much higher in Newfoundland and Labrador, 18 percentage points, compared with a 5-percentage-point difference in British Columbia.

Although not a focus of this fact sheet, it is noteworthy that the lower average employment rate in Canada in 2009 for the tertiary educated compared with the OECD average was mainly attributable to the employment pattern for men (at 85%, close to 4 percentage points below the OECD average).[8] The employment rate for tertiary-educated women in Canada (79%) was on par with the OECD average. A similar pattern was also observed among those with less than high school completion. The employment rate for men with this level of education in Canada was 63% in 2009 compared with 67% for their peers in OECD countries on average, whereas these rates were similar for women with less than high school completion (45% in Canada compared with 46% in OECD countries on average). In the countries included in this report, men had higher employment rates than women among both the more and less educated.

7. Statistics Canada and the Council of Ministers of Education, Canada (CMEC), *Education Indicators in Canada: An International Perspective 2011*, Table A.5.1.
8. The data on employment rates by gender in OECD countries are from *EAG 2011* Tables A7.3b and A7.3c (available on line only).

Chart 3

Population aged 25 to 64 with below upper secondary education and their employment rate, Canada,[1] provinces and territories, and selected OECD countries, 2009



1. These Labour Force Survey (LFS) estimates for Canada were derived using the results of the LFS in the provinces. The calculation of the Canada level average does not include the territories.

Note: The International Standard Classification of Education (ISCED) system was used to classify educational attainment, which reflects the highest level of education successfully completed (ISCED 2).

Sources: Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2011: OECD Indicators*, Tables A7.3a and A1.4; Statistics Canada, *Education Indicators in Canada: An International Perspective 2011*, Tables A.1.4 and A.5.2.

Conclusion

Between 1999 and 2009, the labour market in Canada was successfully employing growing numbers of highly educated individuals. In 2009, 82% of the population in Canada with a college or university credential was employed, compared with 55% of people with less than high school education. However, international comparisons indicate that most of the key comparable OECD countries that are included in this fact sheet are somewhat more successful than Canada in employing a higher proportion of individuals with a tertiary education, particularly among those with university credentials. This merits some more analysis to uncover the factors correlated with the lower utilization of skills in the Canadian economy. The provincial and territorial analysis shows that this is not a situation shared evenly throughout the country as the economies of the Prairie provinces (Manitoba, Saskatchewan and Alberta) appeared to be as successful as several OECD countries in providing employment for the highly educated—and, in their case, it is not at the expense of lower employment opportunities for the less educated—in fact, just the opposite.

About the data

This fact sheet uses data for Canada from the Labour Force Survey as produced by Statistics Canada for inclusion in the report of the Organisation for Economic Co-operation and Development (OECD) *Education at a Glance 2011: OECD Indicators*, and for inclusion in the companion report produced by Statistics Canada and the Council of Ministers of Education, Canada (CMEC), *Education Indicators in Canada: An International Perspective*. *Education Indicators in Canada: An International Perspective* is intended to facilitate the comparison of educational systems in Canada's provinces and territories with those of countries that belong to the OECD.

Educational attainment reflects the highest level of education successfully completed, based on the International Standard Classification of Education (ISCED) categories. For brief descriptions of the ISCED categories, see the "ISCED classifications and descriptions" section in the report *Education Indicators in Canada: An International Perspective 2011*.

The employment rate represents the percentage of employed people in the population aged 25 to 64. To calculate the employment rate for a group with a particular level of educational attainment, the number of employed persons is divided by the total number of persons in the population aged 25 to 64 who have attained the education level and then multiplying this quotient by 100.

As stated in the OECD's 2011 report, the OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. It does not take into account the absolute size of the education system in each country.

Abbreviations used in this Fact Sheet

Canada		Selected OECD countries	
Newfoundland and Labrador	N.L.	France	FRA
Prince Edward Island	P.E.I.	Germany	DEU
Nova Scotia	N.S.	Italy	ITA
New Brunswick	N.B.	Japan	JPN
Quebec	Que.	United Kingdom	UKM
Ontario	Ont.	United States	USA
Manitoba	Man.	Australia	AUS
Saskatchewan	Sask.	Denmark	DNK
Alberta	Alta.	Finland	FIN
British Columbia	B.C.	New Zealand	NZL
Yukon	Y.T.	Norway	NOR
Northwest Territories	N.W. T.	Sweden	SWE
Nunavut	Nvt.		

Acknowledgements

We would like to acknowledge the work of the Pan-Canadian Education Indicators Program (PCEIP) team at Statistics Canada and the Council of Ministers of Education, Canada (CMEC) Secretariat, as well as the assistance of the provincial-territorial members of the Strategic Management Committee of the Canadian Education Statistics Council in reviewing all the material.

5 year review of the WHL Scholarship Program

WHL Scholarships Accessed by WHL Graduate Players over a 5 Year Period (2011-16)

2011-12	2012-13	2013-14	2014-15	2015-16	Total
326	336	329	338	348	**1,677**

- Over the past 5 years a total of 1,677 WHL Scholarships have been accessed by WHL Graduates, representing an overall investment in excess of $9.5 million by WHL Club ownership.
- On average, WHL Graduates attend 85 different post-secondary institutions annually across North America including Universities, Colleges, Technical Schools and Trade programs.

WHL Graduate Players Career Options (Professional Hockey vs. WHL Scholarships Accessed)

Year	Professional Hockey		WHL Scholarship		Other		Total
2010-11	46	*45%*	57	*55%*	0	0%	103
2011-12	49	*49%*	48	*47%*	4	4%	101
2012-13	49	*46%*	57	*54%*	0	0%	106
2013-14	46	*48%*	50	*52%*	1	1%	97
2014-15	44	*42%*	60	*58%*	0	0%	104
Total	**234**	**46%**	**272**	***53%***	**5**	**1%**	**511**

- A WHL Graduate player is defined as a player who has graduated from the WHL in either their 19 or 20 year old season.
- A Professional Hockey Player is defined as any player playing hockey in North America or in a European League who has signed a professional contract, including the National Hockey League.
- Other is designated as an individual who has chosen another career path other than hockey or post-secondary education.
- The 2014-2015 academic year represents the highest activation rate (58%) since the league wide WHL Scholarship was introduced in 1993.
- Based on this past year, the WHL anticipates the activation rate for WHL Scholarships to be in excess of 55% in the current 2015-16 academic year and beyond.
- Over a 5 year period, an average of 53% of WHL Graduates have accessed their WHL Scholarship.

Study on Canadian Post-Secondary Performance: Impact 2015 *(Published by Harvey P. Weingarten, Martin Hicks, Linda Jonker, Carrie Smith and Hillary Arnold in 2015)*

- According to this study, the national average for participation rates for 18-24 years attending Post-Secondary Institution is 21.8%. The average for the four Western Provinces was 19.5%.
- The national average for attainment rates for 25 to 34 year olds that have completed Post-Secondary Education (University/College/Trades) is 66.4%. The Average for the four Western Provinces was 63%.
- The WHL Graduate activation rate of 54% over the past 5 years is higher than the national average stated in this study (21.8%).

Stats Canada Study on Post-Secondary Education vs Employment Rate (2009) *(Published by Statistics Canada <Catalogue no. 81-599-X Issue no. 008> in 2009)*

	Population with a College or University Education (%)	**Employment Rate (%)**
Canada	50	82
BC	47	79
Alberta	46	85
Saskatchewan	37	86
Manitoba	44	85

- This study indicates higher levels of education are typically associated with higher employment rates. In Canada in 2009, 82% of the adult population aged 25 to 64 with post-secondary education were employed, compared to 55% with a high school education or less.

The WHL does not track whether our Graduates who have accessed their WHL Scholarship have received a diploma, degree or certificate after their studies completed. The WHL is confident based on the activation rate of WHL Scholarships that the percentage of WHL Graduates attaining post-secondary education and employment following access of their WHL Scholarship is higher than the national average.

WESTERN HOCKEY LEAGUE

STANDARD PLAYER AGREEMENT

TERMS AND CONDITIONS SCHEDULE

Current Version

WESTERN HOCKEY LEAGUE
STANDARD PLAYER AGREEMENT

TERMS AND CONDITIONS SCHEDULE

INTRODUCTION – POLICIES AND PROCEDURES

1) The Western Hockey League ("WHL") is a non-profit corporation, a member of the Canadian Hockey League ("CHL"), and a member of Hockey Canada.

2) All WHL Players are amateur athletes registered with Hockey Canada or USA Hockey.

3) The WHL shall approve and register all agreements between the Club and the Player. The WHL will approve and register only those agreements between the Club and the Player which:

   a) use the WHL Standard Player Agreement (the "Agreement');
   b) are duly executed by the Club, the Player, and, where necessary, the parents or guardian of the Player; and
   c) comply with the regulations of the WHL, as amended or supplemented from time to time.

4) **Any oral agreements, representations, promises or incentives which are not included in writing in the Agreement, or which are contrary to the regulations of the WHL, are void**. For information regarding the regulations of the WHL, you may contact the WHL Office in writing at 2424 University Drive NW, Calgary, Alberta, Canada T2N 3Y9, by phone at (403) 693-3030, by email at info@whl.ca or by facsimile transmission at (403) 693-3031, ("WHL Office").

5) This Agreement is to be executed by the Club, the Player, and, where necessary, the parents or guardian of the Player. After execution by the Player, the Club and, for Players under the age of majority, the parents or guardian of the Player, the Agreement shall be forwarded by the Club to the WHL Office for approval and registration by the WHL by email, fax or overnight courier. The Agreement will not become effective until it has been approved by, and registered with, the WHL. If approved, the Agreement will be endorsed by the WHL within five (5) business days of receipt of the Agreement by the WHL Office. The WHL will notify the Club that the Agreement has been approved following which the Club will notify the Player of the approval. Should the WHL not approve the Agreement, the Club and the Player will be advised in writing by the WHL Office, including the reasons for non-approval, within five (5) business days of receipt of the Agreement by the WHL Office.

6) If, within five (5) business days of receipt by the WHL Office of the Agreement, the WHL has not approved the Agreement, or if, within five (5) business days after receipt by the Club of the Agreement from the WHL Office, the Club fails to provide the Player with a copy of the fully signed Agreement with the written approval of the WHL endorsed thereon, then the Agreement shall be void, and as a consequence, no party shall have any obligations under the Agreement.

7) The contents of the Agreement are strictly confidential to the parties concerned. Any reproduction or distribution of the Agreement by the Player or the Player's parents or guardian, without the prior written consent of the WHL, is strictly prohibited.

For Further Information:

Western Hockey League
2424 University Drive NW
Calgary, Alberta T2N 3Y9
Canada

Phone: (403)693-3030
Fax: (403)693-3031
e-mail: info@whl.ca

WESTERN HOCKEY LEAGUE
STANDARD PLAYER AGREEMENT

TERMS AND CONDITIONS SCHEDULE

ARTICLE 1 – CONSTRUCTION

1.1 (a) **"Agreement"** or **"this Agreement"** means the WHL Standard Player Agreement entered into between a member franchise of the WHL (**"Club"**) and the hockey player (**"Player"**) inclusive of this Terms and Conditions Schedule. The purpose of this Agreement is to define the obligations of the Club and Player as the parties to this Agreement. The parties agree that this Agreement is not a contract of employment between the Club and the Player. This Terms and Conditions Schedule is incorporated by reference into and forms part of the WHL Standard Player Agreement.

(b) **"Hockey Season"** means the period that commences each year at the start of training camp, includes pre-season and regular season games, and ends on the date of the Club's last game during the WHL regular season, the playoffs or the Memorial Cup Championship, whichever is later;

(c) **"normal and regular place of residence"** means, as applicable, the normal and regular place of residence, at the relevant time, of:

(i) the Player's parents,
(ii) the parent with whom the Player normally resides if the parents are separated, or
(iii) the Player's guardian or former guardian.

(d) **"post-secondary educational institution"** includes publicly funded technical, trade and/or continuing education schools, colleges, universities and professional training schools or programs, and any other type of school or program the WHL may, in its sole discretion, acting reasonably, designate from time to time as a "post-secondary educational institution" under what is known and commonly referred to by the WHL as the "WHL Scholarship Program".

(e) **"regulations"** means those in place from time to time, as amended or revised.

(f) **"rules"** means those in place from time to time, as amended or revised.

(g) **"sanctioned"** hockey games or tournaments, events, or activities means:

(i) all WHL exhibition, preseason, regular season, all-star, and play-off games and the Club's scheduled team practices and training sessions
(ii) all CHL National Special Events, including, but not limited to All-Star Games or international series, the CHL Top Prospects Game and all games in the Memorial Cup Championship, and
(iii) the annual World Junior Hockey Championships, the Under-18 World Hockey Championship Tournament, the Under-17 World Hockey Challenge Tournament, or similar events approved by the Club and the WHL and all scheduled or organized tryouts, team practices and team training sessions leading to such championships, tournaments or games,

and includes:

(iv) all Club or WHL scheduled or organized events or activities attended by the Player which the Club or the WHL has obligated the Player to participate in,
(v) all other events or activities in relation to the games, tournaments and championships referred to in items (i), (ii) and (iii) above which events or activities are scheduled or organized by the Club, the WHL, the CHL, Hockey Canada, USA Hockey, the International Ice Hockey Federation ("IIHF") or any provincial governing hockey associations attended by the Player and which the Club, the WHL, the CHL, Hockey Canada or the provincial governing hockey associations has obligated the Player to participate in, and

(vi) all travel in relation to the games or tournaments, events or activities referred to above that has been scheduled or organized by the Club, the WHL, the CHL, Hockey Canada, USA Hockey, the IIHF or the provincial governing hockey associations.

(h) **"Term"** has the meaning ascribed to it in paragraph 2 of the WHL Standard Player Agreement.

(i) **"WHL Standard Player Agreement"** means the WHL Standard Player Agreement entered into between the Club and the Player, of which this Terms and Conditions Schedule forms a part.

1.2 Words and phrases used in this Terms and Conditions Schedule but not defined herein, have the meaning ascribed to them in the WHL Standard Player Agreement.

1.3 A reference in this Terms and Conditions Schedule to an Article, paragraph or subparagraph is a reference to an Article, paragraph or subparagraph of this Terms and Conditions Schedule unless otherwise specifically provided.

ARTICLE 2 – TRAVEL, TRAINING, ROOM AND BOARD, EDUCATION – CURRENT PLAYER

2.1 Commencing September 15 of each Hockey Season, subject to the provisions of this Agreement and while the Player is on the Club's active player roster, the Club shall reimburse the Player for certain costs incurred by the Player on behalf of the Club in respect of the travel and training expenses as set forth in paragraph 3 of the WHL Standard Player Agreement Execution Schedule. This reimbursement shall be limited by and paid in accordance with the regulations of the WHL.

2.2 The reimbursement due and owing to the Player under paragraph 2.1 shall be paid by the Club to the Player on or about the last business day of each applicable month of the Hockey Season.

2.3 The Club shall arrange for and pay or cause to be paid, as the case may be, the Player's reasonable room and board expenses commencing the day the Player reports to the Club, in accordance with the Club's direction, until the end of the Hockey Season.

2.4 If the Club requires the Player to relocate from his normal and regular place of residence to the city where the Club is located, the Club shall reimburse, pay or cause to be paid, as the case may be, in each year of this Agreement such amounts as are reasonably expended for such relocation by the Player, including:

(a) reporting to the Club from his permanent residence at the commencement of each Hockey Season;

(b) at the conclusion of each Hockey Season, returning to his permanent residence; and

(c) one return trip during the Christmas holiday season of each Hockey Season to and from his permanent residence.

2.5 The Club will, during the Term of this Agreement, arrange for the Player's enrollment in a high school or assist with registration in a post-secondary educational institution during the fall and winter term, in the city where the Club is located, and will pay or cause to be paid, the reasonable expenses related to tuition fees, compulsory student fees (excluding premiums for health services, which may include medical and dental insurance fees) and textbooks directly related to the Player's course of study (including any applicable sales taxes and goods and services taxes). The obligation of the Club under this paragraph 2.5 to pay the Player's reasonable expenses related to tuition fees, compulsory student fees (excluding premiums for health services, which may include medical and dental insurance fees) and textbooks shall be limited to an amount which reflects, as a benchmark, the reasonable expenses of a Player attending a mainstream general program of study (mainstream general program of study to be defined as an undergraduate arts, science or general studies program). The Club will, during the Term of this Agreement, also reimburse or cause to be paid, the reasonable expenses associated with retaining qualified tutors and educational advisors, as deemed reasonably necessary by the Player and the Club, to assist the Player in his academic studies. Such academic assistance is predicated on the Club's requirement that the Player's hockey playing necessarily requires significant absence from the regular hours of schooling, and, as such, the Club is providing reimbursement for what would otherwise be provided to the Player by the public education system.

ARTICLE 3 – WHL SCHOLARSHIP PROGRAM – GRADUATE PLAYER

3.1 (a) (i) Subject to the provisions of paragraphs 3.1(d) and 3.2, the Player shall be eligible for the WHL Scholarship Program pursuant to which the WHL will provide scholarships in respect of the Player's educational costs to enroll in and attend a post-secondary educational institution as a full time student following completion of the Player's WHL playing term. The WHL Scholarship Program covers:

(A) one half of an academic year if the Player is on the Club's roster on October 11 or at any time thereafter up to and including January 10 of any Hockey Season; and

(B) one half of an academic year if the Player is on the Club's roster on January 11 of any Hockey Season;

provided however, the Player's WHL Scholarship will be limited to a maximum of one academic year for each Hockey Season or portion thereof played in the WHL to a maximum of five (5) academic years, regardless of the number of Hockey Seasons or portions thereof that the Player has played in the WHL.

(ii) The Player's WHL Scholarship covers the costs and expenses of tuition fees, compulsory student fees and textbooks directly related to the Player's course of study, including any applicable sales taxes and goods and services taxes to attend, as a full time student, the publicly funded post-secondary educational institution designated by the Player (in accordance with the WHL Standard Player Agreement) in a province of Canada or a state of the United States of America where the Player normally and regularly resides (the "designated post-secondary educational institution"). In the event the Player enrolls in and attends a post-secondary educational institution other than the designated publicly funded post-secondary educational institution, the Player's WHL Scholarship under this paragraph 3.1 shall, subject to paragraph 3.2, be limited to an amount which does not exceed expenses of a similar program of study at the publicly funded post-secondary educational institution designated by the Player.

(b) Amounts payable by the WHL for tuition fees and compulsory student fees shall be limited to the amount published in the official school handbook, calendar or other relevant publication of the designated postsecondary educational institution for the academic year in which the Player is enrolled and attends a post-secondary educational institution, subject to the provisions of paragraph 3.2. Upon receipt by the WHL of evidence of the Player's enrollment in a post-secondary educational institution together with an invoice from that institution for tuition and compulsory student fees, the WHL will, subject to the provisions of paragraphs 3.1(a), 3.1(b) and 3.2, pay such tuition and compulsory student fees directly to the post-secondary educational institution. The Player hereby agrees that any refunds or reimbursements applicable to tuition or compulsory student fees which were paid by the WHL resulting from the Player's withdrawal from the post-secondary educational institution or from classes, failure of the student to maintain an acceptable passing grade in the course of his studies, or any other reason, will be made by the post-secondary educational institution directly to the WHL, and if made by the post-secondary educational institution to the Player, will be paid by the Player to the WHL within ten (10) days of the Player's receipt of same from the post-secondary educational institution, failing which the Player shall pay interest thereon at 10% per annum compounded monthly, and the Player's eligibility for the WHL Scholarship Program shall be suspended until the funds are paid in full.

(c) Subject to the provisions of paragraph 3.2, the WHL will reimburse the Player for school textbook expenses directly related to the Player's course of study, together with any applicable sales taxes and goods and services taxes, within thirty (30) days of the Player providing appropriate evidence of expenditures or receipts to the WHL. The maximum reimbursement for the expenses of school textbooks will be based on the estimate for the Player's program of study as outlined in the official school handbook, calendar or other relevant publication of the designated post-secondary educational institution for the academic year in which the Player is enrolled and attends a post-secondary educational institution, subject to the provisions of paragraph 3.2; if such an estimate is not available in the official school handbook, calendar or other relevant publication of the designated post-secondary educational institution then the maximum reimbursement of such expenses will be based on information obtained by the WHL from the designated post-secondary educational institution.

(d) The Player will be permitted to play an unlimited number of hockey games in certain hockey leagues which the WHL has, in its sole discretion acting reasonably, designated as a professional development hockey league without affecting the Player's eligibility to participate in the WHL Scholarship Program pursuant to this paragraph 3.1. The WHL will identify the hockey leagues which will be designated as professional development hockey leagues for the purpose of this Agreement. The Player shall not, however, be eligible for the benefits contained in this paragraph 3.1 if:

(i) the Player has executed a professional hockey playing contract with a team in the National Hockey League, a team in the American Hockey League (but excluding an American Hockey League tryout contract or tryout contracts under which the Player plays an aggregate of twenty-five (25) or fewer games in the American Hockey League) or a professional hockey team in Europe; or

(ii) the Player fails by September 15, after one full academic year or Hockey Season following completion of his eligibility to play in the WHL as a twenty (20) year old, to enroll in and attend a post-secondary education institution as a full time student; or

(iii) the Player fails by September 15 after two full academic years or Hockey Seasons following completion of his eligibility to play in the WHL as a nineteen (19) year old, to enroll in and attend a post-secondary education institution as a full time student; or

(iv) the Player fails at any time to enroll in, attend and maintain the status of a full time student during the fall and winter academic semesters at a post-secondary educational institution in consecutive academic years following the academic year the Player first uses the benefits of the WHL Scholarship Program provided however, the WHL may, upon the written request of the Player, permit the Player to extend the benefit period under paragraph 3.1 (1)(i) by permitting the Player to attend a post-secondary institution on a part time basis or in non-consecutive academic years. The WHL shall not, however, be liable to the Player for any increase in educational costs due to such extension notwithstanding the consent of the WHL to extend the benefit period under paragraph 3.1 (a)(i).

(e) If the Player, while on the Club's active roster, suffers a serious injury that ends his ability to play competitive amateur or professional hockey while participating either in:

(i) any hockey game under paragraph 4.1; or

(ii) in any sanctioned event or activity,

then notwithstanding the provisions of paragraphs 3.1(a)(i), 3.1(d)(ii), 3.1(d)(iii) and 3.1(d)(iv), the Player shall be entitled to a full WHL scholarship for a maximum of four (4) academic years (unless the Player has qualified for five (5) years WHL Scholarships in accordance with the provisions of paragraph 3.1(a)(i) in accordance with and subject to the provisions of paragraphs 3.1(a), 3.1(b), 3.1(c) and 3.2 to enroll in and attend a post-secondary educational institution, whether as a part time or full time student.

3.2 It is acknowledged that, for the purposes of paragraph 3.1, there are certain post-secondary educational institution programs of study that are outside of the mainstream of general study with the result that such programs have higher academic costs and expenses associated with them. If the Player enrolls in such a program, the obligation of the WHL under paragraph 3.1 to cover the Player's reasonable expenses associated with such a program shall be limited to an amount which reflects, as a benchmark, the reasonable expenses of a Player attending a mainstream general program of study (mainstream general program of study to be defined as an undergraduate arts, science or general studies program), at a publicly funded post-secondary educational institution designated by the Player in accordance with the WHL Standard Player Agreement in the province or state where the Player normally and regularly resides. It is also understood that compulsory student fees may vary depending on the post-secondary educational institution at which the Player may enrol. For the purpose of this agreement, the obligation of the WHL under paragraph 3.1, to cover all compulsory student fees, excludes premiums for health services, which may include medical and dental insurance fees.

ARTICLE 4 – THE PLAYER

4.1 The Player shall, during the Term of this Agreement, play hockey exclusively for the Club and shall play for the Club in all the Club's exhibition, preseason, regular season and playoff games and all tournament games for the Memorial Cup, and, with the prior consent of the Club and the WHL:

(a) except as hereinafter specifically provided in this paragraph 4.1, in the WHL and Canadian Hockey League ("CHL") all-star game(s), the CHL Top Prospects Game, or other sanctioned events or activities scheduled or organized by the WHL or CHL;

(b) if selected by the Hockey Canada or any other like national governing hockey association in Europe or the United States of America, in the annual World Junior Hockey Championships and all tryouts and team practices leading to such championship, in accordance with release dates and conditions agreed to by the WHL;

(c) if selected by any provincial governing hockey association or any like governing hockey association in Europe or the United States of America, in the Under-17 World Hockey Challenge Tournament and the Under-18 World Hockey Championship Tournament and all tryouts and team practices leading to these tournaments, in accordance with release dates and conditions agreed to by the WHL; and

(d) at the request of the WHL or the CHL, in other hockey games or tournaments as may be sanctioned by the WHL or the CHL

4.2 The Player covenants and agrees:

(a) to report, on time and in good physical condition, for the commencement of the Club's training camp prior to the commencement of the Hockey Season, and will participate in the Club's training camp, at the time and place designated by the Club;

(b) to keep and maintain himself in good physical condition at all times throughout the Hockey Season;

(c) at the request and direction of the Club, to cooperate and participate in reasonable promotional activities sponsored by the Club, the WHL or the CHL;

(d) to conduct himself at all times, both on and off the ice, in a manner consistent with good standards of honesty, decency, morality, and fair play, and not to conduct himself at any time in any manner that would be detrimental to the well-being of the Club, the WHL, the CHL, Hockey Canada, USA Hockey, IIHF, any like provincial, state or federal governing hockey association in Canada, Europe or the United States of America, or hockey in general;

(e) to abide by the rules and regulations, policies, guidelines, directions and instructions governing conduct and behaviour reasonably established by the Club from time to time and applicable to all its players including, without limitation, rules, regulations, policies, guidelines, directions, and instructions governing the use of tobacco, drugs and alcohol; personal conduct and social media policies; attendance at school; conduct on and off the ice; curfew; community service and training;

(f) to abide by the rules and regulations, guidelines, directions and instructions reasonably established by the WHL from time to time and applicable to all WHL players including, without limitation, rules, regulations, guidelines, directions and instructions relating to the WHL Scholarship Program;

(g) to abide by the rules and regulations, guidelines, directions and instructions governing conduct and behaviour established by any provincial governing hockey association in Canada, Hockey Canada, USA Hockey, IIHF, or any like governing hockey association in Europe or the United States of America applicable to all its players participating in the World Junior Hockey Championship, the Under-17 World Hockey Challenge Tournament, the Under-18 World Hockey Championship Tournament and related events or other like events, including, without limitation, all tryout camps and team practices leading to such events;

(h) to participate, at the request of the Club and the WHL, in events or activities organized, scheduled or sanctioned by the WHL or the CHL;

(i) to maintain a valid passport for purposes of facilitating customs and immigration processes during the course of the Hockey Season;

(j) to maintain Player registration with Hockey Canada and, if applicable, USA Hockey or otherwise as required by the WHL from time to time;

(k) to play hockey for the Club faithfully, diligently and to the best of his abilities as an amateur athlete hockey player;

(l) not to engage in hazardous activities or avocations including, without limitation, racing (automobile, go-kart, motorcycle, boat, snowmobile, ski, snowboard or other), diving (scuba or sky), parachuting, snow skiing, snowboarding or aviation, other than as a passenger, during the Term of this Agreement without the prior consent of the Club;

(m) comply with the WHL's Anti-Doping Control Policy as established or revised by the WHL from time to time, including without limitation, random drug testing;

(n) other than as expressly set forth in this Agreement, not to accept any additional benefits or other consideration from the Club or any third party for playing, practicing, training, travelling or otherwise being a member of the Club; and

(o) without the prior written consent of the Club, not to participate in organized or formal hockey games that are not sanctioned by the WHL.

4.3 The Player irrevocably transfers, conveys and assigns to the Club and the WHL for the Term of this Agreement all rights to the Player's name and image for promotional and commercial use for the term of this agreement. The Player agrees that the Club and/or the WHL may authorize or otherwise license any individual, firm, joint venture, partnership, corporation, or other entity or form of organization, non-profit or otherwise, to take and produce photographs, pictures, films, video or other images of the Player. The Player recognizes that all rights to his image during the Term of this Agreement shall be the sole and exclusive property of the Club and the WHL. The Club and the WHL may use or distribute such photographs, pictures, films, video or other images of the Player for the promotion of the Club, the WHL and the CHL in any manner as the Club or the WHL may reasonably see fit and that such use by the Club, the WHL and/or the CHL may take place during the Term of this Agreement and any time thereafter.

4.4 (a) The Player consents and agrees to the use by or on behalf of the Club, the WHL, the CHL and their respective agents, licensees, contractors, administrators, successors and assigns, of the name, image, photograph, likeness, statistical record and biographical information of the Player including, without limitation, the use of same by the WHL and the CHL in connection with the manufacture, sale, distribution, marketing and advertising of WHL and/or CHL hockey cards and/or other souvenir material relating to the Club, the WHL or the CHL; in connection therewith, the Player agrees, during the Term of this Agreement, to attend at photograph and film sessions and to pose from time to time in his hockey equipment for pictures and films as may reasonably be required by or on behalf of the Club, the WHL and/or the CHL and their respective agents, licensees, contractors, successors and assigns. The Club, the WHL and the CHL, as applicable, shall reimburse the reasonable costs and expenses incurred by the Player to attend such photograph or film sessions.

(b) The right to use the Player's name, image, photograph, likeness, statistical record and biographical information in connection with the WHL and/or CHL hockey cards and/or other souvenir material relating to the Club, the WHL and/or the CHL shall, during the Term of this Agreement and any time thereafter, be the sole and exclusive property of the Club, the WHL and the CHL.

4.5 The Player agrees not to use his own name, image, photograph, likeness, statistical record and biographical information in conjunction with logos, trademarks or copyrights of the Club, the WHL or the CHL, without the prior written consent of the Club, the WHL or the CHL, as applicable.

4.6 Except as provided in this Agreement, the Player will not, during the Term of this Agreement, be restricted from otherwise using his own name, image, photograph, likeness, statistical record or biographical information provided such use does not conflict with the business affairs of the Club, the WHL or the CHL. Except as provided in paragraphs 4.4 and 4.5, at the expiration of the Term of this Agreement, the Player shall not be restricted from using his own name, image, photograph, statistical record or biographical information in any marketing or advertising materials.

4.7 Except as provided in this Article 4, the Club, the WHL and the CHL shall not use the name, image, photograph, likeness, statistical record or biographical information of the Player in connection with any commercial endorsements of particular products, services, firms or corporations, without the prior written consent of the Player.

ARTICLE 5 – THE CLUB

5.1 The Club covenants and agrees:

(a) to provide the Player in each Hockey Season with professional coaching and training in the fundamentals of hockey together with supervised training periods and other assistance the Club deems necessary, acting reasonably, to enable the Player to develop his hockey playing skills and abilities;

(b) to arrange for and reimburse or cause to be paid the expenses incurred in respect of adequate billet room and board accommodation during the Hockey Season, in the city where the Club is located;

(c) to assist with Player registration with Hockey Canada and, if applicable, USA Hockey or otherwise as required by the WHL from time to time;

(d) to provide the Player during the Hockey Season with full WHL officially licensed hockey-playing equipment, including sticks, skates, and other hockey equipment reasonably necessary for playing the game of hockey and for the safety of the Player;

(e) to provide the Player with travel, accommodation and meals when traveling with the Club for away games during the Hockey Season;

(f) to provide the Player with regular medical attention, as required, for the diagnosis, treatment and rehabilitation of injuries which the Player may sustain during the Hockey Season;

(g) to provide the Player with out of country medical coverage;

(h) to provide the Player with the medical and dental insurance coverage applicable to all amateur athlete hockey players registered with Hockey Canada, through Hockey Canada's national insurance program, for hockey related injuries;

(i) to provide the Player, upon request, with a copy of the Hockey Canada national insurance manual outlining coverage applicable to the Player;

(j) to retain, as required by paragraph 2.5, qualified tutors and educational advisors, as deemed reasonably necessary by the Player and the Club, to assist the Player in his academic studies;

(k) to cause the Club's representatives to conduct themselves, at all times, both on and off the ice, in a manner consistent with good standards of honesty, decency, morality and fair play; and

(l) to make available to all professional hockey organizations and others, during and at the completion of the Player's eligibility to play in the WHL, all relevant data, information and statistics reasonably required to enable the Player to pursue or initiate a professional or other hockey career.

5.2 The Club shall not provide nor does it undertake to provide the Player with any disability insurance coverage. Should the Player desire such coverage, any disability insurance coverage of or for the Player shall be obtained by the Player and shall be the sole and exclusive responsibility and obligation of the Player, at the Player's own cost and expense.

5.3 The Club and Player hereby acknowledge and agree that this Agreement does not create, nor is it intended to create, any relationship other than that of an amateur athlete participating in an exclusive relationship with the Club for the purposes of playing hockey and developing as a hockey player, and for such purposes, the parties specifically agree that this Agreement does not create an employer-employee relationship such that the Player's amateur athlete status would thereby be placed in jeopardy.

5.4 The Player and the Player's parents or guardians, as the case may be, hereby acknowledge that he or they have had an opportunity to obtain independent legal advice respecting this Agreement and have done so to the extent they feel is necessary.

ARTICLE 6 – MEDICAL EXAMINATIONS

6.1 Prior to the commencement of each Hockey Season and from time to time, at the request of the Club, acting reasonably, during the Hockey Season, the Player will submit to and undergo a thorough medical examination with a qualified physician approved by the Club. If, as a result of such medical examination, it is the opinion of the physician acting reasonably, that the Player is not medically fit to play the game of hockey other than as a result of an injury sustained by the Player to which the provisions of paragraphs 11.2 and 11.3 are applicable, then the Club will have the option of terminating this Agreement on written notice to the Player personally delivered by the Club to the Player within seven (7) days following such examination; the Club will set out in the notice the reasons why the Club has terminated this Agreement and will include with the notice a copy of the physician's report and the physician's professional qualifications. Upon such termination of this Agreement by the Club, the provisions of paragraph 10.2 will apply.

6.2 In the event this Agreement is terminated by the Club pursuant to paragraph 6.1, the Player may at his cost obtain and submit to the Club and the WHL Commissioner within thirty (30) days of termination of the Agreement, an independent medical assessment and report, with a request that the Club reinstate the Agreement. In event the Club refuses to do so, the matter shall be referred to the WHL Commissioner for determination. The Player hereby agrees to undergo a further medical assessment if so directed by the WHL Commissioner.

6.3 The Player may at any time, acting reasonably, obtain, at his cost, any medical assessments of an injury that the Player deems necessary; the Club will assist the Player in obtaining any such medical assessments.

ARTICLE 7 – CLUB RULES AND SANCTIONS

7.1 The Club may, from time to time, acting reasonably in accordance with guidelines approved by the WHL, establish rules applicable to all the Club's players, governing the conduct, behavior and physical condition of the Club's players generally. Such rules will be provided by the Club to the Player and will form part of this Agreement. The Club may, for any material violation by the Player of such rules, with the prior approval of the WHL, either:

(a) impose a suspension, in accordance with guidelines approved by the WHL, whereby the Player will be suspended from further play with the Club, or

(b) impose further sanctions, in accordance with guidelines approved by the WHL, as deemed necessary by the Club. In imposing any suspension or sanction, the Club and the WHL shall at all times act reasonably having regard to the degree of severity of the violation by the Player, the suspensions and sanctions historically imposed by the Club and the WHL on its players for similar violations and the guidelines approved by the WHL.

7.2 The Player acknowledges that the Club has the authority to carry out and the Player agrees to comply with any order or directive of suspension or expulsion rendered against the Player by the WHL, the CHL, Hockey Canada, USA Hockey, IIHF, or any like provincial, state or federal governing hockey associations in Canada, Europe or the United States of America. In the case of a suspension, at the discretion of the Club, the Player will cease to be reimbursed and the Club will not be obligated to pay any of the Player's expenses during the period of the suspension. In the case of an expulsion from the WHL, this Agreement may, at the option of the Club, be terminated on written notice to the Player personally delivered by the Club to the Player within seven (7) days following such expulsion; the notice will set out in reasonable detail the reasons why the Club has terminated this Agreement. Upon such termination of this Agreement by the Club, the provisions of paragraph 10.2 will apply.

ARTICLE 8 – ASSIGNMENT

8.1 (a) Except as provided in paragraph 8.2 and subject to the regulations of the WHL in place from time to time, the Club will have the right to assign, trade or otherwise transfer this Agreement to any other member franchise of the WHL (the "Assignee").

(b) Upon any assignment, trade or other transfer of this Agreement to the Assignee, each of the Player and the Assignee will be bound by and will dutifully fulfill their respective obligations under this Agreement as if the Player and the Assignee were original parties to this Agreement.

(c) The Player's eligibility for a WHL Scholarship under the WHL Scholarship Program shall remain in effect notwithstanding any assignment, trade or other transfer of this Agreement.

8.2 The Club will not, during the term of this Agreement, assign, trade or otherwise transfer this Agreement during the Christmas period of any Hockey Season with the dates to be determined each year by the WHL.

8.3 This Agreement shall be binding and remain in full force and effect for the Term of this Agreement, even if the WHL should change its name, or withdraw from membership in the CHL or Hockey Canada. In the event the Club ceases to operate or to be a member franchise of the WHL, then the WHL may, notwithstanding the provisions of paragraph 8.2, at any time, assign, trade or otherwise transfer this Agreement to any other member franchise of the WHL (the "Assignee") in which case the provisions of paragraph 8.1 shall apply to the Player and the Assignee and the WHL will be and remain liable to the Player under paragraph 3.1 for the Player's WHL Scholarship.

ARTICLE 9 – REMEDIES OF THE PLAYER

9.1 (a) In the event of any breach by the Club of any of its obligations under this Agreement, the Player may give written notice of the nature of the breach to the Club and to the WHL. If the breach is not remedied by the Club within ten (10) days of receipt by the Club of such written notice, then on further written notice by the Player to the Club and the WHL specifying that the breach has not been remedied by the Club, this Agreement will be null and void and of no further force or effect, except for the obligations of the Club to the Player under Articles 2 and 3 which will remain in full force and effect. Upon such termination, the Player shall forthwith be released by the Club in accordance with the WHL and CHL regulations.

(b) Should the Player be entitled to a scholarship under the WHL Scholarship Program, the WHL will, on behalf of the Club, at the time of termination of this Agreement, outline in writing to the Player, any reimbursement through the WHL Scholarship Program which the Player is eligible to receive under the terms of this Agreement.

(c) In any dispute between the Club and the Player, either the Club or the Player may at any time refer the matter in dispute to the WHL Commissioner for determination.

ARTICLE 10 – REMEDIES OF THE CLUB

10.1 (a) In the event of any breach by the Player of any of his obligations under this Agreement, the Club may give written notice to the Player and the WHL of the nature of the breach. If the breach is not remedied by the Player within ten (10) days of receipt by the Player of such written notice, then on further written notice by the Club to the Player and the WHL specifying that the breach has not been remedied by the Player, this Agreement will be null and void and of no further force or effect, subject to the provisions of paragraph 10.2.

(b) Notwithstanding the provisions of paragraph 10.1(a), the Club may terminate this Agreement on written notice to the Player, upon the occurrence of any one of the following events, subject to the provisions of paragraph 10.2:

(i) if the Player defaults, refuses, or neglects to play as an amateur athlete hockey player in accordance with paragraph 4.1;

(ii) if the Player defaults, refuses or neglects to obey the rules and regulations, directions and instructions reasonably established by the Club, in accordance with guidelines approved by the WHL, governing training, conduct and behaviour of all players on the Club and such default, refusal or neglect reasonably constitutes a material violation of the rules, regulations, directions and instructions of the Club, in accordance with guidelines approved by the WHL, applicable to all the Club's players; or

(iii) if the Player fails, in the opinion of the Club, acting reasonably, to demonstrate sufficient skill, competence and ability as an amateur athlete hockey player at the time of termination to retain a position as an amateur athlete hockey player on the Club's roster.

(c) In the event of termination of this Agreement by the Club pursuant to paragraph 10.1(b)(i) or 10.1(b)(ii) during a Hockey Season, the Player shall not be entitled to a WHL Scholarship for that Hockey Season.

(d) The Club will, at the time of termination of this Agreement, outline in writing to the Player, the WHL Scholarship Program which the Player is entitled to under the terms of this Agreement.

(e) In any dispute between the Club and the Player, either the Club or the Player may at any time refer the matter in dispute to the WHL for determination.

10.2 Upon termination of this Agreement by the Club for any reason:

(a) any reimbursement in paragraph 2.1 shall forthwith cease to be payable by the Club. The Player shall, however, be entitled to claim any amount of the reimbursement which, prior to termination, was made or incurred by the Player;

(b) the Club shall remain liable for its obligations to the Player for reimbursement of travel expenses pursuant to paragraph 2.4;

(c) subject to the provisions of paragraph 10.1(c), the WHL shall remain liable for its WHL scholarship obligations to the Player pursuant to paragraph 3.1; and

(d) provided the Player has not been retained by the Club on the Club's WHL 50 Player Protection List, the Player shall forthwith be released by the Club in accordance with the WHL and Hockey Canada regulations.

ARTICLE 11 – PHYSICAL CONDITION AND INJURIES

11.1 If, in the opinion of the Club acting reasonably, the Player is not in sufficient physical condition, other than as a result of an injury sustained by the Player while performing his obligations under this Agreement, to enable him to play hockey for the Club in an acceptable manner, the Club may, at its option and with the consent of the WHL, either suspend the Player for the period of such incapacity or terminate this Agreement upon written notice to the Player which notice will set forth the Club's reasons for termination. During the period of any such suspension, the Club will not be obligated to reimburse to the Player pursuant to paragraph 2.1 if the Player travels to his normal place of residence during his suspension. If the Club elects to terminate this Agreement, then the provisions of paragraph 10.2 shall apply.

11.2 If the Player is injured in an activity, other than in the performance of his obligations under this Agreement or an activity the Player is involved in as part of his training, that is not scheduled, organized or sanctioned by the Club and if as a result the Player is unable to play hockey for the Club in an acceptable manner for any part of the Hockey Season, the Club may, at its option and with the consent of the WHL, either suspend the Player for the period of such incapacity or terminate this Agreement upon written notice to the Player which notice will set forth the Club's reasons for termination. During the period of any such suspension, the Club will not be obligated to reimburse the Player pursuant to paragraph 2.1 if the Player travels to his normal place of residence during his suspension. If the Club elects to terminate this Agreement, then the provisions of paragraph 10.2 shall apply. Except as provided herein, the Player hereby discharges the Club from any and all obligations, responsibilities or reimbursement of whatever nature that the Player might claim by virtue of this Agreement.

11.3 If the Player is injured in the performance of his obligations under this Agreement or an activity that is scheduled, organized or sanctioned by the Club, the Club shall reimburse or cause to be paid, as the case may be, all reasonable medical and dental expenses the Player incurs in the treatment of his injury together with the expenses of all prescription drugs and medical equipment reasonably required in relation thereto. During the period of such injury, the Player shall be entitled to reimbursement under this Agreement as if the Player had not been injured and was playing. The Player may at any time, acting reasonably, obtain, at his cost, any further medical assessments of the injury he deems necessary; the Club will assist the Player in obtaining such further medical assessments.

ARTICLE 12 – PLAYER DEVELOPMENT

12.1 If the Player has not completed his eligibility to play in the WHL, the Player shall not, during the Term of this Agreement, enter into a contract to play hockey for a professional hockey team unless;

(a) the Player has obtained a written release from the WHL, and

(b) the Club has been paid the sum of $500,000.00 in the currency where the Club is located, either by the Player or the professional hockey team with whom the Player has entered into such a contract.

The foregoing provisions of this paragraph 12.1 do not apply in circumstances where the Player is released by the Club and, in accordance with the WHL regulations, enters into a contract to play for a professional hockey team that is a member of a league that has a written agreement with the WHL covering compensation for player development.

ARTICLE 13 - GENERAL

13.1 If the whole or any portion of this Agreement or the application to any circumstance is held invalid, illegal or unenforceable to any extent that does not affect the operation of this Agreement in a fundamental way, the remainder of the provision in question, or its application to any circumstance other than to which it had been held invalid, illegal or unenforceable and the remainder of this Agreement shall not be affected thereby and shall be valid, legal and enforceable to the fullest extent permitted by law.

13.2 The parties agree that for any litigation arising from this Agreement, the courts of the province of Canada or the state of the United States of America where the Club is located shall have exclusive jurisdiction to determine the issue, according to the laws of such province and country or such state and country, regardless of where the Player or the Club may have executed this Agreement or where the Player or the Player's parents and/or guardian, as the case may be, reside or where they formerly resided.

13.3 In this Agreement, words importing the singular number shall include the plural and vice versa and words importing the use of any gender shall include the masculine and feminine genders.

13.4 Any notice required, permitted or contemplated in this Agreement shall be in writing. Any notice required to be given by the Player to the Club and the WHL will be personally delivered to the address of or sent by email or fax to the Club and the WHL, respectively, particulars of which are set forth in the WHL Standard Player Agreement. Any notice required to be given by the Club to the Player shall, during the Hockey Season (provided the Player remains with the Club), be personally delivered to the Player, otherwise any such notice shall be personally delivered to the Player at the address of the Player set forth in the WHL Standard Player Agreement Execution Schedule or sent by email or fax to the Player at the email address or fax number set forth in the WHL Standard Player Agreement Execution Schedule. Any notice to a parent or guardian of the Player shall be delivered to the address of the parent or guardian or sent by email or fax, particulars of which are set forth in the WHL Standard Player Agreement Execution Schedule. Any party to this Agreement may change its address for service by providing written notice to the other parties.

13.5 Except for an assignment, trade or other transfer of this Agreement in accordance with the provisions of Article 8, this Agreement is not assignable by either the Player (or, if applicable, the Player's parent or guardian who is a signatory to this Agreement) or the Club.

13.6 The contents of this Agreement are strictly confidential to the parties hereto. Any reproduction or distribution of this Agreement by the Player or the Players parents or guardian, without the prior written consent of the WHL, is strictly prohibited.

For Further Information:

Western Hockey League
2424 University Drive NW
Calgary, Alberta T2N 3Y9
Canada

Phone: (403)693-3030
Fax: (403)693-3031
e-mail: info@whl.ca

WESTERN HOCKEY LEAGUE
STANDARD PLAYER AGREEMENT

EXECUTION SCHEDULE

CLUB LOGO

Agreement dated effective , 20

Between the <TEAM NAME>, hereinafter referred to as the "Club",

a member franchise of the Western Hockey League, hereinafter referred to as the "WHL",

And , hereinafter referred to as the "Player".

The parties hereto mutually covenant and agree to the following:

1. **Interpretation:**
   (a) **"Agreement"** or **"this Agreement"** means this agreement between the Club and the Player and is inclusive of the WHL Standard Player Agreement Terms and Conditions Schedule.
   (b) The WHL Standard Player Agreement Terms and Conditions Schedule (hereinafter referred to as the "**Terms and Conditions Schedule**") is hereby incorporated by reference and forms part of this Agreement.
   (c) Words and phrases not defined in this WHL Standard Player Agreement have the meaning ascribed to them in the Terms and Conditions Schedule.
   (d) The "**WHL Scholarship Program**" has the meaning ascribed to that term in the Terms and Conditions Schedule.

2. **Term:** Subject to the terms and conditions of this Agreement, the Player hereby agrees to play hockey for the Club for a period of years commencing with the 20 to 20 Hockey Season and ending with the 20 to 20 Hockey Season (the "**Term**"). For the purposes of this paragraph and this Agreement, the "**Hockey Season**" means the period that commences each year at the start of training camp, includes pre-season and regular season games and ends on the date of the Club's last game during the WHL regular season, the playoffs or the Memorial Cup Championship, whichever is later.

3. **Player Reimbursement for Travel or Training Related Expenses:** Any and all amounts received by the Player under this part shall be strictly and solely provided for and related to the reimbursement of travel or training expenses.

   The Club acknowledges that the Player is required to incur travel and training expenses while playing for the Club during the Hockey Season and during the off-season. Provided the Player is on the Club's active player roster, the Club agrees to reimburse the Player during the Hockey Season, commencing on September 15 for a portion of such expenses, subject to any further limitations, restrictions or provision herein, to a maximum monthly amount of $250.00 in the currency of the country in which the Club is located during every month of the Hockey Season.

HOCKEY SEASON	Monthly Expense Reimbursement	Monthly Overage Honorarium
20 -	$	--
20 -	$	--
20 -	$	--
20 -	$	--
20 -	$	$

Travel, Training, Room and Board, Education – Current Player: To pay or cause to be paid, the reasonable expenses in accordance with the provisions of Article 2 of the Terms and Conditions Schedule associated with the following:

(a) the Player's room and board;
(b) the Player's travel expenses incurred;
    (i) for moving from his normal and regular place of residence to the city where the Club is located for the purpose of reporting to the Club at the commencement of each Hockey Season;
    (ii) in returning to his normal and regular place of residence following the conclusion of each Hockey Season; and
    (iii) for one return trip during the Christmas holiday season of each Hockey Season from the city where the Club is located to his normal and regular place of residence;
(c) the Player's enrollment in a high school or post-secondary educational institution, for the fall and winter term, including tuition fees, compulsory student fees and textbooks directly related to the Player's course of study; and
(d) tutors and educational advisors as deemed reasonably necessary to assist the Player in his academic studies during the academic year.

4. **WHL Scholarship Program – Graduate Player:**
    (a) In accordance with the provisions of Article 3 of the Terms and Conditions Schedule, the WHL agrees to reimburse or cause to be paid, the Player's educational expenses to enroll in and attend a designated publicly funded post secondary educational institution based on the assessment for a full-time student, following completion of the period that the Player plays hockey in the WHL, including tuition fees, compulsory student fees, and textbooks directly related to the Player's course of study of which payment will be made in the currency of the country where the designated publicly funded post-secondary institution is located in accordance with tuition and fees published in the official calendar of that year.
    (b) The Player designates the following publicly funded post-secondary educational institution in a province of Canada or a state of the United States of America where the Player normally and regularly resides, as the "**designated post-secondary educational institution**" for the purposes of paragraph 3.1 in the Terms and Conditions Schedule;

(Name of Post Secondary Institution)

5. **Binding Commitment:** The parties hereto hereby accept and agree to the terms, conditions, covenants, agreements and obligations of each other set forth and contained in this Agreement.

6. **Time:** Time shall be of the essence of this Agreement.

7. **Entire Agreement:** This Agreement, inclusive of the Terms and Conditions Schedule which is incorporated herein by reference and forms part hereof, constitutes the whole and entire agreement between the parties hereto and cancels and supersedes any oral and prior agreements, undertakings, declarations, representations and warranties, written or verbal, between the parties hereto.

8. **Governing Law:** This Agreement shall be governed by and construed in accordance with the laws of the province of Canada or the state of the United States of America, as applicable, where the Club is located.

9. **Acknowledgement:** Each of the Player and, if applicable, the Player's parent or guardian who is a signatory to this Agreement, acknowledges that he has read and understands the contents of this Agreement.

In Witness Whereof, the parties have executed this Agreement effective as of the date set forth above and are in agreement with all terms and conditions contained herein:

WHL MEMBER CLUB:

<TEAM NAME> , 20
Date of Execution

<GM's NAME>
General Manager

_____
Signature – General Manager

Address: **<CLUB ADDRESS>**

Phone No: **<CLUB #>** Email: **<CLUB EMAIL>** Fax No: **<CLUB #>**

PLAYER:

Print Name - Player

, 20
Date of Execution

_____
Signature - Player

_____
Witness as to Signature of Player

Date of Birth:

Social Insurance Number :

Home Address:

Phone No: Email: Fax No:

***Note**: In the Provinces of Manitoba, Saskatchewan and Alberta and the States of Washington and Oregon, a parent or guardian must execute this Agreement if, at the time of execution of this Agreement by the Player, the Player is under the age of eighteen (18) years. In the Province of British Columbia, a parent or guardian must execute this Agreement if, at the time of execution of this Agreement by the Player, the Player is under the age of nineteen (19) years.*

PARENT OR GUARDIAN OF PLAYER:

Print Name - Player's Parent or Guardian

, 20
Date of Execution

_____
Signature - Player's Parent or Guardian

_____
Witness as to Signature of Player's Parent or Guardian

Address of Player's Parent or Guardian:

Phone No: Email: Fax No:

APPROVED BY WESTERN HOCKEY LEAGUE:

Ron Robison
WHL Commissioner

, 20
Date of Execution

_____
Signature - WHL Commissioner

WESTERN HOCKEY LEAGUE
STANDARD PLAYER AGREEMENT

ADDENDUM

CLUB LOGO

Amending Agreement dated effective , 20

Between the <TEAM NAME>, hereinafter referred to as the "Club",

a member franchise of the Western Hockey League, hereinafter referred to as the "WHL" ,

And , hereinafter referred to as the "Player".

The parties hereto mutually covenant and agree to the following:

1. **Statement of Principle:** Notwithstanding the provisions of paragraph 7 of the WHL Standard Player Agreement, this Amending Agreement is supplemental to and amends the agreement dated , 20 (the **"Agreement"**) between the Club and the Player. The provisions of the Agreement are conclusively deemed to have been amended, modified and supplemented by this Amending Agreement.

2. **Construction:** This Amending Agreement and the Agreement shall have effect as far as practicable as though the provisions hereof and thereof were contained in one instrument.

3. **Amendments:** The Agreement shall be and is hereby amended, modified and supplemented as follows:

In Witness Whereof, the parties have executed this Amending Agreement effective as of the date set forth above and are in agreement with all terms and conditions contained herein:

<TEAM NAME> Date of Execution: , 20

<GM NAME>

_____
Signature – General Manager

PLAYER Date of Execution: , 20

_____ _____
Signature - Player Witness as to Signature of Player

PARENT OR GUARDIAN OF PLAYER Date of Execution: , 20

_____ _____
Signature - Player's Parent or Guardian Witness as to Signature of Parent or Guardian

APPROVED BY WESTERN HOCKEY LEAGUE

_____
Signature - WHL Commissioner Date of Execution: , 20

Western Hockey League
Player Benefits Schedule
2015-16

Confidential – January 6, 2016

Player Benefit Category	Description of Benefit
1. Post-Secondary Scholarship – Graduate Player	• For each season played, a graduate player receives a full year guaranteed scholarship consisting of tuition, textbooks and compulsory fees to a post-secondary institution or career enhancing program of their choice, provided the scholarship is activated within the time frame specified.
2. Post-Secondary Courses – Current Player	• Current players are reimbursed for any education expenses, including any tuition or fees related to high school, online or post-secondary courses
3. Team Education Advisor/ Tutoring and Counselling	• Players have access to an academic advisor and qualified tutors to assist them with their studies while playing. All teams also conduct career counselling sessions.
4. Monthly Expense Reimbursement	• Players are reimbursed $250 per month for out of pocket training and travel related expenses. (i.e. supplementary meals; nutrition supplements; training apparel; off-ice training; etc.)
5. Personal Vehicle Gas Allowance	• Players are eligible to be reimbursed for gas and vehicle expenses.
6. Return Travel to Permanent Residence	• Players are reimbursed for return travel to their permanent residence at the start and conclusion of the season and during the Christmas break in December
7. Billet Housing Allowance/Other Support	• Players are provided meals and lodging with carefully selected billets.
8. Hockey Equipment/Uniforms	• Players are provided all necessary hockey equipment and uniforms, including skates; sticks; protective equipment; jerseys; etc.
9. Dressing Room/Training and Medical Supplies	• Players are provided all necessary medical and hockey supplies, including tape, training and rehabilitation equipment.
10. Medical and Professional Services	• Teams cover all medical costs for player injuries and rehabilitation. Teams also provide on-site athletic therapists and access to sport medicine physicians and specialists.

11. Medical/Dental Insurance	• Players receive comprehensive medical and dental coverage , including out of country coverage
12. Team Meals	• Players receive complimentary meals while the team is travelling on the road. On occasion, team meals are also provided for home games.
13. Team Hotel Accommodations	• Players receive complimentary hotel accommodations while the team is travelling on the road.
14. Team Transportation	• Players receive complimentary bus transportation to all games while the team is travelling on the road.
15. Player Outfitting and Team Performance Bonuses	• Players receive team apparel for training purposes and other merchandise as part of an outfitting package. Players may also receive gift cards as bonuses for team performance.
16. On-Ice Training and Development	• Players benefit from the use of training and hockey facilities. They also receive all the benefits of a high quality coaching and training staff who are dedicated to supporting the players' development.
17. Off-Ice Health and Wellness Programs	• Players receive assistance and guidance through a series of Health and Wellness programs, including a Drug Education and Anti-Doping Program; Red Cross RespectEd and Police Impact Presentations; Concussion Management and Player Safety initiatives; etc.