

Appendix 2

Endnotes/Methodology for Results Analysis

Endnote A - Notes on Surveys

Each year, Alberta Learning commissions telephone surveys with random samples of key client groups. The purpose of these surveys is to obtain client perceptions of how the learning system is performing in meeting learners' needs. Professional survey research firms are contracted to conduct the surveys using trained interviewers and the Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to Alberta Learning. In 2000/01, more than 9,000 interviews were conducted with eight respondent groups.

The following table provides an overview of surveys of Albertans conducted for Alberta Learning in recent years - the respondent groups surveyed and corresponding sample sizes each year, and the confidence intervals for each survey in 2000/01. Results are considered accurate within the confidence interval 19 times out of 20 (a confidence level of 95%).

Alberta Learning Surveys: Sample Sizes and Confidence Intervals

Target Groups	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	Confidence Interval
Parents of ECS - 12 Students	800	806	800	800	810	±3.5%
Public (re ECS - 12 System)	807	800	802	2,008	2,154	±2.2%
High School Students (Gr.10-12)	800	802	800	800	806	±3.5%
Parents of Children with Severe Special Needs	---	800	805	800	849	±3.5%
Parents of Children with Mild/Moderate Special Needs	---	---	---	---	690	±3.8%
Graduates of Apprenticeship Programs	1,936	---	3,141	---	2,948	±1.8%
Employers of Apprentices	---	3,277	---	3,350	---	±1.7%
Employers of Post-secondary Graduates	---	1,541	---	1,467	---	±2.5%
Public (re adult learning system) Total	---	---	2,000	3,000	3,001 ¹	±1.8%
- Adult Learners ²	---	---	1,000	992	998	±3.1%

Notes:

¹Public Survey – 2000/01: the sample size of 3,001 represents completed interviews for the entire survey. Measure 1.04 (adult participation in learning) was based on 3,781 responses. This includes respondents who agreed to complete, but quotas (e.g., age, gender, learners) were full. A sample size of 3,781 has a confidence interval of 1.6%.

²Adult learners are a sub-set of the Alberta public age 17 or over who participated in a credit or non-credit course in the past 12 months.

Alberta Learning Surveys of Partners and Stakeholders

Each year, Alberta Learning contracts telephone surveys with representatives of other Alberta ministries and representatives of stakeholder organizations who have worked with Alberta Learning staff on major projects during the last 12 months. The surveys are conducted to obtain perceptions about their working relationships with Alberta Learning Staff. In 1999/2000, 38 representatives of other Alberta ministries and 14 representatives of stakeholder organizations were interviewed. In 2000/01, 33 representatives of other Alberta ministries and 28 representatives of stakeholder organizations were interviewed. The samples for these surveys are consensus samples as they capture all major department projects in which partners and stakeholders worked with Alberta Learning staff.

Core Human Resource Measures Surveys

Data were collected through The *Government of Alberta Core Human Resources Measures Survey*, coordinated by the Alberta Personnel Administration Office (PAO). In the 1998/99 telephone survey conducted in November 1998, a total of 312 Government of Alberta employees, including 103 Alberta Education employees and 116 Advanced Education and Career Development employees were interviewed (a total of 229 for the two ministries that were combined as Alberta Learning). For the 1999/2000 survey (conducted from November, 1999 to January, 2000), a total of 3,585 Alberta government employees were interviewed. Alberta Learning's sub-sample was 499 employees. For the 2000/01 survey (conducted in November, 2000), a total of 4,408 Alberta government employees were interviewed, including 418 Alberta Learning employees. For all three surveys, random sampling was used to interview both management and non-management staff. Telephone interviews were conducted using the Computer Assisted Telephone (CATI) system.

Individual ministries may ask for an oversample of respondents from their ministry in order to decrease the confidence interval and/or permit reporting on organizational units within the Ministry. Alberta Learning obtained an oversample enabling the Ministry to report on results with a confidence interval of 4% for the 1999/2000 survey and 3.4% for the 2000/01 survey. The sample size and confidence interval for each group are provided in the table below. Results are considered accurate within the confidence interval 19 times out of 20 (a confidence level of 95%).

Information for 1998/99 represents the aggregate weighted 1998/99 results for the former Ministries of Alberta Education and of Alberta Employment and Career Development.

Employee Surveys: Sample Sizes, and Confidence Intervals

Survey Year	Respondent Group	Sample Size	Confidence Interval
1998/99	Alberta Government	2,312	±2.0%
	Alberta Education	103	±8.5%
	AECD	116	±8.5%
	Alberta Learning	229	±5.3%
1999/00	Alberta Government	3,585	±2.0%
	Alberta Learning	499	±4.0%
2000/01	Alberta Government	4,408	±2.0%
	Alberta Learning	418	±3.4%

Use of Confidence Intervals in Alberta Learning's Annual Report

Confidence intervals provide a measure of the accuracy of survey results. A confidence interval is expressed as a percentage above and below an obtained result. A confidence interval indicates how much variation from the obtained results one might expect as a consequence of sampling and diversity among respondents.

When comparing results of surveys over time, it is important to remember that small differences from year to year may be a result of sampling variation. The confidence intervals in the above tables illustrate

the magnitude of sampling variation associated with results from surveys having different sample sizes. Sampling variation should be considered when:

- comparing current and historical results on a particular measure,
- comparing results for different measures, and
- comparing current year results to targets set out in the Ministry's three-year plans.

Alberta Learning uses the confidence interval to determine whether results have achieved targets set for core measures and whether differences in results over time are merely the result of sampling variations or represent actual change.

Targets: If the target for the current year of a particular perception measure falls within the confidence interval obtained when conducting a survey of that question, that result is considered to have met the target. For example, the target for the measure of parent satisfaction with education for the year 2000/01 was 90%, and the survey result on that measure was 88%. The target is considered to have been met, since the difference between the obtained results and the target is less than the confidence interval for the measure ($\pm 3.5\%$).

Changes over time: Similarly, Alberta Learning uses the confidence interval to determine whether there has been a change in results over time. There is a change if the numerical value of the result exceeds the size of the confidence interval. For example, in the 1998/99 survey of staff, 81% of staff agreed the Ministry provides support they need to develop the knowledge and skills for their current job. In the 1999/2000 survey the question obtained a result of 80% with a confidence interval of $\pm 4\%$. Because the difference in results over the two surveys is less than the confidence interval, there was no real change. On the other hand, in the 2000/01 survey, the same question obtained a result of 85% with a confidence interval of $\pm 3.4\%$. Because the difference between the earlier surveys and the 2000/01 surveys exceeded the confidence interval of $\pm 3.4\%$, there has been an increase. If the difference is 7% or greater, it is considered a significant change.

Endnote B – Technical Note on Trendlines

Linear trendlines were introduced in 2000/01 as an aid to interpreting the results for measures reported in this Annual Report. Trendlines augment data interpretation techniques already in use such as the calculation of margins of error and replaces significance testing. While these latter methods are helpful in determining the significance of a change between two data points, trendlines provide a useful method of understanding the year-to-year fluctuations over the longer term. Now that most measures have data spanning three or more years, trendlines become an appropriate tool of analysis. Trendlines move the focus from smaller year-to-year changes to information about the longer-term direction of the data trend and whether or not it is tracking towards the performance target for the measures with targets.

Linear trendlines were used. The calculation below provides a best-fit straight trendline based on the least amount of aggregate variance between the actual data points (reported values e.g. % satisfaction) and the estimated value points that compose the trendline, using the least squares method:

$Y=mx+b$ where m is the slope and b is the y -intercept.

Comments in the text on results having more than 3 data points are supported by linear trendline analysis.

Endnote C: Endnotes for Performance Measures

Goal One: High Quality Learning Opportunities

1.01 Percentages of high school students, parents (of ECS-12 students) and the public satisfied overall with the quality of education.

This measure is based on data from annual telephone surveys conducted for Alberta Learning. Parents were asked about their satisfaction with the education their child is receiving; students were asked about their satisfaction with their own education; members of the public were asked about their satisfaction with the quality of education that students in the community are receiving. Results reported are the combined percentages of all respondents who indicated they were “satisfied” or “very satisfied”.

1.02 Percentages of adult Albertans satisfied that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for the workforce.

Respondents to annual telephone surveys conducted for Alberta Learning were asked how satisfied they were that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for the workforce. Results reported are the combined percentages of all respondents who indicated they were “satisfied” or “very satisfied.”

A new question was asked of all members of the Alberta public for the first time in the 2001 public/adult learner survey to more directly address this measure: “How satisfied are you with the overall quality of learning programs in Alberta’s adult learning system?” Results reported in the analysis are the combined percentages of all respondents who indicated they were “satisfied” or “very satisfied.”

The public/adult learner survey sample (n=3,001) is of sufficient size to compare results for the public overall with results for a key subgroup – adult learners (those members of the public who had taken some education or training in the past 12 months).

1.03 Percentages of adult Albertans satisfied with education or training taken in the last 12 months.

Respondents to annual public/adult learner telephone surveys conducted for Alberta Learning were asked if they had taken any education or training in the past twelve months. Those who had were then asked about the extent to which they were satisfied with that education or training. The results reported are for the combined “satisfied” and “very satisfied” responses.

1.04 Participation of Albertans age 17 and over in credit and non-credit programs and courses.

This measure shows the proportion of Albertans aged 17 and over who said that they have taken some education or training in the last 12 months. Since 1999, a question on adult participation in learning has been included in the public survey conducted for Alberta Learning, as comparative Canada-wide data are not available regularly. The latest available comparative information is provided below.

	1993 (rank among provinces)		1997 (rank among provinces)	
Alberta	40%	(1 st)	34%	(2 nd)
Canada	35%		31%	

Source: Statistics Canada, Adult Education and Training Surveys, 1994 and 1998.

1.05 Average post-secondary student assistance award (new).

Data are from the Students Finance system, Learner Funding Branch. The **average post-secondary student assistance award** is the annual average combined federal and provincial financial assistance (including both loans and non-repayable grants and bursaries) provided to academically qualified adult learners so that they can pursue a post-secondary education when financial need has been identified. It is calculated by dividing the total student financial assistance by the total number of students receiving assistance and commencing studies between April 1 and March 31 each year. The average post-secondary student assistance award is calculated before remission is applied. Not all students who receive loans also receive non-repayable assistance so the graphs cannot be subdivided into average grant and average loan amounts. Calculation of the **average combined cumulative federal and provincial student loan debt of post-secondary learners** in their final year of study is based on those learners who began studies between April 1 and March 31 each fiscal year, and who indicated on their student loan application that they were in their final year of study.

1.06 Satisfaction of recent post-secondary graduates with overall quality of their post-secondary education.

In graduate satisfaction surveys conducted by the institutions, 1998/99 graduates were asked to rate their overall satisfaction with the quality of their post-secondary educational experience. Each institution provides the data through the Ministry's Key Performance Indicators Reporting System (KPIRS). Results reported are the combined percentages of respondents who were "fully satisfied" or "somewhat satisfied." "No Responses" were excluded. Results from prior years are not comparable as different satisfaction survey scales were used.

For the 1998/99 graduate student satisfaction survey, all public colleges and technical institutes were to use a five-point scale (fully satisfied, somewhat satisfied, neutral, somewhat dissatisfied and very dissatisfied categories) instead of the former three-point scale (fully satisfied, somewhat satisfied and dissatisfied categories). A few colleges still used the former three-point scale. In order to have some comparability among all colleges and technical institutes, the total responses to the somewhat satisfied category in the three-point scale were allocated among the somewhat satisfied and neutral categories in the five-point scale in the same ratio as the allocation of the responses among the other colleges and technical institutes.

Supplemental Information: Distribution of responses of 1998/99 graduates to overall satisfaction with the quality of their education

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Universities	15%	62%	18%	5%	1%
Private University Colleges	40%	52%	7%	1%	0%
Public Colleges	45%	40%	12%	2%	1%
Technical Institutes	27%	48%	19%	4%	1%
System Total	31%	49%	16%	3%	1%

1.07 Satisfaction of apprenticeship graduates with the overall quality of their work experience and technical training.

This indicator reflects the percentage of 1999/2000 graduates (surveyed 6-18 months after graduation, in January-March, 2001) from Alberta's apprenticeship and industry training system who were somewhat or very satisfied both with the quality of their on-the-job work experience and with their technical training. All graduates were surveyed, and the response rate to the survey was 75%.

1.08 Percentages of parents and students who agree that schools provide a safe and caring environment.

In annual telephone surveys conducted for Alberta Learning, parents (ECS-12) and high school students were asked about their agreement that their school provides:

- a safe environment,
- a caring environment.

The result reported represents the combined percentage of respondents who "strongly agreed" or "agreed".

1.09 Enrolment in a range of available post-secondary program areas.

Data are extracted from the Learning and Enrolment Reporting System (LERS) maintained by the Information Access and Reporting Branch. This measure reflects the variety of learning opportunities that are available to adult Albertans - by program type and area of study.

The enrolment by institutional sectors is provided in the table below.

Institutional Sector	Enrolment (FLEs)				
	1995/96	1996/97	1997/98	1998/99	1999/2000
Universities	49,931	51,737	52,492	54,050	56,098
The Banff Centre*	255	304	353	266	270
Public Colleges	39,517	39,266	39,266	38,816	40,202
Technical Institutes	16,882	17,807	18,548	19,766	20,408
Private University Colleges	2,503	2,318	2,337	2,433	2,596
Total	109,088	111,432	112,996	115,331	119,574

*Note: The years 1995/96, 1998/99 and 1999/2000 include enrolments from the Centre of the Arts, and exclude enrolments in the Centre for Management, which is fully cost-recovery. In 1996/97 and 1997/98 enrolments from both the Centre of Management and the Centre of the Arts are included.

Post-secondary enrolment increases in relation to increases in the population of adult Albertans are provided below.

Calendar Year	Alberta Population Increase (18 yr+)	Academic Year	Post-Secondary Enrolment Increase
1996-2000	9.97%	1995/96 to 1999/2000	9.61%
Average change per year	2.4%		2.3%

Source for Alberta Population: Statistics Canada, Annual Demographic Statistics, 2000.

Note: Alberta population is calculated on a calendar year basis. Post-secondary enrolments are calculated on the institution academic year.

1.10 Percentages of students (ECS-12) enrolled in various delivery choices within the public education system.

Data are extracted from the Learning Data Warehouse, Information Services. This measure indicates the number and percentage of students registered in selected program and delivery choices offered in the public ECS-12 learning system. Also shown is the number of school authorities that offer each of these choices. In addition to choices within the public system, parents and students also have the choice of accessing private schools. Senior high school students can choose from an extensive selection of courses as well. In addition to changes in total enrollment in these delivery choices, enrollment is redistributed among the available alternatives as new delivery choices become available. Newer program and delivery choices, such as charter schools and online programs, may attract some students from other available choice options. For example, the increased enrolment in online programs since 1996/97 may account for some of the decreased enrolment in home education programs.

For outreach programs, certificated teachers are responsible for the education of students enrolled in outreach programs. Students in outreach programs must have access to a certificated teacher for the appropriate number of instructional hours as defined in the *Guide to Education: ECS to Grade 12* – 950 hours for grades 2 – 9 and 1000 hours for grades 10 – 12.

Online programs are offered under the instruction and complete supervision of a certificated teacher of a board or accredited private schools. Note: In April 2000, Alberta Learning replaced the term “virtual schools” with “online programs” as the most appropriate term for defining the practice of mediated, interactive distance learning.

As identified in the *Home Education Regulation*, parents who choose to home educate their children are responsible for the development, administration, and management of the home education program. Parents are also responsible for evaluating the progress of their children at regular intervals. The *Home Education Regulation* identifies the supervision provided by certificated teachers employed by the supervising board or the supervising private school. The certificated teacher conducts at least two evaluations in each school year and provides assistance and advice to the parent.

The following table shows provincial aggregate enrollment in recent years in the public system, in other schools and total provincial enrollment (public + other).

Public System, Other and Total Provincial Enrollment

Authority Type	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001
Public System:					
- Public	408,195 (42)	412,152 (42)	418,352 (42)	419,867 (42)	420,655 (42)
- Separate	116,804 (23)	120,955 (19)	123,604 (17)	125,855 (17)	126,099 (17)
- Francophone	1,714 (6)	1,838 (6)	2,050 (3)	2,264 (3)	3,139 (5)
- Charter	1,467 (8)	2,133 (11)	1,716 (9)	2,074 (10)	2,559 (10)
Public System Total	528,180 (79)	537,078 (78)	545,722 (71)	550,060 (72)	552,452 (74)
Other:					
- ECS Private Operators	3,161 (158)	2,812 (153)	2,534 (134)	2,623 (128)	2,622 (125)
- Private School	22,538 (183)	23,278 (184)	23,901 (185)	23,893 (184)	25,186 (180)
- Federal Indian Affairs	6,212 (35)	8,072 (36)	7,744 (38)	8,791 (37)	8,805 (37)
- Provincial	3,374 (18)	2,821 (17)	2,202 (16)	2,423 (15)	2,507 (24)
Other Total	35,285 (394)	36,983 (390)	36,381 (373)	37,730 (364)	39,120 (366)
Total (Public + Other)	563,465 (473)	574,061 (468)	582,103 (444)	587,790(436)	591,572(440)

Note: Data are as of August 16, 2001. Numbers in parentheses indicate the number of authorities or schools. The learning data warehouse is continually updated with the most current information; historical data may differ from previously published enrolment figures.

1.11 Satisfaction of learners, parents, employers, and the public that learners have ease of access to lifelong learning.

In annual telephone surveys conducted for Alberta Learning, samples of parents (ECS-12), high school students (grades 10 –12) and the public were asked about their agreement that "learners have ease of access to lifelong learning". This question to parents and high school students was asked relative to **all learners** (ECS-12 learners and adult learners). The public were asked the same question with regard to high school graduates.

The public (including the subgroup - adult learners) were asked about their agreement that "most **adults** are able to access the education or training they want." A different question was used for the public/adult learners to obtain feedback specifically regarding accessibility for adult learners.

The percentages reported represent the percentage of respondents who "strongly agree" or "agree".

1.12 Satisfaction of parents of school children with severe special needs with support services for their child.

In annual surveys conducted for Alberta Learning, **parents of children with severe special needs** have been asked about their *overall satisfaction with support services for their child*, and then asked a series of questions about their satisfaction with specific aspects of support services for their child. For the first time in 2001, **parents of children with mild/moderate special needs** were surveyed as well.

A new question was added to the 2001 surveys of parents of children with severe special needs, and of parents of children with mild/moderate special needs – regarding their satisfaction *with the overall quality of education provided to their children*. This question was added to provide comparable data to results from a similar question asked of parents of all students (ECS-Grade 12). The satisfaction levels presented are the combined percentages of respondents who indicated they were "Satisfied" or "Very Satisfied".

1.13 Tuition Fee Revenue as a Proportion of Net Operating Expenditures.

Post-secondary institutions are required to submit annual revenue, expense, tuition fee revenue and net operating expenditure data to Alberta Learning through the Financial Information Reporting System (FIRS). In addition, the Ministry receives annual audited financial statements for each institution.

Revenue sources used to fund delivery of post-secondary credit instruction programs are composed primarily of three specific sources: tuition fees (subject to the Tuition Fee Policy), provincial grants and other student fees. To calculate the measure, total tuition fee revenues subject to the policy are divided by net operating expenditures. The net operating expenditures are calculated by eliminating all expenses related to sponsored research, special purpose and trust activities, ancillary enterprises, non-credit instruction, apprenticeship instruction, off-campus credit instruction not supported by the Ministry, third-party credit instruction, and business enterprise activities. The dollar figures presented are the net operating expenditures for credit programs subject to the tuition fee legislation.

In this measure, total credit revenue is assumed to equal net operating expenditures for credit programs. Included in the Alberta Learning grants are unrestricted grants, which are used to fund the operation of institutions. In addition, Alberta Learning grants and other certain related student fees are assumed to fund credit programs. Other Revenue is the difference between total credit revenue and the sum of Ministry grants, Tuition Fee Revenue and other Credit Related Student Fees.

The table below provides the ratio of tuition revenue to net operating expenditures for each type of post-secondary institution. The ratios in 1999/2000 for each sector were close to the system average. The differences among sector ratios have narrowed since 1995/96.

Ratio of Tuition Fee Revenues (Subject to Tuition Fee Policy) to Net Operating Expenditures by Sector

Sector	1995/96	1996/97	1997/98	1998/99	1999/2000
Universities	20.1%	22.3%	23.6%	22.5%	24.1%
Public Colleges	13.9%	17.1%	18.4%	20.8%	23.6%
Technical Institutes	17.2%	19.5%	20.4%	23.4%	24.9%
System Average	18.1%	20.5%	21.7%	22.1%	24.0%

Source: Alberta Learning, Financial Information Reporting System (FIRS).

Note: The post-secondary institutions provide other services in addition to the delivery of credit programs subject to the Tuition Fee Policy. This would include apprenticeship programs, off-campus credit programs not funded by the department, third-party credit programs, non-credit instruction, ancillary services such as residences and cafeteria, and research activities at the universities. The total revenues for all activities and percentage of revenues by source are shown in the table below.

Per-Cent of Public Post-Secondary Institutions' Revenues by Source

Source	1995/96	1996/97	1997/98	1998/99	1999/2000
Total Revenue (\$ billions)	\$1.61	\$1.68	\$1.81	\$1.94	\$2.03
Provincial Grants	47.5%	46.1%	46.5%	44.5%	45.7%
Tuition Fee Revenues (Subject to the Tuition Fee Policy)	11.8%	13.1%	13.4%	14.1%	15.0%
Non-Credit Revenues	4.1%	4.0%	4.3%	3.9%	3.6%
Ancillary Services Revenues	8.1%	8.5%	8.0%	7.8%	7.9%
Sponsored Federal Research Revenues	5.1%	4.8%	4.4%	4.5%	3.0%
Other Revenues	23.4%	23.5%	23.4%	25.2%	24.8%

Source: Alberta Learning, Financial Information Reporting System (FIRS).

Notes:

- These data are only for the universities, public colleges and technical institutes. Data for the Banff Centre and the private university colleges are not included.
- For 1999/2000, institutions reported their revenues and expenses in FIRS using the accrual method of accounting. For capital grants, this means that only those revenues entering into the income statement are reported as revenue with the remainder of any grants made during the 1999/2000 fiscal year being deferred to subsequent years. This affects federal research grants particularly as a significant portion of the grants is provided for capital items. The total research funding received by the universities in 1999/2000 is provided in supplementary measure 4.02.

1.14 Provincial uniform equalized property tax rates for basic education.

Changes in the annual provincial equalized property tax rates illustrate changes in the contribution that property tax payers make towards the revenue available for the basic learning system. The uniform provincial mill rate is the property tax rate used by the province to calculate each municipality's financial contribution to the education system. A municipality's tax contribution is calculated by multiplying the provincial property tax (mill) rate by that municipality's equalized assessment base. The equalized assessment base is determined by a provincial Assessment Equalization Board that adjusts the value of the properties in a municipality to current market conditions. With the exception of four Improvement Districts and one municipality, all municipalities in Alberta are taxed at the same provincial rate in the year 2001. Provincial mill rates for education are established annually by an Order in Council. Information on mill rates are from the Budget and Fiscal Analysis Branch, and are available online at:

<http://www.gov.ab.ca/acn/200104/10517.html>

Goal Two: Excellence in Learner Achievement

2.01 Percentages of students in grades 3, 6 and 9 writing provincial achievement tests who achieved the acceptable standard and the percentage who achieved the standard of excellence, including participation.

Since 1995, students in grades 3, 6 and 9 write provincial achievement tests annually in language arts and mathematics while grade 6 and 9 students also write tests in science and social studies. Test results are recorded and aggregated in customized software - the *Marking Centre Inventory System (MCIS)* and the *Marking Centre Scoring System (MCSS)*, written in *Access*, *Sequel Server* and *Visual Basic* programming languages. The provincial reports (*The Achievement Test Multiyear*

Reports 1997-2001) are prepared with the *Statistical Package for the Social Sciences (SPSS)* and are available online at:

http://www.learning.gov.ab.ca/k_12/testing/default.asp

The achievement test results for grades 3, 6 and 9 provide information on how well students are meeting provincial standards in the core academic subjects.

The achievement expectations were established shortly after the achievement testing program was developed in 1984, and have been vetted through various advisory committees of community members and educators since that time. In addition, standard-setting committees and item development committees are asked for their opinions. The Provincial Advisory Curriculum Committee also reviews the achievement expectations and results yearly. Currently, the Learner Assessment Branch has an Advisory Committee on Accounting for All Students, which is reviewing the reporting of achievement test results.

Results from the achievement tests administered in grades 3, 6 and 9 are reported in relation to the acceptable standard and the standard of excellence. A student achieving the acceptable standard in a specific grade shows an adequate understanding of the core knowledge and adequate basic skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course – an ability to integrate information and evaluate it from various points of view. The student shows a high level of proficiency with skills, applying knowledge in appropriate ways to new problems in the course.

Achievement expectations originally are based on the curriculum expectations as determined through consultation with a wide range of stakeholders. Once the curriculum expectations have been determined, the test design is vetted through committees of stakeholders, and by a standard-setting committee of teachers. The standard-setting committee consists of about 20 teachers of the course and uses a modified Angoff process. The final decision of this process is reviewed by Learning Assessment staff and is open to the general community. Cut scores are published in the detailed school reports.

The following table shows the proportion of all students in a grade who have demonstrated, on a particular achievement test, that they can do what is expected in the course. Reporting based on the number enrolled allows for comparisons over time, taking into account any changes in participation on the test. Not all students write the provincial achievement tests. Achievement test results are not available for students who were absent, who were excused from writing by the superintendent (because participation would be harmful to the student, or the student could not respond to the test instrument), who wrote but whose results were withheld, or who wrote only one part of a language arts test. It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test.

**Percentages of all Students in Grades 3, 6 and 9 Demonstrating the Standards on
Provincial Achievement Tests**

Subject	Standard	1997	1998	1999	2000	2001
Grade 3						
Language Arts	excellence	12.8%	14.2%	14.9%	17.9%	16.1%
	acceptable	82.0%	80.3%	83.5%	84.3%	82.8%
Mathematics ²	excellence	—	19.4%	23.8%	25.7%	23.8%
	acceptable	—	75.2%	80.2%	82.1%	81.8%
Grade 6						
Language Arts	excellence	14.6%	13.5%	16.2%	19.4%	14.9%
	acceptable	79.4%	78.4%	78.6%	80.3%	78.7%
Mathematics ²	excellence	—	15.9%	16.0%	16.5%	17.9%
	acceptable	—	77.3%	77.5%	78.9%	79.3%
Science ³	excellence	12.8%	17.1%	22.5%	24.7%	25.3%
	acceptable	73.1%	74.8%	78.8%	79.0%	82.0%
Social Studies	excellence	16.0%	15.6%	16.1%	19.9%	18.7%
	acceptable	73.6%	73.1%	76.2%	78.7%	78.6%
Grade 9						
Language Arts	excellence	10.3%	10.1%	10.8%	13.6%	13.1%
	acceptable	79.2%	78.0%	78.5%	80.1%	78.8%
Mathematics ²	excellence	—	12.8%	13.8%	14.4%	16.3%
	acceptable	—	64.3%	64.4%	66.9%	66.5%
Science	excellence	14.2%	11.5%	13.3%	12.6%	11.9%
	acceptable	72.2%	70.7%	70.8%	72.0%	71.7%
Social Studies	excellence	14.0%	12.6%	16.0%	16.2%	16.0%
	acceptable	75.3%	70.6%	72.7%	73.4%	72.8%

2.02 Percentages of students writing grade 12 diploma examinations who achieved the acceptable standard.

Results on diploma examinations show how well students are meeting provincial standards as outlined in the Programs of Study. Mathematics 30 results are not reported because the group of students taking the course is not representative of the population that has normally taken the course. The Mathematics 30 course has limited availability and is being phased out.

The achievement expectations were established shortly after the achievement program was developed in 1984, and have been vetted through various advisory committees of community members and educators since that time. In addition, standard-setting committees and item development committees are asked for their opinions. The Provincial Advisory Curriculum Committee also reviews the achievement expectations and results yearly.

Results are reported in relation to the acceptable standard and the standard of excellence. A student achieving the acceptable standard demonstrates that s/he has met the basic requirements of the course. A mark of 50 per cent on the examination represents the acceptable standard in a diploma examination course. A mark of 80 per cent on the examination represents the standard of excellence and indicates that the student has demonstrated performance significantly beyond the minimum requirements of the course.

Achievement expectations originally are based on the curriculum expectations as determined through consultation with a wide range of stakeholders. Once the curriculum expectations have been determined, and the cut score determined through item development committees of teachers, the test design is vetted through committees of stakeholders, and by a standard-setting committee of teachers. The standard-setting committee consists of about 20 teachers of the course and uses a modified Angoff process. The final decision of this process is reviewed by Learner Assessment staff and the discussion is open to the general community. The diploma exam mark is worth 50 per cent of the final mark in a course; the school-awarded mark contributes the other 50 per cent. The proportion of grade 12 students completing diploma examination courses varies from year to year and from school to school depending on course enrollments and student success in achieving course requirements.

Test results are recorded and aggregated in customized software - the *Marking Centre Inventory System (MCIS)* and the *Marking Centre Scoring System (MCSS)*, written in the *Access, Sequel Server* and *Visual Basic* programming languages. The provincial reports (*The Diploma Examination Multiyear Reports 1997-2001*) are available online at:

http://www.learning.gov.ab.ca/k_12/testing/multipublic/dip/

The table “Percentages of Grade 12 Students Completing Grade 12 Diploma Examination Courses” shows the percentage of grade 12 students who received a final mark in each diploma examination course for the last five years.

2.03 Percentages of students who received a high school diploma or certificate or enter post-secondary studies within six years of entering grade 9.

This core measure indicates the percentage of Alberta students who complete high school, or enter an Alberta post-secondary credit program directly from high school within six years of entering grade 9. Data on student attainment are from the Student Record System, which is maintained by Information Management Services. Demographic data are from Statistics Canada.

This display also shows completion rates within four years of entering grade nine ("on-time" completers). The different timeframes for completion reflect the fact that, while the majority of students complete high school within four years of entering grade 9, others take one, two or more years to complete.

Of students who have not completed high school within six years of entering grade 9, about 5% are still in school, and about 25% are not in school at that time. Based on previous patterns over the longer term, some of these students eventually will complete high school.

2.04 Student results on national and international tests.

The Third International Mathematics and Science Study (TIMSS) is an international study in which Canada and several provinces choose to participate. TIMSS assessment instruments were administered in 1994/1995 to students in grades 4 and 8 and their last year of high school and were administered again to students in grade 8 in 1998/1999. Results are reported relative to those of other participating countries and Canadian provinces. The tests are developed by an international

panel to represent curriculum in the majority of countries. Alberta does a curriculum analysis of the tests to ensure consistency with the Alberta program of studies. Sampling procedures are clearly defined and monitored. Details on TIMMS are available at <http://www.curricstudies.educ.ubc.ca/wprojects/TIMSS/>

2.05 Provincial apprenticeship testing program results.

This measure shows the percentage of apprentices who passed their final period industry exams and is calculated for the school year, August 1 to July 31. In order to pass, a grade of 70% or more is required in the provincial apprenticeship examination. Results also include those who received credit (achieved at least 67% on the exam and met other program expectations) as well as those who wrote and passed a supplemental exam. Data are from the Skilled Trades Information System (STIS), Board Support and Business Integration Branch, Apprenticeship and Industry Training Division. Results for years prior to 1998/99 are not provided because they are not comparable due to the change in pass mark implemented on August 1, 1998. Final period industry exam results provide a measure of learner success in the apprenticeship and industry training system. It is one of the final steps before certification, at which point graduates are recognized as having the skills and competencies in their trade. It also is the culmination of a series of successful completions of on-the-job training, work experience and technical training, a process that usually takes 2 to 4 years depending on the trade.

2.06 Percentages of Albertans age 25-34 who completed high school, and percentages who completed post-secondary programs.

This measure shows the proportion of Albertans reporting they have high school and post-secondary credentials, compared to Canada and other provinces. Proportions for 25-34 year-olds are presented, as they represent recent outputs of Alberta's learning system. 3,775 Alberta households were surveyed and 7,700 provided information to this survey. The coefficient of variability (CV) for the Alberta sample is 2.5. That is, sampling error accounts for $\pm 2.5\%$ of the Alberta values for 2000/01. The CV for the national sample is 1 and accounts $\pm 1\%$ of variability around the 2000/01 value indicated for Canada. Rankings for 2000/01 are presented in the table below:

Percentages of Albertans age 25-34 who have completed high school

	1996/97	1997/98	1998/99	1999/00	2000/01	2000/01 Ranking
Alberta	86.5	86.9	87.5	87.5	89.7	3rd
Canada	84.7	85.9	86.6	87.1	88.2	—
British Columbia	88.6	88.3	88.5	89.6	90.0	1st
Saskatchewan	81.5	83.8	85.1	84.9	86.5	6th
Manitoba	83.3	82.6	83.0	84.7	86.2	7th
Ontario	86.0	87.6	88.0	89.0	90.0	1st
Quebec	81.7	83.3	84.5	84.0	84.8	8th
New Brunswick	82.0	82.8	84.7	86.0	86.9	5th
Nova Scotia	81.3	82.5	83.8	85.6	87.2	4th
Prince Edward Island	78.1	78.4	81.4	83.6	82.3	10th
Newfoundland	77.5	79.6	80.0	81.1	82.4	9th

Percentages of Albertans age 25-34 who have completed Post-Secondary Programs

	1996/97	1997/98	1998/99	1999/00	2000/01	2000/01 Ranking
Alberta	51.8	53.3	54.8	55.4	56.1	5th
Canada	53.9	56.2	57.5	58.3	59.5	—
British Columbia	51.9	52.8	54.8	54.5	54.4	7th
Saskatchewan	45.8	49.9	52.3	51.9	51.9	10th
Manitoba	47.4	49.4	51.1	51.6	52.7	9th
Ontario	53.9	56.8	57.2	59.1	60.5	3rd
Quebec	58.2	60.5	62.7	62.2	64.4	1st
New Brunswick	49.5	48.6	51.2	55.9	55.9	6th
Nova Scotia	56.2	59.7	59.9	61.4	62.7	2nd
Prince Edward Island	49.2	49.5	53.2	55.2	53.6	8th
Newfoundland	53.1	55.5	55.6	56.8	58.2	4th

Source: Statistics Canada Labour Force Survey, Special tabulation for Alberta Learning.

Note: Some of the percentages in the above tables differ from previously reported data due to a change in rounding methodology. The percentages in the above tables have been calculated using as much precision as the data permits.

Goal Three: Well Prepared Learners for Lifelong Learning, the World of Work and Citizenship

3.01 Percentages of grade 1 students who attended ECS (new).

The participation rate of eligible children in ECS programs is defined as the number of students with a grade 1 primary registration who also had any ECS or ungraded registration in any prior school year divided by the number of students with a grade 1 primary registration in a school year, minus the number of students who migrated into the province between the two school years. In-migration data are comprised of two sources: (a) the estimated number of immigrants aged 5 years of age as of July 1 of the calendar year; and (b) the estimated number of inter-provincial in-migrants aged 5 years of age as of July 1 of the calendar year. These two numbers are added together to estimate the total number of new students entering the province between one school year and another. The grade 1 and ECS registration data are from the Learning Data

Warehouse provided by Information Services. The in-migration data are from Statistics Canada, Annual Demographic Statistics, 2000 (CD-ROM).

The methodology has been changed, and this has resulted in the measure's title being changed from "Participation rate of eligible-age children in ECS programs" to "Percentage of grade 1 students who attended ECS." The methodology was changed because the previous methodology provided less reliable results as it contained more estimation.

The Kindergarten Program Statement and the Program of Studies for English, Mathematics, and Physical Education lay out the program for children in ECS. For the 2000/01 school year, funding for ECS was increased from 400 hours to 475 hours of instruction, which is equivalent to 50% of the 950 required hours of instruction at the Grades 1 to 9 levels. Funding for ECS basic instruction is calculated by multiplying the number of eligible ECS children by the rate for ECS basic instruction. For the 2000/01 school year, the ECS basic instruction rate was \$2,048.

Children with severe disabilities, between the ages of 2 years 6 months and no older than 6 years of age on September 1, are eligible for a maximum of three years of funded ECS programming prior to entering grade 1. For the 2000/01 school year, the Program Unit Funding (PUF) for children with severe disabilities was a maximum of \$20,158 per child per unit. Additional monies are available for units with more than one child.

Children with mild or moderate disabilities or those who are gifted and talented, between the ages of 3 years 6 months and no older than 6 years of age on September 1, are eligible for a maximum of two years of funded ECS programming prior to entering grade 1. For the 2000/01 school year, ECS programs that support children with mild or moderate disabilities and children who are gifted and talented are eligible to receive \$2,000 per child.

In addition to the ECS Basic Instruction grant, ECS operators can access funding for the Early Literacy Initiative, which can be used to address the needs of children in ECS programs who are experiencing difficulties in developing reading readiness and early literacy skills. In the 2000/01 school year, each ECS operator could access a minimum of \$1,200 or \$38.25 per child based on the September 30 enrolment.

Note: Data on the measure of learning readiness of pre-ECS children is not available.

3.02 Perception of public, learners, parents, institutions and employers that learners are well prepared for lifelong learning, world of work and citizenship.

In annual telephone surveys conducted for Alberta Learning, parents (ECS-12), high school students and the public were asked about their satisfaction/agreement that learners are prepared for lifelong learning, the world of work, and for citizenship.

The public/adult learner survey sample (n=3,001) is of sufficient size to compare results for the public overall with results for a key subgroup – adult learners (those members of the public who had taken some education or training in the past 12 months).

Results reported for this measure are the combined percentages of respondents who either "strongly agreed/agreed" or were "very satisfied/satisfied."

Data for institution are not available this year.

3.03 Employment status of Alberta post-secondary graduates.

This measure shows the employment status of graduates (as a percentage of all graduates) in publicly funded post-secondary parchment and preparatory & basic upgrading programs at the time of the survey. Apprentices are not included here, as they are addressed in a separate survey; see measure 3.09. The survey instrument is in *the Key Performance Indicators Reporting Manual for Alberta Post-secondary Institutions*, (December, 1999), pp 46-48, available online at: <http://www.aecd.gov.ab.ca/software/>.

Institutions report data every two years. For university and private university colleges, the survey is completed two years after learners graduate. For colleges and technical institutes, surveys are conducted 6-9 months after graduation. In most cases, the surveys are census-based, except for the University of Alberta and the University of Calgary where a random sample survey is used. Percentages in the display are based on all graduates responding to the surveys (including those not in the labour force).

The employment rate of graduates, the percentage employed of those in the labour force, is provided in the table below.

Employment Rates of Post-Secondary Graduates

	<u>1997/98</u>	<u>1999/2000</u>
System Total	93%	93%
Universities	95%	96%
Public Colleges	91%	92%
Technical Institutes	92%	91%
Private University Colleges	91%	93%

Alberta's labour force participation rate and unemployment rate by educational attainment provide additional information (see table below). The **participation rate** measures the proportion of Albertans of working age (15 years of age and older) participating in the labour force (either working or actively seeking work). Of those participating in the labour force, the proportion that is unable to find work is the **unemployment rate**.

Overall, the high labour force participation rates coupled with low unemployment rates indicate that most Albertans are in the labour market and are successfully finding and maintaining employment. Also, the data indicate that there is a strong relationship between educational attainment and labour market success that is consistent over time. Albertans with university degrees and post-secondary diplomas experience the greatest labour market success. The low unemployment rates for these groups reflect employer demand for a well-educated workforce. Albertans with lower levels of education are less likely to participate in the labour force and have higher unemployment rates. Some of these individuals are still in school.

Relationship of Education with Labour Market Participation and with Unemployment Rates

	1996	1997	1998	1999	2000
Labour Market Participation					
Alberta Total	72.3%	72.1%	72.5%	72.6%	72.2%
University degree	85.1%	83.6%	84.2%	82.8%	83.7%
Post-secondary certificate or diploma	80.5%	80.9%	79.8%	81.1%	80.9%
Some post-secondary	74.7%	75.3%	76.7%	76.2%	75.3%
High school graduate	77.9%	75.7%	77.1%	77.0%	77.1%
Some high school	59.3%	59.6%	58.4%	58.7%	57.0%
0 - 8 years	33.0%	30.8%	30.9%	31.8%	30.2%
Unemployment Rates					
Alberta Total	6.9%	5.8%	5.6%	5.7%	5.0%
University degree	4.2%	3.2%	3.4%	3.4%	2.6%
Post-secondary certificate or diploma	5.7%	4.2%	4.6%	4.5%	3.1%
Some post-secondary	7.3%	6.7%	5.4%	6.5%	5.9%
High school graduate	6.2%	5.3%	5.1%	5.2%	5.3%
Some high school	12.2%	10.9%	10.6%	10.9%	10.1%
0 - 8 years	9.2%	10.9%	6.7%	6.0%	8.0%

Source: Statistics Canada: Labour Force Survey: 1996 – 2000.

3.04 Employer satisfaction with the academic/technical skills acquired by employees through public post-secondary education.

Alberta employers who had recently hired graduates of Alberta’s adult learning system were asked in bi-annual surveys about their satisfaction with the academic/technical skills of those graduates. The display shows the percentage of surveyed Alberta employers who were somewhat or very satisfied with the academic/technical skills acquired by employees through Alberta’s public post-secondary learning system. The 1997/98 survey addressed degree and diploma program graduates only, while the 1999/2000 survey addressed degree, diploma and certificate program graduates.

Results for this measure indicate the combined percentage of respondents who were “very satisfied” or “satisfied”.

3.05 Percentages of students writing provincial social studies assessments (grades 3, 6 and 9 achievement tests and grade 12 diploma examinations) who achieved the acceptable standard (new).

Social Studies is a school subject that assists students to acquire the basic knowledge, skills and attitudes needed to become responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics and other social sciences. Since 1995, students have written provincial achievement tests annually in Grade 6 and Grade 9 Social Studies. Students have been writing diploma examinations in Social Studies 30 since 1984 and in Social Studies 33 since the 1995/96 school year. The achievement tests results for grades 6 and 9 and the diploma examinations for grade 12 provide information on how well students are meeting provincial standards in social studies as an indication of their preparation for citizenship. Data are from the *Achievement Test Multiyear Reports 1997-2001* and the *Diploma Examination Multiyear Reports 1997-2001*, which are available online at:

http://www.learning.gov.ab.ca/k_12/testing/

3.06 Percentages of (high school and post-secondary) students enrolled in a second language course (new).

The data were extracted from the Learning Data Warehouse, Information Services Branch. High school students include all those students in grades 10, 11 and 12 in public, separate, francophone, charter and private schools who have completed at least one course during the current school year reported or in a previous school year. Second language course participation is defined as completion of at least one second language course during the reported year (i.e., participated in at least 50% of the course, received a mid-term mark and earned a course mark of 25% or better). As the Ministry does not collect course enrolment information, second language course completion information used for providing funding is a proxy for second language course enrolments. The information about second language course participation is gathered on a per-student basis without duplication (e.g. students were counted only once regardless of the number of the second language courses completed). Second languages captured in the data include a wide variety classified as second languages, including aboriginal languages and American Sign Language, as well as language arts courses that by their nature are provided to students who are familiar with another language (i.e. English as a second language, francophone and French Immersion).

In addition to participation during the current year, the Learning Data Warehouse also captures information about cumulative high school course completions in second language courses. These data on the table below indicate the percentage of high school students who have participated in at least one second language course at any time during high school.

Percentages of high school students who have participated in a second language course during high school				
1995/96	1996/97	1997/98	1998/99	1999/00
46.1%	42.9%	40.8%	39.0%	37.6%

Information on post-secondary student enrolment in second languages is not available.

3.07 Percentages of parents (of ECS - 12 students), high school students and the public who agree that high school graduates are prepared for post-secondary programs.

Parents (of ECS - 12 students) and high school students were asked in annual telephone surveys conducted for Alberta Learning about their agreement that high school graduates in Alberta are prepared to enter post-secondary education and training. The results reported are the combined percentages of respondents who “strongly agree” or “agree.”

3.08 Number of post-secondary learners awarded provincial scholarships (new).

This measure shows that many learners in post-secondary education have excelled academically. Scholarships encourage and reward learners for demonstrating high standards, promote affordable and accessible education, and support learners, helping them prepare for lifelong learning.

Data are from the Students’ Finance system, Learner Services Branch. The display shows a tally of all scholarships awarded in three categories: Alberta Heritage Scholarships (funded through the Alberta Heritage Scholarship Fund Endowment), Achievement Scholarships (funded through the Ministry of Learning), and Second Language Fellowships (funded by the federal government under agreement). The tally includes only recipients registered in a post-secondary program in the year the scholarship is applicable.

3.09 Employment rate of apprenticeship graduates in labour force.

This measure indicates the percentage of apprentice graduates in the labour force who were employed and in jobs related to their training. The calculation is based on surveys of graduates of the 1997/98 and 1999/2000 school years, commencing August 1st and ending July 31st. These graduates were surveyed 6 - 18 months after graduation in 1999 and 2001 respectively. Prior to graduation, apprentices were employed in related jobs while training.

3.10 Percentages of journeymen with Red Seal certification.

This measure shows the percentage of apprentices who received their training in Alberta and were issued a journeyman's certificate with a Red Seal in the same school year (the school year commences August 1st and ends July 31st). Data are from the Skilled Trades Information System (STIS), Board Support and Business Integration, Apprenticeship and Industry Training Division.

3.11 Percentages of Albertans who report involvement in volunteer activities.

This measure shows the percentage of Adult Albertans who reported in annual telephone surveys conducted by Alberta Community Development that they had participated in some form of volunteer activity in the last 12 months. Participation in volunteerism shows the extent to which Albertans demonstrate citizenship by volunteering their time for public/social causes.

The percentages shown indicate the percentage of adult Albertans who had participated in one or more types of volunteer activities, in response to the following question: "in the last 12 months did you do any volunteer work:

- a) In the arts or cultural area, for example, providing a service, with no fee or salary paid or expected to be paid to you, for an arts or cultural organization; a music, dance, theatre or multi-cultural event; an arts festival, conference or workshop; an art exhibition; a folk arts council; or a heritage society.
- b) In sports, for example, coaching a team, officiating, or organizing an event such as local athletic games.
- c) In recreation, for example, by volunteering as a coordinator, supervisor or manager of a recreational event or activity; or as a session instructor, presenter, councilor, trainer, guide, leader, official, board or executive member, or committee member or officer.
- d) For libraries, for example, volunteering as a part-time librarian or librarian assistant, assisting a local library in organizing special activities for Libraries Week, reading to children during story time, serving on a Local Library Board, shelving books or answering reference questions.
- e) In human services, for example, volunteering for a food bank, AIDS support group, Big Brothers or Big Sisters, seniors' center, disabled support services group, or international aid organization.
- f) In youth employment, for example, volunteering for a boys and girls club, or youth center.
- g) Informal volunteering, for example, impromptu volunteering for a church group or school.
- h) Did you do any other type of volunteer work? (if yes, specify_____).

Goal Four: Effective Working Relationships with Partners

4.01 Perception of partners and stakeholders who work with Alberta Learning.

Data for this measure are collected annually for Alberta Learning through a survey of partners and stakeholders. Partners are representatives of other provincial government Ministries working with Alberta Learning on specific projects. For the purpose of this survey, stakeholders are representatives of institutionally based organizations, some of which are specifically mandated by legislation, that have as their mission a broad and dedicated interest in the learning system. The judgment-based survey was conducted for Alberta Learning in December 1999 and again in December 2000. Respondents were selected with broad input from senior Ministry staff. Stakeholder selection focused on individuals in senior positions in their organizations who have a broad understanding of the learning system and were in the best position to provide meaningful responses, including representatives of the largest post-secondary institutions and school jurisdictions because of their impact on large numbers of learners.

38 representatives of other Alberta government ministries and 14 representatives of stakeholder organizations in Alberta's learning system were surveyed in December 1999. Those surveyed were asked in telephone interviews if Alberta Learning staff are collaborative, responsive and flexible in their working relationships with them. 33 representatives of other Alberta ministries and 28 representatives of stakeholder organizations in Alberta's learning system were surveyed in December 2000. Results reported are the combined responses of both groups and the combined responses of those who "agree" and "strongly agree".

The following partner ministries and stakeholder organizations participated in the December 2000 survey:

Partnering Ministries: AADAC, Alberta Corporate Services Centre, Children Services, Community Development, Economic Development, Health and Wellness, Human Resources and Employment, Infrastructure, Innovation and Science, International and Intergovernmental Relations, Justice and Attorney General, and the Personnel Administration Office.

Stakeholder Groups: Alberta Apprenticeship & Industry Training Board, Alberta Catholic School Trustees' Association, Alberta College – Institutes and Faculties Association, Alberta Colleges and Technical Institutes Student's Executive Council, Alberta Home and School Councils' Association, Alberta School Boards Association, Alberta Teachers' Association, Association of School Business Officials of Alberta, Athabasca University, Calgary Catholic Schools, Calgary Public Schools, Careers...The Next Generation, College of Alberta School Superintendents, Confederation of Alberta Faculty Association - University of Alberta, Construction Labour Relations, Council of Alberta University Students, Council of Presidents – College and Technical Institutes, Edmonton Catholic Schools, Edmonton Public Schools, Graduate Students' Association, Mechanical Contractors Association, Mount Royal College (Students Awards), Red Deer College (Students Awards), Student Finance Board, University Coordinating Council – University of Alberta, University of Alberta, University of Calgary, University of Lethbridge.

4.02 Industry and non-profit university research funding as percentages of total university research funding.

This measure shows the level of investment in university research by non-government sources (industry and non-profit/community agencies) as well as federal and provincial funding. It shows

the percentage of universities' total research dollars that are contributed by industry and non-profit/community agencies. Data are provided by the institutions to Alberta Innovation and Science.

4.03 Satisfaction of employers with the apprenticeship and industry training system.

This indicator shows the percentage of employers involved in the Alberta apprenticeship training and trade certification system who were satisfied or very satisfied with the performance of the system and its partners in providing the needed skills. It also shows the percentage of employers who were satisfied with the skills of their certified journeymen. A survey conducted for Alberta Learning of employer satisfaction with apprentices was first conducted in February and March 1998 and repeated in February and March 2000. The next survey is expected to be in early 2002.

Goal Five: Highly Responsive and Responsible Ministry

5.01 Spending on Ministry functions as a percentage of total spending.

Spending on Ministry functions is comprised of ministry support services and program delivery support services excluding regional services. The sum of Ministry Support Services and Program Delivery Support is divided by the sum of Total Ministry Expense and Property Tax support to opted-out school boards less Teachers' Pension Valuation Adjustments. Data are from the Ministry Audited Financial Statements, and a special IMAGIS report which captures all Ministry administrative spending.

5.02 Percentages of staff who agree their employer provides support that makes them competitive in the job market (new).

Data for this measure are collected annually through *The Government of Alberta Core Human Resources Measures Survey*, conducted for the Alberta Personnel Administration Office (PAO). The survey was first conducted in November 1998, repeated from November 1999 to January 2000, and again in November 2000.

The display shows the percentage of Alberta Learning staff and all provincial government employees who answered "strongly agree" or "somewhat agree" to the following question: "*As an employee of _____ (the Alberta Public Service/Alberta Education/Alberta Advanced Education/Alberta Learning), would you say you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree that your organization provides support to help you acquire or develop your knowledge and skills that would make you more competitive in the job market.*"

Additional information on these surveys is available at the PAO website:
<http://www.gov.ab.ca/pao/corporate/corehr/core-hr-measures-project.htm>

5.03 Satisfaction of clients with the quality of Ministry service (new).

Feedback from people who deal with Alberta Learning staff provides insight into the Ministry's effectiveness. Survey results indicate the percentage of employers and apprentices involved in Alberta's apprenticeship training system who feel that they receive satisfactory service from Alberta Learning's apprenticeship staff. Employers and apprentices are key clients in the system, and their satisfaction with the quality of service they received from apprenticeship staff indicates a responsive

Ministry. Employer surveys were conducted in 1998 and 2000. Surveys of apprentice graduates were conducted early in 1999 and 2001. Other client groups have not yet been surveyed on this new core measure.

5.04 School jurisdiction spending on instruction and administration as percentages of total school jurisdiction spending.

For this measure, total jurisdiction and charter school spending in Alberta in each of the three categories (instruction and support/board & system administration/other) are divided by total jurisdiction expenses. Board & System Administration expenses are capped at between 4% and 6% of eligible revenues, depending on enrollment. The other category combines Operations and Maintenance of Schools, Transportation, Debt Services and Transfers, and External/Community Services.

Individual jurisdiction expense data is taken from their respective Audited Financial Statements. Data is aggregated at the provincial level by the School Reporting Branch. Jurisdiction Audited Financial Statements are posted online at: <http://www.learning.gov.ab.ca/funding/afs/>

5.05 Post-secondary spending on administration as a percentage of total institution spending.

This measure is the ratio of the institutional support expenses to adjusted total expenses. The adjusted total expenses are the total expenses minus expenses related to ancillary services and business enterprise. This measure reflects administrative activities for all functions of a post-secondary institution such as the delivery of credit instruction, non-credit instruction, and sponsored research. Institutions report expense data through the Financial Information and Reporting System (FIRS).

5.06 Satisfaction of learners, parents and the public with the value for money spent on the learning system.

In the annual surveys conducted for Alberta Learning, parents (of ECS - 12 students) and the public (adults age 17+) were asked about their satisfaction with the value for money spent on ECS-12 schools in their community. Members of the public also were asked about their satisfaction with value for money spent on adult learning institutions in their community, with results presented for the public overall, and for a key subgroup - adult learners (those who had taken a course/training during the past 12 months). The results for this measure are the combined percentages of “very satisfied” and “satisfied” respondents.

Parents and the public were considered to have included the categories of employers and taxpayers in this measure.

5.07 Percentages of Alberta Learning staff who agree they understand how their work contributes to the Ministry’s business plan (new).

Data for this measure are collected annually through *The Government of Alberta Core Human Resources Measures Survey*, conducted for the Alberta Personnel Administration Office (PAO). The survey was first conducted in November 1998, repeated from November 1999 to January 2000, and again in November 2000.

The display shows the percentage of staff in Alberta Learning and the public service as a whole who answered "strongly agree" or "somewhat agree" to the following survey question: *“As an employee of _____ (the Alberta Public Service/Alberta Education/Alberta Advanced Education/Alberta Learning), would you say you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree that you know and understand how your work contributes to the achievement of your department business plan.”*

Additional information on these surveys is available at the PAO website:

<http://www.gov.ab.ca/pao/corporate/corehr/core-hr-measures-project.htm>

5.08 Percentages of staff who agree they understand how the work of their Ministry contributes to government ‘s business plan goals.

Data for this measure were collected through The *Government of Alberta Core Human Resources Measures Survey*, conducted for the Alberta Personnel Administration Office (PAO) in November 2000.

The display shows the percentages of Alberta Learning staff and of all Alberta public service employees who answered "strongly agree" or "somewhat agree" to the following survey question: *“Thinking now about what you do or know, how much do you agree or disagree (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree) that you know and understand how the work of your department contributes to government business plan goals.”*

Additional information about the survey of provincial government employees from all departments is available at the PAO website:

<http://www.gov.ab.ca/pao/corporate/corehr/core-hr-measures-project.htm>

5.09 Percentages of staff who agree their employer provides the support needed to acquire or develop knowledge and skills in their current job (new).

Data for this measure are collected annually through The *Government of Alberta Core Human Resources Measures Survey*, conducted for the Alberta Personnel Administration Office (PAO). The survey was first conducted in November 1998, repeated from November 1999 to January 2000, and again in November 2000.

The display shows the percentage of staff in Alberta Learning and public service employees as a whole who answered "strongly agree" or "somewhat agree" to the following survey question: *“As an employee of _____ (the Alberta Public Service/Alberta Education/Alberta Advanced Education/Alberta Learning), would you say you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree that your organization provides support you need to acquire or develop knowledge and skills in your current job.”*

Additional information on these surveys is available at the PAO website:

<http://www.gov.ab.ca/pao/corporate/corehr/core-hr-measures-project.htm>