

Results Analysis

Deputy Minister's Message

Each year brings with it new opportunities and challenges. The past year has been no exception. Looking back we've accomplished a lot, both as a ministry and a learning community!

Alberta Learning continues to meet its goals and public satisfaction has increased. Looking at our results the positive work being done is evident.

From our financial statements you will see that we have met our budget. We were able to address unanticipated financial pressures such as increases in energy costs for school boards and post-secondary institutions. We also recognized the changing needs of schools by introducing a growth and density grant. These are just two examples of how we have met our commitment to be a responsive and responsible ministry.

The success of the past fiscal year is also reflected in the performance of our students. Alberta students continue to register high achievement standards, and the percentage of students completing high school has increased. Not only are our students doing well at the basic learning level, Alberta's youth are well prepared to take on the challenges of post-secondary education.

Recent high school graduates and all Albertans can also expect to receive an excellent education from our post-secondary schools. Diplomas and degrees are translating into professions, and employers have communicated that they are satisfied learners are ready for the challenges of the workforce.

Even with all that is being achieved, Alberta Learning is constantly looking for ways to improve. One of the ways we do this is by building upon strong relationships with our stakeholders, and the end result is benefiting the learner. Such collaboration is a part of countless initiatives and projects such as curriculum development and ensuring school councils remain effective. Together we are enhancing learning opportunities and strengthening business processes.

In this report you will find a Summary of Accomplishments that is enviable. What is astounding is that this summary, although impressive, does not contain all the achievements of our learning community for the 2000/01 fiscal year. It does however offer you a glimpse of the outstanding work being done by Alberta Learning, its partners, stakeholders and the community.

Original signed by:
Donald M. Ford
Deputy Minister

Auditor General's Report



REPORT OF THE AUDITOR GENERAL ON THE RESULTS OF APPLYING SPECIFIED AUDITING PROCEDURES TO KEY PERFORMANCE MEASURES

To the Members of the Legislative Assembly;

I have performed the following procedures in connection with the Ministry of Learning's performance measures included in the *2000-2001 Annual Report of the Ministry of Learning* as presented on pages 17 to 56.

1. Information obtained from an independent source, such as Statistics Canada, was agreed with the information supplied by the stated source. Information provided internally was agreed to the reports from the systems used to develop the information.
2. The calculations that converted source information into reported measures were tested.
3. The appropriateness of the description of each measure's methodology was assessed.

As a result of applying the above procedures, I found no exceptions. However, these procedures do not constitute an audit of the set of performance measures and therefore I express no opinion on the set of performance measures included in the *2000-2001 Annual Report of the Ministry of Learning*.

Edmonton, Alberta
September 21, 2001

original signed by:
Peter Valentine, FCA
Auditor General

Goal 1 – High Quality Learning Opportunities

OUTCOMES

Flexibility and responsiveness:

- The learning system meets the needs of all learners, society and the economy.
- The learning system is flexible and provides a variety of programs and modes of delivery.

Accessibility:

- All Albertans can participate in learning.
- Albertans with special needs can participate in learning.

Affordability:

- Cost is not a barrier to learners participating in learning opportunities.
- The learning system is affordable.

✓	Met target
=	No change
↑	Improved performance
↓	Performance decline

There are five Ministry core measures to assess and report on the goal of High Quality Learning Opportunities for Albertans. **Overall, four targets were met, and performance remained stable on one core measure.** Below are the performance highlights for 2000/01.

PERFORMANCE HIGHLIGHTS

- ✓ **Quality of Basic Education** – Parent and student satisfaction with overall quality of education has remained high, with results for students at 94% and for parents at 88%.
- ↑ **Preparation of Adults for the Workforce** – Public satisfaction that adults taking education or training are getting an appropriate combination of knowledge and skills to prepare them for the workplace has increased from 72% to 77% over the reporting period.
- ✓ **Quality of Adult Learning Programs** – The percentage of adult learners who were satisfied with education or training taken during the last 12 months has remained high at 92%.

- ✓ **Post-Secondary Student Assistance** – Financial assistance has increased to help students with the rising costs of post-secondary education.

OPPORTUNITIES FOR IMPROVEMENT

- ↓ **Adult Participation in Learning** – The percentage of adult learners who participated in credit or non-credit programs decreased slightly to 30%, likely the result of expanding employment opportunities in Alberta.

GOAL 1 CORE MEASURES

Quality of Basic Education

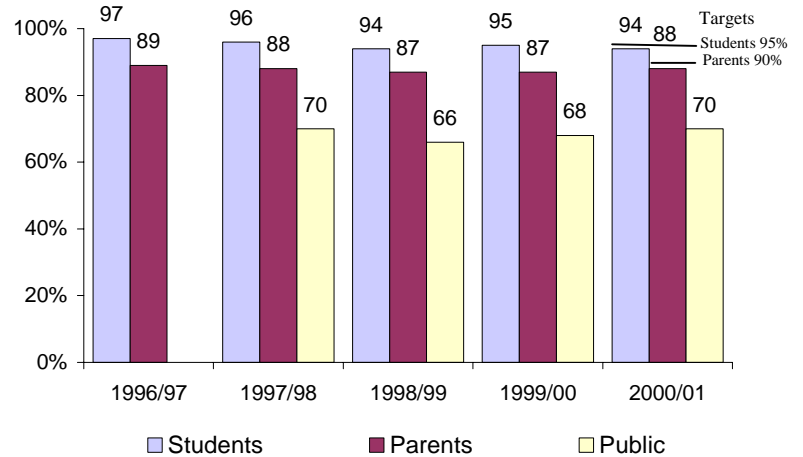
TARGET:

- Targets for student and parent satisfaction were met when the confidence interval is taken into account.
- No target was set for public satisfaction for 2000/01 as it is a new core measure.

ANALYSIS:

- A high percentage of parents and students continue to be satisfied with the overall quality of education.
- A majority of the public also continues to be satisfied.
- Student, parent and public satisfaction have remained constant over time.

Percentages of High School Students, Parents and the Public Satisfied with Overall Quality of Basic Education



Source: Alberta Learning: Environics West Surveys – 1996, 1997; The Advisory Group Surveys – 1998, 1999; Criterion Research Corp. Surveys – 2000, 2001.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 1.01.

Preparation of Adults for the Workforce

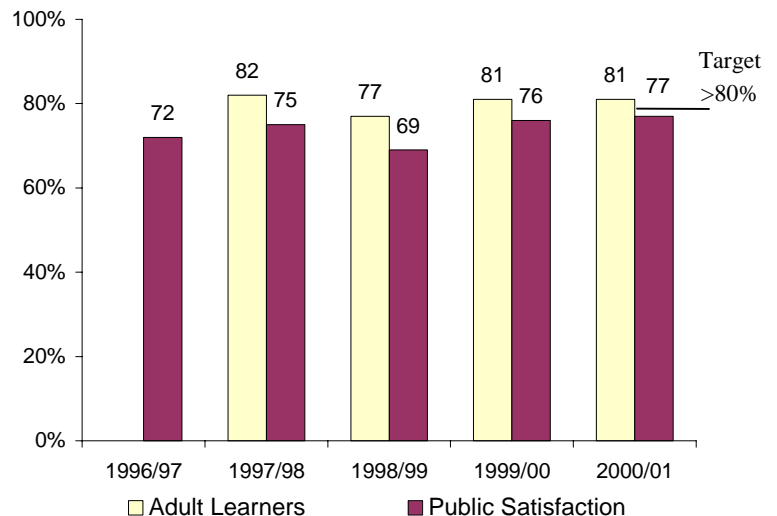
TARGET:

- Target for the public of “improve to over 80%” was not met.
- No target set for 2000/01 for adult learners’ satisfaction as it is a new core measure.

ANALYSIS:

- Public satisfaction has risen since 1996/97. Satisfaction of adult learners is stable and higher than for the public as a whole.
- To address this measure more directly, respondents were asked for the first time in 2000/01 about their satisfaction with the quality of programs in Alberta’s adult learning system. 83% of adult learners and 76% of the public were satisfied.

Percentages of Adult Learners and the Public Satisfied that Adult Learners are Prepared for the Workforce



Source: Alberta Learning: Government Omnibus Surveys – 1997; Banister Research & Consulting, Inc. – 1998 and 1999; Criterion Research Corp. – 2000, 2001.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 1.02.

GOAL 1 CORE MEASURES

Quality of Adult Learning Programs

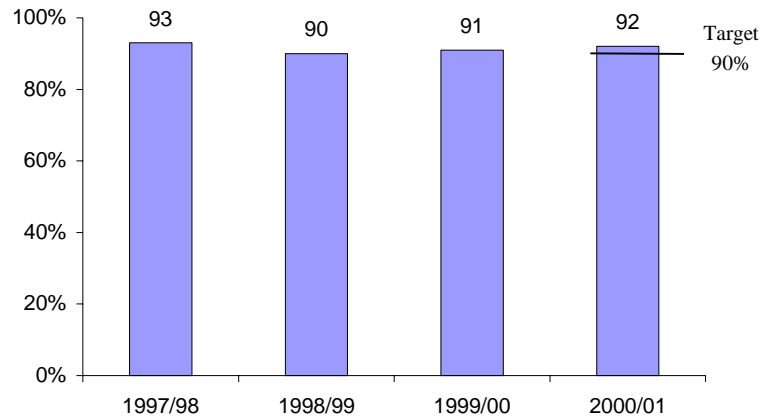
TARGET:

- Target of “maintain over 90%” was met when the confidence interval is taken into account.

ANALYSIS:

- A very high percentage of adult learners continue to be satisfied with their education or training.
- Results are an indicator of the overall quality of adult learning programs.

Percentages of Adult Albertans Satisfied with Education or Training



Source: Alberta Learning: Banister Research & Consulting Inc. – 1998, 1999; Criterion Research Corp. – 2000, 2001.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning
- See Endnote C, measure 1.03.

Adult Participation in Learning

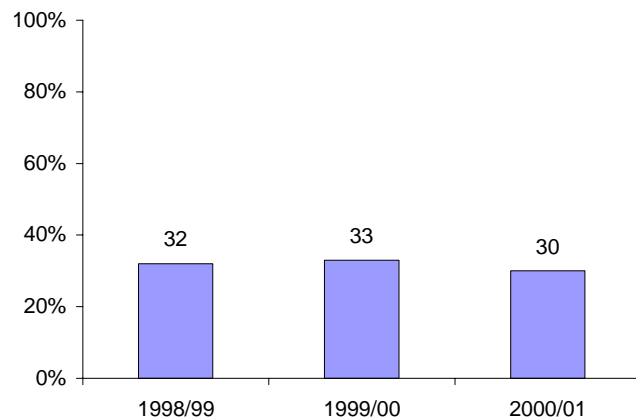
TARGET:

- No target set for 2000/01 as it is a new core measure.

ANALYSIS:

- Thirty percent of adult Albertans participated in credit or non-credit programs.
- Participation in 2000/01 has decreased slightly since last year.
- Improved labour force conditions in Alberta may have contributed to this slight decline.

Percentages of Adults Participating in Credit and Non-credit Courses



Source: Alberta Learning: Banister Research & Consulting Inc. – 1999; Criterion Research Corp. – 2000, 2001.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning
- See Endnote, measure 1.04 for inter-provincial comparisons.

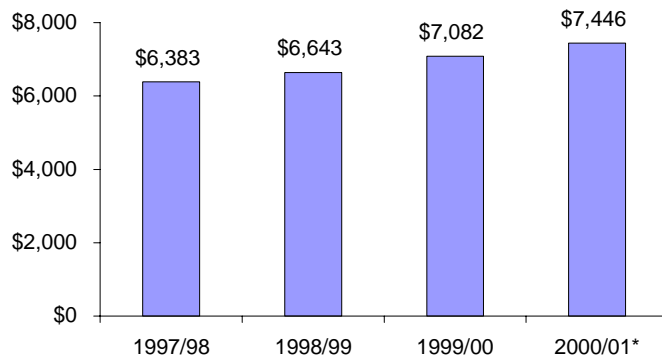
GOAL 1 CORE MEASURES (CONTINUED)

Post-Secondary Student Assistance

TARGET:

- Target met. The increase addressed the average tuition increase and reflected a contribution to an anticipated rise in living costs. These expected cost increases were taken into account when increasing the maximum allowable awards for 2000/01.

Average Post-secondary Student Financial Assistance Award (new)



*Target: Increase to reflect rising costs

ANALYSIS:

- The average combined federal and provincial post-secondary assistance award has increased each year, to support rising student tuition and living costs. The award may be comprised of loan, grant or bursary funds.
- Students who need to borrow more than \$10,000 for a two-year program or \$20,000 for a four-year program qualify for loan forgiveness to reduce their provincial loan.
- In 2000/01, the average combined cumulative federal and provincial student loan debt after provincial loan forgiveness for all client types was \$12,620 for students in their final year of study.

Source: Alberta Learning.

Note:

- See Endnote C, measure 1.05.

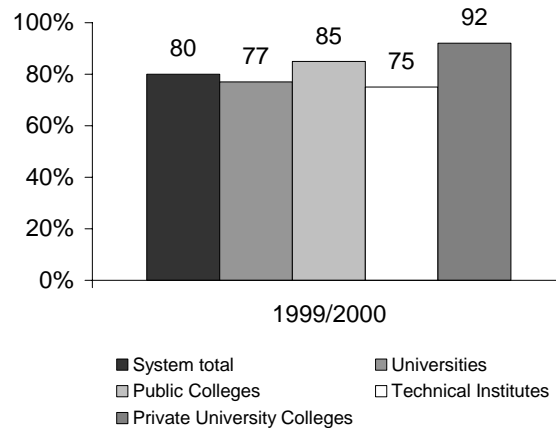
GOAL 1 SUPPLEMENTARY MEASURES

Quality of Post-Secondary Education

ANALYSIS:

- A substantial majority of the post-secondary graduates are satisfied with the overall quality of their post-secondary education.
- Only 4% of the graduates expressed dissatisfaction.
- Previous results, which are not comparable because a different methodology was used, also indicated high levels of student satisfaction in all sectors.
- Results add to our knowledge about satisfaction with the preparation of adults for the workforce (see page 18).

Percentages of Recent Post-Secondary Graduates Satisfied with the Overall Quality of Their Education



Source: Alberta Learning.

Notes:

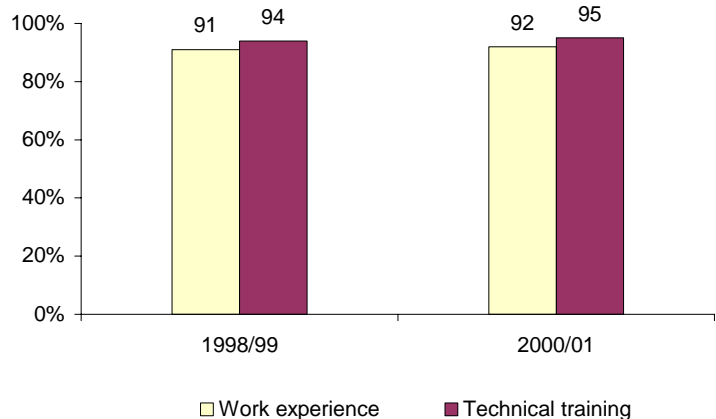
- Latest available survey information is reported based on surveying the 1998/99 graduates of degree, diploma, certificate and academic upgrading programs. The satisfaction of apprenticeship graduates is reported below.
- The results for public colleges have been updated since reported in the 1999/2000 Annual Report.
- Graduates are surveyed every other year. The graduate satisfaction survey conducted in the 2000/01 academic year will be reported in 2001/02.
- See Endnote C, measure 1.06.

Quality of Apprentice Training and Work Experience

ANALYSIS:

- A very large percentage of recent apprenticeship graduates were satisfied with the quality of their work experience and technical training.
- Results of the survey in 1998/99 indicated similarly high levels of satisfaction among apprenticeship graduates.
- Results add to our knowledge about satisfaction with the preparation of adult learners for the workforce (see page 18).

Percentages of Apprenticeship Graduates Satisfied with their Work Experience and Technical Training



Source: Alberta Learning; Nichols Applied Management – 1999, R.A. Malatest & Associates - 2001.

Notes:

- Graduates of apprenticeship programs in 1997/98 and 1999/2000 (based on the August 1 – July 31 year) were surveyed six to 18 months after graduation.
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 1.07.

GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

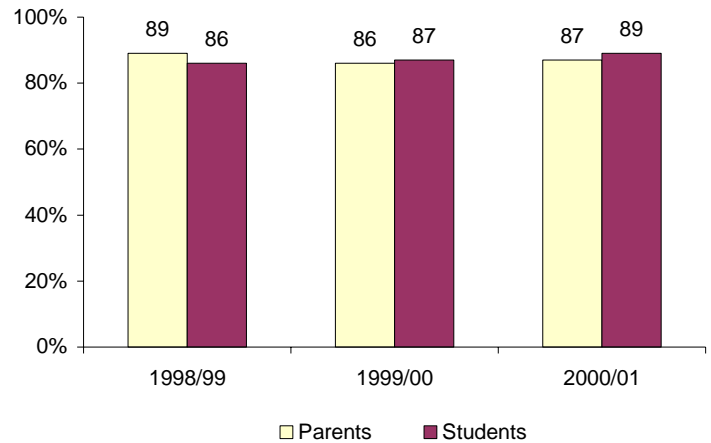
Safe and Caring Schools

ANALYSIS:

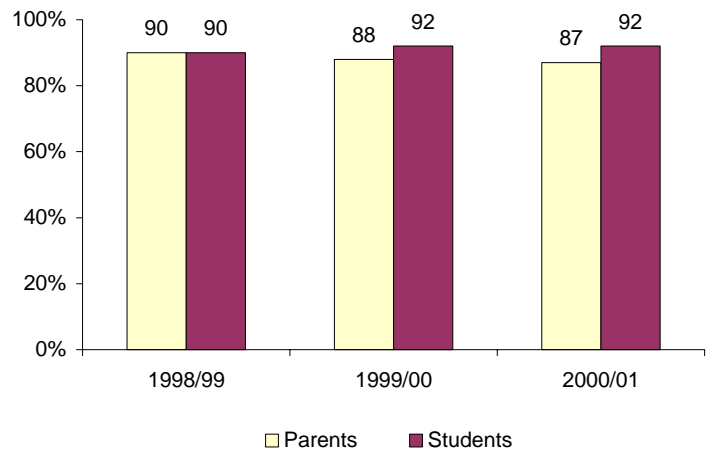
- Large percentages of both parents and students continue to agree that schools provide a safe and caring environment.
- Agreement levels have remained stable over time for both groups.

Percentages of Parents and High School Students Satisfied that Schools Provide

A Caring Environment



A Safe Environment



Source: Alberta Learning: The Advisory Group Surveys – 1999; Criterion Research Corp. Surveys – 2000, 2001.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 1.08.

GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

Enrolment in Post-Secondary Programs

ANALYSIS:

- The information in the tables demonstrates the variety of post-secondary programs and subject areas of study available to Albertans.
- Enrolment increased by more than 4,200 FLE between 1998/99 and 1999/2000.
- Between 1995/96 and 1999/2000, enrolment increased more than 9.6%, close to the growth in the adult population of nearly 10% (see population and enrolment growth table on page 228).
- Programs are available both in traditional classrooms throughout the province and by distance delivery to facilitate access. All programs at Athabasca University are offered by distance delivery.

Enrolment by Program Type

Program Type (credential)	1998/99		1999/2000	
	Enrolment (FLEs)	Percent of Total	Enrolment (FLEs)	Percent of Total
Degree Programs				
Bachelor Degree	46,367	40.2%	47,075	39.4%
University Transfer	6,741	5.8%	7,092	5.9%
Master's Degree	5,014	4.3%	5,877	4.9%
Ph.D. and Doctoral Degree	2,057	1.8%	2,048	1.7%
Applied Degree	899	0.8%	945	0.8%
Career Programs				
Diploma	21,050	18.3%	21,668	18.1%
Certificate	5,798	5.0%	5,443	4.6%
Other – Post-Diploma	606	0.5%	471	0.4%
Trade Certificate	541	0.5%	608	0.5%
Preparatory and Basic Upgrading	10,331	8.9%	10,368	8.7%
General Studies	7,944	6.9%	9,718	8.1%
Skill Training	4,003	3.5%	4,150	3.5%
Apprenticeship Training	3,980	3.5%	4,111	3.4%
Total FLE Enrolment	115,331	100.0%	119,574	100.0%

Enrolment by Subject Areas

Subject Area	1998/99		1999/2000	
	Enrolment (FLEs)	Percent of Total	Enrolment (FLEs)	Percent of Total
Arts and Science	32,497	28.2%	36,057	30.2%
Engineering/Engineering Technologies	17,308	15.0%	16,252	13.6%
Business and Related	14,945	12.9%	15,217	12.7%
Preparatory and Basic Upgrading	10,375	9.0%	10,458	8.7%
Education including Early Childhood	8,913	7.7%	8,701	7.3%
Health Related such as Nursing	6,483	5.6%	6,887	5.8%
Computing and Information Technology	4,600	4.0%	4,660	3.9%
Social and Community Services, including Law	4,030	3.5%	4,286	3.6%
Fine and Performing Arts	2,928	2.5%	3,646	3.0%
Medicine and Dentistry, including Dental Technology	2,948	2.6%	2,575	2.1%
Services and Hospitality	2,159	1.9%	2,122	1.8%
Agriculture	2,050	1.8%	1,782	1.5%
Unclassified and Other	6,095	5.3%	6,931	5.8%
Total FLE Enrolment	115,331	100.0%	119,574	100.0%

Source: Alberta Learning.

Notes:

- Full load equivalent (FLE) represents one student for a standard year of study taking a full load.
- Unclassified and Other in the Enrolment by Subject Area table includes those whose subject area of study is unknown.
- Endnote C, measure 1.09, includes enrolment by institution type.

GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

Basic Learning Delivery Choices

ANALYSIS:

- Most Alberta school boards are providing alternative programs.
- The alternatives presented in the table represent only a small portion of the choices available to Alberta's students. Since the 1995/96 school year, students have been able to attend any public or separate school as long as space and resources are available.
- The number of outreach programs and schools ("storefront schools") continue to grow as school boards take education programs to students who have left the traditional school setting.
- Though the number of charter schools has remained stable, overall charter school enrolment is increasing as these are relatively new choices in Alberta's public education system.
- Enrolment in online programs and schools has remained stable. Online education enables students to learn almost anywhere and at any time by taking advantage of the Internet.
- Enrolment in home education has remained stable. A total of 8,699 students were enrolled in home education in the 2000/01 school year when those supervised by private schools are included.
- In 2000/01 school year, 552,452 students attended public and separate schools, and 27,808 students attended private schools, including 2,622 children in private ECS programs.

Enrolment in Selected Delivery Choices in Public Education

	1996/97	1997/98	1998/99	1999/00	2000/01
Outreach Programs:					
Number of Students	---	---	3,464	5,076	6,177
Percent of Students	---	---	0.6	0.9	1.1
Number of School Boards that Offer	---	---	29	40	44
Charter Schools					
Number of Students	1,467	2,133	1,716	2,074	2,559
Percent of Students	0.3	0.4	0.3	0.4	0.5
Number of Charter Schools	8	11	9	10	10
Online Programs					
Number of Students	595	1,700	3,622	4,042	3,693
Percent of Students	0.1	0.3	0.7	0.7	0.7
Number of School Boards that Offer	9	16	26	28	24
Home Education Programs					
Number of Students	5,873	5,798	4,698	4,378	4,249
Percent of Students	1.1	1.1	0.9	0.8	0.8
Number of Public Boards that Offer	65	61	58	58	53

Source: Alberta Learning.

Notes:

- Public education includes public, separate, and francophone school jurisdictions, and charter schools.
- Students also registered in a home education program are excluded from online programs.
- Endnote C, measure 1.10 includes the total ECS to grade 12 enrolments.

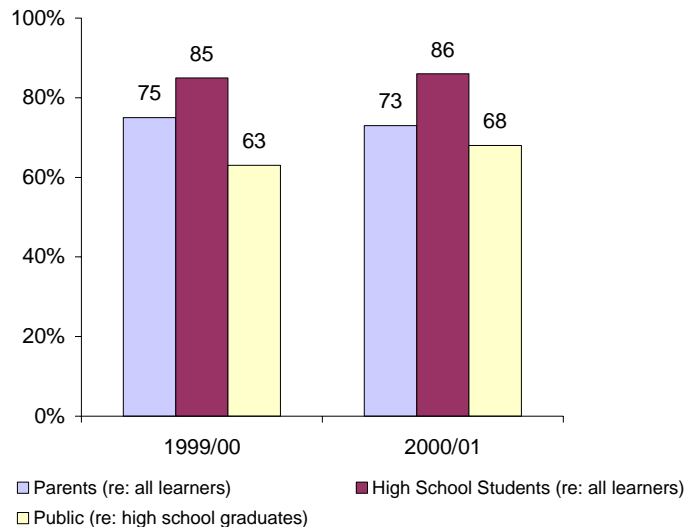
GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

Access to Lifelong Learning

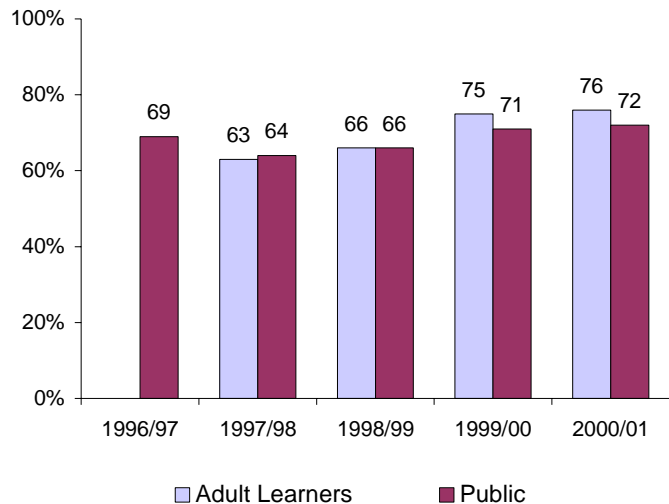
ANALYSIS:

- Perceptions about the accessibility of the learning system are generally positive.
- Learners (both high school students and adult learners) have the highest levels of agreement that learners have ease of access to lifelong learning, while results for parents and the public are somewhat lower.
- Agreement of adult learners has increased significantly since 1997/98.
- The information in this measure addresses access to learning, a key Ministry outcome.

Percentages of Parents, High School Students and the Public who Agree Learners Have Ease of Access to Lifelong Learning



Percentages of Adult Learners and the Public who Agree Most Adults have Access to Education and Training



Sources: Alberta Learning: Government Omnibus – 1996, 1997; Banister Research & Consulting, Inc. – 1998, 1999; Criterion Research Corp. – 2000, 2001.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 1.11.

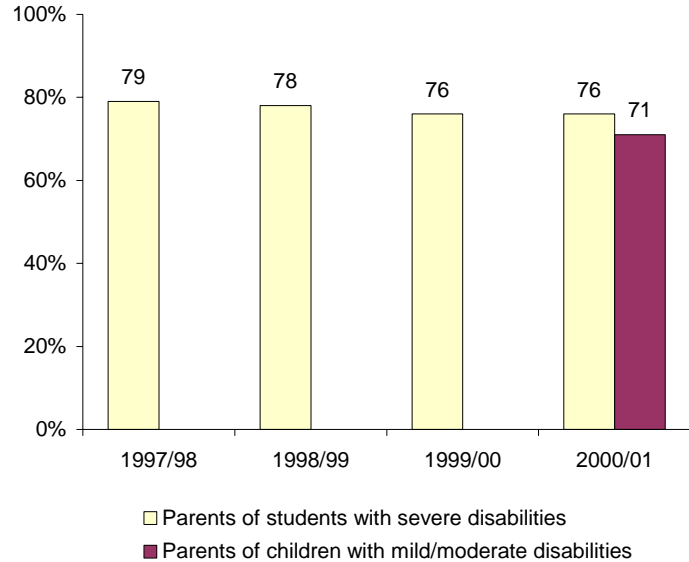
GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

Services for Children with Special Needs

ANALYSIS:

- Most parents with children having severe special needs continue to be satisfied with services for their children.
- In 2000/01, parents of students with mild/moderate special needs were surveyed for the first time. Their overall satisfaction with services for their children is 71%.
- Similar satisfaction levels were reported in response to a new question on the quality of education for these children: 77% for parents of children with severe disabilities and 69% for parents of children with mild/moderate disabilities. The results to this new question provide additional information on parent satisfaction with the quality of basic education (see page 18).

Percentages of Parents of School Children with Severe and Mild/Moderate Special Needs Satisfied with Support Services for Their Child



Source: Alberta Learning: The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000, 2001.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- Endnote C, measure 1.12.

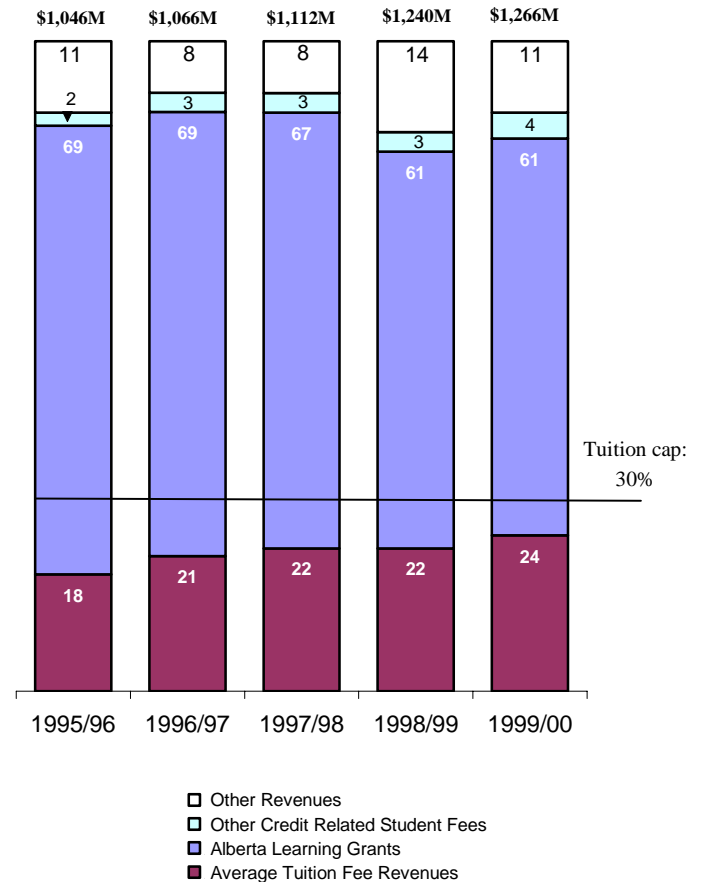
GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

Tuition Revenue as a Proportion of Net Operating Expenditures

ANALYSIS:

- The proportion of revenues from tuition fees has generally increased over the last five years but, on average, remains within the 30% tuition fee cap.
- Institutional compliance with the tuition fee policy is monitored by the Ministry. Where an institution has surpassed the 30% tuition fee cap, the institution has frozen tuition fees and obtained a waiver as required by legislation.
- Students and their families are paying a larger share of the cost of instruction in credit programs subject to the policy but still less than 30%.
- The dollar value of provincial grants to post-secondary institutions that support the delivery of credit programs has increased annually (see table on page 231).

Sources of Funding for Post-Secondary Credit Programs as Percentages of Net Operating Expenditures



Source: Alberta Learning.

Notes:

- 1996/97 information does not add to 100 due to rounding.
- The Tuition Fee Policy applies to each public post-secondary institution except the Banff Centre.
- Endnote C, measure 1.13, provides information on tuition ratios by institution type and total institutional revenues by source.

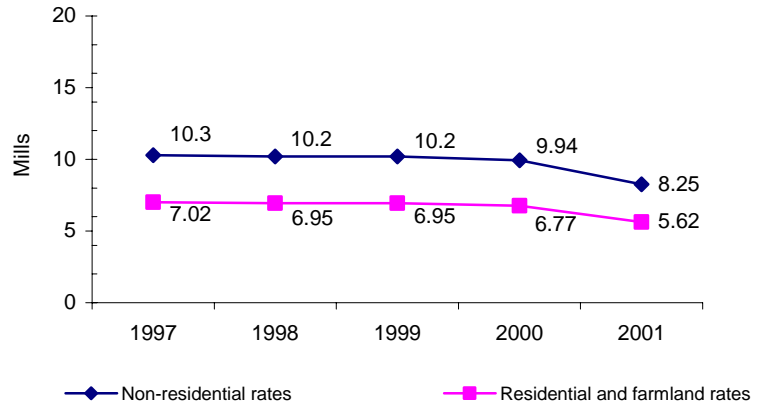
GOAL 1 SUPPLEMENTARY MEASURES (CONTINUED)

Property Tax Rates for Education

ANALYSIS:

- The proportion of education funding paid through property taxes is decreasing. This lessens the impact of rising basic education costs on property owners.
- Government has been reducing mill rates on both residential and non-residential properties since assuming responsibility for the education property tax in 1994.
- In the 2001 tax year, government reduced revenue from the property tax by \$135 million to cap revenue generated from this source at \$1.2 billion, as recommended by the MLA Education Property Tax Review Committee.

Annual Provincial Equalized Education Property Tax Rates



Source: Alberta Learning.

Note:

- See Endnote C, measure 1.14.

Goal 2 – Excellence in Learner Achievement

OUTCOME

- Learners demonstrate high standards across a full range of areas (optimizing full potential).
- Learners complete programs.

There are three Ministry core measures and five targets for the goal of Excellence in Learner Achievement. **Overall, one target was met, results improved on two measures and remained the same on two.**

The following are the 2000/01 performance highlight

- | |
|------------------------|
| ✓ Met target |
| = No change |
| ↑ Improved performance |
| ↓ Performance decline |

PERFORMANCE HIGHLIGHTS

- ↑ **Grades 3, 6, 9 Achievement tests, Acceptable Standard** – Overall student results improved in 2000/01 with 84.6% of students writing provincial achievement tests meeting the acceptable standard, slightly below the target of 85%. Students met or exceeded provincial standards on six of ten tests, including both tests in grades 3. Supporting these provincial results, Alberta students also continue to do very well on international tests in math and science.
- ✓ **Grades 3, 6, 9 Achievement Tests, Standard of Excellence** – Overall 19.0% of students writing provincial achievement tests achieved the standard of excellence, exceeding the target of 15%. Students met or exceeded the standard of excellence on eight of ten tests.
- = **Grade 12 Diploma Examinations** – Students met the acceptable standard on three of nine exams in 2000/01. Students met or exceeded the standard of excellence on six of the exams. Results are similar to the previous year.

- ↑ **High School Completion** – The percentage of students who completed high school within 6 years of entering grade 9 increased to 71%. Completion within 4 years has risen significantly, from 59% in 1995/96 to 66% in 2000/01.

OPPORTUNITIES FOR IMPROVEMENT

- ↑ **Grade 9 Achievement Tests** – The percentages of students achieving the acceptable standard is below target in three of four grade 9 subjects: math, science, and social studies. Results have improved on these three tests since last year.
- ↓ **Diploma Examinations** – Results at the acceptable standard on the physics and chemistry examinations remain below expectations.
- ↑ **High School Completion** – The percentage of students completing high school did not meet our target of 75%.

GOAL 2 CORE MEASURES

Achievement Test Results

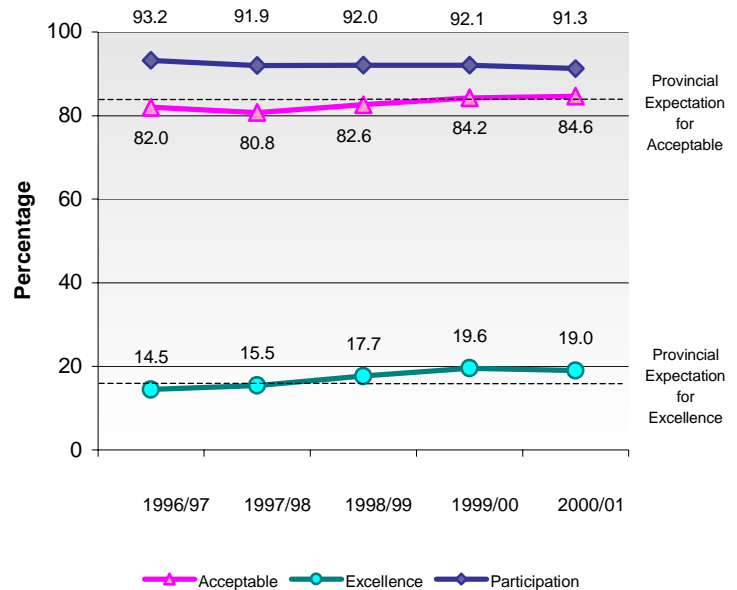
TARGET:

- Target for the acceptable standard was nearly met overall in the 2000/01 school year, with 84.6% of students achieving the acceptable standard.
- Target was exceeded for the standard of excellence.

ANALYSIS:

- In the 2000/01 school year there was a slight improvement in student achievement at the acceptable standard. This followed a marked improvement at the acceptable standard in the two previous school years.
- In the 2000/01 school year, there was a decline in performance at the standard of excellence from 19.6% to 19%, although results exceeded the target.
- The participation rate also declined, from 92.1% to 91.3%.
- The apparent dip in overall performance in 1997/98 is the result of including grade 3, 6 and 9 mathematics. In that school year, new standards were set for the mathematics tests to reflect the revised Alberta Program of Studies and results for mathematics are not included for 1996/97, as they are not comparable.

Provincial Combined (All Grades and Subjects) Participation Rates and Percentage of Students Who Wrote Meeting Standards on Achievement Tests 1997 to 2001



Source: Alberta Learning

Notes:

- At least 85% of students are expected to achieve the acceptable standard and at least 15% are expected to achieve the standard of excellence. The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- See Endnote C, measure 2.01.

GOAL 2 CORE MEASURES

Achievement Test Results

TARGET:

- In the 2000/01 school year, students met or exceeded provincial expectations at the standard of excellence in all subjects except grade 9 language arts and science.
- Students met or exceeded provincial expectations at the acceptable standard in six of ten tests.

ANALYSIS:

- Student performance at the acceptable level improved in six of ten tests in 2000/01, while declining on four tests.
- There were decreases in the performance of students in all language arts tests, mainly due to a decline in student writing performance.
- There has been a substantial improvement in grade 6 science over the reporting period.
- Grade 9 mathematics results continue to improve but remain below the acceptable standard.
- The percentages of students who achieve the acceptable standard in the grade 9 language arts and mathematics achievement tests are reported annually by the provincial government as indicators of literacy and numeracy, as adult literacy surveys are not conducted regularly. Students who achieve the acceptable standard have developed the foundation skills needed to become literate and numerate adults.

Percentages of Students in Grades 3, 6 and 9 Who Wrote and Achieved the Standards on Provincial Achievement Tests

Subject	Standard	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001
Grade 3						
Language	excellence	13.6	15.2	15.8	19.3	17.4
Arts	acceptable	87.2	86.0	88.7	90.7	89.4
Mathematics	excellence	-	20.7	25.2	27.5	25.4
	acceptable	-	80.5	84.8	87.9	87.6
Grade 6						
Language	excellence	15.5	14.4	17.4	20.9	16.2
Arts	acceptable	84.2	83.8	84.4	86.3	85.4
Mathematics	excellence	-	16.8	17.2	17.6	19.3
	acceptable	-	82.0	83.2	84.2	85.4
Science	excellence	13.6	18.3	24.1	26.5	27.2
	acceptable	77.4	80.3	84.4	84.9	88.0
Social Studies	excellence	16.9	16.6	17.3	21.2	20.2
	acceptable	77.9	78.0	81.9	84.1	84.7
Grade 9						
Language	excellence	11.3	11.3	12.1	15.1	14.9
Arts	acceptable	86.9	87.4	87.6	89.5	89.2
Mathematics	excellence	-	14.3	15.5	16.1	18.4
	acceptable	-	71.9	72.4	74.4	75.2
Science	excellence	15.4	12.8	14.8	13.9	13.3
	acceptable	78.4	78.7	78.5	79.4	79.9
Social Studies	excellence	15.2	14.1	17.7	17.8	17.9
	acceptable	81.7	78.9	80.5	80.9	81.5

Source: Alberta Learning.

Notes:

- At least 85% of students are expected to achieve the acceptable standard and at least 15% are expected to achieve the standard of excellence. The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- In the 1997/98 school year, new standards were set for the mathematics tests to reflect the revised Alberta Program of Studies for K-9 Mathematics. Consequently, results from prior years are not comparable.
- See Endnote C, measure 2.01 for achievement test information reported on the basis of enrolment in grades 3, 6 and 9.

GOAL 2 CORE MEASURES (CONTINUED)

Diploma Examination Results

TARGET:

- The target for the standard of excellence was met or exceeded in six of nine diploma exams.
- The target for the acceptable standard was met or exceeded in three exams.

ANALYSIS:

- Students continue to exceed the provincial target at the acceptable standard in both English 30 and 33, and they exceeded the target for the standard of excellence in English 30 again in the 2000/01 school year.
- Students continued to exceed expectations at the standard of excellence in Biology 30, Chemistry 30 and Physics 30, but the percentages of students meeting the acceptable standards in these courses was below expectations.
- There has been a shift in diploma exam courses students chose to take since the 1999/2000 school year. Lower percentages of students completed Social Studies 33, English 33, Chemistry 30 and Physics 30, while a larger percentage completed Biology 30.
- Completing either English 30 or 33 and either Social Studies 30 or 33 is required for high school graduation. In 2000/01, 82.8% of students in their third year completed English 30 or 33 and 82.6% completed Social Studies 30 or 33. Both of these rates are lower than in the 1999/2000 school year.

Percentages of Students Writing Diploma Examinations who Achieved Standards

Course	Standard	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001
English 30	excellence	14.1	14.1	12.9	16.2	18.6
	acceptable	87.8	87.6	85.7	89.2	89.1
English 33	excellence	7.2	7.7	9.0	8.0	7.6
	acceptable	86.4	87.5	86.4	87.9	86.9
Social Studies 30	excellence	15.7	16.5	17.6	16.1	18.6
	acceptable	83.6	83.7	85.2	84.0	85.2
Social Studies 33	excellence	6.8	9.4	10.6	12.5	12.8
	acceptable	80.8	83.6	83.2	81.0	81.4
Mathematics 33	excellence	17.8	11.5	11.8	14.5	18.3
	acceptable	81.2	73.4	72.5	78.2	81.7
Biology 30	excellence	24.6	24.9	25.9	23.2	27.2
	acceptable	81.8	80.5	83.1	81.0	80.8
Chemistry 30	excellence	17.6	19.9	18.7	24.2	22.0
	acceptable	79.0	86.0	82.1	84.2	79.1
Physics 30	excellence	22.8	29.5	31.5	27.8	24.3
	acceptable	80.1	85.8	86.8	82.8	78.5
Science 30	excellence	10.0	11.4	16.9	11.4	14.3
	acceptable	81.3	83.0	88.3	78.0	82.5

Source: Alberta Learning.

Notes:

- At least 85% of students are expected to achieve the acceptable standard and 15% are expected to achieve the standard of excellence.
- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- January, June and August exam results are reported for each school year in all subjects. November and April exam results are included starting in 1996/97.

Percentages of Students Completing Diploma Examination Courses in Their Third Year of High School

Subject	1996/97	1997/98	1998/99	1999/2000	2000/01
English 30	55.6	54.7	55.0	55.0	55.0
English 33	29.2	28.8	29.1	29.0	27.8
Social Studies 30	51.4	49.6	49.3	48.8	48.6
Social Studies 33	33.1	33.6	34.1	35.3	34.0
Mathematics 33	26.7	27.1	26.4	26.7	16.5
Biology 30	41.7	40.3	38.6	38.1	39.0
Chemistry 30	37.8	36.6	36.7	36.1	35.2
Physics 30	21.5	22.0	22.1	22.0	21.5
Science 30	2.8	3.2	4.6	6.4	6.6

Source: Alberta Learning.

Notes:

- Students can choose among courses to complete high school and meet post-secondary entry requirements, only part of the grade 12 class writes each diploma exam.
- See Endnote C, measure 2.02.

GOAL 2 CORE MEASURES (CONTINUED)

High School Completion

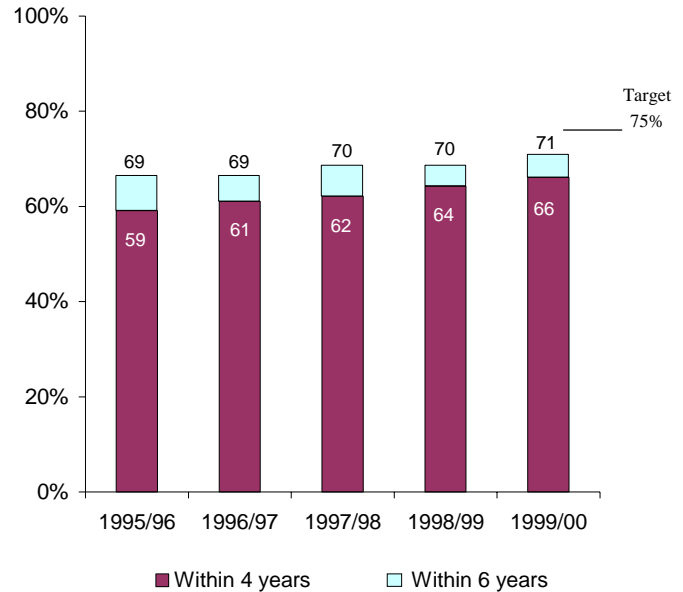
TARGET:

- Target of 75% was not met.

ANALYSIS:

- High school completion within 6 years of entering grade 9 has increased in recent years.
- Completion within 4 years of entering grade 9 (i.e., “on-time” completions) has increased substantially since 1995/96, rising from 59% to 66%.
- Changes to high school funding in the 1994/95 year and school board restructuring of high school programs may be factors in the increase in on-time completions over the reporting period.
- About 5% of students tracked are still in school in the sixth year and may complete in a subsequent year.

Percentages of Students Who Received a High School Diploma or Certificate within 6 years of entering grade 9



Source: Alberta Learning

Notes:

- See Endnote C, measure 2.03.

GOAL 2 SUPPLEMENTARY MEASURES

International Competitiveness of Students

ANALYSIS:

- The Third International Mathematics and Science Study (TIMSS) was conducted in 1994/95 at grades 4, 8 and the last year of high school and was repeated in 1998/99 for grade 8 students (TIMSS-R). Representative samples of Grade 8 students from 41 countries participated in 1994/95, and from 38 countries in 1998/99.
- Alberta students did very well in both science and math. There has been no significant change in Alberta's performance between 1994/95 and 1998/99.
- Of the five G-8 countries that participated in the 1998/99 study (Canada, United States, England, Japan and Russia), no country was significantly better than Alberta in science, and only Japan had results as good as Alberta. In math, only Japan was significantly better than Alberta, and only Canada and Russia were as good as Alberta.
- TIMSS-R (1998/99) enabled comparison of results for Alberta Grade 4 students (1994/95) to results for this same cohort four years later, in Grade 8 (1998/99). Students from 19 countries wrote the test in both years. In math, Alberta students ranked 7th in both 1994/95 (grade 4) and 1998/99 (grade 8). Alberta ranked 3rd in 1994/95 (grade 4) and 2nd in 1998/99 (grade 8) on the science tests.

Alberta Results on the Third International Mathematics and Science Study (TIMSS): 1994/95 and 1998/99

Results for Grade 8	Number of countries in study	Number of Countries Significantly Higher Than Alberta	Number of Countries As Good As Alberta	Number of Countries Significantly Below Alberta
Math: 1994/1995	41	6	15	20
Math: 1998/1999	38	6	11	21
Science: 1994/1995	41	1	6	34
Science: 1998/1999	38	0	6	32

Sources: *The Third International Mathematics and Science Study TIMSS-Canada Reports, (1996, 1997, and 1999).*

Note:

- See Endnote C, measure 2.04.

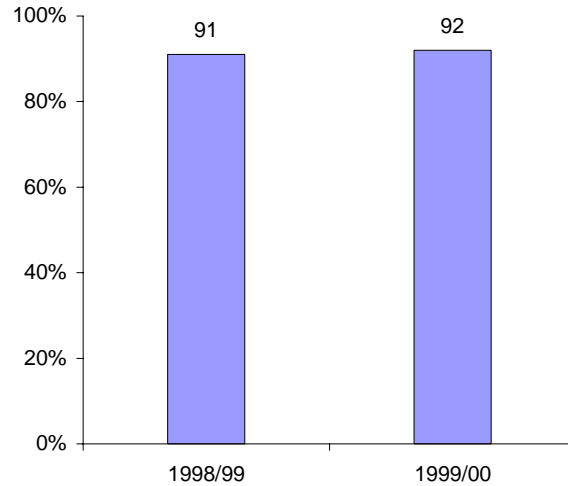
GOAL 2 SUPPLEMENTARY MEASURES (CONTINUED)

Provincial Apprenticeship Exam Results

ANALYSIS:

- Most 1999/2000 apprentices passed their final period industry exams. Results are consistent with those of the previous year.
- Passing the final period exam is one of the last requirements of apprentices before they receive certified journeymen status, which recognizes them for having the skills and competencies in their trade.
- These results provide additional information on learner achievement.

Percentages of Apprentices who Passed Their Final Period Apprenticeship Industry Exams



Source: Alberta Learning.

Notes:

- See Endnote C, measure 2.05.

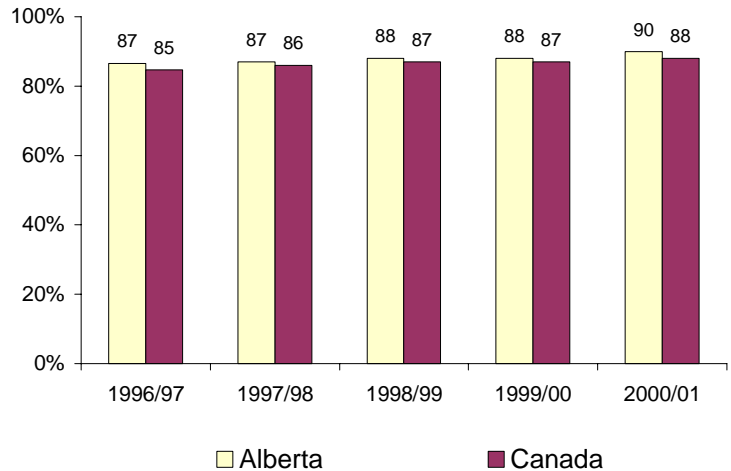
GOAL 2 SUPPLEMENTARY MEASURES (CONTINUED)

Educational Attainment

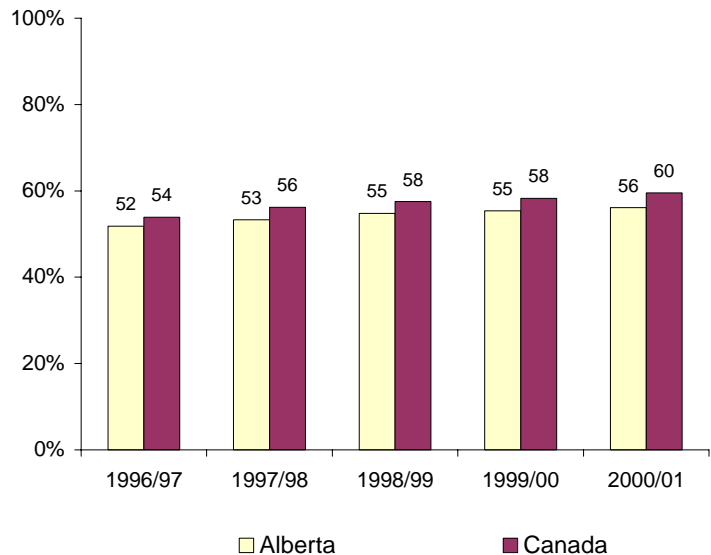
ANALYSIS:

- Both high school and post-secondary completion rates have risen since 1996/97. This reflects, in part, an overall increase in knowledge and skill requirements in the labour market.
- Alberta continues to rank slightly above the national average for high school completion.
- Post-secondary completion rates, while they have increased, continue to be below the national average.
- In a strong economy such as Alberta's, readily available employment opportunities may lead some individuals to postpone their decision to pursue further learning.
- These results augment the high school completion information provided in the core measure (see page 33) and indicate that a substantial portion of Albertans who do not complete high school in the basic learning system attain high school completion status as adults.

Percentages of Albertans aged 25-34 who completed high school



Percentages of Albertans aged 25-34 who completed post-secondary programs



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

Note:

- Endnote C, measure 2.06, includes inter-provincial completion rates.

Goal 3 – Well Prepared Learners for Lifelong Learning, the World of Work and Citizenship

OUTCOMES

Learners are well prepared for lifelong learning:

- Children start school ready to learn.
- Learners have the ability to learn continuously: in school, at work and in society.
- Learners' achievement is recognized.

Learners are well prepared for work:

- Learners are successful in finding/maintaining work.
- Employers are satisfied with knowledge, skills and attitudes of employees.

Learners are well prepared for citizenship:

- Learners have the knowledge, skills and attitudes to become contributing members of society.
- Learners have an awareness of the increasing global interdependency.

✓	Met target
=	No change
↑	Improved performance
↓	Performance decline

There are six Ministry core measures and nine targets to assess progress in preparing learners for lifelong learning, work and citizenship. **Overall, six targets were met, results on four measures improved, one declined and remained about the same on one.** The following are the 2000/01 performance highlights for this goal.

PERFORMANCE HIGHLIGHTS

- ↑ **Children Start School Ready to Learn** – In 1999/2000 about 95% of grade 1 students had participated in Early Childhood Services programs, up from 91% in 1996/97.
- ↑ **Preparation for Lifelong Learning** – 77% of the public are satisfied that adult learners are being prepared for lifelong learning.
- ✓ **Employment of Post-Secondary Graduates** – 83% of post-secondary graduates are employed, up from 81% two years ago.
- = **Skills of Diploma Graduates** – Nearly 90% of employers are satisfied.
- ↓ **Skills of Diploma Graduates** – 84% of employers are satisfied.

- ↑ **Provincial Social Studies Assessments** – Results improved at the acceptable standard in all assessments, and improved or met the target at the excellence standard.
- ↑ **Preparation for Citizenship** – In 2000/01, public satisfaction that learners are being prepared for citizenship rose over the previous year from 62% to 67% for adult learners, and from 41% to 48% for high school students.

OPPORTUNITIES FOR IMPROVEMENT

- ↓ **Global Awareness** – The percentage of high school students who completed a second language course decreased from 27% in 1995/96 to 22% in 1999/2000. The Second Language Project was established in 2000/01 to promote second language learning.

GOAL 3 CORE MEASURES

Preparation of Children for School

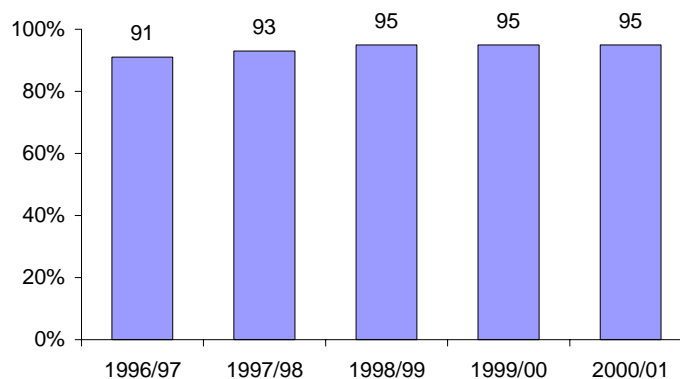
TARGET:

- Target of 100% not applicable as there has been a change in methodology. There is no target for 2000/01 for the new methodology.

ANALYSIS:

- Participation of grade 1 students in ECS programs has increased since 1996/97 and has remained stable over the past three years.
- A large majority of parents choose to enroll their children in ECS programs even though ECS attendance is not mandatory.
- Early Childhood Services (ECS) refers to the broad coordinated system of local and provincial programs provided to meet the developmental and special needs of young children and their families.
- ECS programming is designed to prepare children for entry into grade 1 and to provide a foundation for later success.

Percentages of grade 1 students who attended ECS programs (new)



Source: Alberta Learning.

Notes:

- Includes children enrolled in ECS or ungraded programs prior to grade 1.
- See Endnote C, measure 3.01.

GOAL 3 CORE MEASURES (CONTINUED)

Preparation for Lifelong Learning, World of Work and Citizenship

TARGET:

- No targets set for 2000/01 as it is a new core measure.

ANALYSIS:

- Learners (both adult learners and high school students) have higher satisfaction/agreement levels than either parents or the public.
- High school student agreement that high school graduates are being prepared for citizenship continues to be high.
- Public agreement has increased substantially since last year while parent agreement has remained stable.
- Adult learners' satisfaction with their preparation for lifelong learning remains high at 80%. Adult learners' satisfaction with their preparation for citizenship is somewhat lower (69%), but has increased since last year.
- Public satisfaction with adult learners' preparation for lifelong learning and citizenship has increased since last year.

Percentages of learners, parents and the public who agree/are satisfied that learners are prepared for lifelong learning and citizenship (new)

	1999/00	2000/01
High School Graduates are being taught the rights and responsibilities of citizenship		
Parents (ECS-12)	42%	43%
High School Students	80%	81%
Public	41%	48%
Adult Learners are getting an appropriate combination of skills and knowledge:		
<i>- to prepare them for lifelong learning</i>		
Adult Learners	81%	80%
Public	74%	77%
<i>- to prepare them for the rights and responsibilities of citizenship</i>		
Adult Learners	65%	69%
Public	62%	67%

Sources: Alberta Learning; Criterion Research Corp. Surveys – 2000, 2001.

Notes:

- For employer perceptions of learners' preparation for the world of work, see measure 3.04, page 41, "Employer satisfaction with skills of recent post-secondary graduates".
- See Measure 1.02, page 18, for public and adult learner satisfaction that adult learners are getting an appropriate combination of skills and knowledge to prepare them for the workforce.
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 3.02.

GOAL 3 CORE MEASURES (CONTINUED)

Employment of Post-Secondary Graduates

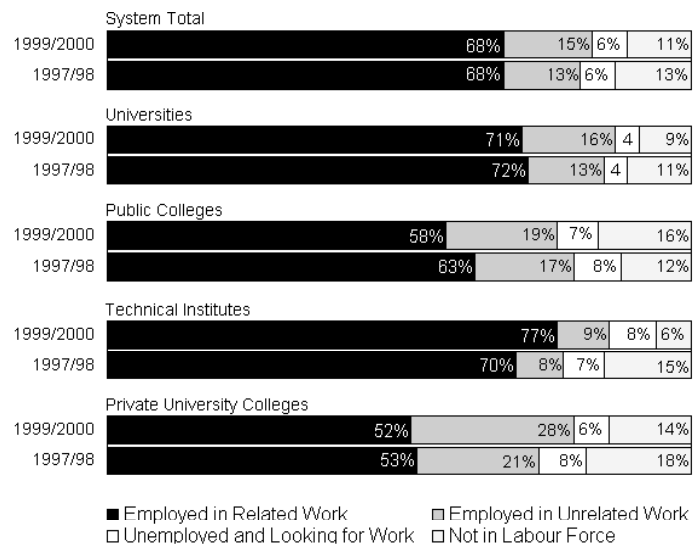
TARGET:

- Target to improve or maintain employment outcomes was met overall and in each sector except public colleges.

ANALYSIS:

- A large majority of post-secondary graduates surveyed in 1999/2000 (89%) are in the labour force. Most graduates (83%) are employed. These results are similar to the earlier results – 87% in the labour force and 81% employed.
- Most employed graduates (68%) reported employment related to their training.
- Employment status has improved in all sectors except public colleges, which declined from 80% to 77%.
- The proportion of public college graduates not in the labour force has increased from 12% to 16%, possibly the result of Ministry policy and college/university programs that encourage graduates of college programs to pursue a degree.
- Some graduates are not in the labour force because they are pursuing further studies or for personal reasons.
- The employment rate, the percentage of those in the labour force who are employed, is 93%, the same as in the previous survey (see page 238).
- Employment of graduates is an indicator of how well post-secondary programming is responding to the needs of Albertans and the economy, a key system outcome.

Employment Status of Post-Secondary Graduates



Source: Alberta Learning.

Notes:

- 1999/2000 results include 1997/98 university and private university college graduates surveyed two years later, and 1998/99 public college and technical institute graduates surveyed within one year.
- 1997/98 results include 1994/95 university graduates surveyed two years later, and 1995/96 private university college and 1996/97 public college and technical institute graduates surveyed within one year.
- Numbers have changed from previous reporting due to rounding.
- Apprenticeship graduate results are not included (reported in measure 3.09, page 45).
- Endnote C, measure 3.03, includes information on employment rates of post-secondary graduates and on the relationship of educational levels with labour market participation and unemployment rates.

GOAL 3 CORE MEASURES (CONTINUED)

Skills of Post-Secondary Graduates

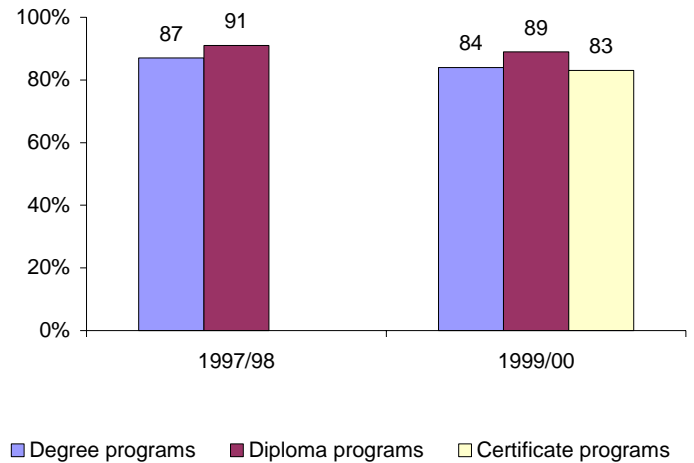
TARGET:

- No target was set for 2000/01.

ANALYSIS:

- A large majority of employers are satisfied with the skills of their employees who are recent Alberta post-secondary graduates.
- Satisfaction with degree and diploma programs has remained stable from 1997/98 to 1999/2000.

Percentages of Employers Satisfied with Skills of Recent Alberta Post-Secondary Graduates



Source: Alberta Learning: Banister Research & Consulting Inc. – 1998; Malatest & Associates – 1999.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 3.04.

GOAL 3 CORE MEASURES (CONTINUED)

Student Results on Social Studies Assessments

TARGET:

- In 2000/01, student results exceeded the standard of excellence in three of four provincial social studies assessments. The acceptable standard was met in Social Studies 30.

ANALYSIS:

- An important outcome of basic education and of the social studies curriculum is the preparation for effective citizenship. Results of assessment in social studies courses indicate that students are being prepared for citizenship.
- Student performance in social studies improved in all grades at the acceptable standard and in three of four assessments at the excellence standard.
- In 2000/01, 82.6% of students completed either social studies 30 or 33 in their third year of high school (see page 32).

Percentages of Students in Grades 6 and 9 who Wrote and Achieved the Standards on Provincial Social Studies Achievement Tests (New)

Subject	Standard	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001
Grade 6						
Social	excellence	16.9	16.6	17.3	21.2	20.2
Studies	acceptable	77.9	78.0	81.9	84.1	84.7
Grade 9						
Social	excellence	15.2	14.1	17.7	17.8	17.9
Studies	acceptable	81.7	78.9	80.5	80.9	81.5

Percentages of Students Writing Grade 12 Diploma Examinations in Social Studies who Achieved the Standards on the Exams

Subject	Standard	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001
Social	excellence	15.7	16.5	17.6	16.1	18.6
Studies 30	acceptable	83.6	83.7	85.2	84.0	85.2
Social	excellence	6.8	9.4	10.6	12.5	12.8
Studies 33	acceptable	80.8	83.6	83.2	81.0	81.4

Source: Alberta Learning.

Notes:

- At least 85% of students are expected to achieve the acceptable standard and at least 15% are expected to achieve the standard of excellence.
- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- January, June and August diploma exam results are included for each school year in all courses, and November and April exam results are included starting in 1996/97.
- See Endnote C, measure 3.05.

GOAL 3 CORE MEASURES (CONTINUED)

Global Awareness

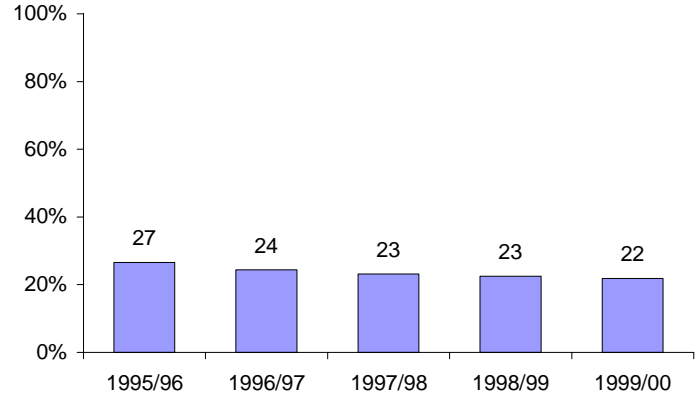
TARGET:

- No target set for 2000/01 as this is a new core measure.

ANALYSIS:

- With globalization of the economy and of communications, there is an increased awareness of the value of learning another language.
- High school student participation in second language courses has decreased in recent years, although the decline has slowed since 1997/98.
- The Ministry initiated the Second Language Project in 2000/01 to promote second language learning in Alberta's learning system.

Percentages of High School Students Who Participated in a Second Language course (new)



Source: Alberta Learning.

Notes:

- See Endnote C, measure 3.06.

GOAL 3 SUPPLEMENTARY MEASURES

Preparation of High School Students for Post-Secondary Programs

ANALYSIS:

- High school students' agreement remains high.
- Parents of ECS-12 students and the public have much lower agreement levels.
- Parent results in 2000/01 are consistent with the 1996/97 results, although there have been some dips in the intervening years.
- Public results have increased substantially since 1996/97.

Percentages of High School Students, Parents and the Public who Agree Alberta High School Graduates are Prepared for Post-Secondary Study

	1996/97	1997/98	1998/99	1999/00	2000/01
Students	88%	84%	86%	88%	86%
Parents	53%	49%	52%	49%	53%
Public	52%	52%	52%	55%	60%

Source: Alberta Learning: Environics West – 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000., 2001.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 3.07.

Recognizing Post-Secondary Student Achievement

ANALYSIS:

- The number of scholarships provided has increased each year, for an overall increase of 42% since 1997/98.
- The value of scholarships awarded also has increased each year, rising almost 85% (\$10.5 million) from 1997/98 to 2000/01.
- Results indicate government has increased financial support through scholarships to reward and encourage academic excellence.

Number and Value of Provincial Scholarships Awarded to Post-Secondary Learners

	1997/98	1998/99	1999/00	2000/01
Total Number of Scholarships Awarded	9,758	10,174	10,621	13,898
Total Scholarship Dollars Awarded	\$12,470,932	\$13,078,989	\$18,994,406	\$23,015,793

Source: Alberta Learning.

Note:

- See Endnote C, measure 3.08.

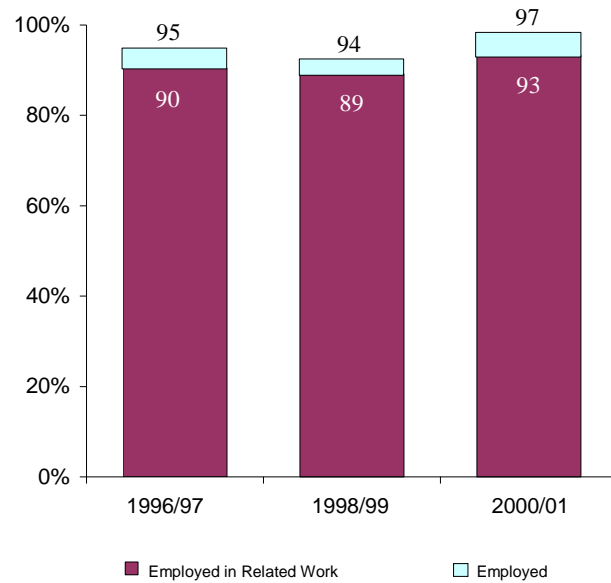
GOAL 3 SUPPLEMENTARY MEASURES (CONTINUED)

Participation of Graduate Journeymen in the Workforce

ANALYSIS:

- Apprentices are employed while in training and are able to maintain a very high level of employment after they become certified journeymen.
- The proportion of graduates holding jobs related to their training six to 18 months after graduation remains high and has risen over previous years.
- Results indicate the apprenticeship and industry training system is operating effectively in preparing skilled trades people for industry needs.
- The effects of a healthy economy with plenty of jobs for journeymen also contribute to high employment rates.
- Results supply further information on employment outcomes of Alberta post-secondary graduates (see page 40).

Employment Rates of Graduate Journeymen



Source: Alberta Learning; Applied Management Consulting Ltd., 1998, Nichols Applied Management, 1999, R.A. Malatest & Associates, 2001.

Notes:

- Percentages of graduates employed is based on those participating in the labour force (that is, they were employed or not employed and looking for work).
- Related Employment for 1998/99 has been recalculated to be consistent with the methodology used in 1996/97 and in 2000/01.
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 3.09.

GOAL 3 SUPPLEMENTARY MEASURES (CONTINUED)

Inter-provincial Certification of Journeymen

ANALYSIS:

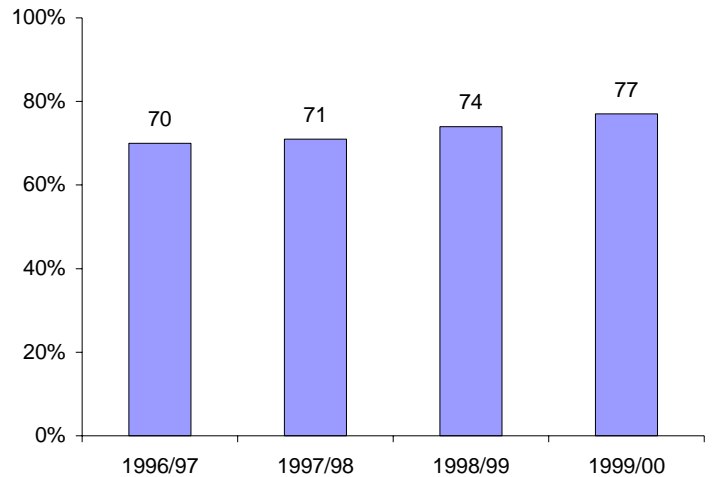
- Of all graduates in 1999/2000 who were issued with a journeymen certificate, over three-quarters also acquired the Red Seal in the same school year.
- The proportion of graduates who were certified with the Red Seal has been increasing since 1996/97.
- The Red Seal is recognized by participating provinces and enhances inter-provincial mobility.
- Currently 41 of Canada's 44 Red Seal trades are available in Alberta and 95% of Alberta's apprentices are registered in Red Seal designated trades.
- These results provide additional information that graduates are prepared to find and maintain employment in Alberta and Canada.

Adult Albertans' Involvement in Volunteer Activities

ANALYSIS:

- The percentage of Albertans indicating they had participated in volunteer activities in the past year increased to 75%, up from 72% in the previous two years.
- Results demonstrate Albertans' high level of involvement in their communities, an important aspect of citizenship.

Percentages of Apprentices Receiving Alberta Journeyman Certification and the Red Seal

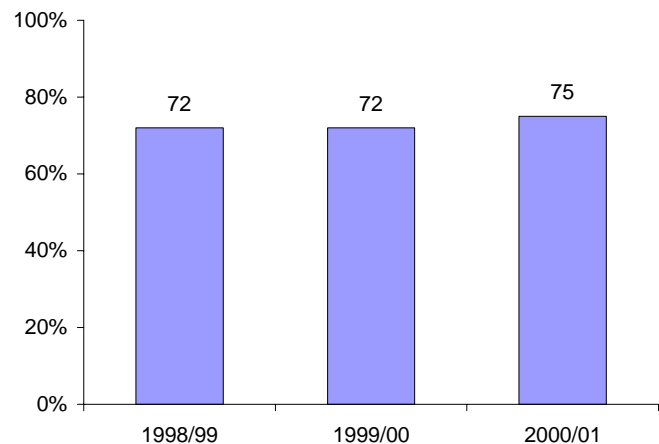


Source: Alberta Learning.

Note:

- See Endnote C, measure 3.10.

Percentages of Adult Albertans Who Report Involvement in Volunteer Activities



Source: Alberta Community Development; The Advisory Group - 1999, Research Innovations Inc. - 2000, 2001

Note:

- See Endnote C, measure 3.11.

Goal 4 – Effective Working Relationships with Partners

OUTCOMES

Joint initiatives meet the learning needs of Albertans.

Joint initiatives contribute to the achievement of the social and economic goals of the province.

Partners are satisfied with the effectiveness of partnerships.

There is one Ministry core measure used to assess the goal of Effective Working Relationships with Partners. **Overall, partners and stakeholders have a positive perception of their working relationships with the Ministry.** The following are the 2000/01 performance highlights for this goal.

- | | |
|---|----------------------|
| ✓ | Met target |
| = | No change |
| ↑ | Improved performance |
| ↓ | Performance decline |

PERFORMANCE HIGHLIGHTS

↑ **Working Relationships with Alberta Learning** – The majority of partners and stakeholders agree that Alberta Learning staff are flexible, responsive, and collaborative. Partner and stakeholder agreement that staff are flexible and responsive increased since last year, from 61% to 70% for flexibility and from 77% to 82% for responsiveness.

OPPORTUNITIES FOR IMPROVEMENT

↓ **Working Relationships with Alberta Learning** – Agreement that Alberta Learning staff are collaborative decreased from 82% to 77%. Alberta Learning staff must continue to focus on effective working relationships with partners and stakeholders to ensure high levels of satisfaction, with an increased emphasis on collaboration.

GOAL 4 CORE MEASURES (CONTINUED)

Working Relationships with Alberta Learning

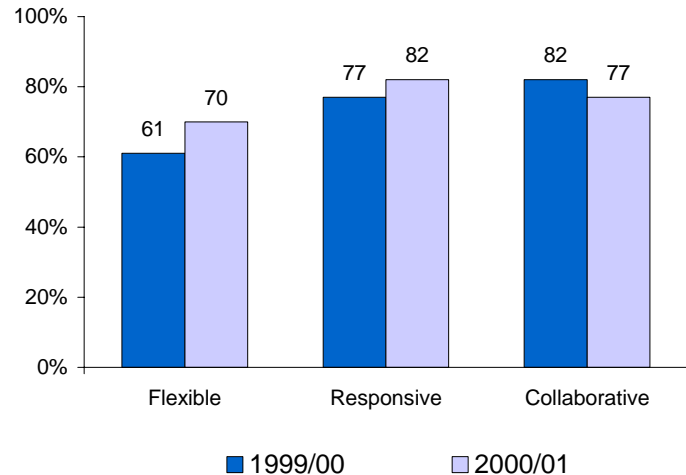
TARGET:

- No target for 2000/01 (no data was available when targets were set).

ANALYSIS:

- A majority of partners and stakeholders continue to agree that Alberta Learning staff are collaborative, responsive and flexible.
- Results improved for flexibility and responsiveness, and declined for collaboration since last year.
- Partners and stakeholders are more satisfied with staff collaboration (77%) and responsiveness (82%) than with their flexibility (70%).

Percentages of Partners and Stakeholders who Agree that Alberta Learning Staff are Flexible, Responsive and Collaborative



Source: Alberta Learning: Hargroup Management Consultants – 2000, 2001.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 4.01.

GOAL 4 SUPPLEMENTARY MEASURES

University Research Funding

ANALYSIS:

- Total sponsored research funding from all sources to Alberta's university system has been increasing every year. From 1995/96 to 1999/2000, research funding has increased by about 77%.
- Sponsored research funding from industry and non-profit organizations has increased from \$49.8 million in 1995/96 to \$79.3 million in 1999/2000. The share of research funding from this source has declined marginally.
- Provincial research funding has increased substantially from \$35.4 million in 1995/96 to \$92.0 million in 1999/2000, as has the provincial share of total research funding.
- Although the share of sponsored research funding from the federal government has declined, funding from this source has increased from \$79.8 million in 1995/96 to \$118.9 million in 1999/2000.
- University research funding contributes to the economic goals of the province.

Proportions of University Research Funding By Source

	1995/96	1996/97	1997/98	1998/99	1999/00
Federal	47%	44%	41%	37%	40%
Provincial	21%	20%	25%	28%	31%
Industry	15%	17%	18%	19%	14%
Non-Profit	14%	16%	13%	12%	12%
Other	3%	3%	3%	3%	3%
Total Dollar Value (millions)	\$169.7	\$179.8	\$194.4	\$230.9	\$300.0

Source: Alberta Innovation and Science.

Note:

- Percentages in the table are rounded so do not match dollar amounts in the text.
- See Endnote C, measure 4.02.

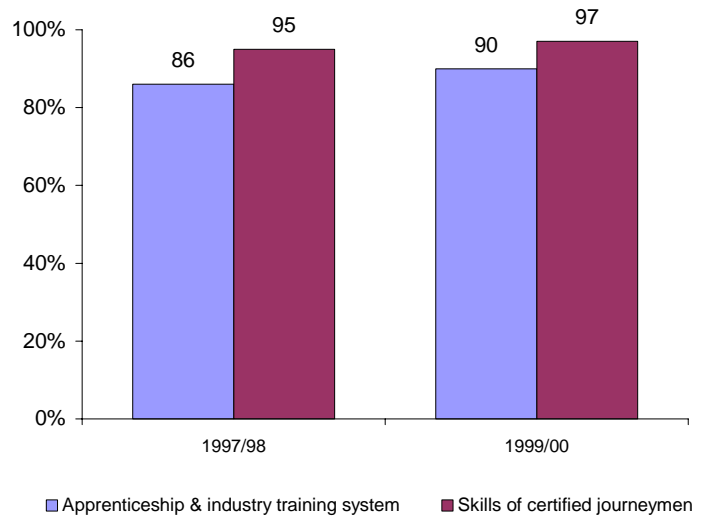
GOAL 4 SUPPLEMENTARY MEASURES (CONTINUED)

Employer Satisfaction with Apprenticeship and Industry Training

ANALYSIS:

- Large percentages of employers involved in the Alberta apprenticeship and industry training system continue to be satisfied with the system and with the skills that their certified journeymen acquired during training.
- The percentage of employers satisfied with the apprenticeship and industry training system and with the skills of their certified journeymen increased in 1999/2000.
- These satisfaction levels indicate the apprenticeship and industry training system responds well to industry needs for skilled trades people and supports the overall government policy of sustaining economic progress and competitiveness in the province.
- Results provide additional information on employer satisfaction with the ability of the system to provide the skills needed by their employees, an important Ministry outcome (see page 41).

Percentages of Employers Satisfied with the Apprenticeship and Industry Training System



Source: Alberta Learning; Application Management Consulting Ltd. 1998; Nichols Applied Management- 2000.

Notes:

- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 4.03.

Goal 5 – Highly Responsive and Responsible Ministry

OUTCOMES

The Ministry demonstrates:

- Value for dollars
- Leadership and continuous improvement in administrative and business processes and practices.

- | | |
|---|----------------------|
| ✓ | Met target |
| = | No change |
| ↑ | Improved performance |
| ↓ | Performance decline |

There are three core measures and one target to assess the Ministry. **Overall, performance remained constant.** The following are the 2000/01 performance highlights for our Responsive and Responsible Ministry core measures.

PERFORMANCE HIGHLIGHTS

- = **Ministry Efficiency** – The proportion of total learning system spending used to support Ministry administration is very small at 1.8% for 2000/01, the same as in 1998/99.
- = **Support for Staff Job Market Competitiveness** – 77% of Alberta Learning employees agree that the Ministry provides support to make them competitive in the job market, returning to 1998/99 levels. Results for Alberta Learning staff are significantly higher than for the provincial public service as a whole.
- = **Satisfaction of Clients with the Quality of Ministry Service** – High percentages of apprentice graduates and employers involved in the apprenticeship and industry training system continue to be satisfied with the quality of service received from Ministry apprenticeship staff. The most recent satisfaction level for both groups was 92%.

GOAL 5 CORE MEASURES

Ministry Efficiency

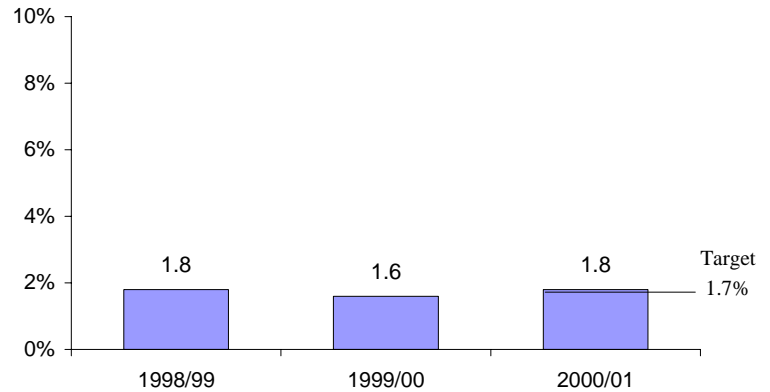
TARGET:

- Target of 1.7% exceeded by .1%.

ANALYSIS:

- Spending on Ministry functions represents a very small proportion of total spending.
- The slight increase in the proportion spent on Ministry functions for 2000/01 resulted from a slight increase in spending to support program delivery and a decrease in program spending due to the one-time funding in 1999/2000.
- At 1.8%, the proportion was the same as in 1998/99.

Spending on Department Functions as a Percentage of Total Ministry Spending



Source: Alberta Learning.

Notes:

- 1998/99 to 2000/01 data are based on the Ministry Audited Financial Statements.
- Ministry functions are comprised of Ministry Support Services and Program Delivery Support excluding Regional Services. Spending is comprised of Ministry Expense and Property tax support to opted-out school boards less Teachers' pension valuation adjustments.
- See Endnote C, measure 5.01.

Staff Competitiveness

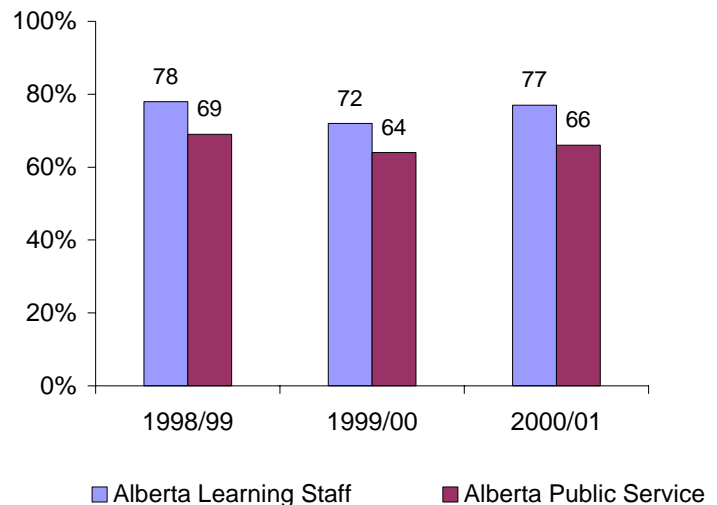
TARGET:

- No target set for 2000/01 for this new core measure.

ANALYSIS:

- The percentage of Alberta Learning employees who agree the Ministry provides support that makes them competitive in the job market rose in 2000/01 over 1999/2000, returning to 1998/99 levels.
- Results for Alberta Learning staff remain significantly higher than results for the provincial public service as a whole.
- The results reflect the Ministry's increased emphasis on learning opportunities for staff.

Percentages of Staff Who Agree Their Employer Provides Support that Makes Them Competitive in the Job Market



Sources: Personnel Administration Office: The Advisory Group – 1999, Research Innovations Inc. – 2000, 2001

Notes:

- The 1998/99 percentage for Alberta Learning reports the aggregated, weighted results of the former Ministries of Education and of Advanced Education and Career Development.
- See Endnote A for information on surveys.
- See Endnote C, measure 5.02.

GOAL 5 CORE MEASURES (CONTINUED)

Client Satisfaction

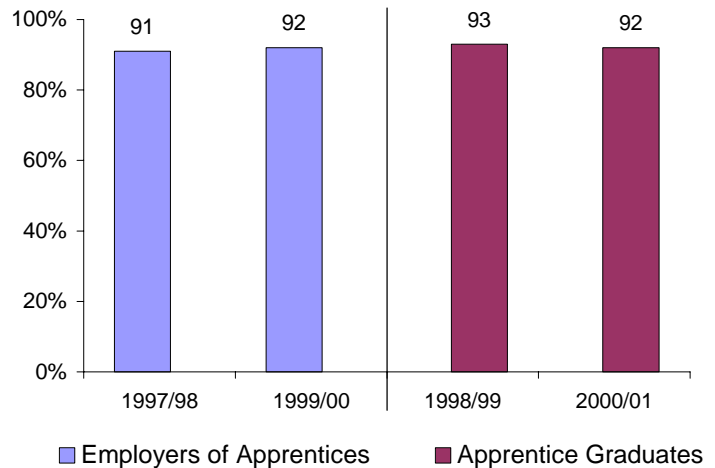
TARGET:

- No target for this new core measure.

ANALYSIS:

- A very large percentage of apprentice graduates were satisfied with the overall quality of service they received from Ministry apprenticeship staff. Satisfaction levels remained high despite apprenticeship registrations at an all-time high.
- Similarly, a very large proportion of employers involved in the apprenticeship and industry training system were satisfied or very satisfied with the quality of service they received from Ministry apprenticeship staff.
- It may be difficult to sustain such high levels of apprentice satisfaction given the significant growth in the number of registered apprentices. Between 1995 and 2000, new registrations increased almost 50%.
- Results provide information on user perceptions of Ministry staff and services.

Percentage of Apprentice Graduates and Employers of Apprentices Satisfied with Ministry Apprenticeship Staff (new)



Source: Alberta Learning: Application Management Consulting – 1998; Nichols Applied Management – 1999, 2000; R.A. Malatest & Associates – 2001.

Notes:

- Information only from clients of the Ministry's apprenticeship and industry training system is available this year.
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 5.03.

GOAL 5 SUPPLEMENTARY MEASURES

Spending on Administration in the Learning System

ANALYSIS:

- The proportion of revenues school jurisdictions spend on instruction has increased since 1995/96.
- The proportion spent on administration has remained fairly constant and the proportion spent on other areas has decreased.
- School board spending on board and system administration is capped at 4-6% of total spending, depending on enrolment.

ANALYSIS:

- Overall, spending on administration within post-secondary institutions has gradually decreased.
- The larger institutions have a smaller ratio of administrative expenses than smaller institutions because of economies of scale.
- Administrative expenses of post-secondary institutions remain low, in part because this indicator is used to determine performance funding.

Spending of Public School Authorities on Instruction and Administration as Percentages of Total Spending

	1995/96	1996/97	1997/98	1998/99	1999/00
Instruction and Support	72.1%	72.9%	74.3%	74.2%	74.5%
Board & System Administration	3.8%	3.4%	3.5%	3.5%	3.5%
Other	24.1%	23.7%	22.2%	22.3%	22.0%

Source: Alberta Learning.

Notes:

- Public school authorities include public, separate and francophone school boards as well as charter schools.
- Other includes Operations and maintenance of schools, Transportation, Debt services, Transfers and External/community services.
- In 1999/2000 System Instruction Support was reported as part of Instruction and Support rather than Board and System Administration. Data for the previous years have been restated to be comparable.
- See Endnote C, measure 5.04.

Post-Secondary Spending on Administration as a Percentage of Total Post-Secondary Institutional Spending

Sector	1995/96	1996/97	1997/98	1998/99	1999/00
Universities	4.9%	5.2%	4.7%	4.6%	4.5%
Public Colleges	9.5%	8.5%	8.6%	9.4%	9.5%
Technical Institutes	6.2%	6.5%	6.4%	6.6%	6.3%
Private University Colleges	15.3%	13.2%	13.5%	14.3%	9.8%
System Average	6.3%	6.4%	6.1%	6.2%	6.0%

Source: Alberta Learning.

Note:

- The administrative expenses percentage for the Private University Colleges decreased in 1999/2000 because one institution moved a student services expense item from administrative expenses to student services. Prior years have not been restated.
- See Endnote C, measure 5.05.

GOAL 5 SUPPLEMENTARY MEASURES (CONTINUED)

Value for Money in the Learning System

ANALYSIS:

- Between 1996/97 and 2000/01, parent satisfaction with value for money spent in their child's school has been relatively stable at about 70%.
- Public satisfaction with value for money spent in ECS-12 schools in their community has increased since 1996/97.
- Satisfaction of both the public and adult learners with adult learning institutions in their community has increased since last year.

Percentages of Learners, Parents and the Public Satisfied with Value For Money

	1996/97	1997/98	1998/99	1999/00	2000/01
<i>In your child's school</i>					
Parents (ECS-12)	71%	70%	69%	71%	70%
<i>In ECS-12 schools in your community</i>					
Public	56%	56%	51%	54%	60%
<i>On adult learning institutions in your community</i>					
Adult Learners	--	--	--	70%	74%
Public	--	--	--	63%	68%

Sources: Alberta Learning: Environics West –1996, 1997; The Advisory Group 1998, 1999; Criterion Research Corp. – 2000, 2001.

Notes:

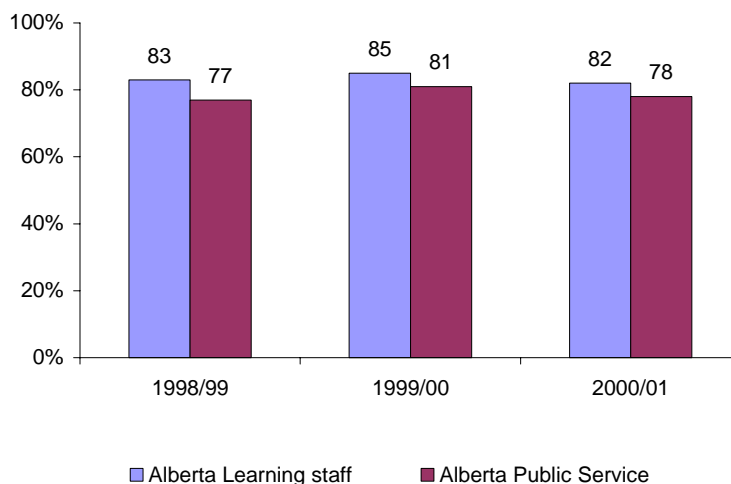
- Adult Learners (those have taken some education or training in the last 12 months) are a subset of the public (Albertans age 17 or over).
- See Endnote A for information on surveys conducted for Alberta Learning.
- See Endnote C, measure 5.06.

Staff Contributions to the Ministry Business Plan

ANALYSIS:

- A large percentage of Alberta Learning employees continue to agree they understand how their work contributes to the Ministry business plan.
- The results for Ministry staff have been higher than the results for the provincial public service as a whole for three years.

Percentages of Staff Who Agree They Understand How Their Work Contributes to Their Ministry's Business Plan (new)



Sources: Personnel Administration Office, The Advisory Group – 1999, Research Innovations Inc. – 2000, 2001.

Notes:

- The 1998/99 percentages for Alberta Learning reports the aggregated weighted results of the former Ministries of Education and of Advanced Education and Career Development.
- See Endnote A for information on the employee surveys.
- See Endnote C, measure 5.07.

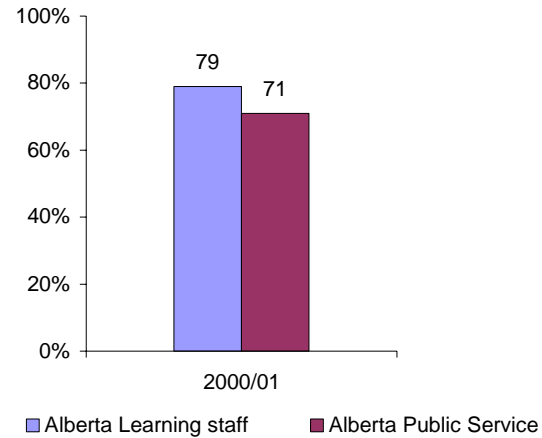
GOAL 5 SUPPLEMENTARY MEASURES (CONTINUED)

Contribution to Government Goals

ANALYSIS:

- Nearly 80% of Alberta Learning staff indicate they understand how the work of the department contributes to government business plan goals.
- Ministry results are significantly higher than results for all provincial government employees.
- A slightly different question was asked of staff in 1999/2000 on their understanding of government goals and priorities, with similar results: 79% for Alberta Learning, and 69% for the provincial public service as a whole.

Percentages of Staff Who Agree They Understand How the Work of their Ministry Contributes to Government Goals (New)



Source: Personnel Administration Office: Research Innovations Inc. – 2000, 2001.

Notes:

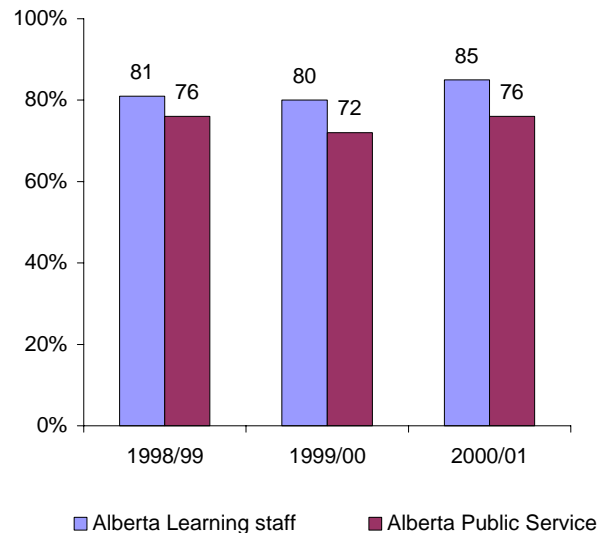
- See Endnote A for information on the employee surveys.
- See Endnote C, measure 5.08.

Knowledge and Skill Development Opportunities for Staff

ANALYSIS:

- In 2000/01 there was an increase in the percentage of staff who agreed the Ministry provides the support they need to acquire or develop the knowledge and skills for their current job.
- The improvement may be, in part, a result of Ministry initiatives, such as the Learning Account and Learning Plans, which support knowledge and skills development of staff.
- The results for Alberta Learning staff have been considerably higher than the results for the public service as a whole for three years.

Percentages of Staff who Agree their Employer Supports their Knowledge and Skill Development



Source: Personnel Administration Office: The Advisory Group – 1999; Research Innovations Inc. – 2000, 2001.

Notes:

- The 1998/99 percentage for Alberta Learning reports the aggregated weighted results of the former Ministries of Education and of Advanced Education and Career Development.
- See Endnote A for information on the employee surveys.
- See Endnote C, measures 5.09.

Looking Ahead: Opportunities and Challenges for Alberta's Learning System

Alberta is recognized nationally and internationally for the excellence of its basic learning, adult learning, and apprenticeship and industry training systems. To improve upon this excellence Alberta Learning, its partners and stakeholders, must develop the capacity to respond to an ever-changing environment and related expectations. Today's knowledge-based society expects people to be prepared to take on the opportunities and challenges of lifelong learning.

Providing a Strong Foundation for Children and Youth

It is critical that children start school ready to learn. There are long-term implications for lack of school readiness, such as remedial services during and beyond school years. Alberta Learning supports its partners in other Alberta ministries, learning system stakeholders, and Alberta's parents in meeting children's basic needs to enable them to fully benefit from school.

Opportunities and challenges include:

- optimizing early childhood development and basic education to build a strong foundation of cognitive, physical, emotional and spiritual health.
- developing fundamental skills and knowledge for full participation in lifelong learning.
- addressing literacy issues in all age groups, as literacy is a basic foundation for all learning.

Well-rounded preparation for further learning, work and community participation is essential for Alberta's youth to take full advantage of opportunities beyond basic learning.

Opportunities and challenges include:

- promoting the enjoyment of learning and the development of lifelong learning skills to provide a strong foundation for future life choices
- ensuring programming, curriculum and instructor preparation keep pace with the rapid technological advances and inherent changes of a knowledge-based society
- encouraging high school academic achievement to enable participation in post-secondary education

Ensuring Opportunities for Lifelong Learning

Learners, industry and communities have rising expectations and demands for a choice-filled, high quality, and safe learning system to meet diverse needs. Adding to these challenges, Alberta faces the complexities of three significant demographic trends: a growing senior population, an increasing Aboriginal youth population and an echo baby boom. Impacting these overall trends is an aging workforce, rural depopulation and urban migration.

Opportunities and challenges include:

- developing policies and programs to address seniors' learning needs and the resulting workforce requirements.
- addressing the learning needs of Aboriginal youth in partnership with the Aboriginal community.
- recognizing the increased need for post-secondary and community-based programs.
- attracting and retaining post-secondary faculty and teachers as improved economies and an ever-shrinking pool of human resources increases competition. The need for kindergarten to grade 12 math, science, and second language educators is especially great.
- enhancing alternate education delivery methods to assist rural communities in maintaining quality service levels.
- working with partners and stakeholders to respond to the needs of learners entering the system from outside Alberta and Canada.
- maintaining a balance between the collective and individual responsibility for investment in education while continuing to provide affordable access to learning opportunities.

Sustainability of the Learning system

In addition to maintaining high quality, relevant, accessible and affordable learning opportunities in the short term, it is essential to sustain the learning system over the long term. Parents want greater input into their children's education. Business and industry expect relevant training programs with higher standards. The trend towards individualized, learner-centered instruction is growing. Plus, increasing public demand for lifelong learning options is creating a more globally competitive market, which expands choices but may blur accountability. In the face of such change the learning system is striving to adapt to varied demands while sustaining itself over the long term.

Opportunities and challenges include:

- expanding alternative delivery methods, such as e-learning and community-based programs, to enhance capacity and sustainability
- developing an overall strategy for long-term sustainability of the learning system while maintaining its flexibility to adapt
- clarifying roles and responsibilities for accountability among the federal government, the province and learning providers
- developing solutions for infrastructure renewal and capacity that reflect the shared responsibility between governments, institutions and communities
- enhancing the learning system's ability to adjust programming and curriculum to keep pace with the inherent changes of a fast paced changing environment
- providing for adequate and equitable investment in the learning system throughout the province.
- reviewing the government's role to ensure that an increasingly competitive education environment does not adversely affect accessibility, affordability or quality.

Preparing a Highly Knowledgeable and Skilled Workforce

Educational attainment has a strong and consistent relationship with individual success in the workforce and with societal prosperity. For Alberta to continue to prosper, emphasis is needed on providing the workforce with appropriate lifelong learning opportunities. As technological change accelerates and the overall age of the workforce increases, there is growing demand for new skills and abilities that will require training programs. Expectations are that the labour market will continue to be concentrated in jobs that need some form of post-secondary training. In addition, jobs which have traditionally required minimal knowledge, skills and training, are widening in scope in response to new technologies, safety issues and customer service expectations.

Opportunities and challenges include:

- fostering recognition of learning as an investment in the future.
- improving learner, parent and teacher awareness of rising workplace skill requirements, the costs of post-secondary education and the financial support available.
- increasing upgrading and skill development opportunities for individuals to gain greater competitiveness in the workforce, and increasing awareness of those opportunities.
- emphasizing strategies to increase high school completion rates and post-secondary achievement so Albertans are prepared to take advantage of opportunities in a knowledge-based society.
- continual development and implementation of strategies to address industry's growing need for a highly skilled and trained workforce, especially where there are expected skill shortages.